



جَامِعَةُ الْبَيَانِ



# Course Description

**Al-Bayan University**

**College of Nursing**

**2025-2026**

**College of Nursing**  
**September 20, 2025**

|   |  |
|---|--|
| <b>University</b>                         | Al-Bayan University                          |
| <b>Faculty/Institute</b>                  | College of Nursing                           |
| <b>Scientific Department</b>              | /  |
| <b>Academic/Professional Program Name</b> | Science in Nursing                           |
| <b>Final Certificate Name</b>             | Bachelor in Nursing                          |
| <b>Academic System</b>                    | Four years/semi-annually (two-semester/year) |
| <b>Description Preparation Date</b>       | 1-09-2025                                    |
| <b>File Completion Date</b>               | 20-9-2025                                    |

#### Head of Department

**Signature**



**Name**

Prof. Dr. Wafa Muhammad Attouf

**Date**

20-9-2025

#### Deputy Dean for Scientific Affairs

**Signature**



**Name**

Assoc. Prof. Dr. Hasanain Faisal Ghazi

**Date**

20-9-2025

This File has been checked by Quality Assurance and University Performance Director of Quality Assurance and University Performance Department

#### Head of Quality Assurance Section

**Signature**

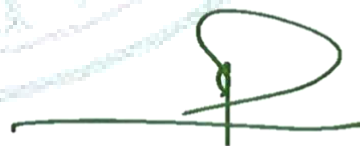


**Name**

Prof. Dr. Afifa Redha aziz

**Date**

20-9-2025



**Approval of the Dean**

**Prof. Dr. Wafa Muhammad Attouf**

## **1. Program Vision**

*A distinguished academic program that provides students with knowledge, skills, practices, and applications of the nursing profession and advanced scientific research in the field of nursing to provide high-quality nursing care for the individual, family, and community, and enhance community health.*

## **2. Program Mission**

*Graduating nursing staff who are scientifically and practically qualified and ethically prepared to provide high-quality nursing service and compete in the labor market after completing four years of study.*

## **3. Program Objectives**

- 1. Preparing qualified nurses with comprehensive nursing skills and knowledge to work in all health institutions in various preventive, curative, and rehabilitative nursing fields for the individual, the family, and the community.*
- 2. Enabling researchers, including faculty members and students, to keep up with and use modern research methods in completing scientific research.*
- 3. Developing the capabilities of faculty members and students by using modern technology in education and updating curricula in a way that achieves the concepts of sustainable development.*
- 4. Enabling students to provide high-quality nursing services to all categories of society without discrimination or bias*

## **4. The Program Accreditation**

N/A

## **5. Other External Influences**

*College of Nursing / Al Bayan University is a private college affiliated with the university and the Ministry of Higher Education and Scientific Research.*

## 6. Program Structure

| Course Structure           | Number of Courses      | Credit Units | (%) | Reviews |
|----------------------------|------------------------|--------------|-----|---------|
| Institutional Requirements | 10                     | 14           | 10  | -       |
| College Requirements       | 30                     | 124          | 82  | -       |
| Department Requirements    | One-department college |              | -   | -       |
| Summer Training            | 240 hours              | -            | -   | -       |
| Other                      | -                      | -            | -   | -       |

## 7. Program Description

| College of Nursing / The curriculum followed for the four stages in the academic year 2025-2026 |             |                 |                               |           |        |
|---|-------------|-----------------|-------------------------------|-----------|--------|
| No  | Stage       | Course          | Subject                       | Code name | Credit |
| 1   | First year  | First semester  | Fundamentals of nursing I     | NUR 101   | 7      |
| 2   | First year  | First semester  | Biochemistry                  | CHM 102   | 4      |
| 3   | First year  | First semester  | part I English                | ENG 103   | 1      |
| 4   | First year  | First semester  | Anatomy for Nurses            | ANT 104   | 4      |
| 5   | First year  | First semester  | Ethics Code of                | ETH 105   | 2      |
| 6   | First year  | First semester  | Science I Computer            | COS 106   | 1      |
| 7   | First year  | First semester  | Democracy & Human Rights      | HUMR 107  | 2      |
| Count=7   |             |                 |                               |           | 21     |
| No  | Stage       | Course          | Subject                       | Code name | Credit |
| 1   | First year  | Second semester | Fundamental of Nursing II     | NUR 108   | 8      |
| 2   | First year  | Second semester | Physiology for Nurses         | PHY 109   | 4      |
| 3   | First year  | Second semester | English part II               | ENG 110   | 1      |
| 4   | First year  | Second semester | Terminology Medical           | TER 111   | 2      |
| 5   | First year  | Second semester | Computer Science II           | COS 112   | 1      |
| 6   | First year  | Second semester | Language for Arabic Nursing I | ARB 113   | 2      |
| Count=6   |             |                 |                               |           | 18     |
| No  | Stage       | Course          | Subject                       | Code name | Credit |
| 1   | Second year | First semester  | Adult Nursing I               | NUR 201   | 8      |
| 2   | Second year | First semester  | Pharmacology for Nurses I     | PHR 202   | 2      |
| 3   | Second year | First semester  | Health Assessment             | HAS 203   | 3      |
| 4   | Second year | First semester  | Microbiology for Nurses I     | MBN 204   | 3      |
| 5   | Second year | First semester  | Computer Science III          | COS 205   | 1      |

|           |              |   |   |                  |               |
|-----------|--------------|---|---|------------------|---------------|
| 6         | Second year  | First semester                            | Party Crimes Baath                              | CDB 206          | 2             |
| Count=6   |              |   |   |                  | 19            |
| <b>No</b> | <b>Stage</b> | <b>Course</b>                             | <b>Subject</b>                                  | <b>Code name</b> | <b>Credit</b> |
| 1         | Second year  | Second semester                           | Adult Nursing II                                | NUR 207          | 8             |
| 2         | Second year  | Second semester                           | Pathophysiology for Nurses                      | PAT 208          | 2             |
| 3         | Second year  | Second semester                           | Microbiology for Nurses II                      | MBN 209          | 3             |
| 4         | Second year  | Second semester                           | Pharmacology for Nurses II                      | PHR 210          | 2             |
| 5         | Second year  | Second semester                           | Computer Science IV                             | COS 211          | 1             |
| 6         | Second year  | Second semester                           | Language for Arabic Nursing II                  | ARB 212          | 2             |
| Count=6   |              |   |   |                  | 18            |
| <b>No</b> | <b>Stage</b> | <b>Course</b>                             | <b>Subject</b>                                  | <b>Code name</b> | <b>Credit</b> |
| 1         | Third year   | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Maternal & Neonate Nursing                      | NUR 301          | 8             |
| 2         | Third year   | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Methods in Research Nursing                     | RSM 302          | 2             |
| 3         | Third year   | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Sociology Health                                | HSO 303          | 2             |
| 4         | Third year   | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Diet & Nutrition therapy                        | NUT 305          | 2             |
| Count=5   |              |   |   |                  | 14            |
| <b>No</b> | <b>Stage</b> | <b>Course</b>                             | <b>Subject</b>                                  | <b>Code name</b> | <b>Credit</b> |
| 1         | Third year   | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Pediatric Nursing                               | NUR 306          | 8             |
| 2         | Third year   | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Biostatistics                                   | BST 307          | 2             |
| 3         | Third year   | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Human Growth & Development                      | HGD 308          | 5             |
| Count=5   |              |   |   |                  | 15            |
| <b>No</b> | <b>Stage</b> | <b>Course</b>                             | <b>Subject</b>                                  | <b>Code name</b> | <b>Credit</b> |
| 1         | Fourth year  | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Psychiatric & Mental Health Nursing             | NUR 408          | 7             |
| 2         | Fourth year  | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Critical Care Nursing                           | NUR 409          | 6             |
| 3         | Fourth year  | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Psychology for Health Nurses                    | HPN 410          | 2             |
| 4         | Fourth year  | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Project Research                                | NUR 411          | 1             |
| Count=6   |              |   |   |                  | 16            |
| <b>No</b> | <b>Stage</b> | <b>Course</b>                             | <b>Subject</b>                                  | <b>Code name</b> | <b>Credit</b> |
| 1         | NUR 401      | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Community Health Nursing                        | NUR 401          | 7             |
| 2         | NUR 402      | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Management Nursing and Leadership               | NUR 402          | 3             |
| 3         | NUR 403      | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Professional Perspectives and Issues in Nursing | NUR 403          | 2             |
| 4         | NUR 404      | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Project Research                                | NUR 404          | 1             |
| 5         | HPR 405      | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Promotion Health                                | HPR 405          | 2             |
| 6         | EPID 406     | 1 <sup>st</sup> &2 <sup>nd</sup> semester | Epidemiology                                    | EPID 406         | 2             |
| Count=7   |              |   |   |                  | 17            |

Note: (1) theoretical hour = (1) Credit: (3) clinical practical hour = (1) credit

Summer training: one month of training for the second stage, and one month of training for the third stage, at a rate of (6) hours per day, (30) hours per week, and (120) hours per month.

ملاحظة: (1) ساعة نظري = (1) وحدة دراسية (3) ساعة عملي سريري = (1) وحدة دراسية  
التدريب الصيفي: شهر تدريب المرحلة الثانية و شهر تدريب للمرحلة الثالثة وبمعدل (6) ساعات يومياً , (30) ساعة اسبوعياً و (120) ساعة شهرياً

## 8. Expected learning outcomes of the program

### → Knowledge

1. A1- *The student acquires sufficient knowledge of the scientific terminology used in nursing sciences.*
2. A2- *The student learns the types of nursing basics and general skills along with knowledge of the use of devices, materials, and solutions used in the field of nursing.*
3. A3- *Enhancing the student's confidence to deal with all types of patients in hospitals to provide them with nursing care and develop the student's ability to deal with different patient cases according to the nursing process.*
4. A4- *Strengthening the principle of participation by a group of students to discuss a medical condition and the method of treating it, and to provide nursing care and guidance to the individual and society, thus providing the student with complete knowledge that enables him to prepare an integrated nursing plan for the patient.*

### → Skills

1. B1 - *Promoting professional ethics and etiquette among students and professional and humane treatment of patients.*
2. B2- *Students acquire various nursing skills that enable them to provide high-quality service.*

*3. B3- Promoting the principle of continuous, lifelong learning in order to continue developing the profession and improving students' knowledge and skills.*

## **→ Values**

- 1. C1- Adherence to the ethical standards of nursing*
- 2. C2- Non-discrimination in providing nursing services between one patient and another according to their culture, religion, color, or living condition.*
- 3. C3- Preserving the patient's rights stipulated in the laws.*
- 4.C4- The skill of making the right decision for the benefit of the patient, based on logical thinking.*

## **9. Teaching and Learning Strategies**

- 1. Class lectures*
- 2. And use slideshows*
- 3. And illustrative films*
- 4. Class discussions*

## **10. Evaluation Methods**

- Theoretical tests.*
- Oral exams.*
- Brain storming*
- Seminars and reports*
- Attendance and participation*

*-Laboratory practical tests.*

## 11. Faculty

### Faculty Members

| Titles         | Specialization |         | Special Requirements/Skills        | Numbers |     |
|----------------|----------------|---------|------------------------------------|---------|-----|
|                | General        | Special |                                    | Staff   | Lec |
| Prof           | 1              | 5       | Teaching qualification certificate | 5       | 1   |
| Ass. Prof      | 0              | 2       | Teaching qualification certificate | 0       | 2   |
| Lecturers      | 1              | 11      | Teaching qualification certificate | 8       | 4   |
| Ass. Lecturers | 3              | 3       | Teaching qualification certificate | 3       | 3   |

### Professional Development

#### Mentoring New Faculty Members

1. Involving him in the teaching validity course and the teaching methods course.
2. Involve him in a computer proficiency course.
3. Encouraging them to conduct research and publish in reputable journals, and involving them in supervising the students' graduation research.
4. Urging and encouraging people to follow up on everything new in their field of expertise.
5. Obliging him to participate in seminars and workshops
6. He will be under the supervision of specialized professors to develop his knowledge and skills.

#### Professional Development for Faculty Members

1. Involving them in specialized courses and scientific workshops.
2. Mandatory annual publication of research in reputable journals
3. Attending local and international conferences
4. Encouraging them to obtain higher degrees (doctorates) in their field of specialization.

5. *Encouraging them to obtain academic titles.*
6. *Exchanging experiences with professors at public and private universities.*
7. *Encouraging teachers to conduct joint research in prestigious universities.*
8. *Developing professors' skills by sending them to international universities to learn about everything new in their field of specialization.*

## **12. Acceptance Criteria**

1. *The student must have a secondary school graduate (scientific stream) or a nursing preparatory school graduate*
2. *The overall average must not be less than 70%.*
3. *The student must be healthy and sound physically and mentally.*
4. *The student must have a desire to work in the nursing profession*

## **13. The most important Sources of Information about the Program**

1. *Iraqi, Arab and international governmental nursing colleges*
2. *Iraqi Ministry of Health.*

## **14. Program Development Plan**

1. *Evaluation of the current situation: through annual evaluation and comparison of the achievements and what are the challenges and threats according to the SWOT analysis.*
2. *Assessing students' learning needs using survey forms.*
3. *The annual result of the academic and institutional performance evaluation.*









# **FIRST GRADE**

**The Bologna Pathway has  
been approved for the  
academic year 2025-2026, but  
the course descriptions for the  
first grade have not yet been  
received from the Nursing  
Deans Committee.**

# **SECOND GRADE**

# **TERM 1**

## Course Description ( Adult Nursing 2 )

|  |  |   |
|--|--|---|
| <b>1. Course Title</b>                 | Adult nursing 2  |   |
| <b>2. Course Code</b>                  | (NUR 207)  |   |
| <b>3. Semester/Year</b>                | second year / Second semester  |   |
| <b>4. Description Preparation Date</b> | 16/9/2025  |   |
| <b>5. Available Attendance Form</b>    | In-person lectures and clinic in hospital  |   |
| <b>6. No. of Hours (Total)</b>         | hrs. total (240)<br>Theory (4) hrs<br>clinic (12) hrs.   |   |
| <b>7. No. of Credits (Total)</b>       | Total of (8) credits<br>Theory (4) credits<br>clinic. (4) credits  |   |
| <b>8. Course Administrator Name</b>    | Dr. Wafaa Mohammed Attoof AL-attar+ Dr. Raheem Atyia Badir+ A team supervising nursing laboratories  |   |
| <b>9. E-mail</b>                       | <a href="mailto:wafa.aalattar@albayan.edu.iq">wafa.aalattar@albayan.edu.iq</a><br><a href="mailto:raheem.atyia@albayan.edu.iq">raheem.atyia@albayan.edu.iq</a> |   |
| <b>10. Course Objectives</b>           |  |   |
| <b>Knowledge</b>                       | <b>A1</b>  | - Describing special diseases that affect adults in particular and providing the necessary care for them        |
|  | <b>A2</b>  | - Designing preventive programs for communicable diseases targeting adults                                      |
|  | <b>A3</b>  | Enabling students to simulate technical developments in their field of specialization                           |
|  | <b>A4</b>  | Enabling students to design health policies that improve the health of target communities                       |
|  | <b>Skills</b>  | <b>B1</b>   |
| <b>B2</b>                              |  | Develop an integrated plan to implement nursing care in light of the diagnosed needs                            |
| <b>B3</b>                              |  | - Applying international nursing standards in providing comprehensive care to adult patients                    |
| <b>B4</b>                              |  | Evaluating the patient's health and physical condition and diagnosing his needs through a therapeutic interview |

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|        |    |   |
|--------|----|---|
| Values | C1 | Consolidating human values while providing comprehensive nursing care to all patients from all sectors of society |
|        | C2 | Establishing and focusing on religious and universal values in dealing with and caring for the adult patient      |
|        | C3 | Consolidating ethical values in dealing with patients in accordance with societal and global principles           |

## 11. Teaching and Learning Strategies

|    |  |    |   |
|----|--|----|---|
| 1. | Method of delivering lectures, discussion groups, and asking questions during theoretical material | 4. | Practical application or clinical training in educational hospitals, presenting seminars by students, and presenting a topic or assignment within the scope of the practical training subject |
| 2. | Practical training in specialized laboratories   | 5. | Role play   |
| 3. | Using writing on the board, displaying on the screen, PowerPoint slides, and scientific films.     | 6. | Showing educational films   |

## 12. The Structure of the Course

| Week | Hours | RLOs   | Topic/Subject Name  | Learning Method                               | Evaluation Method           |
|------|-------|--|---|---|-----------------------------|
| 1.   | 4     | Identify of Introduction to adult .nursing II<br>Identify the patients being suffer from nervous system disorders and patient assessment.<br>What is the diagnostic test and identification of pathological conditions<br>- ICP<br>- Brain tumor | <b>Introduction to nursing adult II.</b><br><b>Nursing management of patients with nervous system disorder</b> <ul style="list-style-type: none"> <li>• Assessment and diagnostic test</li> <li>• Intracranial pressure</li> <li>• Brain tumor</li> </ul> | Theoretical lecture using program power point | Quiz& questions and answers |
| 2.   | 4     | <ul style="list-style-type: none"> <li>•Brain abscess.</li> <li>•Meningitis</li> <li>•Head injury</li> <li>•Epilepsy.</li> <li>•Caring for the unconscious patient</li> </ul>  | <ul style="list-style-type: none"> <li>• Brain abscess.</li> <li>• Meningitis</li> <li>• Head injury</li> <li>• Epilepsy.</li> <li>• Caring for unconscious patient</li> </ul>  | Theoretical lecture using program power point | Quiz& questions and answers |
| 3.   | 4     | Study nursing measures for patients those suffering from kidney disorders.<br>•Evaluation and diagnostic testing<br>•Basic signs and symptoms<br>Identify the following diseases:<br>-Urinary tract infection                                    | <b>Nursing management of patients with Renal disorders.</b> <ul style="list-style-type: none"> <li>• Assessment and diagnostic test</li> <li>• Cardinal signs and symptoms</li> </ul> Urinary tract infection   | Theoretical lecture using program power point | Quiz& questions and answers |

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|----|---|---|---|---|-----------------------------|
| 4. | 4 | -Kidney stones<br>-Prostate enlargement<br>-Bladder Cancer<br>-End stage renal failure<br>- Renal replacement therapy   | <ul style="list-style-type: none"> <li>• Renal stone</li> <li>• Prostatic hyperplasia</li> <li>• Ca bladder</li> <li>• End stage of renal failure</li> <li>• Renal replacement therapy</li> </ul>                           | Theoretical lecture using program power point | Quiz& questions and answers |
| 5. | 4 |   | First Exam  |   |                             |
| 6. | 4 | Study of nursing measures for patients with musculoskeletal disorders.<br>•Study evaluation and diagnostic testing<br>•Identify diseases<br>Fractions<br>•Amputation<br>-Osteitis | <b>Nursing management of patients with Musculoskeletal disorders.</b> <ul style="list-style-type: none"> <li>• Assessment and diagnostic test</li> <li>• Fracture</li> <li>• Amputation</li> <li>• Osteomyelitis</li> </ul> | Theoretical lecture using program power point | Quiz& questions and answers |
| 7. | 4 | <ul style="list-style-type: none"> <li>• Osteoporosis</li> <li>• Arthritis</li> <li>• Joint replacement</li> </ul>  | <ul style="list-style-type: none"> <li>• Osteoporosis</li> <li>• Arthritis</li> <li>• Joint replacement</li> </ul>  | Theoretical lecture using program power point | Quiz& questions and answers |
| 8. | 4 | Identify nursing measures for patients with heart disorders .And blood vessels<br>Evaluation study, signs and symptoms<br>And diagnostic testing                                  | <b>Nursing management of patients with Cardiovascular disorders.</b> <ul style="list-style-type: none"> <li>• Assessment and signs and symptoms and diagnostic test</li> </ul>  | Theoretical lecture using program power point | Quiz& questions and answers |
| 9. | 4 |   | Second Exam   |   |                             |

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|     |   |  |   |   |                             |
|-----|---|--|---|---|-----------------------------|
| 10. | 4 | Study of all types of heart valve diseases   | <ul style="list-style-type: none"> <li>• Valvular heart disease (Martial disease stenosis and regurgitation)</li> <li>• Valvular heart disease (Martial disease stenosis and regurgitation)</li> </ul>  | Theoretical lecture using program power point | Quiz& questions and answers |
| 11. | 4 | Congenital heart diseases (ASD, VSD, TOF).<br>• Cardiac catheterization  | <ul style="list-style-type: none"> <li>• Congenital heart disease (ASD,VSD and( TOF).</li> <li>• Cardiac catheterization</li> </ul>   | Theoretical lecture using program power point | Quiz& questions and answers |
| 12. | 4 | Learn about nursing measures for patients with skin disorders<br>•Study of anatomy and physiology<br>Skin and study of the evaluation and diagnosis of patients with visible diseases<br>Identify diseases<br>•Skin infections<br>• Diseases that affect the immune system | <b>Nursing management of patients with Integumentary disorders.</b> <ul style="list-style-type: none"> <li>• Anatomy and physiology</li> <li>• Assessment integumentary system</li> <li>• Dermatitis</li> <li>• Autoimmune disease</li> </ul> | Theoretical lecture using program power point | Quiz& questions and answers |
| 13. | 4 | • Nursing measures for patients who They suffer from ear and nose diseases and larynx (ENT)<br>And learn about diseases<br>•Sinusitis<br>•Tonsillitis  | <b>Nursing management of patients with, Nose and Throat (ENT)</b> <ul style="list-style-type: none"> <li>• Sinusitis</li> <li>• Tonsillitis</li> <li>• Otitis media</li> <li>• Ca larynx</li> </ul>   | Theoretical lecture using program power point | Quiz& questions and answers |

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|-----|---|--|--|--|-----------------------------|
|     |   | <ul style="list-style-type: none"> <li>•Inflammation of the middle ear</li> <li>• Throat Cancer</li> </ul>   |  |  |                             |
| 14. | 4 | Identify therapeutic and nursing measures for patients with eye disorders. • Evaluation and diagnostic testing<br>•Identify eye diseases, which are<br>Opacity of the eye lens<br>And glaucoma disease | Nursing management of patients with ophthalmic disorders. <ul style="list-style-type: none"> <li>• Assessment and diagnostic test</li> <li>• Cataract</li> <li>• Gulcoma.</li> </ul> | Theoretical lect using progr power point | Quiz& questions and answers |
| 15. | 4 |  | 3 <sup>rd</sup> exam   |  |                             |

## Practical

| Week | 4  | RLOs   | Topic/Subject Name        | Learning Method                         | Evaluation Method   |
|------|----|--|---------------------------|---|---|
| 1    | 12 | Identify diseases of the nervous system and study how providing nursing care to those patients | Neurosurgical Unit        | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 2    | 12 | Identify diseases of the nervous system and study how providing nursing care to those patients | Neurosurgical Unit        | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 3    | 12 | Identify diseases of the nervous system and study how providing nursing care to those patients | Neurosurgical Unit        | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 4    | 12 | Identifying patients with hemo-dialysis unit and studying how nursing care is provided to them | Urology and dialysis unit | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |

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|    |    |  |                           |   |   |
|----|----|--|---------------------------|---|---|
| 5  | 12 | Identifying patients with hemodialysis unit and studying how nursing care is provided to them  | Urology and dialysis unit | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 6  | 12 | Identifying patients with hemodialysis unit and studying how nursing care is provided to them  | Urology and dialysis unit | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 7  | 12 | Identifying patients in the Orthopedic wards<br>And study how nursing care is provided to them | Orthopedic Wards          | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 8  | 12 | Identifying patients in the Orthopedic wards<br>And study how nursing care is provided to them | Orthopedic Wards          | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 9  | 12 | Identifying patients in the Orthopedic wards<br>And study how nursing care is provided to them | Orthopedic Wards          | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 10 | 12 | Identifying patients in the ICU rooms<br>And study how nursing care is provided to them        | Coronary care unit        | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 11 | 12 | Identifying patients in the ICU rooms<br>And study how nursing care is provided to them        | Coronary care unit        | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 12 | 12 | Identifying patients in the ICU rooms<br>And study how nursing care is provided to them        | Coronary care unit        | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |

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|    |    |   |                             |   |   |
|----|----|---|-----------------------------|---|---|
| 13 | 12 | Identifying patients in the eye and ENT<br>Ear, nose and throat words<br>And study how nursing care is provided to them | ENT Wards& Ophthalmic Wards | Practical application in Hospital wards | Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 14 | 12 | Identifying patients in the eye and ENT<br>Ear, nose and throat words<br>And study how nursing care provided to them    | ENT Wards& Ophthalmic Wards | Practical application in Hospital wards | Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 15 | 12 | Identifying patients in the eye and ENT<br>Ear, nose and throat words<br>And study how nursing care provided to them    | ENT Wards& Ophthalmic Wards | Practical application in Hospital wards | Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |

### 13. Course Evaluation

quiz with attendance 5%, Monthly theoretical exam 15%, Monthly practical exams 20%

- practical final exam 20%

-theoretical final exam 40%

The total score=100

### 14. Learning & Teaching Resources

Required textbooks

(curricular if any)

1. Taylor , C., et al.: Fundamentals of Nursing : The Art and Science of Nursing care, 7th .ed.,2014, Lippincott
2. White, L.; Duncan, G.; and Baumle, W.: Foundation of Nursing, 3rd ed., 2011, Australia: CENGAGE
3. Pamela, L., et al. Taylor's Handbook of Clinical Nursing Skills, 2<sup>nd</sup> ed., 2015, Wolters Kluwer Health | Lippincott Williams & Wilkins
4. Loeb, S., et al.: Nursing Procedures: Student Version, 2014, Pennsylvania: Springhouse Corporation

Main References

(sources)

1. Taylor , C., et al.: Fundamentals of Nursing : The Art and Science of Nursing care, 7th .ed.,2014, Lippincott
2. White, L.; Duncan, G.; and Baumle, W.: Foundation of Nursing, 3rd ed., 2011, Australia: CENGAGE
3. Pamela, L., et al. Taylor's Handbook of Clinical Nursing Skills, 2<sup>nd</sup> ed., 2015, Wolters Kluwer Health | Lippincott Williams & Wilkins
4. Loeb, S., et al.: Nursing Procedures: Student Version, 2014, Pennsylvania: Springhouse Corporation

Recommended Books & References

(Scientific Journals, Reports ...)

Websites or Electronic References

## Course Description (Health Assessment)

|  |  |   |
|--|--|---|
| <b>1. Course Title</b>                 | Health Assessment  |   |
| <b>2. Course Code</b>                  | (HAS 203)  |   |
| <b>3. Semester/Year</b>                | Second year / first semester   |   |
| <b>4. Description Preparation Date</b> | 16/9/2025  |   |
| <b>5. Available Attendance Form</b>    | In-person lectures and practical laboratories  |   |
| <b>6. No. of Hours (Total)</b>         | Total hrs.60<br>Theory (2) hrs<br>Lab. (2) hrs.  |   |
| <b>7. No. of Credits (Total)</b>       | Total of (3) credits<br>Theory (2) credits<br>Lab. (1) credits   |   |
| <b>8. Course Administrator Name</b>    | Dr. Wafaa Mohammed Attoof AL-attar+ Dr. Raheem Atyia Badir+ Wissam Isam Abd Alahaad  |   |
| <b>9. E-mail</b>                       | <a href="mailto:wafa.aalattar@albayan.edu.iq">wafa.aalattar@albayan.edu.iq</a><br><a href="mailto:raheem.atyia@albayan.edu.iq">raheem.atyia@albayan.edu.iq</a><br><a href="mailto:wissam.isam@albayan.edu.iq">wissam.isam@albayan.edu.iq</a> |   |
| <b>10. Course Objectives</b>           |  |   |
| <b>Knowledge</b>                       | <b>A1</b>  | Knowledge of scientific methods that must be followed of the health physical assessment process   |
|  | <b>A2</b>  | Identify the components of health history   |
|  | <b>A3</b>  | Knowledge of various tools and techniques for information control (interviewing, observation, listening, cross-checking, recording review and review of diagnostic test results). |
|  | <b>A4</b>  | Emphasis on the systematic approach sequence of physical examination of the body system   |
| <b>Skills</b>                          | <b>B1</b>  | Apply interviewing skills and techniques to conduct a successful interview.   |
|  | <b>B2</b>  | Perform an integrated plan for implementing nursing care in light of the diagnosis needs based on the outcomes of the health and physical assessment                              |
|  | <b>B3</b>  | Use correct scientific skills to perform a meaningful assessment for the patient  |
|  | <b>B4</b>  | Apply physical examination techniques through inspection, palpation, percussion and auscultation  |
| <b>Values</b>                          | <b>C1</b>  | -Apply ethical and legal principles when caring for the patient and his family.   |
|  | <b>C2</b>  | Consolidating human values while conducting health and physical assessments and providing comprehensive nursing care to all patients from all segments of society                 |
|  | <b>C3</b>  | cooperation with members of the health team and workers in health institutions, the outcome of this cooperation leads to improving health care services for citizens              |

|    |  |
|----|--|
| C4 | Focus on religious and universal values in dealing with and caring for the ac patient while conducting the health assessment |
|----|--|

## 11. Teaching and Learning Strategies

|    |  |    |                           |
|----|--|----|---------------------------|
| 1. | Method of delivering lectures, discussion groups, and asking questions during theoretical material | 4. | Role play                 |
| 2. | Practical training in specialized laboratories   | 5. | Showing educational films |
| 3. | Using writing on the board, displaying on the screen, PowerPoint slides.                           | 6. |                           |

## 12. The Structure of the Course

| Week | Hours | RLOs  | Topic/Subject Name                                    | Learning Method                                      | Evaluation Method           |
|------|-------|---|---|--|-----------------------------|
| 1    | 2     | Understand the main steps of physical examination and evaluation<br>Health care and learning about screening technology   | <b>Introduction to health assessment</b>              | Theoretical lecture using<br>The power point program | Quiz& questions and answers |
| 2    | 2     | Understanding skin, hair and skin examination and focusing on types of skin lesions, including hair and nails             | <b>Integument assessment ( skin, hair, Nail)</b>      | Theoretical lecture using<br>The power point program | Quiz& questions and answers |
| 3    | 2     | Understand physical examinations and health assessment of head and neck problems  | <b>Head and Neck &amp; cervical lymph node assess</b> | Theoretical lecture using<br>The power point program | Quiz& questions and answers |
| 4    | 2     | Learn about ear examination and evaluation<br>Focus on tools and injuries   | <b>Ear assess</b>                                     | Theoretical lecture using<br>The power point program | Quiz& questions and answers |
| 5    | 2     | Identify the examination of the mouth, pharynx, nose, and sinuses and the types of examination and injuries are discussed | <b>Mouth &amp; oropharynx, nose, Sinus assess</b>     | Theoretical lecture using<br>The power point program | Quiz& questions and answers |
| 6    | 2     | Knowledge of understanding eye anatomy and eye tests and examinations   | <b>Eye assess</b>                                     | Theoretical lecture using<br>The power point program | Quiz& questions and answers |
| 7    | 2     |   | <b>first Exam</b>                                     |  |                             |

# جامعة البتاني

|    |   |  |                                   |  |                             |
|----|---|--|-----------------------------------|--|-----------------------------|
| 8  | 2 | Knowing what is normal and abnormal when examining the respiratory system  | <b>Respiratory assess</b>         | heoretical lecture using The power point program | Quiz& questions and answers |
| 9  | 2 | Abdominal examination and assess   | <b>Abdominal assess</b>           | heoretical lecture using The power point program | Quiz& questions and answers |
| 10 | 2 | Examination and assess of the heart and circulatory system   | <b>Cardiovascular assess</b>      | heoretical lecture using The power point program | Quiz& questions and answers |
| 11 | 2 | Learn about peripheral vascular examination and assess   | <b>peripheral vascular assess</b> | heoretical lecture using The power point program | Quiz& questions and answers |
| 12 | 2 | Identify normal joint movement and types of bones in the body  | <b>Musculoskeletal assess</b>     | heoretical lecture using The power point program | Quiz& questions and answers |
| 13 | 2 | Learn about the nervous system examination and focus on injuries and their types<br>Identify the cranial nerves and identify each nerve being examined | <b>Neurological assess</b>        | heoretical lecture using The power point program | Quiz& questions and answers |
| 14 | 2 |  | Con.                              |  |                             |
| 15 | 2 |  | Second Exam                       |  | 2 <sup>nd</sup> exam        |

## Practical

| Week | Hours | RLOs | Topic/Subject Name | Learning Method | Evaluation Method |
|------|-------|------|--------------------|-----------------|-------------------|
|------|-------|------|--------------------|-----------------|-------------------|

# جامعة البتاني

|    |   |   |  |   |                             |
|----|---|---|--|---|-----------------------------|
| 1  | 2 | Understand the main steps of physical examination and evaluation<br>Healthy | health assessment techniques               | Discussion, presentation films, slide show, practical application | Quiz& questions and answers |
| 2  | 2 | Understand skin, hair and skin examination                                  | Integument assessment ( skin, hair, Nail)  | Discussion, presentation films, slide show,                       | Quiz& questions and answers |
| 3  | 2 | Understand physical examinations and health assessment of the head and neck | Head and Neck & cervical lymph node assess | practical application   | Quiz& questions and answers |
| 4  | 2 | Learn about ear examination and assess                                      | Ear assess                                 | Discussion, presentation films, slide show,                       | Quiz& questions and answers |
| 5  | 2 | Learn about examination and evaluation of the mouth, nose and pharynx       | Mouth & oropharynx, nose, Sinus assess     | practical application   | Quiz& questions and answers |
| 6  | 2 | Learn about eye examination and assess                                      | Eye assess                                 | Discussion, presentation films, slide show,                       | Quiz& questions and answers |
| 7  | 2 | Exam  | first Exam                                 | practical application   | Quiz& questions and answers |
| 8  | 2 | Awareness of respiratory examination and assess                             | Respiratory assess                         | Discussion, presentation films, slide show,                       | Quiz& questions and answers |
| 9  | 2 | Perception of abdominal examination and assess                              | Abdominal assess                           | practical application   | Quiz& questions and answers |
| 10 | 2 | Awareness of examination and evaluation of the heart and circulatory system | Cardiovascular assess                      | Discussion, presentation films, slide show,                       | Quiz& questions and answers |
| 11 | 2 | A study on examination and evaluation of peripheral vessels                 | peripheral vascular assess                 | practical application   | Quiz& questions and answers |
| 12 | 2 | Learn about examination and evaluation of the skeletal and muscular system  | Musculoskeletal assess                     | Discussion, presentation films, slide show,                       | Quiz& questions and answers |
| 13 | 2 | Learn about nervous system examination and assess                           | Neurological assess                        | practical application   | Quiz& questions and answers |
| 14 | 2 |   | Neurological assess                        |   |                             |

# جامع البیان

|    |   |      |          |          |
|----|---|------|----------|----------|
| 15 | 2 | Exam | 2nd Exam | 2nd Exam |
|----|---|------|----------|----------|

### 13. Course Evaluation

quiz with attendance 5%,  
 Monthly theoretical exam 15%,  
 Monthly practical exams 20%,  
 the practical final exam 20%,  
 the theoretical final exam 60%=100

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | <ul style="list-style-type: none"> <li>Forbes, H., &amp; Watt, E. (2015). Jarvis's Physical Examination and Health Assessment. Elsevier Health Sciences</li> <li>• Weber, J. R., &amp; Kelley, J. H. (2013). Health assessment in nursing. Lippincott Williams &amp; Wilkins.</li> </ul> |
| Main References<br>(sources)   | <ul style="list-style-type: none"> <li>Forbes, H., &amp; Watt, E. (2015). Jarvis's Physical Examination and Health Assessment. Elsevier Health Sciences</li> <li>• Weber, J. R., &amp; Kelley, J. H. (2013). Health assessment in nursing. Lippincott Williams &amp; Wilkins.</li> </ul> |
| Recommended Books & References<br>(Scientific Journals, Reports ...) |  |
| Websites or Electronic References                                    |  |

