

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



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute: Madenat Alelem University

Scientific Department: Nursing Department

Academic or Professional Program Name: Bachelor's degree in Nursing Sciences

Final Certificate Name: University nurse

Academic System: courses

Description Preparation Date: 30/3/2024

File Completion Date: 30/3/2024

Signature:



Head of Department Name:

Prof.Dr. Intisar Abdul Ghani Abbas

Date: 7/4/2024

Signature



Scientific Associate Name:

Asst.Prof.Dr.Saeed slman kamoon

Date: 7/4/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Khawlah saadon Taher

Date: 7/4/2024

Signature:



Approval of the Dean

Prof.Dr.Faris abduLKarem khazaal



1. Program Vision

The College of Nursing is a solid, professional scientific institution that seeks leadership and excellence among its counterparts at the national, regional and global levels and in all fields.

2. Program Mission

Preparing distinguished university nursing staff who provide general and specialized nursing care capable of meeting the needs of society, possessing high knowledge and technical skills, and having the ability to conduct scientific research and address community health problems in general and nursing problems in particular.

3. Program Objectives

1. Providing a high level of education at the bachelor's level.
2. Creating an optimal environment for work development that stimulates and facilitates mental development and scientific research.
3. Purposeful and constructive policies for dealing with students and graduates.
4. Develop programs and curricula to achieve academic standards and meet the needs of society and the requirements of the labor market.
5. A plan for scientific research that supports the educational process, develops research capacity, and serves society.
6. Participation between the college and the community to achieve the college's mission and enhance its activities.
7. Increase environmental awareness among the internal and external community
8. Developing service and advisory cooperation with civil society institutions, community and research centers, and civil society institutions.

4. Program Accreditation

In the process of being prepared for program accreditation

5. Other external influences

Is there a sponsor for the program?

Training courses

Developing students' professional skills

summer training

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	2	4	2.86%	
College Requirements	8	12	8.57%	
Department Requirements	31	124	88.57%	
Summer Training				
Other				

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

Program Description					
Year/Level	Course Code	Course Name	Credit Hours		
			Theoretical	practical	Clinical
Year (1) / Level (1)	ND1101	Fundamental of nursing (1)	4	6	-
Year (1) / Level (1)	ND1102	Biochemistry	3	2	-
Year (1) / Level (1)	ND1103	Anatomy for nurse	3	2	-
Year (1) / Level (1)	ND1104	Code of Ethics	2	-	-
Year (1) / Level (1)	ND1105	English Part (1)	2	-	-
Year (1) / Level (1)	ND1106	Computer Science (1)	1	-	-
Year (1) / Level (1)	ND1107	Human Rights and Democracy	2	-	-
Year (1) / Level (2)	ND1201	Fundamental of nursing (2)	4	-	12
Year (1) / Level (2)	ND1202	Physiology for nursing	3	2	-
Year (1) / Level (2)	ND1203	Medical Terminology	2	-	-
Year (1) / Level (2)	ND1204	English Part (2)	2	-	-
Year (1) / Level (2)	ND1205	Computer Science (2)	-	2	-
Year (1) / Level (2)	ND1206	Arabic Language (1)	2	-	-
Year (2) / Level (1)	ND2101	Adult Nursing (1)	4	-	12
Year (2) / Level (1)	ND2102	Health Assessment	2	2	-
Year (2) / Level (1)	ND2103	Microbiology for Nursing (1)	2	2	-
Year (2) / Level (1)	ND2104	Pharmacology for Nurses (1)	2	-	-
Year (2) / Level (1)	ND2105	Computer Science (3)	-	2	-
Year (2) / Level (1)	ND2106	Crimes of the defunct Baath Party	2	-	-
Year (2) / Level (2)	ND2201	Adult Nursing (2)	4	-	12
Year (2) / Level (2)	ND2202	Microbiology for Nursing (2)	2	2	-
Year (2) / Level (2)	ND2203	Pathophysiology for Nurse	2	-	-
Year (2) / Level (2)	ND2204	Pharmacology for Nurses (2)	2	-	-
Year (2) / Level (2)	ND2205	Computer Science (4)	-	2	-

Year (2) / Level (2)	ND2206	Arabic Language (2)	2	-	-
Year (3) / Level (1)	ND3101	Maternal and neonate Nursing	3	2	12
Year (3) / Level (1)	ND3102	Research method in nursing	2	-	-
Year (3) / Level (1)	ND3103	Health Sociology	2	-	-
Year (3) / Level (1)	ND3104	Nutrition and Diet Therapy	2	-	-
Year (3) / Level (2)	ND3201	Pediatric Nursing	3	2	12
Year (3) / Level (2)	ND3202	Human Growth and Development	3	-	-
Year (3) / Level (2)	ND3203	Biostatistics	2	-	-
Year (4) / Level (1)	ND4101	Community Health Nursing	3	-	12
Year (4) / Level (1)	ND4102	Epidemiology	2	-	-
Year (4) / Level (1)	ND4103	Nursing Management and Leadership	2	-	3
Year (4) / Level (1)	ND4104	Health Promotion	2	-	-
Year (4) / Level (1)	ND4105	Professional Perspective and Issue in Nursing	2	-	-
Year (4) / Level (2)	ND4201	psychiatric and Mental Health Nursing	3	-	12
Year (4) / Level (2)	ND4202	Health Psychology for Nurses	2	-	-
Year (4) / Level (2)	ND4203	Critical Care Nursing	2	-	12
Year (4) / Level (2)	ND4204	Research Project	-	-	-

7. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	<p>A1– Identifying the most important basic sciences supporting nursing, such as anatomy, physiology, microbiology, and other sciences.</p> <p>A2– Identifying therapeutic and non-therapeutic</p>
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	<p>communication techniques with the patient</p> <p>A3– Identifying theories of development in nursing science</p> <p>A4– Identify ways to solve patient problems</p> <p>A5– Identify the types of treatments used</p> <p>A6– Identify methods of nursing care for all ages, boys and girls</p>
Skills	
Learning Outcomes 2	<p>B1- Evaluating the patient’s condition and diagnosing his needs through a therapeutic interview</p> <p>B2- Develop an integrated plan to implement nursing care in light of the diagnosed needs</p> <p>B3- Applying therapeutic communication skills with the patient</p> <p>B4- Applying nursing care skills for the patient</p> <p>B5- The ability to conduct scientific research in the field of nursing</p>
Ethics	
Learning Outcomes 3	<p>C1– Consolidating human values in patient care</p> <p>C2– Establishing and focusing on religious values in dealing with and caring for the patient</p> <p>C3– Consolidating moral values in dealing with patients of different races and religions</p> <p>C4– Consolidating national values in providing health and nursing care to patients 4</p>

8. Teaching and Learning Strategies

- Giving lectures.
- Providing the college with lectures on the college website.
- Educational films.
- Projectors and digital cameras.
- Using educational models.
- Training courses and workshops.
- Applied clinical education.
- Student groups

9. Evaluation methods

- Oral exams.
- Theoretical tests.
- Laboratory practical tests.
- Practical tests on patients.
- Reports and studies.

10. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer

Prof.		✓			2	
Lecture	✓	✓			2	4
Assis.	✓	✓			2	4

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

11. Acceptance Criterion

The following categories are eligible to apply to the Nursing Department

- Graduates of the biological scientific branch
- Nursing preparatory school graduates

- Graduates of the Nursing Institute
- Graduates of the Medical Technical Institute/Nursing Department

The admission criteria also includes students who have a certain cumulative average according to the central admission system, and students are also selected

Those who have the physical, mental and social ability to manage any medical condition or practice required by the study through personal interviews

With candidates assessing qualities such as the desire to help people, self-confidence and the ability to face challenges and ability

To work with people and the ability to work independently

12. The most important sources of information about the program

State briefly the sources of information about the program.

13. Program Development Plan

Program Skills Outline

				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Year (1) / Level (1)	ND1101	Fundamental of nursing (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1102	Biochemistry	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1103	Anatomy for nurse	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1104	Code of Ethics	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1105	English Part (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1106	Computer Science (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1107	Human Rights and Democracy	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year (1) / Level (2)	ND1201	Fundamental of nursing (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	ND1202	Physiology for nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1203	Medical Terminology	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1204	English Part (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1205	Computer Science (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND1206	Arabic Language (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year (2) / Level (1)	ND2101	Adult Nursing (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2102	Health Assessment	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2103	Microbiology for Nursing (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2104	Pharmacology for Nurses (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2105	Computer Science (3)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2106	Crimes of the defunct Baath Party	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year (2) / Level (2)	ND2201	Adult Nursing (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	ND2202	Microbiology for Nursing (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2203	Pathophysiology for Nurse	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2204	Pharmacology for Nurses (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2205	Computer Science (4)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND2206	Arabic Language (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year (3) / Level (1)	ND3101	Maternal and neonate Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND3102	Research method in nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND3103	Health Sociology	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND3104	Nutrition and Diet Therapy	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year (3) / Level (2)	ND3201	Pediatric Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND3202	Human Growth and Development	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND3203	Biostatistics	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year (3) / Level (1)	ND4101	Community Health Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	ND4102	Epidemiology	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND4103	Nursing Management and Leadership	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND4104	Health Promotion	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND4105	Professional Perspective and Issue in Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year (4) / Level (2)	ND4201	psychiatric and Mental Health Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND4202	Health Psychology for Nurses	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND4203	Critical Care Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ND4204	Research Project	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

**Course Description
Guide
Code of Ethics**

2024

Course Description Form

1. Course Name:

Code of Ethics

2. Course Code:

ND1104

3. Semester / Year

(First semester , First Year)

4. Description Preparation Date:

1 /10 /2024

5. Available Attendance Forms:

Weekly attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

(30 Hr. / 2 Unit)

7. Course administrator's name (mention all, if more than one name)

Name: Dr. Inaam Abulkareem

Email: inaamnaba66@gmail.com

8. Course Objectives

Course Objectives

As illustrated below .

General goal //

At the end of the course, the student will be able to Knowledge of principles defines the rules of ethical conduct for nursing

Specific (Behavioral) goals //

1- At the end of the course, the student will be able to become familiar with the rules of ethical behavior in nursing.

2- At the end of the course, the student will be able to understand the foundations and principles of ethics in the

nursing profession

3- At the end of the course, the student will be able to determine the provisions of ethics in nursing according to the American Nursing Association (ANA) and the ethical duties of every individual who enters the nursing profession.

4- At the end of the course, the student will be able to determine the specific criteria for efficient and optimal design.

5- At the end of the course, the student will be able to understand patients' rights.

9. Teaching and Learning Strategies

Strategy	Brainstorming strategy Discussion strategy Project strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	A historical overview of the nursing profession	Brainstorming strategy	Oral and written Examination
2-	2	Understanding and assimilation	History of modern nursing	Combining different strategies	Oral and written Examination
3-	2	Understanding and assimilation	Nursing ethics	Combining different strategies	Oral and written Examination
4-	2	Understanding and assimilation	Professional ethics and professional conduct	Discussion strategy	Oral and written Examination
5-	2	Understanding and assimilation	Roles of the professional nurse	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Nursing education programs	Problem solving strategy	Oral and written Examination
7-	2	Understanding and assimilation	Patients' rights	Modeling learning strategy	Oral and written Examination

8-	2	Understanding and assimilation	Basic principles of the law and rights of registered nurses.	Teamwork strategy.	Oral and written Examination
9-	2	Understanding and assimilation	General moral theories.	Combining different strategies	Oral and written Examination
10-	2	Understanding and assimilation	Unions and associations Constitution or rules of professional conduct	Combining different strategies	Oral and written Examination
11-	2	Understanding and assimilation	Legal issues in nursing practice	Combining different strategies	Oral and written Examination
12-	2	Understanding and assimilation	Strategies used to prevent accidents while practicing the nursing profession	Combining different strategies.	Oral and written Examination
13-	2	Understanding and assimilation	Solve the ethical dilemma	Combining different strategies	Oral and written Examination
14-	2	Understanding and assimilation	The institution's ethical policy	Combining different strategies	Oral and written Examination
15-	2	Understanding and assimilation	Dealing with the patient's family	Combining different strategies	Oral and written Examination

11. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	Patricia A Potter; Anne Griffin Perry; Patricia Stockert; Amy Hall. Fundamentals of Nursing. 10th ed. Amsterdam, Elsevier, 2020.
Recommended books and references (scientific journals, reports...)	Related student graduation projects, scientific journals on the subject
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Guide
Fundamental of
nursing (1)**

2024

Course Description Form

13. Course Name:
Fundamental of nursing (1)
14. Course Code:
ND1101
15. Semester / Year
(First semester, First Year)
16. Description Preparation Date:
16 /3 /2024
17. Available Attendance Forms:
Weekly attendance
18. Number of Credit Hours (Total) / Number of Units (Total)
(60 Hr. / 4 Unit)
19. Course administrator's name (mention all, if more than one name)
Name: Lec: Mustafa Flayyih Abdul Radha
20. Course Objectives
Course Objectives
As illustrated below .

