



جَامِعَةُ الْبَيَانِ



# Course Description

**Al-Bayan University**

**College of Nursing**

**2024 - 2025**

**College of Nursing**  
**September 30, 2024**

<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>	1-09-2024
<b>File Completion Date</b>	30-9-2024

#### Head of Department

**Signature**



**Name**

Prof. Dr. Wafa Muhammad Attouf

**Date**

30-9-2024

#### Deputy Dean for Scientific Affairs

**Signature**



**Name**

Assoc. Prof. Dr. Hasanain Faisal Ghazi

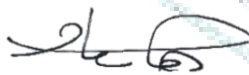
**Date**

30-9-2024

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. Hala Saadi Abdulwahid

**Date**

30-9-2024



**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	16	24	16	-
College Requirements	32	123	84	-
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 2024-2025					
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					<b>19</b>
<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					<b>18</b>
<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	Human rights	HUMR304	1
5	Third year	1 <sup>st</sup> &2 <sup>nd</sup> semester	Diet & Nutrition therapy	NUT 305	2
Count=5					<b>15</b>
<b>No</b>	<b>Stage</b>	<b>Course</b>	<b>Subject</b>	<b>Code name</b>	<b>Credit</b>
1	Third year	<b>1<sup>st</sup>&amp;2<sup>nd</sup> semester</b>	Pediatric Nursing	NUR 306	8
2	Third year	<b>1<sup>st</sup>&amp;2<sup>nd</sup> semester</b>	Biostatistics	BST 307	2
3	Third year	<b>1<sup>st</sup>&amp;2<sup>nd</sup> semester</b>	Human Growth & Development	HGD 308	5
4	Third year	<b>1<sup>st</sup>&amp;2<sup>nd</sup> semester</b>	Democracy	DEM 309	1
Count=5					<b>16</b>
<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
5	Fourth year	1 <sup>st</sup> &2 <sup>nd</sup> semester	Language for Arabic 11 Nursing	ARB 412	1
6	Fourth year	1 <sup>st</sup> &2 <sup>nd</sup> semester	English part 1V	ENG 413	2
Count=6					<b>19</b>
<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
7	ARB407	1 <sup>st</sup> &2 <sup>nd</sup> semester	Language for Arabic Nursing	ARB 407	1
Count=7					18

**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

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <i>-Theoretical tests.</i>          | <i>-Brain storming</i>               |
| <i>-Oral exams.</i>                 | <i>-Seminars and reports</i>         |
| <i>-Laboratory practical tests.</i> | <i>-Attendance and participation</i> |

## 11. Faculty

### Faculty Members

Titles	Specialization		Special Requirements/Skills	Numbers	
	General	Special		Staff	Lec
Prof	0	3	Teaching qualification certificate	3	0
Ass. Prof	1	4	Teaching qualification certificate	2	3
Lecturers	1	7	Teaching qualification certificate	6	2
Ass. Lecturers	0	8	Teaching qualification certificate	4	4

## 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.*







NUR 403	Professional Perspectives and Issues in Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NUR 404	Research Project	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HPR 405	Health Promotion	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EPID 406	Epidemiology	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ARB407	Arabic Language for Nursing1	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



# **FIRST GRADE**

# **TERM 1**



## Course Description (Fundamentals of Nursing (1))

<b>1. Course Title</b>	Fundamentals of Nursing (1)
<b>2. Course Code</b>	NUR101
<b>3. Semester/Year</b>	First year / first semester
<b>4. Description Preparation Date</b>	16/9/2024
<b>5. Available Attendance Form</b>	In-person lectures and practical laboratories
<b>6. No. of Hours (Total)</b>	Total hrs.150 Theory (4) hrs Lab. (6) hrs.
<b>7. No. of Credits (Total)</b>	Total of (7) credits Theory (4) credits Lab. (3) credits
<b>8. Course Administrator Name</b>	Prof. Dr. Wafaa Mohammed Attoof AL-attar Lecturer Dr. Raheem Atyia Bader
<b>9. E-mail</b>	<a href="mailto:wafa.aalattar@albayan.edu.iq">wafa.aalattar@albayan.edu.iq</a> <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> Learn about the basic principles of scientific clinical application
	<b>A2</b> Identifying high-risk adults
	<b>A3</b> Knowing the appropriate nursing procedures for each patient and according to case
	<b>A4</b> Adopting prevention methods to prevent infection
<b>Skills</b>	<b>B1</b> Apply basic nursing procedures to the patient.
	<b>B2</b> Providing comprehensive nursing health care for all adult patients (healthy and sick).
	<b>B3</b> Continuous participation in developing and publishing research that contributes the development of the profession
	<b>B4</b> Participating in community programs and health institutions and exercising the role of integration into national programs aimed at public health for the community
<b>Values</b>	<b>C1</b> -Apply ethical and legal principles when caring for the patient and his family.
	<b>C2</b> -Emphasis on love for the nursing profession and honesty at work

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C3	-Sincere cooperation with members of the health team and workers in health institutions, as the outcome of this cooperation leads to improving health care services for citizens.
C4	Achieving recovery for the patient, but at all times patients must be given hope and relieved of pain, whether physical or psychological.
C5	-The place of trust placed in him by patients and their families. For this reason the nurse must be completely sincere and harness all his knowledge and knowledge to serve the patient, and he has the responsibility to exert his utmost effort to heal the patient in order to achieve the desired result.

## 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	4	Learn about health and holistic he care Concepts related to health and typ of prevention	Part I: Holistic care 1.1 Definition terms 1.2 Interrelated concept of heath .2Asepsis and infection control 2.1 Type of microorganism causing infect 2.2 Types of infection 2.3 Chain of infection -4-2Body Part II: personal hygiene: daily care (skin, feet, nail, mouth, hair, ear nose) Part III: Safety and activity 2.1 Body mechanics 2.2 Maintaining good posture 2.3 Protective devices	Theoretical lecture using program power point	Quiz& questions and answers
2	4	Study how to control infection	<b>2. Asepsis and infection control</b> <b>2.1. Type of microorganism causing infection</b> <b>2.2. Types of infection</b> <b>2.3. Chain of infection</b> <b>2-4-Body</b>	Theoretical lecture using program power point	Quiz& questions and answers
3	4	Study of personal hygiene	Part II: personal hygiene: daily care (skin, feet, nail, mouth, hair, nose)	Theoretical lecture using program power point	1 <sup>st</sup> exam
4	4	Study on the safety importance of exercises And learn about the mechanism and mechanics of the body Learn about protecting the b from dangers and what are the cau of immobility	Part III: Safety and activity 2.1 Body mechanics 2.2 Maintaining good posture 2.3 Protective devices 2.4 Nursing implication 2.5. Therapeutic exercise	Theoretical lecture using program power point	Quiz& questions and answers

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5	4	Learn about medical terminology what the signs are Vitals and locations for measuring body temperature and pulse	Part IV: Vital signs Body temperature 4.1. 4-2-Pulse	Theoretical lecture using program power point	Quiz& questions and answers
6	4	Study how to measure breathing and blood pressure and what are the effects	4.3. Respiration 4-4-blood pressure	Theoretical lecture using program power point	Quiz& questions and answers
7	7	Studying the anatomy of the skin and what a bed sore is and identification In its stages	Part V: Wound care and healing process	Theoretical lecture using program power point	Quiz& questions and answers
8	4	Studying the mechanism of non-drugs in the body and what are the effects of taking the drug Learn about the rules for administering medication to the patient	Part VI: Medication administration 6.1. Drug standard 6.2. Legal asepsis of drug administration 6.3. Effect and action of drugs	Theoretical lecture using program power point	2 <sup>nd</sup> exam
9	4	Study the methods of administering the drug and how to calculate the quantity Medicine	Part VII: 6.1. Routes of administration 6.2. System of measurement 6.3. Medication orders	Theoretical lecture using program power point	Quiz& questions and answers
10	4	Identify medications that are given orally What are the types of medicines?	Part VIII: Oral medication:	Theoretical lecture using program power point	Quiz& questions and answers
11	4	Identify the methods and types of injection, its risks, and the location of injection for each type	Part IX: Injection of medication	Theoretical lecture using program power point	Quiz& questions and answers
12	4	Learn about liquids and electrolytes and how Calculating the number of drops by infusion Intravenous	Part X: Fluid and electrolyte (Intravenous infusion) Blood transfusion	Theoretical lecture using program power point	Quiz& questions and answers

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13	4	Identify the steps of the training process And how to document it	Part XI: Nursing process	Theoretical lecture using program power point	Quiz & questions and answers
14	4	Study the use of hot compresses Colds and side effects	Part XII: Hot and cold applications	Theoretical lecture using program power point	Quiz & questions and answers
15	4	Learn about blood diagnostic tests Urine, sputum, etc	Part XIII: Diagnostic testing		3 <sup>rd</sup> exam

## Practical

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	6	Learn how to wash hands correctly	Part I: 1.1: Hand washing	Practical application	Quiz & questions and answers
2	6	Identify the performance of the isolation mechanism and identify the tools used to prevent and control infection	1.2: Isolation techniques (personal protective equipment)P.P.E	Practical application	Quiz & questions and answers
3	6	Learn about body positions and how to move the patient	Part II: Body mechanics 2.1: movement 2.2: posture	Practical application	Quiz & questions and answers
4	6	Learn how to perform vital signs Temperature, pulse and respiration	Part III: Vital signs 3.1: Body temperature 3.2: Pulse 3.3: Respiration	Practical application	Quiz & questions and answers
5	6	Learn about measuring blood pressure	Part IV: blood pressure	Practical application	Quiz & questions and answers
6	6	Identify surgical dressing	Part V: Dressing a wound 5.1: Bandage and binder	Practical application	Quiz & questions and answers
7	6	Exam	1 <sup>ST</sup> Exam		1st Exam
8	6	How to give medicine orally	Part VI: Administration of Medication 7.1: Oral medication	Practical application	Quiz & questions and answers
9	6	Learn about the performance of	Part VII: Injection of medication	Practical applicatio	Quiz &

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					questions and answers
10	6	injection surgery And types of injections	Cont. injection	Practical applicatio	Quiz& questions and answers
11	6	Identify the performance of the cannula placement and feeder suspension procedure	Part VIII: Intravenous infusion	Practical application	Quiz& questions and answers
12	6	Identify the enema and its types Identify the performance of urin catheterization	Part IX: Enema and Catheterization	Practical application	Quiz& questions and answers
13	6	Learn about inserting a tube into the stom Learn about performing a thoracentesis	Part X: Gastric intubation ( gavage and lavage) and Thoracentes	Practical application	Quiz& questions and answers
14	6	Identify the performance of surgical sterilization	Part XI: 2.1. Sterile field and handling sterile equipment. And surgical scrub	Practical application	Quiz& questions and answers
15	6	<b>Exam</b>	2nd Exam		2nd Exam

### 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 (Biochemistry)

<b>1. Course Title</b>	Biochemistry	
<b>2. Course Code</b>	CHM 102	
<b>3. Semester/Year</b>	First stage// first semester	
<b>4. Description Preparation Date</b>	16/9/2024	
<b>5. Available Attendance Form</b>	Student attendance in the classroom and laboratories	
<b>6. No. of Hours (Total)</b>	Total 75 (3 theoretical hours + 2 practical hours) / 15 weeks	
<b>7. No. of Credits (Total)</b>	4 credit (3 theoretical + 1 practical)	
<b>8. Course Administrator Name</b>	Wasan Abdulqader Mohsin	
<b>9. E-mail</b>	<a href="mailto:wasan.a@albyan.edu.iq">wasan.a@albyan.edu.iq</a>	
<b>10. Course Objectives</b>		
<b>Knowledge</b>	A1	It is interested in introducing the student to “biochemistry”, and how the process of glucose metabolism occurs, which ultimately leads to the generation of large amounts of energy. it describes how the metabolism of fats and amino acids occurs, and explains how they can be used to obtain fuel. It is also interested in studying Bioenergy, ATP, the importance of carbohydrates, fats, amino acids, proteins and their metabolic process, plasma proteins, the diversity of the work of the endocrine system, hormones and enzymes, and explains the specificity of enzymes (biochemical catalysts).
	A2	From a clinical aspect: the student studies the required laboratory tests and interpretation of the results of disturbances in cellular metabolism of compounds, measuring sugar levels, fats (lipid profile), blood proteins, testing liver functions, kidney functions, and plasma enzymes.
	A3	Laboratory aspect: It aims to learn how to conduct different types of analyses, discuss the results, and write clinical reports according to data obtained from the evaluation. Thus, it provides students with knowledge, skills, and efforts required to work in diagnosing diseases through laboratory tests
<b>Skills</b>	B1	Through knowledge of the fields of laboratory analysis
	B2	The student is able to use his skills to accurately and read laboratory test results and their relationship to diseases
	B3	Applying cognitive understanding of the principles and theories of chemistry

	B4	The student will be able to identify the various infections in the human body and thus determine the appropriate treatment for them through the use of basic methods of treatment.
Values	C1	Taking into account the application of ethical principles in collecting various samples from the patient
	C2	Taking into consideration the patient's safety should be the first place, by verify the types of pathological samples and preserving them until the appropriate test are performed, the pathogen is diagnosed, and the appropriate type of treatment is known for each pathological condition.
	C3	Try not to make mistakes and not mix patients' samples to ensure accurate diagnosis and prescribe the appropriate treatment for each case.
	C4	Follow up on the medical condition by conducting follow-up tests to ensure patient's safety.

## 11. Teaching and Learning Strategies

1.	Method of delivering the lecture using PowerPoint, films, and illustrations related to biochemistry for various Topics	4.	Using invented educational means such as data shows, films, and scientific images that bring the subject closer to students' minds.
2.	Continuous discussion by asking questions and answers in the classroom and motivating the student to self-think and thus to self-learning	5.	Laboratory teamwork and applying the latest analytical methods to diagnose diseases in humans
3.	Requiring the writing of scientific reports in the specialty, discussing those reports, and pointing out their strengths and weaknesses to achieve the desired goal	6.	Laboratory work using the latest analytical and diagnostic equipment.

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	9 + (6 practical)	Definition, classification and name of carbohydrates Functions and characteristics. Knowledge of metabolism Carbohydrates and their relationship to decomposition Diabetes, glycogenolysis and the role of the cycle Krebs in the important energy supply and its relationship to diabetes and its chemical types	carbohydrate. Classification, Chemical properties of Carbohydrate. Metabolism of Carbohydrate. - -Kreb Cycle -Diabetes mellitus	slideshow brainstorming, discussion Laboratory experiments	Daily exam questions and answers
2					
3					
4	9 + (6 practical)	Definition of fats and their derivatives and knowledge of acids Essential and non-essential fatty acids and how they are formed Triglycerides in the body and cholesterol Its relationship to heart disease and types of cholesterol The good, the bad, and how to oxidize fat in the body to obtain the energy needed for life.	Fats, oil, Waxes , Fatty acids. Cholesterol. chemical properties. Lipids metabolism . Fats Oxidation	slideshow brainstorming, discussion Laboratory experiments	Daily exam questions and answers
5					
6					
7	9 + (6 practical)	Definitions of amino acids and their basic types And non-essential. And necessary food sources Ingestion, metabolism and absorption relationship	amino acid Metabolism and absorption of Amino Acids ; Urea Cycle	slideshow brainstorming, discussion Laboratory experiments	Daily exam questions and answers
8					

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9		Amino acids in the urea cycle in the human body and related diseases			
10	+ 6 (4 practical)	Definitions of protein. Classification of proteins . - Simple Protein. Conjugated Protein. - Derived Protein. Some important properties of protein, Protein metabolism, Metabolic disorder of protein metabolism, Blood protein, and Non protein Nitrogen products.	Definitions of protein. Classification of proteins . Protein metabolism,	slideshow brainstorming, discussio Laboratory experiments	Daily exam questions and answers
11					
12	9 + (6 practical)	Definition of Enzymes, Substrate. Hole Enzyme, Coenzyme unit of Enzyme and Zymogene. Inhibition of Enzyme. - Competitive inhibitors . Non Competitive inhibitors. Factors influence the activity of Enzyme. -Temperature -PH. -Concentration of Enzyme. -Concentration of Substrate.- Enzyme properties and Classification.-Plasma enzyme. - Lactate dehydrogenises Amylase	Definition of Enzymes, Substrate Inhibition of Enzyme. Factors influence the activity of Enzyme.	slideshow brainstorming, discussio Laboratory experiments	Daily exam questions and answers
13					
14					
15	3 + (2 practical)	- Classification the liver Function test - Uses of Various testes collecting to evaluate the liver dysfunction	Liver Function	slideshow brainstorming, discussio Laboratory experiments	Daily exam questions and answers

### 13. Course Evaluation

Theory exam	20% [ test 15+ pop up quiz 2.5 + attendance 2.5]
Lab. Activities	20% [ experimental test 10 + pop up quiz 5 + reporters 5]
-----	
	40 %
Final theory exam.	40%
Final lab. exam.	20%
-----	
	60%
Total Score = 100%	

### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	- Ferrier, Denise R. Lippincott's illustrated reviews. USA: Lippincott Williams & Wilkins, (2014). - Murray, K., Victor Rodwell, David Bender, Kathleen M. Botham, P. Anthony Weil, and Peter J. Kennelly. "Harper's illustrated biochemistry. 28." Citeseer, New York, United States (2009).
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	<a href="https://www.spinreact.com/en/products-list/clinical-biochemistry.html#accept">https://www.spinreact.com/en/products-list/clinical-biochemistry.html#accept</a>

Course Description (English 1)

<b>1. Course Title</b>		English part 1	
<b>2. Course Code</b>		ENG 103	
<b>3. Semester/Year</b>		First Semester / First Stage	
<b>4. Description Preparation Date</b>		16/9/2024	
<b>5. Available Attendance Form</b>		Classroom	
<b>6. No. of Hours (Total)</b>		30	
<b>7. No. of Credits (Total)</b>		1	
<b>8. Course Administrator Name</b>		Asst. Lect. Laa'li Muammer Ibrahim	
<b>9. E-mail</b>		Laali.m@albayan.edu.iq	
<b>10. Course Objectives</b>			
<b>Knowledge</b>	<b>A1</b>	Acquire basic language skills in order to communication with speakers English language.	
	<b>A2</b>	Develop their intellectual, personal and professional abilities	
	<b>A3</b>	Acquire the linguistic competence required in different professions	
	<b>A4</b>	Develop positive attitudes towards learning English	
<b>Skills</b>	<b>B1</b>	Listening	
	<b>B2</b>	Speaking	
	<b>B3</b>	Reading	
	<b>B4</b>	Writing	
<b>Values</b>	<b>C1</b>	Improve the student's speaking skills.	
	<b>C2</b>	Acquire the linguistic bases that enable them to participate in transferring scientific and technological advances of other nations to their nation.	
	<b>C3</b>	To enable the learners to communicate effectively in real life.	
	<b>C4</b>	Career Opportunities	
<b>11. Teaching and Learning Strategies</b>			
<b>1.</b>	<b>Task based learning</b>	<b>3.</b>	<b>Quizzes</b>
<b>2.</b>	<b>Communicative Approach</b>	<b>4.</b>	<b>exams</b>

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	The hospital team	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
2	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	The hospital team2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
3	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	In and around the hospital	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
4	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	In and around the hospital	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
5	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Hospital admissions	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
6	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Hospital admissions2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
7	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Accidents and emergencies	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received

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8	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Accidents and emergencies	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
9	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Pain	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
10	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Pain2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
11	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Symptoms	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
12	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Symptoms2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
13	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Caring of the elderly	The student reads the written transcripts of the audio material they had listened to in previous weeks	Measure the pronunciation of texts correctly
14	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Caring of the elderly2	The teacher reads the list of words contained in the first seven chapters	Observing the soundness of pronunciation of those vocabulary and understanding their meanings
15	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	exam	The student is subject to two exams, the first hour of an oral exam and the second hour of a written exam for the first seven units of the book	Measuring the correctness of the student's answer to the questions posed in the two exams