## Course Description ( Microbiology for Nurses I )

|  |  |   |
|--|--|---|
| <b>1. Course Title</b>                 | Microbiology for Nurses I  |   |
| <b>2. Course Code</b>                  | (MBN 204)  |   |
| <b>3. Semester/Year</b>                | Second stage // first semester   |   |
| <b>4. Description Preparation Date</b> | 16/9/2025  |   |
| <b>5. Available Attendance Form</b>    | Recording student attendance in theoretical lectures and practical laboratories      |   |
| <b>6. No. of Hours (Total)</b>         | (total) 60<br>Theoretical = 2hours(for 15 weeks)<br>Practical = 2hours(for 15 weeks) |   |
| <b>7. No. of Credits (Total)</b>       | Theoretical = 2 credits , practical= 1 credits<br>, total = 3 credits                |   |
| <b>8. Course Administrator Name</b>    | <b>Heba Jasim</b>  |   |
| <b>9. E-mail</b>                       |  |   |
| <b>10. Course Objectives</b>           |  |   |
| <b>Knowledge</b>                       | <b>A1</b>  | A1- Student's knowledge of the different types of microorganisms and their scientific classification.   |
|  | <b>A2</b>  | The student's knowledge of the physiological and nutritional requirements of the neighborhoods, in addition to the different environments in which these microorganisms may live.   |
|  | <b>A3</b>  | Knowing the life cycle, ways of reproduction and transmission of microorganisms (parasites and viruses) and the optimal conditions for their living.  |
|  | <b>A4</b>  | The student's knowledge of the injuries and diseases that can be caused by the microorganisms (parasites and viruses) and thus identifying how to prevent or limit occurrence of these diseases.  |
| <b>Skills</b>                          | <b>B1</b>  | - That the student be able to use the optical microscope to watch and diagnose microorganisms.  |
|  | <b>B2</b>  | The student can diagnose the pathogenic microorganisms.   |
|  | <b>B3</b>  | That the student be able to differentiate between the different microscope types through his knowledge of the phenotypic characteristics and the internal structures, so that he can diagnose them and determine their scientific type. |
|  | <b>B4</b>  | Knowledge of how to diagnose the microorganisms that cause various diseases and how to avoid infection with these pathogens by knowing the way of transmission to them  |

# جامعة البتة

|        |    |  |
|--------|----|--|
| Values | C1 | - Building the student's personality and ability to make decisions and developing the ethics of the university nurse profession      |
|        | C2 | To enable the student to apply theoretical information in a scientific manner  |
|        | C3 | Develop the spirit of patriotism and humanity in the student to lead patient service and provide health care in quantity and quality |
|        | C4 | Instilling the concept of community service and the best way to deal with simple segments of society                                 |

## 11. Teaching and Learning Strategies

|    |  |    |   |
|----|--|----|---|
| 1. | Lectures using Power Point and conducting laboratory experiments   | 4. | Lectures encourage the student to confront and solve problems     |
| 2. | Continuous discussion by asking questions and answers in the classroom and motivating the student to self-think and thus to self-learning    | 5. | Follow up with students and encourage thinking and quick response |
| 3. | Using innovative educational methods, such as the smart board and scientific pictures, that bring the material closer to the students' minds | 6. | Explanatory videos  |

## 12. The Structure of the Course

| Week | Hours | RLOs   | Topic/Subject Name   | Learning Method  | Evaluation Method  |
|------|-------|--|--|--|--|
| 1    | 2     | Learn about bacteriology in general<br>- Identify the types of hosts<br>- Familiarity with the methods of transmission of bacteria and epidemic diseases | Introduction and the historical background of microbiology.                              | Theoretical lecture<br>using<br>program<br>power point | exams<br>Short, and<br>Semester, and final -<br>exercises - homework |
| 2    | 2     | - Study of bacterial classification, nutrition, and bacterial requirements   | The classification of microorganisms<br>Nutritional requirements<br>bacteria             | Theoretical lecture<br>using<br>program<br>power point | exams<br>Short, and<br>Semester, and final -<br>exercises - homework |
| 3    | 2     | -Study the most important control of microbes, sterilization and disinfection  | Microbial control<br>Sterilization and Disinfection                                      | Theoretical lecture<br>using<br>program<br>power point | exams<br>Short, and<br>Semester, and final -<br>exercises - homework |
| 4    | 2     | Study of types of bacteria   | Gram positive bacteria (cocci bacteria)<br>Genus: Staphylococcus<br>Genus: Streptococcus | Theoretical lecture<br>using<br>program<br>power point | exams<br>Short, and<br>Semester, and final -<br>exercises - homework |

# جامعة البيان

|   |   |   |  |   |   |
|---|---|---|--|---|---|
|   |   |   |  |   |   |
| 5 | 2 | - Study of negative bacteria                                  | Gram negative bacteria (cocci bacteria)<br>Genus: <i>Nesseria meningitidis</i><br>Genus: <i>Nesseria gonorheae</i>         | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
| 6 | 2 | - Study of the most important types of Gram-negative bacteria | Gram positive bacteria (bacilli bacteria)<br>Genus: <i>Bacillus</i><br>Genus: <i>Clostridium</i>                           | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
| 7 | 2 | exam  | Mid-term Exam.   | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
| 8 | 2 | Identification of Gram positive bacteria                      | Irregular gram positive bacteria<br>Genus: <i>Corynebacterium</i><br>Genus: <i>Listeria</i><br>Genus: <i>Mycobacterium</i> | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
| 9 | 2 | - Identifying the honorable negative person Basla             | Gram negative bacilli (Enterobacteriaceae)   | Theoretical lecture using                     | exams Short, and  |

# جامعة البيان

|    |   |   |  | program<br>power point                                 | Semester, and final -<br>exercises - homework                        |
|----|---|---|--|--|--|
| 10 | 2 | -Identifying other negative<br>bacteria       | Other gram negative bacteria               | Theoretical lecture<br>using<br>program<br>power point | exams<br>Short, and<br>Semester, and final -<br>exercises - homework |
| 11 | 2 | learn about immunity and the<br>immune system | Immunity and immune system                 | Theoretical lecture<br>using<br>program<br>power point | exams<br>Short, and<br>Semester, and final -<br>exercises - homework |
| 12 | 2 | Identify antibody and gene<br>responses       | Immune response<br>Antigens and Antibodies | Theoretical lecture<br>using<br>program<br>power point | exams<br>Short, and<br>Semester, and final -<br>exercises - homework |
| 13 | 2 | Identify high sensitivity                     | Hypersensitivity                           | Theoretical lecture<br>using<br>program<br>power point | exams<br>Short, and<br>Semester, and final -<br>exercises - homework |

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| 14        | 2     |   | review   | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
|-----------|-------|---|--|---|---|
| 15        | 2     |   | Final exam.  |   |   |
| practical |       |   |  |   |   |
| Week      | Hours | RLOs  | Topic/Subject Name   | Learning Method                               | Evaluation Method   |
| 1.        | 2     | Learn about laboratory safety and security                          | Lab Safety   | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
| 2.        | 2     | sterilization and disinfection                                      | Sterilization and disinfectant   | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
| 3.        | 2     | Identify the types of planting media                                | Types of culture media (According to the functions and Structure) and cultural characteristics of Bacteria | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
| 4.        | 2     | Learn about the isolation mechanism                                 | Isolation techniques   | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |
| 5.        | 2     | Staining technique (simple stain, Gram and Ziehl-Nielsen technique) | Staining technique (Simple Staining , Gram staining and Zeihl-Neelsen Technique                            | Theoretical lecture using program power point | exams Short, and Semester, and final - exercises - homework |

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|     |   |  |   |   |   |
|-----|---|--|---|---|---|
| 6.  | 2 | Antibiotic susceptibility testing  | <b>Antibiotic Sensitivity test</b>  | Theoretical lecture using program power point | exams Short, and Semester, and final - exercis homework |
| 7.  | 2 | Staphylococcus spp. and nasal swab (Laboratory diagnosis)                      | <b>Staphylococcus spp. and nasal swab (Laboratory diagnosis )</b>                 | Theoretical lecture using program power point | exams Short, and Semester, and final - exercis homework |
| 8.  | 2 | streptococcus spp (laboratory diagnosis)                                       | <b>Streptococcus spp (Laboratory diagnosis)</b>                                   | Theoretical lecture using program power point | exams Short, and Semester, and final - exercis homework |
| 9.  | 2 | Escherichia coli, Klebsiella and Proteus (laboratory diagnosis)                | <b>E .coli, Klebsiella and Proteus (Laboratory diagnosis)</b>                     | Theoretical lecture using program power point | exams Short, and Semester, and final - exercis homework |
| 10. | 2 | Pseudomonas and other non-lactose inducible bacteria (laboratory diagnosis)    | <b>Pseudomonas and other non lactose fomenter bacteria (Laboratory diagnosis)</b> | Theoretical lecture using program power point | exams Short, and Semester, and final - exercis homework |
| 11. | 2 | Neisseria. (laboratory diagnosis))   | <b>Neisseria spp. and Vibrio spp. (Laborat diagnosis)</b>                         | Theoretical lecture using program power point | exams Short, and Semester, and final - exercis homework |
| 12. | 2 | The Staphylococcus spp. Nasal swab (laboratory diagnosis laboratory diagnosis) | <b>Mycobacterium spp. and Corynebacterioum spp. (Laboratory diagnosis)</b>        | Theoretical lecture using program power point | exams Short, and Semester, and final - exercis homework |
| 13. | 2 | (Laboratory diagnosis) of salmonella   | <b>Salmonella spp. and Shigella spp. (Laboratory diagnosis)</b>                   | Theoretical lecture using program power point | exams Short, and Semester, and final - exercis homework |
| 14. | 2 | Culture and throat swab  | <b>Throat Swab and Culture</b>  | Theoretical lecture                           | exams   |

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|     |   |  |      |                                 |   |
|-----|---|--|------|---------------------------------|---|
|     |   |  |      | using<br>program<br>power point | Short, and<br>Semester, and final - exercis<br>homework |
| 15. | 2 |  | Exam |                                 |   |

### 13. Course Evaluation

quiz with attendance 5%, monthly theoretical exams 15%, monthly practical exam 20%

- final practical exam 20%

- theoretical final exam 40%

The total score = 100

### 14. Learning & Teaching Resources

|  |   |
|--|---|
| Required textbooks<br>(curricular if any)                            | Medical microbiology<br>Medical parasitology  |
| Main References<br>(sources)   | <ol style="list-style-type: none"> <li>1- Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller (2020). Medical microbiology six edition. E lsever Inc.</li> <li>2- Louise Hawley, Richard J. Ziegler&amp; Benjamin L. Clarke (2014) : Microbiology and immunology, 6th edition. Lippincott Williams &amp; Wilkins co. USA.</li> <li>3- Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier.</li> </ol> |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | Scientific journals, periodicals and research in the field of microbiology  |
| Websites or Electronic References                                    | Web sites of Microbiology<br>Web sites of parasitology<br>Web sites of virology   |

## Course Description (Pharmacology for Nurses 1)

|   |  |  |  |
|---|--|--|--|
| <b>1. Course Title</b>                      | Pharmacology for Nurses 1  |  |  |
| <b>2. Course Code</b>                       | PHR(202)   |  |  |
| <b>3. Semester/Year</b>                     | Second year/first semester   |  |  |
| <b>4. Description Preparation Date</b>      | 16/9/2025  |  |  |
| <b>5. Available Attendance Form</b>         | Attendance Form  |  |  |
| <b>6. No. of Hours (Total)</b>              | Total (30) hrs.<br>Theory (2)  |  |  |
| <b>7. No. of Credits (Total)</b>            | 2 credit   |  |  |
| <b>8. Course Administrator Name</b>         | Lecturer Nibras Jamal Tahseen  |  |  |
| <b>9. E-mail</b>                            | <a href="mailto:nibras.j@albayan.edu.iq">nibras.j@albayan.edu.iq</a> |  |  |
| <b>10. Course Objectives</b>                |  |  |  |
| <b>Knowledge</b>                            | <b>A1</b>  | Identify the basic principles of pharmacology and its application in nursing practice  |  |
|   | <b>A2</b>  | Understand the essential information concerning different                              |  |
|   | <b>A3</b>  | Knowing about types of drugs, such as doses, side effect and methods of Administration |  |
|   | <b>A4</b>  |  |  |
| <b>Skills</b>                               | <b>B1</b>  | Recognize drugs acting on common diseases  |  |
|   | <b>B2</b>  | Differentiate between various types of drug groups                                     |  |
|   | <b>B3</b>  |  |  |
|   | <b>B4</b>  |  |  |
| <b>Values</b>                               | <b>C1</b>  | Realize different types of drug therapy across the life span                           |  |
|   | <b>C2</b>  |  |  |
|   | <b>C3</b>  |  |  |
|   | <b>C4</b>  |  |  |
| <b>11. Teaching and Learning Strategies</b> |  |  |  |
| <b>1.</b>                                   | <b>Use the direct discussion method.</b>                             | <b>4.</b>  | <b>Lectures, discussion, slideshows, field visits, role-playing, brainstorming, group work</b> |

# جامعة البتة

|    |  |    |  |
|----|--|----|--|
| 2. | Using modern means related to education        | 5. |  |
| 3. | Approval of daily, monthly and quarterly tests | 6. |  |

| 12. The Structure of the Course |       |   |   |                         |                            |
|---------------------------------|-------|---|---|-------------------------|----------------------------|
| Week                            | Hours | RLOs  | Topic/Subject Name  | Learning Method         | Evaluation Method          |
| 1                               | 2     | Definition of pharmacology                      | -Unit 1: Introduction to Pharmacology: (1) hr.<br>-1. Basic terms.<br>-2. Properties of ideal drug.<br>3. Factors that determine the intensity of drug action.  | Discussion, slideshows, | oral exams and montl exams |
| 2                               | 2     | Application of pharmacology in nursing practice | Unit 2: Application of Pharmacology in nursing practice: (1) hr.<br>1. Application of pharmacology in patient care<br>- Pre-administration assessment.<br>- Evaluating and promoting.<br>- Therapeutic effects.<br>2. Application of pharmacology patient education | Discussion, slideshows, | oral exams and montl exams |
| 3                               | 2     | Basic principles pharmacology                   | - Unit 3: Basic principles of Pharmacology: (2) hrs.<br>1. Pharmacokinetic terms.<br>2. Pharmacodynamics.<br>3. Drug-drug and drug-food interactions.<br>4. Adverse drug reactions.<br>5. Individual variations in drug responses.                                  | Discussion, slideshows, | oral exams and montl exams |
| 4                               | 2     | Lifelong drug                                   | Unit 4: Drug therapy across the life span<br>1. Drug therapy during pregnancy   | Discussion, slideshow   | oral exams and montl exams |

# جامعة البيان

|    |   |   |  |                         |                            |
|----|---|---|--|-------------------------|----------------------------|
|    |   |   | and breast feeding.<br>=2. Drug therapy for pediatric patients.<br>=3. Drug therapy for Geriatric patients.  |                         |                            |
| 5  | 2 | Method of giving medications and dosage for                       | : Administration of Medications and dosage forms   | Discussion, slideshows, | oral exams and montl exams |
| 6  | 2 | Autonomic pharmacology  | Autonomic Pharmacology<br>1. Muscarinic agonists and antagonists.<br>2. Cholinesterase inhibitors.<br>3. Neuromuscular blocking agents.<br>4. Ganglionic blocking agents | Discussion, slideshows, | oral exams and montl exams |
| 7  | 2 | Involuntary pharmacology  | 1. Adrenergic agonists and antagonists.<br>2. Indirect acting anti-adrenergic agents   | Discussion, slideshows, | oral exams and montl exams |
| 8  | 2 | Medicines used in the cardiovascular system                       | Cardio drug  | Discussion, slideshows, | oral exams and montl exams |
| 9  | 2 | Medicines used to treat high blood pressure                       | Antihypertensive drugs<br>Adrenoceptors blocking agents.<br>- Vasodilators.<br>- Drugs acting on the renin-angiotensin system.<br>- Diuretic                             | Discussion, slideshows, | oral exams and montl exams |
| 10 | 2 | Medicines used to treat angina pectoris and myocardial infarction | Drugs used in the treatment of angina and myocardial infarction  | Discussion, slideshows, | oral exams and montl exams |
| 11 | 2 | Medicines used to treat cardiac arrest                            | A Drugs used for the treatment of heart failure (digoxin and other   | Discussion, slideshows, | oral exams and montl exams |
| 12 | 2 | Medicines used to treat heart irregularities                      | D Anti-arrhythmic drugs.   | Discussion, slideshows, | oral exams and montl exams |

# جامعة البتاني

|    |   |  |  |                         |                            |
|----|---|--|--|-------------------------|----------------------------|
| 13 | 2 | Medicines used to treat blood lipids   | - Drugs used in the treatment of Dyslipidemia:<br>1. Role of LDL-cholesterol in atherosclerosis.<br>2. Lipid lowering drugs.   | Discussion, slideshows, | oral exams and montl exams |
| 14 | 2 | Anticoagulants and antiplatelet agents | Anti-coagulant, anti-platelet and Thrombolytic Drugs: (2) hrs.<br>1. Overview of drugs used to treat thrombi-embolic disorders.<br>2. Parenteral anti-coagulants, Oral anti-coagulants, anti-platelet drugs. | Discussion, slideshows, | oral exams and montl exams |
| 15 | 2 | Medicines used to treat anemia         | Drugs used for Deficiency Anemia:<br>1. Iron deficiency.<br>2. Vitamin B12 deficiency.<br>3. Folic acid deficiency   | Discussion, slideshows, | oral exams and montl exams |

### 13. Course Evaluation

-quiz with attendance 10%, Monthly theoretical exam 20%,  
 - theoretical final exam 70%  
 Total score =100%

### 14. Learning & Teaching Resources

|  |   |
|--|---|
| Required textbooks<br>(curricular if any)                            | 1- Abrams, Anne Collins, Clinical Drug Therapy: Rationales for<br>2- York, Lippincott, 2001.<br>3- • Lehne, Richard A., Pharmacology for Nursing Care, 4th e<br>4- • Lippincott Illustrated Reviews: Pharmacology 7th Editio<br>• Goodman & Gilma's the pharmacological Basis of Therapeutics 1 |
| Main References<br>(sources)   | 1- Abrams, Anne Collins, Clinical Drug Therapy: Rationales for<br>2- York, Lippincott, 2001.<br>3- • Lehne, Richard A., Pharmacology for Nursing Care, 4th e<br>4- • Lippincott Illustrated Reviews: Pharmacology 7th Editio<br>• Goodman & Gilma's the pharmacological Basis of Therapeutics 1 |
| Recommended Books & References<br>(Scientific Journals, Reports ...) |   |
| Websites or Electronic References                                    |   |

## Course Description ( Computer science III )

|  |           |   |
|--|-----------|---|
| <b>1. Course Title</b>                 |           | <b>Computer science III</b>   |
| <b>2. Course Code</b>                  |           | <b>COS205</b>   |
| <b>3. Semester/Year</b>                |           | <b>first Semester /Second stage</b>   |
| <b>4. Description Preparation Date</b> |           | <b>16-9-2025</b>  |
| <b>5. Available Attendance Form</b>    |           | <b>Lab. practical</b>   |
| <b>6. No. of Hours (Total)</b>         |           | <b>30 Hours ((2 lab).</b>   |
| <b>7. No. of Credits (Total)</b>       |           | <b>1Credit</b>  |
| <b>8. Course Administrator Name</b>    |           | <b>Furqan Tahseen Hussein</b>   |
| <b>9. E-mail</b>                       |           | <b>furqan.t@albayan.edu.iq</b>  |
| <b>10. Course Objectives</b>           |           |   |
| <b>Knowledge</b>                       | <b>A1</b> | Understanding the principles and fundamentals of the computer   |
|  | <b>A2</b> | Learn the Word processor program.   |
|  | <b>A3</b> |   |
|  | <b>A4</b> |   |
| <b>Skills</b>                          | <b>B1</b> | Dealing with the computer and harnessing its capabilities in the field specialization                   |
|  | <b>B2</b> | Enabling students to complete academic reports via the Word processor program                           |
|  | <b>B3</b> |   |
|  | <b>B4</b> |   |
| <b>Values</b>                          | <b>C1</b> | The ability to analyze and apply what you have learned practically on a calculator in the medical field |
|  | <b>C2</b> | Developing students' awareness and broadening their horizons in the field modern technology             |
|  | <b>C3</b> |   |
|  | <b>C4</b> |   |

## 11. Teaching and Learning Strategies

|    |  |    |  |
|----|--|----|--|
| 1. | Scheduled weekly lectures                      | 4. |  |
| 2. | Homework, assignments, and reports             | 5. |  |
| 3. | Discussion and group dialogue within the class | 6. |  |

| 12. The Structure of the Course |       |  |  |                 |   |
|---------------------------------|-------|--|--|-----------------|---|
| Week                            | Hours | RLOs   | Topic/Subject Name   | Learning Method | Evaluation Method   |
| 1                               | 2     | Teaching the student to use the computer practically | Identify the computer and its accessories                                  | Practical       | 1-quizzes<br>2-Feedback from students<br>3- Reports and studies |
| 2                               | 2     | Teaching the student to use the computer practically | Identify with the word processor interface Word                            | Practical       | 1-quizzes<br>2-Feedback from students<br>3- Reports and studies |
| 3&4                             | 4     | Teaching the student to use the computer practically | Explanation of the File tab of the program interface with all his tools.   | Practical       | 1-quizzes<br>2-Feedback from students<br>3- Reports and studies |
| 5&6                             | 4     | Teaching the student to use the computer practically | Explanation of the Home tab of the program interface with all tools        | Practical       | 1-quizzes<br>2-Feedback from students<br>3- Reports and studies |
| 7&8                             | 4     | Teaching the student to use the computer practically | Explanation of the Insert tab of the program interface with all his tools. | Practical       | 1-quizzes<br>2-Feedback from students<br>3- Reports and studies |

# جامعة البيان

|       |   |  |  |           |   |
|-------|---|--|--|-----------|---|
| 9&10  | 4 | Teaching the student to use the computer practically | Explanation of the Design tab of the program interface with all his tools. | Practical | 1-quizzes<br>2-Feedback from students<br>3- Reports and studies |
| 11    | 2 |  | exam   |           |   |
| 12&13 | 4 | Teaching the student to use the computer practically | Explanation of the Layout tab of the program interface with all his tools. | Practical | 1-quizzes<br>2-Feedback from students<br>3- Reports and studies |
| 14    | 2 | Teaching the student to use the computer practically | A comprehensive review of the program                                      | Practical | 1-quizzes<br>2-Feedback from students<br>3- Reports and studies |
| 15    | 2 |  | Final exam   |           |   |

### 13. Course Evaluation

Attendance and participation: 10%, daily exams: 10%, monthly exams: 20%, final exam: 60%, total: 100%

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | <b>Computer basics and office applications</b>   |
| Main References<br>(sources)   | <ul style="list-style-type: none"> <li>– <b>Fundamental Concepts of Computer Science</b></li> <li>– <b>Basic Computer Science</b></li> </ul> |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | –  |
| Websites or Electronic References                                    | <b>Official computer science companies' websites</b>   |

## Course Description (Ba'ath Party Crimes)

|   |           |  |           |
|---|-----------|--|-----------|
| <b>1. Course Title</b>                      |           | <b>Ba'ath Party Crimes</b>   |           |
| <b>2. Course Code</b>                       |           | <b>CDB 206</b>   |           |
| <b>3. Semester/Year</b>                     |           | <b>Second Year/ first semester</b>   |           |
| <b>4. Description Preparation Date</b>      |           | <b>16/9/2025</b>   |           |
| <b>5. Available Attendance Form</b>         |           | <b>Student's attendance in the classroom</b>   |           |
| <b>6. No. of Hours (Total)</b>              |           | 1 hours  |           |
| <b>7. No. of Credits (Total)</b>            |           | 1 credit   |           |
| <b>8. Course Administrator Name</b>         |           | Sameer dawood abd  |           |
| <b>9. E-mail</b>                            |           | <a href="mailto:sameer.d@albayan.edu.iq">sameer.d@albayan.edu.iq</a>                 |           |
| <b>10. Course Objectives</b>                |           |  |           |
| Know  | <b>A1</b> | To identify and learn about Baath crimes committed by the defunct and dissolve baath |           |
|   | <b>A2</b> | establish awareness among students to reject all forms of injustice                  |           |
| Skills                                      | <b>B1</b> | Demand all civil and political rights  |           |
| Values                                      | <b>C1</b> | To learn the arts of managing legal sessions   |           |
|   | <b>C2</b> | Understanding the law as it should be understood                                     |           |
| <b>11. Teaching and Learning Strategies</b> |           |  |           |
|   | <b>1.</b> | <b>Lectures</b>  | <b>4.</b> |
|   | <b>2.</b> | <b>Discussions about lectures</b>  | <b>5.</b> |

| 12. The Structure of the Course |       |   |                                |                        |   |
|---------------------------------|-------|---|--------------------------------|------------------------|---|
| Week                            | Hours | RLOs  | Topic/Subject Name             | Learning Method        | Evaluation Method   |
| 1                               | 1     | Knowing and Understand To identify and learn about Baath crimes committed by the defunct dissolve party | Concept of international crime | Lecture and Discussion | quick review of the students at the end of the lecture of most important paragraphs were addressed during lecture |
| 2                               | 1     | Knowing and Understand To identify and learn about Baath crimes committed by defunct and dissolve party | Types of crimes                | Lecture and Discussion | Oral test   |
| 3                               | 1     | Knowing and Understand To identify and learn about Baath crimes committed by defunct and dissolve party | Psychosocial crimes            | Lecture and Discussion | Question within the lecture   |
| 4                               | 1     | Knowing and Understand To identify and learn about Baath crimes committed by defunct and dissolve party | Psychological crime mechanisms | Lecture and Discussion | Question within the lecture   |
| 5                               | 1     | Knowing and Understand To identify and learn about Baath crimes committed by defunct and dissolve party | Environmental crimes           | Lecture and Discussion | Panel Discussion  |
| 6                               | 1     | Knowing and Understand To identify and learn about Baath crimes committed by the defunct dissolve party | Marshland Drying Crimes        | Lecture and Discussion | Daily test of what has already been studied   |

# جامعة البصرة

|    |   |   |                                   |                        |                |
|----|---|---|-----------------------------------|------------------------|----------------|
| 7  | 1 | Knowing and Understand To identify and le about Baath crimes committed by defunct and dissolve party  | Violation of Iraqi laws           | Lecture and Discussion | Mandated       |
| 8  | 1 | Knowing and Understand To identify and le about Baath crimes committed by defunct and dis Knowing and Understand To identify and le about Baath crimes committed by defunct and dissolve party solve pa | Political and military violations | Lecture and Discussion | Report         |
| 9  | 1 | Knowing and Understand To identify and le about Baath crimes committed by defunct and dissolve party  | Concept of crime                  | Lecture and Discussion | Daily question |
| 10 |   | Knowing and Understand To identify and le about Baath crimes committed by defunct and dissolve party  | Concept of crime                  | Lecture and Discussion | Daily question |
| 11 |   | Knowing and Understand To identify and le about Baath crimes committed by defunct and dissolve party  | Concept of crime                  | Lecture and Discussion | Daily question |
| 12 |   | Knowing and Understand To identify and le about Baath crimes committed by defunct and dissolve party  | Violation of Iraqi laws           | Lecture and Discussion | Daily question |
| 13 |   | Knowing and Understand To identify and le about Baath crimes committed by defunct and dissolve party  | Violation of Iraqi laws           | Lecture and Discussion | Daily question |
| 14 |   | Knowing and   | Concept of crime                  | Lecture and Discussion | Daily question |

# جامع البیان

|    |   |   |        |                           |                |
|----|---|---|--------|---------------------------|----------------|
|    |   | Understand To identify and le<br>about Baath crimes committed by<br>defunct and dissolve party                |        |                           |                |
| 15 | 1 | Knowing and<br>Understand To identify and le<br>about Baath crimes committed by<br>defunct and dissolve party | Review | Lecture<br>and Discussion | Daily question |

### 13. Course Evaluation

Daily Quiz 10%  
Term Exam 40%  
Final Exam 50%  
Total 100%

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | <b>Curriculum by the Ministry of<br/>Education</b> |
| Main References<br>(sources)   |  |
| Recommended Books & References<br>(Scientific Journals, Reports ...) |  |
| Websites or Electronic References                                    |  |

# **TERM 2**

## Course Description (Adult Nursing 1 )

|  |  |   |
|--|--|---|
| <b>1. Course Title</b>                 | Adult nursing 1  |   |
| <b>2. Course Code</b>                  | (NUR 201)  |   |
| <b>3. Semester/Year</b>                | second year / first semester   |   |
| <b>4. Description Preparation Date</b> | 16/9/2025  |   |
| <b>5. Available Attendance Form</b>    | In-person lectures and clinic in hospital  |   |
| <b>6. No. of Hours (Total)</b>         | hrs. total (240)<br>Theory (4) hrs<br>clinic (12) hrs.   |   |
| <b>7. No. of Credits (Total)</b>       | Total of (8) credits<br>Theory (4) credits<br>clinic. (4) credits  |   |
| <b>8. Course Administrator Name</b>    | Dr. Wafaa Mohammed Attoof AL-attar+ Dr. Raheem Atyia Badir+ A team supervising nursing laboratories  |   |
| <b>9. E-mail</b>                       | <a href="mailto:wafa.aalattar@albayan.edu.iq">wafa.aalattar@albayan.edu.iq</a><br><a href="mailto:raheem.atyia@albayan.edu.iq">raheem.atyia@albayan.edu.iq</a> |   |
| <b>10. Course Objectives</b>           |  |   |
| <b>Knowledge</b>                       | <b>A1</b>  | - Describing special diseases that affect adults in particular and providing the necessary care for them        |
|  | <b>A2</b>  | - Designing preventive programs for communicable diseases targeting adults                                      |
|  | <b>A3</b>  | Enabling students to simulate technical developments in their field of specialization                           |
|  | <b>A4</b>  | Enabling students to design health policies that improve the health of target communities                       |
|  | <b>Skills</b>  | <b>B1</b>   |
| <b>B2</b>                              |  | Develop an integrated plan to implement nursing care in light of the diagnosed needs                            |
| <b>B3</b>                              |  | - Applying international nursing standards in providing comprehensive care to adult patients                    |
| <b>B4</b>                              |  | Evaluating the patient's health and physical condition and diagnosing his needs through a therapeutic interview |

# جامعة البتة

|        |    |   |
|--------|----|---|
| Values | C1 | Consolidating human values while providing comprehensive nursing care to all patients from all sectors of society |
|        | C2 | Establishing and focusing on religious and universal values in dealing with and caring for the adult patient      |
|        | C3 | Consolidating ethical values in dealing with patients in accordance with societal and global principles           |

## 11. Teaching and Learning Strategies

|    |  |    |   |
|----|--|----|---|
| 1. | Method of delivering lectures, discussion groups, and asking questions during theoretical material | 4. | Practical application or clinical training in educational hospitals, presenting seminars by students, and presenting a topic or assignment within the scope of the practical training subject |
| 2. | Practical training in specialized laboratories   | 5. | Role play   |
| 3. | Using writing on the board, displaying on the screen, PowerPoint slides, and scientific films.     | 6. | Showing educational films   |

## 12. The Structure of the Course

| Week | Hours | RLOs   | Topic/Subject Name  | Learning Method                               | Evaluation Method           |
|------|-------|--|---|---|-----------------------------|
| 1    | 4     | Identify priorities And the steps of the process Nursing                           | Introduction to adult nursing. Nursing process; definition, objectives and steps.   | Theoretical lecture using program power point | Quiz& questions and answers |
| 2    | 4     | Recognition Cancer Types and symptoms And treatments                               | Care of patients with cancer: <ul style="list-style-type: none"> <li>• Definitions.</li> <li>• Types.</li> <li>• Sign and symptoms..</li> <li>• Method of diagnosis.</li> </ul> Treatment and nursing management patients with cancer | Theoretical lecture using program power point | Quiz& questions and answers |
| 3    | 4     | Learn about care of the disease People with breast tumors And how to care for them | The patient with breast cancer: <ul style="list-style-type: none"> <li>• Sign and symptoms.</li> <li>• Method of diagnosis.</li> <li>• Nursing care and rehabilitation.</li> </ul>  | Theoretical lecture using program power point | 1st exam                    |
| 4    | 4     | Identify diseases For diabetics And get to know Its types and symptoms             | <ul style="list-style-type: none"> <li>• Nursing care for patients with endocrine system disorders.</li> </ul> Nursing management for patients with diabetes mellitus.  | Theoretical lecture using program power point | Quiz& questions and answers |
| 5    | 4     | Identify the increase And a decrease in the gland Thyroid                          | <ul style="list-style-type: none"> <li>• Nursing management for patient with the followings: <ul style="list-style-type: none"> <li>- Hyperthyroidism.</li> </ul> </li> </ul>   | Theoretical lecture using program power point | Quiz& questions and answers |

# جامعة البليان

|   |   |  |   |   |                              |
|---|---|--|---|---|------------------------------|
|   |   |  | - Hypothyroidism.<br>Hypo and hyper parathyroid disorder  |   |                              |
| 6 | 4 | Recognition<br>Respiratory problems  | Nursing care for patients with respiratory disorders (6) hrs. <ul style="list-style-type: none"> <li>• Sign and symptoms.</li> <li>• Diagnostic tests.</li> </ul>   | Theoretical lecture using program power point | Quiz & questions and answers |
| 7 | 4 | How to care for asthma patients<br>Bronchitis and pneumonia                                    | <ul style="list-style-type: none"> <li>• Nursing care and rehabilitation for patient with: <ul style="list-style-type: none"> <li>- Bronchitis.</li> <li>- Pneumonia.</li> </ul> </li> </ul> COPD   | Theoretical lecture using program power point | Quiz & questions and answers |
| 8 | 4 | Identify liver problems and care for patients<br>Pancreatitis, viral hepatitis, and gallstones | The patient with hepatobiliary disorders <ul style="list-style-type: none"> <li>• Sign, symptoms and diagnosis of liver diseases.</li> <li>• Nursing care and rehabilitation for the following diseases: <ul style="list-style-type: none"> <li>- Pancreatitis.</li> <li>- Hepatitis.</li> <li>- Liver cirrhosis.</li> <li>- Cholelithiasis and cholecystitis.</li> </ul> </li> </ul> | Theoretical lecture using program power point | 2nd exam                     |
| 9 | 4 | Identify patient with heart and its diagnosis diseases<br>And show it                          | Nursing management for patients with cardiovascular disorders: <ul style="list-style-type: none"> <li>• Sign and symptoms.</li> <li>• Diagnostic tests.</li> <li>• Nursing care and rehabilitation for patient with</li> </ul>  | Theoretical lecture using program power point | Quiz & questions and answers |

# جامعة البتة

|    |   |  |   |   |                             |
|----|---|--|---|---|-----------------------------|
|    |   | And identify patient with hypertension   | <ul style="list-style-type: none"> <li>- Hypertension.</li> <li>- Ischemic heart disease.</li> </ul>  |   |                             |
| 10 | 4 | And myocardial infarction<br>And heart congestion<br>And endocarditis  | <ul style="list-style-type: none"> <li>- Myocardial infarction.</li> <li>- Congestive heart failure.</li> <li>- Endocarditic.</li> </ul>  | Theoretical lecture using program power point | Quiz& questions and answers |
| 11 | 4 | Identify diseases<br>Blood, blood contents, diagnosis and symptoms   | <p>Nursing management for patients with blood disorders.</p> <ul style="list-style-type: none"> <li>• Blood and its contents.</li> <li>• Diagnostic tests for blood disease.</li> <li>• Nursing care and rehabilitation for patient with these diseases: <ul style="list-style-type: none"> <li>- Anemia and its types.</li> <li>- Leukemia.</li> </ul> </li> </ul> | Theoretical lecture using program power point | Quiz& questions and answers |
| 12 | 4 | Identify a disease<br>Anemia and leukemia<br>And bleeding diseases<br>And how to care for them   | <ul style="list-style-type: none"> <li>- Hodgkin's disease.</li> <li>- Hemorrhagic disorder.</li> </ul>   | Theoretical lecture using program power point | Quiz& questions and answers |
| 13 | 4 | Learn about qualification and what the principles are<br>Nursing rehabilitation and who is the team<br>Who works to rehabilitate the patient | <p>Rehabilitation in Nursing</p> <ul style="list-style-type: none"> <li>• Basic principle in rehabilitation nursing</li> <li>• Rehabilitation team</li> <li>• Prevention of complications and deformities.</li> </ul>   | Theoretical lecture using program power point | Quiz& questions and answers |