General goal //

At the end of the course, the student will be able to apply basic concepts, processes, skills, and techniques that are essential to nursing practice.

Specific (Behavioral) goals //

At the end of this course, the student will be able to:

1. Identify the principle upon which all nursing intervention procedures related to providing care to the patient are based.
2. Apply a structured approach to analyzing patient problems.
3. Use a structured approach to analyze health problems.

4. Perform basic nursing skills related to different patient conditions.
5. Utilize the principles of medical/surgical sterilization and comprehensive precautions in patient care.

21. Teaching and Learning Strategies

- Strategy**
- Lectures
 - Group discussion
 - Group projects.
 - Lab. and clinical settings.

22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding and assimilation	Asepsis and infection control	Lecture	Theoretical exam and classroom activities
2-	3	Understanding and assimilation	personal hygiene	Lecture	Theoretical exam and classroom activities
3-	3	Understanding and assimilation	Safety and activity	Lecture	Theoretical exam and classroom activities
4-	3	Understanding and assimilation	Vital signs	Lecture	Theoretical exam and classroom activities
5-	3	Understanding and assimilation	Blood pressure	Lecture	Theoretical exam and classroom activities
6-	3	Understanding and assimilation	Wound care and healing process	Lecture	Theoretical exam and classroom activities
7-	First exam				
8-	3	Understanding and assimilation	Medication administration	Lecture	Theoretical exam and classroom activities
9-	3	Understanding and assimilation	Parenteral routes	Lecture	Theoretical exam and classroom activities
10-	3	Understanding and assimilation	Intravenous infusion	Lecture	Theoretical exam and classroom activities
11-	3	Understanding and assimilation	Blood transfusion	Lecture	Theoretical exam and classroom activities
12-	3	Understanding	Nursing process	Lecture	Theoretical exam and classroom activities

		and assimilation			
13-	3	Understanding and assimilation	Nursing documentation	Lecture	Theoretical exam and classroom activities
14-	3	Understanding and assimilation	Hot and Cold Application	Lecture	Theoretical exam and classroom activities
15-	Second exam				

23. Course Evaluation

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

Theory exam	Practical exam	Final practical	Final theory	Total
20	20	20	40	100

24. Learning and Teaching Resources

Required textbooks (curricular books, any)	Nothing
Main references (sources)	Taylor, C.; Lillis, C. Brunner, L.; LeMone, P.; Lynn, P.: Fundamentals of nursing, tenth ed., New York, Lippincott Co., 2023.
Recommended books and references (scientific journals, reports...)	The Fundamental and Management Nursing Journal (FMNJ)
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Guide
Biochemistry**

2024

Course Description Form

25.	Course Name:
	Biochemistry
26.	Course Code:
	ND1102
27.	Semester / Year
	(First semester , First Year)
28.	Description Preparation Date:
	8 /4 /2024
29.	Available Attendance Forms:
	Weekly attendance
30.	Number of Credit Hours (Total) / Number of Units (Total)
	(45 Hr. / 2 Unit)
31.	Course administrator's name (mention all, if more than one name)
	Name: Lectuer Dr. Yasir Wisam Issa Email: yassirwesam93@gmail.com
32.	Course Objectives
As illustrated below	
<p>General goal: Biochemistry for nursing aims to equip nurses with a comprehensive understanding of the chemical processes involved in carbohydrates, Proteins, lipids, Minerals and vitamins, that underlie human health, disease, and treatment. This knowledge enables nurses to understand patient conditions, apply clinical interventions, educate patients on lifestyle and dietary choices, enhance patient care using biochemical markers and tests, and support holistic care. Nurses can use biochemistry knowledge to identify health issues, monitor conditions, understand medication interactions, and provide holistic patient care, improving health outcomes and quality of life.</p> <p>Specific (Behavioral) goals:</p> <ol style="list-style-type: none"> Understand Metabolic Pathways: Students will accurately describe the major metabolic pathways and their integration within the cell. Analyze Biochemical Data: Students will be able to analyze and interpret biochemical data from laboratory experiments and clinical tests. Apply Biochemical Knowledge to Clinical Situations: Learners will apply their understanding of biochemistry to diagnose and propose treatment strategies for metabolic diseases. Demonstrate Laboratory Techniques: Students will demonstrate proficiency in basic and advanced biochemical laboratory techniques. Critically Evaluate Biochemical Research: Graduates will critically evaluate current biochemical research and its implications for medicine and healthcare. 	
33.	Teaching and Learning Strategies
Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy Discussion strategy Project strategy

	A strategy for problem solving or problem-based learning Story strategy. Combining different strategies					
34.	Course Structure					
Week	h	Required Learning Outcomes	Lecture Topics	Lab Topics	Learning method	Evaluation method
1st	6	Understanding lecture	Carbohydrate Classification and metabolism	Determination of Glucose in serum, urine, GTT, HbA1C	Lecture + Lab	Quick exam, Spot, Oral
2nd	6	Understanding lecture	Protein classification and metabolism	Determination of serum total protein albumin and globulin.	Lecture + Lab	Quick exam, Spot, Oral
3rd	6	Understanding lecture	Enzymes, definition, classification, general properties, function. Factors affecting enzymes activity, enzyme inhibition.	Determination of amylase activity in serum	Lecture + Lab	Quick exam, Spot, Oral
4th	6	Understanding lecture	Enzymes in clinical diagnosis.	Determination of lipase activity in serum.	Lecture + Lab	Quick exam, Spot, Oral
5th	6	Understanding lecture	Vitamins and coenzymes, fat soluble vitamins, water soluble vitamins.	Estimation of (Vitamin C) (Ascorbic acid) in urine.	Lecture + Lab	Quick exam, Spot, Oral
6th	6	Understanding lecture	Lipids: Types , mechanisms and metabolism	Determination of Lipid profile	Lecture + Lab	Quick exam, Spot, Oral
7th	6	Understanding lecture	Biosynthesis and catabolism of fatty acid	Determination of Lipid profile	Lecture + Lab	Quick exam, Spot, Oral
8th	6	Understanding lecture	Liver function tests, bilirubin, conjugated and non-conjugated, bile pigment, Brom Sulfone Phthalien (BSP), diagnosis of various types of	Determination of serum alkaline phosphates GPT GOT and bilirubin	Lecture + Lab	Quick exam, Spot, Oral

			jaundice.			
9th	6	Understanding lecture	Liver diseases, hepatitis, cirrhosis, necrosis.	Determination of serum acid phosphates.	Lecture + Lab	Quick exam, Spot, Oral
10th	6	Understanding lecture	Changes in serum enzymes in liver disease.	Determination of serum GPT GOT and bilirubin	Lecture + Lab	Quick exam, Spot, Oral
11th	6	Understanding lecture	Hormones, definition, chemical nature, steroid hormones	determination of hormones	Lecture + Lab	Quick exam, Spot, Oral
12th	6	Understanding lecture	Steroid Biosynthesis, Nitrogen metabolism	Determination of blood urea, and uric acid in serum.	Lecture + Lab	Quick exam, Spot, Oral
13th	6	Understanding lecture	Kidney function tests, measuring glomerular filtration, tubular filtration, renal blood flow.	Determination of creatinine in serum and GFR	Lecture + Lab	Quick exam, Spot, Oral
14th	6	Understanding lecture	Formation and composition of urine, changes in urine volume, specific gravity, constituents.	General urine analysis.	Lecture + Lab	Quick exam, Spot, Oral
15 th	6	Understanding lecture	Blood Ph, and Buffering system	ABG and VBG	Lecture + Lab	Quick exam, Spot, Oral

35.

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

Theoretical Assessment

Daily Preparation	Daily Exam	Oral Exam	Reports	Monthly Exam	Final exam	Total
2	5	3	5	5	40	60

Practical Assessment

Daily Preparation	Daily Exam	Oral Exam	Reports	Monthly Exam	Final exam	Total
2	2	2	2	12	20	40

36.

Learning and Teaching Resources

Required textbooks (curricular books)

Nothing

Main references (sources)

1. **Lehninger Principles of Biochemistry**, 7th Edition, by

	<p>David L. Nelson and Michael M. Cox, 2017.</p> <ol style="list-style-type: none"> 2. Biochemistry, 8th Edition, by Jeremy M. Berg, John L. Tymoczko, and Lubert Stryer, 2015. 3. Biochemistry, 5th Edition, by Donald Voet and Judith G. Voet, 2020. 4. Molecular Biology of the Cell, 6th Edition, by Bruce Alberts, Alexander Johnson, Julian Lewis, Martin Raff, Keith Roberts, and Peter Walter, 2014. 5. Principles of Biochemistry, 7th Edition, by Albert L. Lehninger, David L. Nelson, and Michael M. Cox, 2017.
<p>Recommended books and references (scientific journals, reports...)</p>	<p>journal of Biological Chemistry (JBC) Biochemical Journal Trends in Biochemical Sciences (TiBS) Nature Reviews Molecular Cell Biology Nature Science NCBI</p>
<p>Electronic References, Websites</p>	<p>Browse the Google network using the desired subject key.</p>

Course Description

English Part (1)

2024

Course Description Form

1. Course Name:

English Part (1)

2. Course Code:

ND1105

3. Semester / Year

First/ First

4. Description Preparation Date:

16 /3 /2024

5. Available Attendance Forms:

Weekly attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

(30 Hr. / 2 Unit)

7. Course administrator's name (mention all, if more than one name)

Name: Assist. Prof. Dr. Ayad Enad Khalaf

Email: ayad.khalaf@mauc.edu.iq

8. Course Objectives

Course Objectives

As illustrated below .

General goals //

- Develop their intellectual, personal and professional abilities.
- Acquire basic language skills (listening, speaking, reading and writing) in order to communicate with speakers of English language.
- Acquire the linguistic competence necessarily required in various life situations.
- Develop their awareness of the importance of English as a means of international communication.

- Develop the linguistic competence that enables them, in future, to present and explain the medical concepts and issues.
- Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.

Special (Behavioral) goals //

- 1- At the end of the course, the student will be able to introduce himself to others in English.
- 2- Be able to recognize the types of simple and complex sentences in the English language.
- 3- Be able to distinguish between nominal sentences and verbal sentences.
- 4- Be able to use subject, object, and possessive pronouns correctly.
- 5- Be able to use legal terminology correctly.
- 6- Be able to use auxiliary verbs correctly in negative sentences or make a regular question and a follow-up question.
- 7- Be able to distinguish between correct and incorrect sentences.
- 8- Be able to pronounce words correctly.
- 9- Be able to read to understand English written material.
- 10- Have the ability to correctly write a short guided paragraph.

9. Teaching and Learning Strategies

Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy Discussion strategy Project strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and comprehension	Greeting and Introduction	Teamwork strategy	Oral and written Examination

2-	2	Understanding and comprehension	Auxiliary verbs	Brainstorming strategy	Oral and written Examination
3-	2	Understanding and comprehension	Subject and object pronouns	Project strategy	Oral and written Examination
4-	2	Understanding and comprehension	Forming adjectives and adverbs	Combining different strategies	Oral and written Examination
5-	2	Understanding and comprehension	Punctuation	Teamwork strategy	Oral and written Examination
6-	2	Understanding and comprehension	Speaking about jobs	Problem solving strategy	Oral and written Examination
7-	2	Understanding and comprehension	Parts of speech	Modeling learning strategy	Oral and written Examination
8-	2	Understanding and comprehension	Informative and negative sentences	Story strategy	Oral and written Examination
9-	2	Understanding and comprehension	Present simple tense	Combining different strategies	Oral and written Examination
10-	2	Understanding and comprehension	Sports, foods and drinks	Discussion strategy	Oral and written Examination
11-	2	Understanding and comprehension	Prepositions	Combining different strategies	Oral and written Examination
12-	2	Understanding and comprehension	Possessive pronouns	Teamwork strategy	Oral and written Examination
13-	2	Understanding and comprehension	Speaking about countries	Project strategy	Oral and written Examination
14-	2	Understanding and comprehension	Making question with auxiliary verbs (is, am, are)	Combining different strategies	Oral and written Examination
15-	2	Understanding, and comprehension	Making question with auxiliary (do, does, did)	Combining different strategies	Oral and written Examination

11. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
2	3	5	5	15	70	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	New Headway Plus (Beginners student Book+ work book)
Main references (sources)	Dictionary books. English Language in Use book.
Recommended books and references (scientific journals, reports...)	Stories and magazines which are written in English. Research papers that are written in English. Books for learning the English language.
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Guide
Fundamental of
nursing (2)**

2024

Course Description Form

37. Course Name:
Fundamental of nursing (2)
38. Course Code:
ND1201
39. Semester / Year
(Second semester, First Year)
40. Description Preparation Date:
16 /3 /2024
41. Available Attendance Forms:
Weekly attendance
42. Number of Credit Hours (Total) / Number of Units (Total)
(60 Hr. / 4 Unit)
43. Course administrator's name (mention all, if more than one name)
Name: Lec: Mustafa Flayyih Abdul Radha
44. Course Objectives
Course Objectives
As illustrated below .