### 13. Course Evaluation

5 marks for daily participation and home work  
 10 marks for a test  
 15 for a monthly exam  
 70 for the final exam

### 14. Learning & Teaching Resources

<b>Required textbooks (curricular if any)</b>	Beginners New Headway Plus By: John Soars & Liz Soars
<b>Main References (sources)</b>	NURSING (Oxford English for career) By: Tony Grice
<b>Recommended Books &amp; References (Scientific Journals, Reports ...)</b>	Raymond, Murphy. English Grammar in Use (2nd ed.). Cambridge University Press. Quirk, R. et.al. (1972). A Comprehensive Grammar of English. London: Longman.
<b>Websites or Electronic References</b>	YouTube Google Scholar engvid.com

Course Description (Anatomy for nurses)

<b>1. Course Title</b>	Anatomy for nurses		
<b>2. Course Code</b>	ANT104		
<b>3. Semester/Year</b>	Semester 1/ grade 1, Academic year 2023-2024		
<b>4. Description Preparation Date</b>	16/9/ 2024		
<b>5. Available Attendance Form</b>	Lectures and labs		
<b>6. No. of Hours (Total)</b>	3 hours weekly theory , 2 hours weekly practical , total (75) hours		
<b>7. No. of Credits (Total)</b>	4 credits		
<b>8. Course Administrator Name</b>	Associate professor 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>	Introducing the student to the systems that make up the human body, the organs in each system, and the histological composition of each organ.	
	<b>A2</b>	Introducing the student to the macroscopic anatomy of the human body and the possibility of identifying the location of certain organs in the body, in addition to the apparent anatomy of some organs in the normal state and some phenotypic cases.	
	<b>A3</b>	Introducing the student to the precise structures of the four basic tissues that make up the human body (epithelial tissue, connective tissue, muscle tissue, and nervous tissue).	
<b>Skills</b>	<b>B1</b>	The student is able to learn about the apparent anatomy of the human body.	
	<b>B2</b>	The student is able to learn about the internal anatomy of each organ in the human body and the relationship of this organ with other organs.	
	<b>B3</b>	The student is able to distinguish the different tissues that make up the body, and this information is necessary in the case of surgical operations.	
	<b>B4</b>	The student is able to distinguish the types and shapes of bones, and this information is useful to the student when dealing with orthopedic patients in hospitals	
	<b>B5</b>	The student is able to identify the types of joints in the human body and the movement of these joints, and this makes him sufficiently knowledgeable in dealing with various joint injuries for patients in hospitals.	
<b>Values</b>	<b>C1</b>	Taking into account the application of ethical principles when dealing with students, and this is reflected in their ethics when dealing with patients.	
	<b>C2</b>	Taking into consideration patient safety should be the first place.	
	<b>C3</b>	Knowing that the patient and the health condition he is experiencing is a special condition that others should not know about and circulate among themselves.	
	<b>C4</b>	Ensure the patient's safety by conducting follow-up tests of the patient's medical condition.	
<b>11. Teaching and Learning Strategies</b>			
<b>1.</b>	<b>Lectures</b>	<b>4.</b>	

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2.	Slides	5.	
3.	Practical labs	6.	

12. The Structure of the Course					
Week	hrs.	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1&2	6	Understand anatomy principles	Introduction, Anatomy ,Types of Anatom Types of human tissues	Slide show, Discussion	Quizzes, Monthly exam
3&4	6	Understand anatomy of the digestive system	Anatomy of Digestive System	Slide show, Discussion	Quizzes, Monthly exam
5	3	Understand anatomy of the respiratory system	Anatomy of Respiratory System	Slide show, Discussion	Quizzes, Monthly exam
6&7	6	Understand anatomy of the muscular system	Anatomy of Muscular System	Slide show, Discussion	Quizzes, Monthly exam
8	3	Understand anatomy of the nervous system	Anatomy of Nervous System	Slide show, Discussion	Quizzes, Monthly exam
9	3	Understand anatomy of the cardiovascular system	Anatomy of the Cardiovascular System	Slide show, Discussion	Quizzes, Monthly exam
10	3	Understand anatomy of the urinary system	Anatomy of the Urinary System	Slide show, Discussion	Quizzes, Monthly exam
11	3	Understand anatomy of female reproductive system	Anatomy of the Female Reproductive System	Slide show, Discussion	Quizzes, Monthly exam
12	3	Understand anatomy of male reproductive system	Anatomy of the Male Reproductive System	Slide show, Discussion	Quizzes, Monthly exam
13&14	6	Understand anatomy of the endocrine system	Anatomy of Endocrine System	Slide show, Discussion	Quizzes, Monthly exam
15	3		EXAM		
<b>PRACTICAL</b>					
1&2	4	Explanation of anatomy and physiology terms	Terms used in anatomy and physiology	Practical	Quizzes , Monthly exam
3	2	Point to surface anatomy	Surface anatomy	Practical	Quizzes , Monthly exam
4	2	Point to the joints and muscular system	Anatomy of musculoskeletal system and joints	Practical	Quizzes , Monthly exam
5	2	Point to the parts of the upper limb	Upper limb	Practical	Quizzes , Monthly exam

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6	2	Points to the parts of the lower limb	Lower limb	Practical	Quizzes , Monthly exam
7	2	Points to the vertebrae & vertebral column	Vertebral column and pelvic girdle	Practical	Quizzes , Monthly exam
8	2	Points to the joints	Joints	Practical	Quizzes , Monthly exam
9	2	Points to the skull bones & thoracic cage	Skull and thoracic cage	Practical	Quizzes , Monthly exam
10	2	Points to principal blood vessels	Principal blood vessel	Practical	Quizzes , Monthly exam
11	2	Points to principal lymph organs	Principal lymph organ	Practical	Quizzes , Monthly exam
12	2	Points to the parts of thoracic cavity	Anatomy of thoracic cavity	Practical	Quizzes , Monthly exam
13	2	Points to the parts of abdominal cavity	Anatomy of abdominal cavity	Practical	Quizzes , Monthly exam
14	2		EXAM		

### 13. Course Evaluation

Attendance and participation, daily quizzes, monthly exams 20%, practical 20%, final exam 60%.

### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	
Main References (sources)	Snell, Richard S. (2012). <i>Clinical anatomy by regions</i> (9th). Baltimore, MD: Wolters Kluwer/Lippincott Williams & Wilkins.
Recommended Books & References (Scientific Journals, Reports ...)	<ul style="list-style-type: none"> <li>• Gosling, J.A., et.al., Human Anatomy Color Atlas and Text, 4th ed., New York, Mosby Inc, 2002.</li> <li>• Martin, F.H., <u>Fundamental of Anatomy and Physiology</u>, 5th ed., New Jersey, Prentice Hall, 2001.</li> <li>• Kadhim A. Muhsin Al-zaidy, Human anatomy and medical terminology, Al-Bayan University , 2018</li> </ul>
Websites or Electronic References	

**Course Description (Nursing Code of Ethics)**

<b>1. Course Title</b>	Nursing Code of Ethics	
<b>2. Course Code</b>	ETH105	
<b>3. Semester/Year</b>	First Year First Semester	
<b>4. Description Preparation Date</b>	2024/9/16	
<b>5. Available Attendance Form</b>	Theory inside the class	
<b>6. No. of Hours (Total)</b>	2 hours weekly for 15 weeks: total 30 hours	
<b>7. No. of Credits (Total)</b>	2 credits	
<b>8. Course Administrator Name</b>	Lecturer Dr: Raheem Atyia Badir, PhD/Nursing	
<b>9. E-mail</b>	raheem.atyia@albayan.edu.iq	
<b>10. Course Objectives</b>		
<b>Knowledge</b>	<b>A1</b>	Learn about the history of the nursing profession and its development through the ages.
	<b>A2</b>	Professional ethics and professional conduct
	<b>A3</b>	Principles of nursing ethics (concepts and values)
	<b>A4</b>	Personal qualities and professional values in the sciences of the profession with attention to the basic principles of law and rights of registered nurses
<b>Skills</b>	<b>B1</b>	A Patient's Bill of Rights and the responsibility borne by the patient
	<b>B2</b>	Application of professional ethics and professional conduct.
	<b>B3</b>	Application of legal issues in nursing practice
	<b>B4</b>	Learn about strategies to prevent accidents during nursing practice
<b>Values</b>	<b>C1</b>	Work on application of ethical and legal principles when caring for the patient his family
	<b>C2</b>	Cultivate the love of the nursing profession and honesty at work
	<b>C3</b>	Sincere cooperation with members of the health team and workers in health institutions, as the outcome of this cooperation leads to improving health services for citizens.
	<b>C4</b>	The nurse seeks to achieve healing for the patient, but he must at all times give patients hope and relieve their pain, whether physical or psychological. The nurse trusted by patients and their families, and for that, the nurse must be fully faithful and harness all his knowledge and knowledge to serve the patient and he has responsibility to exert his almost effort in order to heal the patient in order to achieve the desired result.

### 11. Teaching and Learning Strategies

1.	Lectures. Discussion...	4.	
2.	Display educational posters	5.	
3.	Seminars on nursing ethics	6.	

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	A brief history of the nursing profession The development of the nursing profession Introduction 2. History . Ancient Medicine & Health Care	A Brief History of Ancient Medicine and Nursing Care The development of the nursing profession:1. Introduction 2. History . Ancient Medicine & Health Care	Explanation and brainstorming Pour Point	Daily exams
2	2	Ancient civilizations:	1. Ancient Greek civilization. 2. Roman Empire	Explanation and brainstorming Pour Point	Daily exams
3	2	-Middle Ages:	Religious influences in nursing-nursing in the early Middle Ages Christianity - nursing in the Christian era. - Nursing and the Arabs and peace	Explanation and brainstorming Pour Point	Daily exams
4	2	Modern Nursing History	-Renaissance -Age of the Industrial Revolution - Florence Nightingale	Explanation and brainstorming Pour Point	Daily exams
5	2	Nursing in some Arab countries:	- Egypt – Iraq	Explanation and brainstorming Pour Point	Daily exams
6	2	Nursing Ethics	Definition of the ethics of the nursing profession professional ethics and professional behavior - indicators to measure the merit of any craft to become a professional	Explanation and brainstorming Pour Point	Daily exams
7	2	Nursing Ethics	- Concepts of nursing ethics - Values in the ethics of the profession - Personal qualities, and professional values of the sciences of the profession	Explanation and brainstorming Pour Point	Daily exams
8	2	Nursing Ethics	- Professional nurse roles nursing education programs Patients' rights  A Patient's of Bill Rights -Responsibility borne by the patient	Explanation and brainstorming Pour Point	Daily exams
9	2	Nursing Ethics	Basic principles of registered nurses' law and rights	Explanation and brainstorming Pour Point	Daily exams
10	2	Common theory in ethics	Deontology-Teleology - Intuitionism -The ethic of Caring	Explanation and brainstorming Pour Point	Daily exams
11	2	Unions and Associations	Introduction - Responsibilities of the Association	Explanation and brainstorming Pour Point	Daily exams
12	2	Code of Professional Conduct	<b>Code of Professional Conduct - ethics of Code-</b> or rules of professional conduct - Definition: - Key Purposes of Code of Conduct - An example of one of the international constitutions followed in America for the year 2014	Explanation and brainstorming Pour Point	Daily exams
13	2	Legal Issues in Nursing	- Definition - Sources of law - Types of laws	Explanation and brainstorming Pour Point	Daily exams
14	2	Tort Law	. Professional negligence or misconduct □ Intentional damage	Explanation and brainstorming Pour Point	Daily exams
15	2	Strategies to prevent accidents during nursing practice	Strategies to prevent accidents during the practice of nursing	Explanation and brainstorming Pour Point	Daily exams

### 13. Course Evaluation

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

Includes { the monthly exam 30% + final exam 70% } = 100% as follows :

--The degree of the first month = 15% degree includes (10 theoretical exams + 5 includes attendance, daily exams and reports).

--Second month score = 15% score includes (10 theoretical exams + 5 including attendance, daily exams and seminars).

Final exam score = 70% (theoretical exam).

### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	
Main References (sources)	Code of Ethics for the Nursing and Midwifery Profession in Iraq 2009
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	

## Course Description (Computer science I)

<b>1. Course Title</b>		<b>Computer science I</b>	
<b>2. Course Code</b>		<b>COS 106</b>	
<b>3. Semester/Year</b>		<b>First Year/ first semester</b>	
<b>4. Description Preparation Date</b>		<b>9-16-2024</b>	
<b>5. Available Attendance Form</b>		<b>Students' attendance in the classroom</b>	
<b>6. No. of Hours (Total)</b>		<b>15 Hours: one hour weekly</b>	
<b>7. No. of Credits (Total)</b>		<b>1 credit</b>	
<b>8. Course Administrator Name</b>		<b>Ahmed Mustafa Husian Wasan Abdulqader Mohsin</b>	
<b>9. E-mail</b>		<b>ahmed_mustafa1993@yahoo.com</b>	
<b>10. Course Objectives</b>			
<b>Knowledge</b>	<b>A1</b>	Understanding the principles and fundamentals of the computer	
	<b>A2</b>		
	<b>A3</b>		
	<b>A4</b>		
<b>Skills</b>	<b>B1</b>	Questions about the previous class	
	<b>B2</b>	Showing documented films regarding the lecture subject	
	<b>B3</b>		
	<b>B4</b>		
<b>Values</b>	<b>C1</b>	Enabling students to use computer applications in the context of the medical	
	<b>C2</b>		
	<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	1	Teaching students the basics of computers	Introduction to computers	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
2	1	Teaching students the basics of computers	History of computing, computer characteristics	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
3	1	Teaching students the basics of computers	Generations of computing	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
4	1	Teaching students the basics of computers	Input devices	1-Thinking strategy depending on the student's ability	1-quizzes 2-Feedback from student 3- Reports and studies

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				2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	
5	1	Teaching students the basics of computers	Output devices	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
6	1	Teaching students the basics of computers	Storage devices	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
7	1	Teaching students the basics of computers	Software	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
8	1	Teaching students the basics of computers	Hardware	1-Thinking strategy depending on the student's ability	1-quizzes 2-Feedback from student 3- Reports and studies

# جامعة البيان

				2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	
9	1	Teaching students the basics of computers	HCI	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
10	1	Teaching students the basics of computers	Introduction to Operating system	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
11	1	Teaching students the basics of computers	Operating systems and internet	1-Thinking strategy depending on the student's ability 2-Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies

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12	1	Teaching the student to use the Windows 10 operating system effectively	Internet and Intranet	1- Thinking strategy depending on the student's ability 2- Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
13	1	Teaching the student to use the Windows 10 operating system effectively	Computer security	1- Thinking strategy depending on the student's ability 2- Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
14	1	Teaching the student to use the Windows 10 operating system effectively	Viruses	1- Thinking strategy depending on the student's ability 2- Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies
15	1	Teaching the student to use the Windows 10 operating system effectively	Uses of computers in the medical field	1- Thinking strategy depending on the student's ability 2- Critical thinking strategy in learning 3- group discussions 4- Brainstorming	1-quizzes 2-Feedback from student 3- Reports and studies

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

## Course Description ( Democracy and human rights )

<b>1. Course Title</b>	Democracy and human rights	
<b>2. Course Code</b>	HUMR 107	
<b>3. Semester/Year</b>	First stage // first semester	
<b>4. Description Preparation Date</b>	2024-9-16	
<b>5. Available Attendance Form</b>	Students' attendance at the classroom	
<b>6. No. of Hours (Total)</b>	Total= (30) Theory= (2)	
<b>7. No. of Credits (Total)</b>	(2) credit	
<b>8. Course Administrator Name</b>	Ali Akram Kadhim	
<b>9. E-mail</b>	<a href="mailto:ali.ak@albayan.edu.iq">ali.ak@albayan.edu.iq</a>	
<b>10. Course Objectives</b>		
<b>Knowledge</b>	<b>A1</b>	To be able to contribute to the development of legal rules in light of the developments taking place
	<b>A2</b>	- Feeling equal and not biased towards the opponents while considering the case
	<b>A3</b>	- Feeling the importance of spreading the law and legal culture in society
	<b>A4</b>	- To learn how to confront society and spread the legal culture in it. To qualify the student intellectually consolidate the idea of realizing the right under the law.
<b>Skills</b>	<b>B1</b>	To become familiar with the most important legal principles such as fairness and justice
	<b>B2</b>	- Enabling the student to know the provisions of the law
	<b>B3</b>	- The ability to distinguish between truth and falsehood
	<b>B4</b>	- Feeling the importance of applying justice in society
<b>Values</b>	<b>C1</b>	Understanding the law as it should be understood
	<b>C2</b>	- To learn the arts of managing legal sessions
	<b>C3</b>	To be able to contribute to the development of legal rules in light of the developments taking place
	<b>C4</b>	- Feeling equal and not biased towards the opponents while considering the case
<b>11. Teaching and Learning Strategies</b>		

<b>1.</b>	Lectures	<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	2	Knowledge and understand	The concept of democracy	Knowing and Understand	quick review of the students at the end of the lecture of most important paragraphs were addressed during the lect
2	2	Knowledge and understand	The historical morality of democracy	Knowing and Understand	Oral test
3	2	Knowledge and understand	Forms and types of democracy	Knowing and Understand	Question within the lecture
4	2	Knowledge and understand	Advantages of the democratic system	Knowing and Understand	Question within the lecture
5	2	Knowledge and understand	Disadvantages of the democratic syste	Knowing and Understand	Panel Discussion
6	2	Knowledge and understand	Democracy in ancient times	Knowing and Understand	Daily test of what has alre been studied
7	2	Knowledge and understand	Democracy and the Constitution	Knowing and Understand	Mandated
8	2	Knowledge and understand	Components of democracy	Knowing and Understand	report
9	2	Knowledge and understand	Democracy and human rights	Knowing and Understand	Daily question
10	2	Knowledge and understand	Human rights in international agreeme	Knowing and Understand	It's important
11	2	Knowledge and understand	The two international covenants human rights	Knowing and Understand	report
12	2	Knowledge and understand	Individual and collective human rights	Knowing and Understand	Question within the lecture
13	2	Knowledge and understand	Human Rights Generations	Knowing and Understand	An intellectual question
14	2	Knowledge and understand	Human rights in the Middle Ages	Knowing and Understand	report

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15	2	Knowledge and understand	The two international covenants human rights	Knowing and Understand	Question within the lecture
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### 13. Course Evaluation

-attendance and quiz 10%  
-Monthly exam 20%  
-final exam 70%  
The total score 100%

### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	Dr salah el-din hamid
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	

# **TERM 2**

## Course Description ( Fundamentals of Nursing (II))

<b>1. Course Title</b>	Fundamentals of Nursing (II)	
<b>2. Course Code</b>	NUR108	
<b>3. Semester/Year</b>	First year / second semester	
<b>4. Description Preparation Date</b>	16/9/2024	
<b>5. Available Attendance Form</b>	In-person lectures and practical laboratories& clinic in hospital	
<b>6. No. of Hours (Total)</b>	hrs. total (240) Theory (4) hrs clinic (12) hrs.	
<b>7. No. of Credits (Total)</b>	Total of (8) credits Theory (4) credits clinic. (4) credits	
<b>8. Course Administrator Name</b>	Prof. Dr.Wafaa Mohammed Attoof AL-attar Lecturer Dr. Raheem Atyia Bader	
<b>9. E-mail</b>	<a href="mailto:wafa.aalattar@albayan.edu.iq">wafa.aalattar@albayan.edu.iq</a> <a href="mailto:raheem.atyia@albayan.edu.iq">raheem.atyia@albayan.edu.iq</a>	
<b>10. Course Objectives</b>		
Knowledge	A1	Learn about the basic principles of scientific clinical application
	A2	Identifying high-risk adults
	A3	Knowing the appropriate nursing procedures for each patient and according to Case
	A4	Adopting prevention methods to prevent infection
Skills	B1	Apply basic nursing procedures to the patient.
	B2	Providing comprehensive nursing health care for all adult patients (healthy a sick).
	B3	Continuous participation in developing and publishing research that contributes the development of the profession
	B4	Participating in community programs and health institutions and exercising the r of integration into national programs aimed at public health for the community
Values	C1	-Apply ethical and legal principles when caring for the patient and his family.
	C2	-Emphasis on love for the nursing profession and honesty at work

C3	-Sincere cooperation with members of the health team and workers in health institutions, as the outcome of this cooperation leads to improving health care services for citizens.
C4	Achieving recovery for the patient, but at all times patients must be given hope and relieved of pain, whether physical or psychological.
C5	-The place of trust placed in him by patients and their families. For this reason the nurse must be completely sincere and harness all his knowledge and knowledge to serve the patient, and he has the responsibility to exert his utmost effort to heal the patient in order to achieve the desired result.