# جامعة البتة

|    |   |   |  |   |                             |
|----|---|---|--|---|-----------------------------|
| 14 | 4 | Identifying patients who have problems with the device<br>Digestive<br>Identify hernia<br>Identifying patients who have problems with the device<br>Digestive | Nursing management for patient with digestive system disease. <ul style="list-style-type: none"> <li>• Sign and symptoms, and diagnostic measures.</li> <li>• Nursing care for the patient with the followings: <ul style="list-style-type: none"> <li>- Hernia.</li> <li>- Ulcerative colitis.</li> </ul> </li> </ul> | Theoretical lecture using program power point | Quiz& questions and answers |
| 15 | 4 | Identify the patient with stomach ulcers,<br>Abdominal pain is its causes<br>And Irritable bowel syndrome   | - Peptic Ulcer.<br>- Acute Abdomen.<br>- Irritable bowel syndrome.   |   | 3rd exam                    |

## Practical

| Week | Hours | RLOs   | Topic/Subject Name | Learning Method                         | Evaluation Method   |
|------|-------|--|--------------------|---|---|
| 1    | 12    | Identify medical diseases<br>Providing nursing care to the patient | Medical ward       | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 2    | 12    | Identify medical diseases<br>Providing nursing care to the patient | Medical ward       | Practical application in Hospital wards |   |
| 3    | 12    | Identify medical diseases<br>Providing nursing care to the patient | Medical ward       | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 4    | 12    | Identify medical diseases  | Medical ward       | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily  |

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|    |    |   |                    |   |   |
|----|----|---|--------------------|---|---|
|    |    | Providing nursing care to the patient   |                    |   | A report/ every two weeks<br>Case study /weekly   |
| 5  | 12 | Identify surgical diseases<br>With the provision of nursing care for the patient before and after the operation | Surgical ward      | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 6  | 12 | Identify surgical diseases<br>With the provision of nursing care for the patient before and after the operation | Surgical ward      | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 7  | 12 | Identify surgical diseases<br>With the provision of nursing care for the patient before and after the operation | Surgical ward      | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 8  | 12 | Identify surgical diseases<br>With the provision of nursing care for the patient before and after the operation | Surgical ward      | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 9  | 12 | Recognizing blood diseases while providing nursing care for these patients                                      | Blood disease ward | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 10 | 12 | Recognizing blood diseases while providing nursing care for these patients                                      | Blood disease ward | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 11 | 12 | Recognizing blood diseases while providing nursing care for these patients                                      | Blood disease ward | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 12 | 12 | Recognizing blood diseases while providing nursing care for these patients                                      | Blood disease ward | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks                       |

# جامعة البيان

|    |    |  |                |   |   |
|----|----|--|----------------|---|---|
|    |    |  |                |   | Case study /weekly  |
| 13 | 12 | Learn about the types of operations and how Surgical sterilizationand aseptic environment in operating rooms | Operating room | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 14 | 12 | Learn about the types of operations and how Surgical sterilizationand aseptic environment in operating rooms | Operating room | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |
| 15 | 12 | Learn about the types of operations and how Surgical sterilizationand aseptic environment in operating rooms | Operating room | Practical application in Hospital wards | Seminar/weekly<br>Patient Assessment / daily<br>A report/ every two weeks<br>Case study /weekly |

### 13. Course Evaluation

quiz with attendance 5%, Monthly theoretical exam 15%, Monthly practical exams 20%

- practical final exam 20%

-theoretical final exam 40%

The total score =100

### 14. Learning & Teaching Resources

Required textbooks

(curricular if any)

1. Taylor , C., et al.: Fundamentals of Nursing : The Art and Science of Nursing care, 7th .ed.,2014, Lippincott
2. White, L.; Duncan, G.; and Baumle, W.: Foundation of Nursing, 3rd ed., 2011, Australia: CENGAGE
3. Pamela, L., et al. Taylor's Handbook of Clinical Nursing Skills, 2<sup>nd</sup> ed., 2015, Wolters Kluwer Health | Lippincott Williams & Wilkins
4. Loeb, S., et al.: Nursing Procedures: Student Version, 2014, Pennsylvania: Springhouse Corporation

Main References

(sources)

1. Taylor , C., et al.: Fundamentals of Nursing : The Art and Science of Nursing care, 7th .ed.,2014, Lippincott
2. White, L.; Duncan, G.; and Baumle, W.: Foundation of Nursing, 3rd ed., 2011, Australia: CENGAGE
3. Pamela, L., et al. Taylor's Handbook of Clinical Nursing Skills, 2<sup>nd</sup> ed., 2015, Wolters Kluwer Health | Lippincott Williams & Wilkins
4. Loeb, S., et al.: Nursing Procedures: Student Version, 2014, Pennsylvania: Springhouse Corporation

Recommended Books & References

(Scientific Journals, Reports ...)

Websites or Electronic References

## Course Description (Microbiology II)

|  |   |   |
|--|---|---|
| <b>1. Course Title</b>                 | Microbiology II   |   |
| <b>2. Course Code</b>                  | Microbiology for Nurses II (MBN209)   |   |
| <b>3. Semester/Year</b>                | 2025-2026, Second Grad/Second Semester  |   |
| <b>4. Description Preparation Date</b> | 16/9/2025   |   |
| <b>5. Available Attendance Form</b>    | Recording student attendance in theoretical lectures and practical laboratories |   |
| <b>6. No. of Hours (Total)</b>         | theoretical hours (two hours per week for 15 weeks)... total (30)               |   |
| <b>7. No. of Credits (Total)</b>       | Theoretical = 2 credits, practical= 1 credit, total = 3 credits                 |   |
| <b>8. Course Administrator Name</b>    | Mohammed Hatem Mohammed   |   |
| <b>9. E-mail</b>                       | <a href="mailto:mohammedh.h@albayan.edu.iq">mohammedh.h@albayan.edu.iq</a>      |   |
| <b>10. Course Objectives</b>           |   |   |
| <b>Knowledge</b>                       | <b>A1</b>   | Student's knowledge of the different types of microorganisms and their scientific classification.   |
|  | <b>A2</b>   | The student's knowledge of the physiological and nutritional requirements of these neighborhoods, in addition to the different environments in which these microorganisms may live.   |
|  | <b>A3</b>   | Knowing the life cycle, ways of reproduction and transmission of microorganisms (parasites and viruses) and the optimal conditions for their living.  |
|  | <b>A4</b>   | The student's knowledge of the injuries and diseases that can be caused by these microorganisms (parasites and viruses) and thus identifying how to prevent or limit the occurrence of these diseases.                                  |
| <b>Skills</b>                          | <b>B1</b>   | - That the student be able to use the optical microscope to watch and diagnose microorganisms.  |
|  | <b>B2</b>   | The student can diagnose the pathogenic microorganisms.   |
|  | <b>B3</b>   | That the student be able to differentiate between the different microscope types through his knowledge of the phenotypic characteristics and the internal structures, so that he can diagnose them and determine their scientific type. |
|  | <b>B4</b>   | Knowledge of how to diagnose the microorganisms that cause various diseases and how to avoid infection with these pathogens by knowing the ways of transmission to them   |
| <b>Values</b>                          | <b>C1</b>   | Building the student's personality and ability to make decisions and developing the ethics of the university nurse profession   |

|    |  |
|----|--|
| C2 | To enable the student to apply theoretical information in a scientific manner  |
| C3 | Develop the spirit of patriotism and humanity in the student to lead patient service and provide health care in quantity and quality |
| C4 | Instilling the concept of community service and the best way to deal with simple segments of society                                 |

### 11. Teaching and Learning Strategies

|    |  |    |   |
|----|--|----|---|
| 1. | Lectures using Power Point and conducting laboratory experiments   | 4. | Lectures encourage the student to confront and solve problems     |
| 2. | Continuous discussion by asking questions and answers in the classroom and motivating the student to self-think and thus to self-learning    | 5. | Follow up with students and encourage thinking and quick response |
| 3. | Using innovative educational methods, such as the smart board and scientific pictures, that bring the material closer to the students' minds | 6. | Explanatory videos  |

## 12. The Structure of the Course: A/Theoretical

| Week | Hours | RLOs  | Topic/Subject Name  | Learning Method                               | Evaluation Method  |
|------|-------|---|---|---|--|
| 1    | 2     | <ul style="list-style-type: none"> <li>- Learn about parasitology</li> <li>- Identifying the types of parasites in general</li> <li>- Identify the types of hosts</li> <li>- Identify the methods of transmission of parasites</li> </ul> And epidemic diseases | <ul style="list-style-type: none"> <li>*Introduction to Parasitology</li> <li>*Some terms of parasitology, types of parasites, Routes and modes of infections, types of hosts, relationships between parasite and host, some epidemiological terms, Classification of Protozoa</li> <li>*General characters of protozoa</li> </ul>  | Theoretical lecture using power point progra  | exams<br>Short, and Semester, and final - exercises - homework |
| 2    | 2     | Study of the most important parasitic species belonging to the below The phylum of the flagellates and the subphylum of the flagellates of the stomach and intestines, life cycles and methods of infection<br>Its prevention and treatment                     | <ul style="list-style-type: none"> <li>*<i>Entamoeba histolytica, Entamoeba coli</i> (Stages, life cycle. Symptom, pathology, diagnosis prevention and control, and treatment)</li> <li>*<i>Balantidium coli</i> (life cycle. Symptom, diagnosis prevention and control, and treatment)</li> <li>* Intestinal Flagellates/ <i>Giardia lamblia</i> (Life cycle. Symptom, pathology, methods of diagnosis, prevention and control, and treatment)</li> <li>*Luminal and Atrial flagellates<br/><i>Trichomonas spp (T. hominis, T. tenax)</i><br/><i>Trichomonas vaginalis</i> (life cy<br/>Symptom, pathology, diagnosis, treatment)</li> </ul> | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |
| 3    | 2     | Study of the most important parasitic species of subflagellates in the blood and tissues, life cycles,  | <ul style="list-style-type: none"> <li>*Blood and Tissue flagellates (<i>Leishmania spp. and Trepanosoma spp.</i>)</li> </ul>   | Theoretical lecture using power point         | exams<br>Short, and  |

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|   |   | <p>methods of infection, prevention and treatment.</p> <ul style="list-style-type: none"> <li>- Identify the most important types of phagocytic cells</li> <li>And the mechanics of its defensive function</li> </ul>   | <p>1- Tissue flagellate (<i>Leishmania donovani</i> and <i>Leishmania tropica</i>) (stages, life cycle. Symptoms, pathology, diagnosis, and treatment) function and types of macrophages.</p> <p>2- Blood flagellates</p> <ul style="list-style-type: none"> <li>- African trypanosomiasis</li> <li>- American trypanosomiasis (Stages, life cycle, symptoms, diagnosis, Method of transmission)</li> </ul> | <p>program</p>                                       | <p>Semester, and final - exercises - homework</p>                  |
| 4 | 2 | <p>Study of the most important parasitic species of the phylum Complex peaks and the most important dependent types</p> <p>Its like toxoplasma and malaria parasite</p> <p>Life cycles, methods of infection and prevention</p> <p>Of which and treatment</p> | <p>Apicomplexa general characters</p> <p>1-<i>Plasmodium</i> four species and diseases caused by each one (Life cycle and stages. Symptom, pathology, diagnosis, global malaria prevention and control and treatment)</p> <p>2-<i>Toxoplasma gondii</i> (Life cycle and stages. Symptom, diagnosis, control and treatment)</p>  | <p>Theoretical lecture using power point program</p> | <p>exams Short, and Semester, and final - exercises - homework</p> |
| 5 | 2 | <p>Study of the most important dependent parasitic species Under the kingdom of Metazoan such as Worms, their classification and the most important types</p> <p>Affiliated to the tape class and courses</p> <p>Life, methods of infection, prevention</p>   | <p>*Helminthes (metazoan) general structure</p> <p>Classification of Helminthes</p> <p>a. Phylum: Platyhelminthes (flatworms)</p> <p>Class I: Cestoda (Tapeworms). General structure (<i>Taenia saginata</i>, <i>Taenia solium</i>, <i>Hymenoleps nana</i> and <i>Echinococcus granulosus</i>) (Life cycle and stages. Symptom, diagnosis, control and treatment)</p>                                       | <p>Theoretical lecture using power point program</p> | <p>exams Short, and Semester, and final - exercises - homework</p> |
| 6 | 2 | <p>Study of the most important parasitic species of the leaf class, such as rot causes</p>  | <p>Class II: Trematoda (Flukes). General structure</p>  | <p>Theoretical lecture using program</p>             | <p>exams Short, and</p>  |

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|    |   | Hepatitis and the cause of schistosomiasis<br>And life cycles<br>Methods of infection, prevention and treatment   | <i>Fasciola hepatica</i> (Life cycle and stages. Symptom, diagnosis, control and treatment)<br><i>Schistosoma haematobium</i> ,<br><i>Schistosoma mansoni</i> , <i>Schistosoma japonicum</i><br>(Life cycle and stages. Symptom, diagnosis, control and treatment)  | power point program                           | Semester, and final - exercises - homework                     |
| 7  | 2 | Study of the most important dependent parasitic species<br>For the class of nematodes such as pinworms, <i>Ascaris</i> , and <i>Ancylostoma duodenal</i><br>Life cycles, methods of infection, prevention and treatment | b. Phylum: Aschelminthes or Nematelminthes general structure<br><i>Ascaris lumbricoid</i> , <i>Anchylostoma duodenale</i> , <i>Enerobius vermicularis</i> , <i>Trichuris trichiura</i><br>Life cycle and stages. Symptom, diagnosis, control and treatment  | Theoretical lecture using power point         | exams<br>Short, and Semester, and final - exercises - homework |
| 8  | 2 | Evaluating students on topics Which was taken in the course   | First Mid Term Exam   |   |  |
| 9  | 2 | Learn about virology<br>Composition, classification and methods<br>Transmission and prevention  | <u>* Virology</u><br>_ - General properties of viruses (virus components)<br>_ - A virus like particles (VLPs) and Subviral particles (viroid and prions)<br>- Classification types<br>- Viral replication<br>- Viruses effects on cells<br>_ Persistent viral infections<br>- Common routes of viral infection<br><u>human</u> | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |
| 10 | 2 | Identifying the causative viruses Measles, AIDS, and influenza in terms of composition, methods of transmission, and prevention   | <u>*Measles, AIDS, Influenza virus (general structure of virus, symptoms, method transmissions and prevention).</u>   | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |

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|    |   | And treatments   |  |   |  |
| 11 | 2 | Identifying viruses that cause disease<br>Hepatitis and the Corona epidemic<br>In terms of composition, methods of transmission, prevention and treatments   | * Hepatitis A, B, C, D, E ( <u>general structure of virus, method of transmissions and prevention</u> )<br>* Corona virus<br>- General structure<br>- Three types of human coronavirus cause severe symptoms<br>- Coronavirus disease 2019 (COVID-19)<br>- Prevention and treatment<br>- How does it spread<br>- Prevention and control<br>- Diagnosis | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |
| 12 | 2 | Identifying the causative viruses<br>For mumps and German measles<br>Diarrhea and polio viruses<br>In terms of composition, methods of transmission, prevention and treatments                           | Mumps virus ,Robella ,Rota ,polio virus<br>(generral structure ,symptoms , method transmission ,prevention )   | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |
| 13 | 2 | Identifying viruses that cause disease<br>Herpes and transmitted viral diseases<br>Sexually, such as human papillomavirus<br>In terms of composition, methods of transmission, prevention and treatments | Herpes , cMV<br>(general structure ,symptoms , method transmission ,prevention )   | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |

|    |   |   |  |  |  |
|----|---|---|--|--|--|
| 14 | 2 | A reminder of the most important parasites and main pathogenic viruses and their methods of transmission and prevention<br>Of which | Comprehensive review of the curriculum |  |  |
| 15 | 2 | Evaluate students on topics that It was taken in the course   | Second Mid Term Exam                   |  |  |

**13. The Structure of the Course: A/practical**

| Week | Hours | RLOs   | Topic/Subject Name  | Learning Method                               | Evaluation Method  |
|------|-------|--|---|---|--|
| 1    | 2     | Identify the types of parasites in general<br>- Identify the types of hosts<br>- Identify the methods of transmission of parasites<br>And epidemic diseases                      | Introduction to Parasitology<br>Protozoa and flagellates  | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |
| 2    | 2     | Learn about the classification of protozoan parasites and study the parasites belonging to the phylum Protozoa<br>Life cycles, methods of transmission, prevention and treatment | Classification of human parasites<br>Protozoa<br>Phylum: sarcomastigophora<br>Subphylum: sarcodina Entamoeba histolytica<br>Subphylum: mastigophora Giardia lamblia<br>Phylum: Ciliophora/ Balantidium coli<br>Phylum: Apicomlexa | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |
| 3    | 2     | Identifying amoeba histolytica and amoeba coli, their life cycles, methods of transmission, prevention and treatment   | Entamoeba histolytica<br>Entamoeba coli   | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |

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| 4 | 2 | Identify small amoebas such as amoeba<br>Gingivitis, Buglei, life cycles and methods<br>Transmission, prevention and treatment   | Small amoebiasis<br>Endolimax nana<br>Entamoeba gingivalis<br>Iodamoeba butschlii   | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |
| 5 | 2 | Identification of dependent pathogen parasites<br>Under the flagella phylum, the most important of which are flagellates<br>Column, intestines, life cycles and methods<br>Transmission, prevention and treatment  | Phylum: Mastigophora<br>Atrial and intestinal flagellates<br>Trichomonas vaginalis and Trichomonas spp<br>Giardia lamblia | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |
| 6 | 2 | Identification of dependent pathogenic parasites<br>Under the flagella phylum, the most important of which are flagellates<br>Blood, tissues, life cycles, and methods of transmission<br>Prevention and treatment | 2- Blood and tissue flagellates<br>Leishmania spp. and Trepanosoma sp   | Theoretical lecture using program power point | exams<br>Short, and Semester, and final - exercises - homework |
| 7 | 2 | Identification of dependent pathogenic parasites<br>Of the complex phylum Apicomplexa such as the malaria parasite<br>Life cycles, methods of transmission, prevention and treatment                               | Apicomplexa: include<br>1-Plasmodium Spps   | Theoretical lecture using power point program | exams<br>Short, and Semester, and final - exercises - homework |

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|----|---|---|--|--|--|
| 8  | 2 | <p>Identification of dependent pathogenic parasites<br/>For complex infections such as toxoplasmosis parasite<br/>Life cycles, methods of transmission, prevention and treatment</p>  | <p>2- Toxoplasma gondii</p>  | <p>Theoretical lecture using power point program</p> | <p>exams<br/>Short, and Semester, and final - exercises - homework</p> |
| 9  | 2 | <p>Study of the most important parasitic species belonging to the under<br/>A kingdom of multicellular organisms such as worms<br/>Its classification and the most important types of the class<br/>Taenia, life cycles, methods of infection, prevention and treatment</p> | <p>Helminthes<br/>Phylum: platyhelminthes<br/>Class: Cestode<br/>Class: Trematoda<br/>Phylum: Nematelminthes<br/>Class: Nematoda</p> | <p>Theoretical lecture using power point program</p> | <p>exams<br/>Short, and Semester, and final - exercises - homework</p> |
| 10 | 2 | <p>Study of the most important parasitic species of the Taenia class, such as the bovine tapeworm<br/>Pigs, life cycles, methods of infection, prevention and treatment</p>   | <p>- Cestoda<br/>Taenia solium,<br/>T. Saginata</p>  | <p>Theoretical lecture using power point program</p> | <p>exams<br/>Short, and Semester, and final - exercises - homework</p> |
| 11 | 2 | <p>Study of the most important parasitic species of the Taenia class, such as the dwarf worm and the tapeworm<br/>Dogs, life cycles, and methods of infection<br/>Its prevention and treatment</p>  | <p>Cestoda<br/>Echinococcus granulosus<br/>Hymenoleps nana</p>   | <p>Theoretical lecture using power point program</p> | <p>exams<br/>Short, and Semester, and final - exercises - homework</p> |

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|    |   |  |  |  |   |
| 12 | 2 | <p>Study of the most important parasitic species belonging to the class</p> <p>Leafworms, such as the parasite liver rot and schistosomiasis, life cycles, methods of infection, prevention, and treatment</p>       | <p>-Trematoda</p> <p>Fasciola hepatica</p> <p>Schistosoma haematobium</p> <p>Schistosoma mansoni</p> <p>Shistosoma japonicum</p> | <p>Theoretical lecture using power point program</p> | <p>exams</p> <p>Short, and Semester, and final - exercises - homework</p> |
| 13 | 2 | <p>Study of the most important parasitic species belonging to the class</p> <p>Nematodes such as Ascaris</p> <p>And the power of the duodenum</p> <p>Life cycles, methods of infection, prevention and treatment</p> | <p>- Nematoda</p> <p>Ascaris lumbricoid, Anchylostoma duodenale,</p>   | <p>Theoretical lecture using power point program</p> | <p>exams</p> <p>Short, and Semester, and final - exercises - homework</p> |
| 14 | 2 | <p>Reminding the most important pathogenic parasites</p> <p>Main methods of transmission and prevention</p>  | <p>General review</p>  |  |   |
| 15 | 2 | <p>Evaluating students on the topics covered</p> <p>Take it in the course</p>  | <p>Third Mid Term Exam</p>   |  |   |

#### 14. Course Evaluation

- Three semester exams for theoretical subject %15
- Two semester exams for practical subject %15
- Attendance %2.5
- Homework %2.5
- Exercises and exercises %5
- Final practical exam %20
- Final theoretical exam %40

The total score is %100

#### 15. Learning & Teaching Resources

|  |   |
|--|---|
| Required textbooks<br>(curricular if any)                            | Medical microbiology<br>Medical parasitology  |
| Main References<br>(sources)   | <ol style="list-style-type: none"> <li>1- Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller (2020). Medical microbiology six edition. E lsever Inc.</li> <li>2- Louise Hawley, Richard J. Ziegler&amp; Benjamin L. Clarke (2014) : Microbiology and immunology, 6th edition. Lippincott Williams &amp; Wilkins co. USA.</li> <li>3- Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier.</li> </ol> |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | Scientific journals, periodicals and research in the field of microbiology  |
| Websites or Electronic References                                    | Web sites of Microbiology<br>Web sites of parasitology<br>Web sites of virology   |

## Course Description (Pathophysiology for nurses)

|   |  |  |
|---|--|--|
| <b>1. Course Title</b>                      | <b>Pathophysiology for nurses</b>  |  |
| <b>2. Course Code</b>                       | <b>PAT 208</b>   |  |
| <b>3. Semester/Year</b>                     | <b>Second Year/2<sup>nd</sup> Semester</b>   |  |
| <b>4. Description Preparation Date</b>      | <b>16 / 9 / 2025</b>   |  |
| <b>5. Available Attendance Form</b>         | <b>Attendance Form</b>   |  |
| <b>6. No. of Hours (Total)</b>              | <b>Total No. of hours = (2 hr./week X 15 week )=30 hours in Semester</b>   |  |
| <b>7. No. of Credits (Total)</b>            | <b>2 Credits</b>   |  |
| <b>8. Course Administrator Name</b>         | <b>Prof. shallal.murad</b>   |  |
| <b>9. E-mail</b>                            | <a href="mailto:shallal.murad@albayan.edu.iq">shallal.murad@albayan.edu.iq</a>                                     |  |
| <b>10.Course Objectives</b>                 |  |  |
| Knowledge                                   | A1   | Enable students to obtain knowledge and understanding of the causes diseases, their mode of occurrence and the accompanying changes at the level of the cell, tissue, organ and body, in addition to structure and function. |
|   | A2   | He has a skill that enables him to differentiate between different diseases terms of their effects on the body.  |
|   | A3   | Enable the student to analyze the impact of the disease on the body and complications.   |
|   | A4   | Enable the student to distinguish the necessary examinations for pathological conditions, such as laboratory, radiological and other examinations.   |
| Skills                                      | B1   | Enable the student to differentiate between pathological conditions  |
|   | B2   | Establish a strong and solid foundation for pathophysiology  |
|   | B3   | Enable the student to analyze the reason for choosing a treatment over another.  |
| Values                                      | C1   | Building a strong and solid base for students in pathophysiology   |
|   | C2   | The ability to read relevant scientific research and literature  |
|   | C3   |  |
|   | C4   |  |
| <b>11. Teaching and Learning Strategies</b> |  |  |
| 1.  | Use and display videos related to pathological changes   |  |
| 2.  | Use the PowerPoint presentation method   |  |
| 3.  | View images of macroscopic and microscopic changes, and radiographs, and compare them with other laboratory tests. |  |

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4. Using the group system among students to discuss disease cases and come to conclusions about the pathogen

## 12. The Structure of the Course

| Week | Hours | RLOs  | Topic/Subject Name  | Learning Method   | Evaluation Method   |
|------|-------|---|---|---|---|
| 1    | 2     | Enabling the student to distinguish between pathological conditions. Understanding the complications associated with medical conditions. Enable the student to distinguish between cellular degenerative conditions and nuclear changes | (Introduction): Definition, diseases, causes of diseases, pathogenesis, clinical manifestation diagnostic methods and treatment.  | Show videos ; PowerPoint presentation; View images; Use a group system & Among the students to discuss Medical conditions   | Daily tests, Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance  |
| 2    | 2     | Knowing the histological and pathological changes that affect the cell and its difference from the normal state   | (Changes at cellular level); Cell, Cellular adaptation, injury, reversible and irreversible injury, cell death, types of cell death, necrosis (types causes and sequel of necrosis).                              | Show videos ; PowerPoint presentation ; View images ; Use a group system & Among the students to discuss Medical conditions | Daily tests , Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 3    | 2     | Distinguish and differentiate between the most important changes that occur in genes and chromosomes  | (Genes and genetic diseases): Component and function of gene, mutation, chromosome, genetic and chromosomal disorders (single gene disorders and alteration in autosomal and sex chromosomes), causes, diagnosis. | Show videos ; PowerPoint presentation ; View images ; Use a group system & Among the students to discuss Medical conditions | Daily tests , Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 4    | 2     | Knowing what inflammation is, what its types are, what are its causes, what changes occur, differentiating between acute and chronic inflammation, and what recovery from reconstruction or restoration is.                             | (Inflammation): Definition, causes, acute inflammation, signs, hematological and cellular responses, beneficial and harmful effects and outcome of acute inflammation, chronic inflammation,                      | Show videos ; PowerPoint presentation ; View images ; Use a group system & Among the students to discuss Medical conditions | Daily tests , Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |

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|   |   |   | characteristic features. Repair and tissue healing.   |   |  |
| 5 | 2 | What is cancerous tissue, what are carcinogens, what are the characteristics of a cancer cell, and how is it diagnosed and treated                    | (Neoplastic); Definition, types, nomenclature, characteristics of each type, carcinogenesis and causes of cancer, diagnosis and treatment.  | Show videos ;<br>PowerPoint presentation ;<br>View images ;<br>Use a group system &<br>Among<br>the students to discuss<br>Medical conditions | Daily tests ,<br>Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 6 | 2 | What is allergy, what is hypersensitivity, its types, and the mechanism of its occurrence. What are autoimmune diseases and immunodeficiency diseases | (Hypersensitivity and Autoimmune diseases); Definition of hypersensitivity, types of hypersensitivity, (mechanism of development of each type), transplantation immunopathology. Autoimmune diseases, immunodeficiency diseases & AIDS. | Show videos ;<br>PowerPoint presentation ;<br>View images ;<br>Use a group system &<br>Among<br>the students to discuss<br>Medical conditions | Daily tests ,<br>Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 7 | 2 | What are the diseases of blood and lymph changes, what are the types of blood cells, and what are the diseases of the blood and lymph nodes?          | (Disorders in white blood cells and lymphoid tissue): Origin of blood cells, neutropenia, infectious mononucleosis, leukemia, Hodgkin's lymphoma(HL), NHL, Burkitt's lymphoma, and multiple myeloma.                                    | Show videos ;<br>PowerPoint presentation ;<br>View images ;<br>Use a group system &<br>Among<br>the students to discuss<br>Medical conditions | Daily tests ,<br>Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 8 | 2 | What are the diseases resulting from abnormalities in red blood cells. What are the diseases of the breakdown of blood cells                          | (Alterations in RBC and oxygen transport); Red cell metabolism, hemoglobin oxidation, anemia,   | Show videos ;<br>PowerPoint presentation ;<br>View images ;   | Daily tests ,  |

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|    |   |   |   |   |   |
|----|---|---|---|---|---|
|    |   | Anemia and its types.<br>Also, what is jaundice and its types   | causes, haemolytic anemia classification, hereditary Spherocytosis, thalassemia, glucose-6-phosphate Dehydrogenase deficiency (G6PD), other types of anemia megaloplastic anemia, Polycythemia & Platelet disorders.  | Use a group system & Among the students to discuss Medical conditions   |   |
| 9  | 2 | What are the changes resulting from a decrease in blood volume or a decrease in the volume of body fluids   | (Disturbances in blood flow); Structure of blood vessels, alteration in arterial blood flow, atherosclerosis, mechanism of atherosclerosis development, aneurysm, dissecting aneurysm, hypertension, orthostatic hypotension, assessment of arterial flow. Alteration in venous flow; varicose, venous thrombosis.  | Show videos ; PowerPoint presentation ; View images ; Use a group system & Among the students to discuss Medical conditions | Daily tests , Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 10 | 2 | What are heart disease, cardiomyopathy, myocardial infarction, and diseases of the heart membrane and blood vessels?  | (Alteration in cardiac function); Disorder in the pericardium, coronary heart disease, ischemic heart disease (angina). Myocardial infarction, myocardial disease, infective myocarditis, rheumatic heart disease, mitral valve disorders, stenosis, congenital heart defects, heart failure and circulatory shock. | Show videos ; PowerPoint presentation ; View images ; Use a group system & Among the students to discuss Medical conditions | Daily tests , Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 11 | 2 | What are the diseases of the kidney and urinary system, and what are the types of kidney diseases? Diseases of the glomerulus of the kidney, diseases of the kidney tubules, diseases of the interstitial | (Alteration in kidney) ; Congenital anomalies, polycystic kidney, nephritis, acute proliferative glomerulonephritis, nephrosis, diabetic nephropathy, hypertensive glomerular disease,  | Show videos ; PowerPoint presentation ; View images ; Use a group system & Among  | Daily tests , Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |

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|----|---|---|---|---|--|
|    |   | tissue.   | tubular disorders,<br>pyelonephritis & renal failure. | the students to discuss<br>Medical conditions   |  |
| 12 | 2 | What are digestive system diseases and systemic changes from the mouth to the anal                        | (GIT Disorders)                                       | Show videos ;<br>PowerPoint presentation ;<br>View images ;<br>Use a group system &<br>Among<br>the students to discuss<br>Medical conditions | Daily tests ,<br>Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 13 | 2 | What are the diseases of the upper and lower respiratory system   | (Disorders in the Respiratory System)                 | Show videos ;<br>PowerPoint presentation ;<br>View images ;<br>Use a group system &<br>Among<br>the students to discuss<br>Medical conditions | Daily tests ,<br>Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 14 | 2 | What are the most important pathological changes of the central and peripheral nervous system (CNS & PNS) | (Disorders in the Nervous System)                     | Show videos ;<br>PowerPoint presentation ;<br>View images ;<br>Use a group system &<br>Among<br>the students to discuss<br>Medical conditions | Daily tests ,<br>Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |
| 15 | 2 | What are the most important pathological changes in skeletal muscles?                                     | (Disorders in the Skeleton )                          | Show videos ;<br>PowerPoint presentation ;<br>View images ;<br>Use a group system &<br>Among<br>the students to discuss<br>Medical conditions | Daily tests ,<br>Monthly exams, Students' activity and effectiveness with the questions asked & Student attendance |

### 13. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as (daily preparation, daily, oral, monthly, written exams, reports, and .... etc.) occurs through:-

- Score for written exam** (20 marks)
- Score for daily tests** (5 marks)
- mark for attendance and activity** (5 marks)

**Term Score 30%**

**Final Exam 70%**

**Total 100%**

### 14. Learning & Teaching Resources

|   |  |
|---|--|
| Required textbooks (curricular if any)                            | <b>Kumar, Abbas and Aster: Robbins Basic Pathology 10th ed 2018</b>  |
| Main References (sources)   | <b>Muir's Textbook of Pathology ;15<sup>th</sup> ed. 2014</b>  |
| Recommended Books & References (Scientific Journals, Reports ...) | <b>The Internet Pathology Laboratory for Medical Education Hosted By The University of Utah Eccles Health Sciences Library</b> |
| Websites or Electronic References                                 | <a href="https://webpath.med.utah.edu/ORGAN.html#1">https://webpath.med.utah.edu/ORGAN.html#1</a>                              |

## Course Description ( Pharmacology for Nurses II )

|   |  |   |  |
|---|--|---|--|
| <b>1. Course Title</b>                      |  | <b>Pharmacology for Nurses II</b>   |  |
| <b>2. Course Code</b>                       |  | <b>PHR (210)</b>  |  |
| <b>3. Semester/Year</b>                     |  | <b>Second year/second semester</b>  |  |
| <b>4. Description Preparation Date</b>      |  | <b>16/9/2025</b>  |  |
| <b>5. Available Attendance Form</b>         |  | <b>Attendance Form</b>  |  |
| <b>6. No. of Hours (Total)</b>              |  | <b>Total = 30 hrs.<br/>Theory = 2hours</b>  |  |
| <b>7. No. of Credits (Total)</b>            |  | <b>2 credit</b>   |  |
| <b>8. Course Administrator Name</b>         |  | <b>Lecturer nibras jamal tahseen</b>  |  |
| <b>9. E-mail</b>                            |  | <a href="mailto:nibras.j@albayan.edu.iq">nibras.j@albayan.edu.iq</a>                  |  |
| <b>10. Course Objectives</b>                |  |   |  |
| <b>Knowledge</b>                            | <b>A1</b>                                | Identify the basic principles of pharmacology and its application in nursing practice |  |
|   | <b>A2</b>                                | Understand the essential information concerning different                             |  |
|   | <b>A3</b>                                | Knowing about types of drugs, such as doses, side effect and methods of Administratio |  |
|   | <b>A4</b>                                |   |  |
| <b>Skills</b>                               | <b>B1</b>                                | Recognize drugs acting on common diseases   |  |
|   | <b>B2</b>                                | Differentiate between various types of drug groups                                    |  |
|   | <b>B3</b>                                |   |  |
|   | <b>B4</b>                                |   |  |
| <b>Values</b>                               | <b>C1</b>                                | Realize different types of drug therapy across the life span                          |  |
|   | <b>C2</b>                                |   |  |
|   | <b>C3</b>                                |   |  |
|   | <b>C4</b>                                |   |  |
| <b>11. Teaching and Learning Strategies</b> |  |   |  |
| <b>1.</b>                                   | <b>Use the direct discussion method.</b> | <b>4.</b>   | <b>Lectures, discussion, slideshows, field visits, role-playing, brainstorming, group work</b> |