General goal //

At the end of the course, the student will be able to apply basic concepts, processes, skills, and techniques that are essential to nursing practice.

Specific (Behavioral) goals //

At the end of this course, the student will be able to:

1. Identify the principle upon which all nursing intervention procedures related to providing care to the patient are based.
2. Apply a structured approach to analyzing patient problems.
3. Use a structured approach to analyze health problems.

4. Perform basic nursing skills related to different patient conditions.
5. Utilize the principles of medical/surgical sterilization and comprehensive precautions in patient care.

45. Teaching and Learning Strategies

- Strategy**
- Lectures
 - Group discussion
 - Group projects.
 - Lab. and clinical settings.

46. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding and assimilation	Pre- and post-operative nursing care	Lecture	Theoretical exam and classroom activities
2-	3	Understanding and assimilation	Oxygenation:	Lecture	Theoretical exam and classroom activities
3-	3	Understanding and assimilation	Nutrition	Lecture	Theoretical exam and classroom activities
4-	3	Understanding and assimilation	Fluid and chemical balance: Body fluid, electrolytes and acid-base balance.	Lecture	Theoretical exam and classroom activities
5-	3	Understanding and assimilation	Fluid volume assessment. Factors affecting body fluid, electrolytes and acid-base balance. Common fluid imbalance.	Lecture	Theoretical exam and classroom activities
6-	3	Understanding and assimilation	Patient's needs Rest and sleep	Lecture	Theoretical exam and classroom activities
7-	First exam				
8-	3	Understanding and assimilation	Urinary elimination:	Lecture	Theoretical exam and classroom activities
9-	3	Understanding and assimilation	Bowel elimination:	Lecture	Theoretical exam and classroom activities
10-	3	Understanding and assimilation	Pain management:	Lecture	Theoretical exam and classroom activities
11-	3	Understanding and assimilation	Death and dying:	Lecture	Theoretical exam and classroom activities

12-		Second exam		
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47. Course Evaluation

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

Theory exam	Practical exam	Final practical	Final theory	Total
20	20	20	40	100

48. Learning and Teaching Resources

Required textbooks (curricular books, any)	Nothing
Main references (sources)	Taylor, C.; Lillis, C. Brunner, L.; LeMone, P.; Lynn, P.: Fundamentals of nursing, tenth ed., New York, Lippincott Co., 2023.
Recommended books and references (scientific journals, reports...)	The Fundamental and Management Nursing Journal (FMNJ)
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Guide
Physiology for nursing**

2024

Course Description Form

49. Course Name:

Physiology for nursing

50. Course Code:

ND1202

51. Semester / Year

(2nd Semester, First Year)

52. Description Preparation Date:

16 /4 /2024

53. Available Attendance Forms:

Weekly attendance

54. Number of Credit Hours (Total) / Number of Units (Total)

(90 Hr. / 3 Unit)

55. Course administrator's name (mention all, if more than one name)

Name: Lecturer. Dr. Yasir Wisam Issa

Email: yassirwesam93@gmail.com

56. Course Objectives

Course Objectives

As illustrated below.

General goal //

At the end of the academic year, the student will be able to understand the functions of the various cells and organs of the body and perform the various techniques of blood and other bodily fluid analyzes.

1. **Identify and Describe Major Body Systems:** Students should be able to accurately identify major body systems (such as the cardiovascular, respiratory, nervous, and digestive systems), describe their main components, and explain their functions.
2. **Apply Physiological Principles in Practical Settings:** Students should be able to apply knowledge of physiology to predict the outcomes of physiological experiments or to simulate real-world scenarios in lab settings, such as measuring blood pressure or analyzing respiratory function.
3. **Analyze Physiological Responses:** Students should be capable of analyzing physiological data from experiments or clinical settings, such as interpreting EKG readings or blood test results, to make educated conclusions about a person's health status.

4. **Demonstrate Problem-Solving Skills:** Students should demonstrate the ability to use their understanding of physiology to solve problems, such as figuring out the underlying cause of symptoms based on physiological knowledge or proposing interventions to mitigate physiological issues.
5. **Communicate Physiological Concepts Clearly:** Students should be able to effectively communicate complex physiological concepts to peers, instructors, or a non-specialist audience in both written and oral formats, using appropriate scientific terminology.
6. **Integrate Cross-Disciplinary Knowledge:** Students should show an understanding of how physiology intersects with other disciplines such as biochemistry, pharmacology, and genetics, and how these relationships can be utilized to better understand human health and disease.
7. **Develop Research Skills:** Students should be trained to design, conduct, and evaluate physiological research studies, understanding ethical considerations and the implications of their research findings in broader scientific and healthcare contexts.
8. **Critical Thinking and Evaluation:** Students should engage in critical thinking by evaluating the quality and relevance of information, research, and current methodologies in the field of physiology.

10. Course Structure

Week	Total Hours	ILOs	Theoretical Subjects	practical Subjects	Teaching Method	Assessment Method
1st	6	Understanding lecture	Definition of physiology; cell physiology; cell membrane components and structure.	The microscope, type, parts, how to use it.	Lecture + Lab	Quick exam, Spot, Oral
2nd	6	Understanding lecture	Movement of fluid, solutes and gases across the cell	Hematology, collection of blood, capillary blood; venous blood; plasma and serum.	Lecture + Lab	Quick exam, Spot, Oral

			membrane.			
3rd	6	Understanding lecture	Muscular system: types & characteristics.	Hemoglobin estimation by Cyanamithaemoglobin method (Photometer method).	Lecture + Lab	Quick exam, Spot, Oral
4th	6	Understanding lecture	Contraction mechanism, fatigue, muscular pain	Hemoglobin estimation by acid hematin method.	Lecture + Lab	Quick exam, Spot, Oral
5th	6	Understanding lecture	Types of nerve cells, functions of nerve impulse, synapses and reflexes	Packed cell volume (P.C.V).	Lecture + Lab	Quick exam, Spot, Oral
6th	6	Understanding lecture	Digestive system	Red blood cells count.	Lecture + Lab	Quick exam, Spot, Oral
7th	6	Understanding lecture	Blood; functions, component, plasma and serum	Total leukocyte count.	Lecture + Lab	Quick exam, Spot, Oral
8th	6	Understanding lecture	Immune system and lymphatic system	Reticulocyte count test	Lecture + Lab	Quick exam, Spot, Oral
9th	6	Understanding lecture	Cardiovascular system, heart valve cycle, HR conductive system.	Normal blood standard	Lecture + Lab	Quick exam, Spot, Oral
10th	6	Understanding lecture	Blood clotting mechanism	Blood smear; staining.	Lecture + Lab	Quick exam, Spot, Oral

11th	6	Understanding lecture	Reproductive system	Differential leukocyte count (types of W.B.C.).	Lecture + Lab	Quick exam, Spot, Oral
12th	6	Understanding lecture	Endocrine and hormones mechanisms	Study of morphology of red blood cell.	Lecture + Lab	Quick exam, Spot, Oral
13th	6	Understanding lecture	Blood pressure	Scientific movies show of blood	Lecture + Lab	Quick exam, Spot, Oral
14th	6	Understanding lecture	Respiratory system, Pleura, Types of mechanism of respiration.	Erythrocyte sedimentation rate by Westergren method.	Lecture + Lab	Quick exam, Spot, Oral
15th	6	Understanding lecture	Oxygen Transporting and exchange	E.S.R. by wintrod method.	Lecture + Lab	Quick exam, Spot, Oral

57. Course Evaluation

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

Daily Preparation	Daily Exam	practical Exam	Monthly Exam	Written Exam	Total
5	5	15	25	50	100

58. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	<p>1. Guyton and Hall textbook of medical physiology.</p> <p>2. Basic physiology for anesthetists by David Chambers and Gareth Mathews</p> <p>3. Fundamentals of Anatomy and Physiology for nursing and healthcare students by Jan Peate, 2nd Edition</p>

Recommended books and references (scientific journals, reports...)	Relevant graduation projects, scientific journals and periodicals related to the subject, Medical Design reports.
Electronic References, Websites	Browse the Google network using the desired subject key.

Course Description Guide Adult Nursing (1)

2024

Course Description Form

59. Course Name:	
Adult Nursing (1)	
60. Course Code:	
ND2101	
61. Semester / Year	
(First semester, Second Year)	
62. Description Preparation Date:	
16 /3 /2024	
63. Available Attendance Forms:	
Weekly attendance	
64. Number of Credit Hours (Total) / Number of Units (Total)	
(52 Hr. / 4 Unit)	
65. Course administrator's name (mention all, if more than one name)	
Name: Lec: Mustafa Flayyih Abdul Radha	
66. Course Objectives	
Course Objectives	As illustrated below .

General goal //

At the end of the course, the student will be able to care for adult patients with acute and chronic diseases while applying nursing steps as an approach to providing nursing care, with a focus on the necessary nursing skills.

Specific (Behavioral) goals //

At the end of this course, the student will be able to:

1. Identify risk factors and nursing interventions in promoting and maintaining health for adult individuals.
2. Study of changes in organ functions for some surgical and internal medicine

cases.

3. Scientific discussion of the reasons for conducting specific diagnostic tests for patients, and the role of the nurse in them.

4. Prescribing the necessary drug treatments for patients undergoing medical/surgical interventions.

5. Identifying the nutritional needs of patients suffering from some internal surgical conditions.

6. Utilizing health assessment skills in identifying the physical, psychological, and spiritual needs of adult patients.

7. Apply theoretical concepts and scientific principles in planning care for adult patients.

8. Participate in patient education.

67. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> - Lectures - Group discussion - Group projects. - Lab. and clinical settings.
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68. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding and assimilation	An introduction to adult nursing. Nursing process	Lecture	Theoretical exam and classroom activities
2-	3	Understanding and assimilation	Nursing Care of patients with cancer	Lecture	Theoretical exam and classroom activities
3-	3	Understanding and assimilation	Nursing Care for patient with breast cancer	Lecture	Theoretical exam and classroom activities
4-	3	Understanding and assimilation	Nursing care for patients with endocrine system disorders	Lecture	Theoretical exam and classroom activities
5-	3	Understanding and assimilation	Nursing care for patients with cardiovascular	Lecture	Theoretical exam and classroom activities

			disorders Nursing care for patient with Hypertension & Ischemic heart disease		
6-	3	Understanding and assimilation	Nursing care for patient with Myocardial infarction, Congestive heart failure, & Endocarditic.	Lecture	Theoretical exam and classroom activities
7-	3	Understanding and assimilation	Nursing care for patients with Peripheral disorders including: Aneurysm, Arterial embolism, Arterial thrombosis, Chronic venous insufficiency, Leg ulcer, Varicose vein	Lecture	Theoretical exam and classroom activities
8-	3	Understanding and assimilation	Nursing care for patient with digestive system disorders: Hernia., Ulcerative Colitis, Peptic Ulcer, Irritable Bowel Syndrome, Appendicitis, Intestinal Obstruction	Lecture	Theoretical exam and classroom activities
9-	3	Understanding and assimilation	Nursing care for with hepatobiliary pancreatic disorders including: Pancreatitis, Cancer of the pancreas, Hepatitis, Liver cirrhosis, Cholelithiasis, & cholecystitis.	Lecture	Theoretical exam and classroom activities
10-	3	Understanding and assimilation	Nursing care for patient with Hyper Hypothyroidism & Hyper-hypo parathyroidism	Lecture	Theoretical exam and classroom activities
11-	3	Understanding and assimilation	Nursing care for patients with blood disorders: Anemia & Leukemia	Lecture	Theoretical exam and classroom activities

12-	3	Understanding and assimilation	Nursing care for patients Hodgkin's disease & Hemorrhagic disorder.	Lecture	Theoretical exam and classroom activities
13-	3	Understanding and assimilation	Nursing care for patient with Bronchitis, Pneumonia, COPD, & Asthma	Lecture	Theoretical exam and classroom activities
14-	3	Understanding and assimilation	The final practicum exam	Lecture	Theoretical exam and classroom activities
15-	3	Understanding and assimilation	Final didactic exam	Lecture	Theoretical exam and classroom activities

69. Course Evaluation

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

Theory exam	Practical exam	Final practical	Final theory	Total
20	20	20	40	100

70. Learning and Teaching Resources

Required textbooks (curricular books, any)	Nothing
Main references (sources)	Taylor, C.; Lillis, C. Brunner, L.; LeMone, P.; Lynn, P.: Fundamentals of nursing, tenth ed., New York, Lippincott Co., 2023.
Recommended books and references (scientific journals, reports...)	The Fundamental and Management Nursing Journal (FMNJ)
Electronic References, Websites	Browse the Google network using the desired subject key.