## 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	Learn about the steps Nursing process	<b>1. Nursing process</b> <b>2-Pre and post-operative nursing care,</b> <b>Type of surgery</b> <b>Preoperative phases</b>	Theoretical lecture using program power point	Quiz& questions and answers
2	4	Learn about patient care Before, during and after the operation	<b>1.Intraoperative phases</b> <b>2. Post-operative phases</b>	Theoretical lecture using program power point	Quiz& questions and answers
3	4	Learn about the anatomy and physiology of the organ Respiratory system	<b>Oxygenation</b> <b>1.Overview of anatomical and physiological of breathing</b> <b>2.Assessing oxygenation</b>	Theoretical lecture using program power point	1 <sup>st</sup> exam
4	4	Learn about O2 therapy And health problems Identify respiratory changes	<b>3. Oxygen therapy</b> <b>4.Alteration in respiratory function</b>	Theoretical lecture using program power point	Quiz& questions and answers
5	4	Learn about human needs for nutrition and nutrition	<b>Nutrition</b> <b>1.Human nutritional needs</b> <b>.2.Nutritional standards 3.Nutritional status assessment</b>	Theoretical lecture using program power point	Quiz& questions and answers
6	4	Recognition influences in Nutrition, how to treat and what i nutrition the hospital	<b>1.Factors affecting nutrition</b> <b>2.Management of problems interfering with nutrition</b> <b>3.Common hospital diets</b>	Theoretical lecture using program power point	Quiz& questions and answers
7	4	Learn about fluid balance And electrolytes Identify the influences affecting Body fluids	<b>Fluid and chemical balance</b> <b>1.Body fluid, electrolytes and acid- base balance</b> <b>2. Fluid volume assessment</b>	Theoretical lecture using program power point	Quiz& questions and answers
8	4	Identify the influences affecting Body fluids	<b>3. Factors affecting body fluid, electrolytes and acid-base balance</b> <b>4. Common fluid imbalance</b>	Theoretical lecture using program power point	2 <sup>nd</sup> exam

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9	4		Cont.	Theoretical lecture using program power point	Quiz& questions and answers
10	4	Identify the body's needs for sleep and rest	<b>Patient's needs Rest and sleep</b> <b>1. Physiology of sleep</b> <b>2. Functions of sleep, sleep phases, sleep cycles</b> <b>3. Factors affecting sleep</b> <b>4. Sleep assessment</b> <b>1.5. Common sleep disorders</b>	Theoretical lecture using program power point	Quiz& questions and answers
11	4	Getting to know the urine secretions, the most important terms, and the characteristics of urine abnormal	<b>Urinary elimination</b> <b>1. Overview of urinary elimination</b> <b>2. Characteristics of urine</b> <b>3. Abnormal urinary elimination patterns</b> <b>4. Assisting clients with urinary elimination</b>	Theoretical lecture using program power point	Quiz& questions and answers
12	4	Identify bowel excretion Physiological how to defecate And common variables for subtraction	<b>Bowel elimination</b> <b>1. Physiology of defecation</b> <b>2. Assessment of bowel elimination</b> <b>3. Common alterations in bowel elimination</b> <b>4. Measures of promote bowel elimination</b> <b>5. Ostomy care</b>	Theoretical lecture using program power point	Quiz& questions and answers
13	4	Identify the physiology of pain and its types the pain	<b>Pain management</b> <b>1. The process of pain</b> <b>2. Pain theories</b> <b>3. Types of pain</b> <b>4. Pain assessment</b> <b>5. Pain management</b>	Theoretical lecture using program power point	Quiz& questions and answers
14	4	Recognize the condition Death and how Take care of them What are its signs?	<b>Death and dying</b> <b>1. Terminal illness and care</b> <b>2. Stage of dying</b> <b>3. Promoting acceptance</b> <b>4. Grieving</b>	Theoretical lecture using program power point	Quiz& questions and answers
15	4		Exam		3 <sup>rd</sup> exam
<b>Practical</b>					

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Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	12	Learn about surgical lavage and how Learn about wear surgical clothing	<b>Part I: Sterile Field and Handling sterile equipment surgical scrub</b>	Practical application Lab.	Quiz& questions and answers
2	12	Learn about the inhalation process Through the mask and tube	<b>:Part II: Oxygen Therapy -nasal cannula -mask I</b>	Practical application Lab.	Quiz& questions and answers
3	12	Getting to know the surgical wards	<b>Clinical</b>	Practical application Hospital ward	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
4	12	Getting to know the surgical wards	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
5	12	Getting to know the surgical wards	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
6	12	Getting to know the surgical wards	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
7	12	Getting to know the medical wards	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
8	12	Getting to know the medical wards	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly

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9	12	Getting to know the medical wards	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
10	12	Getting to know the medical wards	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
11	12	Learn how to draw blood	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
12	12	Learn how to draw blood	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
13	12	Identify the IM injection	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
14	12	Identify the IM injection	<b>Clinical</b>	Practical application	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
15	12	Exam	Exam		Exam

### 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 (Physiology for Nurses I )

<b>1. Course Title</b>	Physiology for Nurses I	
<b>2. Course Code</b>	PHY(109)	
<b>3. Semester/Year</b>	First year , second semester	
<b>4. Description Preparation Date</b>	16/9/2024	
<b>5. Available Attendance Form</b>	Recording student attendance in theoretical lectures and practical laboratories	
<b>6. No. of Hours (Total)</b>	(total) 45	
<b>7. No. of Credits (Total)</b>	Theoretical = 3 credits , practical= 1 credits , total = 4 credits	
<b>8. Course Administrator Name</b>	Assistant Professor Dr. Sabreen Majeed Mohammed	
<b>9. E-mail</b>		
<b>10. Course Objectives</b>		
<b>Knowledge</b>	<b>A1</b>	The student's knowledge of the body's functions and its various secretions.
	<b>A2</b>	The student's knowledge of the auxiliary mechanisms required by the various organs systems of the body to complete their functions
	<b>A3</b>	Recognizing that physiology is the science of physics and chemistry of living matter drawing practical scientific examples.
	<b>A4</b>	The student's knowledge of the injuries and diseases that can affect the body's organs the mechanisms of controlling them through the body itself.
	<b>A5</b>	Identify the body's defenses
<b>Skills</b>	<b>B1</b>	The student will be able to use an optical microscope to distinguish and count components of blood, including white and red blood cells and platelets, and diagnose them.
	<b>B2</b>	Enables the student to use laboratory equipment and tools.
	<b>B3</b>	The student's knowledge of how to collect laboratory samples such as blood and urine and examine them laboratory-wise
<b>Values</b>	<b>C1</b>	Taking into account the application of ethical principles in collecting various samples from the patient.
	<b>C2</b>	Taking into consideration the safety of the patient should be the first place, verifying the types of pathological samples and preserving them until

	appropriate tests are performed, the pathogen is diagnosed, and the appropriate type of treatment is known for each pathological condition.
<b>C3</b>	Try not to make mistakes and not confuse patients' samples to ensure accurate diagnosis and prescribe the appropriate treatment for each case.
<b>C4</b>	Knowing that the patient and the health condition he is experiencing is a special condition that others should not know about and circulate among themselves.
<b>C5</b>	Follow up on the medical condition by conducting follow-up tests to ensure the patient's safety.

## 11. Teaching and Learning Strategies

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

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	Learn about principle of physiology	Part I: Introduction to Human Physiology: 1.1 Introduction of Physiology 1.2 Physiology of Body fluids(water) and electrolyte 1.2.1 Definitions, Composition of body fluids 1.2.2 .Types of body fluids , .1.2.3 Electrolytes of the body fluids Movement of, body fluids 1) Hydrostatic pressure 2) osmotic pressure, 1.2.5 Regulation of Water Output Disorders of water imbalance	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework
2	3	Learn about Physiology of Digestive System:	Part II: Physiology of Digestive System 2.1 .Composition and Functions of Salivar Secretion 2.2 .Swallowing 2.3 .Gastric Secretion. 2.4 .Digestion and Regulate the Secretion. 2.5 .Digestion and Absorption in Small Intestine Secretion, Digestion and Absorption in Large Intestinal, 2.6. 2.7 .Function of Liver, Pancreas and Gallbladder 2.8 .Movement of Digestive Material 2.9 .Control of Digestive Functions	=	=
3	3	Physiology of of Muscular System :	Part III: Physiology of Muscular System 3.1 Study the general function of the Muscles. 3.2 Types and functions of different parts of these organs .	=	=

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			<p>3.3 Contraction of skeletal muscles.  3.4 Sliding theory and its steps.  3.5 Action potential and ions fluxes.  3.6 muscular performance.  3.7 Muscle tone.  3.8 Source of energy stored in muscles  3.9 Hormones and muscle.</p>		
4	3	Identify Physiology of Nervous System Membrane potential.	<p>Part IV: Physiology of Nervous System</p> <p>4.1 Membrane potential.  4.2 Types of membrane channels.  4.3 Action potential.  4.4 Synapses and Conduction of Ner Impulses –action potentials.  4.4.1 Types of synapses.  4.4.2 Synapses activity.  4.5 Reflexes.  4.5.1 Component of Neural Reflexes.  4.5.2 Type of Reflexes.  4.5.3 Example of Reflexes.</p>	=	=
5	3	Identify Physiology of The Cardiovasc System	<p>Part V: Physiology of The Cardiovascular System</p> <p>5.1 .Study the functional properties of the heart.  5.2 .Action potential of the cardiac muscle  5.3 .Conductivity and conducting system .  5.4 .Rhythmicity.  5.5 .Cardiac pacemaker.  5.6 .Heart rate, factor effecting heart rate.  5.7 .Cardiac cycle.  5.8 .Heart sound.  5.9 .Electrocardiogram .</p>	=	=
6	3	Learn about Physiology of respiratory system	<p>Part VI: Physiology of respiratory system</p> <p>II:6.1. Study the General function of the Blood Vessels  6.2 .Hemodynamic  6.3 .Factor effecting of blood flow  6.4 .Types of blood flow  6.5 .Types of blood pressure</p>	=	=

# جامعة البتة

			6.6 .Regulation of blood pressure 6.6.1 .Neuronal 6.6.2. Hormonal		
7	3	Learn about Physiology of The :Urinary System	Part VII: Physiology of The Urinary System 7.1 .Study the general function of the urinary system 7.2 .The blood and nerve supply of the kidney 7.3 .The function of the kidney 7.4 .Urine formation 7.4.1 .Glomerular filtration 7.4.2 .Tubular reabsorption and secretion. 7.5 .The hormones that influence selective reabsorption. 7.6 .Control of blood pressure. 7.7 .Micturition	=	=
8	3	Learn about Blood physiology:	Part VIII: Blood physiology: 8.1 .Overview of Blood 8.2 .Gaseous Exchange 8.3 .Blood composition 8.3.1 .Plasma 8.3.2 .Red Blood Cells 8.3.3 .White Blood Cells 8.3.4 .Platelets 8.4 .Hemostasis (Coagulation or Clotting) 8.5 .ABO Group System 8.6 .Surface Antigens, Inheritance, Compatibility in Blood/Plasma Transfusion 8.7 .Hemolytic Disease of the Newborn	=	=
9	3		Exam	=	=
10	3	Physiology of The lymphatic :system	Part IX: Physiology of The lymphatic system 9,1 ,Lymph flow 9.1.1 ,Lymph flow in the lymphatic vessels 9.1.2 ,Lymph flow in the lymph nodes, 9.2 .Function of lymph nodes 9,3 ,Function of spleen and thymus 9.4 .The Defense Mechanisms and Immunity 9.4.1 .Non Specific Defense Mechanisms (Innate Immunity =Native Immunity 9.4.1.1 .First line 9.4.1.2 .Second line	=	=

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			9.5 .Specific Defense Mechanisms (Acquired immunity = Adaptive immunity) 9.6 .Humeral Immunity (Antibody Mediated Immunity)		
11	3	Identify Physiology of The Endocrine	Part X: Physiology of The Endocrine System 10.1 .Types of Glands 10.2 .Function of endocrine system 10.3 .Hormones: 10,3,1 Characteristics of Hormones 10,3,2 ,Functions of hormones 10,3,3 ,Classification of hormones 10.4 ,Mechanism of Hormone Action 10,4,1 ,Internal receptors 10,4 ,2 ,External receptors 10.5 ,Endocrine Glands & functions (Hypothalamus, Pituitary Gland, Thyroid Gland, pancreas, Adrenal Glands, Parathyroid Glands, Pineal glands, Gonads Male gonads known as the testes, and ovaries in case of females. Testes, The placenta.	=	=
12	3	Identify Physiology of female reproductive System	Part XI: Physiology of female reproductive System 11.1 .The functions of the female reproductive system 11.2 .Oogenesis 11,3 ,Hormonal control of ♀ secondary sex characteristic 11,4 ,Ovarian cycle 11,5 ,Uterine Cycle (Menstrual Cycle) and Menstruation 11,6 ,Fertilization 11,7 ,Pregnancy 11,8 ,labor process 11,9 ,lactation	=	=
13	3	Learn about Physiology of Male Reproductive System	Part XII: Physiology of Male Reproductive System 12.1 .Testicular Function 12.1.1 ,Spermatogenesis Formation of sperm 12.1.2 .Hormonal factors that stimulate spermatogenesis	=	=

# جامعة البتة

			12,2 ,Maturation of sperm in the epididym 12.3 .Storage of sperms 12,4 ,Secretion and function of Male gland 12,4 .1 ,Function of the seminal vesicles 12,4 ,2 ,Function of the prostate gland 12,5 ,Semen – the fluid & sperm from the deferens 12,6 ,Capacitation of the spermatozoa 12,7 ,Testosterone and other male hormones		
14	3	Learn about Physiology of Respiratory system	Part XIII: Physiology of Respiratory system 13.1 .Types of respiration 13.2 .Pulmonary ventilation or respiratory cycle 13.3 Factors Control Gases Pressure 13.4 .Respiratory Muscles 13,5 ,Volume of pulmonary air space 13,6 ,Calculation of pulmonary ventilation health and disease 13.7 .Gases transport 13.8 .Factors Affecting the Affinity of Hemoglobin to Oxygen 13.9. control of respiration		
15	3		Final exam.		

## practical

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1.	2	Identify the components of liquids Learn about the types of liquids	Part I: Body fluids- Body fluid compartments fluid transportation, 1- osmosis 2- diffusion active transport 4- filtration Types of Solutions, Fluid volume loss (hypovolemia) nursing innervation	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework
2.	2		2- diffusion 3- active transport 4- filtration Types of Solutions, Fluid volume loss (hypovolemia), nursing innervation	=	=

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3.	2	Learn about the operation of the ECG device	Part II: The electrocardiography (ECG): Definition, medical uses, Electrodes and leads, Electrode placement, Amplitudes and intervals.	=	=
4.	2	Learn about the muscular system	Part III: Muscular System Definition, medical uses, Electrodes and leads, Electrode placement, Amplitudes and intervals.	=	=
5.	2	Study about Morphological classification of anemia	Part VI: Morphological classification of anemia	=	=
6.	2		Exam	=	=
7.	2	Done blood smear	Part VII: Blood smear	=	=
8.	2	Counting white blood cells	Part VIII: Differential count of WBCs White and RBCs cell count	=	=
9.	2	Calculating the platelets	Part IX: Platelets count	=	=
10.	2	Identify about blood group	Part X: -blood group test	=	=
11.	2	Identify about Clotting and bleeding time	Part XI: Clotting and bleeding time	=	=
12.	2	Identify about ESR	Part XII: E.S.R. Test	=	=
13.	2	Identify about : Urine analysis	Part XIII: Urine analysis	=	=
14.	2		review	=	=
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%, total = 100

### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	Medical microbiology Medical parasitology
Main References (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 (Scientific Journals, Reports ...)	Scientific journals, periodicals and research in the field of microbiology
Websites or Electronic References	Web sites of Microbiology Web sites of parasitology Web sites of virology

**Course Description (Science of Medical terminology)**

<b>1. Course Title</b>	<b>Science of Medical terminology</b>		
<b>2. Course Code</b>	<b>TER 111</b>		
<b>3. Semester/Year</b>	<b>Second semester 2024</b>		
<b>4. Description Preparation Date</b>	<b>16/9/2024</b>		
<b>5. Available Attendance Form</b>	<b>Student attendance in the classroom</b>		
<b>6. No. of Hours (Total)</b>	<b>30 theoretical hours: 2 hours weekly</b>		
<b>7. No. of Credits (Total)</b>	<b>2 Credits</b>		
<b>8. Course Administrator Name</b>	<b>Lecturer Dr: Raheem Atyia Badir, PhD/Nursing</b>		
<b>9. E-mail</b>	<b><a href="mailto:raheem.atyia@albayan.edu.iq">raheem.atyia@albayan.edu.iq</a></b>		
<b>10. Course Objectives</b>			
<b>Knowledge</b>	<b>A1</b>	Increasing students' knowledge of aspects related to medical terminology.	
	<b>A2</b>	Enhancing students' performance in using medical terminology in both theoretical and practical aspects.	
	<b>A3</b>	Enabling students to pronounce medical term correctly.	
	<b>A4</b>		
<b>Skills</b>	<b>B1</b>	Acquire skills related to medical terminology in their nursing reports.	
	<b>B2</b>	The possibility of conducting evaluation for the skills acquired from the medical terminology course.	
	<b>B3</b>	Ability to use medical terminology in practical training in hospitals.	
	<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>	Use the direct discussion method.	<b>4</b>	Lectures, discussion, slideshows, field visits, role-playing, brainstorming, group work
<b>2.</b>	Using modern methods related to education.		
<b>3.</b>	Adopting daily, monthly and quarterly tests.		