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|----|--|----|--|
| 2. | Using modern means related to education        | 5. |  |
| 3. | Approval of daily, monthly and quarterly tests | 6. |  |

| 12. The Structure of the Course |       |  |  |  |                              |
|---------------------------------|-------|--|--|--|------------------------------|
| Week                            | Hours | RLOs   | Topic/Subject Name   | Learning Method  | Evaluation Method            |
| 1                               | 2     | Medicines used to treat diseases of the central nervous system | -Central Nervous System Drugs<br>1. Introduction to CNS pharmacology.<br>-2. Centrally acting analgesics (Narcotic analgesics).<br>3. CNS depressants, sedatives and hypnotics | Discussion, slideshows,  | oral exams and monthly exams |
| 2                               | 2     | Medicines used to treat diseases of the central nervous system | General anesthetics.   | Medicines used in general anesthesia   | oral exams and monthly exams |
| 3                               | 2     | Medicines used to treat diseases of the central nervous system | Local anesthetics  | Medicines used in local anesthesia   | oral exams and monthly exams |
| 4                               | 2     | Medicines used to treat diseases of the central nervous system | Anti-depressant drugs, Anti-psychotic drugs  | Medicines used to treat depression and sleep disorders                                     | oral exams and monthly exams |
| 5                               | 2     | Medicines used to treat diseases of the central nervous system | Anti-Parkinson drugs and anti-epileptic drugs<br>CNS stimulants and drug abuse   | Medicines used to treat Parkinson's and epilepsy   | oral exams and monthly exams |
| 6                               | 2     | Medicines used to treat diseases of the central nervous system | .Drugs Used For Endocrine Disorders<br>Drugs used for the treatment of Diabetes mellitus   | Medicines used to treat diabetes<br>Medicines used to treat thyroid disorders              | oral exams and monthly exams |
| 7                               | 2     | Medicines used to treat diseases of central nervous system     | Drugs used for thyroid disorders   | Medicines used to treat diabetes<br>Medicines used to treat thyroid disorders              | oral exams and monthly exams |
| 8                               | 2     | Medicines used to treat diseases of central nervous system     | Sex hormones and female contraceptives   | Medicines used to regulate female sex hormone disorders and contraceptives<br>Nonsteroidal | oral exams and monthly exams |

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|    |   |  |   |  |                              |
|----|---|--|---|--|------------------------------|
| 9  | 2 | Medicines used to treat diseases of central nervous system | Non-steroidal Anti-inflammatory Drugs and Paracetamol                                 | medications used to treat arthritis and as an analgesic for joint pain | oral exams and monthly exams |
| 10 | 2 | Medicines used to treat diseases of central nervous system | Anti- histaminic Drugs  | Antihistamine medicatio  | oral exams and monthly exams |
| 11 | 2 | Medicines used to treat diseases of central nervous system | Immunosuppressant drugs   | Immunosuppressive medications  | oral exams and monthly exams |
| 12 | 2 | Medicines used to treat diseases of central nervous system | .Gastrointestinal Drugs<br>Drugs used in the treatment of peptic and duodenal ulcers. | Medicines used to treat digestive disorders                            | oral exams and monthly exams |
| 13 | 2 | Medicines used to treat diseases of central nervous system | Laxatives, Anti-diarrhoeal drugs, Anti-emetics  | Medicines used to t constipation and diarrhea                          | oral exams and monthly exams |
| 14 | 2 | Medicines used to treat diseases of central nervous system | Antibiotics, Anti-fungal drugs, Anti-viral drugs                                      | Medicines used to t constipation and diarrhea                          | oral exams and monthly exams |
| 15 | 2 | Medicines used to treat diseases of central nervous system | Chemotherapy of Infectious Diseases   | Chemotherapy   | oral exams and monthly exams |

### 13. Course Evaluation

-quiz with attendance 10%, Monthly theoretical exam 20%  
 - Theoretical final exam 70%  
 Total score =100%

### 14. Learning & Teaching Resources

|  |   |
|--|---|
| Required textbooks<br>(curricular if any)                            | 1- Abrams, Anne Collins, Clinical Drug Therapy: Rationales for<br>2- York, Lippincott, 2001.<br>3- • Lehne, Richard A., Pharmacology for Nursing Care, 4th e<br>4- • Lippincott Illustrated Reviews: Pharmacology 7th Editio<br>• Goodman & Gilma's the pharmacological Basis of Therapeutics 1 |
| Main References<br>(sources)   | 1- Abrams, Anne Collins, Clinical Drug Therapy: Rationales for<br>2- York, Lippincott, 2001.<br>3- • Lehne, Richard A., Pharmacology for Nursing Care, 4th e<br>4- • Lippincott Illustrated Reviews: Pharmacology 7th Editio<br>• Goodman & Gilma's the pharmacological Basis of Therapeutics 1 |
| Recommended Books & References<br>(Scientific Journals, Reports ...) |   |
| Websites or Electronic References                                    |   |

Course Description (Computer science V1 )

|   |   |   |  |
|---|---|---|--|
| <b>1. Course Title</b>                      |   | <b>Computer science V1</b>  |  |
| <b>2. Course Code</b>                       |   | <b>COS 211</b>  |  |
| <b>3. Semester/Year</b>                     |   | <b>Second Semester /Second stage</b>  |  |
| <b>4. Description Preparation Date</b>      |   | <b>16-9-2025</b>  |  |
| <b>5. Available Attendance Form</b>         |   | <b>Practical Lectures</b>   |  |
| <b>6. No. of Hours (Total)</b>              |   | <b>30 Hours ((2 lab).</b>   |  |
| <b>7. No. of Credits (Total)</b>            |   | <b>1Credit</b>  |  |
| <b>8. Course Administrator Name</b>         |   | <b>Furqan Tahseen Hussein</b>   |  |
| <b>9. E-mail</b>                            |   | <b>furqan.t@albayan.edu.iq</b>  |  |
| <b>10. Course Objectives</b>                |   |   |  |
| <b>Knowledge</b>                            | <b>A1</b>   | Understanding the principles and basics of a computer                                       |  |
|   | <b>A2</b>   | Learn the Word word processor program.  |  |
|   | <b>A3</b>   | Learn the Excel spreadsheet program and the Powerpoint presentation program                 |  |
|   | <b>A4</b>   |   |  |
| <b>Skills</b>                               | <b>B1</b>   | Dealing with the computer and harnessing its capabilities in the field specialization       |  |
|   | <b>B2</b>   | Enabling students to complete academic reports via the Word processor program               |  |
|   | <b>B3</b>   | Enable students to analyze data and results via Excel                                       |  |
|   | <b>B4</b>   |   |  |
| <b>Values</b>                               | <b>C1</b>   | Enabling students to use computer applications in the context of the medical                |  |
|   | <b>C2</b>   | Developing students' awareness and broadening their horizons in the field modern technology |  |
|   | <b>C3</b>   |   |  |
|   | <b>C4</b>   |   |  |
| <b>11. Teaching and Learning Strategies</b> |   |   |  |
| <b>1.</b>                                   | <b>Scheduled weekly lectures</b>                      | <b>4.</b>   |  |
| <b>2.</b>                                   | <b>Homework, assignments, and reports</b>             | <b>5.</b>   |  |
| <b>3.</b>                                   | <b>Discussion and group dialogue within the class</b> | <b>6.</b>   |  |

## 12. The Structure of the Course

| Week  | Hours | RLOs   | Topic/Subject Name   | Learning Method | Evaluation Method  |
|-------|-------|--|--|-----------------|--|
| 1     | 2     | Teaching the student to use the computer practically | Identification of Microsoft Excel Main User Interface (MUI).               | Practical       | 1-quizzes<br>2-Feedback from student<br>3- Reports and studies |
| 2     | 2     | Teaching the student to use the computer practically | Explanation of the main tab of MUI with Her tools.                         | Practical       | 1-quizzes<br>2-Feedback from student<br>3- Reports and studies |
| 3&4   | 2     | Teaching the student to use the computer practically | Explanation of Insert tab from MUI with her tools.                         | Practical       | 1-quizzes<br>2-Feedback from student<br>3- Reports and studies |
| 5&6   | 2     | Teaching the student to use the computer practically | Explanation of function formulas   | Practical       | 1-quizzes<br>2-Feedback from student<br>3- Reports and studies |
| 7&8   | 2     | Teaching the student to use the computer practically | Familiarize yourself with Microsoft Powerpoint's main user interface (MUI) | Practical       | 1-quizzes<br>2-Feedback from student<br>3- Reports and studies |
| 9&10  | 2     | Teaching the student to use the computer practically | Explanation of the main tab of MUI with her tools.                         | Practical       | 1-quizzes<br>2-Feedback from student<br>3- Reports and studies |
| 11    | 2     |  | exam   |                 |  |
| 12&13 | 2     | Teaching the student to use the computer practically | Explanation of animation in the slide Inspection                           | Practical       | 1-quizzes<br>2-Feedback from student                           |

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|    |   |  |                                       |           |  |
|----|---|--|---------------------------------------|-----------|--|
|    |   |  |                                       |           | 3- Reports and studies   |
| 14 | 2 | Teaching the student to use the computer practically | A comprehensive review of the program | Practical | 1-quizzes<br>2-Feedback from student<br>3- Reports and studies |
| 15 | 2 |  | Final exam                            |           |  |

### 13. Course Evaluation

Attendance and participation: 10%, daily exams: 10%, monthly exams: 20%, final exam: 60%, total: 100%

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | <b>Computer basics and office applications</b>                                       |
| Main References<br>(sources)   | - <b>Fundamental Concepts of Computer Science</b><br>- <b>Basic Computer Science</b> |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | -  |
| Websites or Electronic References                                    | <b>Official computer science companies' websites</b>                                 |

## Course Description (Arabic Language)

|   |  |  |
|---|--|--|
| <b>1. Course Title</b>  | Arabic Language  |  |
| <b>2. Course Code</b>   | ARB212   |  |
| <b>3. Semester/Year</b>   | Second Grade/Second Term   |  |
| <b>4. Description Preparation Date</b>  | 16/9/2025  |  |
| <b>5. Available Attendance Form</b>   | Daily attendance according to the lecture schedule                 |  |
| <b>6. No. of Hours (Total)</b>  | hours 30   |  |
| <b>7. No. of Credits (Total)</b>  | 2 Credits  |  |
| <b>8. Course Administrator Name</b>   | Assisstant Lucturer majid maryah                                   |  |
| <b>9. E-mail</b>  | <a href="mailto:majid.m@albavan.edu.iq">majid.m@albavan.edu.iq</a> |  |
| <b>Course Objectives</b>  |  |  |
| The student should be familiar with the principles and rules of the Arabic language |  |  |
| <b>10.</b>  |  |  |
| <b>Knowledge</b>  | <b>A1</b>  | The program aims to raise the student's ability to the level of understanding In the field of language |
|   | <b>A2</b>  | Enabling students to obtain knowledge in the origins of speech and sentences.                          |
|   | <b>A3</b>  | Enabling students to obtain knowledge in ancient and modern poetry and prose and their types           |
|   | <b>A4</b>  |  |
| <b>Skills</b>   | <b>B1</b>  | Teaching the student how to become able to use eloquent linguistic methods                             |
|   | <b>B2</b>  | Teaching the student to analyze understand, deduce, and employ the prescribed curriculum vocabulary,   |
|   | <b>B3</b>  | Students acquire the skill of writing sentences correctly  |
|   | <b>B4</b>  | Students gain the ability to pronounce letters correctly   |

|               |           |   |
|---------------|-----------|---|
| <b>Values</b> | <b>C1</b> | The skill of reading, criticizing and judging texts   |
|               | <b>C2</b> | The skill of verbal and written communication with others   |
|               | <b>C3</b> | The skill of researching linguistic and literary sources  |
|               | <b>C4</b> | Promoting scientific research in the field of the Arabic language and its sciences and preparing linguistic and literary studies and research |

## 11. Teaching and Learning Strategies

|           |   |           |  |
|-----------|---|-----------|--|
| <b>1.</b> | Theoretical Lectures using The Power Points Program | <b>4.</b> | Theoretical lectures in the form of recitation   |
| <b>2.</b> | Asking questions and dialogues                      | <b>5.</b> | Summarizing lectures with emphasis on vocabulary |
| <b>3.</b> | Assigning reports to the student                    | <b>6.</b> |  |

## 12. The Structure of the Course

| Week | Hours | RLOs  | Topic/Subject Name                        | Learning Method                                     | Evaluation Method                                      |
|------|-------|---|---|---|--|
| 1    | 2     | Enabling students to obtain knowledge in origins of speech and sentences. | Punctuation marks                         | Theoretical Lectures using The Power Points Program | A quick review with students at the end of the lecture |
| 2    | 2     | Enabling students to obtain knowledge in origins of speech and sentences. | How to write hamza                        | Theoretical Lectures using The Power Points Program | Daily testing  |
| 3    | 2     | Enabling students to obtain knowledge in origins of speech and sentences. | Sections of speech                        | Theoretical Lectures using The Power Points Program | Question within the lecture                            |
| 4    | 2     | Enabling students to obtain knowledge in origins of speech and sentences. | Original and subsidiary grammatical signs | Theoretical Lectures using The Power Points Program | Question within the lecture                            |

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|----|---|---|---|---|--|
| 5  | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Free poetry                                 | Theoretical Lectures using The Power Points Program | Daily testing  |
| 6  | 2 | Enabling students to obtain knowledge in the origins of speech and sentences. | The Inflected and Inflected form of verbs   | Theoretical Lectures using The Power Points Program | Daily testing  |
| 7  | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | The built and the Arabized are nouns        | Theoretical Lectures using The Power Points Program | Daily testing  |
| 8  | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Dhaad and Dhaa                              | Theoretical Lectures using The Power Points Program | Daily testing  |
| 9  | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Sections of the nominal and verbal sentence | Theoretical Lectures using The Power Points Program | Daily testing  |
| 10 | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Correct and incorrect verbs                 | Theoretical Lectures using The Power Points Program | Daily testing  |
| 11 | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Passive verb                                | Theoretical Lectures using The Power Points Program | Daily testing  |
| 12 | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Active verb                                 | Theoretical Lectures using The Power Points Program | Daily testing  |
| 13 | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Modern poetic schools                       | Theoretical Lectures using The Power Points Program | Daily testing  |
| 14 | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Nazik al-Malaika                            | Theoretical Lectures using The Power Points Program | Asking questions and answering them from the student |
| 15 | 2 | Enabling students to obtain knowledge in origins of speech and sentences.     | Jeweler •                                   | Theoretical Lectures using The Power Points Program | Asking questions and answering them from the student |

### 13. Course Evaluation

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

Attendance and participation 5%

Daily exam 5

Monthly exam 20%

Final exam 70%

Final grade 100%

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | Methodical books/help books                  |
| Main References<br>(sources)   | Basic texts prepared by the subject teacher  |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | Reports/periodicals and scientific journals  |
| Websites or Electronic References                                    | International Information Network (Internet) |

# **THIRD GRADE**

# **TERM 1**

## Course Description (Maternal and neonatal health nursing)

|   |   |  |
|---|---|--|
| <b>1. Course Title</b>                      | <b>Maternal and neonatal health nursing</b>   |  |
| <b>2. Course Code</b>                       | <b>NUR301</b>   |  |
| <b>3. Semester/Year</b>                     | <b>Third stage // first and second semester</b>   |  |
| <b>4. Description Preparation Date</b>      | <b>16/9/2025</b>  |  |
| <b>5. Available Attendance Form</b>         | <b>student attendance in theoretical lectures and practical laboratories and hospital</b> |  |
| <b>6. No. of Hours (Total)</b>              | <b>255 hours Theory(3) lab (2) hospital(12)</b>   |  |
| <b>7. No. of Credits (Total)</b>            | <b>8 credit</b>   |  |
| <b>8. Course Administrator Name</b>         | <b>Dr. Huda Abdul Galeel Ahmed</b>  |  |
| <b>9. E-mail</b>                            | <a href="mailto:huda.ag@albayan.edu.iq">huda.ag@albayan.edu.iq</a>                        |  |
| <b>10. Course Objectives</b>                |   |  |
| <b>Knowledge</b>                            | <b>A1</b>   | Describe the structure and function of the female and male reproductive systems//Explain the stages of the menstrual cycle           |
|   | <b>A2</b>   | Explaining the stages of labor, distinguishing between false and true labor  |
|   | <b>A3</b>   | Discuss nursing responsibilities towards the woman and her family before, during and after natural childbirth.                       |
|   | <b>A4</b>   | Identify potential complications of labor and delivery   |
| <b>Skills</b>                               | <b>B1</b>   | Monitor woman health during reproductive age   |
|   | <b>B2</b>   | Implementation of health education program for mother during reproductive age  |
|   | <b>B3</b>   | Participate in counseling program for mother to promote her health through family planning and primary health care center            |
|   | <b>B4</b>   | Assist the mother during delivery to reduce mortality and morbidity rate   |
| <b>Values</b>                               | <b>C1</b>   | Building the student's personality and ability to make decisions and developing the ethics of the university nurse profession        |
|   | <b>C2</b>   | To enable the student to apply theoretical information in a scientific manner  |
|   | <b>C3</b>   | Develop the spirit of patriotism and humanity in the student to lead patient service and provide health care in quantity and quality |
|   | <b>C4</b>   | Instilling the concept of community service and the best way to deal with simple segments of society                                 |
| <b>11. Teaching and Learning Strategies</b> |   |  |

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|----|--|----|---|
| 1. | Lectures using Power Point and conducting laboratory experiments   | 4. | Lectures encourage the student to confront and solve problems     |
| 2. | Continuous discussion by asking questions and answers in the classroom and motivating the student to self-think and thus to self-learning    | 5. | Follow up with students and encourage thinking and quick response |
| 3. | Using innovative educational methods, such as the smart board and scientific pictures, that bring the material closer to the students' minds | 6. | Explanatory videos  |

## 12. The Structure of the Course

| Week | Hours | RLOs   | Topic/Subject Name  | Learning Method  | Evaluation Method   |
|------|-------|--|---|--|---|
| 1    | 3     | Understand the Anatomy & physiology (male& female) reproductive system               | <ul style="list-style-type: none"> <li>✓ Anatomy &amp; physiology of (male&amp; female) reproductive system .</li> <li>✓ Puberty</li> <li>✓ Menstrual Cycle</li> </ul>  | <ol style="list-style-type: none"> <li>1. Discussion the reports</li> <li>2.Using play role during lecture.</li> <li>3.Collaborative Learning</li> <li>4. Learning Motivation</li> <li>5.show to the students film , picture and models</li> <li>6.Brainstorming</li> <li>7.Seminar</li> </ol> | <ol style="list-style-type: none"> <li>1. Examination of the students.</li> <li>2. Daily Quiz.</li> <li>3.Assignment, Report.</li> <li>4.Discussion of the case.</li> </ol> |
| 2    | 3     | Describe the normal pregnancy Development and physiology of the fetus                | <ul style="list-style-type: none"> <li>✓ Normal pregnancy Development and physiology of the fetus</li> <li>✓ physiological &amp; psychological changes of pregnancy</li> <li>✓ Prenatal care</li> </ul>   | <ol style="list-style-type: none"> <li>1.Discussion the reports</li> <li>2.Using play role during lecture.</li> <li>3.Collaborative Learning</li> <li>4. Learning Motivation</li> <li>5.show to the students film , picture and models</li> <li>6.Brainstorming</li> <li>7.Seminar</li> </ol>  | <ol style="list-style-type: none"> <li>1.Examination of the students.</li> <li>2.Daily Quiz.</li> <li>3.Assignment, Report.</li> <li>4.Discussion of the case.</li> </ol>   |
| 3    | 3     | Describe Complications of pregnancy their complications                              | <ul style="list-style-type: none"> <li>✓ Complications of pregnancy</li> <li>✓ Nursing care during Ant Partum Hemorrhage</li> <li>✓ Nursing care during pregnancy Induced Hypertension</li> <li>✓ Nursing care during anemia</li> <li>✓ Nursing care during Gestational Diabetes</li> </ul> | <ol style="list-style-type: none"> <li>1.Discussion the reports</li> <li>2.Using play role during lecture.</li> <li>3.Collaborative Learning</li> <li>4. Learning Motivation</li> <li>5.show to the students film , picture and models</li> <li>6.Brainstorming</li> <li>7.Seminar</li> </ol>  | <ol style="list-style-type: none"> <li>1.Examination of the students.</li> <li>2.Daily Quiz.</li> <li>3.Assignment, Report.</li> <li>4.Discussion of the case.</li> </ol>   |
| 4    | 3     | Explain the normal labor and delivery , stages and their nursing care for each stage | <ul style="list-style-type: none"> <li>✓ Normal labor &amp; delivery</li> <li>✓ Theories of labor onset.</li> <li>✓ Signs of labor.</li> <li>✓ Components of labor.</li> <li>✓ Stages of labor.</li> <li>✓ Nursing management of each</li> </ul>  | <ol style="list-style-type: none"> <li>1.Discussion the reports</li> <li>2.Using play role during lecture.</li> <li>3.Collaborative Learning</li> <li>4. Learning Motivation</li> </ol>  | <ol style="list-style-type: none"> <li>1.Examination of the students.</li> <li>2.Daily Quiz.</li> <li>3.Assignment, Report.</li> <li>4.Discussion of the case.</li> </ol>   |

# جامعة البيان

|   |   |  |  |   |   |
|---|---|--|--|---|---|
|   |   |  | <ul style="list-style-type: none"> <li>stage of labor</li> <li>✓ Using of partograph in labor.</li> </ul>  | <ul style="list-style-type: none"> <li>5.show to the students film , picture and models</li> <li>6.Brainstorming</li> <li>7.Seminar</li> </ul>  |   |
| 5 | 3 | Application of LCG   | <ul style="list-style-type: none"> <li>✓ Using of Labor care guide (LCG).</li> </ul>   | <ul style="list-style-type: none"> <li>1.Discussion the reports</li> <li>2.Using play role during lecture.</li> <li>3.Collaborative Learning</li> <li>4. Learning Motivation</li> <li>5.show to the students film , picture and models</li> <li>6.Brainstorming</li> <li>7.Seminar</li> </ul> | <ul style="list-style-type: none"> <li>1. Monthly examination the students to evaluate them</li> </ul>  |
| 6 | 3 | Describe Complications of labor                                | <ul style="list-style-type: none"> <li>■ Complications of labor</li> <li>✓ Nursing management during Complicated labor and delivery</li> <li>✓ Obstetrical operation</li> </ul>  | <ul style="list-style-type: none"> <li>1.Discussion the reports</li> <li>2.Using play role during lecture.</li> <li>3.Learning Motivation</li> <li>4.show to the students film , picture and models</li> <li>5.Brainstorming</li> <li>6.Seminar</li> </ul>                                    | <ul style="list-style-type: none"> <li>1) Examination of the students.</li> <li>2) Daily Quiz.</li> <li>3) 3.Assignment, Report.</li> <li>4) 4.Discussion of the case.</li> </ul> |
| 7 | 3 | Understand the obstetrical operations                          | <ul style="list-style-type: none"> <li>✓ Episiotomy, forceps delivery</li> <li>✓ C/S</li> <li>✓ Induction and Augmentation of labor</li> </ul>   | <ul style="list-style-type: none"> <li>1.Discussion the reports</li> <li>2.Using play role during lecture.</li> <li>3.Learning Motivation</li> <li>4.show to the students film , picture and models</li> <li>5.Brainstorming</li> <li>6.Seminar</li> </ul>                                    | <ul style="list-style-type: none"> <li>1) Examination of the students.</li> <li>2) Daily Quiz.</li> <li>3) Assignment, Report.</li> <li>4) Discussion of the case.</li> </ul>     |
| 8 | 3 | Identify the contraceptive method advantages and disadvantages | <ul style="list-style-type: none"> <li>■ Contraceptive</li> <li>✓ Hormonal contraceptive</li> <li>✓ Non-hormonal contraceptive</li> <li>✓ Surgical contraceptive</li> </ul> <p>Advantages and disadvantages of each method</p> | <ul style="list-style-type: none"> <li>1.Discussion the reports</li> <li>2.Using play role during lecture.</li> <li>3.Learning Motivation</li> <li>4.show to the students film , picture and models</li> <li>5.Brainstorming</li> <li>6.Seminar</li> </ul>                                    | <ul style="list-style-type: none"> <li>1) Examination of the students.</li> <li>2) Daily Quiz.</li> <li>3) Assignment, Report.</li> <li>4) Discussion of the case.</li> </ul>     |

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|----|---|--|---|---|---|
| 9  | 3 | Identify the Puerperium, complications and nursing management                                  | <p>Puerperium</p> <ul style="list-style-type: none"> <li>✓ Nursing management during normal puerperium</li> <li>✓ Nursing management during complicated puerperium</li> <li>✓ nursing management (PPH)</li> <li>✓ nursing management of infections</li> </ul> | <ol style="list-style-type: none"> <li>1. Discussion the reports</li> <li>2. Using play role during lecture.</li> <li>3. Collaborative Learning</li> <li>4. Learning Motivation</li> <li>5. show to the students film , picture and models</li> <li>6. Brainstorming</li> <li>7. Seminar</li> </ol> | <ol style="list-style-type: none"> <li>1. Examination of the students.</li> <li>2. Daily Quiz.</li> <li>3. Assignment, Report.</li> <li>4. Discussion of the case.</li> </ol> |
| 10 | 3 | Understand the neonatal nursing care , Immediate ,and the physiological changes and adaptation | <ul style="list-style-type: none"> <li>✓ Neonatal Nursing Care</li> <li>✓ Nursing assessment and management of neonates.</li> </ul>   | <ol style="list-style-type: none"> <li>1. Discussion the reports</li> <li>2. Using play role during lecture.</li> <li>3. Collaborative Learning</li> <li>4. Learning Motivation</li> <li>5. show to the students film , picture and models</li> <li>6. Brainstorming</li> </ol>                     | <ol style="list-style-type: none"> <li>1. Monthly examination the students to evaluate them</li> </ol>  |
| 11 | 3 | Understand Immediate care, and the physiological changes and adaptation                        | <ul style="list-style-type: none"> <li>✓ Physiological changes and adaptation</li> <li>✓ Immediate and daily neonatal care</li> </ul>   | <ol style="list-style-type: none"> <li>1. Discussion the reports</li> <li>2. Using play role during lecture.</li> <li>3. Collaborative Learning</li> <li>4. Learning Motivation</li> <li>5. show to the students film , picture and models</li> <li>6. Brainstorming</li> </ol>                     | <ol style="list-style-type: none"> <li>1. Examination of the students.</li> <li>2. Daily Quiz.</li> <li>3. Assignment, Report.</li> <li>4. Discussion of the case.</li> </ol> |
| 12 | 3 | Study of the most important Gynecological disorders  | <ul style="list-style-type: none"> <li>✓ Gynecological disorders</li> <li>Common gynecological disorders</li> </ul>   | <ol style="list-style-type: none"> <li>1. Discussion the reports</li> <li>2. Using play role during lecture.</li> <li>3. Collaborative Learning</li> <li>4. Learning Motivation</li> <li>5. show to the students film , picture and models</li> <li>6. Brainstorming</li> <li>7. Seminar</li> </ol> | <ol style="list-style-type: none"> <li>1) Daily Quiz.</li> <li>2) Discussion of the case.</li> </ol>  |
| 13 | 3 | Identify the most common Benign and malignancy of genital tract                                | <ul style="list-style-type: none"> <li>✓ Benign and malignancy of genital tract</li> </ul>  | <ol style="list-style-type: none"> <li>1. Discussion the reports</li> <li>2. Using play role during lecture.</li> <li>3. Collaborative Learning</li> </ol>  | <ol style="list-style-type: none"> <li>1) Daily Quiz.</li> <li>2) Discussion of the case.</li> </ol>  |

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|    |   |   |                       | 4. Learning Motivation<br>5.show to the students film , picture and models<br>6.Brainstorming<br>7.Seminar  |  |
| 14 | 3 | Understand the menstrual disorders  | ✓ Menstrual disorders | 1.Discussion the reports<br>2.Using play role during lecture.<br>3.Collaborative Learning<br>4. Learning Motivation<br>5.show to the students film , picture and models<br>6.Brainstorming<br>7.Seminar | 1.Examination of the students.<br>2.Daily Quiz.<br>3.Assignment, Report.<br>4.Discussion of the case.  |
| 15 | 3 | Explain the infertility ,causes for both male and female and their treatment and nursing management | ✓ Infertility         | 1.Discussion the reports<br>2.Using play role during lecture.<br>3.Collaborative Learning<br>4. Learning Motivation<br>5.show to the students film , picture and models<br>6.Brainstorming<br>7.Seminar | 31.Examination of the students.<br>2.Daily Quiz.<br>3.Assignment, Report.<br>4.Discussion of the case. |

## ( practice // Lab)

| Week | Hours | RLOs   | Topic/Subject Name  | Learning Method                               | Evaluation Method                         |
|------|-------|--|---|---|---|
| 1.   | 2     | Identify how Calculate body index (BMI., west-hip ratio, circumference | Anthropometric calculation: Calculate body mass in (BMI., west-hip ratio, arm circumference | Theoretical lecture using program power point | Quiz , exercises and homework, discussion |
| 2.   | 2     | Identify how Calculate (GA), (EDD).                                    | Estimation of gestational age (GA), (EDD).  | Theoretical lecture using prog power point    | Quiz , exercises and homework discussion  |
| 3.   | 2     | Learn the students how make Physical & obstetrical exam                | Physical & obstetrical exam.(part1)   | Theoretical lecture using prog power point    | Quiz , exercises and homework discussion  |
| 4.   | 2     | Learn the students how make Physical & obstetrical exam                | Physical & obstetrical exam.(part2)   | Theoretical lecture using prog power point    | Quiz , exercises and homework discussion  |
| 5.   | 2     | Learn the students how monitor f fetal heart rate                      | Monitoring fetal heart rate (FHR)   | Theoretical lecture using prog power point    | Quiz , exercises and homework discussion  |
| 6.   | 2     | Learn the students how monitor f movement                              | Monitoring fetal movement   | Theoretical lecture using prog power point    | Quiz , exercises and homework discussion  |

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|-----|---|--|--|--|--|
| 7.  | 2 | Learn the students how monitor uterine contraction                                 | Monitoring uterine contraction   | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |
| 8.  | 2 | Learn the students how make vag exam., pap smear                                   | Vaginal exam., Pap smear   | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |
| 9.  | 2 | Identify the important of Breast examination                                       | Breast examination for early detection of any abnormalities.   | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |
| 10. | 2 | Learn the students the important of Certain investigation                          | Certain investigation (Blood group & RH, Hb, urine test for albumin& sugar & pregnancy test, comb test bilirubin | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |
| 11. | 2 | Explain the important of Exercise and relaxation technique                         | Exercise and relaxation technique  | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |
| 12. | 2 | Explain the Instrument related to obstetrical, gynecological & neonatal procedures | Instrument related to obstetrical, gynecological neonatal procedures   | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |
| 13. | 2 | Application of Partograph  | Partograph (part 1)  | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |
| 14. | 2 | Application of Partograph  | Partograph (part 2)  | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |
| 15. | 2 | Learn the students how document any information for patient                        | Documentation  | Theoretical lecture using prog power point | Quiz , exercises and homework discussion |

## ( Clinical // Hospital)

| Week | Hours | RLOs   | Training place                       | Evaluation Method  |
|------|-------|--|--------------------------------------|--|
| 1.   | 12    | Identify the nursing management for mother delivered normal vaginal delivery ,care for her newborn         | First ward (normal vaginal delivery) | Quiz , homework, discussion , report , assignment and daily note |
| 2.   | 12    | Identify the nursing management for mother delivered normal vaginal delivery ,care for her newborn         | First ward (normal vaginal delivery) | Quiz , homework, discussion , report , assignment and daily note |
| 3.   | 12    | Identify the nursing management for mother delivered normal vaginal delivery ,care for her newborn         | First ward (normal vaginal delivery) | Quiz , homework, discussion , report , assignment and daily note |
| 4.   | 12    | Identify the cesarean section and their complications ,nursing management before ,during , after operation | Second ward (cesarean section)       | Quiz , homework, discussion , report , assignment and daily note |
| 5.   | 12    | Identify the cesarean section and their complications ,nursing management before ,during , after operation | Second ward (cesarean section)       | Quiz , homework, discussion , report , assignment and daily note |
| 6.   | 12    | Identify the cesarean section and their complications ,nursing management before ,during , after operation | Second ward (cesarean section)       | Quiz , homework, discussion , report , assignment and daily note |
| 7.   | 12    | Identify the disease for woman , complications and nursing management for each disease                     | Third ward(gynecology disease)       | Quiz , homework, discussion , report , assignment and daily note |
| 8.   | 12    | Identify the disease for woman , complications and nursing management for each disease                     | Third ward(gynecology disease)       | Quiz , homework, discussion , report , assignment and daily note |

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|-----|----|---|------------------------------------|--|
| 9.  | 12 | Identify the stages of labor and their mechanisms , complications , nursing management for each stage | Normal vaginal delivery room       | Quiz , homework, discussion , report , assignment and daily note |
| 10. | 12 | Identify the nursing management for each neonate according to his status .                            | Neonate intensive care unit (NICU) | Quiz , homework, discussion , report , assignment and daily note |
| 11. | 12 | Identify the nursing role in the operation room   | Operations                         | Quiz , homework, discussion , report , assignment and daily note |
| 12. | 12 | Identify the nursing role in the operation room   | Operations                         | Quiz , homework, discussion , report , assignment and daily note |
| 13. | 12 | Identify the cases that admit to this unit and their nursing management for each one .                | Emergency and ICU                  | Quiz , homework, discussion , report , assignment and daily note |
| 14. | 12 | Identify the cases that admit to this unit and their nursing management for each one .                | Emergency and ICU                  | Quiz , homework, discussion , report , assignment and daily note |
| 15. | 12 | Identify the cases that admit to this unit and their nursing management for each one .                | Emergency and ICU                  | Quiz , homework, discussion , report , assignment and daily note |

### 13. Course Evaluation

- Two semester exams for theoretical subject 15%
- Attendance 2.5%
- Homework 2.5%
- Seminar 5%
- Quiz 5%
- practice and report 10%
- Final practical exam 20
- Final theoretical exam 40

**The total score is 100**

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | .1. Maternal and neonate health nursing (Adele Pillittri,2018)<br>2.Introduction to maternity and pediatric Nursing (Leifer, 2019)   |
| Main References<br>(sources)   | -----  |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | -----  |
| Websites or Electronic References                                    | <a href="https://play.google.com/store/apps/details?id=salehagroup.guidentonewborncare&amp;hl=ar">https://play.google.com/store/apps/details?id=salehagroup.guidentonewborncare&amp;hl=ar</a><br><br><a href="https://play.google.com/store/apps/details?id=com.afra.maternalandnewbornnursingcareplans&amp;hl=ar">https://play.google.com/store/apps/details?id=com.afra.maternalandnewbornnursingcareplans&amp;hl=ar</a><br><br><a href="https://play.google.com/store/apps/details?id=com.medicalapps.obstetrics.gynecology.mnemonics&amp;hl=ar">https://play.google.com/store/apps/details?id=com.medicalapps.obstetrics.gynecology.mnemonics&amp;hl=ar</a><br><br><a href="https://play.google.com/store/apps/details?id=com.medpresso.Lonestar.saundersdx&amp;hl=ar">https://play.google.com/store/apps/details?id=com.medpresso.Lonestar.saundersdx&amp;hl=ar</a> |

## Course Description ( Research Methods )

|   |                 |  |  |
|---|-----------------|--|--|
| <b>1. Course Title</b>                      |                 | Research Methods   |  |
| <b>2. Course Code</b>                       |                 | RSM302   |  |
| <b>3. Semester/Year</b>                     |                 | Semester 1 &2 / grade 3  |  |
| <b>4. Description Preparation Date</b>      |                 | 16/9/ 2025   |  |
| <b>5. Available Attendance Form</b>         |                 | Lectures   |  |
| <b>6. No. of Hours (Total)</b>              |                 | 2 hours weekly, total 30 hours   |  |
| <b>7. No. of Credits (Total)</b>            |                 | 2 credits  |  |
| <b>8. Course Administrator Name</b>         |                 | professor Dr. Hasanain Faisal Ghazi  |  |
| <b>9. E-mail</b>                            |                 | <a href="mailto:Hasanain.f@akbayan.edu.iq">Hasanain.f@akbayan.edu.iq</a>   |  |
| <b>10. Course Objectives</b>                |                 |  |  |
| <b>Knowledge</b>                            | <b>A1</b>       | Make the student familiar with information about the scientific research problem and specifications for evaluating research problems.        |  |
|   | <b>A2</b>       | Make the student familiar with information related to the scientific research hypothesis, its types, and how to derive it.                   |  |
|   | <b>A3</b>       | Make the student familiar with information related to the types of scientific research and the most important differences between them.      |  |
|   | <b>A4</b>       | Make the student familiar with information about methods of collecting information and data required for research                            |  |
| <b>Skills</b>                               | <b>B1</b>       | Make the student able to perform scientific research procedures related to how to write an introduction to the research.                     |  |
|   | <b>B2</b>       | Make the student able to conduct scientific research procedures on how to make a questionnaire   |  |
|   | <b>B3</b>       | Make the student be able to understand scientific research procedures on how to collect a sample   |  |
|   | <b>B4</b>       | Make the student able to conduct scientific research procedures related to research variables and distinguish between their different types. |  |
| <b>Values</b>                               | <b>C1</b>       | Apply ethical and legal principles when writing scientific research.   |  |
|   | <b>C2</b>       | Taking into account developments in scientific research methods when preparing the plan.   |  |
|   | <b>C3</b>       | Enhancing self-confidence among students when presenting scientific research.  |  |
|   | <b>C4</b>       | Cultivating the spirit of cooperation when conducting graduation projects.   |  |
| <b>11. Teaching and Learning Strategies</b> |                 |  |  |
| <b>1.</b>                                   | <b>Lectures</b> | <b>4.</b>  |  |

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|----|---------------------|----|--|
| 2. | Slides presentation | 5. |  |
| 3. | Discussion          | 6. |  |

| 12. The Structure of the Course |       |  |  |                                |                          |
|---------------------------------|-------|--|--|--------------------------------|--------------------------|
| Week                            | Hours | RLOs   | Topic/Subject Name   | Learning Method                | Evaluation Method        |
| 1                               | 2     | Learn basics of scientific research  | Introduction to scientific research                          | Slide presentation, discussion | Quizzes                  |
| 2                               | 2     | How to conduct a research step step  | Major steps in scientific research                           | Slide presentation, discussion | Quizzes                  |
| 3&4                             | 4     | How to formulate research question   | Research problem & research questions                        | Slide presentation, discussion | Quizzes                  |
| 5                               | 2     | How to write objectives and hypothesis                                       | Objectives & Hypothesis                                      | Slide presentation, discussion | Quizzes and monthly exam |
| 6&7                             | 4     | How to search for literature review And write references in different styles | Literature review & references (APA)                         | Slide presentation, discussion | Quizzes                  |
| 8                               | 2     | Types of sampling methods  | Sampling Methods   | Slide presentation, discussion | Quizzes                  |
| 9&10                            | 4     | How to calculate sample size required  | Sample size calculation                                      | Slide presentation, discussion | Quizzes                  |
| 11                              | 2     | Different study designs  | Study designs  | Slide presentation, discussion | Quizzes                  |
| 12                              | 2     | How to collect data using questionnaires                                     | Measurement & data collection (Questionnaires & study tools) | Slide presentation, discussion | Quizzes and monthly exam |

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|----|---|-----------------------------------|--|--------------------------------|---------|
| 13 | 2 | How to analyze data               | Tabulation & analysis of data                    | Slide presentation, discussion | Quizzes |
| 14 | 2 | How to write discussion           | Discussion of the results                        | Slide presentation, discussion | Quizzes |
| 15 | 2 | How to prepare final year project | Guidelines for writing Graduation project report | Slide presentation, discussion | Quizzes |

## 13. Course Evaluation

Attendance and participation 5%, daily exams 5%, monthly exams 20%, final exam 70%. Total 100%

## 14. Learning & Teaching Resources

Required textbooks  
(curricular if any)

البحث العلمي في التمريض المنهجية والأسلوب  
( أعداد د. بديعة محمد نجيب ) 1990

Main References  
(sources)

- Massey, V., Research: A S Pennsylvania, Springhouse, 1 999.
- Nieswiadomy, R., Foundation of Nursins Research, 3'd ed., Stam & Appleton & Lange, 1998.
- Polit, Denise F \*d Cheryl Tatano Beck, Essentials of Nursine Research Methods. Appraised. And Utilization, 6ft ed., New York Lippincott Williams & Wilkins, ZOOS.