Course The crimes of the Baath regime in Iraq 2024

Course description template:

Course Name	
(Crimes of the Baath regime in Iraq)	
Course Code	
ND2106	
Semester/year	
Annual system / second stage	
Date this description was prepared	
3/16/2024	
Available attendance forms	
(weekly attendance)	
Number of study hours (total)/number of units (total)	
30Hour/(one unit).	
Name of the course administrator (If more than one name is mentioned)	
Name: M.M. Mahmoud Raad Jawad Kazem Email: mahmood.raad@mauc.edu.iq	
Course objectives	
As shown below	Objectives of the study subject
<p>General goal:</p> <p>Introducing the student to the vocabulary of the Baath regime's crimes committed in Iraq in the period from 1968 to 2003.</p> <p>Behavioral goals:</p> <p>Shedding light on the crimes committed against Iraqis in an important era in Iraq's history, extending from the late sixties of the last century until the fall of the defunct Baathist regime..</p> <p>The student should be aware of the nature of the repressive policies during the period of Baathist regime rule.</p> <p>Addressing the issues of mass graves and the crimes committed against Iraqis by the Baathist regime.</p>	
Teaching and learning strategies	
Brainstorming strategy	The strategy
Group work or cooperative learning strategy	

<p>Discussion strategy A strategy for problem solving or problem-based learning. Active learning strategy. Interactive education strategy.</p>					
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and written examination	Interactive lecture	Crimes of the Baathist regime according to the Iraqi Criminal Court Law	Crimes of the Baath regime according to the Iraqi Criminal Court law	1	1
Oral and written examination	Interactive lecture	The concept of the crimes of the Baath regime	The concept of the crimes of the Baath regime	1	2
Oral and written examination	Interactive lecture	Definition of crimes in language and terminology	Definition of crimes in language and terminology	1	3
Oral and written examination	Interactive lecture	Crime departments	Crime departments	1	4
Oral and written examination	Interactive lecture	The crimes of the Baath regime according to the documents of the Criminal Court	Crimes of the Baath regime according to documentation by the Criminal Court	1	5
Oral and written examination	Interactive lecture	Types of international crimes	Types of international crimes	1	6
Oral and written examination	Interactive lecture	Decision of the Supreme Criminal Court	Decisions of the Supreme Criminal Court	1	7
Oral and written examination	Interactive lecture	Violations of the Baathist regime in Iraq	Violations of the Baathist regime in Iraq	1	8
Oral and written examination	Interactive lecture	Psychological crimes	Psychological crimes	1	9
Oral and written examination	Interactive lecture	Mechanisms of psychological crimes	Mechanisms of psychological crimes	1	10

Oral and written examination	Interactive lecture	Psychological effects of crimes	Psychological effects of crimes	1	11
Oral and written examination	Interactive lecture	Social crimes	Social crimes	1	12
Oral and written examination	Interactive lecture	Militarization of society	Militarization of society	1	13
Oral and written examination	Interactive lecture	The Baathist regime's position on religion	The Baathist regime's position on religion	1	14
Oral and written examination	Interactive lecture	Violations of Iraqi laws	Violations of Iraqi laws	1	15
Oral and written examination	Interactive lecture	Pictures of violations	Pictures of violations	1	16
Oral and written examination	Interactive lecture	Political and military violations	Political and military violations	1	17
Oral and written examination	Interactive lecture	Places of prisons and detention	Prison and detention places	1	18
Oral and written examination	Interactive lecture	Environmental crimes	Environmental crimes	1	19
Oral and written examination	Interactive lecture	Military and radioactive contamination and mine explosions	Military and radioactive contamination and mine explosions	1	20
Oral and written examination	Interactive lecture	Destruction of cities and villages	Destruction of cities and villages	1	21
Oral and written examination	Interactive lecture	Drying the marshes	Drying the marshes	1	22
Oral and written examination	Interactive lecture	Razing palm groves	Razing palm groves	1	23
Oral and written examination	Interactive lecture	Razing palm groves	Razing palm groves	1	24
Oral and written examination	Interactive lecture	Mass grave crimes	Mass grave crimes	1	25
Oral and written examination	Interactive lecture	Mass grave crimes	Mass grave crimes	1	26
Oral and written examination	Interactive lecture	Genocide events	Genocide events	1	27
Oral and written examination	Interactive lecture	Chronological classification of genocide graves	Chronological classification of genocide graves	1	28
Oral and written	Interactive lecture			1	29

examination					
Oral and written examination					
	Interactive lecture			1	30

Course evaluation

Degree distribution from 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

Total	a report	Written exam	Monthly exam	oral test	Daily exam	Daily preparation
100	5	60	20	5	5	5

Learning and teaching resources

nothing	Required textbooks (methodology, if any)
Crimes of the Baath regime in Iraq (collection of authors)	Main references (sources)
Reports and statistics on mass graves in Iraq	Recommended supporting books and references (scientific journals, reports....)
Browse the Google network using the desired subject key.	Electronic references, Internet sites

**Course Description
Guide
Adult Nursing (2)**

2024

Course Description Form

71. Course Name:
Adult Nursing (2)
72. Course Code:
ND2201
73. Semester / Year
(Second semester, Second Year)
74. Description Preparation Date:
16 /3 /2024
75. Available Attendance Forms:
Weekly attendance
76. Number of Credit Hours (Total) / Number of Units (Total)
(52 Hr. / 4 Unit)
77. Course administrator's name (mention all, if more than one name)
Name: Lec: Mustafa Flayyih Abdul Radha
78. Course Objectives
Course Objectives
As illustrated below .

General goal //

At the end of the course, the student will be able to care for adult patients with acute and chronic diseases while applying nursing steps as an approach to providing nursing care, with a focus on the necessary nursing skills.

Specific (Behavioral) goals //

At the end of this course, the student will be able to:

1. Identify risk factors and nursing interventions in promoting and maintaining health for adult individuals.
2. Study of changes in organ functions for some surgical and internal medicine

cases.

3. Scientific discussion of the reasons for conducting specific diagnostic tests for patients, and the role of the nurse in them.

4. Prescribing the necessary drug treatments for patients undergoing medical/surgical interventions.

5. Identifying the nutritional needs of patients suffering from some internal surgical conditions.

6. Utilizing health assessment skills in identifying the physical, psychological, and spiritual needs of adult patients.

7. Apply theoretical concepts and scientific principles in planning care for adult patients.

8. Participate in patient education.

79. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> - Lectures - Group discussion - Group projects. - Lab. and clinical settings.
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80. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding and assimilation	Introduction to adult nursing specialist. Nursing management of patients with nervous system disorder: Assessment and diagnostic test Intracranial pressure Brain abscess.	Lecture	Theoretical exam and classroom activities
2-	3	Understanding and assimilation	Brain tumor Head injury. Meningitis Epilepsy Caring for unconscious patients.	Lecture	Theoretical exam and classroom activities

3-	3	Understanding and assimilation	Nursing management of patients with Renal disorders: Assessment and diagnostic test Cardinal signs and symptoms Urinary tract infection	Lecture	Theoretical exam and classroom activities
4-	3	Understanding and assimilation	Renal stone Prostatic hyperplasia Cancer of the bladder.	Lecture	Theoretical exam and classroom activities
5-	3	Understanding and assimilation	End stage of renal disease. Renal replacement therapy.	Lecture	Theoretical exam and classroom activities
6-	3	Understanding and assimilation	Nursing management of: patients with Musculoskeletal disorders Assessment and diagnostic test Fracture. Amputation. Osteomyelitis.	Lecture	Theoretical exam and classroom activities
7-		First month exam			
8-	3	Understanding and assimilation	Arthritis Osteoporosis Joint replacement.	Lecture	Theoretical exam and classroom activities
9-	3	Understanding and assimilation	Nursing management of patients with Cardiovascular disorders: Assessment and signs and symptoms and diagnostic test. Valvular heart disease (Aortic stenosis and regurgitation)	Lecture	Theoretical exam and classroom activities
10-	3	Understanding and assimilation	Valvular disorders (Aortic stenosis and regurgitation)	Lecture	Theoretical exam and classroom activities
11-	3	Understanding and assimilation	Congenital heart disease (ASD, VSD and TOF).	Lecture	Theoretical exam and classroom activities
12-	3	Understanding and assimilation	Nursing management of patients with Integumentary disorders: Assessment integumentary system Dermatitis. Autoimmune disease.	Lecture	Theoretical exam and classroom activities
13-	3	Understanding and assimilation	Nursing management of patients with Eye, Nose and Throat (ENT): Sinusitis Tonsillitis Otitis media Ca larynx	Lecture	Theoretical exam and classroom activities

14-	3	Understanding and assimilation	Nursing management of patients with ophthalmic disorders. Assessment and diagnostic test Cataract Glaucoma.	Lecture	Theoretical exam and classroom activities
15-	3	Understanding and assimilation	Second month exam.	Lecture	Theoretical exam and classroom activities

81. Course Evaluation

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

Theory exam	Practical exam	Final practical	Final theory	Total
20	20	20	40	100

82. Learning and Teaching Resources

Required textbooks (curricular books, any)	Nothing
Main references (sources)	Taylor, C.; Lillis, C. Brunner, L.; LeMone, P.; Lynn, P.: Fundamentals of nursing, tenth ed., New York, Lippincott Co., 2023.
Recommended books and references (scientific journals, reports...)	The Fundamental and Management Nursing Journal (FMNJ)
Electronic References, Websites	Browse the Google network using the desired subject key.

Course Description Microbiology for Nursing (2)

2024

Course Description Form

1. Course Name:

Microbiology for Nursing (2)

2. Course Code:

ND2202

3. Semester / Year

(second semester , second Year)

4. Description Preparation Date:

3 /4 /2024

5. Available Attendance Forms:

Weekly attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

(45 Hr. / 3 Unit)

7. Course administrator's name (mention all, if more than one name)

Name: **marwa alaa hadab**

Email: **marwahadanmm@mauc.edu.iq**

8. Course Objectives

Course Objectives

As illustrated below .

General goal //

At the end of the course, the student will be identifying the different types of microorganisms and ways to differentiate between them, as well as the diseases and infections they cause to humans, and how to diagnose and treat them.

Specific (Behavioral) goals //

1- At the end of the course the student will be able to have a broad knowledge of the diversity and structure of microscopic organisms.

2-For behavioral goal Understanding the physiological

principles, anatomical structures, biochemistry and genetic characteristics of microorganisms.

3–Learn how to use a microscope, prepare microscopic slides, conduct laboratory tests, and perform various diagnostic tests.

4–Principles and methods of sterilization in relation to nursing care.

5–Collecting clinical samples and contaminated materials and identifying their types and methods of disposal

6–Identifying the human immune system, its components, and how it works in pathological conditions, illnesses, and disorders that may affect it.