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2-HOURS	1. Increasing students' knowledge of aspects related to medical terminology, its structure, and components. 2. Students know the parts of the word.	- Introduction to Medical Terminology - Word parts	brainstorming, discussion Power point	Daily exam, questions and answers
2	2-HOURS	1. The student is able to know a understand the prefixes and suffixes on the word as well as Its shapes.	- Prefixes, Combining forms, Suffi	brainstorming, discussion, Power point	questions and answers
3	2-HOURS	1. The student will be able to know the important terms in the structure of the human body.	-Determining word meaning -Structure of the human body -Major body cavities -Body planes -Body directions	brainstorming, discussion, Power point	Questions and answers writing reports
4	2-HOURS	1. The student will be able to know the skin and its layers 2. Knowing the contents of the skin and its functions 3. Knowing the pathological conditions that affect the skin 4. Memorizing medical terms related to the skin and the diseases	-Integumentary system -Structures of integumentary system -Pathology of Integumentary system -Procedures of integumentary system	brainstorming, discussion, Power point	questions and answers
5	2-HOURS	1. The student is able to know the skeleton 2. Knowledge of the sections of the skeleton	Skeletal system -Structure of skeletal system -Pathology of Skeletal system - Procedures of Skeletal system	brainstorming, discussion, Power point	Questions and answers monthly exam

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		<p>3. Knowing the disease conditions that affect the skeleton.</p> <p>4. Memorizing medical terms related to types of Bones and diseases that affect it.</p>			
6	2-HOURS	<p>1. The student is able to know the muscular structure</p> <p>2. Knowing the muscle sections and types in the body</p> <p>3. Knowing the disease conditions that affect Muscles</p> <p>4. Memorizing medical terms related to types of Muscles and their diseases.</p>	<p>Muscular system</p> <ul style="list-style-type: none"> <li>-Structure of muscle</li> <li>-Pathology of Muscular system</li> <li>-Procedures of Muscular system</li> </ul>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>Daily exam,</p> <p>questions and answers</p>
7	2-HOURS	<p>1. The student will be able to understand the structure of the cardiovascular system</p> <p>2. Memorizing medical terms related to the heart and their diseases.</p>	<p>Cardiovascular system</p> <p>Structure of cardiovascular system -</p> <p>Pulmonary and systemic circulation -</p> <p>Pathology of Cardiovascular system</p> <p>-Procedures of cardiovascular system</p>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>Daily exam,</p> <p>questions and answers</p>
8	2-HOURS	<p>1. The student will be able to learn about the structure of the respiratory system and its diseases.</p> <p>2. Memorizing medical terminology</p>	<p>-Respiratory system</p> <ul style="list-style-type: none"> <li>-Structure of respiratory system</li> <li>-Pathology of respiratory system</li> <li>-Diagnostic procedure of respiratory system</li> </ul>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>Daily exam,</p> <p>questions and answers</p>
9	2-HOURS	<p>1. The student will be able to learn the physiology and anatomy of the urinary system, its functions and diseases.</p> <p>2. The student is able to memorize medical terms related to the urinary system</p>	<p>Urinary system</p> <ul style="list-style-type: none"> <li>-Structure of urinary system</li> <li>-Pathology of urinary system</li> <li>-Diagnostic procedure</li> </ul>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>Questions and answers</p> <p>writing reports</p>

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10	2-HOURS	<p>1. The student will be able to know and understand the components and functions of the lymphatic system and its diseases.</p> <p>2. The student is able to memorize medical terms related to the lymphatic system.</p>	<p>Lymphatic and human systems</p> <ul style="list-style-type: none"> <li>-Lymphatic system</li> <li>Pathology of lymphatic system</li> <li>-Diagnostic procedures</li> </ul>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>Questions and answers</p> <p>monthly exam</p>
11	2-HOURS	<p>1. The student will be able to know and understand the types and functions of endocrine glands and their diseases.</p> <p>2. The student is able to memorize medical terms related to endocrinology.</p>	<p>Endocrine system</p> <ul style="list-style-type: none"> <li>-Structure of endocrine system</li> <li>Pathology of endocrine system</li> <li>-Diagnostic procedures</li> </ul>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>questions and answers</p>
12	2-HOURS	<p>1. The student will be able to know the physiology and anatomy of the male reproductive system, its functions and diseases.</p> <p>2. The student is able to memorize medical terms related to the male reproductive system.</p>	<p>Reproductive system (male)</p> <ul style="list-style-type: none"> <li>-Structure of Reproductive system</li> <li>-Pathology of Reproductive system</li> <li>-Diagnostic procedures</li> </ul>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>Discussion method + questions and answers</p>
13	2-HOURS	<p>1. The student will be able to know the physiology and anatomy of the female reproductive system, its functions and diseases.</p> <p>2. The student will be able to memorize medical terms related to the female reproductive system.</p>	<p>Reproductive system (female)</p> <ul style="list-style-type: none"> <li>-Structure of Reproductive system</li> <li>-Pathology of Reproductive system</li> <li>-Diagnostic procedures</li> </ul>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>questions and answers</p>
14	2-HOURS	<p>1. The student is able to know and understand the physiology and anatomy of the nervous system and the brain</p>	<p>Nervous System</p> <p>Structure of Nervous system</p>	<p>brainstorming, discussion</p> <p>Power point</p>	<p>Questions and answers</p> <p>writing reports</p>

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		2.2. The student is able to memorize medical terms related to the nervous system.			
15	2-HOURS	1.The student will be able to know the diseases of the nervous system and memorize the medical terminology related to the system.	Pathology of Nervous system -Diagnostic procedure	brainstorming, discussion Power point	questions and answers

### 13. Course Evaluation

1. Semester grade = 30% divided into; attendance and participation: 5%, daily exams and reports: 5%, monthly theoretical exams: 30%,
2. Final exam: 70%
3. Final total: 100%

### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	<ol style="list-style-type: none"> <li>1- Edward Collins C.: A Short Course in Medical Terminology: Enhanced Reprint, 1st Edition, 2008, Lippincott Williams &amp; Wilkins</li> <li>2- . Gylys B A, Wedding: Medical Terminology Systems A Body Systems Approach, Sixth edition, 2009 F. A, Devid Company, Philadelphia</li> <li>3- Steiner, S S: Quick Medical Terminology A Self-Teaching Guide 4th Edition, John Wiley &amp; Son, s, Inc, 2003</li> <li>4- Ehrlich A and Schroeder CL, Medical Terminology for Health Professions, Seventh Edition, 2013 Delmar, Cengage Learning</li> <li>5- Collins, C. Edward: A Short Course in Medical Terminology: Enhanced Reprint, 1st Edition, ©2008 Lippincott Williams &amp; Wilkins</li> <li>6- Ehrlich A. SCHROEDER C L, Medical Terminology for Health profession, Sixth Edition, 2009, Delmar Cengage Learning</li> </ol>
Main References (sources)	A group of theoretical and practical lectures for subject teachers
Recommended Books & References (Scientific Journals, Reports ...)	-
Websites or Electronic References	-

## Course Description (Computer Science II)

<b>1. Course Title</b>		<b>Computer science II</b>	
<b>2. Course Code</b>		<b>COS112</b>	
<b>3. Semester/Year</b>		<b>Second Semester /first stage</b>	
<b>4. Description Preparation Date</b>		<b>16-9-2024</b>	
<b>5. Available Attendance Form</b>		<b>Students' attendance in the classroom</b>	
<b>6. No. of Hours (Total)</b>		<b>30 Hours: 2 hours lab weekly</b>	
<b>7. No. of Credits (Total)</b>		<b>1Credit</b>	
<b>8. Course Administrator Name</b>		<b>Wasan Abdulqader Mohsin</b>	
<b>9. E-mail</b>			
<b>10. Course Objectives</b>			
<b>Knowledge</b>	<b>A1</b>	Understanding the principles and fundamentals of the computer	
	<b>A2</b>		
	<b>A3</b>		
	<b>A4</b>		
<b>Skills</b>	<b>B1</b>	Questions about the previous class	
	<b>B2</b>	Showing documented films regarding the lecture subject	
	<b>B3</b>		
	<b>B4</b>		
<b>Values</b>	<b>C1</b>	Enabling students to use computer applications in the context of the medical	
	<b>C2</b>		
	<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	Introduction to the Windows operating system	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
2	2	Teaching the student to use the computer practically	The main elements of Windows	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
3	2	Teaching the student to use the computer practically	Customization: background, color, themes, etc.	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
4	2	Teaching the student to use the computer practically	Learn how to use DOS commands	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
5	2	Teaching the student to use the computer practically	Exercises and tasks on using the Windows operating system	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
6	2	Teaching the student to use the computer practically	Introduction to E-learning	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
7	2	Teaching the student to use the computer practically	Learn the e-learning platforms	Practical	1-quizzes 2-Feedback from student 3- Reports and studies

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8	2	Teaching the student to use the computer practically	Using asynchronous e-learning platforms	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
9	2	Teaching the student to use the computer practically	Use synchronous e-learning platforms	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
10	2	Teaching the student to use the computer practically	Use synchronous e-learning platforms in the actual situation	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
11	2	Teaching the student to use the computer practically	Introduction to office applications	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
12	2	Teaching the student to use the computer practically	Introduction to learn about Word	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
13	2	Teaching the student to use the computer practically	Using Tabs and their instructions	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
14	2	Teaching the student to use the computer practically	Learn to add and set a table, picture, and chart	Practical	1-quizzes 2-Feedback from student 3- Reports and studies
15	2	Teaching the student to use the computer practically	Learn to adjust and print paper margins	Practical	1-quizzes 2-Feedback from student 3- Reports and studies

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

Course Description (English II)

<b>1. Course Title</b>		English part II	
<b>2. Course Code</b>		ENG 110	
<b>3. Semester/Year</b>		Second Semester / First Stage	
<b>4. Description Preparation Date</b>		16/9/2024	
<b>5. Available Attendance Form</b>		Classroom	
<b>6. No. of Hours (Total)</b>		30	
<b>7. No. of Credits (Total)</b>		1	
<b>8. Course Administrator Name</b>		Asst. Lect. Laa'li Muammer Ibrahim	
<b>9. E-mail</b>		Laali.m@albayan.edu.iq	
<b>10. Course Objectives</b>			
<b>Knowledge</b>	<b>A1</b>	Acquire basic language skills in order to communication with speakers English language.	
	<b>A2</b>	Develop their intellectual, personal and professional abilities	
	<b>A3</b>	Acquire the linguistic competence required in different professions	
	<b>A4</b>	Develop positive attitudes towards learning English	
<b>Skills</b>	<b>B1</b>	Listening	
	<b>B2</b>	Speaking	
	<b>B3</b>	Reading	
	<b>B4</b>	Writing	
<b>Values</b>	<b>C1</b>	Improve the student's speaking skills.	
	<b>C2</b>	Acquire the linguistic bases that enable them to participate in transferring scientific and technological advances of other nations to their nation.	
	<b>C3</b>	To enable the learners to communicate effectively in real life.	
	<b>C4</b>	Career Opportunities	
<b>11. Teaching and Learning Strategies</b>			
<b>1.</b>	<b>Task based learning</b>	<b>3.</b>	<b>Quizzes</b>
<b>2.</b>	<b>Communicative Approach</b>	<b>4.</b>	<b>exams</b>

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Nutrition and obesity	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
2	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Nutrition and obesity2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
3	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Blood	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
4	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Blood2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
5	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Death and dying	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
6	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Death and dying2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received
7	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Hygiene	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the direction received

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8	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Hygiene2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
9	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Mental health nursing	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
10	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Mental health nursing2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
11	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Monitoring the patients	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
12	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Monitoring the patients2	Work with the instructions contained in the unit exercises and urge the student to participate in them	Measure the student's positive interaction with the directions received
13	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Medication	The student reads the written transcripts of the audio material they had listened to in previous weeks	Measure the pronunciation of texts correctly
14	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Medication2	The teacher reads the list of words contained in the first seven chapters	Observing the soundness of pronunciation of those vocabulary and understanding their meanings
15	1	Improving students' skills. Learning new vocabularies in nursing. Ability to practice conversation with others	Alternative treatments	The student is subject to two exams, the first hour of an oral exam and the second hour of a written exam for the first seven units of the book	Measuring the correctness of the student's answer to the questions posed in the two exams

### 13. Course Evaluation

5 marks for daily participation and home work  
 10 marks for a test  
 15 for a monthly exam  
 70 for the final exam

### 14. Learning & Teaching Resources

<b>Required textbooks (curricular if any)</b>	Beginners New Headway Plus By: John Soars & Liz Soars
<b>Main References (sources)</b>	NURSING (Oxford English for career) By: Tony Grice
<b>Recommended Books &amp; References (Scientific Journals, Reports ...)</b>	Raymond, Murphy. English Grammar in Use (2nd ed.). Cambridge University Press. Quirk, R. et.al. (1972). A Comprehensive Grammar of English. London: Longman.
<b>Websites or Electronic References</b>	YouTube Google Scholar engvid.com

## Course Description (Arabic Language 1)

<b>1. Course Title</b>	Arabic Language 1	
<b>2. Course Code</b>	ARB113	
<b>3. Semester/Year</b>	First Grade/Second Semester	
<b>4. Description Preparation Date</b>	2024/9/16	
<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	
<b>8. Course Administrator Name</b>	Ass. Luct. Khansa Saad Fajr	
<b>9. E-mail</b>	Khansaa.s@albayan.edu.Iq	
<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

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<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	
<b>11. Teaching and Learning Strategies</b>			
<b>1.</b>	Theoretical lecture with The use of Power Point Program	<b>4.</b>	Theoretical lectures in the form of recitation
<b>2.</b>	Asking questions and opening the door to dialogue	<b>5.</b>	Summarizing lectures with emphasis on vocabulary
<b>3.</b>	Assigning the student to reports	<b>6.</b>	

<b>12. The Structure of the Course</b>					
<b>Week</b>	<b>Hours</b>	<b>RLOs</b>	<b>Topic/Subject Name</b>	<b>Learning Method</b>	<b>Evaluation Method</b>
1	2	Introduction to the Arabic language	Punctuation marks	Theoretical lecture with T use of Power Point Progra	A quick review with students at the end of the lecture
2	2	The student should be able to formulate behavioral goals and formulate a question that achieves the goal	How to write hamza	Theoretical lecture with T use of Power Point Progra	Daily testing
3	2	Teaching the student how to become able to use eloquent linguistic methods	Sections of speech	Theoretical lecture with use of Power Point Progra	Question within the lecture

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4	2	Identifying linguistic and literary problems among students	Original and subsidiary grammatical signs	Theoretical lecture with The use of Power Point Program	Question within the lecture
5	2	Teaching the student how to become able to use eloquent linguistic methods	Free poetry	Theoretical lecture with The use of Power Point Program	Daily testing
6	2	Teaching the student how to become able to use eloquent linguistic methods	The Inflected and Inflected form of verbs	Theoretical lecture with The use of Power Point Program	Daily testing
7	2	Teaching the student how to become able to use eloquent linguistic methods	The built and the Arabized are nouns	Theoretical lecture with The use of Power Point Program	Daily testing
8	2	Teaching the student how to become able to use eloquent linguistic methods	Dhaad and Dhaa	Theoretical lecture with The use of Power Point Program	Daily testing
9	2	Teaching the student how to become able to use eloquent linguistic methods	Sections of the nominal and verbal sentence	Theoretical lecture with The use of Power Point Program	Daily testing
10	2	Teaching the student how to become able to use eloquent linguistic methods	Correct and incorrect verbs	Theoretical lecture with The use of Power Point Program	Daily testing
11	2	Teaching the student how to become able to use eloquent linguistic methods	Passive verb	Theoretical lecture with use of Power Point Program	Daily testing
12	2	Teaching the student how to become able to use eloquent linguistic methods	Active verb	Theoretical lecture with use of Power Point Program	Daily testing
13	2	Teaching the student how to become able to use eloquent linguistic methods	Modern poetic schools	Theoretical lecture with use of Power Point Program	Daily testing
14	2	Teaching the student how to become able to use eloquent linguistic methods	Nazik al-Malaika	Theoretical lecture with The use of Power Point Program	Asking questions and answering them from the student
15	2	Teaching the student how to become able to use eloquent linguistic methods	Jeweler •	Theoretical lecture with The use of Power Point 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 (curricular if any)	Methodical books/help books
Main References (sources)	Basic texts prepared by the subject teacher
Recommended Books & References (Scientific Journals, Reports ...)	Reports/periodicals and scientific journals
Websites or Electronic References	International Information Network (Internet)

# **SECOND GRADE**

# **TERM 1**

## 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>	16/9/2024	
<b>5. Available Attendance Form</b>	In-person lectures and clinic in hospital	
<b>6. No. of Hours (Total)</b>	hrs. total (240) Theory (4) hrs clinic (12) hrs.	
<b>7. No. of Credits (Total)</b>	Total of (8) credits Theory (4) credits 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> <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>	Evaluating the patient's health and physical condition and diagnosing his needs through a therapeutic interview
	<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
<b>Values</b>	<b>C1</b>	Consolidating human values while providing comprehensive nursing care to all patients from all sectors of society
	<b>C2</b>	Establishing and focusing on religious and universal values in dealing with and caring for the adult patient
	<b>C3</b>	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 البتة

			- Hypothyroidism. Hypo and hyper parathyroid disorder		
6	4	Recognition 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 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 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 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 And heart congestion 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 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 Anemia and leukemia And bleeding diseases 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 Nursing rehabilitation and who is the team 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 البتاني

14	4	Identifying patients who have problems with the device Digestive Identify hernia Identifying patients who have problems with the device 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, Abdominal pain is its causes And Irritable bowel syndrome	<ul style="list-style-type: none"> <li>- Peptic Ulcer.</li> <li>- Acute Abdomen.</li> <li>- Irritable bowel syndrome.</li> </ul>		3rd exam

## Practical

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

# جامعة البتاني

		Providing nursing care to the patient			A report/ every two weeks Case study /weekly
5	12	Identify surgical diseases With the provision of nursing care for the patient before and after the operation	Surgical ward	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
6	12	Identify surgical diseases With the provision of nursing care for the patient before and after the operation	Surgical ward	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
7	12	Identify surgical diseases With the provision of nursing care for the patient before and after the operation	Surgical ward	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
8	12	Identify surgical diseases With the provision of nursing care for the patient before and after the operation	Surgical ward	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily 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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks 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 (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>		16/9/2024	
<b>5. Available Attendance Form</b>		Attendance Form	
<b>6. No. of Hours (Total)</b>		Total (30) hrs. Theory (2)	
<b>7. No. of Credits (Total)</b>		2 credit	
<b>8. Course Administrator Name</b>		Ass. Prof. Dr. Eman Fathy Amro	
<b>9. E-mail</b>		Eman.f@albayan.edu.iq	
<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>
<b>2.</b>	<b>Using modern means related to education</b>	<b>5.</b>	
<b>3.</b>	<b>Approval of daily, monthly and quarterly tests</b>	<b>6.</b>	

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. -1. Basic terms. -2. Properties of ideal drug. 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. 1. Application of pharmacology in patient care - Pre-administration assessment. - Evaluating and promoting. - Therapeutic effects. 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. 1.Pharmacokinetic terms. 2.Pharmacodynamics. 3.Drug-drug and drug-food interactions. 4. Adverse drug reactions. 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 1. Drug therapy during pregnancy and breast feeding.	Discussion, slideshow	oral exams and montl exams

# جامعة البيان

			=2. Drug therapy for pediatric patients. =3. Drug therapy for Geriatric patients.		
5	2	Method of giving medications and dosage forms	: Administration of Medications and dosage forms	Discussion, slideshows,	oral exams and montl exams
6	2	Autonomic pharmacology	Autonomic Pharmacology 1. Muscarinic agonists and antagonists. 2. Cholinesterase inhibitors. 3. Neuromuscular blocking agents. 4. Ganglionic blocking agents	Discussion, slideshows,	oral exams and montl exams
7	2	Involuntary pharmacology	1. Adrenergic agonists and antagonists. 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 Adrenoceptors blocking agents. - Vasodilators. - Drugs acting on the renin-angiotensin system. - 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
13	2	Medicines used to treat blood lipids	- Drugs used in the treatment of Dyslipidemia: 1. Role of LDL-cholesterol in	Discussion, slideshows,	oral exams and montl exams