Polit, Denise F. and Cheryl Tatano Beck, Nursing Research Principles and Methods, 7ft ed., New York Lippincott Williams & Wilkins, 2004

Recommended Books & References  
(Scientific Journals, Reports ...)

\* د.عبد القادر عباس ، طبيعة البحث العلمي والدلائل الاحصائية ، ط1 ، دار الكتاب الحديث، القاهرة ، 2012 .  
\* د. عبد الحافظ الشايب ، اسس البحث التربوي ، ط1 ، دار وائل ، عمان ، 2009 .  
\* د.كمال الدين وديحى مصطفى ، نظم تقييم الجودة البحثية ومؤشراتها (رؤى نظرية وتطبيقات عالمية) ، ط1 ، دار العالم العربي ، القاهرة ، 2009 .

Websites or Electronic References

## Course Description ( Health Sociology )

|   |                                 |  |                        |
|---|---------------------------------|--|------------------------|
| <b>1. Course Title</b>                      |                                 | Health Sociology   |                        |
| <b>2. Course Code</b>                       |                                 | HOS(303)   |                        |
| <b>3. Semester/Year</b>                     |                                 | Third years / first semester   |                        |
| <b>4. Description Preparation Date</b>      |                                 | 16-9-2025  |                        |
| <b>5. Available Attendance Form</b>         |                                 | Theory in Class room   |                        |
| <b>6. No. of Hours (Total)</b>              |                                 | Total (30) hours<br>Theory=2 hours   |                        |
| <b>7. No. of Credits (Total)</b>            |                                 | 2 credit   |                        |
| <b>8. Course Administrator Name</b>         |                                 | Assistant lecturer, Shakir Mahdi Salih   |                        |
| <b>9. E-mail</b>                            |                                 | shakr.mahdi@albayan.edu.iq   |                        |
| <b>10. Course Objectives</b>                |                                 |  |                        |
| <b>Knowledge</b>                            | <b>A1</b>                       | Understand certain concepts of sociology.  |                        |
|   | <b>A2</b>                       | Identify the components of a society.  |                        |
|   | <b>A3</b>                       | Determine the importance of sociology on the nursing profession  |                        |
|   | <b>A4</b>                       |  |                        |
| <b>Skills</b>                               | <b>B1</b>                       | Recognize the interpersonal relationships among the health team and between nurse and clients                  |                        |
|   | <b>B2</b>                       | Develop positive attitude towards clients, nurses and other members of the health team.                        |                        |
|   | <b>B3</b>                       | Analyze critically common health problems of the Iraqi society   |                        |
|   | <b>B4</b>                       | Explore the reflection of health and diseases issues on the social behaviors individuals, groups and societies |                        |
| <b>Values</b>                               | <b>C1</b>                       | Determine the rights and roles of clients, nurses, and other health team.                                      |                        |
|   | <b>C2</b>                       | Suggest solutions to the health problems of the society depending on scientific base.                          |                        |
|   | <b>C3</b>                       | Determine the role of the community in the preventive and curative aspects of health services.                 |                        |
| <b>11. Teaching and Learning Strategies</b> |                                 |  |                        |
| <b>1.</b>                                   | Lectures, Blackboard, Data show | <b>4.</b>  | Daily Quiz , unit exam |
| <b>2.</b>                                   | Small group's discussion.       | <b>5.</b>  | Attending students     |

# جامعۃ البیت

|    |                 |    |  |
|----|-----------------|----|--|
| 3. | Writing reports | 6. |  |
|----|-----------------|----|--|

## 12. The Structure of the Course

| Week | Hours | RLOs   | Topic/Subject Name                     | Learning Method               | Evaluation Method                                     |
|------|-------|--|--|-------------------------------|---|
| 1    | 2     | Understand certain concepts of sociology                       | Introduction of sociology:             | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |
| 2    | 2     | Understand certain concepts of sociology                       | Social interaction and health          | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |
| 3    | 2     | Understand certain concepts of sociology                       | Social interaction and health          | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |
| 4    | 2     | Analyze critically common health problems of the Iraqi society | Illness and disease                    | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |
| 5    | 2     | Analyze critically common health problems of the Iraqi society | Illness behavior                       | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |
| 6    | 2     | Develop positive attitude towards clients                      | Effects of Social illness              | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |
| 7    | 2     | Develop positive attitude towards clients                      | Effects of Social illness              | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |
| 8    | 2     | Develop positive attitude towards clients                      | Effects of Social illness              | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |
| 9    | 2     | Analyze critically common health problems of the Iraqi society | Impact of Social illness on the family | Lectures-Blackboard, Data sho | daily quiz ,<br>attendance of students,<br>Discussion |

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|    |   |  |  |                                |   |
|----|---|--|--|--------------------------------|---|
| 10 | 2 | Analyze critically common health problems of the Iraqi society                       | Impact of Social illness on the family | Lectures-Blackboard, Data show | daily quiz ,<br>attendance of students,<br>Discussion |
| 11 | 2 | Suggest solutions to the health problems of the society depending on scientific base | Lifestyle                              | Lectures-Blackboard, Data show | daily quiz ,<br>attendance of students,<br>Discussion |
| 12 | 2 | Suggest solutions to the health problems of the society depending on scientific base | Quality of life                        | Lectures-Blackboard, Data show | daily quiz ,<br>attendance of students,<br>Discussion |
| 13 | 2 | Suggest solutions to the health problems of the society depending on scientific base | Quality of life                        | Lectures-Blackboard, Data show | daily quiz ,<br>attendance of students,<br>Discussion |
| 14 | 2 | Suggest solutions to the health problems of the society depending on scientific base | Stress                                 | Lectures-Blackboard, Data show | daily quiz ,<br>attendance of students,<br>Discussion |
| 15 | 2 | Suggest solutions to the health problems of the society depending on scientific base | Social relationship                    | Lectures-Blackboard, Data show | daily quiz ,<br>attendance of students,<br>Discussion |

### 13. Course Evaluation

|                               |             |
|-------------------------------|-------------|
| 1 <sup>st</sup> midterm exam. | 10%         |
| 2 <sup>nd</sup> midterm exam. | 10%         |
| Assignments and quizzes       | 10%         |
| Final exam.                   | 70%         |
| <b>Total</b>                  | <b>100%</b> |

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | <b>Medical sociology, Dr Madhu Nagla,<br/>Jaideep Majumdar,2020<br/>HAND BOOK of MEDICAL SOCIOLOGY<br/>Sixth Edition</b> |
| Main References<br>(sources)   | <b>Chloe E. Bird, Peter Conrad, Allen<br/>M. Fremont,and Stefan Timmermans .<br/>2010</b>                                |
| Recommended Books & References<br>(Scientific Journals, Reports ...) |  |
| Websites or Electronic References                                    |  |

## Course Description (Nutrition and Diet Therapy)

|  |   |  |
|--|---|--|
| <b>1. Course Title</b>                 | Nutrition and Diet Therapy              |  |
| <b>2. Course Code</b>                  | NUT 305                                 |  |
| <b>3. Semester/Year</b>                | Third stage// First and second semester |  |
| <b>4. Description Preparation Date</b> | 16/9/2025                               |  |
| <b>5. Available Attendance Form</b>    | Theory in Class room                    |  |
| <b>6. No. of Hours (Total)</b>         | Total (30) hours<br>Theory (2) hours    |  |
| <b>7. No. of Credits (Total)</b>       | (2 ) Credit                             |  |
| <b>8. Course Administrator Name</b>    | Pro. Dr. Hasanain Faisal Ghazi          |  |
| <b>9. E-mail</b>                       | Hasanain.f@albayan.edu.iq               |  |
| <b>10. Course Objectives</b>           |   |  |
| <b>Knowledge</b>                       | <b>A1</b>                               | Basics of human nutrition<br>Principles of nutrition with their application to the physiological needs of individuals; Food sources and appropriate diet selection; Nutrition monitoring.  |
|  | <b>A2</b>                               | Scientific principles in human nutrition<br>Chemistry and functions of proteins, carbohydrates, fats, vitamins and minerals.<br>Ingestion, digestion, absorption, transport and metabolism   |
|  | <b>A3</b>                               | Nutrition and metabolism of vitamins and minerals<br>The role of vitamins and minerals in living systems and exploring their multiple functions; Its chemical properties and how this relates to the function of cells and tissues; Consequences of deficiencies based on known functions. |
|  | <b>A4</b>                               | Selected health conditions and problems in the field of nutrition such as diet during pregnancy and lactation, weight control, diet and diabetes, cardiovascular diseases and others.  |
| <b>Skills</b>                          | <b>B1</b>                               | Helping patients make informed decisions about health care   |
|  | <b>B2</b>                               | Qualifying the student through direct evaluation and supervision of the meals served in the graduate's workplaces  |
|  | <b>B3</b>                               | Enabling students to contribute to raising awareness of nutritional health and importance of healthy food for certain segments of society (pregnant women, children, the elderly, and people with special needs).  |
|  | <b>B4</b>                               | Awareness of the characteristics of a balanced diet  |
| <b>Va</b>                              | <b>C1</b>                               | Supervising and following up on the health and hygiene of food provided to patients  |

# جامعة البتة

|    |  |
|----|--|
| C2 | Raising awareness about nutritional health and the importance of healthy food for certain segments of society (pregnant women, children, the elderly, and people with special needs) |
| C3 | Qualification in providing instructions and directions for transporting, storing, and methods of giving food to patients   |

## 11. Teaching and Learning Strategies

|    |   |    |  |
|----|---|----|--|
| 1. | How to deliver a lecture using PowerPoint, films, and illustrations   | 4. |  |
| 2. | Continuous discussion by asking questions and answers in the classroom and motivating the student to self-think and thus to self-learning | 5. |  |
| 3. | Using invented educational means such as data shows, films, and scientific images that bring the subject closer to students' minds        | 6. |  |

## 12. The Structure of the Course

| Week | Hours | RLOs  | Topic/Subject Name                     | Learning Method                          | Evaluation Method                |
|------|-------|---|--|--|----------------------------------|
| 1    | 2     | Definition of the six nutrients and their relationship With the energy it generates in the body and knowing the factors that affects the intake of these substances   | Fundamentals of Nutrition.             | presentation, discussion, Brain storming | Daily exam questions and answers |
| 2    | 2     | Body composition. fat mass and fat-free mass (FFM); Nutritional status, malnutrition; Nutritional assessment methods: direct and indirect   | Assessment of Nutritional Status       | presentation, discussion, Brain storming | Daily exam questions and answers |
| 3    | 2     | Plan a healthy diet and learn about the five tips Dietary principles for planning healthy eating; Healthy nutrients and unhealthy energy nutrients; Planning how to eat; ; Dietary guidelines, seven key messages<br>From MyPlate; Nutritional quantities reference | Dietary references and diet - planning | presentation, discussion, Brain storming | Daily exam questions and answers |
| 4    | 2     | The concept of energy balance. Fuel sources of energy; basal metabolic rate; How to calculate basal metabolic rate; Factors affecting basal metabolic rate; Distribution of body fat under the skin   | Metabolism and Nutrition               | presentation, discussion, Brain storming | Daily exam questions and answers |
| 5    | 4     | Definition of carbohydrates and food sources. Monosaccharides, disaccharides, and complex carbohydrates; Non-fiber  | Carbohydrates                          | presentation, discussion, Brain storming | Daily exam questions and answers |

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|    |   |  |                         |  |                                  |
|----|---|--|-------------------------|--|----------------------------------|
| 6  |   | Soluble and soluble. digestion; Functions of carbohydrates; Glycemic index (GI), recommended amounts of sugars and carbohydrates; And alternative sweeteners   |                         |  |                                  |
| 7  | 2 | Definition of fats and their derivatives, their food sources and unity Basic knowledge of triglycerides and acids Essential and non-essential fatty acids and hydrogenation of fats Cholesterol and its relationship to heart disease, types of good and bad cholesterol, and how to digest them | LIPIDS                  | presentation, discussion, Brain storming | Daily exam questions and answers |
| 8  | 4 | introduction to amino acids, their composition of protein, food sources, types of essential and non-essential amino acids, proteins and their types, complete and incomplete, the method of digestion, diseases associated with them, and the amount of protein required for a healthy life.     | Amino Acids and Protein | presentation, discussion, Brain storming | Daily exam questions and answers |
| 9  |   |  |                         |  |                                  |
| 10 | 2 | Definition of vitamins, their types, sources, required quantities, diseases causing deficiency, and their sources from food  | Vitamins & Minerals     | presentation, discussion, Brain storming | Daily exam questions and answers |
| 11 | 2 | Nutritious food, characteristics of a healthy diet, low-carb diet, Mediterranean diet, diet Paleo, vegan, and gluten-free diet   | The Healthiest Diet     | presentation, discussion, Brain storming | Daily exam questions and answers |

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|    |   |   |  |  |                                  |
|----|---|---|--|--|----------------------------------|
| 12 | 4 | Nutrition before pregnancy; Nutrition the pre-pregnancy period; Nutrition during pregnancy. Weight gain during pregnancy; nutritional needs; Foods to avoid during pregnancy, essential vitamins and minerals | Nutrition during pregnancy & lactation | presentation, discussion, Brain storming | Daily exam questions and answers |
| 13 |   | During pregnancy, complications during pregnancy, risks weight gain<br>During pregnancy, problems that can include the baby, breastfeeding, Advantages of breastfeeding for mother                            |  |  |                                  |
| 14 | 4 | Nutrition in infancy (0-12 months), Breastfeeding, Advantages for infants, Comparison of breastfeeding with human milk  | Child & Adolescent Nutrition           | presentation, discussion, Brain storming | Daily exam questions and answers |
| 15 |   | and cow's milk, Nutrition in young children (1-3 years), Nutrient intake, School children (ages 6 to 12 years), nutritional needs concerns for calcium and iron.  |  |  |                                  |

### 13. Course Evaluation

- Attendance and participation: 5%, daily exams: 5%, monthly theoretical exams: 20%, -----
- Theoretical final exam: 70%
- Total score : 100%

### 14. Learning & Teaching Resources

|  |   |
|--|---|
| <p>Required textbooks<br/>(curricular if any)</p>                                | <p>1- Lutz, Carroll A., Erin Mazur, and Nancy Litch. <i>Nutrition and diet therapy</i>. FA Davis, 2014.<br/>                 2- Dudek, S.G. (2014). <i>Nutrition Essentials for Nursing Practice (7th ed.)</i>. Philadelphia, PA: Lippincott, Williams Wilkins. ISBN 978-1-4511-8612-3<br/>                 3- Mudambi, S. R. (2007). <i>Fundamentals of foods, nutrition and diet therapy</i>. New Age International</p> |
| <p>Main References<br/>(sources)</p>   |   |
| <p>Recommended Books &amp; References<br/>(Scientific Journals, Reports ...)</p> | <p>1- The central library.<br/>                 2- Internet information network.</p>  |
| <p>Websites or Electronic References</p>   |   |

# **TERM 2**

**Course Description (Pediatric Nursing)**

|  |   |   |
|--|---|---|
| <b>1. Course Title</b>                 | Pediatric Nursing   |   |
| <b>2. Course Code</b>                  | NUR306  |   |
| <b>3. Semester/Year</b>                | 3 <sup>rd</sup> Year Second Semester  |   |
| <b>4. Description Preparation Date</b> | 16/9/2025   |   |
| <b>5. Available Attendance Form</b>    | Registration students attendance in the classroom   |   |
| <b>6. No. of Hours (Total)</b>         | Total : 240 hours<br>Theory: 2 hours weekly<br>Clinical practice: 12 hours weekly<br>Lab. : 2 hours weekly  |   |
| <b>7. No. of Credits (Total)</b>       | 8 credits   |   |
| <b>8. Course Administrator Name</b>    | Prof. Dr. Afifa Radha Aziz<br>Dr . Ali Obaed Shneshil<br>Dr. Buthyna Basheer Salih  |   |
| <b>9. E-mail</b>                       | Afifa.r.@albayan.edu.iq<br><a href="mailto:ali.obaed@albayan.edu.iq">ali.obaed@albayan.edu.iq</a><br><a href="mailto:b.salih@albayan.edu.iq">b.salih@albayan.edu.iq</a> |   |
| <b>10. Course Objectives</b>           |   |   |
| <b>Knowledge</b>                       | <b>A1</b>   | That the student knows the appropriate way to deliver the scientific material and discuss it with the teacher for the purpose of acquiring the desired knowledge of the subject.  |
|  | <b>A2</b>   | That the student knows the teaching methods that deliver the scientific material to him for the purpose of acquiring knowledge that qualifies him to work in health institutions. |
|  | <b>A3</b>   | The student should enumerate the types of educational objectives that lead him to acquire knowledge, according to the type of scientific subject                                  |
|  | <b>A4</b>   | The student should explain the development of the methods and means by which knowledge is conveyed through teaching, classify them, and discuss them with the teacher.            |
| <b>Skills</b>                          | <b>B1</b>   | The student must be familiar with the curriculum prescribed to provide the best services to patients in the pediatric department.   |
|  | <b>B2</b>   | The student will be given a model lesson on how to solve the problems faces in the children's halls.  |
|  | <b>B3</b>   | The student uses special child care devices in the preterm and infant rooms   |
|  | <b>B4</b>   |   |

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|        |    |  |
|--------|----|--|
| Values | C1 | The student should be interested in the lesson, curricula, and teaching methods for the scientific subject and benefit from them                                     |
|        | C2 | The student should like the teacher's style and teaching methods for the scientific subject  |
|        | C3 | The student interacts with the method of presenting the material and the teaching methods used to deliver the scientific material, whether theoretical or practical. |
|        | C4 |  |

## 11. Teaching and Learning Strategies

|    |                                  |    |  |
|----|----------------------------------|----|--|
| 1. | Lectures and group discussion... | 4. | Clinical assessment  |
| 2. | Display educational posters      | 5. | Implementation of pediatric procedure in the pediatric hospitals |
| 3. | Seminars and Reports             | 6. | Practical training in children's teaching hospitals              |

## 12. The Structure of the Course

| Weeks                | Hours   | RLOs                     | Topic/Subject Name                      | Learning Method   | Evaluation Method  |
|----------------------|---------|--------------------------|---|---|--|
| 1 <sup>st</sup> wk.  | 12 hrs. | Pediatric health nursing | Practical in pediatric hospitals        | <ol style="list-style-type: none"> <li>1. Case study</li> <li>2. Case discussion</li> <li>3. Seminars</li> <li>4. Assignment</li> <li>5. Report papers</li> </ol>   | <ol style="list-style-type: none"> <li>1- Oral exam</li> <li>2-Assessment paper</li> <li>3-Report paper</li> <li>4-Discussion of cases.</li> <li>5-General appearance, equipment and attendance of students</li> </ol> |
|                      | 2hrs.   | Pediatric health nursing | High Risk Neonate                       | <ol style="list-style-type: none"> <li>1.Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3.Clinical Examples about children cases.</li> <li>4.Used of white board.</li> <li>5. Used pictures during the lecture</li> </ol> | <ol style="list-style-type: none"> <li>1.By quiz</li> <li>2.By discussion</li> <li>3. Oral test</li> </ol>   |
|                      | 2hrs.   | Pediatric health nursing | Introduction pediatric health nursing   | <ol style="list-style-type: none"> <li>4.Used of white board.</li> <li>5. Used pictures during the lecture</li> </ol>   | =  |
| 2 <sup>nd</sup> wks. | 12hrs.  | Pediatric health nursing | Clinical Practic in pediatric hospitals | <ol style="list-style-type: none"> <li>1. Case study</li> <li>2. Case discussion</li> <li>3. Seminars</li> <li>4.Assignment</li> <li><u>5.Report papers</u></li> </ol>  | <ol style="list-style-type: none"> <li>1- Oral exam</li> <li>2-Assessment paper</li> <li>3-Report paper</li> <li>4-Discussion of cases.</li> <li>5-General appearance, equipment and attendance of students</li> </ol> |
|                      | 2hrs.   | Pediatric health nursing | Common Health problems of newborn       | <ol style="list-style-type: none"> <li>1.Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3.Clinical Examples about children cases.</li> <li>4.Used of white board.</li> <li>5.Used pictures during the lecture</li> </ol>  | <ol style="list-style-type: none"> <li>1.By quiz</li> <li>2.By discussion</li> <li>3. Oral test</li> </ol>   |
|                      | 2hrs.   | Pediatric health nursing | Health assessment1                      |   |  |

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|                      |        |                          |                                      |  |  |
|----------------------|--------|--------------------------|--------------------------------------|--|--|
| 3 <sup>rd</sup> wks. | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals     | <ol style="list-style-type: none"> <li>1. Case study.</li> <li>2. Case discussion</li> <li>3. Seminars.</li> <li>4. Assignment</li> <li>5. Report papers</li> </ol>  | <ol style="list-style-type: none"> <li>1- Oral exam</li> <li>2-Assessment paper</li> <li>3-Report paper</li> <li>4-Discussion of cases.</li> <li>5-General appearance, equipment and attendance of students</li> </ol> |
|                      | 2hrs.  | Pediatric health nursing | Gastroenteritis & DVD                | <ol style="list-style-type: none"> <li>1.Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3.Clinical Examples about children cases.</li> <li>4.Used of white board.</li> <li>5.Used pictures during the lecture</li> </ol> | <ol style="list-style-type: none"> <li>1.By quiz</li> <li>2.By discussion</li> <li>3. Oral test</li> </ol>   |
|                      | 2hrs.  | Pediatric health nursing | Health assessment 2                  |  |  |
| 4 <sup>th</sup> wks. | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals     | <ol style="list-style-type: none"> <li>1.Case study.</li> <li>2.Case discussion</li> <li>3.Seminars.</li> <li>4.Assignment</li> <li>5.Report papers</li> </ol>   | <ol style="list-style-type: none"> <li>1- Oral exam</li> <li>2-Assessment paper</li> <li>3-Report paper</li> <li>4-Discussion of cases.</li> <li>5-General appearance, equipment and attendance of students</li> </ol> |
|                      | 2hrs.  | Pediatric health nursing | Common Surgical Cases of the Infants | <ol style="list-style-type: none"> <li>1.Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3.Clinical Examples about children cases.</li> <li>4.Used of white board.</li> <li>5.Used pictures during the lecture</li> </ol> | <ol style="list-style-type: none"> <li>1.By quiz</li> <li>2.By discussion</li> <li>3. Oral test</li> </ol>   |
|                      | 2hrs.  | Pediatric health nursing | Newborn care1                        |  |  |
| 5 <sup>th</sup> wks. | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals     | <ol style="list-style-type: none"> <li>1.Case study.</li> <li>2.Case discussion</li> <li>3.Seminars.</li> <li>4.Assignment</li> <li>5.Report papers</li> </ol>   | <ol style="list-style-type: none"> <li>1- Oral exam</li> <li>2-Assessment paper</li> <li>3-Report paper</li> <li>4-Discussion of cases.</li> <li>5-General appearance,</li> </ol>                                      |

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|                      |        |                          |                                  |  |  |  |
|----------------------|--------|--------------------------|----------------------------------|--|--|--|
| =                    | 2hrs.  | Pediatric health nursing | Congenital Anomalies             | <ol style="list-style-type: none"> <li>1.Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3.Clinical Examples about children cases.</li> <li>4.Used of white board.</li> <li>5.Used pictures during the lecture</li> </ol> | <p>equipment and attendance of students</p> <ol style="list-style-type: none"> <li>1.By quiz</li> <li>2.By discussion</li> <li>3. Oral test</li> </ol>   |  |
|                      | 2hrs   |                          | Newborn care2                    |  |  |  |
| 6 <sup>th</sup> wks. | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals | <ol style="list-style-type: none"> <li>1.Case study.</li> <li>2.Case discussion</li> <li>3.Seminars.</li> <li>4.Assignment</li> <li>5.Report papers</li> </ol>   | <ol style="list-style-type: none"> <li>1- Oral exam</li> <li>2-Assessment paper</li> <li>3-Report paper</li> <li>4-Discussion of cases.</li> <li>5-General appearance, equipment and attendance of students</li> </ol> |  |
|                      | 2hrs.  |                          | Neuromuscular system1            |  |  | <ol style="list-style-type: none"> <li>1.Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3.Clinical Examples about children cases.</li> <li>4.Used of white board.</li> <li>5.Used pictures during the lecture</li> </ol> |
|                      | 2hrs.  |                          | Cardiovascular system1           |  |  |  |
| 7 <sup>th</sup> wks. | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals | <ol style="list-style-type: none"> <li>1.Case study.</li> <li>2.Case discussion</li> <li>3.Seminars.</li> <li>4.Assignment</li> <li>5.Report papers</li> </ol>   | <ol style="list-style-type: none"> <li>1- Oral exam</li> <li>2-Assessment paper</li> <li>3-Report paper</li> <li>4-Discussion of cases.</li> <li>5-General appearance, equipment and attendance of students</li> </ol> |  |
|                      | 2hrs.  | Pediatric health nursing | Cardiac disorder in children     |  |  | <ol style="list-style-type: none"> <li>1.Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3.Clinical Examples about children cases.</li> <li>4.Used of white board.</li> </ol>   |
|                      | 2hrs.  | Pediatric health nursing | Neuromuscular system2            |  |  |  |

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|                       |        |                          |   |  |  |
|-----------------------|--------|--------------------------|---|--|--|
|                       |        |                          |   | 5.Used pictures during the lecture   |  |
| 8 <sup>th</sup> wks.  | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals                | 1.Case study.<br>2.Case discussion<br>3.Seminars.<br>4.Assignment<br>5.Report papers   | 1- Oral exam<br>2-Assessment paper<br>3-Report paper<br>4-Discussion of cases.<br>5-General appearance, equipment and attendance of students |
|                       | 2hrs.  | Pediatric health nursing | Respiratory disorder disease and infection<br>1 | 1.Hand out, Data show.<br>2. Slides on power points<br>3.Clinical Examples about children cases.<br>4.Used of white board.                                       | 1.By quiz<br>2.By discussion<br>3. Oral test   |
|                       | 2hrs.  | Pediatric health nursing | Cardiovascular system1                          | 5.Used pictures during the lecture   |  |
| 9 <sup>th</sup> wks.  | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals                | 1.Case study.<br>2.Case discussion<br>3.Seminars.<br>4.Assignment<br>5.Report papers   | 1- Oral exam<br>2-Assessment paper<br>3-Report paper<br>4-Discussion of cases.<br>5-General appearance, equipment and attendance of students |
|                       | 2hrs.  | Pediatric health nursing | Respiratory disorder disease and infection<br>2 | 1.Hand out, Data show.<br>2. Slides on power points<br>3.Clinical Examples about children cases.<br>4.Used of white board.<br>5.Used pictures during the lecture | 1.By quiz<br>2.By discussion<br>3. Oral test   |
|                       | 2hrs.  | Pediatric health nursing | Cardiovascular system2                          |  |  |
| 10 <sup>th</sup> wks. | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals                | 1.Case study.<br>2.Case discussion<br>3.Seminars.<br>4.Assignment<br>5.Report papers   | 1- Oral exam<br>2-Assessment paper<br>3-Report paper<br>4-Discussion of cases.<br>5-General appearance, equipment and                        |

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|                       |        |                          |  |  |  |
|-----------------------|--------|--------------------------|--|--|--|
| =                     | 2hrs.  | Pediatric health nursing | Blood Disease<br>Introduction<br>Sickle Cells Anemia | 1.Hand out, Data show.<br>2. Slides on power points<br>3.Clinical Examples about children cases.<br>4.Used of white board.<br>5.Used pictures during the lecture | attendance of students<br><br>1.By quiz<br>2.By discussion<br>3. Oral test   |
|                       | 2hrs.  | Pediatric health nursing | Endocrine System1                                    |  |  |
| 11 <sup>th</sup> wks. | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals                     | 1.Case study.<br>2.Case discussion<br>3.Seminars.<br>4.Assignment<br>5.Report papers   | 1- Oral exam<br>2-Assessment paper<br>3-Report paper<br>4-Discussion of cases.<br>5-General appearance, equipment and attendance of students |
|                       | 2hrs.  | Pediatric health nursing | Hemophilia blood disease                             | 1.Hand out, Data show.<br>2. Slides on power points<br>3.Clinical Examples about children cases.<br>4.Used of white board.<br>5.Used pictures during the lecture | 1.By quiz<br>2.By discussion<br>3. Oral test   |
|                       | 2hrs.  | Pediatric health nursing | Endocrine System2                                    |  |  |
| 12 <sup>th</sup> wks. | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals                     | 1.Case study.<br>2.Case discussion<br>3.Seminars.<br>4.Assignment<br>5.Report papers   | 1- Oral exam<br>2-Assessment paper<br>3-Report paper<br>4-Discussion of cases.<br>5-General appearance, equipment and attendance of students |
|                       | 2hrs.  | Pediatric health nursing | Thalassemia blood disease                            | 1.Hand out, Data show.<br>2. Slides on power points<br>3.Clinical Examples about children cases.<br>4.Used of white board.<br>5.Used pictures during the lecture | 1.By quiz<br>2.By discussion<br>3. Oral test   |
|                       | 2hrs.  | Pediatric health nursing | Communication  |  |  |
| 13 <sup>th</sup> wks  | 12hrs. | Pediatric health nursing | Practical in pediatric hospitals                     | 1.Case study.  | 1- Oral exam   |

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|                      |         |                          |                                  |  |  |
|----------------------|---------|--------------------------|----------------------------------|--|--|
|                      | 2hrs.   | Pediatric health nursing | Leukemia Blood Disease           | <ul style="list-style-type: none"> <li>2. Case discussion</li> <li>3. Seminars.</li> <li>4. Assignment</li> <li>5. Report papers</li> </ul>  | <ul style="list-style-type: none"> <li>2- Assessment paper</li> <li>3- Report paper</li> <li>4- Discussion of cases.</li> <li>5- General appearance, equipment and attendance of students</li> </ul>                       |
|                      | 2hrs.   | Pediatric health nursing | First exam                       | <ul style="list-style-type: none"> <li>1. Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3. Clinical Examples about children cases.</li> <li>4. Used of white board.</li> <li>5. Used pictures during the lecture</li> </ul> | <ul style="list-style-type: none"> <li>1. By quiz</li> <li>2. By discussion</li> <li>3. Oral test</li> </ul>   |
| 14 <sup>th</sup> wks | 2hrs.   | Pediatric health nursing | Practical in pediatric hospitals | <ul style="list-style-type: none"> <li>1. Case study.</li> <li>2. Case discussion</li> <li>3. Seminars.</li> <li>4. Assignment</li> <li>5. Report papers</li> </ul>  | <ul style="list-style-type: none"> <li>1- Oral exam</li> <li>2- Assessment paper</li> <li>3- Report paper</li> <li>4- Discussion of cases.</li> <li>5- General appearance, equipment and attendance of students</li> </ul> |
|                      | 2hrs.   | Pediatric health nursing | Urinary disorder and disease     | <ul style="list-style-type: none"> <li>1. Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3. Clinical Examples about children cases.</li> <li>4. Used of white board.</li> <li>5. Used pictures during the lecture</li> </ul> | <ul style="list-style-type: none"> <li>1. By quiz</li> <li>2. By discussion</li> <li>3. Oral test</li> </ul>   |
|                      | 2hrs    | Pediatric health nursing | Seminars Theory                  | <ul style="list-style-type: none"> <li>1. Hand out, Data show.</li> <li>2. Slides on power points</li> <li>3. Clinical Examples about children cases.</li> <li>4. Used of white board.</li> <li>5. Used pictures during the lecture</li> </ul> | <ul style="list-style-type: none"> <li>1. By quiz</li> <li>2. By discussion</li> <li>3. Oral test</li> </ul>   |
| 15 <sup>th</sup> wks | 12hrs.  | Pediatric health nursing |                                  | <ul style="list-style-type: none"> <li>1. Case study.</li> <li>2. Case discussion</li> <li>3. Seminars.</li> <li>4. Assignment</li> <li>5. Report papers</li> </ul>  | <ul style="list-style-type: none"> <li>1- Oral exam</li> <li>2- Assessment paper</li> <li>3- Report paper</li> <li>4- Discussion of cases.</li> <li>5- General appearance, equipment and attendance of students</li> </ul> |
|                      | 2hrs.   | Pediatric health nursing | Exam 2 5/4/2024                  | <ul style="list-style-type: none"> <li>1. Hand out, Data show.</li> <li>2. Slides on power points</li> </ul>   | <ul style="list-style-type: none"> <li>1. By quiz</li> </ul>   |
|                      | 2hrs s. | Pediatric health nursing | Immunization                     |  |  |

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|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  |  |  | <p>3. Clinical Examples about children cases.<br/>4. Used of white board.<br/>5. Used pictures during the lecture</p> | <p>2. By discussion<br/>3. Oral test</p> |
|--|--|--|--|---|--|

## 13. Course Evaluation

توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير ... الخ

### Students Evaluation

15% for the first and second theoretical exam

5% for the quiz

5% classroom activities

5% Lab

10% reports about medical cases

20% practical medical evaluation

20% practical exam

20% final exam

-----  
100% total

## 14. Learning & Teaching Resources

Required textbooks  
(curricular if any)

**Learning resources:** General and pediatric nursing books and journals, international web searches.

Main References  
(sources)

Deliver, display data  
Display the slides on the data show monitor

Recommended Books & References  
(Scientific Journals, Reports ...)