9. Teaching and Learning Strategies

Strategy	Brainstorming strategy Group work or cooperative learning strategy Discussion strategy A strategy for problem solving or problem-based learning Combining different strategies
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1–	3	Understanding and assimilation	Introduction to Parasitology	Brainstorming strategy	Oral and written Examination
2–	3	Understanding and assimilation	Protozoa <i>Entamoeba histolytica</i>	Teamwork strategy.	Oral and written Examination
3–	3	Understanding and assimilation	Non pathogenic amoebae	Project strategy	Oral and written Examination
4–	3	Understanding and assimilation	Intestinal flagellates: Giardia lamblia:	Discussion strategy	Oral and written Examination
5–	3	Understanding and assimilation	Atrial flagellates: Trichomonas vaginalis	Combining different strategies	Oral and written Examination
6–	3	Understanding and assimilation	First examination	Oral and written Examination

7-	3	Understanding and assimilation	Tissue flagellates: Leishmania spp	Combining different strategies	Oral and written Examination
8-	3	Understanding and assimilation	Sporozoa: Plasmodium spp ..	Teamwork strategy.	Oral and written Examination
9-	3	Understanding and assimilation	Helminthes: Cestoda .	Combining different strategies	Oral and written Examination
10-	3	Understanding and assimilation	Nematoda	Combining different strategies	Oral and written Examination
11-	3	Understanding and assimilation	Second examination	Oral and written Examination
12-	3	Understanding and assimilation	Trematoda	Teamwork strategy.	Oral and written Examination
13-	3	Understanding and assimilation	Virus	Combining different strategies	Oral and written Examination
14-	3	Understanding and assimilation	Virus	Combining different strategies	Oral and written Examination
15-	3	Understanding and assimilation	Fungal and nosicomal infection	Combining different strategies	Oral and written Examination

11. Course Evaluation

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

Daily Exam	Report	Monthly Exam	Written Exam	Total
5	5	30	60	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	<p>*- Gillies R.R. & Dodds, 1984: Bacteriology illustrated, 5th edition. Long man group limited. USA. (Text book).</p> <p>Reference Books 1- Jawetz, Melnick and Adelberg 1998. Medical</p>

microbiology 21st ed.
Asimon & Schuster
company. Connecticut.
USA.

2- Richard A. Harvey,
Pamela C. Champe &
Bruce D. Fisher 2007:
Lippincott's
Illustrated Reviews:
Microbiology, 2nd
edition. Lippincott
Williams & Wilkins
co. USA.

3- Katherine N. Ward,
A. Christine
McCartney & Bishan
Thakker 2009: Notes
On Medical
Microbiology, 2nd
edition. Churchill
Livingstone Elsevier.
UK.

4- Marjorie Kelly
Cowan & Kathleen
Park Talaro 2006: Art
Notebook
"Microbiology", 1st
edition. The McGraw-
Hill Companies Inc.,
USA.

5- Morello, Mizer &
Granato 2006:
Laboratory manual and
Workbook in
Microbiology
"Application to patient
care", Eighth edition. The

	McGraw-Hill Companies Inc., USA
Recommended books and references (scientific journals, reports...)	Jawetz, melnick, Adelbergs , medical microbiology
Electronic References, Websites	Google net work

**Course Description
Guide
Histopathology for
nursing**

2024

Course Description Form

83. Course Name:	
Histopathology for nursing	
84. Course Code:	
ND2203	
85. Semester / Year	
(Second semester , second Year)	
86. Description Preparation Date:	
30 /3 /2024	
87. Available Attendance Forms:	
Weekly attendance	
88. Number of Credit Hours (Total) / Number of Units (Total)	
(30 Hr. / 2 Unit)	
89. Course administrator's name (mention all, if more than one name)	
Name: Assistant prof. Dr. Sarah Abdulhussein hasan Email: abdsarah55@gmail.com	
90. Course Objectives	
Course Objectives	As illustrated below .
General goal // At the end of the course, the student will be able to identifying changes that occur in tissue functions and clinical symptoms resulting from pathological injuries and knowledge of how the disease proceeds in the body. Emphasis includes increasing the students' ability to relate clinical signs and symptoms accompanying the disease with changes in functions at the level of cells, tissues and organs to get the appropriate level to distinguish between common pathological conditions and how to deal with them.....	

Specific (Behavioral) goals //

1- At the end of the course, the student will be able to identify the changes that occur in the functions of tissues and organs in case of disease.

2- At the end of the course, the student will be able to distinguish between the most important clinical symptoms resulting from pathological injuries.

3- At the end of the course, the student will be able to determine the familiarity with how the disease progresses in the body.

4- At the end of the course, the student will be able to linking clinical signs and symptoms accompanying the disease with changes that occur in functions at the level of cells, tissues and organs.

91. Teaching and Learning Strategies

Strategy	Brainstorming strategy Discussion strategy Story strategy. Combining different strategies
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92. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	Introduction to pathology	Brainstorming strategy	Oral and written Examination
2-	2	Understanding and assimilation	Cell adaptation and injury	Combining different strategies	Oral and written Examination
3-	2	Understanding and assimilation	Inflammation and infection	Combining different strategies	Oral and written Examination
4-	2	Understanding	Vascular diseases pathophysiology	Discussion strategy	Oral and written Examination

		and assimilation			
5-	2	Understanding and assimilation	Blood diseases pathophysiology	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Cardiac diseases pathophysiology	Combining different strategies	Oral and written Examination
7-	2	Understanding and assimilation	Renal diseases pathophysiology	Combining different strategies	Oral and written Examination
8-	2	Understanding and assimilation	the pathophysiology Diseases Lung	Combining different strategies	Oral and written Examination
9-	2	Understanding and assimilation	GIT diseases pathophysiology	Combining different strategies	Oral and written Examination
10-	2	Understanding and assimilation	Skeletal diseases pathophysiology system	Combining different strategies	Oral and written Examination
11-	2	Understanding and assimilation	Alteration in immune response	Combining different strategies	Oral and written Examination
12-	2	Understanding and assimilation	Disturbances in blood flow	Combining different strategies	Oral and written Examination
13-	2	Understanding and assimilation	Disorders in white blood cells and lymphoid tissue	Combining different strategies	Oral and written Examination
14-	2	Understanding and assimilation	Genes and genetic diseases	Combining different strategies	Oral and written Examination
15-	2	Understanding and assimilation	neoplasia	Combining different strategies	Oral and written Examination

93. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

94. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	1. Kumar V, Cortan R and Robbins S. Basic Pathology. Saunders company USA.

	2. Porth Pathophysiology 3. Human Anatomy
Recommended books and references (scientific journals, reports...)	Relevant graduation projects for nursing department students, scientific journals and periodicals related to the subject
Electronic References, Websites	Browse the Google network using the desired subject key.

Course Description Guide Nutrition and Diet Therapy

2024

Course Description Form

95.Course Name:	
Nutrition and Diet Therapy	
96.Course Code:	
ND3104	
97.Semester / Year	
(First and Second semester , third Year)	
98.Description Preparation Date:	
8 /4 /2024	
99.Available Attendance Forms:	
Weekly attendance	
100. Number of Credit Hours (Total) / Number of Units (Total)	
(45 Hr. / 2 Unit)	
101. Course administrator's name (mention all, if more than one name)	
Name: Lecturer. Dr. Yasir Wisam Issa Email: yassirwesam93@gmail.com	
102. Course Objectives	
Course Objectives	As illustrated below .
General goal: Providing students with the comprehensive knowledge and skills necessary to understand the essential role of nutrition in maintaining and promoting health, as well as in preventing and managing disease. Students will learn to know what nutrients the body mainly needs and how to assess the nutritional status of patients, design and implement appropriate therapeutic nutrition plans, and monitor and evaluate the effectiveness of nutritional interventions. By integrating nutrition principles into clinical practice, the course aims to enable nursing students to play a vital role in multidisciplinary healthcare teams, effectively contributing to improved quality of care and patient outcomes across a wide range of health settings.	
Specific (Behavioral) goals : 1- Evaluation of nutritional status: Students will be able to evaluate the nutritional status of patients using reliable assessment tools and interpret their results accurately. 2- Designing nutritional plans: Developing the ability to design customized therapeutic nutritional plans based on individual patients' needs and goals.	

- 3- Applying the principles of nutrition: Applying the principles of therapeutic nutrition in a variety of clinical conditions, such as diabetes, obesity, eating disorders, and cardiovascular diseases.
- 4- Effective communication: Develop effective communication skills to educate patients and their families about diets and nutritional therapies.
- 5- Use of food resources: Use and evaluate food resources and scientific literature to support nutritional and therapeutic decisions.
- 6- Professional cooperation: Work collaboratively within multidisciplinary health care teams to achieve the best health outcomes for patients.
- 7- Critical thinking: Developing critical thinking skills and the ability to analyze food research and apply its results to practical practice.
- 8- Case Management: Implement and follow up on therapeutic nutrition plans, adjusting the approach based on follow-up assessments and changes in the patient's condition.
- 9- Cultural Respect and Diversity: Demonstrate understanding and respect for cultural and individual diversity when planning and implementing dietary recommendations.
- 10- Ethical practice: Adherence to professional ethical standards in all aspects of food and nutritional care.

103. Teaching and Learning Strategies

Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy Discussion strategy Project strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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104. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Understanding and assimilation	Fundamentals of Human Nutrition	Brainstorming strategy	Oral and written Examination
2-	3	Understanding and assimilation	Planning a Healthy Diet	Teamwork strategy.	Oral and written Examination
3-	3	Understanding and assimilation	Planning a Healthy Diet	Flipped Classroom	Oral and written Examination
4-	3	Understanding and assimilation	Carbohydrate(digestion ,absorption and metabolism)	Discussion strategy	Oral and written Examination

5-	3	Understanding and assimilation	Lipids or (Fats digestion ,absorption and metabolism)	Story strategy	Oral and written Examination
6-	3	Understanding and assimilation	Proteins (digestion ,absorption and metabolism)	Problem solving strategy	Oral and written Examination
7-	3	Understanding and assimilation	Vitamins(water soluble and insoluble)	Modeling learning strategy	Oral and written Examination
8-	3	Understanding and assimilation	Examination 1	Teamwork strategy.	Oral and written Examination
9-	3	Understanding and assimilation	. Minerals (Bulk and trace)	Combining different strategies	Oral and written Examination
10-	3	Understanding and assimilation	Water and metabolism	Combining different strategies	Oral and written Examination
11-	3	Understanding and assimilation	Antioxidant Phytochemicals	Combining different strategies	Oral and written Examination
12-	3	Understanding and assimilation	The healthiest diet	Teamwork strategy.	Oral and written Examination
13-	3	Understanding and assimilation	Diet and Weight Control	Project strategy	Oral and written Examination
14-	3	Understanding and assimilation	Diet during Pregnancy and Lactation	Combining different strategies	Oral and written Examination
15-	3	Understanding and assimilation	Examination2	Combining different strategies	Oral and written Examination

105.Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

106.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	<p>“Modern Nutrition in Health and Disease” – by A. Katherine Ross, Benjamin Caballero, and Robert J. Cousins, and Kathleen L. Tucker, and Thomas R. Ziegler. This book is a comprehensive reference for multiple aspects of health and disease.</p> <p>“Kraus' Food Care and Nutrition Process” – by L. Kathleen Mahan and Janice</p>

L. Raymond. This book is an essential reference for Indians in the field of nutrition, as it provides detailed information on the therapeutic method of foods and their benefits in various health conditions.

“The Complete Food and Nutrition Guide of the Academy of Nutrition and Dietetics” – by Roberta Larson Dove. This guide provides comprehensive information about food and nutrition, designed to help people achieve a healthy lifestyle.

“Nutritional Epidemiology” – by Walter Willett. In this book, he discusses the way in which relationships between diet and disease in populations can be studied, which is valuable to many researchers and students in the field of nutritional epidemiology.