# جامعة البتاني

			atherosclerosis. 2. Lipid lowering drugs.		
14	2	Anticoagulants and antiplatelet agents	Anti-coagulant, anti-platelet and Thrombolytic Drugs: (2) hrs. 1. Overview of drugs used to treat thrombi-embolic disorders. 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: 1. Iron deficiency. 2. Vitamin B12 deficiency. 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 (curricular if any)	1- Abrams, Anne Collins, Clinical Drug Therapy: Rationales f 2- York, Lippincott, 2001. 3- • Lehne, Richard A., Pharmacology for Nursing Care, 4th e 4- • Lippincott Illustrated Reviews: Pharmacology 7th Editio • Goodman & Gilma’s the pharmacological Basis of Therapeutics 1
Main References (sources)	1- Abrams, Anne Collins, Clinical Drug Therapy: Rationales f 2- York, Lippincott, 2001. 3- • Lehne, Richard A., Pharmacology for Nursing Care, 4th e 4- • Lippincott Illustrated Reviews: Pharmacology 7th Editio • Goodman & Gilma’s the pharmacological Basis of Therapeutics 1
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>	16/9/2024	
<b>5. Available Attendance Form</b>	In-person lectures and practical laboratories	
<b>6. No. of Hours (Total)</b>	Total hrs.60 Theory (2) hrs Lab. (2) hrs.	
<b>7. No. of Credits (Total)</b>	Total of (3) credits Theory (2) credits 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> <a href="mailto:raheem.atyia@albayan.edu.iq">raheem.atyia@albayan.edu.iq</a> <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
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## 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 Health care and learning about screening technology	<b>Introduction to health assessment</b>	Theoretical lecture using 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 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>	heoretical lecture using The power point program	Quiz& questions and answers
4	2	accompanying the area Learn about ear examination and evaluation Focus on tools and injuries	<b>Ear assess</b>	Theoretical lecture using 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>	heoretical lecture using The power point program	Quiz& questions and answers
6	2	Knowledge of understanding eye anatomy and eye tests and examinations	<b>Eye assess</b>	heoretical lecture using 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 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
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# جامعة البتة

1	2	Understand the main steps of physical examination and evaluation 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		

# جامعۃ البیان

15	2	Exam	2nd Exam	2nd Exam
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### 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 (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 (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 (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>	16/9/2024	
<b>5. Available Attendance Form</b>	Recording student attendance in theoretical lectures and practical laboratories	
<b>6. No. of Hours (Total)</b>	(total) 60 Theoretical = 2hours(for 15 weeks) Practical = 2hours(for 15 weeks)	
<b>7. No. of Credits (Total)</b>	Theoretical = 2 credits , practical= 1 credits , total = 3 credits	
<b>8. Course Administrator Name</b>	<b>Ruqaya Emad Abdulwahhab Mohammed Hatem Mohammed</b>	
<b>9. E-mail</b>	<a href="mailto:Ruqaya.i@albayan.edu.iq">Ruqaya.i@albayan.edu.iq</a> <a href="mailto:Mhm474195@gmail.com">Mhm474195@gmail.com</a>	
<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 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 microscopic types through his knowledge of the phenotypic characteristics and their 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

# 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 - Identify the types of hosts - Familiarity with the methods of transmission of bacteria and epidemic diseases	Introduction and the historical background of microbiology.	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework
2	2	- Study of bacterial classification nutrition, and bacterial requirements	The classification of microorganisms Nutritional requirements bacteria	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework
3	2	-Study the most important control of microbes, sterilization and disinfection	Microbial control Sterilization and Disinfection	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework
4	2	Study of types of bacteria	Gram positive bacteria (cocci bacteria) Genus: Staphylococcus Genus: Streptococcus	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework

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5	2	- Study of negative bacteria	Gram negative bacteria (cocci bacteria) Genus: <i>Nesseria meningitidis</i> 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) Genus: <i>Bacillus</i> 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 Genus: <i>Corynebacterium</i> Genus: <i>Listeria</i> 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 power point	Semester, and final - exercises - homework
10	2	-Identifying other negative bacteria	Other gram negative bacteria	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework
11	2	learn about immunity and the immune system	Immunity and immune system	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework
12	2	Identify antibody and gene responses	Immune response Antigens and Antibodies	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework
13	2	Identify high sensitivity	Hypersensitivity	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises - homework

# جامعة البيان

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

# جامعة البتة

6.	2	Antibiotic susceptibility testing	<b>Antibiotic Sensitivity test</b>	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises 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 - exercises 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 - exercises 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 - exercises homework
10.	2	Pseudomonas and other non-lactose inducible bacteria (laboratory diagnosis)	<b>Pseudomonas and other non lactose fermenter bacteria (Laboratory diagnosis)</b>	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises homework
11.	2	Neisseria. (laboratory diagnosis))	<b>Neisseria spp. and Vibrio spp. (Laboratory diagnosis)</b>	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises homework
12.	2	The Staphylococcus spp. Nasal swab (laboratory diagnosis laboratory diagnosis)	<b>Mycobacterium spp. and Corynebacterium spp. (Laboratory diagnosis)</b>	Theoretical lecture using program power point	exams Short, and Semester, and final - exercises 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 - exercises homework
14.	2	Culture and throat swab	<b>Throat Swab and Culture</b>	Theoretical lecture	exams

# جامعة البيان

				using program power point	Short, and Semester, and final - exercis 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

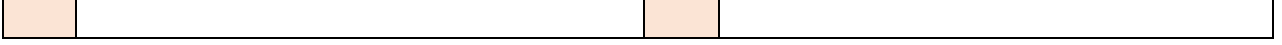
### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	Medical microbiology Medical parasitology
Main References (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 (Scientific Journals, Reports ...)	Scientific journals, periodicals and research in the field of microbiology
Websites or Electronic References	Web sites of Microbiology Web sites of parasitology Web sites of virology

## 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>2024/9/16</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>Ahmed Mustafa Hussein</b>	
<b>9. E-mail</b>		<b>ahmed_mustafa1993@yahoo.com</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 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 calcula 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>		
<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>	

# جَامِعَةُ الْبَيِّنَاتِ



## 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 2-Feedback from students 3- Reports and studies
2	2	Teaching the student to use the computer practically	Identify with the word processor interface Word	Practical	1-quizzes 2-Feedback from students 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 2-Feedback from students 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 2-Feedback from students 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 2-Feedback from students 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 2-Feedback from students 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 2-Feedback from students 3- Reports and studies
14	2	Teaching the student to use the computer practically	A comprehensive review of the program	Practical	1-quizzes 2-Feedback from students 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 (curricular if any)	<b>Computer basics and office applications</b>
Main References (sources)	- <b>Fundamental Concepts of Computer Science</b> - <b>Basic Computer Science</b>
Recommended Books & References (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>16/9/2024</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>		Ali Akram Kadhim	
<b>9. E-mail</b>		<a href="mailto:ali.ak@albayan.edu.iq">ali.ak@albayan.edu.iq</a>	
<b>10. Course Objectives</b>			
Skill 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	
<b>B1</b>	Demand all civil and political rights		
Value	<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

# جامعت البیان

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

**13. Course Evaluation**

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

**14. Learning & Teaching Resources**

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

# **TERM 2**

## 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>	16/9/2024	
<b>5. Available Attendance Form</b>	In-person lectures and clinic in hospital	
<b>6. No. of Hours (Total)</b>	hrs. total (240) Theory (4) hrs clinic (12) hrs.	
<b>7. No. of Credits (Total)</b>	Total of (8) credits Theory (4) credits 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> <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>	Evaluating the patient's health and physical condition and diagnosing his needs through a therapeutic interview
	<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
<b>Values</b>	<b>C1</b>	Consolidating human values while providing comprehensive nursing care to all patients from all sectors of society
	<b>C2</b>	Establishing and focusing on religious and universal values in dealing with and caring for the adult patient
	<b>C3</b>	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 Identify the patients being suffer from nervous system disorders and patient assessment. What is the diagnostic test and identification of pathological conditions - ICP - Brain tumor	<b>Introduction to nursing adult II.</b> <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	•Brain abscess. •Meningitis •Head injury •Epilepsy. •Caring for the unconscious patient	<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. •Evaluation and diagnostic testing •Basic signs and symptoms Identify the following diseases: -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

# جامعة البتة

4.	4	-Kidney stones -Prostate enlargement -Bladder Cancer -End stage renal failure - 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. •Study evaluation and diagnostic testing •Identify diseases Fractions •Amputation -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 Evaluation study, signs and symptoms 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		

# جامعة البتة

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). • 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 •Study of anatomy and physiology Skin and study of the evaluation and diagnosis of patients with visible diseases Identify diseases •Skin infections • 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) And learn about diseases •Sinusitis •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

# جامعة البتاني

		<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 •Identify eye diseases, which are Opacity of the eye lens 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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks Case study /weekly

# جامعة البتة

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 Patient Assessment / daily A report/ every two weeks 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 Patient Assessment / daily A report/ every two weeks Case study /weekly
7	12	Identifying patients in the Orthopedic wards And study how nursing care is provided to them	Orthopedic Wards	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
8	12	Identifying patients in the Orthopedic wards And study how nursing care is provided to them	Orthopedic Wards	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
9	12	Identifying patients in the Orthopedic wards And study how nursing care is provided to them	Orthopedic Wards	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
10	12	Identifying patients in the ICU rooms And study how nursing care is provided to them	Coronary care unit	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
11	12	Identifying patients in the ICU rooms And study how nursing care is provided to them	Coronary care unit	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly
12	12	Identifying patients in the ICU rooms And study how nursing care is provided to them	Coronary care unit	Practical application in Hospital wards	Seminar/weekly Patient Assessment / daily A report/ every two weeks Case study /weekly

# جامعة البتاني

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

1. Course Title	Pathophysiology for nurses	
2. Course Code	PAT 208	
3. Semester/Year	Second Year/2 <sup>nd</sup> Semester	
4. Description Preparation Date	16 / 9 / 2024	
5. Available Attendance Form	Attendance Form	
6. No. of Hours (Total)	Total No. of hours = (2 hr./week X 15 week )=30 hours in Semester	
7. No. of Credits (Total)	2 Credits	
8. Course Administrator Name	Basim M. Jwad	
9. E-mail	<a href="mailto:bassim.m@covm.uobaghdad.edu.iq">bassim.m@covm.uobaghdad.edu.iq</a>	
10. Course Objectives		
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	
11. Teaching and Learning Strategies		
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.	

# جامعة البتة

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 when 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 ; 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
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 ; 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
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 ; 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
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 ; PowerPoint presentation ; View images ;	Daily tests ,

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		Anemia and its types. 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, pyelonephritis & renal failure.	the students to discuss Medical conditions	
12	2	What are digestive system diseases and systemic changes from the mouth to the anal	(GIT Disorders)	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
13	2	What are the diseases of the upper and lower respiratory system	(Disorders in the Respiratory System)	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
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 ; 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
15	2	What are the most important pathological changes in skeletal muscles?	(Disorders in the Skeleton )	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

### 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 (Microbiology II)

<b>1. Course Title</b>	Microbiology II	
<b>2. Course Code</b>	Microbiology for Nurses II (MBN2 224)	
<b>3. Semester/Year</b>	2024-2025 , Second Grad/Second Semester	
<b>4. Description Preparation Date</b>	16/9/2024	
<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>	Ruqaya Emad Abdulwahhab Mohammed Hatem Mohammed	
<b>9. E-mail</b>	<a href="mailto:Ruqaya.i@albayan.edu.iq">Ruqaya.i@albayan.edu.iq</a> <a href="mailto:Mhm474195@gmail.com">Mhm474195@gmail.com</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

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	
<b>11. Teaching and Learning Strategies</b>			
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 And epidemic diseases</li> </ul>	<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 Short, and Semester, and final - exercises - homework
2	2	<p>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 Its prevention and treatment</p>	<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) * Intestinal Flagellates/ Giardia lamblia (Life cycle. Symptom, pathology, methods of diagnosis, prevention and control, and treatment)</li> <li>*Luminal and Atrial flagellates <i>Trichomonas spp (T. hominis, T. tenax)</i> <i>Trichomonas vaginalis</i> (life cy Symptom, pathology, diagnosis, treatment)</li> </ul>	Theoretical lecture using power point program	exams Short, and Semester, and final - exercises - homework
3	2	<p>Study of the most important parasitic species of subflagellates in the blood and tissues, life cycles,</p>	<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 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</li> </ul> <p>(Stages, life cycle, symptoms, diagnosis, Method of transmission)</p>	<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,</p> <p>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 And life cycles Methods of infection, prevention and treatment	<i>Fasciola hepatica</i> (Life cycle and stages. Symptom, diagnosis, control and treatment) <i>Schistosoma haematobium</i> , <i>Schistosoma mansoni</i> , <i>Schistosoma japonicum</i> (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 For the class of nematodes such as pinworms, <i>Ascaris</i> , and <i>Ancylostoma duodenal</i> Life cycles, methods of infection, prevention and treatment	b. Phylum: Aschelminthes or Nematelminthes general structure <i>Ascaris lumbricoid</i> , <i>Anchylostoma duodenale</i> , <i>Enerobius vermicularis</i> , <i>Trichuris trichiura</i> Life cycle and stages. Symptom, diagnosis, control and treatment	Theoretical lecture using power point	exams 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 Composition, classification and methods Transmission and prevention	<u>* Virology</u> __- General properties of viruses ( <u>virus components</u> ) __- A virus like particles (VLPs) and Subviral particles (viroid and prions) - Classification types - Viral replication - Viruses effects on cells - Persistent viral infections - Common routes of viral infection <u>human</u>	Theoretical lecture using power point program	exams 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, methods of transmissions and prevention).</u>	Theoretical lecture using power point program	exams Short, and Semester, and final - exercises - homework

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

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14	2	A reminder of the most important parasites and main pathogenic viruses and their methods of transmission and prevention 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 - Identify the types of hosts - Identify the methods of transmission of parasites And epidemic diseases	Introduction to Parasitology Protozoa and flagellates	Theoretical lecture using power point program	exams 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 Life cycles, methods of transmission, prevention and treatment	Classification of human parasites Protozoa Phylum: sarcomastigophora Subphylum: sarcodina Entamoeba histolytica Subphylum: mastigophora Giardia lamblia Phylum: Ciliophora/ Balantidium coli Phylum: Apicomplexa	Theoretical lecture using power point program	exams 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 Entamoeba coli	Theoretical lecture using power point program	exams Short, and Semester, and final - exercises - homework

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

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8	2	<p>Identification of dependent pathogenic parasites For complex infections such as toxoplasmosis parasite Life cycles, methods of transmission, prevention and treatment</p>	<p>2- Toxoplasma gondii</p>	<p>Theoretical lecture using power point program</p>	<p>exams Short, and Semester, and final - exercises - homework</p>
9	2	<p>Study of the most important parasitic species belonging to the under A kingdom of multicellular organisms such as worms Its classification and the most important types of the class Taenia, life cycles, methods of infection, prevention and treatment</p>	<p>Helminthes Phylum: platyhelminthes Class: Cestode Class: Trematoda Phylum: Nematelminthes Class: Nematoda</p>	<p>Theoretical lecture using power point program</p>	<p>exams 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 Pigs, life cycles, methods of infection, prevention and treatment</p>	<p>- Cestoda Taenia solium, T. Saginata</p>	<p>Theoretical lecture using power point program</p>	<p>exams 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 Dogs, life cycles, and methods of infection Its prevention and treatment</p>	<p>Cestoda Echinococcus granulosus Hymenoleps nana</p>	<p>Theoretical lecture using power point program</p>	<p>exams 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 (curricular if any)	Medical microbiology Medical parasitology
Main References (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 (Scientific Journals, Reports ...)	Scientific journals, periodicals and research in the field of microbiology
Websites or Electronic References	Web sites of Microbiology Web sites of parasitology Web sites of virology

## 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>16/9/2024</b>	
<b>5. Available Attendance Form</b>		<b>Attendance Form</b>	
<b>6. No. of Hours (Total)</b>		<b>Total = 30 hrs. Theory = 2hours</b>	
<b>7. No. of Credits (Total)</b>		<b>2 credit</b>	
<b>8. Course Administrator Name</b>		<b>Ass. Pro. Dr. Eman Fathy Amro</b>	
<b>9. E-mail</b>		<b>Eman.f@albayan.edu.iq</b>	
<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>
<b>2.</b>	<b>Using modern means related to education</b>	<b>5.</b>	
<b>3.</b>	<b>Approval of daily, monthly and quarterly tests</b>	<b>6.</b>	

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 1. Introduction to CNS pharmacology. -2. Centrally acting analgesics (Narcotic analgesics). 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 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 Drugs used for the treatment of Diabetes mellitus	Medicines used to treat diabetes 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 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 contraception	Medicines used to regulate female sex hormone disorders and contraceptives 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 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 (curricular if any)	1- Abrams, Anne Collins, Clinical Drug Therapy: Rationales f 2- York, Lippincott, 2001. 3- • Lehne, Richard A., Pharmacology for Nursing Care, 4th e 4- • Lippincott Illustrated Reviews: Pharmacology 7th Editio • Goodman & Gilma’s the pharmacological Basis of Therapeutics 1
Main References (sources)	1- Abrams, Anne Collins, Clinical Drug Therapy: Rationales f 2- York, Lippincott, 2001. 3- • Lehne, Richard A., Pharmacology for Nursing Care, 4th e 4- • Lippincott Illustrated Reviews: Pharmacology 7th Editio • Goodman & Gilma’s the pharmacological Basis of Therapeutics 1
Recommended Books & References (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>16-9-2024</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>Ahmed Mustafa Hussein Wasan Abdulqader Mohsin</b>	
<b>9. E-mail</b>		<a href="mailto:ahmed_mustafa1993@yahoo.com">ahmed_mustafa1993@yahoo.com</a> <a href="mailto:wasan.a@albayan.edu.iq">wasan.a@albayan.edu.iq</a>	
<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>	

# جامعۃ البیان

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 2-Feedback from student 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 2-Feedback from student 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 2-Feedback from student 3- Reports and studies
5&6	2	Teaching the student to use the computer practically	Explanation of function formulas	Practical	1-quizzes 2-Feedback from student 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 2-Feedback from student 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 2-Feedback from student 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 2-Feedback from student

# جامعة البيان

					3- Reports and studies
14	2	Teaching the student to use the computer practically	A comprehensive review of the program	Practical	1-quizzes 2-Feedback from student 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 (curricular if any)	<b>Computer basics and office applications</b>
Main References (sources)	<b>- Fundamental Concepts of Computer Science - Basic Computer Science</b>
Recommended Books & References (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>	16/9/2024	
<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 Khansa Saad Fajr	
<b>9. E-mail</b>	<a href="mailto:Khansaa.s@albayan.edu.Iq">Khansaa.s@albayan.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

# جامعة البتة

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 (curricular if any)	Methodical books/help books
Main References (sources)	Basic texts prepared by the subject teacher
Recommended Books & References (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>16/9/2024</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 Dr. Inam Abdulkareem Abbas</b>	
<b>9. E-mail</b>	<a href="mailto:huda.ag@albayan.edu.iq">huda.ag@albayan.edu.iq</a> <a href="mailto:inam.a.@albayan.edu.iq">inam.a.@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>		

# جامعة البتة

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 met</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>

# جامعة البتة

				4. Learning Motivation 5.show to the students film , picture and models 6.Brainstorming 7.Seminar	
14	3	Understand the menstrual disorders	✓ Menstrual disorders	1.Discussion the reports 2.Using play role during lecture. 3.Collaborative Learning 4. Learning Motivation 5.show to the students film , picture and models 6.Brainstorming 7.Seminar	1.Examination of the students. 2.Daily Quiz. 3.Assignment, Report. 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 2.Using play role during lecture. 3.Collaborative Learning 4. Learning Motivation 5.show to the students film , picture and models 6.Brainstorming 7.Seminar	31.Examination of the students. 2.Daily Quiz. 3.Assignment, Report. 4.Discussion of the case.