Clinical setting for special procedures  
Children's hospitals have children's wards

Websites or Electronic References

## Course Description ( Human growth and Development )

|   |  |  |
|---|--|--|
| <b>1. Course Title</b>                      | Human growth and Development   |  |
| <b>2. Course Code</b>                       | HGD 308  |  |
| <b>3. Semester/Year</b>                     | 3 <sup>rd</sup> class 2 <sup>nd</sup> semester   |  |
| <b>4. Description Preparation Date</b>      | 16/9/2025  |  |
| <b>5. Available Attendance Form</b>         | Attendance student in class, practical work and laboratories   |  |
| <b>6. No. of Hours (Total)</b>              | 90 hrs. practical<br>Theory 45hrs. Total = 135hrs.   |  |
| <b>7. No. of Credits (Total)</b>            | 5  |  |
| <b>8. Course Administrator Name</b>         | Pro.Dr. Afifa Radha<br>Dr. Ali Obaed Shneshil<br>Dr. Buthyna Basheer salih   |  |
| <b>9. E-mail</b>                            | <a href="mailto:Afifa.r.@albayan.edu.iq">Afifa.r.@albayan.edu.iq</a><br><a href="mailto:ali.obaed@albayan.edu.iq">ali.obaed@albayan.edu.iq</a><br><a href="mailto:b.salih@albayan.edu.iq">b.salih@albayan.edu.iq</a> |  |
| <b>10. Course Objectives</b>                |  |  |
| <b>Knowledge</b>                            | <b>A1</b>  | Describe key aspects of the normal human physical  |
|   | <b>A2</b>  | cognitive & psychosocial growth & development experienced throughout their major stages of life ; infancy, childhood, adolescence,& early, mid,& late adulthood              |
|   | <b>A3</b>  | That the student knows the appropriate way to deliver the scientific material and discuss it with teacher for the purpose of acquiring the desired knowledge of the subject. |
|   | <b>A4</b>  | The student should enumerate the types of educational objectives that lead him to acquire knowledge, according to the type of scientific subject                             |
| <b>Skills</b>                               | <b>B1</b>  | The student must be familiar with the curriculum prescribed to provide the best services to patients in the pediatric department.  |
|   | <b>B2</b>  | The student uses special child care devices in the preterm and infant rooms  |
|   | <b>B3</b>  |  |
|   | <b>B4</b>  |  |
| <b>Values</b>                               | <b>C1</b>  | The student should be interested in the lesson, curricula, and teaching methods for the scientific subject and benefit from them   |
|   | <b>C2</b>  | The student should like the teacher's style and teaching methods for the scientific subject  |
|   | <b>C3</b>  | The student interacts with the method of presenting the material and the teaching methods used to deliver the scientific material, whether theoretical or practical.         |
|   | <b>C4</b>  |  |
| <b>11. Teaching and Learning Strategies</b> |  |  |

# جامعة البتة

|    |                               |    |  |
|----|-------------------------------|----|--|
| 1. | Lectures and group discussion | 4. | Display educational posters  |
| 2. | Seminars and Reports          | 5. | Practical training in children's teaching at school and kindergarten |
| 3. | Clinical assessment           | 6. |  |

| 12. The Structure of the Course |                |                              |   |   |  |
|---------------------------------|----------------|------------------------------|---|---|--|
| Week                            | Hours          | RLOs                         | Topic/Subject Name  | Learning Method   | Evaluation Method  |
| 1 <sup>st</sup> wks.            | 3hrs.<br>6hrs. | Human Growth and Development | Introduction & course orientation   | Students should prepare written project which is related to different aspects of human growth & development   | 1. Oral exam<br>2. Reports and assignment<br>3. Case discussion<br>4. Pamphlets<br>5. Posters and attachment |
| 2 <sup>nd</sup> wks.            | 3hrs.<br>6hrs. | Human Growth and Development | Foundations of growth and development<br>*Definition of growth, development, and maturation.<br>*Stages of growth and development<br>-Prenatal period (embryonic stage)<br>-Infancy period<br>-Neonatal period<br>- Infant period<br>-Early childhood period<br>-Toddler hood<br>- Preschool<br>-Middle childhood (school age) period<br>-Adolescence period<br>-Adulthood period<br>- Elderly period | Students should prepare a written project which is related to different aspects of human growth & development | 1. Oral exam<br>2. Reports and assignment<br>3. Case discussion<br>4. Pamphlets<br>5. Posters and attachment |

# جامعة البيان

|      |                |   |   |  |  |
|------|----------------|---|---|--|--|
| 3,4  | 3hrs.<br>6hrs. | = | <p><b>*Patterns of growth and development</b></p> <p><b>*growth and development measurement</b></p> <p>-Growth chart (growth monitoring)</p> <p>-Denver development screening test (DDST)</p> <p>-Measurement techniques:<br/>Measurement of height, weight, head circumference, chest circumference, skin fold thickness &amp; arm circumference</p> | Daily assignment for discussion related to each lecture materials (all students prepare for assignment)  | <ol style="list-style-type: none"> <li>1. Oral exam</li> <li>2. Reports and assignment</li> <li>3. Case discussion</li> <li>4. Pamphlets</li> <li>5. Posters and attachment</li> </ol> |
| 5,6  | 3hrs.<br>6hrs. | = | <p><b>*Principles of growth &amp; development.</b></p> <p><b>*Types of growth &amp; development</b></p> <p>-Physical growth &amp; development</p> <p>-social development</p> <p>-mental development</p> <p>-spiritual development</p> <p>-Emotional development</p>   | Daily assignment for discussion related to each lecture materials (all students prepare for assignment). | <ol style="list-style-type: none"> <li>1. Oral exam</li> <li>2. Reports and assignment</li> <li>3. Case discussion</li> <li>4. Pamphlets</li> <li>5. Posters and attachment</li> </ol> |
| 7,8  | 3hrs.<br>6hrs. | = | <p><b>*Factors Influences on growth and development</b></p> <p>-Hereditary factors</p> <p>-Genetic potentials</p> <p>-Environmental factors:<br/>Socioeconomic, Exposure to teratogens, Nutrition, Infectious diseases and accidents</p>  | Daily assignment for discussion related to each lecture materials (all students prepare for assignment). | <ol style="list-style-type: none"> <li>1. Oral exam</li> <li>2. Reports and assignment</li> <li>3. Case discussion</li> <li>4. Pamphlets</li> <li>5. Posters and attachment</li> </ol> |
| 9,10 | 3hrs.<br>6hrs. | = | <p><b>*The infant (infancy period)</b></p> <p>-Physical characteristics</p> <p>-Development of senses</p> <p>-Developmental milestones</p>  | Daily assignment for discussion related to each lecture materials  | <ol style="list-style-type: none"> <li>1. Oral exam</li> <li>2. Reports and assignment</li> <li>3. Case discussion</li> <li>4. Pamphlets</li> </ol>                                    |

# جامعة البيان

|                     |                    |   |  |  |   |
|---------------------|--------------------|---|--|--|---|
|                     |                    | = | <ul style="list-style-type: none"> <li>-Central nervous system and motor capabilities</li> <li>-Cognitive development</li> <li>-Communication - Language development</li> <li>-Psychosocial development</li> <li>-Common infant needs - Development problems</li> <li>-Accidents and injuries Accident prevention</li> <li>-Health promotion &amp; safety measures</li> </ul>  | <p>(all students prepare for assignment. Daily assignment for discussion related to each lecture materials(all students prepare for assignment.)</p>   | <p>5. Posters and attachment</p> <ol style="list-style-type: none"> <li>1. Oral exam</li> <li>2. Reports and assignment</li> <li>3. Case discussion</li> <li>4. Pamphlets</li> <li>5. Posters and attachment</li> </ol> |
| 11 <sup>th</sup> wk | 3hrs.<br><br>6hrs. | = | <p>Early childhood Period</p> <p>*Toddler and preschool Development</p> <ul style="list-style-type: none"> <li>-Biophysical development</li> <li>-Physical development</li> <li>- Psychosocial development</li> <li>-Cognitive and Language development</li> <li>-Developmental concepts of play</li> <li>-Social and emotional development</li> </ul> <p>*Toddler and preschooler needs</p> <p>*Toddler and preschooler developmental problems.</p> <p>*Promoting healthy development and growth</p> <ul style="list-style-type: none"> <li>-Toddler nutrition</li> <li>-Preschooler nutrition</li> <li>- Immunization</li> <li>-Communication</li> </ul> | <p>Daily assignment for discussion related to each lecture materials (all students prepare for assignment. Daily assignment for discussion related to each lecture materials(all students prepare for assignment.)</p> | <ol style="list-style-type: none"> <li>1. Oral exam</li> <li>2. Reports and assignment</li> <li>3. Case discussion</li> <li>4. Pamphlets</li> <li>5. Posters and attachment</li> </ol>                                  |

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|                     |  |                |  |   |  |
|---------------------|--|----------------|--|---|--|
|                     |  |                | -Health promotion & safety measures  |   |  |
| 12,13               |  | 3hrs.<br>6hrs. | Adolescence period -<br>biophysical development of the adolescent -Overview of growth and development<br>-Physical growth during pubertal period<br>-Common problems associated with adolescent growth<br>-Cognitive development<br>-Health promotion & safety measures  | Daily assignment for discussion related to each lecture materials (all students prepare for assignment. Daily assignment for discussion related to each lecture materials(all students prepare for assignment.) | 1. Oral exam<br>2. Reports and assignment<br>3. Case discussion<br>4. Pamphlets<br>5. Posters and attachment |
| 14 <sup>th</sup> wk |  | 3hrs.<br>6hrs. | <b>Adulthood</b> *young adulthood, Middle adulthood<br>-Biophysical and cognitive development<br>- Normal age – related changes and health promotion<br>-Psychosocial development of the young adult<br>-Physical health problems during adulthood<br>*Older adulthood<br>- Normal age –related changes and health promotion | Daily assignment for discussion related to each lecture materials (all students prepare for assignment. Daily assignment for discussion related to each lecture materials(all students prepare for assignment.) | 1. Oral exam<br>2. Reports and assignment<br>3. Case discussion<br>4. Pamphlets<br>5. Posters and attachment |
| 15wks.              |  | 3hrs.<br>6hrs. | Elderly Home Visit   |   |  |

## 13. Course Evaluation

توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير .... الخ

|                              |      |
|------------------------------|------|
| 2 <sup>nd</sup> theory exam. | 20%  |
| Project                      | 5%   |
| Class activities             | 5%   |
| Final theory exam.           | 35%  |
| Final clinical exam,         | 15%  |
| Total                        | 100% |

## 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | <ol style="list-style-type: none"> <li>1. Well baby clinic (20) hrs.</li> <li>2. Nursery school (8) hrs.</li> <li>3. Kindergarten (8) hrs.</li> <li>4. Schools (8) hrs.</li> <li>5. Nursing homes (8) hrs.</li> <li>6. Visit of the nutritional research institute (8) hrs.</li> </ol> |
| Main References<br>(sources)   | <ul style="list-style-type: none"> <li>- WONG'S Nursing Care of Infants and Children 11TH EDITION Copyright 2019 @nurssing</li> <li>- Essentials of pediatric nursing 2021</li> </ul>  |
| Recommended Books & References<br>(Scientific Journals, Reports ...) |  |
| Websites or Electronic References                                    |  |

## Course Description ( Biostatistics )

|   |                             |  |  |
|---|-----------------------------|--|--|
| <b>1. Course Title</b>                      |                             | Biostatistics  |  |
| <b>2. Course Code</b>                       |                             | BST307   |  |
| <b>3. Semester/Year</b>                     |                             | Semester 1 &2 / grade 3  |  |
| <b>4. Description Preparation Date</b>      |                             | 16/9/2025  |  |
| <b>5. Available Attendance Form</b>         |                             | Lectures   |  |
| <b>6. No. of Hours (Total)</b>              |                             | 2 hours weekly, total 30 hours   |  |
| <b>7. No. of Credits (Total)</b>            |                             | 2 credits  |  |
| <b>8. Course Administrator Name</b>         |                             | Professor Dr. Hasanain Faisal Ghazi  |  |
| <b>9. E-mail</b>                            |                             | Hasanain.f@albayan.edu.iq  |  |
| <b>10. Course Objectives</b>                |                             |  |  |
| <b>Knowledge</b>                            | <b>A1</b>                   | Learn the basics of statistics   |  |
|   | <b>A2</b>                   | Learn about statistical equations and formulas   |  |
|   | <b>A3</b>                   | Identifying the types of research and knowing the appropriate statistical test to use. |  |
| <b>Skills</b>                               | <b>B1</b>                   | Apply knowledge in analyzing research results  |  |
|   | <b>B2</b>                   | Using optimum statistics in data analysis  |  |
|   | <b>B3</b>                   | Extracting results that are consistent with the research objectives                    |  |
| <b>Values</b>                               | <b>C1</b>                   | Nursing research affects human health  |  |
|   | <b>C2</b>                   | Understand the importance of human health and safety                                   |  |
| <b>11. Teaching and Learning Strategies</b> |                             |  |  |
| <b>1.</b>                                   | <b>Lectures</b>             | <b>4.</b>  |  |
| <b>2.</b>                                   | <b>Statistical software</b> | <b>5.</b>  |  |
| <b>3.</b>                                   |                             | <b>6.</b>  |  |

| 12. The Structure of the Course |       |  |   |                                |                          |
|---------------------------------|-------|--|---|--------------------------------|--------------------------|
| Week                            | Hours | RLOs   | Topic/Subject Name                                  | Learning Method                | Evaluation Method        |
| 1                               | 2     | Introduction to statistical terms                        | Introduction to Statistics                          | Slide presentation, discussion | Quizzes                  |
| 2                               | 2     | Types of variables                                       | Data Collection & Variables types                   | Slide presentation, discussion | Quizzes                  |
| 3                               | 2     | How to present data graphically                          | Data Presentation                                   | Slide presentation, discussion | Quizzes                  |
| 4&5                             | 4     | How to calculate frequency dispersion and central limits | Frequency Dispersion and Central Limit Measurements | Slide presentation, discussion | Quizzes and monthly exam |
| 6&7                             | 4     | Estimation and hypothesis                                | Estimation & Hypothesis Test                        | Slide presentation, discussion | Quizzes                  |
| 8                               | 2     | How to calculate sample size in research                 | Sample Size Calculation                             | Slide presentation, discussion | Quizzes                  |
| 9&10                            | 4     | How to use common statistical software (SPSS, JASP)      | Statistical software                                | Slide presentation, discussion | Quizzes                  |
| 11&12                           | 4     | How to perform t test and paired t                       | Analysis of Variance (T Test & Paired t test)       | Slide presentation, discussion | Quizzes                  |
| 13                              | 2     | How to perform chi square test                           | Chi-Square Test                                     | Slide presentation, discussion | Quizzes and monthly exam |
| 14                              | 2     | How to calculate common morbidity and mortality measures | Vital Statistics 1 (Morbidity & Mortality)          | Slide presentation, discussion | Quizzes                  |
| 15                              | 2     | How to calculate common morbidity and mortality measures | Vital Statistics 2 (Morbidity & Mortality)          | Slide presentation, discussion | Quizzes                  |

## 13. Course Evaluation

Attendance and participation 5%, daily exams 5%, monthly exams 20%, final exam 70%. Total 100%

## 14. Learning & Teaching Resources

Required textbooks

(curricular if any)

Main References

(sources)

- Utts.J. & Heckard R. Mind on Statistics, Australia, Duxbury Thomson Learning, 2002.

مطابع الرياض، الاحصاء التطبيقي، عبد الرحمن بن محمد واخرون. د. 1995، جامعة الملك سعود

Recommended Books & References

(Scientific Journals, Reports ...)

Websites or Electronic References

- World health organization (WHO)
- Ministry of Health , Iraq

# **FOURTH GRADE**

# **TERM 1**

## Course Description (Community Health Nursing)

|  |   |  |
|--|---|--|
| <b>1. Course Title</b>                 | Community Health Nursing  |  |
| <b>2. Course Code</b>                  | NUR 401   |  |
| <b>3. Semester/Year</b>                | Fourth Grade/First or second semester   |  |
| <b>4. Description Preparation Date</b> | 16/9/2025   |  |
| <b>5. Available Attendance Form</b>    | Students' attendance and registration in the classroom  |  |
| <b>6. No. of Hours (Total)</b>         | Total number of hours: (189) hours<br>Theoretical (3 hours) per week: for (15) weeks...total (45) hours<br>Practical (12) hours per week for (12) weeks...total (144) hours |  |
| <b>7. No. of Credits (Total)</b>       | 7 credits   |  |
| <b>8. Course Administrator Name</b>    | assistant Prof. Dr. ammar abbas okab<br>Ass. Lucturer Shaker Mahdi Salih  |  |
| <b>9. E-mail</b>                       | <a href="mailto:ammarabbas@mtu.edu.iq">ammarabbas@mtu.edu.iq</a>  |  |
| <b>10. Course Objectives</b>           |   |  |
| <b>Knowledge</b>                       | <b>A1</b>   | Enabling students to become familiar with the most important basic concepts community health and public health nursing.  |
|  | <b>A2</b>   | Enabling students to become familiar with the multiple nursing specializations community health nursing, such as primary health care, maternal and child nursing, school health nursing, men's and women's health nursing, family health nursing and elderly health nursing. |
|  | <b>A3</b>   | Enabling students to learn about the use of the nursing process, therapeutic interventions, critical thinking, and professional communication to provide health care services to health service beneficiaries from the community.  |
|  | <b>A4</b>   | Enabling students to learn about models of health promotion that benefit society   |
|  |   | Enabling students to learn about therapeutic communication skills with health service beneficiaries in the community, and with members of the multidisciplinary health team in the health system.  |
|  |   | Enabling students to learn about the principles of self-direction, leadership, and case management in meeting the needs of health service beneficiaries in the community.  |
|  |   | Enabling students to apply theoretical concepts in practical reality.  |
| <b>Skill</b>                           | <b>B1</b>   | The student will be able to evaluate community health needs and problems in order to provide health care.  |

|               |           |  |
|---------------|-----------|--|
|               | <b>B2</b> | Follow international standards while providing comprehensive nursing care.   |
|               | <b>B3</b> | Using the correct principles in providing health education to the individual, family and community.  |
|               | <b>B4</b> | Dealing with the country's health system and primary health care as the first line achieving health for the community Without economic and social differences. |
| <b>Values</b> | <b>C1</b> | Recognizing the concept of health as a value and a right for everyone, regardless social differences.  |
|               | <b>C2</b> | Respecting all segments of society and their right to obtain health services.  |
|               | <b>C3</b> | Honesty and integrity in dealing with health service applicants in cases of illness otherwise.   |
|               | <b>C4</b> | Educating community members about the importance of the nursing profession providing high-quality health services.   |

### 11. Teaching and Learning Strategies

|           |   |           |   |
|-----------|---|-----------|---|
| <b>1.</b> | Adopting the weekly lecture method.                               | <b>4.</b> | Adopting the direct training method (practical training), where the teacher directly supervises the practical training according to a curriculum prepared for this purpose. |
| <b>2.</b> | Use the separate slide presentation style to present the lecture. | <b>5.</b> | Discussion method: Students are assigned topics related to the course material to discuss with their colleagues in practical training settings.                             |
| <b>3.</b> | Use the direct discussion method with students.                   | <b>6.</b> |   |

## 12. The Structure of the Course

| Week | Hours Theory | RLOs  | Topic/Subject Name  | Learning Method   | Evaluation Method |
|------|--------------|---|---|---|-------------------|
| 1    | 3<br>Hour    | Increasing students' knowledge developing skills about community health                                 | <b>1. Introduction to Community Health Nursing</b><br>- Definitions: Health, Nursing, Community, Community Health, Public Health and Community Health Nursing<br>-Community-Based Nursing, Population-Focused Nursing-The Mission of Community Health Nursing<br>- Characteristics of Community Health Nursing<br>- Components of Community Health<br>- Community Health Nursing Standards<br>- Roles and Functions of Community Health Nurse | The use of Power Point Program for lecture presentation | Quiz              |
| 2    |              | Increasing students' knowledge developing skills about dimensions of the community health nursing model | <b>2. Dimensions of Community Health Nursing</b><br>- The Dimension of Health<br>- The Dimension of Health Care<br>- The Dimension of Nursing   |   | Quiz              |
| 3    |              | Increasing students' knowledge developing skills about community health assessment                      | <b>3. Community Assessment</b><br>- Approaches for Community Assessment<br>- Functions of Community Assessment<br>- Principles of Community Assessment<br>- Data Sources for Community Health Assessment<br>- Types of Community Needs Assessment<br>- Community Assessment Methods<br>- Sources of Community Data  | The use of Power Point Program for lecture presentation | Quiz              |
| 4    |              | Increasing students' knowledge developing their skills on ways access community health                  | <b>4. Approaches to Community Health</b><br>- Health Promotion<br>- Case Management   | The use of Power  | Quiz              |

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|---|--|--|---|---|------|
|   |  |  | - Empowerment   |   |      |
| 5 |  | Increasing students' knowledge developing skills about primary health care for the community     | <b>5. Primary Health Care (PHC)</b><br>- Definition of Primary Health Care<br>- Principles of PHC<br>- Elements of Primary Health Care<br>- Primary Health Care and Community Health Nursing  | Point Program<br>lecture presentation                     | Quiz |
| 6 |  | Increasing students' knowledge and developing students' skills about family health care services | <b>6. Family Health Services</b><br>- Definitions: Family, Family Health<br>- Types of Family<br>- Family Structure and Function<br>- Family Development<br>- Family Theories<br>- Family Health Nursing<br>- Nursing care for the family   | The use of Power  | Quiz |
| 7 |  | Increasing students' knowledge developing skills about caring special community groups           | <b>7. Health Care of Aggregates</b><br>- Care of Children and Adolescents:<br>- Children's Health Promotion across Life-Span<br>- Role of the Community Health Nurse at:<br>Primary Prevention<br>Secondary Prevention<br>Tertiary Prevention<br>- Adolescent's Health Promotion across Life-Span<br>- Role of the Community Health Nurse at:<br>Primary Prevention<br>Secondary Prevention<br>Tertiary Prevention<br>- Care of Women Health Promotion across Life-Span<br>- Role of the Community Health Nurse in Women Health at:<br>Primary Prevention<br>Secondary Prevention<br>Tertiary Prevention<br>- Men's Health Promotion across Life-Span<br>- Role of the Community Health Nurse in men health at: | The use of Power<br>Point Program<br>lecture presentation | Quiz |

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|----|--|---|--|---|-------------|
|    |  |   | <b>Primary Prevention</b><br><b>Secondary Prevention</b><br><b>Tertiary Prevention</b><br><br><b>-Care of the Elderly:</b><br>- Definitions: Aging, Ageism.<br>- Health Needs of Elderly<br><b>Primary Prevention</b><br><b>Secondary Prevention</b><br><b>Tertiary Prevention</b> |   |             |
| 8  |  |   | Mid Term Exam  |   |             |
| 9  |  | Increasing students' knowledge developing skills about maternal child care          | <b>9. Maternal and Child Health Care Services (MCH)</b><br>- Definition<br>- Objectives of MCH Services<br>- Types of MCH Services   | The use of Power Point Program lecture presentation | <b>Quiz</b> |
| 10 |  | Increasing students' knowledge developing skills about school health services       | <b>10. School Health Care Nursing</b><br>- Definitions: School, School Age Children, School Health, School Health Care Nursing<br>- School Health Program<br>- Component of School Health Programs<br>- The School Health Team<br>- Role of the Nurse in the School Health Setting | The use of Power Point Program lecture presentation | <b>Quiz</b> |
| 11 |  | Increasing students' knowledge developing skills about occupational health services | <b>12. Occupational Health Care Nursing</b><br>- Definitions of Occupational Health and Occupational Health Nursing<br>- Objectives of Occupational Health Nursing<br>- Work-health Interaction<br>- Role of the Occupational Health Nurse   |   | <b>Quiz</b> |
| 12 |  | Increasing students' knowledge developing skills about home visit community members | <b>13. Home Visits</b><br>- Definition<br>- Purposes of Home Visit<br>- The Home Visit Process<br>- Advantages of Home Visit   | The use of Power Point Program lecture presentation | <b>Quiz</b> |

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|----|--|--|---|---|-------------|
| 13 |  | Increasing students' knowledge<br>developing skills about home he<br>care provided<br>To the community members | <b>14. Home Health Care Nursing</b><br>- <b>Definitions of Home Health Care and Home Health Care Nursing</b><br>- <b>Team Members of Home Health Care Services</b><br>- <b>Types of Clients in Home Health Care Services</b><br>- <b>Role of the Community Health Nurse in the Home Health Care</b> | The use of<br>Power<br>Point Program<br>lecture presentat | <b>Quiz</b> |
| 14 |  | Increasing students' knowledge<br>developing skills at<br>environmental health                                 | <b>14. Environmental Health and Safety Services</b><br>- <b>Definitions: Environment, Environmental Health</b><br>- <b>Elements of the Environment</b><br>- <b>Factors Affecting Environmental Health</b><br>- <b>Major Global Environmental Concerns</b>   | The use of<br>Power<br>Point Program<br>lecture presentat | <b>Quiz</b> |
| 15 |  |  | Term Exam   |   |             |

### 13. Course Evaluation

1. Adopting daily, monthly and quarterly tests
2. Adopting a clinical training evaluation method
3. Adopting the method of submitting weekly reports

Student evaluation is as follows:

-Semester pursuit score

First midterm theoretical exam: 7.5%

Second midterm theoretical exam: 7.5%

Daily exams: 5%

Practical (clinical) assessment: 20%

Quest rating (total): 40%

2. Final exam score

Theoretical exam 40%

Practical exam 20%

Final exam evaluation (total) 60%

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | Community and Public Health Nursing :<br>Promoting Health of Aggregate, Families and<br>Communities, Fourth Edition, St. Louis, 1996.  |
| Main References<br>(sources)   | Community and Public Health Nursing:<br>Promoting Health of Aggregate, Families and<br>Communities, Fourth Edition, St. Louis, 1996.   |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | 1. Journal of Community Health Nursing<br>2. American Journal of Public Health   |
| Websites or Electronic References                                    | community and Public Health Nursing pdf<br><a href="https://repository.poltekkes-tim.ac.id/563/1/Public%20Health%20Nursi%20(%20PDFDrive.com%20).pdf">https://repository.poltekkes-<br/>tim.ac.id/563/1/Public%20Health%20Nursi<br/>%20(%20PDFDrive.com%20).pdf</a> |

## Course Description ( Epidemiology )

|   |                   |   |  |
|---|-------------------|---|--|
| <b>1. Course Title</b>                      |                   | Epidemiology  |  |
| <b>2. Course Code</b>                       |                   | Epid406   |  |
| <b>3. Semester/Year</b>                     |                   | Semester 1& 2 / grade 4   |  |
| <b>4. Description Preparation Date</b>      |                   | 16/9/2025   |  |
| <b>5. Available Attendance Form</b>         |                   | Lectures  |  |
| <b>6. No. of Hours (Total)</b>              |                   | 2 hours weekly, total 30 hours  |  |
| <b>7. No. of Credits (Total)</b>            |                   | 2 credits   |  |
| <b>8. Course Administrator Name</b>         |                   | Prof. Dr. Hasanain Faisal Ghazi   |  |
| <b>9. E-mail</b>                            |                   | <a href="mailto:Hasanain.f@albayan.edu.iq">Hasanain.f@albayan.edu.iq</a>  |  |
| <b>10. Course Objectives</b>                |                   |   |  |
| <b>Knowledge</b>                            | <b>A1</b>         | The student defines epidemiology, knows the natural history of diseases and levels of prevention.   |  |
|   | <b>A2</b>         | The student knows the types of epidemiological studies and measurements.  |  |
|   | <b>A3</b>         | The student understands environmental, occupational, and nutritional applications of epidemiology.  |  |
| <b>Skills</b>                               | <b>B1</b>         | The student is able to apply the natural history of diseases and levels of their prevention to provide nursing care for individuals, families, and community. |  |
|   | <b>B2</b>         | The student is able to apply epidemiological studies in nursing practice.   |  |
| <b>Values</b>                               | <b>C1</b>         | Contributing to strengthen relationships between students.  |  |
|   | <b>C2</b>         | Emphasis on strengthening the relationship between students and faculty members.  |  |
|   | <b>C3</b>         | Work seriously and realistically to strengthen relations between faculty members.   |  |
|   | <b>C4</b>         | Providing appropriate means to consolidate students' relationship with the scientific subject.  |  |
| <b>11. Teaching and Learning Strategies</b> |                   |   |  |
| <b>1.</b>                                   | <b>Lectures</b>   | <b>4.</b>   | <b>Activity/ Application the concepts of natural history of diseases and the prevention on a disease</b> |
| <b>2.</b>                                   | <b>Discussion</b> | <b>5.</b>   | <b>Assignment (Brochure design)</b>  |
| <b>3.</b>                                   | <b>Slide show</b> | <b>6.</b>   |  |

| 12. The Structure of the Course |     |  |   |                        |                          |
|---------------------------------|-----|--|---|------------------------|--------------------------|
| Week                            | hrs | RLOs   | Topic/Subject Name  | Learning Method        | Evaluation Method        |
| 1&2                             | 4   | Introduction to epidemiological terms and types          | Introduction to epidemiology                                | Slide show, discussion | Quizzes and monthly exam |
| 3                               | 2   | How to know natural history of a disease                 | Natural History of Health-related Conditions and Prevention | Slide show, discussion | Quizzes and monthly exam |
| 4                               | 2   | Rates in epidemiology                                    | Rates in Epidemiology                                       | Slide show, discussion | Quizzes and monthly exam |
| 5                               | 2   | Strategies for Identifying Diseases through screening    | Strategies for Identifying Diseases 1 (Screening)           | Slide show, discussion | Quizzes and monthly exam |
| 6                               | 2   | Strategies for Identifying Diseases through surveillance | Strategies for Identifying Diseases 2 (surveillance)        | Slide show, discussion | Quizzes and monthly exam |
| 7                               | 2   | Identify Epidemiology of Communicable Diseases           | Epidemiology of Communicable Diseases                       | Slide show, discussion | Quizzes and monthly exam |
| 8                               |     | Methods to control Communicable Diseases                 | Control of Communicable Diseases                            |                        |                          |
| 9 & 10                          | 2   | Identify Epidemiology of Non-Communicable Diseases       | Epidemiology of Non-Communicable Diseases                   | Slide show, discussion | Quizzes and monthly exam |
| 11                              | 2   | Methods to control Non-Communicable Diseases             | Control of Non-Communicable Diseases                        | Slide show, discussion | Quizzes and monthly exam |
| 12                              | 2   | Types of epidemiological studies                         | Epidemiological Studies                                     | Slide show, discussion | Quizzes and monthly exam |
| 13                              | 2   | Define another type of epidemiology                      | Environmental and Occupational Epidemiology                 | Slide show, discussion | Quizzes and monthly exam |
| 14                              | 2   |  | EXAM  |                        |                          |

### 13. Course Evaluation

|               |     |
|---------------|-----|
| Quizzes       | 5%, |
| Activity      | 5%  |
| Monthly exams | 20% |
| Final exam    | 70% |

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            |  |
| Main References<br>(sources)   | Gordis Epidemiology, 6th Edition by David D Celentano & Moyses Szklo , Elsevier 2020 |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | Journal of epidemiology  |
| Websites or Electronic References                                    | World health organization (WHO)<br>Ministry of Health , Iraq                         |

**Course Description (Management and Leadership in Nursing )**

|   |  |  |   |
|---|--|--|---|
| <b>1. Course Title</b>                      | <b>Management and Leadership in Nursing</b>  |  |   |
| <b>2. Course Code</b>                       | <b>NUR 402</b>   |  |   |
| <b>3. Semester/Year</b>                     | <b>Furth Year: First and second semester</b>   |  |   |
| <b>4. Description Preparation Date</b>      | <b>16/9/2025</b>   |  |   |
| <b>5. Available Attendance Form</b>         | <b>Student attendance in the classroom</b>   |  |   |
| <b>6. No. of Hours (Total)</b>              | <b>75 hours (30 theoretical hours + 45 practical hours)</b>  |  |   |
| <b>7. No. of Credits (Total)</b>            | <b>3 Credits</b>   |  |   |
| <b>8. Course Administrator Name</b>         | <b>Lecturer Dr: Raheem Atyia Badir, PhD/Nursing<br/>Ass. Lecturer :Shakr Mahdi Saleh</b>   |  |   |
| <b>9. E-mail</b>                            | <b><a href="mailto:raheem.atyia@albayan.edu.iq">raheem.atyia@albayan.edu.iq</a><br/><a href="mailto:shakr.mahdi@albayan.edu.iq">shakr.mahdi@albayan.edu.iq</a></b> |  |   |
| <b>10. Course Objectives</b>                |  |  |   |
| <b>Knowledge</b>                            | <b>A1</b>  | Increasing students' knowledge of aspects related to leadership and management in nursing.     |   |
|   | <b>A2</b>  | Enhancing students' performance in the roles of leader and nursing director in applied fields. |   |
|   | <b>A3</b>  | Enabling students to apply leadership and management theories in the applied field.            |   |
|   | <b>A4</b>  |  |   |
| <b>Skills</b>                               | <b>B1</b>  | Acquiring skills related to leadership and management in nursing.                              |   |
|   | <b>B2</b>  | Possibility of conducting evaluation for skills.   |   |
|   | <b>B3</b>  | Strengthening the teaching and learning mechanism.   |   |
|   | <b>B4</b>  |  |   |
| <b>Values</b>                               | <b>C1</b>  | Contributing to strengthening relationships between students.                                  |   |
|   | <b>C2</b>  | Emphasis on strengthening the relationship between students and faculty members.               |   |
|   | <b>C3</b>  | Work seriously and realistically to strengthen relations between faculty members.              |   |
|   | <b>C4</b>  | Providing appropriate means to consolidate students' relationship with the scientific subject. |   |
| <b>11. Teaching and Learning Strategies</b> |  |  |   |
| <b>1.</b>                                   | Increasing students' knowledge related to leadership and management in nursing.  | <b>4.</b>  | Use the direct discussion method.               |
| <b>2.</b>                                   | Enabling students to apply theoretical concepts in practical reality.  | <b>5.</b>  | Using modern methods related to education.      |
| <b>3.</b>                                   | Enabling students to play the role of leader and nurse manager in the applied reality.   | <b>6.</b>  | Approval of daily, monthly and quarterly tests. |