“Advanced Nutrition and Human Metabolism” – by Sareen S. Gruber and Jack L. Smith. This book provides in-depth coverage of the

	<p>processes involved in foods in the body, making it a resource for amateurs and professionals.</p> <p>“Nutrition Science” – Written by Janice J. Thompson, Melinda Manor, and Linda Vaughan. This book provides a comprehensive overview of the science of nutrition, in a way that is easy and accessible to readers.</p> <p>“Medical Nutrition Therapy: A Case Study Approach” – by Marcia Nelms. This essential book uses the basics of the study of medical nutritional sciences, making the concepts more understandable and applicable.</p> <p>“Nutrition in Disease Prevention and Treatment” – by Anne M. Colston, and Carol J. Boschi, and Mario Firouzzi. This book draws on feedback in disease control, providing research and strategic recommendations.</p>
<p>Recommended books and references (scientific journals, reports...)</p>	<ol style="list-style-type: none"> 1. The American Journal of Clinical Nutrition: 2. Journal of Nutrition: 3. Clinical Nutrition:

Electronic References, Websites

National Institutes of Health
(NIH) – Office of Dietary
Supplements

Website:

<https://ods.od.nih.gov>

United States Department of
Agriculture (USDA) – Food
Data Central

Website:

<https://fdc.nal.usda.gov>

MyPlate

Website:

<https://www.myplate.gov>

Academy of Nutrition and
Dietetics

Website:

<https://www.eatright.org>

International Food
Information Council (IFIC)

Website: <https://ific.org/>

**Course Description
Guide
Maternal and
neonate Nursing**

2024

Course Description Form

107. Course Name:	
Maternal and neonate Nursing	
108. Course Code:	
ND3101	
109. Semester / Year	
(First & second semester , third Year)	
110. Description Preparation Date:	
1 /4 /2024	
111. Available Attendance Forms:	
Weekly attendance	
112. Number of Credit Hours (Total) / Number of Units (Total)	
Theoretically / (3) hours per week (15) weeks + practical / (3 laboratory + 6 clinical) hours per week (15) weeks = (180 hours))	
113. Course administrator's name (mention all, if more than one name)	
Name: Dr. bushra thiyab obead Email: bushraobead1999@gmail.com	
114. Course Objectives	
Course Objectives	As illustrated below .
General goal //	
<p>At the end of the course, the student will be able to prescribe maternal and child nursing course description provides comprehensive information and practices as well as helping him to obtain information about gynecological diseases and the reproductive system. Anatomy and physiology of the reproductive system. Male and female menstrual cycle. Physical assessment of the pregnant mother and child during pregnancy, during childbirth, and after childbirth. Teaching the student to give</p>	
Specific (Behavioral) goals //	
<ol style="list-style-type: none">1- At the end of the course The student will be familiar with comprehensive information for the mother and newborn2- At the end of the course, the student will be able to know information related to natural pregnancy, short-term operations, and pregnancy complications for the mother and child.3- At the end of the course, the student will be able to distinguish information related to pregnant women at risk4- At the end of the course, the student will be able to describe the stages of childbirth in normal and dangerous situations5- At the end of the course, the student will be able to identify information related to postpartum care of the newborn6- At the end of the course, the student will be able to analyze information related to neonatal care in intensive care	

7- At the end of the course, the student will be able to properly employ design techniques....

115. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • The method of giving the lecture • Asking questions during theoretical material • Brainstorming strategy • Discussion strategy • To write on the board and display on the smart board
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116. Course Structure

Week	الساعات	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understand the lecture	Reproductive system: • Review the anatomy and physiology of the reproductive system (male and female) • menstrual cycle. part ; Pregnancy: (normal and complicated)	lecture	Examination
2-	3	Understand the lecture	Fetal development and physiology. The normal pregnancy part (physiological changes and physiological) Prenatal care.	lecture	Oral and written Examination
3-	3	Understand the lecture	Nursing care for common gynecological disorders (indicative of reproductive system, benign and malignant reproductive system and menstrual disorders) and infertility	lecture	Oral and written Examination
4-	3	Understand the lecture	Nursing care during pregnancy complications (Ant partum Bleeding, pregnancy-induced high blood pressure, pregnancy	lecture	Oral and written Examination
5-	3	Understand the lecture	Diabetes, urinary tract infections, and anemia). Partial labor and delivery: (normal and complications)	lecture	Oral and written Examination
6-	4	Understand the	Theories of the onset of	lecture	Oral and

		lecture	labor. • Signs of labor. • Components of labor. •		written Examination
7-	6	Understand the lecture	Stages of labor. • Nursing management of each stage of labour. • The role of the nurse in the delivery room. Preventing and controlling infection and contamination during childbirth	lecture	Oral and written Examination
8-	6	Understand the lecture	The use of partographs in work Antepartum hemorrhage. Postpartum hemorrhage. Infections Generatio Nursing care during the obstetric process n process:	lecture	Oral and written Examination
9-	4	Understand the lecture	Normal postpartum nursing management.	lecture	Oral and written Examination
10-	3	Understand the lecture	Nursing management of complicated puerperium (ppH),	lecture	Oral and written Examination
11-	3	Understand the lecture	Neonatal nursing care: Physiological changes and adaptation to the external uterine environment, - Evaluation and management of newborns	lecture	Oral and written Examination
12-	6	Understand the lecture	Objectives of family planning in Iraq. I Contraception in Iraq, including emergency contraception. First - the advantages and disadvantages of each method	lecture	Oral and written Examination
13-	3	Understand the lecture	Postpartum and nursing care Natural postpartum abnormalities and complications that occur during postpartum Management of postpartum infections and infections	lecture	Oral and written Examination
14-	3	Understand the lecture	mmediate and daily care of newborns. Nursing assessment and	lecture	Oral and written Examination

			high-risk human beings eaten by neon.		
15-	3	Understand the lecture	Gynecological diseases The most important common gynecological diseases and benign and malignant diseases include reproductive organs, menstrual disorders, and infertility.	lecture	Oral and written Examination

117. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

118. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	<ul style="list-style-type: none"> •Gloria Leifer,RN,MA,CNE., Foundations Of Maternal And Pediatric Nursing, 8rd edition, 2011, Delmar USA. Adele pillitteri, Maternal and child health nursing care of the childbearing and child rearing family, 6rd edition publishers, 2010.
Recommended books and references (scientific journals, reports...)	Relevant graduation projects for Mining Engineering students, scientific journals and periodicals related to the subject, Engineering Design reports.
Electronic References, Websites	Browse the Google network using the desired subject key.

Course Description Human Rights

2024

Course Description Form

119. Course Name:	
(Human Rights)	
120. Course Code:	
ND3105	
121. Semester / Year	
Annual System / First Phase	
122. Description Preparation Date:	
16 /3 /2024	
123. Available Attendance Forms:	
Weekly attendance	
124. Number of Credit Hours (Total) / Number of Units (Total)	
(60Hr. / 4 Unit)	
125. Course administrator's name (mention all, if more than one name)	
Name: Assistant Mahmoud raad jawad Email: mahmood.raad@mauc.edu.iq	
126. Course Objectives	
Course Objectives	As illustrated below .
General goal // The importance of human rights revolves around guaranteeing their rights in society, preserving their dignity and ensuring their living at a high standard away from injustice and greed from those of high status.	
Special (Behavioral) goals // 1- Every person in life deserves to live in safety and peace. 2- The abolition of slavery to any person who exists in society, whether that person is of high status or an ordinary person. 3- Human rights have made all persons subject to the principle of equality	

before the law.

4- This equality has brought all persons to the law because of the justice provided by human rights that exist throughout the world.

5- Justice can be used if a person is subjected to any kind of injustice in society.

127. Teaching and Learning Strategies

Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy Discussion strategy Project strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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128. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Knowledge of the law	Definition of the law	Interactive Lecture	Oral and written Examination
2-	2	Know what the right to protection is	The concept of right	Interactive Lecture	Oral and written Examination
3-	2	Knowing the sacred right of man that cannot be violated	The concept of human right	Interactive Lecture	Oral and written Examination
4-	2	Stages of human rights development	The historical development of the idea of human rights	Interactive Lecture	Oral and written Examination
5-	2	Knowledge of human rights in the Renaissance and modern times	The idea of human rights in the Renaissance and the modern era	Interactive Lecture	Oral and written Examination
6-	2	Replay of the month's lectures	Review	Interactive Lecture	Oral and

					written Examination
7-	2	Knowing the protection provided by Islamic laws	The idea of human rights in Islamic laws	Interactive Lecture	Oral and written Examination
8-	2	The development of thought and its impact on the development of human rights	Intellectual contribution to the development of human rights	Interactive Lecture	Oral and written Examination
9-	2	Knowing the role of philosophical thought in the development of human rights	Intellectual and philosophical contribution to the Renaissance and the early modern era	Interactive Lecture	Oral and written Examination
10-	2	Quick replay of the month's lectures	Review	Interactive Lecture	Oral and written Examination
11-	2	Knowing the position of the international world on freedoms	Types of public rights and freedoms and the position of some international conventions	Interactive Lecture	Oral and written Examination
12-	2	Find out how constitutions dealt with rights and freedoms	Some comparative and Arabic constitutions	Interactive Lecture	Oral and written Examination
13-	2	Knowledge of economic and social rights and freedoms	Economic freedoms and social rights	Interactive Lecture	Oral and written Examination
14-	2	A quick review of the entire curriculum	Comprehensive review	Interactive Lecture	Oral and written Examination
15-	2	A test to know the student's level of understanding of the curriculum	Oral selection	Interactive Lecture	Oral and written Examination
16	2	Knowledge of the content of the Universal Declaration	Human rights in regional rights declarations	Interactive Lecture	Oral and written Examination
17	2	Find out how regional	Human rights in regional conventions	Interactive Lecture	Oral and

		conventions have contributed to the development of human rights			written Examination
18	2	Find out how the constitution dealt with the issue of human rights	Human rights in the Iraqi constitution	Interactive Lecture	Oral and written Examination
19	2	Knowledge of rights and fundamental freedoms of man	Traditional public rights and freedoms	Interactive Lecture	Oral and written Examination
20	2	Comprehensive review	Review	Interactive Lecture	Oral and written Examination
21	2	Knowledge of economic human rights	Economic freedoms	Interactive Lecture	Oral and written Examination
22	2	Knowledge of social human rights	Social rights	Interactive Lecture	Oral and written Examination
23	2	Knowledge of the mechanism and ways to protect human rights	Means of protecting human rights	Interactive Lecture	Oral and written Examination
24	2	Knowing ways to address human rights violations through legislation	Legal means in protecting human rights	Interactive Lecture	Oral and written Examination
25	2	The role of domestic legislation in protecting human rights	Ordinary legislation and its role in protecting human rights	Interactive Lecture	Oral and written Examination
26	2	The role of the judiciary in protecting human rights	Judicial means to protect human rights	Interactive Lecture	Oral and written Examination
27	2	Know the role of the political factor in	Political means to protect human rights	Interactive Lecture	Oral and written

		protecting human rights			Examination
28	2	Replay of class lectures	Comprehensive review	Interactive Lecture	Oral and written Examination
29	2	Quick replay of the curriculum	Comprehensive review	Interactive Lecture	Oral and written Examination
30	2	Knowing the extent to which the student benefited from the course	Oral tests	Interactive Lecture	Oral and written Examination

129. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	20	60	100

130. Learning and Teaching Resources

Required textbooks (curricular books if any)	1- Islamic Perspectives on Human Rights 2- The Book of Sectarianism in Islam Sayyid Muhammad Sadiq Al-Sadr 3- College Library 4. Internet
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Virtual court
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Research method in
nursing**

2024

Course Description Form

1. Course Name:	
Research method in nursing	
2. Course Code:	
ND3102	
3. Semester / Year	
First and second semester, third year	
4. Description Preparation Date:	
24 /3 /2024	
5. Available Attendance Forms:	
Weekly attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30Hr. / 2 Unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Thamer Al Hilfi, Rapporteur of Nursing department of Nursing	
8. Course Objectives	
Course Objectives	As described below
<p>General goal</p> <p>Specific (behavioral) goals</p> <p>By the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Helping the student obtain information about scientific research methodology 2. Encouraging the student to move towards scientific research because it is the field in discovering scientific facts 3. Teaching the student the basic steps and procedures for scientific research 4. Enabling the student to know the objectives of scientific research 5. To teach the student how to write scientific research sources 6. Training students to write scientific research 7. Motivating students to conduct their inductive projects, which are part of graduation requirements 8. Orient the student on applying ethical and legal principles when writing scientific research 9. Enhancing students' self-confidence when presenting scientific research 10. Cultivate the spirit of cooperation when conducting graduation projects 11. Emphasis on avoiding plagiarism and scientific theft 	
9. Teaching and Learning Strategies	
Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy. Discussion strategy Project strategy A strategy for problem solving or problem-based learning.