## ( practice // Lab)

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1.	2	Identify how Calculate body mass index (BMI., west-hip ratio, circumference	Anthropometric calculation: Calculate body mass index (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 program power point	Quiz , exercises and homework discussion
3.	2	Learn the students how make Physical & obstetrical exam	Physical & obstetrical exam.(part1)	Theoretical lecture using program power point	Quiz , exercises and homework discussion
4.	2	Learn the students how make Physical & obstetrical exam	Physical & obstetrical exam.(part2)	Theoretical lecture using program power point	Quiz , exercises and homework discussion
5.	2	Learn the students how monitor fetal heart rate	Monitoring fetal heart rate (FHR)	Theoretical lecture using program power point	Quiz , exercises and homework discussion
6.	2	Learn the students how monitor fetal movement	Monitoring fetal movement	Theoretical lecture using program 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 vaginal 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 (curricular if any)	.1. Maternal and neonate health nursing (Adele Pillittri,2018) 2.Introduction to maternity and pediatric Nursing (Leifer, 2019)
Main References (sources)	-----
Recommended Books & References (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>  <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>  <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>  <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/ 2024	
<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>		Associate 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>	
<b>2.</b>	<b>Slides presentation</b>	<b>5.</b>	
<b>3.</b>	<b>Discussion</b>	<b>6.</b>	

# جامعۃ البیان

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

# جامعة البيان

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%.

## 14. Learning & Teaching Resources

Required textbooks  
(curricular if any)

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

Main References  
(sources)

- Massey, V., Research: A S Pennsylvania, Springhouse note, 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 وديحيى 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>	16-9-2024		
<b>5. Available Attendance Form</b>	Theory in Class room		
<b>6. No. of Hours (Total)</b>	Total (30) hours Theory=2 hours		
<b>7. No. of Credits (Total)</b>	2 credit		
<b>8. Course Administrator Name</b>	Dr. Saja Hashem Mohammed		
<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>	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
<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	Understand certain concepts of sociology	Introduction of sociology:	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
2	2	Understand certain concepts of sociology	Social interaction and health	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
3	2	Understand certain concepts of sociology	Social interaction and health	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
4	2	Analyze critically common health problems of the Iraqi society	Illness and disease	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
5	2	Analyze critically common health problems of the Iraqi society	Illness behavior	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
6	2	Develop positive attitude towards clients	Effects of Social illness	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
7	2	Develop positive attitude towards clients	Effects of Social illness	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
8	2	Develop positive attitude towards clients	Effects of Social illness	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
9	2	Analyze critically common health problems of the Iraqi society	Impact of Social illness on the family	Lectures-Blackboard, Data show	daily quiz , attendance of students, 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 , attendance of students, Discussion
11	2	Suggest solutions to the health problem the society depending on scientific base	Lifestyle	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
12	2	Suggest solutions to the health problem the society depending on scientific base	Quality of life	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
13	2	Suggest solutions to the health problem the society depending on scientific base	Quality of life	Lectures,-Blackboard, Data show	daily quiz , attendance of students, Discussion
14	2	Suggest solutions to the health problem the society depending on scientific base	Stress	Lectures-Blackboard, Data show	daily quiz , attendance of students, Discussion
15	2	Suggest solutions to the health problems of the society depending on scientific base	Social relationship	Lectures-Blackboard, Data show	daily quiz , attendance of students, 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 (curricular if any)	<b>Medical sociology, Dr Madhu Nagla, Jaideep Majumdar,2020 HAND BOOK of MEDICAL SOCIOLOGY Sixth Edition</b>
Main References (sources)	<b>Chloe E. Bird, Peter Conrad, Allen M. Fremont,and Stefan Timmermans . 2010</b>
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	

## Course Description ( Human rights )

<b>1. Course Title</b>	Human rights	
<b>2. Course Code</b>	HUMR 304	
<b>3. Semester/Year</b>	Third stage // first and second semester	
<b>4. Description Preparation Date</b>	16/9/2024	
<b>5. Available Attendance Form</b>	Students attendance at the classroom	
<b>6. No. of Hours (Total)</b>	Total (15) Theory =1 hours	
<b>7. No. of Credits (Total)</b>	1 credit	
<b>8. Course Administrator Name</b>	Ali Akram Kadhim	
<b>9. E-mail</b>	Ali.ak@albayan.edu.iq	
<b>10. Course Objectives</b>		
<b>Knowledge</b>	<b>A1</b>	To be able to contribute to the development of legal rules in light of the developments taking place
	<b>A2</b>	- Feeling equal and not biased towards the opponents while considering the case
	<b>A3</b>	- Feeling the importance of spreading the law and legal culture in society
	<b>A4</b>	- To learn how to confront society and spread the legal culture in it. To qualify the student intellectually consolidate the idea of realizing the right under the law.
<b>Skills</b>	<b>B1</b>	To become familiar with the most important legal principles such as fairness and justice
	<b>B2</b>	- Enabling the student to know the provisions of the law
	<b>B3</b>	- The ability to distinguish between truth and falsehood
	<b>B4</b>	- Feeling the importance of applying justice in society
<b>Values</b>	<b>C1</b>	Understanding the law as it should be understood
	<b>C2</b>	- To learn the arts of managing legal sessions
	<b>C3</b>	To be able to contribute to the development of legal rules in light of the developments taking place
	<b>C4</b>	- Feeling equal and not biased towards the opponents while considering the case
<b>11. Teaching and Learning Strategies</b>		

<b>1.</b>	<b>Lectures</b>	
<b>2.</b>	<b>Discussions about lectures</b>	

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	1	Understand and knowledge	Human rights in ancient civilization	Knowing and Understand	quick review of the students at the end of the lecture of most important paragraphs that were addressed during the lecture
2	1	Understand and knowledge	Individual and collective human rights	Knowing and Understand	Oral test
3	1	Understand and knowledge	Human rights in religions and divine laws	Knowing and Understand	Question within the lecture
4	1	Understand and knowledge	The generation of civil rights and politics and the generation of economic, social and cultural rights	Knowing and Understand	Question within the lecture
5	1	Understand and knowledge	Individual and collective human rights	Knowing and Understand	Panel Discussion
6	1	Understand and knowledge	Human Rights Generations	Knowing and Understand	Daily test of what has already been studied
7	1	Understand and knowledge	Human rights in the Middle Ages	Knowing and Understand	Mandated
8	1	Understand and knowledge	Human rights in ancient civilization	Knowing and Understand	report
9	1	Understand and knowledge	Contemporary recognition of human rights	Knowing and Understand	Daily question
10	1	Understand and knowledge	International and regional recognition	Knowing and Understand	It's important
11	1	Understand and knowledge	Non-governmental organizations and human rights	Knowing and Understand	report
12	1	Understand and knowledge	Human rights in international conventions	Knowing and Understand	Question within the lecture

# جامعت البين

13	1	Understand and knowledge	Universal Declaration of Human Rights	Knowing and Understand	An intellectual question
14	1	Understand and knowledge	The two international covenants human rights	Knowing and Understand	report
15	1	Understand and knowledge	Regional and national conventio	Knowing and Understand	Question within the lecture

**13. Course Evaluation**

-attendance and quiz 10%  
-Monthly exam 20%  
-final exam 70%  
The total score 100%

**14. Learning & Teaching Resources**

Required textbooks  
(curricular if any)

**Dr salah el-din hamid**

Main References  
(sources)

Recommended Books & References  
(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>	16/9/2024	
<b>5. Available Attendance Form</b>	Theory in Class room	
<b>6. No. of Hours (Total)</b>	Total (30) hours Theory (2) hours	
<b>7. No. of Credits (Total)</b>	(2 ) Credit	
<b>8. Course Administrator Name</b>	Ass. 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 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 Chemistry and functions of proteins, carbohydrates, fats, vitamins and minerals. Ingestion, digestion, absorption, transport and metabolism
	<b>A3</b>	Nutrition and metabolism of vitamins and minerals 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>Values</b>	<b>C1</b>	Supervising and following up on the health and hygiene of food provided to patients
	<b>C2</b>	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		
<b>11. Teaching and Learning Strategies</b>			
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 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

# جامعہ البیان

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 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

Required textbooks (curricular if any)	1- Lutz, Carroll A., Erin Mazur, and Nancy Litch. <i>Nutrition and diet therapy</i> . FA Davis, 2014. 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 3- Mudambi, S. R. (2007). <i>Fundamentals of foods, nutrition and diet therapy</i> . New Age International
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	1- The central library. 2- Internet information network.
Websites or Electronic References	

# **TERM 2**

**Course Description (Pediatric Nursing)**

<b>1. Course Title</b>	Pediatric Nursing	
<b>2. Course Code</b>	NUT306	
<b>3. Semester/Year</b>	3 <sup>rd</sup> Year Second Semester	
<b>4. Description Preparation Date</b>	16/9/2024	
<b>5. Available Attendance Form</b>	Registration students attendance in the classroom	
<b>6. No. of Hours (Total)</b>	Total : 240 hours Theory: 2 hours weekly Clinical practice: 12 hours weekly Lab. : 2 hours weekly	
<b>7. No. of Credits (Total)</b>	8 credits	
<b>8. Course Administrator Name</b>	Prof. Dr. Afifa Radha Aziz Dr . Ali Obaed Shneshil Dr. Buthyna Basheer Salih	
<b>9. E-mail</b>	ali.obaed@albayan.edu.iq b.salih@albayan.edu.iq	
<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>	

# جامعة البتة

<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>			
<b>1.</b>	Lectures and group discussion...	<b>4.</b>	Clinical assessment
<b>2.</b>	Display educational posters	<b>5.</b>	Implementation of pediatric procedure in the pediatric hospitals
<b>3.</b>	Seminars and Reports	<b>6.</b>	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		=
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.  2hrs	Pediatric health nursing	Congenital Anomalies  Newborn care2	1.Hand out, Data show. 2. Slides on power points 3.Clinical Examples about children cases. 4.Used of white board. 5.Used pictures during the lecture	equipment and attendance of students  1.By quiz 2.By discussion 3. Oral test
6 <sup>th</sup> wks.	12hrs.  2hrs.  2hrs.	Pediatric health nursing	Practical in pediatric hospitals  Neuromuscular system1  Cardiovascular system1	1.Case study. 2.Case discussion 3.Seminars. 4.Assignment 5.Report papers  1.Hand out, Data show. 2. Slides on power points 3.Clinical Examples about children cases. 4.Used of white board. 5.Used pictures during the lecture	1- Oral exam 2-Assessment paper 3-Report paper 4-Discussion of cases. 5-General appearance, equipment and attendance of students  1.By quiz 2.By discussion 3. Oral test
7 <sup>th</sup> wks.	12hrs.  2hrs.  2hrs.	Pediatric health nursing  Pediatric health nursing  Pediatric health nursing	Practical in pediatric hospitals  Cardiac disorder in children  Neuromuscular system2	1.Case study. 2.Case discussion 3.Seminars. 4.Assignment 5.Report papers  1.Hand out, Data show. 2. Slides on power points 3.Clinical Examples about children cases. 4.Used of white board.	1- Oral exam 2-Assessment paper 3-Report paper 4-Discussion of cases. 5-General appearance, equipment and attendance of students  1.By quiz 2.By discussion 3. Oral test

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				5.Used pictures during the lecture	
8 <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	Respiratory disorder disease and infection 1	<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>	<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	Cardiovascular system1	5.Used pictures during the lecture	
9 <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	Respiratory disorder disease and infection 2	<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	Cardiovascular system2		
10 <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</li> </ol>

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=	2hrs.  2hrs.	Pediatric health nursing  Pediatric health nursing	Blood Disease Introduction Sickle Cells Anemia  Endocrine System1	1.Hand out, Data show. 2. Slides on power points 3.Clinical Examples about children cases. 4.Used of white board. 5.Used pictures during the lecture	attendance of students  1.By quiz 2.By discussion 3. Oral test
11 <sup>th</sup> wks.	12hrs.  2hrs.  2hrs.	Pediatric health nursing  Pediatric health nursing  Pediatric health nursing	Practical in pediatric hospitals    Hemophilia blood disease  Endocrine System2	1.Case study. 2.Case discussion 3.Seminars. 4.Assignment 5.Report papers  1.Hand out, Data show. 2. Slides on power points 3.Clinical Examples about children cases. 4.Used of white board. 5.Used pictures during the lecture	1- Oral exam 2-Assessment paper 3-Report paper 4-Discussion of cases. 5-General appearance, equipment and attendance of students  1.By quiz 2.By discussion 3. Oral test
12 <sup>th</sup> wks.	12hrs.  2hrs.  2hrs.	Pediatric health nursing  Pediatric health nursing  Pediatric health nursing	Practical in pediatric hospitals    Thalassemia blood disease  Communication	1.Case study. 2.Case discussion 3.Seminars. 4.Assignment 5.Report papers  1.Hand out, Data show. 2. Slides on power points 3.Clinical Examples about children cases. 4.Used of white board. 5.Used pictures during the lecture	1- Oral exam 2-Assessment paper 3-Report paper 4-Discussion of cases. 5-General appearance, equipment and attendance of students  1.By quiz 2.By discussion 3. Oral test
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	<ol style="list-style-type: none"> <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>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	First exam	<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>
14 <sup>th</sup> wks.	2hrs.	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	Urinary disorder and disease	<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	Seminars Theory	<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>
15 <sup>th</sup> wks.	12hrs.	Pediatric health nursing		<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	Exam 2 5/4/2024	<ol style="list-style-type: none"> <li>1.Hand out, Data show.</li> <li>2. Slides on power points</li> </ol>	<ol style="list-style-type: none"> <li>1.By quiz</li> </ol>
	2hrs s.	Pediatric health nursing	Immunization		

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				3.Clinical Examples about children cases. 4.Used of white board. 5.Used pictures during the lecture	2.By discussion 3. Oral test
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## 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

- 10% for the first theoretical exam
- 10% for the second theoretical exam
- 10% classroom activities
- 10% reports about medical cases
- 20% practical medical evaluation
- 20% practical exam
- 20% final exam

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100% total

## 14. Learning & Teaching Resources

Required textbooks (curricular if any)	<b>Learning resources:</b> 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 ( 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>		16/9/2024	
<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>		Associate 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>	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%.

## 14. Learning & Teaching Resources

Required textbooks (curricular if any)	
Main References (sources)	<ul style="list-style-type: none"> <li>• Utts.J. &amp; Heckard R. <u>Mind on Statistics</u>, Australia, Duxbury Thomson Learning, 2002.</li> <li>• مطابع الرياض، الاحصاء التطبيقي، عبد الرحمن بن محمد واخرون .د. 1995، جامعة الملك سعود</li> </ul>
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	<ul style="list-style-type: none"> <li>• World health organization (WHO)</li> <li>• Ministry of Health , Iraq</li> </ul>

## Course Description ( Human growth and Development )

<b>1. Course Title</b>	Human growth and Development		
<b>2. Course Code</b>	(060328)		
<b>3. Semester/Year</b>	3 <sup>rd</sup> class 2 <sup>nd</sup> semester		
<b>4. Description Preparation Date</b>	16/9/2024		
<b>5. Available Attendance Form</b>	Attendance student in class, practical work and laboratories		
<b>6. No. of Hours (Total)</b>	90 hrs. practical Theory 45hrs. Total = 135hrs.		
<b>7. No. of Credits (Total)</b>	5		
<b>8. Course Administrator Name</b>	Dr. Ali Obaed Shneshil Dr. Buthyna Basheer salih		
<b>9. E-mail</b>	<a href="mailto:ali.obaed@albayan.edu.iq">ali.obaed@albayan.edu.iq</a> <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>			
<b>1.</b>	Lectures and group discussion	<b>4.</b>	Display educational posters
<b>2.</b>	Seminars and Reports	<b>5.</b>	Practical training in children's teaching at school and kindergarten
<b>3.</b>	Clinical assessment	<b>6.</b>	

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

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3,4	4hrs. 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: 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	4hrs. 6hrs.	=	<p>*Principles of growth &amp; development.</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	4hrs. 6hrs.	=	<p><b>*Factors Influences on growth and development</b></p> <p>-Hereditary factors</p> <p>-Genetic potentials</p> <p>-Environmental factors: 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	4hrs. 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>

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		=	<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	4hrs.  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		4hrs. 6hrs.	Adolescence period - biophysical development of the adolescent -Overview of growth and development -Physical growth during pubertal period -Common problems associated with adolescent growth -Cognitive development -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 2. Reports and assignment 3. Case discussion 4. Pamphlets 5. Posters and attachment
14 <sup>th</sup> wk		4hrs. 6hrs.	<b>Adulthood</b> *young adulthood, Middle adulthood -Biophysical and cognitive development - Normal age – related changes and health promotion -Psychosocial development of the young adult -Physical health problems during adulthood *Older adulthood - 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 2. Reports and assignment 3. Case discussion 4. Pamphlets 5. Posters and attachment
15wks.		2hrs. 6hrs.	Theoretical Exam Practical Exam		
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## 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 (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 (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 (Scientific Journals, Reports ...)	
Websites or Electronic References	

## Course Description (Democracy)

<b>1. Course Title</b>		<b>Democracy</b>
<b>2. Course Code</b>		<b>DEM 309</b>
<b>3. Semester/Year</b>		<b>Third Year/Second semester</b>
<b>4. Description Preparation Date</b>		<b>16/9/2024</b>
<b>5. Available Attendance Form</b>		<b>Students attendance at the classroom</b>
<b>6. No. of Hours (Total)</b>		<b>1 hours</b>
<b>7. No. of Credits (Total)</b>		<b>1 credits</b>
<b>8. Course Administrator Name</b>		<b>Ali Akram Kadhim</b>
<b>9. E-mail</b>		<b>Ali.ak@albayan.edu.iq</b>
<b>10. Course Objectives</b>		
<b>Knowledge</b>	<b>A1</b>	To be able to contribute to the development of legal rules in light of the developments taking place
	<b>A2</b>	- Feeling equal and not biased towards the opponents while considering the case
	<b>A3</b>	- Feeling the importance of spreading the law and legal culture in society
	<b>A4</b>	- To learn how to confront society and spread the legal culture in it. To qualify the student intellectually consolidate the idea of realizing the right under the law.
<b>Skills</b>	<b>B1</b>	To become familiar with the most important legal principles such as fairness and justice
	<b>B2</b>	- Enabling the student to know the provisions of the law
	<b>B3</b>	- The ability to distinguish between truth and falsehood
	<b>B4</b>	- Feeling the importance of applying justice in society
<b>Values</b>	<b>C1</b>	Understanding the law as it should be understood
	<b>C2</b>	- To learn the arts of managing legal sessions
	<b>C3</b>	To be able to contribute to the development of legal rules in light of the developments taking place
	<b>C4</b>	- Feeling equal and not biased towards the opponents while considering the case
<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	To become familiar with the most important legal principles such as fairness and justice	Democracy in ancient times	Knowing and Understanding the most important legal principles such as fairness and justice	quick review of the students at the end of the lecture of most important paragraphs that were addressed during the lecture
2	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in England	Knowing and Understanding the most important legal principles such as fairness and justice	Oral test
3	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in Iraq	Knowing and Understanding the most important legal principles such as fairness and justice	Question within the lecture