## 12. The Structure of the Course

| Week | Hours                 | RLOs  | Topic/Subject Name   | Learning Method                           | Evaluation Method                        |
|------|-----------------------|---|--|---|--|
| 1    | 5 (2Th+<br>3practice) | 1. Increasing students' knowledge of aspects related to leadership and management in nursing.<br>2. Acquiring skills related to leadership and management in nursing. | Part I: Management 1.1. What is Management 1.2. What Do Managers Do? 1.3. Basic Management Skills 1.4. How to Be a Better Manager? a. As a person b. On the job<br>Levels of Management: a. Top-level managers b. Middle-level managers c. First-line managers | brainstorming, discussion<br>Power point  | Daily exam,<br>questions and answers     |
| 2    | 5 (2Th+<br>3practice) | 1. The student is able to know the pyramid of management skills<br>2. The student acquires administrative skills  | Part II: Management Skills Pyramid:  | brainstorming, discussion,<br>Power point | questions and answers                    |
| 3    | 5 (2Th+<br>3practice) | 1. The student will be able to know the roles that managers play.   | Part III: Manager's Roles<br>3.1. Coach 3.2. Mentor 3.3. Teacher 3.4. Parent 3.5. Mediator   | brainstorming, discussion,<br>Power point | Questions and answers<br>writing reports |
| 4    | 5 (2Th+<br>3practice) | 1. The student will be able to know the types of theories in management and their historical development  | Part IV: Types of Management Theories  | brainstorming, discussion,<br>Power point | questions and answers                    |
| 5    | 5 (2Th+<br>3practice) | 1. The student will be able to know how to be a successful manager  | Part V: How to Manage? and the Top Things to be A Better Manager   | brainstorming, discussion<br>Power point  | Questions and answers<br>monthly exam    |
| 6    | 5 (2Th+<br>3practice) | 1. The student will be able to know what is meant by strategic management   | Part VI: Strategic Management 6.1. Definition 6.2. Levels 6.3. Stages and Activities in Strategic Management Process 1. Strategic Formulation 2. Strategy Implementation 3. Strategy Evaluation  | brainstorming, discussion<br>Power point  | Daily exam,<br>questions and answers     |
| 7    | 5 (2Th+<br>3practice) | 1. The student is able to know elements of management   | Part VII: Functions of Management<br>7.1. Planning 7.2. Organizing 7.3. Staffing 7.4. Directing 7.5. Coordinating 7.6. Controlling 7.7. Decision Making 7.8. Evaluating  | brainstorming, discussion<br>Power point  | Daily exam,<br>questions and answers     |
| 8    | 5 (2Th+<br>3practice) | 1. The student can know   | Part VIII: Job Description and Job Analysis 8.1. Definition of Job Description 8.2. Steps in Developing Job Description 8.3. How to Write a Job Description  | brainstorming, discussion<br>Power point  | Daily exam,<br>questions and answers     |

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|----|-----------------------|--|---|--|---|
|    |                       | What is meant by job description and its distinction from analysis?  | a Job Description? 8.4. Definition of Analysis 8.5. Activities of Job Analysis Ten Top Concerns of Today's Managers   |  |   |
| 9  | 5 (2Th+<br>3practice) | 1.The student will be able to understand the inevitability of change and how to manage it<br>2. The student is able to understand risk management and how to avoid them. | Part IX: Change Management and Management 9.1. What is Change Management? 9.2. Why Do We Manage Change? 9.3. What is the Goal of Change Management? 9.4. What is Risk Management 9.5. Methods of Risk Management Principles of Risk Management 9.7. Process Establishing the Context 2. Identification Assessment 4. Creating Risk Management 5. Implementation 6. Review and Evaluation the Plan 9.8. Seven Cardinal Rules for Practice of Risk Communication Composite Risk Index 9.10. Potential Treatment 1. Risk Avoidance 2. Risk Reduction 3. Risk Sharing 4. Risk Retention | brainstorming, discussion<br>Power point | Questions and answers<br>writing reports  |
| 10 | 5 (2Th+<br>3practice) | 1. The student is able to know and understand the importance of time and how to manage time.<br>2. The student's knowledge of electronic management components           | Part X: Time Management and Electronic Management 10.1. Definitions 10.2. Personal Time Management Skills 10.3. Top Five Time Management Tips 10.4. Components of Electronic Management   | brainstorming, discussion<br>Power point | Questions and answers<br>monthly exam     |
| 11 | 5 (2Th+<br>3practice) | 1. The student will be able to know the definition of leadership and what his qualities and skills are   | Part XI: Leadership 5 11.1. Definition 11.2. What is a Leader? 11.3. Traits and Skills of a Leader 11.4. Why Leaders Don't Always Lead? 11.5. Leaders are Always Positive? 11.6. Secrets of Leadership Success  | brainstorming, discussion<br>Power point | questions and answers                     |
| 12 | 5 (2Th+<br>3practice) | 1. The student will be able to know the types of leadership such as autocratic, democratic, delegative and the advantages and disadvantages of each type.                | Part XII: Lewin's Leadership Styles 12.1. Authoritarian (Autocratic) 12.2. Participative Leadership (Democratic) 12.3. Delegative (Laissez-Faire) Leadership 12.4. Characteristics of a Successful Leader 12.5. Leadership Style  | brainstorming, discussion<br>Power point | Discussion method + questions and answers |
| 13 | 5 (2Th+<br>3practice) | 1. The student will be able to understand what is meant by transformational leadership   | Part XIII: Transformational Leadership 13.1. What is Transformational Leadership? 13.2. The History of Transformational Leadership  | brainstorming, discussion<br>Power point | questions and answers                     |

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|----|-----------------------|--|---|--|--|
|    |                       | transformational leadership and components.  | 13.3. The Components of Transformational Leadership   |  |  |
| 14 | 5 (2Th+<br>3practice) | 1. The student will be able to know and understand the types of leadership theories and the features and characteristics of each type. | Part XIV: Leadership Theories 14.1. General Management Theories 14.2. Trait Theories 14.3. Contingency Theories 14.4. Situational Theories 14.5. Behavioral Theories 14.6. Participative Theories 14.7. Managerial Theories 14.8. Relationship Theories | brainstorming, discussion<br>Power point | Questions and answers<br>writing reports |
| 15 | 5 (2Th+<br>3practice) | 1. The student will be able to understand transactional leadership and how it succeeds in its work.                                    | Part XV: Transactional Leadership 15.1. What is Transactional Leadership? 15.2. Basic Assumptions of Transactional Leadership 15.3. How Transactional Leadership Works?   | brainstorming, discussion<br>Power point | questions and answers                    |

### 13. Course Evaluation

1. Semester grade = 40% divided into attendance and participation: 5%, daily exams and reports: 5%, monthly theoretical and practical exams: 30%,
- 2., Final exam: 60% (40% theoretical + 20% practical)
3. Final total: 100%

### 14. Learning & Teaching Resources

|  |   |
|--|---|
| Required textbooks<br>(curricular if any)                            | <ol style="list-style-type: none"> <li>1. Weiss, S. A., Tappen, R. M., &amp; Grimley, K. A. (2019). Essentials of nursing leadership and management. Seventh edition. Philadelphia, F. A. Davis Company.</li> <li>2. Angelo, E. (2019). Managing interpersonal conflict: Steps for success. Nursing management, 50(6),22–28.</li> <li>3. Bergstedt, K., &amp; Wei, H. (2020). Leadership strategies to promote frontline nursing staff engagement. Nursing Management, 51(2), 48–53.</li> </ol> |
| Main References<br>(sources)   | A group of theoretical and practical lectures for subject teachers  |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | -   |
| Websites or Electronic References                                    | -   |

## Course Description (Health Promotion)

|  |   |   |
|--|---|---|
| <b>1. Course Title</b>                 | Health Promotion  |   |
| <b>2. Course Code</b>                  | HPR 405   |   |
| <b>3. Semester/Year</b>                | Fourth Grade/First or second semester   |   |
| <b>4. Description Preparation Date</b> | 16/9/2025   |   |
| <b>5. Available Attendance Form</b>    | Students' attendance and registration in the classroom                              |   |
| <b>6. No. of Hours (Total)</b>         | Total number of hours: (30) hours<br>Theoretical hours (2 hours) per week: for (15) |   |
| <b>7. No. of Credits (Total)</b>       | 2 credits   |   |
| <b>8. Course Administrator Name</b>    | assistant Prof. Dr. ammar abbas okab  |   |
| <b>9. E-mail</b>                       | ammarabbas@mtu.edu.iq   |   |
| <b>10. Course Objectives</b>           |   |   |
| <b>Knownled</b>                        | <b>A1</b>   | Enabling students to recognize the most important basic concepts and principles related health promotion.                     |
|  | <b>A2</b>   | Enabling students to identify theoretical models that address the concept of health promotion.                                |
|  | <b>A3</b>   | Enabling students to learn about the application of health promotion and disease prevention methods.                          |
|  | <b>A4</b>   | Enabling students to distinguish between the concept of health promotion and the concept of health protection.                |
|  | <b>A5</b>   | Enabling students to recognize the levels of health measurement.  |
|  | <b>A6</b>   | Enabling students to learn about the basics of applying health promotion in the practical reality of community health nursing |
|  | <b>A7</b>   | Enabling students to recognize the roles of community health nurses in promoting health                                       |
| <b>Val Skills</b>                      | <b>B1</b>   | The student will be able to evaluate community health needs and problems in order to provide health promotion services.       |
|  | <b>B2</b>   | The student is able to apply health education as one of the basics in health promotion services                               |
|  | <b>B3</b>   | Able to apply health behavior models as a means of achieving health promotion.  |
|  | <b>B4</b>   | Dealing with the country's health system and primary health care as the first line in achieving health for the community      |
| <b>Val</b>                             | <b>C1</b>   | Recognizing the concept of health as a value and a right for everyone, regardless of social differences.                      |

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| C2 | Respecting all segments of society and their right to obtain health services.                                      |
| C3 | Honesty and integrity in dealing with health service applicants in cases of illness otherwise.                     |
| C4 | Educating community members about the importance of the nursing profession providing high-quality health services. |

## 11. Teaching and Learning Strategies

|    |   |    |  |
|----|---|----|--|
| 1. | Adopting the weekly lecture method.                               | 4. |  |
| 2. | Use the separate slide presentation style to present the lecture. | 5. |  |
| 3. | Use the direct discussion method with students.                   | 6. |  |

12. The Structure of the Course

| Week | Hours Theory | RLOs  | Topic/Subject Name                            | Learning Method   | Evaluation Method |
|------|--------------|---|---|---|-------------------|
| 1    | 2 Hours      | Increasing students' knowledge and developing skills about community health                                     | An Overview of Health and Health Promotion    | The use of Power Point Program for lecture presentation | Quiz              |
| 2    | 2 Hours      | Increasing students' knowledge and developing skills about the dimensions of the community health nursing model | Theories of Human Behaviors and Health        |   | Quiz              |
| 3    | 2 Hours      | Increasing students' knowledge and developing skills about community health assessment                          | Health Promotion Models                       | The use of Power Point Program for lecture presentation | Quiz              |
| 4    | 2 Hours      | Increasing students' knowledge and developing their skills on ways to access community health                   | Developing a Health Promotion-Prevention Plan | The use of Power  | Quiz              |
| 5    | 2 Hours      | Increasing students' knowledge and developing skills  | Measuring Outcomes of Health                  | Point Program lecture presentation                      | Quiz              |

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|----|---------|--|--|---|------|
|    |         | about primary health care the community  | Promotion and Preventive Interventions                   |   |      |
| 6  | 2 Hours | Increasing students' knowledge and developing students' skills about family health care services | Domains Fundamental Nursing Practice in Health Promotion | The use of Power Point Program lecture presentation | Quiz |
| 7  | 2 Hours | Increasing students' knowledge and developing skills about caring for special community groups   | Roles of the Nurse in Health Promotion                   | The use of Power Point Program lecture presentation | Quiz |
| 8  | 2 Hours |  | First Mid Term Exam                                      |   |      |
| 9  | 2 Hours | Increasing students' knowledge and developing skills about maternal and child care               | Overview of the Nursing Process                          | The use of Power Point Program lecture presentation | Quiz |
| 10 | 2 Hours | Increasing students' knowledge and developing skills about school health services                | Risk Factors and Health Promotion                        | The use of Power Point Program lecture presentation | Quiz |
| 11 | 2       | Increasing   | Current Factors Affecting                                |   | Quiz |

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|----|---------|---|--|--|------|
|    | Hours   | students' knowledge and developing skills about occupational health services                                  | Nursing Role in Health Promotion                 |  |      |
| 12 | 2 Hours | Increasing students' knowledge and developing skills about home visits community members                      | Using Communication for Health Promotion         | The use of Power Point Program lecture presentat | Quiz |
| 13 | 2 Hours | Increasing students' knowledge and developing skills about home health care provided To the community members | The Concept of Culture and Lifestyle             | The use of Power Point Program lecture presentat | Quiz |
| 14 | 2 Hours | Increasing students' knowledge and developing skills about environmental health                               | Evaluating the Effectiveness of Health Promotion | The use of Power Point Program lecture presentat | Quiz |
| 15 | 2 Hours |   | Second Mid Term Exam                             |  |      |

### 13. Course Evaluation

. Adopting daily, monthly and quarterly tests

Student evaluation is as follow:

1.Semester pursuit score

First midterm theoretical exam: 13%

Second midterm theoretical exam: 12%

Daily exams: 5%

Final semester exam: 70%

Total: 100%

### 14. Learning & Teaching Resources

Required textbooks  
(curricular if any)

1. Pender, J.N.; Murdaugh, L. C. and Parsons, A. M., Health promotion in Nursing practice, Fifth Edition, PEARSON Education LTD, 2006.
2. Maville, A. J. and Huerta, G. C., Health Promotion in Nursing, Second Edition, Delmar Cengage Learning, Australia, 2008.

Main References  
(sources)

- 1.Pender, J.N.; Murdaugh, L. C. and Parsons, A. M., Health promotion in Nursing practice, Fifth Edition, PEARSON Education LTD, 2006.
- 2.Maville, A. J. and Huerta, G. C., Health Promotion in Nursing, Second Edition, Delmar Cengage Learning, Australia, 2008.

Recommended Books & References  
(Scientific Journals, Reports ...)

American Journal of Health Promotion

Websites or Electronic References

Health promotion in Nursing practice  
e:///C:/Users/SamaOffice/Downloads/Documents/0134754085.pdf

**Course Description (Professional Perspectives and Issues in Nursing)**

|   |  |   |                |
|---|--|---|----------------|
| <b>1. Course Title</b>                      | <b>Professional Perspectives and Issues in Nursing</b> |   |                |
| <b>2. Course Code</b>                       | <b>NUR(403)</b>  |   |                |
| <b>3. Semester/Year</b>                     | <b>2<sup>nd</sup> Semester, 4<sup>th</sup> Grade</b>   |   |                |
| <b>4. Description Preparation Date</b>      | <b>16/9/2025</b>                                       |   |                |
| <b>5. Available Attendance Form</b>         | <b>Attendance of students at classroom</b>             |   |                |
| <b>6. No. of Hours (Total)</b>              | <b>30 hours: 2 hours weekly</b>                        |   |                |
| <b>7. No. of Credits (Total)</b>            | <b>2 credits</b>                                       |   |                |
| <b>8. Course Administrator Name</b>         | <b>Assistant lecturer, Shakir Mahdi Salih</b>          |   |                |
| <b>9. E-mail</b>                            | <b>shakr.mahdi@albayan.edu.iq</b>                      |   |                |
| <b>10. Course Objectives</b>                |  |   |                |
| <b>Knowledge</b>                            | <b>A1</b>  | The student understands the meaning of professional nursing practice                                  |                |
|   | <b>A2</b>  | The student interprets socialization to professional nursing practice                                 |                |
|   | <b>A3</b>  | The student discusses client's systems (individual, family, community)                                |                |
|   | <b>A4</b>  | The student identifies ethical dimensions of health and nursing care                                  |                |
| <b>Skills</b>                               | <b>B1</b>  | The student applies computer science in nursing practice  |                |
|   | <b>B2</b>  | The student uses nursing models in nursing problem solving  |                |
|   | <b>B3</b>  | The student participates in health teaching of nursing practice                                       |                |
|   | <b>B4</b>  | The student plays roles in nursing practical training for socialization                               |                |
| <b>Values</b>                               | <b>C1</b>  | The student gives value for ethical dimensions to provide health care services                        |                |
|   | <b>C2</b>  | The student believes concepts of change, complexity, chaos and their applications in nursing practice |                |
|   | <b>C3</b>  | The student predicts future perspectives in nursing   |                |
|   | <b>C4</b>  | The student believes in nursing models related to professional nursing practice                       |                |
| <b>11. Teaching and Learning Strategies</b> |  |   |                |
| 1.  | By-hand lectures                                       | 4.  | Role play      |
| 2.  | Discussion   | 5.  | Brain storming |
| 3.  | Slide show   | 6.  | Group work     |

## 12. The Structure of the Course

| Week   | hrs | RLOs  | Topic/Subject Name  | Learning Method                                    | Evaluation Method |
|--------|-----|---|---|--|-------------------|
| 1      | 2   | Understanding of: nursing as a profession, Characteristics of professional nursing practice | <ul style="list-style-type: none"> <li>Professional Nursing Practice</li> </ul>                 | Slide show, Discussion                             | Daily Quiz        |
| 2      | 2   | Interpretation of professional nursing socialization  | <ul style="list-style-type: none"> <li>Socialization to professional nursing</li> </ul>         | Brain storming, Discussion, Slide show             | Q & A             |
| 3, 4   | 4   | Explanation of client's systems   | <ul style="list-style-type: none"> <li>Client's systems</li> </ul>                              | Brain storming, Discussion, Slide show             | Q & A             |
| 5, 6   | 4   | Identification of ethical dimensions of nursing & health care                               | <ul style="list-style-type: none"> <li>Ethical dimensions of nursing and health care</li> </ul> | Brain storming, Discussion, Slide show             | Daily Quiz        |
| 7, 8   | 4   | Applications of computer science in in nursing practice                                     | <ul style="list-style-type: none"> <li>Computer science in nursing practice</li> </ul>          | Brain storming, Discussion, Slide show, role play  | Group work        |
| 9, 10  | 4   | Understanding of concepts (change, Complexity, chaos) and their applications in nursing     | <ul style="list-style-type: none"> <li>Change, complexity and chaos</li> </ul>                  | Brain storming, Discussion, Slide show             | Q & A             |
| 11     | 2   | Prediction of future perspectives in nursing  | <ul style="list-style-type: none"> <li>Future perspectives</li> </ul>                           | Discussion, Slide show                             | Daily Quiz        |
| 12, 13 | 4   | Identification of nursing models, Application of nursing models in nursing problem solving  | <ul style="list-style-type: none"> <li>Nursing models</li> </ul>                                | Brain storming, Slide show, field Visit, role play | Group work        |
| 14     | 2   | Application of health teaching in nursing practice  | <ul style="list-style-type: none"> <li>Health teaching in nursing practice</li> </ul>           | Slide show, role play                              | Group work        |
| 15     | 2   |   | <ul style="list-style-type: none"> <li>Mid Term Exam</li> </ul>                                 |  |                   |

### 13. Course Evaluation

Theory mid exam. 20%  
 Class Activities and attendance 10%  
 Final theory exam. 70%

-----  
 Total 100%

### 14. Learning & Teaching Resources

Required textbooks  
 (curricular if any)

Main References  
 (sources)

- Black, B. Professional Nursing: Concepts & Challenges, 7<sup>th</sup> ed., Elsevier Saunders, St. Louis, Missouri. 2014.
- George, J. , Nursing Theories: The Base for Professional Nursing Practice, 6<sup>th</sup> ed., Pearson New International Edition, 2014.
- Creasia, J. and Parker, B., Conceptual Foundations of Professional Nursing Practice, 2<sup>nd</sup> ed. Mosby, New York. 1996.
- Cross, N. and McWay, D. , Stanfield's Introduction to Health Professions, 7<sup>th</sup> ed. Jones & Bartlett Learning Co. St. Louis, Missouri, 2017.

Recommended Books  
 & References  
 (Scientific Journals,  
 Reports ...)

Journals related to professional nursing and professional issues in nursing

Websites or Electronic  
 References

Websites of professional nursing & professional issues in nursing

# **TERM 2**

## Course Description (Mental Health Nursing)

|   |                                 |   |                                       |
|---|---------------------------------|---|---------------------------------------|
| <b>1. Course Title</b>                      |                                 | Mental Health Nursing   |                                       |
| <b>2. Course Code</b>                       |                                 | NUR 408   |                                       |
| <b>3. Semester/Year</b>                     |                                 | Fourth year/ Second semester  |                                       |
| <b>4. Description Preparation Date</b>      |                                 | 16/9/2025   |                                       |
| <b>5. Available Attendance Form</b>         |                                 | Theory in class room .(clinical in Psychiatric Hospitals )  |                                       |
| <b>6. No. of Hours (Total)</b>              |                                 | Theory (45) hrs. Clinical (180 ) hrs.<br>Total – 225 hrs.   |                                       |
| <b>7. No. of Credits (Total)</b>            |                                 | 7 credits   |                                       |
| <b>8. Course Administrator Name</b>         |                                 | Dr. Saja Hashem Mohammed  |                                       |
| <b>9. E-mail</b>                            |                                 | Saja.h@albayan.edu.iq   |                                       |
| <b>10. Course Objectives</b>                |                                 |   |                                       |
| Knowledge                                   | A1                              | Discuss the trends, foundations, and concepts of mental health nursing.                             |                                       |
|   | A2                              | Identify the community based nursing care (mental health promotion and mental Prevention-illness .) |                                       |
|   | A3                              | Describe the ethical and legal issues in nursing.   |                                       |
|   | A4                              | Identify-the-mental-health-nursing-theories.  |                                       |
| Skills                                      | B1                              | Recognize client behaviors and problems.  |                                       |
|   | B2                              | Implement therapeutic communication and interpersonal relationship.                                 |                                       |
|   | B3                              | Apply the nursing process in providing the nursing care for the client.                             |                                       |
|   | B4                              | Identify and assist in providing special treatment modalities.                                      |                                       |
| Values                                      | C1                              | Assess the mental health statues of client.   |                                       |
|   | C2                              | Chang the students attitudes toward mental health and mental illness nursing.                       |                                       |
|   | C3                              | Appraise the nurse's role in the community mental health nursing.                                   |                                       |
| <b>Teaching and Learning Strategies .11</b> |                                 |   |                                       |
| 1.  | Lectures, Blackboard, Data show | 4.  | Case study. Seminars                  |
| 2.  | Small group's discussion        | 5.  | Posters, Handouts.                    |
| 3.  | Writing reports                 | 6.  | Daily Quiz , unit exam, Clinical exam |

The Structure of the Course .12

| Week | Hours | RLOs                | Topic/Subject Name   | Learning Method                              | Evaluation Method                                 |
|------|-------|---------------------|--|--|---|
| 1    | 3     | Psychiatric Nursing | <b>Foundations of Psychiatric–Mental Health Nursing</b><br>History and trends in psychiatric mental health nursing. -<br>Introduction to psychiatric Mental Health Nursing. -<br>Concept of mental health & Mental illness - | Lectures, Blackboard, data show, discussion  | group's discussion, quiz , attendance of students |
| 2    | 3     | Psychiatric Nursing | <b>Neurobiological and Psychosocial theories</b><br>Neurobiological theories -   | Lectures, Blackboard, data show, discussion  | group's discussion, quiz, attendance of students  |
| 3    | 3     | Psychiatric Nursing | <b>Neurobiological and Psychosocial theories</b><br>Psychosocial theories -  | Lectures, Blackboard, data show , discussion | group's discussion, quiz, attendance of students  |
| 4    | 3     | Psychiatric Nursing | <b>Building the Nurse–Client Relationship</b><br>Therapeutic relationship -  | Lectures, Blackboard, data show, discussion  | group's discussion, quiz, attendance of students  |
| 5    | 3     | Psychiatric Nursing | <b>Trauma and Stressor-Related Disorders</b><br>Introduction -<br>Post-traumatic Stress Disorder -<br>Related-Disorders -<br>Dissociative Disorders -  | Lectures, Blackboard, data show, discussion  | group's discussion, quiz, attendance of students  |
| 6    | 3     | Psychiatric Nursing | <b>Anxiety and anxiety related disorders</b><br>Introduction -<br>Anxiety as a response to stress -  | Lectures, Blackboard, data show, discussion  | group's discussion, quiz, attendance of students  |

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|    |   |                     |   |   |  |
|----|---|---------------------|---|---|--|
|    |   |                     | <ul style="list-style-type: none"> <li>Levels of anxiety -</li> <li>Working with anxious client -</li> <li>Incidence, Onset and clinical course -</li> </ul>  |   |  |
| 7  | 3 | Psychiatric Nursing | <ul style="list-style-type: none"> <li>Related disorders -</li> <li>Etiology -</li> <li>Panic Disorder -</li> <li>Phobias -</li> <li>Generalized Anxiety Disorder -</li> </ul>  | Lectures ,Blackboard, data show, discussion | group's discussion, quiz, attendance of students |
| 8  | 3 | Psychiatric Nursing | <p><b>Obsessive–Compulsive and Related Disorders</b></p> <ul style="list-style-type: none"> <li>Introduction -</li> <li>Onset and clinical course -</li> <li>Related Disorders -</li> <li>Etiology -</li> <li>Treatment and Nursing Intervention -</li> </ul> | Lectures, Blackboard, data show, discussion | group's discussion, quiz, attendance of students |
| 9  | 3 | Psychiatric Nursing | <p><b>Schizophrenia Spectrum and related Disorders</b></p> <ul style="list-style-type: none"> <li>Introduction -</li> <li>Clinical course -</li> </ul>  | Lectures, Blackboard, data show, discussion | group's discussion, quiz, attendance of students |
| 10 | 3 | Psychiatric Nursing | <ul style="list-style-type: none"> <li>Related Disorders -</li> <li>Etiology -</li> <li>Treatment and Nursing Intervention -</li> </ul>   | Lectures, Blackboard, data show. Discussion | group's discussion, quiz, attendance of students |
| 11 | 3 | Psychiatric Nursing | <p><b>Mood Disorders and Suicide</b></p> <ul style="list-style-type: none"> <li>Introduction -</li> <li>Categories of mood disorders -</li> <li>Related-Disorders -</li> </ul>  | Lectures, Blackboard, data show, discussion | group's discussion, quiz, attendance of students |
| 12 | 3 | Psychiatric Nursing | <ul style="list-style-type: none"> <li>Etiology -</li> <li>Major Depressive Disorder -</li> <li>Bipolar Disorders -</li> </ul>  | Lectures, Blackboard, data show, discussion | group's discussion, quiz, attendance of students |

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|    |   |                     |   |  |  |
|----|---|---------------------|---|--|--|
|    |   |                     | Suicide -   |  |  |
| 13 | 3 | Psychiatric Nursing | <b>Addiction</b><br>Introduction -<br>Types of substance abuse -<br>Onset and clinical course -<br>Related Disorders -<br>Etiology -<br>Types of Substances and Treatment -<br>Treatment and Nursing Intervention - | Lectures, Blackboard, data show, discussion  | group's discussion, quiz, attendance of students   |
| 14 | 3 | Psychiatric Nursing | <b>Cognitive Disorders</b><br>Introduction -<br>Delirium -<br>Dementia -  | Lectures, Blackboard, data show , discussion | group's discussion, quiz ,,attendance of students, |
| 15 | 3 | Psychiatric Nursing | <b>Somatic Symptom Illnesses.</b><br>Overview of somatic symptoms illness -<br>Onset and clinical course -<br>Related disorders -<br>Etiology -<br>Treatment and Nursing Intervention -                             | Lectures, Blackboard, data show , discussion | group's discussion, quiz, attendance of students   |
|    |   |                     |   |  |  |

## The Clinical Content

| Week | Hours | RLOs                  | Topic/Subject Name  | Learning Method   | Evaluation Method   |
|------|-------|-----------------------|---|---|---|
| 1    | 12    | Psychiatric Hospitals | <b>Orientation to the clinical area</b>   | Posters, Handouts, video-films, Psychiatric clinics and Psychiatric teaching hospitals. | Small group's discussion, Role playing, Demonstration, Writing reports, Case study. |
| 2    | 12    | Psychiatric Hospitals | <b>Orientation to the admission and discharge procedures</b>  | Posters, Handouts, video-films, Psychiatric clinics and Psychiatric teaching hospitals. | Small group's discussion, Role playing, Demonstration, Writing reports, Case study. |
| 3    | 12    | Psychiatric Hospitals | <b>Demonstration for patient assessment</b><br>Taking history. -<br>Physical examination. -<br>Mental status examination. - | Posters, Handouts, video-films, Psychiatric clinics and Psychiatric teaching hospitals. | Small group's discussion, Role playing, Demonstration, Writing reports, Case study  |
| 4    | 12    | Psychiatric Hospitals | Observing clinical instructor -<br>while interviewing & -   | Posters, Handouts, video-films, Psychiatric clinics and Psychiatric teaching hospitals. | Small group's discussion, Role playing, Demonstration, Writing reports, Case study. |
| 5    | 12    | Psychiatric Hospitals | Communicating with -<br>Psychiatric patients  | video-films, Psychiatric clinics and Psychiatric teaching hospitals.                    | Small group's discussion, Role playing,   |

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|----|----|-----------------------|--|---|--|
|    |    |                       |  |   | Demonstration, Writing reports, Case study.  |
| 6  | 12 | Psychiatric Hospitals | Observing clinical instructor -<br>file using therapeutic - -<br>- technique to the patients | Handouts, video-films,<br>Psychiatric clinics and<br>Psychiatric teaching<br>hospitals. | Small group's discussion,<br>Role playing,<br>Demonstration, Writing<br>reports, Case study. |
| 7  | 12 | Psychiatric Hospitals | Clinical practice in the psychiatric<br>female unit  | Psychiatric clinics and<br>Psychiatric teaching<br>hospitals.                           | Small group's discussion,<br>Role playing,<br>Demonstration, Writing<br>reports, Case study. |
| 8  | 12 | Psychiatric Hospitals | Clinical practice in the psychiatric<br>female unit  | Psychiatric clinics and<br>Psychiatric teaching<br>hospitals.                           | Small group's discussion,<br>Role playing,<br>Demonstration, Writing<br>reports, Case study. |
| 9  | 12 | Psychiatric Hospitals | Clinical practice in the psychiatric<br>female unit  | Psychiatric clinics and<br>Psychiatric teaching<br>hospitals.                           | Small group's discussion,<br>Role playing,<br>Demonstration, Writing<br>reports, Case study. |
| 10 | 12 | Psychiatric Hospitals | Clinical practice in the psychiatric<br>male unit  | Psychiatric clinics and<br>Psychiatric teaching<br>hospitals.                           | Small group's discussion,<br>Role playing,<br>Demonstration, Writing<br>reports, Case study. |

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|----|----|-----------------------|--|---|---|
| 11 | 12 | Psychiatric Hospitals | Clinical practice in the psychiatric male unit           | Psychiatric clinics and Psychiatric teaching hospitals. | Lectures, Small group's discussion, Role playing, Demonstration, Writing reports, Case study. |
| 12 | 12 | Psychiatric Hospitals | Clinical practice in the psychiatric male unit           | Psychiatric clinics and Psychiatric teaching hospitals. | Lectures, Small group's discussion, Role playing, Demonstration, Writing reports, Case study. |
| 13 | 12 | Psychiatric Hospitals | Clinical practice in the substance abused patients unit. | Psychiatric clinics and Psychiatric teaching hospitals. | Lectures, Small group's discussion, Role playing, Demonstration, Writing reports, Case study. |
| 14 | 12 | Psychiatric Hospitals | Clinical practice in the substance abused patients unit. | Psychiatric clinics and Psychiatric teaching hospitals. | Lectures, Small group's discussion, Role playing, Demonstration, Writing reports, Case study. |
| 15 | 12 | Psychiatric Hospitals | Assist in providing nursing care to patients with ECT    | Psychiatric clinics and Psychiatric teaching hospitals. | Lectures, Small group's discussion, Role playing, Demonstration, Writing reports, Case study. |

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| <b>Course Evaluation .13</b>   |   |
|--|---|
|  | Theory mid exam 20%<br>Clinical evaluation 20%<br>Final theory exam. 40%<br>Final clinical exam. 20%<br>Total 100 |
| <b>Learning &amp; Teaching Resources .14</b>                         |   |
| Required textbooks<br>(curricular if any)                            | Psychiatric–Mental Health Nursing- eight edition<br>2020<br>SHEILA L. VIDEBECK, PhD, RN Professor,<br>Nursing     |
| Main References<br>(sources)   | Mental Health Nursing -SIXTH EDITION, 2015<br>Linda M. Gorman, RN, MN,  |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | Contemporary Psychiatric–Mental Health Nursing-<br>third edition 2014<br>Carol Ren Kneisl, , Eileen Trigoboff,    |
| Websites or Electronic References                                    | . Neeb’s Fundamentals of Mental Health Nursing ,<br>4TH EDITION , 2014  |

## Course Description (Medical Psychology for Nursing )

|   |                                 |   |                        |
|---|---------------------------------|---|------------------------|
| <b>1. Course Title</b>                      |                                 | <b>Medical Psychology for Nursing</b>   |                        |
| <b>2. Course Code</b>                       |                                 | <b>HPN410</b>   |                        |
| <b>3. Semester/Year</b>                     |                                 | <b>Fourth years / 2<sup>nd</sup> Semester.</b>  |                        |
| <b>4. Description Preparation Date</b>      |                                 | <b>16/9/2025</b>  |                        |
| <b>5. Available Attendance Form</b>         |                                 | <b>Theory in Class room</b>   |                        |
| <b>6. No. of Hours (Total)</b>              |                                 | <b>30 hours</b>   |                        |
| <b>7. No. of Credits (Total)</b>            |                                 | <b>2 Credits</b>  |                        |
| <b>8. Course Administrator Name</b>         |                                 | <b>Dr. Saja Hashem Mohammed</b>   |                        |
| <b>9. E-mail</b>                            |                                 | <a href="mailto:Saja.h@albayan.edu.iq">Saja.h@albayan.edu.iq</a>  |                        |
| <b>10. Course Objectives</b>                |                                 |   |                        |
| <b>Knowledge</b>                            | <b>A1</b>                       | provide the nursing students with basic knowledge concerning psychological concepts and principles.                 |                        |
|   | <b>A2</b>                       | Understand Psychological concepts, Principles and branches.   |                        |
|   | <b>A3</b>                       | Discuss theories of personality development.  |                        |
|   | <b>A4</b>                       | Recognize human motivation and its classification.  |                        |
| <b>Skills</b>                               | <b>B1</b>                       | Distinguish between frustration and conflict  |                        |
|   | <b>B2</b>                       | Identify the cognitive processes, such as thinking, memory, learning, and intelligence.                             |                        |
|   | <b>B3</b>                       | Explain human behaviors on the basis of psychological concepts and principles.                                      |                        |
|   | <b>B4</b>                       | Apply Psychological principles and theories in the practical daily life.  |                        |
| <b>Values</b>                               | <b>C1</b>                       | understand and predict human behaviors during their daily life.   |                        |
|   | <b>C2</b>                       | Appreciate human action and reaction in the daily life.   |                        |
|   | <b>C3</b>                       | various theories of human behaviors and personality development enable students explain and predict human behaviors |                        |
| <b>11. Teaching and Learning Strategies</b> |                                 |   |                        |
| <b>1.</b>                                   | Lectures, Blackboard, Data show | <b>4.</b>   | Daily Quiz , unit exam |
| <b>2.</b>                                   | Small group's discussion.       | <b>5.</b>   | Attending students     |
| <b>3.</b>                                   | Writing reports                 | <b>6.</b>   |                        |