Story strategy.
Combining different strategies

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	Nursing and scientific research	Brainstorming strategy	Oral and written Examination
2-	2	Understanding and assimilation	The concept of scientific research and the basic steps in the scientific research process	Teamwork strategy.	Oral and written Examination
3-	2	Understanding and assimilation	Scientific research variables	Project strategy	Oral and written Examination
4-	2	Understanding and assimilation	Evidence study	Discussion strategy	Oral and written Examination
5-	2	Understanding and assimilation	Problems in research	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Previous literatures and studies	Problem solving strategy	Oral and written Examination
7-	2	Understanding and assimilation	Hypothesis formulation	Modeling learning strategy	Oral and written Examination
8-	2	Understanding and assimilation	Experimental studies	Teamwork strategy.	Oral and written Examination
9-	2	Understanding and assimilation	Quasi experimental studies	Combining different strategies	Oral and written Examination
10-	2	Understanding and assimilation	Survey research	Combining different strategies	Oral and written Examination
11-	2	Understanding and assimilation	Correlation studies	Combining different strategies	Oral and written Examination
12-	2	Understanding and assimilation	Data collection methods	Teamwork strategy.	Oral and written Examination
13-	2	Understanding and assimilation	Data collection through surveys	Project strategy	Oral and written

							Examination
11. Course Evaluation							
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc.							
Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total	
5	5	5	5	10	70	100	
12. Learning and Teaching Resources							
Required textbooks (curricular books, if any)				Nil			
Main references (sources)				<p>Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice" by Geri LoBiondo-Wood and Judith Haber</p> <p>2" .Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice" by Bernadette Mazurek Melnyk and Ellen Fineout-Overholt</p> <p>3. "Research for Advanced Practice Nurses: From Evidence to Practice" by Magdalena A. Mateo and Marquis D. Foreman</p>			
Recommended books and references (scientific journals, reports...)				<p>"Journal of Nursing Scholarship"1.</p> <p>" .Nursing Research"2.</p> <p>3. "Journal of Advanced Nursing"</p>			
Electronic References, Websites				<p>- Website: https://www.ninr.nih.gov/ - NINR provides resources, funding opportunities, and information on nursing research.</p> <p>Joanna Briggs Institute (JBI):2 - Website: https://joannabriggs.org/ - JBI offers evidence-based healthcare resources, systematic review training, and tools for conducting research in nursing and other healthcare fields.</p>			

National League for Nursing
(NLN):3

- Website:

<https://www.nln.org/>

- NLN provides various research resources and supports the integration of research into nursing education and practice.

4: Sigma Theta Tau
International Honor Society of
Nursing:

- Website:

<https://www.sigmanursing.org/>

- Sigma offers resources, research grants, and access to nursing journals and publications for members.

PubMed:5

-Website:

[https://pubmed.ncbi.nlm.nih.g
ov](https://pubmed.ncbi.nlm.nih.gov)

**Course Description
Guide
Health Sociology**

2024

Course Description Form

131. Course Name:					
Health Sociology					
132. Course Code:					
ND3103					
133. Semester / Year					
(First& second semester , third Year)					
134. Description Preparation Date:					
1 /4 /2024					
135. Available Attendance Forms:					
Weekly attendance					
136. Number of Credit Hours (Total) / Number of Units (Total)					
Theoretically / (2) hours per week (15) weeks 15 credit					
137. Course administrator's name (mention all, if more than one name)					
Name: Dr. bushrathiyabobead Email: bushraobead1999@gmail.com					
138. Course Objectives					
Course Objectives			As illustrated below .		
General goal					
1-At the end of the course, the student will be able to know what sociology is					
2- At the end of the course, the student will be able to distinguish between health sociology and medical sociology					
3- At the end of the course, the student will be able to distinguish the relationship between sociology and pathology					
4- At the end of the course, the student will be able to know the effect of social status on the validity of the response and society					
5- At the end of the course, the student will be able to analyze the basic factors of social relations					
6- At the end of the course, the student will be able to properly employ the components of health sociology					
139. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> • The method of giving the lecture • Asking questions during theoretical material • Brainstorming strategy • Discussion strategy • To write on the board and display on the smart board 			
140. Course Structure					
Week	الساعات	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understand the	Social and community	lecture	Examination

		lecture	epidemiology and disease		
2-	2	Understand the lecture	Sociodemographics of health and the individual	lecture	Oral and written Examination
3-	2	Understand the lecture	role behavior and pathological role	lecture	Oral and written Examination
4-	2	Understand the lecture	The aesthetics of illness and the experience of illness and disability	lecture	Oral and written Examination
5-	2	Understand the lecture	Education and health	lecture	Oral and written Examination
6-	2	Understand the lecture	Healthy behavior and lifestyle	lecture	Oral and written Examination
7-	2	Understand the lecture	Healing options	lecture	Oral and written Examination
8-	2	Understand the lecture	Social stress	lecture	Oral and written Examination
9-	2	Understand the lecture	The process of stress, adaptation and social support	lecture	Oral and written Examination
10-	2	Understand the lecture	Religion, health, and non-physical sense of self	lecture	Oral and written Examination
11-	2	Understand the lecture	Interaction between nurse and patient	lecture	Oral and written Examination
12-	2	Understand the lecture	Health care delivery and social policy	lecture	Oral and written Examination
13-	2	Understand the lecture	Satisfaction in a healthy, changing environment	lecture	Oral and written Examination
14-	2	Understand the lecture	Social health impacts	lecture	Oral and written Examination
15-	2	Understand the lecture	Healthy behavior and lifestyle	lecture	Oral and written Examination

141. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

142. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
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Main references (sources)	<ul style="list-style-type: none">• Health sociology book• Approved websites• Recent studies regarding sociology
Recommended books and references (scientific journals, reports...)	Scientific journals and periodicals related to the subject, reports.
Electronic References, Websites	Browse the Google network using the desired subject key.

Course Description
Biostatistics

2024

Course Description Form

1. Course Name:	
Biostatistics	
2. Course Code:	
ND3203	
3. Semester / Year	
First and Second semester, Year 3	
4. Description Preparation Date:	
24 /3 /2024	
5. Available Attendance Forms:	
Weekly attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 Hrs. / 2 Unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Thamer Al Hilfi , Rapporteur of Nursing department of Nursing	
8. Course Objectives	
Course Objectives	As described below
<p><u>General goal</u></p> <p>The overall goal in this course, the student learns about the basic principles of statistics and the possibility of benefiting from it in completing scientific research in the field of nursing and medical research in order to produce and reach accurate scientific results and how to carry out statistical operations in nursing research.</p> <p><u>Specific (Behavioral) goals</u></p> <p>By the end of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Learn about the foundations of statistics 2. Identify statistical equations 3. Identify the types of research and know the appropriate statistics 4. Apply knowledge in analyzing research results 5. Use optimal statistics in data analysis 6. Extracting results consistent with the research objectives 7. The ability to analyze research results in accordance with the research objectives 8. Benefit from modern programs to help analyze the results 	
9. Teaching and Learning Strategies	
Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy. Discussion strategy Project strategy A strategy for problem solving or problem-based learning. Story strategy. Combining different strategies

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	An overview of the principles of statistics	Brainstorming strategy	Oral and written Examination
2-	2	Understanding and assimilation	Methods of collecting data and information	Teamwork strategy.	Oral and written Examination
3-	2	Understanding and assimilation	Definition of data and information	Project strategy	Oral and written Examination
4-	2	Understanding and assimilation	Comprehensive inventory method	Discussion strategy	Oral and written Examination
5-	2	Understanding and assimilation	Sample method	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Sampling method: Types of samples (random and non-random)	Problem solving strategy	Oral and written Examination
7-	2	Understanding and assimilation	Data tabulation	Modeling learning strategy	Oral and written Examination
8-	2	Understanding and assimilation	frequencies (upward and downward repetitions)	Teamwork strategy.	Oral and written Examination
9-	2	Understanding and assimilation	Measures of central tendency in classified and unclassified data	Combining different strategies	Oral and written Examination
10-	2	Understanding and assimilation	Measures of dispersion in classified and unclassified data	Combining different strategies	Oral and written Examination
11-	2	Understanding and assimilation	STATISTICS	Combining different strategies	Oral and written Examination
15-	2	Understanding and assimilation	Unit II exam	Combining different strategies	Oral and written Examination
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc.					

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nil
Main references (sources)	<ol style="list-style-type: none"> 1. Essentials of Biostatistics in Public Health by Lisa M. Sulli 2. Biostatistics for the Biological and Health Sciences" by Marc M. Triola and Mario F. Triola 3. Fundamentals of Biostatistics" by Bernard Rosner
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. https://www.springerpub.com/jnm 2. [Journal of Nursing Scholarship] https://sigmapubs.onlinelibrary.wiley.com/journal/15475069 3. Western Journal of Nursing Research: [Western Journal of Nursing Research] (https://journals.sagepub.com/home/wjn)
Electronic References, Websites	<ol style="list-style-type: none"> 1. https://nursing.jhu.edu/life-at-hopkins/centers-projects/nursing-informatics-publications/biostatistics-for-nurses.html 2. https://www.khanacademy.org/science/ap-biology/advanced-heredity-statistics/biostatistics/v/biostatistics-and-experimental-design

Course Description

English Part (3)

2024

Course Description Form

1. Course Name:	
English Part (3)	
2. Course Code:	
ND3205	
3. Semester / Year	
First/ Third	
4. Description Preparation Date:	
16 /3 /2024	
5. Available Attendance Forms:	
Weekly attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(15 Hr. / 1 Unit)	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant Prof. Dr. Ayad Enad Khalaf Email: ayad.khalaf@mauc.edu.iq	
8. Course Objectives	
Course Objectives	As illustrated below .
General goals //	
<ul style="list-style-type: none">- Develop their intellectual, personal and professional abilities.- Acquire basic language skills (listening, speaking, reading and writing) in order to communicate with speakers of English language.- Acquire the linguistic competence necessarily required in various life situations.- Develop their awareness of the importance of English as a means of international communication.	

- Develop the linguistic competence that enables them, in future, to present and explain the medical concepts and issues.
- Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.

Special (Behavioral) goals //

- 1- At the end of the course, the student will be able to introduce himself to others in English.
- 2- Be able to recognize the types of simple and complex sentences in the English language.
- 3- Be able to distinguish between nominal sentences and verbal sentences.
- 4- Be able to use subject, object, and possessive pronouns correctly.
- 5- Be able to use legal terminology correctly.
- 6- Be able to use auxiliary verbs correctly in negative sentences or make a regular question and a follow-up question.
- 7- Be able to distinguish between correct and incorrect sentences.
- 8- Be able to pronounce words correctly.
- 9- Be able to read to understand English written material.
- 10- Have the ability to correctly write a short guided paragraph.

9. Teaching and Learning Strategies

Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy Discussion strategy Project strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	1	Understanding and comprehension	Parts of speech	Teamwork strategy	Oral and written Examination
2-	1	Understanding and	Full verbs and Auxiliary	Brainstorming strategy	Oral and written

		comprehension	verbs		Examination
3-	1	Understanding and comprehension	Subject and object pronouns	Project strategy	Oral and written Examination
4-	1	Understanding and comprehension	Pronunciation of sounds	Combining different strategies	Oral and written Examination
5-	1	Understanding and comprehension	Making question with auxiliary verbs (is, am, are)	Problem solving strategy	Oral and written Examination
6-	1	Understanding and comprehension	Making question with auxiliary (do, does, did)	Problem solving strategy	Oral and written Examination
7-	1	Understanding and comprehension	Present simple tense	Modeling learning strategy	Oral and written Examination
8-	1	Understanding and comprehension	Informative and negative sentences	Story strategy	Oral and written Examination
9-	1	Understanding and comprehension	Present passive	Combining different strategies	Oral and written Examination
10-	1	Understanding and comprehension	Count and uncounted nouns	Discussion strategy	Oral and written Examination
11-	1	Understanding and comprehension	Prepositions with verbs	Combining different strategies	Oral and written Examination
12-	1	Understanding and comprehension	Possessive pronouns	Teamwork strategy	Oral and written Examination
13-	1	Understanding and comprehension	Negative and short answers	Project strategy	Oral and written Examination
14-	1	Understanding and comprehension	Have/ have got	Combining different strategies	Oral and written Examination
15-	1	Understanding, and comprehension	Should and must	Combining different strategies	Oral and written Examination

11. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
2	3	5	5	15	70	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	New Headway Plus (Intermediate student Book+ work book)
Main references (sources)	Dictionary books. Murphy, Raymond. (2019). English Language in Use book. Cambridge University Press
Recommended books and references (scientific journals, reports...)	Stories and magazines which are written in English. Research papers that are written in English. Books for learning the English language.
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Guide
Human Growth and
Development**

2024

Course Description Form

1. Course Name

Human Growth and Development

2. Course Code:

ND3202

3. Semester / Year

(First and second semester, third Year) 2023–2024

4. Description Preparation Date:

3 /4 /2024

5. Available Attendance Forms:

Weekly attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

(135 Hrs. / 5 Unit)

7. Course administrator's name

Name: Assistant Teacher. **Ola Adnan Lateef**

Email: ula_cat89@yahoo.com

8. Course Objectives

Course Objectives

As illustrated below.