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4	1	To become familiar with the most important legal principles such as fairness and justice	Components of a democracy	Knowing and Understand the most important legal principles such as fairness and justice	Question within the lecture
5	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in ancient times	Knowing and Understand the most important legal principles such as fairness and justice	Panel Discussion
6	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in England	Knowing and Understand the most important legal principles such as fairness and justice	Daily test of what has already been studied
7	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in Iraq	Knowing and Understand the most important legal principles such as fairness and justice	Mandated
8	1	To become familiar with the most important legal	Components of a democracy	Knowing and	report

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		principles such as fairness and justice		Understand the most important legal principles such as fairness and justice	
9	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in ancient time	Knowing and Understand the most important legal principles such as fairness and justice	Daily question
10	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in England	Knowing and Understand the most important legal principles such as fairness and justice	It's important
11	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in Iraq	Knowing and Understand the most important legal principles such as fairness and justice	report
12	1	To become familiar with the most important legal	Components of a democrat	Knowing and	Question within the lecture

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		principles such as fairness and justice		Understand the most important legal principles such as fairness and justice	
13	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in ancient time	Knowing and Understand the most important legal principles such as fairness and justice	An intellectual question
14	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in England	Knowing and Understand the most important legal principles such as fairness and justice	report
15	1	To become familiar with the most important legal principles such as fairness and justice	Democracy in Iraq	Knowing and Understand the most important legal principles such as fairness and justice	Question within the lecture

### 13. Course Evaluation

Quiz 10%

Term Exam 40%

Final Exam 50%

Total 100%

### 14. Learning & Teaching Resources

Required textbooks  
(curricular if any)

**Dr salah el-din hamid**

Main References  
(sources)

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

Websites or Electronic References

# **FOURTH GRADE**

# **TERM 1**

## 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>	16/9/2024		
<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. 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>			
<b>Knowledge</b>	<b>A1</b>	Discuss the trends, foundations, and concepts of mental health nursing.	
	<b>A2</b>	Identify the community based nursing care (mental health promotion and mental Prevention-illness .)	
	<b>A3</b>	Describe the ethical and legal issues in nursing.	
	<b>A4</b>	Identify-the-mental-health-nursing-theories.	
<b>Skills</b>	<b>B1</b>	Recognize client behaviors and problems.	
	<b>B2</b>	Implement therapeutic communication and interpersonal relationship.	
	<b>B3</b>	Apply the nursing process in providing the nursing care for the client.	
	<b>B4</b>	Identify and assist in providing special treatment modalities.	
<b>Values</b>	<b>C1</b>	Assess the mental health statues of client.	
	<b>C2</b>	Chang the students attitudes toward mental health and mental illness nursing.	
	<b>C3</b>	Appraise the nurse's role in the community mental health nursing.	
<b>11. Teaching and Learning Strategies</b>			
<b>1.</b>	Lectures, Blackboard, Data show	<b>4.</b>	Case study. Seminars
<b>2.</b>	Small group's discussion	<b>5.</b>	Posters, Handouts.
<b>3.</b>	Writing reports	<b>6.</b>	Daily Quiz , unit exam, Clinical exam

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	Psychiatric Nursing	<b>Foundations of Psychiatric–Mental Health Nursing</b> <ul style="list-style-type: none"> <li>- History and trends in psychiatric mental health nursing.</li> <li>- Introduction to psychiatric Mental Health Nursing.</li> <li>- Concept of mental health &amp; Mental illness</li> </ul>	Lectures, Blackboard, data show, discussion	group’s discussion, daily quiz , attendance students
2	3	Psychiatric Nursing	<b>Neurobiological and Psychosocial theories</b> <ul style="list-style-type: none"> <li>- Neurobiological theories</li> </ul>	Lectures, Blackboard, data show, discussion	group’s discussion, daily quiz, attendance students
3	3	Psychiatric Nursing	<b>Neurobiological and Psychosocial theories</b> <ul style="list-style-type: none"> <li>- Psychosocial theories</li> </ul>	Lectures, Blackboard, data show , discussion	group’s discussion, daily quiz, attendance students
4	3	Psychiatric Nursing	<b>Building the Nurse–Client Relationship</b> <ul style="list-style-type: none"> <li>- Therapeutic relationship</li> </ul>	Lectures, Blackboard, data show, discussion	group’s discussion, daily quiz, attendance students
5	3	Psychiatric Nursing	<b>Trauma and Stressor-Related Disorders</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Post-traumatic Stress Disorder</li> <li>- Related-Disorders</li> <li>- Dissociative Disorders</li> </ul>	Lectures, Blackboard, data show, discussion	group’s discussion, daily quiz, attendance students
6	3	Psychiatric Nursing	<b>Anxiety and anxiety related disorders</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Anxiety as a response to stress</li> </ul>	Lectures, Blackboard, data show, discussion	group’s discussion, daily quiz, attendance 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, daily quiz, attendance students
8	3	Psychiatric Nursing	<b>Obsessive–Compulsive and Related Disorders</b> <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, daily quiz, attendance students
9	3	Psychiatric Nursing	<b>Schizophrenia Spectrum and related Disorders</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Clinical course</li> </ul>	Lectures, Blackboard, data show, discussion	group's discussion, daily quiz, attendance 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, daily quiz, attendance students
11	3	Psychiatric Nursing	<b>Mood Disorders and Suicide</b> <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, daily quiz, attendance 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, daily quiz, attendance students

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			- Suicide		
13	3	Psychiatric Nursing	<b>Addiction</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Types of substance abuse</li> <li>- Onset and clinical course</li> <li>- Related Disorders</li> <li>- Etiology</li> <li>- Types of Substances and Treatment</li> <li>- Treatment and Nursing Intervention</li> </ul>	Lectures, Blackboard, data show, discussion	group's discussion, daily quiz, attendance students
14	3	Psychiatric Nursing	<b>Cognitive Disorders</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Delirium</li> <li>- Dementia</li> </ul>	Lectures, Blackboard, data show , discussion	group's discussion, daily quiz ,,attendance students,
15	3	Psychiatric Nursing	<b>Somatic Symptom Illnesses.</b> <ul style="list-style-type: none"> <li>- Overview of somatic symptoms illness</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, daily quiz, attendance 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> <ul style="list-style-type: none"> <li>- Taking history.</li> <li>- Physical examination.</li> <li>- Mental status examination.</li> </ul>	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	<ul style="list-style-type: none"> <li>- Observing clinical instructor</li> <li>- while interviewing &amp;</li> </ul>	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	<ul style="list-style-type: none"> <li>- Communicating with Psychiatric patients</li> </ul>	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	<ul style="list-style-type: none"> <li>- Observing clinical instructor</li> <li>- while using therapeutic</li> <li>- technique to the patients</li> </ul>	Handouts, video-films, Psychiatric clinics and Psychiatric teaching hospitals.	Small group's discussion, Role playing, Demonstration, Writing reports, Case study.
7	12	Psychiatric Hospitals	Clinical practice in the psychiatric female unit	Psychiatric clinics and Psychiatric teaching hospitals.	Small group's discussion, Role playing, Demonstration, Writing reports, Case study.
8	12	Psychiatric Hospitals	Clinical practice in the psychiatric female unit	Psychiatric clinics and Psychiatric teaching hospitals.	Small group's discussion, Role playing, Demonstration, Writing reports, Case study.
9	12	Psychiatric Hospitals	Clinical practice in the psychiatric female unit	Psychiatric clinics and Psychiatric teaching hospitals.	Small group's discussion, Role playing, Demonstration, Writing reports, Case study.
10	12	Psychiatric Hospitals	Clinical practice in the psychiatric male unit	Psychiatric clinics and Psychiatric teaching hospitals.	Small group's discussion, Role playing, Demonstration, Writing 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.

### 13. Course Evaluation

Theory mid exam	20%
Clinical evaluation	20%
Final theory exam.	40%
Final clinical exam.	20%
Total	100%

### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	Psychiatric–Mental Health Nursing- eight edition 2020 SHEILA L. VIDEBECK, PhD, RN Professor, Nursing
Main References (sources)	Mental Health Nursing -SIXTH EDITION, 2015 Linda M. Gorman, RN, MN,
Recommended Books & References (Scientific Journals, Reports ...)	Contemporary Psychiatric–Mental Health Nursing- third edition 2014 Carol Ren Kneisl, , Eileen Trigoboff,
Websites or Electronic References	. Neeb’s Fundamentals of Mental Health Nursing , 4TH EDITION , 2014

## 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>	16/9/2024	
<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 *1	
	Ass. Lecturer, Iman Abbas Fadhil *2	
<b>9. E-mail</b>	<a href="mailto:normhmm@yahoo.com">normhmm@yahoo.com</a> *1	
	<a href="mailto:iman.abbas@albayan.edu.iq">iman.abbas@albayan.edu.iq</a> *2	
<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>

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4.	2	<p>For nursing and health care Application of computer science in nursing work Understanding the concepts of (change, complexity, chaos) Predicting future visions in nursing Understanding the various models related to nursing work Using nursing models to solve nursing problems Applies health education to nursing work</p>	<p>3.Impact of critical care environment on the client. 4.Relieving pain and providing comfort. 5.Psychosocial support for the clients and their families. 6.Client and family education in critical care.</p>		
5.	2	<p>Understanding professional nursing work Interpreting issues of integration into society for professional nursing Discussing beneficiary systems (individual, family, society) Identify the ethical dimensions For nursing and health care Application of computer science in nursing work Understanding the concepts of (change, complexity, chaos) Predicting future visions in nursing Understanding the various models related to nursing work Using nursing models to solve nursing problems 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          Interpreting issues of integration into society for professional nursing          Discussing beneficiary systems (individual, family, society)          Identify the ethical dimensions For nursing and health care          Application of computer science in nursing work          Understanding the concepts of (change, complexity, chaos)          Predicting future visions in nursing          Understanding the various models related to nursing work          Using nursing models to solve nursing problems          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          Interpreting issues of integration into society for professional nursing          Discussing beneficiary systems (individual, family, society)          Identify the ethical dimensions For nursing and health care          Application of computer science in nursing work          Understanding the concepts of (change, complexity, chaos)          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          Interpreting issues of integration into society for professional nursing          Discussing beneficiary systems (individual, family, society)          Identify the ethical dimensions For nursing and health care          Application of computer science in nursing work          Understanding the concepts of (change, complexity, chaos)          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>

# جامعة البتة

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

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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>	<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>
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>			

# جامعة البتة

		Understanding the various models related to nursing work Using nursing models to solve nursing problems 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 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 Interpreting issues of integration into society for professional nursing Discussing beneficiary systems (individual, family, society) Identify the ethical dimensions For nursing and health care 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 Role play</li> </ol>	=

# جامعة البتة

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

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

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		<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          Discussing beneficiary systems (individual, family, society)          Identify the ethical dimensions For nursing and health care          Application of computer science in nursing work          Understanding the concepts of (change, complexity, chaos)          Predicting future visions in nursing          Understanding the various models related to nursing work          Using nursing models to solve nursing problems          Applies health education to nursing work</p>		<p>3. Power point          4. Role play</p>	
14.	4	<p>Understanding professional nursing work          Interpreting issues of integration into society for professional nursing          Discussing beneficiary systems (individual, family, society)          Identify the ethical dimensions For nursing and health care          Application of computer science in nursing work          Understanding the concepts of (change, complexity, chaos)</p>	10. Crutch and cane fitting for client with casts.	<p>1. slide show power point          2. brainstorming, discussion,          3. Power point          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>			
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>			

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

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		<p>Discussing beneficiary systems (individual, family, society)          Identify the ethical dimensions          For nursing and health care          Application of computer science in nursing work          Understanding the concepts of (change, complexity, chaos)          Predicting future visions in nursing          Understanding the various models related to nursing work          Using nursing models to solve nursing problems          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          Interpreting issues of integration into society for professional nursing          Discussing beneficiary systems (individual, family, society)          Identify the ethical dimensions          For nursing and health care          Application of computer science in nursing work          Understanding the concepts of (change, complexity, chaos)          Predicting future visions in nursing          Understanding the various models related to nursing work          Using nursing models to solve nursing problems          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          Interpreting issues of integration into society for professional nursing          Discussing beneficiary systems (individual, family, society)          Identify the ethical dimensions          For nursing and health care          Application of computer science in nursing work          Understanding the concepts of (change, complexity, chaos)          Predicting future visions in nursing          Understanding the various models related to nursing work          Using nursing models to solve nursing problems          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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**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 (curricular if any)	- Suzanne C., Brenda G., Janice L., Kerry H., Brunner & Suddarths: Textbook of medical surgical nursing , Twelfth edition ,2010.
Main References (sources)	
Recommended Books & References (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 (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>16/9/2024</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>	<b>provide the nursing students with basic knowledge concerning psychological concepts and principles.</b>	
	<b>A2</b>	<b>Understand Psychological concepts, Principles and branches.</b>	
	<b>A3</b>	<b>Discuss theories of personality development.</b>	
	<b>A4</b>	<b>Recognize human motivation and its classification.</b>	
<b>Skills</b>	<b>B1</b>	<b>Distinguish between frustration and conflict</b>	
	<b>B2</b>	<b>Identify the cognitive processes, such as thinking, memory, learning, and intelligence.</b>	
	<b>B3</b>	<b>Explain human behaviors on the basis of psychological concepts and principles.</b>	
	<b>B4</b>	<b>Apply Psychological principles and theories in the practical daily life.</b>	
<b>Values</b>	<b>C1</b>	<b>understand and predict human behaviors during their daily life.</b>	
	<b>C2</b>	<b>Appreciate human action and reaction in the daily life.</b>	
	<b>C3</b>	<b>various theories of human behaviors and personality development enable students explain and predict human behaviors</b>	
<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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			<ul style="list-style-type: none"> <li>- Conflict definition and kinds.</li> </ul>		Discussion
8	2.		<ul style="list-style-type: none"> <li>- Management of Frustration and conflict.</li> <li>- Psychological Defense Mechanisms.</li> </ul>	Lectures-Blackboard, D show	daily quiz , attendance of students, Discussion
9	2		<b>Personality:</b> <ul style="list-style-type: none"> <li>- Definition.</li> <li>- Theoretical background.</li> <li>- Trait classification</li> </ul>	Lectures-Blackboard, D show	daily quiz , attendance of students, Discussion
10	2		<ul style="list-style-type: none"> <li>- Measurement and evaluation of personality.</li> <li>- Adjustment.</li> </ul>	Lectures-Blackboard, D show	daily quiz , attendance of students, Discussion
11	2		<b>Attention and perception:</b> <ul style="list-style-type: none"> <li>- Definitions.</li> <li>- Kinds of attention.</li> <li>- Factors affect attention.</li> </ul>	Lectures-Blackboard, D show	daily quiz , attendance of students, Discussion
12	2		<b>Thinking and Learning:</b> <ul style="list-style-type: none"> <li>- Definitions.</li> <li>- Kinds and levels of thinking.</li> <li>- Conditions of learning.</li> </ul>	Lectures-Blackboard, D show	daily quiz , attendance of students, Discussion
13	2		<b>Memory and Forgetting:</b> <ul style="list-style-type: none"> <li>- Definitions.</li> <li>- Process of memorization.</li> <li>- Types of memory</li> <li>- Causal factors of forgetting.</li> <li>- Interpretation of forgetting</li> </ul>	Lectures,-Blackboard, D show	daily quiz , attendance of students, Discussion

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14	2		<b>Stress and stress management</b>	Lectures-Blackboard, D show	daily quiz , attendance of students, 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 show	daily quiz , attendance of students, 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 (curricular if any)	- Sreevani, R. (2013). Psychology for nurses. Jaypee Brothers Medical Publishers.
Main References (sources)	- Upton, D. (2013). Introducing psychology for nurses and healthcare professionals. Routledge.
Recommended Books & References (Scientific Journals, Reports ...)	- Rosie M. Psychology. (2017). Rice University. - Ciccarelli, S., & White, J. (2018). Psychology. Fifth edition: Pearson Education Limited
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>	16/9/2024		
<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>	3		
<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 - hospitals - school students or - health centers - others
<b>2.</b>	Organizes a weekly meeting between the teachers and his group	<b>5.</b>	
<b>3.</b>	Using the university library to prepare the topic	<b>6.</b>	

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				
23	3				

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24	3			
25	3			
26	3			
27	3			
28	3			
29	3			
30	3			

### 13. Course Evaluation

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

### 14. Learning & Teaching Resources

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

## Course Description (Arabic Language II)

<b>1. Course Title</b>	Arabic Language II	
<b>2. Course Code</b>	ARB412	
<b>3. Semester/Year</b>	Fourth Grade/First semester	
<b>4. Description Preparation Date</b>	16/9/2024	
<b>5. Available Attendance Form</b>	Daily attendance according to the lecture schedule	
<b>6. No. of Hours (Total)</b>	Total :hours 15 ...one hour weekly	
<b>7. No. of Credits (Total)</b>	1 credit	
<b>8. Course Administrator Name</b>	Asst. Luct. Khansa Saad Fajr	
<b>9. E-mail</b>	<a href="mailto:Khansaa.s@albayan.edu.Iq">Khansaa.s@albayan.edu.Iq</a>	
<b>Course Objectives</b>		
The student should be familiar with the principles and rules of the Arabic languag		
<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 lecture with the use of power point program	<b>4.</b>	Theoretical lectures in the form of recitation
<b>2.</b>	Asking questions and opening the door to dialogue	<b>5.</b>	Summarizing lectures with emphasis on vocabulary
<b>3.</b>	Assigning the student to reports	<b>6.</b>	

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	1	Introduction to the Arabic language	uation m	Theoretical lecture with the use of power point program	A quick session with the students at the end of the lecture
2	1	The student should be able to formulate behavioral goals and formulate a question that achieves the goal	How to write hamza	Theoretical lecture with the use of power point program	Daily testing
3	1	The skill of verbal and written communication with others	Sections of speech	Explanation of theoretical lectures from the teaching	Question within the lecture

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				subject using modern teaching and presentation methods	
4	1	Identifying linguistic and literary problems among students	Original and subsidiary grammatical signs	Theoretical lecture with the use of power point program	Question within the lecture
5	1	The skill of verbal and written communication with others	Free poetry	Theoretical lecture with use of power point program	Daily testing
6	1	The skill of verbal and written communication with others	The Inflected and Inflected form of verbs	Theoretical lecture with use of power point program	Daily testing
7	1	The skill of verbal and written communication with others	The built and the Arabized are nouns	Theoretical lecture with use of power point program	Daily testing
8	1	The skill of verbal and written communication with others	The adjective	Theoretical lecture with use of power point program	Daily testing
9	1	The skill of verbal and written communication with others	Sections of the nominal and verbal sentence	Theoretical lecture with use of power point program	Daily testing
10	1	The skill of verbal and written communication with others	Interrogative	Theoretical lecture with use of power point program	Daily testing
11	1	The skill of verbal and written communication with others	Passive verb	Theoretical lecture with use of power point program	Daily testing
12	1	The skill of verbal and written communication with others	Active verb	Theoretical lecture with use of power point program	Daily testing
13	1	The skill of verbal and written communication with others	Teacher	Theoretical lecture with use of power point program	Daily testing
14	1	Identifying the role of motivation in the learning process, contemporary reading of linguistic and literary texts	Negation	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Asking questions and answering them from the student
15	1	The skill of verbal and written communication with others	Nazik al-Malaika	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing

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16	1	The skill of verbal and written communication with others	Jeweler	Theoretical lecture with use of power point prog	Daily testing
17	1	The skill of verbal and written communication with others	Ahmad Shawqi	Theoretical lecture with use of power point prog	Daily testing
18	1	The skill of verbal and written communication with others	Present tense verb	Theoretical lecture with use of power point prog	Daily testing
19	1	The skill of verbal and written communication with others	Badr Shaker Sayyab	Theoretical lecture with use of power point prog	Daily testing
20	1	The skill of verbal and written communication with others	Accusative present tense verb	Theoretical lecture with use of power point prog	Daily testing
21	1	The skill of verbal and written communication with others	'The bound ta' and the open ta	Theoretical lecture with use of power point prog	Daily testing
22	1	Analyzing and explaining texts	Pendants	Theoretical lecture with use of power point prog	Daily testing
23	1	The skill of verbal and written communication with others	Literary texts	Theoretical lecture with use of power point prog	Daily testing
24	1	The skill of verbal and written communication with others	Correct and incorrect verbs	Theoretical lecture with use of power point prog	Daily testing
25	1	The skill of verbal and written communication with others	Modern poetic schools	Theoretical lecture with use of power point prog	Daily testing
26	1	The skill of verbal and written communication with others	Emphasis	Theoretical lecture with use of power point prog	Daily testing
27	1	The skill of verbal and written communication with others	The art of eloquence	Theoretical lecture with use of power point prog	Daily testing
28	1	The skill of verbal and written communication with others	Ancient poetic arts	Theoretical lecture with use of power point prog	Daily testing
29	1	The skill of verbal and written communication with others	Dhaad and Dhaa	Theoretical lecture with use of power point prog	Daily testing
30	1	The skill of verbal and written communication with others	Characteristics of literature	Theoretical lecture with use of power point prog	Daily testing

### 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 5%

Monthly exam 20%

Final exam 70%

Final grade 100%

### 14. Learning & Teaching Resources

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

## Course Description (English Language 4)

<b>1. Course Title</b>	English part IV		
<b>2. Course Code</b>	ENG 413		
<b>3. Semester/Year</b>	<b>2024-2025 (Fourth-Year Class)</b>		
<b>4. Description Preparation Date</b>	16/9/2024		
<b>5. Available Attendance Form</b>	classroom		
<b>6. No. of Hours (Total)</b>	30		
<b>7. No. of Credits (Total)</b>	30		
<b>8. Course Administrator Name</b>	Asst. Lect. Laa'li Muammer Ibrahim		
<b>9. E-mail</b>	Laali.m97@gmail.com		
<b>10. Course Objectives:</b>			
A. Practice conversation in English.			
B. Construct and use grammatically correct sentences.			
C. Improve the four skills in general: reading, writing, speaking, and listening.			
<b>Knowledge</b>	<b>A1</b>	Learn new vocabulary related to various topics in the coursebook.	
	<b>A2</b>	Learn more about different cultures and lifestyles by reading about them.	
<b>Skills</b>	<b>B1</b>	Improve the student's speaking skills.	
	<b>B2</b>	Teach them how to write emails using formal language.	
	<b>B3</b>	Improve their reading skills.	
	<b>B4</b>	Improve their presentation skills in English.	
<b>Values</b>	<b>C1</b>	<b>Global Communication</b>	
	<b>C2</b>	<b>Career Opportunities</b>	
	<b>C3</b>	<b>Cultural Exchange</b>	
	<b>C4</b>	<b>Personal Development</b>	
<b>10. Teaching and Learning Strategies</b>			
<b>1.</b>	<b>Communicative Approach</b>	<b>4.</b>	<b>A mix of individual, pair, and group activities</b>
<b>2.</b>	<b>Task-Based Learning</b>	<b>5.</b>	<b>Authentic Materials</b>

## 11. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	See the coursebook's Language Input	Unit 1/No place like home	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
2	2	See the coursebook's Language Input	Unit 1/No place like home	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
3	2	See the coursebook's Language Input	Unit 2/ Been there, done that!	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
4	2	See the coursebook's Language Input	Unit 2/ Been there, done that!	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
5	2	See the coursebook's Language Input	Unit 3/What a story!	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
6	2	See the coursebook's Language Input	Unit 3/What a story!	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
7	2	See the coursebook's Language Input	Unit 4/Nothing but the truth	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz

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8	2	See the coursebook's Language Input	Unit 5/An eye to the future	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
9	2	See the coursebook's Language Input	Unit 6/Making it big	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
10	2	See the coursebook's Language Input	Unit 7/Getting together	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
11	2	See the coursebook's Language Input	Unit 8/Going to extremes	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
12	2	See the coursebook's Language Input	Unit 9/Forever friends	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
13	2	See the coursebook's Language Input	Unit 10/Risking life and limb	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
14	2	See the coursebook's Language Input	Unit 11/In your dreams	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz
15	2	See the coursebook's Language Input	Unit 12/It's never too late	1. Communicative Approach 2. Task-Based Learning 3. A mix of individual, pair, and group activities	Quiz

### 12. Course Evaluation

10 marks for daily participation and home work  
10 marks for a test  
20 for a monthly exam  
60 for the final exam

### 13. Learning & Teaching Resources

Required textbooks (curricular if any)	Soars, L. and Soars, J. (2003). New Headway Upper-Intermediate, Oxford University Press.
Main References (sources)	-
Recommended Books & References (Scientific Journals, Reports ...)	-
Websites or Electronic References	engvid.com

# **TERM 2**

## 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>	16/9/2024	
<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 Theoretical (3 hours) per week: for (15) weeks...total (45) hours 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>	Prof. Dr. Hala S. Abdulwahid Ass. Lucturer Shaker Mahdi Salih	
<b>9. E-mail</b>	<a href="mailto:hala.sa@albayan.edu.iq">hala.sa@albayan.edu.iq</a> <a href="mailto:shakr.mahdi@albayan.edu.iq">shakr.mahdi@albayan.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.

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	<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 Hour	Increasing students' knowledge developing skills about community health	<b>1. Introduction to Community Health Nursing</b> - Definitions: Health, Nursing, Community, Community Health, Public Health and Community Health Nursing -Community-Based Nursing, Population-Focused Nursing-The Mission of Community Health Nursing - Characteristics of Community Health Nursing - Components of Community Health - Community Health Nursing Standards - 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> - The Dimension of Health - The Dimension of Health Care - The Dimension of Nursing		Quiz
3		Increasing students' knowledge developing skills about community health assessment	<b>3. Community Assessment</b> - Approaches for Community Assessment - Functions of Community Assessment - Principles of Community Assessment - Data Sources for Community Health Assessment - Types of Community Needs Assessment - Community Assessment Methods - 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> - Health Promotion - 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> - Definition of Primary Health Care - Principles of PHC - Elements of Primary Health Care - Primary Health Care and Community Health Nursing	Point Program lecture presentation	Quiz
6		Increasing students' knowledge and developing students' skills about family health care services	<b>6. Family Health Services</b> - Definitions: Family, Family Health - Types of Family - Family Structure and Function - Family Development - Family Theories - Family Health Nursing - 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> - Care of Children and Adolescents: - Children's Health Promotion across Life-Span - Role of the Community Health Nurse at: Primary Prevention Secondary Prevention Tertiary Prevention - Adolescent's Health Promotion across Life-Span - Role of the Community Health Nurse at: Primary Prevention Secondary Prevention Tertiary Prevention - Care of Women Health Promotion across Life-Span - Role of the Community Health Nurse in Women Health at: Primary Prevention Secondary Prevention Tertiary Prevention - Men's Health Promotion across Life-Span - Role of the Community Health Nurse in men health at:	The use of Power Point Program lecture presentation	Quiz

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			<b>Primary Prevention</b> <b>Secondary Prevention</b> <b>Tertiary Prevention</b>  <b>-Care of the Elderly:</b> <b>- Definitions: Aging, Ageism.</b> <b>- Health Needs of Elderly</b> <b>Primary Prevention</b> <b>Secondary Prevention</b> <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> <b>- Definition</b> <b>- Objectives of MCH Services</b> <b>- Types of MCH Services</b>	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> <b>- Definitions: School, School Age Children, School Health, School Health Care Nursing</b> <b>- School Health Program</b> <b>- Component of School Health Programs</b> <b>- The School Health Team</b> <b>- Role of the Nurse in the School Health Setting</b>	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> <b>- Definitions of Occupational Health and Occupational Health Nursing</b> <b>- Objectives of Occupational Health Nursing</b> <b>- Work-health Interaction</b> <b>- Role of the Occupational Health Nurse</b>		<b>Quiz</b>
12		Increasing students' knowledge developing skills about home visit community members	<b>13. Home Visits</b> <b>- Definition</b> <b>- Purposes of Home Visit</b> <b>- The Home Visit Process</b> <b>- Advantages of Home Visit</b>	The use of Power Point Program lecture presentation	<b>Quiz</b>

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13		Increasing students' knowledge developing skills about home he care provided To the community members	<b>14. Home Health Care Nursing</b> - <b>Definitions of Home Health Care and Home Health Care Nursing</b> - <b>Team Members of Home Health Care Services</b> - <b>Types of Clients in Home Health Care Services</b> - <b>Role of the Community Health Nurse in the Home Health Care</b>	The use of Power Point Program lecture presentati	<b>Quiz</b>
14		Increasing students' knowledge developing skills at environmental health	<b>14. Environmental Health and Safety Services</b> - <b>Definitions: Environment, Environmental Health</b> - <b>Elements of the Environment</b> - <b>Factors Affecting Environmental Health</b> - <b>Major Global Environmental Concerns</b>	The use of Power Point Program lecture presentati	<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 (curricular if any)	Community and Public Health Nursing : Promoting Health of Aggregate, Families and Communities, Fourth Edition, St. Louis, 1996.
Main References (sources)	Community and Public Health Nursing: Promoting Health of Aggregate, Families and Communities, Fourth Edition, St. Louis, 1996.
Recommended Books & References (Scientific Journals, Reports ...)	1. Journal of Community Health Nursing 2. American Journal of Public Health
Websites or Electronic References	community and Public Health Nursing pdf <a href="https://repository.poltekkes-tim.ac.id/563/1/Public%20Health%20Nursi%20(%20PDFDrive.com%20).pdf">https://repository.poltekkes- tim.ac.id/563/1/Public%20Health%20Nursi %20(%20PDFDrive.com%20).pdf</a>

## 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>16/9/2024</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 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> <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>	<b>Increasing students' knowledge of aspects related to leadership and management in nursing.</b>	
	<b>A2</b>	<b>Enhancing students' performance in the roles of leader and nursing director in applied fields.</b>	
	<b>A3</b>	<b>Enabling students to apply leadership and management theories in the applied field.</b>	
	<b>A4</b>		
<b>Skills</b>	<b>B1</b>	<b>Acquiring skills related to leadership and management in nursing.</b>	
	<b>B2</b>	<b>Possibility of conducting evaluation for skills.</b>	
	<b>B3</b>	<b>Strengthening the teaching and learning mechanism.</b>	
	<b>B4</b>		
<b>Values</b>	<b>C1</b>	<b>Contributing to strengthening relationships between students.</b>	
	<b>C2</b>	<b>Emphasis on strengthening the relationship between students and faculty members.</b>	
	<b>C3</b>	<b>Work seriously and realistically to strengthen relations between faculty members.</b>	
	<b>C4</b>	<b>Providing appropriate means to consolidate students' relationship with the scientific subject.</b>	
<b>11. Teaching and Learning Strategies</b>			
<b>1.</b>	<b>Increasing students' knowledge related to leadership and management in nursing.</b>	<b>4.</b>	<b>Use the direct discussion method.</b>
<b>2.</b>	<b>Enabling students to apply theoretical concepts in practical reality.</b>	<b>5.</b>	<b>Using modern methods related to education.</b>
<b>3.</b>	<b>Enabling students to play the role of leader and nurse manager in the applied reality.</b>	<b>6.</b>	<b>Approval of daily, monthly and quarterly tests.</b>

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	5 (2Th+ 3practice)	1. Increasing students' knowledge of aspects related to leadership and management in nursing. 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 Levels of Management: a. Top-level managers b. Middle-level managers c. First-line managers	brainstorming, discussion Power point	Daily exam, questions and answers
2	5 (2Th+ 3practice)	1. The student is able to know the pyramid of management skills 2. The student acquires administrative skills	Part II: Management Skills Pyramid:	brainstorming, discussion, Power point	questions and answers
3	5 (2Th+ 3practice)	1. The student will be able to know the roles that managers play.	Part III: Manager's Roles 3.1. Coach 3.2. Mentor 3.3. Teacher 3.4. Parent 3.5. Mediator	brainstorming, discussion, Power point	Questions and answers writing reports
4	5 (2Th+ 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, Power point	questions and answers
5	5 (2Th+ 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 Power point	Questions and answers monthly exam
6	5 (2Th+ 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 Power point	Daily exam, questions and answers
7	5 (2Th+ 3practice)	1. The student is able to know elements of management	Part VII: Functions of Management 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 Power point	Daily exam, questions and answers
8	5 (2Th+ 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 Power point	Daily exam, 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+ 3practice)	1.The student will be able to understand the inevitability of change and how to manage it 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 Power point	Questions and answers writing reports
10	5 (2Th+ 3practice)	1. The student is able to know and understand the importance of time and how to manage time. 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 Power point	Questions and answers monthly exam
11	5 (2Th+ 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 Power point	questions and answers
12	5 (2Th+ 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 Power point	Discussion method + questions and answers
13	5 (2Th+ 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 Power point	questions and answers

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		transformational leadership and components.	13.3. The Components of Transformational Leadership		
14	5 (2Th+ 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 Power point	Questions and answers writing reports
15	5 (2Th+ 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 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 (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 (sources)	A group of theoretical and practical lectures for subject teachers
Recommended Books & References (Scientific Journals, Reports ...)	-
Websites or Electronic References	-

**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, 2023-2024</b>		
<b>4. Description Preparation Date</b>	<b>16/9/2024</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%

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 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

## 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>	16/9/2024		
<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>	3		
<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 - hospitals - school students or - health centers - others
<b>2.</b>	Organizes a weekly meeting between the teachers and his group	<b>5.</b>	
<b>3.</b>	Using the university library to prepare the topic	<b>6.</b>	

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				
23	3				

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24	3			
25	3			
26	3			
27	3			
28	3			
29	3			
30	3			

### 13. Course Evaluation

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

### 14. Learning & Teaching Resources

Required textbooks (curricular if any)	Books related to research
Main References (sources)	Local and international magazines and research
Recommended Books & References (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>	30/3/2024	
<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 Theoretical hours (2 hours) per week: for (15)	
<b>7. No. of Credits (Total)</b>	2 credits	
<b>8. Course Administrator Name</b>	Prof. Dr. Hala S. Abdulwahid	
<b>9. E-mail</b>	<a href="mailto:hala.sa@albayan.edu.iq">hala.sa@albayan.edu.iq</a>	
<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>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>Values</b>	<b>C1</b>	Recognizing the concept of health as a value and a right for everyone, regardless of social differences.
	<b>C2</b>	Respecting all segments of society and their right to obtain health services.

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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 presentati	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 presentati	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 presentati	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 ( Epidemiology )

<b>1. Course Title</b>	Epidemiology		
<b>2. Course Code</b>	Epid406		
<b>3. Semester/Year</b>	Semester 1& 2 / grade 4 , Academic year 2023-2024		
<b>4. Description Preparation Date</b>	16/9/2024		
<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. Hala Saadi Abdulwahid		
<b>9. E-mail</b>	<a href="mailto:hala.s@albayan.edu.iq">hala.s@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>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	Types of diseases, chain of infection their mode of transmission	Epidemiology of Diseases	Slide show, discussion	Quizzes and monthly exam
5	2	Methods of Diseases identification	Strategies for identifying Diseases	Slide show, discussion	Quizzes and monthly exam
6	2	Measures of controlling the diseases	Principles for Diseases Control	Slide show, discussion	Quizzes and monthly exam
7	2	What are the ethical considerations conducting epidemiological diseases	Professional and Ethical Consideration Epidemiology	Slide show, discussion	Quizzes and monthly exam
8			First Mid Term Exam		
9 &10	2	Types of epidemiological studies	Epidemiological Studies	Slide show, discussion	Quizzes and monthly exam
11	2	Methods of measuring diseases occurrences among populations	Rates in Epidemiology	Slide show, discussion	Quizzes and monthly exam
12	2	Define two types of epidemiology	Environmental and Occupational Epidemiology	Slide show, discussion	Quizzes and monthly exam
13	4	Define another type of epidemiology	Epidemiology of Nutrition	Slide show, discussion	Quizzes and monthly exam
14	4	Identify another type of epidemiology	Epidemiology of Accidents and Injuries	Slide show, discussion	Quizzes and monthly exam
15	2		EXAM		

### 13. Course Evaluation

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

### 14. Learning & Teaching Resources

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

## Course Description (Arabic Language 1 )

<b>1. Course Title</b>	Arabic language 1
<b>2. Course Code</b>	ARB412
<b>3. Semester/Year</b>	Fourth Grade/second semester
<b>4. Description Preparation Date</b>	16/9/2024
<b>5. Available Attendance Form</b>	Daily attendance according to the lecture schedule
<b>6. No. of Hours (Total)</b>	hours 15
<b>7. No. of Credits (Total)</b>	1
<b>8. Course Administrator Name</b>	Asst. Luct. Khansa Saad Fajr
<b>9. E-mail</b>	<a href="mailto:Khansaa.s@albayan.edu.Iq">Khansaa.s@albayan.edu.Iq</a>

### Course Objectives

The student should be familiar with the principles and rules of the Arabic language

10.

<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

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	<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>	ELECTRONIC LECTures	<b>4.</b>	Theoretical lectures in the form of recitation
<b>2.</b>	Asking questions and opening the door to dialogue	<b>5.</b>	Summarizing lectures with emphasis on vocabulary
<b>3.</b>	Assigning the student to reports	<b>6.</b>	The mission

## 12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	1	Introduction to the Arabic language	uation marks	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	A quick session with the students at the end of the lecture
2	1	The student should be able to formulate behavioral goals and formulate a question that achieves the goal	How to write hamza	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing

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3	1	Know and understand	Sections of speech	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Question within the lecture
4	1	Identifying linguistic and literary problems among students	Original and subsidiary grammatical .signs	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Question within the lecture
5	1	Know and understand	Free poetry	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
6	1	Know and understand	The Inflected and Inflected form of verbs	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
7	1	Know and understand	The built and the Arabized are nouns	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
8	1	Know and understand	The adjective	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
9	1	Know and understand	Sections of the nominal and verbal sentence	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
10	1	Know and understand	Interrogative	Explanation of theoretical lectures from the teaching	Daily testing

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				subject using modern teaching and presentation methods	
11	1	Know and understand	Passive verb	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
12	1	Know and understand	Active verb	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
13	1	Know and understand	Teacher	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
14	1	Identifying the role of motivation in the learning process, contemporary reading of linguistic and literary texts	Negation	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Asking questions and answering them from the student
15	1	Know and understand	Nazik al-Malaika	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
16	1	Know and understand	Jeweler	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
17	1	Know and understand	Ahmad Shawqi	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing

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18	1	Know and understand	Present tense verb	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
19	1	Know and understand	Badr Shaker Sayyab	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
20	1	Know and understand	Accusative present tense verb	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
21	1	Know and understand	'The bound ta' and the open ta	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
22	1	Analyzing and explaining texts	Pendants	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
23	1	Know and understand	Literary texts	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
24	1	Know and understand	Correct and incorrect verbs	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing

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25	1	Know and understand	Modern poetic schools	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
26	1	Know and understand	Emphasis	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
27	1	Know and understand	The art of eloquence	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
28	1	Know and understand	Ancient poetic arts	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
29	1	Know and understand	Dhaad and Dhaa	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing
30	1	Know and understand	Characteristics of literature	Explanation of theoretical lectures from the teaching subject using modern teaching and presentation methods	Daily testing

### 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 5% Monthly exam 20% Final exam 70% Final grade 100%

### 14. Learning & Teaching Resources

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