## 12. The Structure of the Course

| Week | Hours | RLOs                  | Topic/Subject Name   | Learning Method                 | Evaluation Method                               |
|------|-------|-----------------------|--|---------------------------------|---|
| 1    | 2     | Psychology for Nurses | <b>Introduction to Psychology</b> <ul style="list-style-type: none"> <li>- Definitions and terminology.</li> <li>- History of psychology.</li> <li>- Aims of psychology</li> </ul> | Lectures-Blackboard, Discussion | daily quiz , attendance of students, Discussion |
| 2    | 2     | =                     | <ul style="list-style-type: none"> <li>- Theoretical and practical branches of psychology.</li> <li>- Approaches to psychology</li> <li>- Methodology in psychology.</li> </ul>    | Lectures-Blackboard, Discussion | daily quiz , attendance of students, Discussion |
| 3    | 2     | =                     | <b>Motivation:</b> <ul style="list-style-type: none"> <li>- Definition.</li> <li>- Theories of motivation</li> </ul>   | Lectures-Blackboard, Discussion | daily quiz , attendance of students, Discussion |
| 4    | 2     | =                     | <ul style="list-style-type: none"> <li>- The work of motives.</li> <li>- Motives classification</li> </ul>   | Lectures-Blackboard, Discussion | daily quiz , attendance of students, Discussion |
| 5    | 2     |                       | <b>Emotion:</b> <ul style="list-style-type: none"> <li>- Definition.</li> <li>- Theoretical background.</li> </ul>   | Lectures-Blackboard, Discussion | daily quiz , attendance of students, Discussion |
| 6    | 2     |                       | <ul style="list-style-type: none"> <li>- Nervous system and emotion.</li> <li>- Development of emotion.</li> <li>- Kinds of emotion.</li> </ul>                                    | Lectures-Blackboard, Discussion | daily quiz , attendance of students, Discussion |
| 7    | 2     |                       | <b>Frustration and Conflict</b> <ul style="list-style-type: none"> <li>- Frustration definition and causal factors.</li> </ul>   | Lectures-Blackboard, Discussion | daily quiz , attendance of students,            |

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|    |    |  |   |                                 |   |
|----|----|--|---|---------------------------------|---|
|    |    |  | - Conflict definition and kinds.  |                                 | Discussion  |
| 8  | 2. |  | - Management of Frustration and conflict.<br>- Psychological Defense Mechanisms.  | Lectures-Blackboard, D<br>show  | daily quiz ,<br>attendance of students,<br>Discussion |
| 9  | 2  |  | <b>Personality:</b><br>- Definition.<br>- Theoretical background.<br>- Trait classification   | Lectures-Blackboard, D<br>show  | daily quiz ,<br>attendance of students,<br>Discussion |
| 10 | 2  |  | - Measurement and evaluation of<br>personality.<br>- Adjustment.  | Lectures-Blackboard, D<br>show  | daily quiz ,<br>attendance of students,<br>Discussion |
| 11 | 2  |  | <b>Attention and perception:</b><br>- Definitions.<br>- Kinds of attention.<br>- Factors affect attention.  | Lectures-Blackboard, D<br>show  | daily quiz ,<br>attendance of students,<br>Discussion |
| 12 | 2  |  | <b>Thinking and Learning:</b><br>- Definitions.<br>- Kinds and levels of thinking.<br>- Conditions of learning.   | Lectures-Blackboard, D<br>show  | daily quiz ,<br>attendance of students,<br>Discussion |
| 13 | 2  |  | <b>Memory and Forgetting:</b><br>- Definitions.<br>- Process of memorization.<br>- Types of memory<br>- Causal factors of forgetting.<br>- Interpretation of forgetting | Lectures,-Blackboard, D<br>show | daily quiz ,<br>attendance of students,<br>Discussion |

# جامعة البيان

|    |   |  |   |                                |   |
|----|---|--|---|--------------------------------|---|
| 14 | 2 |  | <b>Stress and stress management</b>   | Lectures-Blackboard, D<br>show | daily quiz ,<br>attendance of students,<br>Discussion |
| 15 | 2 |  | <b>Intelligence:</b> <ul style="list-style-type: none"><li>- Definition of Intelligence.</li><li>- Factors effecting Intelligence.</li><li>- Intelligent Age and Intelligent Quotient</li></ul> | Lectures-Blackboard, D<br>show | daily quiz ,<br>attendance of students,<br>Discussion |

### 13. Course Evaluation

|                     |      |
|---------------------|------|
| midterm exam.       | 15%  |
| Quiz                | 5%   |
| Assignments         | 5%   |
| Students attendance | 5%   |
| Final exam.         | 70%  |
| <hr/>               |      |
| Total               | 100% |

### 14. Learning & Teaching Resources

|  |   |
|--|---|
| Required textbooks<br>(curricular if any)                            | - Sreevani, R. (2013). Psychology for nurses. Jaypee Brothers Medical Publishers.   |
| Main References<br>(sources)   | - Upton, D. (2013). Introducing psychology for nurses and healthcare professionals. Routledge.  |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | - Rosie M. Psychology. (2017). Rice University.<br>- Ciccarelli, S., & White, J. (2018). Psychology. Fifth edition: Pearson Education Limited |
| Websites or Electronic References                                    |   |

## Course Description (Critical Care Nursing)

|   |   |  |
|---|---|--|
| <b>1. Course Title</b>                      | Critical Care Nursing   |  |
| <b>2. Course Code</b>                       | NUR409  |  |
| <b>3. Semester/Year</b>                     | Fourth Stage / first and second semester  |  |
| <b>4. Description Preparation Date</b>      | 16/9/2025   |  |
| <b>5. Available Attendance Form</b>         | Students attend the classroom during the theoretical part and to the laboratory and hospital for practical training |  |
| <b>6. No. of Hours (Total)</b>              | Total (180) hours weekly of (15) weeks (12 hours weekly) (2 Theory + 4 Lab.+ 6 Clinical)                            |  |
| <b>7. No. of Credits (Total)</b>            | Total of (6) credits (4 Theory + 4 Practice)  |  |
| <b>8. Course Administrator Name</b>         | Dr. Mohammed Hussein Ali * <sup>1</sup>   |  |
|   | Ass. Lecturer, Iman Abbas Fadhil * <sup>2</sup>   |  |
| <b>9. E-mail</b>                            | <a href="mailto:normhmm@yahoo.com">normhmm@yahoo.com</a> * <sup>1</sup>   |  |
|   | <a href="mailto:iman.abbas@albayan.edu.iq">iman.abbas@albayan.edu.iq</a> * <sup>2</sup>                             |  |
| <b>10. Course Objectives</b>                |   |  |
| <b>Knowledge</b>                            | <b>A1</b>   | Utilize knowledge from the humanities and science in planning care of critically ill adults.             |
|   | <b>A2</b>   | Demonstrate safe nursing care of critically ill adults.  |
|   | <b>A3</b>   | Understand the effect of the critical illness on the clients and their families                          |
|   | <b>A4</b>   | Assess and manage client with renal - urinary dysfunctions.  |
|   | <b>A5</b>   | Discuss psychosocial assessment and interventions relevant to critically ill clients and their families. |
| <b>Skills</b>                               | <b>B1</b>   | Describe the impact of the critical care environment on the clients.                                     |
|   | <b>B2</b>   | Discuss current monitoring techniques used in critical care settings.                                    |
|   | <b>B3</b>   | Demonstrate competence in homodynamic and cardiac monitoring .   |
|   | <b>B4</b>   | Deal efficiently with cases  |
| <b>Values</b>                               | <b>C1</b>   | Utilize effective communication techniques with clients.   |
|   | <b>C2</b>   | Provide quality nursing care for clients with respiratory dysfunction.                                   |
|   | <b>C3</b>   | Relate the human responses to critical illness to the underlying path physiology.                        |
| <b>11. Teaching and Learning Strategies</b> |   |  |

# جامعة البتة

|    |   |    |   |
|----|---|----|---|
| 1. | Method of delivering lectures, discussion groups, and asking questions during theoretical material. | 4. | Practical application or clinical training in teaching hospitals, presenting seminars by students, and presenting a topic or assignment within the subject's specialty. Practical training. |
| 2. | Practical training in specialized laboratories  | 5. | Role play   |
| 3. | Using white board, using PowerPoint slides on data show.  | 6. | Show educational films  |

## 12. The Structure of the Course

| Week | Hours | RLOs  | Topic/Subject Name   | Learning Method   | Evaluation Method   |
|------|-------|---|--|---|---|
| 1.   | 2     | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p>   | <p><b>The students will be able to understand the following:</b></p> <p><b>Unit 1: General concepts in caring for critically ill</b></p> <p>1.Nutritional support.</p> <p>2.Mechanical ventilation.</p> <p>3.Homodynamic monitoring.</p> <p>4.Sedating and paralytic agents.</p> <p>5.Alteration in consciousness.</p> <p>6.Pain.</p> <p>7.Prolonged immobility.</p> | <p>1. slide show</p> <p>2. brainstorming, discussion,</p> <p>3. Power point</p> <p>4. Role play</p> | <p>1. questions and answers</p> <p>2. Daily exam</p> <p>3. Teamwork</p> |
| 2.   | 2     | <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p> |  |   |   |
| 3.   | 2     | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions</p>   | <p><b>Unit 2: The concept of holism applied to critical care nursing</b></p> <p>1.The client's experience with critical illness.</p> <p>2.The family's experience with critical illness .</p>  | <p>1. slide show</p> <p>2. brainstorming, discussion,</p> <p>3. Power point</p> <p>4. Role play</p> | <p>1. questions and answers</p> <p>2. Daily exam</p> <p>3. Teamwork</p> |

# جامعة البتة

|    |   |  |   |  |  |
|----|---|--|---|--|--|
| 4. | 2 | <p>For nursing and health care<br/>Application of computer science in nursing work<br/>Understanding the concepts of (change, complexity, chaos)<br/>Predicting future visions in nursing<br/>Understanding the various models related to nursing work<br/>Using nursing models to solve nursing problems<br/>Applies health education to nursing work</p>   | <p>3.Impact of critical care environment on the client.<br/>4.Relieving pain and providing comfort.<br/>5.Psychosocial support for the clients and their families.<br/>6.Client and family education in critical care.</p>  |  |  |
| 5. | 2 | <p>Understanding professional nursing work<br/>Interpreting issues of integration into society for professional nursing<br/>Discussing beneficiary systems (individual, family, society)<br/>Identify the ethical dimensions<br/>For nursing and health care<br/>Application of computer science in nursing work<br/>Understanding the concepts of (change, complexity, chaos)<br/>Predicting future visions in nursing<br/>Understanding the various models related to nursing work<br/>Using nursing models to solve nursing problems<br/>Applies health education to nursing work</p> | <p><b>Unit3: Professional practice issues in critical care:</b></p> <ol style="list-style-type: none"> <li>1. Ethical issues in critical care nursing.</li> <li>2. Legal issues in critical care nursing.</li> <li>3. Excellence in critical care nursing.</li> </ol> <p>Unit 4: Special Populations in critical care:</p> <ol style="list-style-type: none"> <li>1.The critically ill pediatric client.</li> <li>2.The critically ill pregnant woman.</li> <li>3.The critically ill older client.</li> <li>4.The post anesthesia client</li> </ol> | <ol style="list-style-type: none"> <li>1. slide show</li> <li>2. brainstorming, discussion,</li> <li>3. Power point</li> <li>4. Role play</li> </ol> | <ol style="list-style-type: none"> <li>1. questions and answers</li> <li>2. Daily exam</li> <li>3. Teamwork</li> </ol> |

|    |   |   |   |  |  |
|----|---|---|---|--|--|
| 6. | 2 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p> | <p><b>Unit 4: Special Populations in Critical Care:</b></p> <ol style="list-style-type: none"> <li>1 The critically ill pediatric client.</li> <li>2 The critically ill pregnant woman.</li> <li>3 The critically ill older client.</li> <li>4 The post anesthesia client.</li> </ol>   | <ol style="list-style-type: none"> <li>1. slide show</li> <li>2. brainstorming, discussion,</li> <li>3. Power point</li> <li>4. Role play</li> </ol> | <ol style="list-style-type: none"> <li>1. questions and answers</li> <li>2. Daily exam</li> <li>3. Teamwork</li> </ol> |
| 7. | 2 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p>   | <p><b>Unit 5: Cardiovascular Dysfunctions</b></p> <ol style="list-style-type: none"> <li>1.Acute coronary syndromes: <ul style="list-style-type: none"> <li>• Chest pain.</li> <li>• Angina pectoris.</li> <li>• Myocardial infarction.</li> </ul> </li> <li>2.Heart failure/ pulmonary edema.</li> <li>3.Cardiogenic shock.</li> <li>4.Cardiac surgery.</li> <li>5.Nursing intervention and management.</li> </ol> | <ol style="list-style-type: none"> <li>1. slide show</li> <li>2. brainstorming, discussion,</li> <li>3. Power point</li> <li>4. Role play</li> </ol> | <ol style="list-style-type: none"> <li>1. questions and answers</li> <li>2. Daily exam</li> <li>3. Teamwork</li> </ol> |
| 8. | 2 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p>   |   |  |  |

# جامعة البتة

|     |   |   |  |   |   |
|-----|---|---|--|---|---|
|     |   | <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p>   |  |   |   |
| 9.  | 2 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p> | <p><b>Unit 6: Respiratory Dysfunctions.</b></p> <p>1.Refractory severe asthma.</p> <p>2.Acute lung and acute respiratory distress syndrome.</p> <p>3.Pneumothorax.</p> <p>4..Acute respiratory failure.</p> <p>5. Nursing intervention and management.</p> | <p>1. slide show power point</p> <p>2. brainstorming, discussion,</p> <p>3. Power point</p> <p>4. Role play</p> | <p>1. questions and answers</p> <p>2. Daily exam</p> <p>3. Teamwork</p> |
| 10. | 2 | <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p>   |  |   |   |
| 11. | 2 | <p>. Understanding professional nursing work</p>  | <p><b>Unit 7: Renal – Urinary Dysfunctions:</b></p> <p>1.Acute renal failure.</p>  | <p>1. slide show power point</p> <p>2. brainstorming, discussion,</p>   | <p>1. questions and answers</p> <p>2. Daily exam</p> <p>3. Teamwork</p> |

# جامعة البتة

|     |   |  |  |  |   |
|-----|---|--|--|--|---|
| 12. | 2 | <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p> | <p>2. Renal transplantation.</p> <p>3. Renal replacement therapies.</p> <p>4. Nursing intervention and management .</p>  | <p>3. Power point</p> <p>4. Role play</p>  |   |
| 13. | 2 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p>  | <p><b>Unit 8: Multisystem Trauma:</b></p> <p>1. Wound management.</p> <p>2. Head and facial trauma.</p> <p>3. Spinal cord and neck trauma.</p> <p>4. Chest trauma.</p> <p>5. Abdominal Trauma.</p> <p>6. Musculoskeletal emergencies.</p> <p>7. Burns.</p> |  |   |
| 14. | 2 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p>  |  | <p>1. slide show</p> <p>power point</p> <p>2. brainstorming, discussion,</p> <p>3. Power point</p> <p>4. Role play</p> | <p>1. questions and answers</p> <p>2. Daily exam</p> <p>3. Teamwork</p> |

# جامعة البتاني

|                            |       | Understanding the various models related to nursing work<br>Using nursing models to solve nursing problems<br>Applies health education to nursing work   |                                   |   |   |
|----------------------------|-------|--|-----------------------------------|---|---|
| 15.                        | 2     | <b>Final Exam</b>  |                                   |   |   |
| <b>Laboratory Practice</b> |       |  |                                   |   |   |
| Week                       | Hours | RLOs   | Topic/Subject Name                | Learning Method   | Evaluation Method   |
| 1.                         | 4     | <ol style="list-style-type: none"> <li>Learn how to perform nursing applications and interventions for the patient.</li> <li>Identify the medical equipment required in nursing work and learn how to work on it.</li> <li>Learn how to give medications and how to handle them.</li> <li>Actual application on laboratory dummies inside laboratories to gain nursing skills</li> </ol> | 1. Communication in crisis.       | <ol style="list-style-type: none"> <li>slide show power point</li> <li>brainstorming, discussion,</li> <li>Power point<br/>Role play</li> </ol> | <ol style="list-style-type: none"> <li>questions and answers</li> <li>Daily exam</li> <li>Teamwork</li> </ol> |
| 2.                         | 4     | Understanding professional nursing work<br>Interpreting issues of integration into society for professional nursing<br>Discussing beneficiary systems (individual, family, society)<br>Identify the ethical dimensions For nursing and health care<br>Application of computer science in nursing work  | 2. Feeding critically ill client. | <ol style="list-style-type: none"> <li>slide show power point</li> <li>brainstorming, discussion,</li> <li>Power point<br/>Role play</li> </ol> | =   |

# جامعة البتة

|    |   |  |   |  |   |
|----|---|--|---|--|---|
|    |   | <p>Understanding the concepts of (change, complexity, chaos)<br/>         Predicting future visions in nursing<br/>         Understanding the various models related to nursing work<br/>         Using nursing models to solve nursing problems<br/>         Applies health education to nursing work</p>   |   |  |   |
| 3. | 4 | <p>Understanding professional nursing work<br/>         Interpreting issues of integration into society for professional nursing<br/>         Discussing beneficiary systems (individual, family, society)<br/>         Identify the ethical dimensions For nursing and health care<br/>         Application of computer science in nursing work</p> | 3. Mobilization and transferring of critically ill client | <ol style="list-style-type: none"> <li>1. slide show power point</li> <li>2. brainstorming, discussion,</li> <li>3. Power point<br/>Role play</li> </ol> | = |
| 4. | 4 | <p>Understanding the concepts of (change, complexity, chaos)<br/>         Predicting future visions in nursing<br/>         Understanding the various models related to nursing work<br/>         Using nursing models to solve nursing problems<br/>         Applies health education to nursing work</p>   |   |  |   |
| 5. | 4 | <p>Understanding professional nursing work</p>   | 4. Undressing client with multisystem traumas             | <ol style="list-style-type: none"> <li>1. slide show power point</li> </ol>  | = |

# جامعة البتة

|    |   |  |   |  |   |
|----|---|--|---|--|---|
|    |   | <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p> |   | <p>2. brainstorming, discussion,</p> <p>3. Power point</p> <p>Role play</p>                                  |   |
| 6. | 4 | =  | 5. Wound and skin care of critically ill client | <p>1. slide show power point</p> <p>2. brainstorming, discussion,</p> <p>3. Power point</p> <p>Role play</p> | = |
| 7. | 4 |  |   |  |   |
| 8. | 4 | Understanding professional nursing work  | 6. Homodynamic measurements/ monitoring.        | <p>1. slide show power point</p> <p>2. brainstorming, discussion,</p>  | = |

# جامعة البتة

|     |   |  |   |   |   |
|-----|---|--|---|---|---|
| 9.  | 4 | <p>Interpreting issues of integration into society for professional nursing<br/>         Discussing beneficiary systems (individual, family, society)<br/>         Identify the ethical dimensions For nursing and health care<br/>         Application of computer science in nursing work<br/>         Understanding the concepts of (change, complexity, chaos)<br/>         Predicting future visions in nursing<br/>         Understanding the various models related to nursing work<br/>         Using nursing models to solve nursing problems<br/>         Applies health education to nursing work</p> |   | <p>3. Power point<br/>         4. Role play</p>   |   |
| 10. | 4 | <p>Understanding professional nursing work<br/>         Interpreting issues of integration into society for professional nursing<br/>         Discussing beneficiary systems (individual, family, society)<br/>         Identify the ethical dimensions For nursing and health care<br/>         Application of computer science in nursing work<br/>         Understanding the concepts of (change, complexity, chaos)</p>  | 7. Endotracheal intubations management. | <p>1. slide show power point<br/>         2. brainstorming, discussion,<br/>         3. Power point<br/>         4. Role play</p> | = |

# جامعة البتة

|     |   |   |   |  |   |
|-----|---|---|---|--|---|
|     |   | <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p>   |   |  |   |
| 11. | 4 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p> | 8. Chest tube intubations management.                     | <ol style="list-style-type: none"> <li>1. slide show power point</li> <li>2. brainstorming, discussion,</li> <li>3. Power point</li> <li>4. Role play</li> </ol> | = |
| 12. | 4 | <p>Understanding professional nursing work</p>  | 9. Airway obstruction and Resuscitation (CPR) procedures. | <ol style="list-style-type: none"> <li>1. slide show power point</li> <li>2. brainstorming, discussion,</li> </ol>   | = |

# جامعة البتة

|     |   |  |  |  |   |
|-----|---|--|--|--|---|
| 13. | 4 | <p>Interpreting issues of integration into society for professional nursing<br/>         Discussing beneficiary systems (individual, family, society)<br/>         Identify the ethical dimensions For nursing and health care<br/>         Application of computer science in nursing work<br/>         Understanding the concepts of (change, complexity, chaos)<br/>         Predicting future visions in nursing<br/>         Understanding the various models related to nursing work<br/>         Using nursing models to solve nursing problems<br/>         Applies health education to nursing work</p> |  | <ol style="list-style-type: none"> <li>3. Power point</li> <li>4. Role play</li> </ol>   |   |
| 14. | 4 | <p>Understanding professional nursing work<br/>         Interpreting issues of integration into society for professional nursing<br/>         Discussing beneficiary systems (individual, family, society)<br/>         Identify the ethical dimensions For nursing and health care<br/>         Application of computer science in nursing work<br/>         Understanding the concepts of (change, complexity, chaos)</p>  | 10. Crutch and cane fitting for client with casts. | <ol style="list-style-type: none"> <li>1. slide show power point</li> <li>2. brainstorming, discussion,</li> <li>3. Power point</li> <li>4. Role play</li> </ol> | = |

# جامعة البتة

|                          |       | <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p>  |                             |                 |   |
|--------------------------|-------|--|-----------------------------|-----------------|---|
| 15.                      | 4     | <b>Final Laboratory Exam</b>   |                             |                 |   |
| <b>Clinical Practice</b> |       |  |                             |                 |   |
| Week                     | Hours | RLOs   | Topic/Subject Name          | Learning Method | Evaluation Method   |
| 1.                       | 6     | <ol style="list-style-type: none"> <li>1. Applying learned nursing interventions to the patient.</li> <li>2. Identify the medical conditions of patients and learn how to identify the symptoms and signs of each disease.</li> <li>3. Identifying the medical equipment inside each unit in the hospital and learning how to deal with them.</li> </ol> | Coronary care unit (CCU)    | Clinical        | <ol style="list-style-type: none"> <li>1. Daily evaluation</li> <li>2. An assignment/weekly</li> <li>3. weekly report</li> <li>4. Nursing care plan/daily</li> <li>5. skills</li> <li>6. Daily nursing care plan</li> <li>7. Provide a case study and presentation</li> <li>8. Daily exams</li> </ol> |
| 2.                       | 6     | <ol style="list-style-type: none"> <li>4. Learn how to actually give medications to patients.</li> <li>5. Learn how to give psychological support to the patient and how to educate the patient about the treatment and appropriate nutrition for him.</li> </ol>  |                             |                 |   |
| 3.                       | 6     | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p>   | Intensive care unit (I.C.U) | =               | <ol style="list-style-type: none"> <li>1. Daily evaluation</li> <li>2. An assignment/weekly</li> <li>3. weekly report</li> <li>4. Nursing care plan/daily</li> <li>5. skills</li> </ol>   |
| 4.                       | 6     | <p>Discussing beneficiary systems (individual, family, society)</p>  |                             |                 |   |

# جامعة البتة

|    |   |  |                                  |   |   |
|----|---|--|----------------------------------|---|---|
|    |   | Identify the ethical dimensions<br>For nursing and health care<br>Application of computer science in nursing work<br>Understanding the concepts of (change, complexity, chaos)<br>Predicting future visions in nursing<br>Understanding the various models related to nursing work<br>Using nursing models to solve nursing problems<br>Applies health education to nursing work   |                                  |   | 6. Daily nursing care plan<br>7. Provide a case study and presentation<br>8. Daily exams  |
| 5. | 6 | Understanding professional nursing work  | Respiratory care unit<br>(R.C.U) | = | 1. Daily evaluation<br>2. An assignment/weekly<br>3. weekly report<br>4. Nursing care plan/daily<br>5. skills<br>6. Daily nursing care plan<br>7. Provide a case study and presentation<br>8. Daily exams |
| 6. | 6 | Interpreting issues of integration into society for professional nursing<br>Discussing beneficiary systems (individual, family, society)<br>Identify the ethical dimensions<br>For nursing and health care<br>Application of computer science in nursing work<br>Understanding the concepts of (change, complexity, chaos)<br>Predicting future visions in nursing<br>Understanding the various models related to nursing work<br>Using nursing models to solve nursing problems<br>Applies health education to nursing work |                                  |   |   |
| 7. | 6 | Understanding professional nursing work  | Recovery Room (R.R)              | = | 1. Daily evaluation<br>2. An assignment/weekly<br>3. weekly report<br>4. Nursing care plan/daily  |
| 8. | 6 | Interpreting issues of integration into society for professional nursing   |                                  |   |   |

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|     |   |  |                      |   |   |
|-----|---|--|----------------------|---|---|
|     |   | <p>Discussing beneficiary systems (individual, family, society)<br/>         Identify the ethical dimensions<br/>         For nursing and health care<br/>         Application of computer science in nursing work<br/>         Understanding the concepts of (change, complexity, chaos)<br/>         Predicting future visions in nursing<br/>         Understanding the various models related to nursing work<br/>         Using nursing models to solve nursing problems<br/>         Applies health education to nursing work</p>  |                      |   | <ol style="list-style-type: none"> <li>5. Skills8</li> <li>6. Daily nursing care plan</li> <li>7. Provide a case study and presentation</li> <li>8. Daily exams</li> </ol>  |
| 9.  | 6 | <p>Understanding professional nursing work<br/>         Interpreting issues of integration into society for professional nursing<br/>         Discussing beneficiary systems (individual, family, society)<br/>         Identify the ethical dimensions<br/>         For nursing and health care<br/>         Application of computer science in nursing work<br/>         Understanding the concepts of (change, complexity, chaos)<br/>         Predicting future visions in nursing<br/>         Understanding the various models related to nursing work<br/>         Using nursing models to solve nursing problems<br/>         Applies health education to nursing work</p> | Emergency Room (E.R) | = | <ol style="list-style-type: none"> <li>1. Daily evaluation</li> <li>2. An assignment/weekly</li> <li>3. weekly report</li> <li>4. Nursing care plan/daily</li> <li>5. skills</li> <li>6. Daily nursing care plan</li> <li>7. Provide a case study and presentation</li> <li>8. Daily exams</li> </ol> |
| 10. | 6 | <p>Understanding professional nursing work<br/>         Interpreting issues of integration into society for professional nursing<br/>         Discussing beneficiary systems (individual, family, society)<br/>         Identify the ethical dimensions<br/>         For nursing and health care<br/>         Application of computer science in nursing work<br/>         Understanding the concepts of (change, complexity, chaos)<br/>         Predicting future visions in nursing<br/>         Understanding the various models related to nursing work<br/>         Using nursing models to solve nursing problems<br/>         Applies health education to nursing work</p> |                      |   |   |
| 11. | 6 | <p>Understanding professional nursing work</p>   | Kidney dialysis unit | = | <ol style="list-style-type: none"> <li>1. Daily evaluation</li> <li>2. An assignment/weekly</li> </ol>  |
| 12. | 6 |  |                      |   |   |

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|     |   |  |            |   |   |
|-----|---|--|------------|---|---|
|     |   | <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions</p> <p>For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p>  |            |   | <ol style="list-style-type: none"> <li>3. weekly report</li> <li>4. Nursing care plan/daily</li> <li>5. skills</li> <li>6. Daily nursing care plan</li> <li>7. Provide a case study and presentation</li> <li>8. Daily exams</li> </ol>   |
| 13. | 6 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions</p> <p>For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p> |            | = | <ol style="list-style-type: none"> <li>1. Daily evaluation</li> <li>2. An assignment/weekly</li> <li>3. weekly report</li> <li>4. Nursing care plan/daily</li> <li>5. skills</li> <li>6. Daily nursing care plan</li> <li>7. Provide a case study and presentation</li> <li>8. Daily exams</li> </ol> |
| 14. | 6 | <p>Understanding professional nursing work</p> <p>Interpreting issues of integration into society for professional nursing</p> <p>Discussing beneficiary systems (individual, family, society)</p> <p>Identify the ethical dimensions</p> <p>For nursing and health care</p> <p>Application of computer science in nursing work</p> <p>Understanding the concepts of (change, complexity, chaos)</p> <p>Predicting future visions in nursing</p> <p>Understanding the various models related to nursing work</p> <p>Using nursing models to solve nursing problems</p> <p>Applies health education to nursing work</p> | Burn units |   | <ol style="list-style-type: none"> <li>1. Daily evaluation</li> <li>2. An assignment/weekly</li> <li>3. weekly report</li> <li>4. Nursing care plan/daily</li> <li>5. skills</li> <li>6. Daily nursing care plan</li> <li>7. Provide a case study and presentation</li> <li>8. Daily exams</li> </ol> |

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15.

6

**Final Clinical Exam**

### 13. Course Evaluation

|                              |      |
|------------------------------|------|
| 1 <sup>st</sup> theory exam. | 10%  |
| 2 <sup>nd</sup> theory exam. | 10%  |
| Clinical evaluation          | 20%  |
| Final theory exam.           | 40%  |
| Final Clinical exam.         | 20%  |
| <hr/>                        |      |
| Total                        | 100% |

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | - Suzanne C., Brenda G., Janice L., Kerry H., Brunner & Suddarths: Textbook of medical surgical nursing , Twelfth edition ,2010.   |
| Main References<br>(sources)   |  |
| Recommended Books & References<br>(Scientific Journals, Reports ...) | <ol style="list-style-type: none"> <li>1 Baird, Marianne Saunorus, et al., Manual of Critical Care Nursing Intervention and Collaborative Management, 5<sup>th</sup> ed., St. Louis, Mosby Inc., 2005.</li> <li>2 Morton, Patricia Gonce, et.al, Critical Care Nursing A Holistic Approach, 8<sup>th</sup> ed., New York, Lippincott William &amp; Wilkins, 2005.</li> <li>3 Sheehy, Susan Budassi and Gail Pisarcik Lenehan, Manual of Emergency Care, St. Louis, Mosby A Harcourt Health Sciences Company, 1999.</li> <li>4 Sole, M., Introduction to Critical Care Nursing. 3rd ed., New York, Philadelphia: W. B. Saunders, (2000</li> </ol> |
| Websites or Electronic References                                    |  |

## Course Description ( 1 )

|   |  |   |  |
|---|--|---|--|
| <b>1. Course Title</b>                      | Graduation Research Project I,II             |   |  |
| <b>2. Course Code</b>                       | NUR (404,411)                                |   |  |
| <b>3. Semester/Year</b>                     | Fourth year /first& second semester          |   |  |
| <b>4. Description Preparation Date</b>      | 16/9/2025                                    |   |  |
| <b>5. Available Attendance Form</b>         | Research groups for every teacher            |   |  |
| <b>6. No. of Hours (Total)</b>              | 90   |   |  |
| <b>7. No. of Credits (Total)</b>            | 2  |   |  |
| <b>8. Course Administrator Name</b>         | Nursing Staff & Allied Faculties             |   |  |
| <b>9. E-mail</b>                            | con@albayan.edu.iq                           |   |  |
| <b>10. Course Objectives</b>                |  |   |  |
| <b>Knowledge</b>                            | <b>A1</b>                                    | Identify & search for the information on certain nursing topics.    |  |
|   | <b>A2</b>                                    | Explain & apply how to conduct manual & computer literature search. |  |
|   | <b>A3</b>                                    | Choose the appropriate research design for the study.               |  |
|   | <b>A4</b>                                    | Outline the steps used in selecting sample                          |  |
| <b>Skills</b>                               | <b>B1</b>                                    | Apply methods of data collection                                    |  |
|   | <b>B2</b>                                    | Apply the statistical procedures                                    |  |
|   | <b>B3</b>                                    | Discuss the results of the study.                                   |  |
|   | <b>B4</b>                                    |   |  |
| <b>Values</b>                               | <b>C1</b>                                    | List the conclusions & recommendations of the study                 |  |
|   | <b>C2</b>                                    | Submit written research project to the project research committee   |  |
|   | <b>C3</b>                                    | Demonstrate oral presentation to an examination committee           |  |
|   | <b>C4</b>                                    |   |  |
| <b>11. Teaching and Learning Strategies</b> |  |   |  |
| <b>1.</b>                                   | Students are distributed to college teachers | <b>4.</b>   | collects the sample from different places<br>- hospitals - school students or -<br>health centers – others |

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|    |   |    |  |
|----|---|----|--|
| 2. | Organizes a weekly meeting between the teachers and his group | 5. |  |
| 3. | Using the university library to prepare the topic             | 6. |  |

12. The Structure of the Course

| Week | Hours | RLOs | Topic/Subject Name | Learning Method | Evaluation Method |
|------|-------|------|--------------------|-----------------|-------------------|
| 1    | 3     |      |                    |                 |                   |
| 2    | 3     |      |                    |                 |                   |
| 3    | 3     |      |                    |                 |                   |
| 4    | 3     |      |                    |                 |                   |
| 5    | 3     |      |                    |                 |                   |
| 6    | 3     |      |                    |                 |                   |
| 7    | 3     |      |                    |                 |                   |
| 8    | 3     |      |                    |                 |                   |
| 9    | 3     |      |                    |                 |                   |
| 10   | 3     |      |                    |                 |                   |
| 11   | 3     |      |                    |                 |                   |
| 12   | 3     |      |                    |                 |                   |
| 13   | 3     |      |                    |                 |                   |
| 14   | 3     |      |                    |                 |                   |
| 15   | 3     |      |                    |                 |                   |
| 16   | 3     |      |                    |                 |                   |
| 17   | 3     |      |                    |                 |                   |
| 18   | 3     |      |                    |                 |                   |
| 19   | 3     |      |                    |                 |                   |
| 20   | 3     |      |                    |                 |                   |
| 21   | 3     |      |                    |                 |                   |
| 22   | 3     |      |                    |                 |                   |

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|    |   |  |  |  |
|----|---|--|--|--|
| 23 | 3 |  |  |  |
| 24 | 3 |  |  |  |
| 25 | 3 |  |  |  |
| 26 | 3 |  |  |  |
| 27 | 3 |  |  |  |
| 28 | 3 |  |  |  |
| 29 | 3 |  |  |  |
| 30 | 3 |  |  |  |

### 13. Course Evaluation

|                                   |   |
|-----------------------------------|---|
| <b>The mid exam consists of</b>   | 40%   |
| The first Seminar:                | 10% of the committee's evaluation<br>10% teacher's evaluation |
| Second seminar                    | 10% committee evaluation<br>10% teacher's evaluation          |
| <b>The final exam consist of</b>  | 60%   |
| Oral exam (research presentation) | 20%   |
| Writing the research              | 20%   |
| Supervisor evaluation             | 20%   |
| <b>Total</b>                      | <b>100%</b>   |

### 14. Learning & Teaching Resources

|  |  |
|--|--|
| Required textbooks<br>(curricular if any)                            | Books related to research                      |
| Main References<br>(sources)   | Local and international magazines and research |
| Recommended Books & References<br>(Scientific Journals, Reports ...) |  |
| Websites or Electronic References                                    |  |