General goal //

This course addresses essential learning outcomes in normal human growth and development across the lifespan. It focuses on normal function rather than disease. In addition, it provides basic knowledge about human growth and development, which enables students to understand and assess the normal process of human growth and development throughout the life cycle, as well as normal problems and needs during different stages of human life. It helps the nurse follow the various developmental “tracks” longitudinally from birth to death, like following the development of motor, language, or

cognitive abilities and skills from the beginning of life to its end.

Specific (Behavioral) goals //

- 1- At the end of the course, the student will be able to understand normal growth and development cross the lifespan and apply this knowledge in the approach to the patient.
- 2- Demonstrate the knowledge obtained in ways to optimize functions with people.
- 3- Name and describe the most famous and relative theories of development.
- 4- List and describe the main stages of human growth and development.
- 5- State appropriate behavioral expectations and developmental tasks associated with each major stage of growth.

9. Teaching and Learning Strategies

Strategy	Brainstorming strategy Modeling learning strategy Discussion strategy Project strategy Story strategy. Combining different strategies
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Understanding and assimilation	Introduction to growth and development	Brainstorming strategy	Oral and written Examination
2-	3	Understanding and assimilation	Measurement of growth and development	Story strategy	Oral and written Examination
3-	3	Understanding and assimilation	Theories related to human growth and development	Project strategy	Oral and written Examination
4-	3	Understanding and assimilation	Newborn and Infant stage	Discussion strategy	Oral and written Examination

5-	3	Understanding and assimilation	Toddler stage	Story strategy	Oral and written Examination
6-	3	Understanding and assimilation	Preschool stage	Problem solving strategy	Oral and written Examination
7-	3	Understanding and assimilation	School stage	Modeling learning strategy	Oral and written Examination
8-	3	Understanding and assimilation	Adolescent stage	Brainstorming strategy	Oral and written Examination

11. Course Evaluation

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

Daily Preparation	Daily Exam	Practical	Monthly Exam	Final exam	Total
5	5	10	20	60	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	Kyle, Terri, and Susan Carman. <i>Essentials of Pediatric Nursing, 2nd Ed. + Pediatric Nursing Clinical Guide</i> . 2012, books.
Recommended books and references (scientific journals, reports...)	Relevant pediatric growth and development articles, scientific journals related to the subject.
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Guide
Pediatric Nursing**

2024

Course Description Form

1. Course Name	
Pediatric Nursing	
2. Course Code:	
ND3201	
3. Semester / Year	
(First and second semester, third Year)	
4. Description Preparation Date:	
3 /4 /2024	
5. Available Attendance Forms:	
Weekly attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(225 Hrs. / 8 Unit)	
7. Course administrator's name	
Name: Assistant Teacher. Ola Adnan Lateef Email: ula_cat89@yahoo.com	
8. Course Objectives	
Course Objectives	As illustrated below .
General goal // <p>This course designed to develop the knowledge that necessary for nursing student to provide basic nursing care of children through the life span from infant to adolescent in health and sickness, including the role of the family in child care. The course encourages students to utilize knowledge synthesis, problem solving techniques, critical thinking, and family center approached in the provision of empowered care. Applying nursing process to achieve successful integration of theoretical understanding in relation to clinical application during child care.</p>	

Specific (Behavioral) goals //

- 1- Define the role of the pediatric nurse in the care of the pediatric nurse in the care of the pediatric nursing from infancy to adolescence.
- 2-Identify health care needs of children.
- 3-Establish nursing diagnosis for the child in the acute care arena as well as in the community.
- 4-Identify the nursing process in caring for the child utilizing evidence-based practice.
- 5- Discuss nursing care according to the child's age and developmental stage.
- 6-Identify teaching strategies for the child's family about the care required for his disease process.
- 7- Describe the importance of the child's and the families' culture when planning and implementing care.
- 8-Discuss ethical and legal principles when caring for the child.

9. Teaching and Learning Strategies

Strategy	Brainstorming strategy Modeling learning strategy Discussion strategy Project strategy Story strategy. Combining different strategies
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Understanding and assimilation	Introduction pediatric nursing	Brainstorming strategy	Oral and written Examination

2-	3	Understanding and assimilation	Newborn care	Discussion strategy	Oral and written Examination
3-	3	Understanding and assimilation	Child with Respiratory disfunction	Project strategy	Oral and written Examination
4-	3	Understanding and assimilation	Child with Genitourinary disfunction	Discussion strategy	Oral and written Examination
5-	3	Understanding and assimilation	Child with Gastrointestinal disfunction	Story strategy	Oral and written Examination
6-	3	Understanding and assimilation	Child with Blood disfunction	Problem solving strategy	Oral and written Examination
7-	3	Understanding and assimilation	Child with Cardiovascular disfunction	Modeling learning strategy	Oral and written Examination
8-	3	Understanding and assimilation	Child with neurological disfunction	Discussion strategy	Oral and written Examination
9-	3	Understanding and assimilation	Child with Endocrine disfunction	Combining different strategies	Oral and written Examination

11. Course Evaluation

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

Daily Preparation	Daily Exam	Practical	Monthly Exam	Final exam	Total
5	5	10	20	60	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
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Main references (sources)	<p>WONG'S NURSING CARE OF INFANTS AND CHILDREN, ELEVENTH EDITION</p> <p>Hockenberry, M. J. (2019, January 28). <i>Wong's Nursing Care of Infants and Children - Binder Ready</i>. Elsevier.</p> <p>Wilkins, L. W. (2014). <i>Pediatric Nursing Made Incredibly Easy</i>. Lippincott Williams & Wilkins.</p>
Recommended books and references (scientific journals, reports...)	Relevant pediatric nursing articles, scientific journals related to the subject.
Electronic References, Websites	Browse the Google network using the desired subject key.

Course Description

English Part (4)

2024

Course Description Form

1. Course Name:	
English Part (4)	
2. Course Code:	
ND4205	
3. Semester / Year	
First/ Fourth	
4. Description Preparation Date:	
16 /3 /2024	
5. Available Attendance Forms:	
Weekly attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(15 Hr. / 1 Unit)	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Dr. Ayad Enad Khalaf Email: ayad.khalaf@mauc.edu.iq	
8. Course Objectives	
Course Objectives	As illustrated below .
General goals //	
<ul style="list-style-type: none">- Develop their intellectual, personal and professional abilities.- Acquire basic language skills (listening, speaking, reading and writing) in order to communicate with speakers of English language.- Acquire the linguistic competence necessarily required in various life situations.- Develop their awareness of the importance of English as a means of international communication.	

- Develop the linguistic competence that enables them, in future, to present and explain the medical concepts and issues.
- Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.

Special (Behavioral) goals //

- 1- At the end of the course, the student will be able to introduce himself to others in English.
- 2- Be able to recognize the types of simple and complex sentences in the English language.
- 3- Be able to distinguish between nominal sentences and verbal sentences.
- 4- Be able to use subject, object, and possessive pronouns correctly.
- 5- Be able to use legal terminology correctly.
- 6- Be able to use auxiliary verbs correctly in negative sentences or make a regular question and a follow-up question.
- 7- Be able to distinguish between correct and incorrect sentences.
- 8- Be able to pronounce words correctly.
- 9- Be able to read to understand English written material.
- 10- Have the ability to correctly write a short guided paragraph.

9. Teaching and Learning Strategies

Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy Discussion strategy Project strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	1	Understanding and comprehension	Parts of speech	Teamwork strategy	Oral and written Examination
2-	1	Understanding and	Full verbs and Auxiliary	Brainstorming strategy	Oral and written

		comprehension	verbs		Examination
3-	1	Understanding and comprehension	Subject and object pronouns	Project strategy	Oral and written Examination
4-	1	Understanding and comprehension	Pronunciation of sounds	Combining different strategies	Oral and written Examination
5-	1	Understanding and comprehension	Making question with auxiliary verbs (is, am, are)	Problem solving strategy	Oral and written Examination
6-	1	Understanding and comprehension	Making question with auxiliary (do, does, did)	Problem solving strategy	Oral and written Examination
7-	1	Understanding and comprehension	Present perfect tense	Modeling learning strategy	Oral and written Examination
8-	1	Understanding and comprehension	Informative and negative sentences	Story strategy	Oral and written Examination
9-	1	Understanding and comprehension	perfect passive	Combining different strategies	Oral and written Examination
10-	1	Understanding and comprehension	Count and uncounted nouns	Discussion strategy	Oral and written Examination
11-	1	Understanding and comprehension	Prepositions with verbs	Combining different strategies	Oral and written Examination
12-	1	Understanding and comprehension	Future forms	Teamwork strategy	Oral and written Examination
13-	1	Understanding and comprehension	Negative and short answers	Project strategy	Oral and written Examination
14-	1	Understanding and comprehension	Have/ have got	Combining different strategies	Oral and written Examination
15-	1	Understanding, and comprehension	Models: Should and must	Combining different strategies	Oral and written Examination

11. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
2	3	5	5	15	70	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	New Headway Plus (upper-Intermediate student Book+work book)
Main references (sources)	Dictionary books. Murphy, Raymond. (2019). English Language in Use book. Cambridge University Press
Recommended books and references (scientific journals, reports...)	Stories and magazines which are written in English. Research papers that are written in English. Books for learning the English language.
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Guide
Critical Care
Nursing**

2024

Course Description Form

143. Course Name:	
Critical Care Nursing	
144. Course Code:	
ND4203	
145. Semester / Year	
(First semester, Fourth Year)	
146. Description Preparation Date:	
16 /3 /2024	
147. Available Attendance Forms:	
Weekly attendance	
148. Number of Credit Hours (Total) / Number of Units (Total)	
(30 Hr. / 2 Unit)	
149. Course administrator's name (mention all, if more than one name)	
Name: Lec: Mustafa Flayyih Abdul Radha	
150. Course Objectives	
Course Objectives	As illustrated below .

General goal //

At the end of the course, the student will be able to apply assessment techniques and other basic technical skills in caring for critically ill patients, and apply principles of the nursing process such as assessment, diagnosis, planning, implementation and evaluation in caring for critically ill patients.

Specific (Behavioral) goals //

At the end of this course, the student will be able to:

1. Describe the standards of care and performance for critical care nursing
2. Describe the factors that influence critical care for patients, family members,

- and critical care nurses
3. Describe the impact of the environment and critical care on the patient.
 4. Describe the challenges in evaluating critically ill patients
 5. Discuss current monitoring techniques used in critical care facilities.
 6. Utilize knowledge from the humanities and sciences in planning care for adults with critical illnesses.

151. Teaching and Learning Strategies

- Strategy**
- Lectures
 - Group discussion
 - Group projects.
 - Lab. and clinical settings.

152. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding and assimilation	Introduction to critical care nursing: Critical Care Nursing Roles.	Lecture	Theoretical exam and classroom activities
2-	3	Understanding and assimilation	Cardiovascular Disorders: Review of Cardiac Conduction System: Basics of ECG Interpretation (ECG waves).	Lecture	Theoretical exam and classroom activities
3-	3	Understanding and assimilation	Cardiac Dysrhythmia: Shockable Non-Shockable	Lecture	Theoretical exam and classroom activities
4-	3	Understanding and assimilation	Basic and Advance cardiac Life Support (Australian version) guideline.	Lecture	Theoretical exam and classroom activities
5-	3	Understanding and assimilation	Hemodynamic monitoring	Lecture	Theoretical exam and classroom activities
6-	3	Understanding and assimilation	Nursing management for client undergoing Cardiac Surgery.	Lecture	Theoretical exam and classroom activities
7-		Understanding and assimilation	Respiratory Disorders: ABGs Interpretations.	Lecture	Theoretical exam and classroom activities

8-	3	Understanding and assimilation	Pulmonary embolism. Pleural Effusion & Pneumothorax.	Lecture	Theoretical exam and classroom activities
9-	3	Understanding and assimilation	Renal disorders: Anatomy and Physiology of the Kidney Acute Renal Failure	Lecture	Theoretical exam and classroom activities
10-	3	Understanding and assimilation	Multisystem Trauma: Sepsis and Multiple Organ Dysfunction Syndromes.	Lecture	Theoretical exam and classroom activities
11-	3	Understanding and assimilation	Management of Unconscious Patient.	Lecture	Theoretical exam and classroom activities
12-	3	Understanding and assimilation	Burns.	Lecture	Theoretical exam and classroom activities
13-	3	Understanding and assimilation	Neurological disorders Shock	Lecture	Theoretical exam and classroom activities
14-	3	Understanding and assimilation	Cerebral Vascular Accident	Lecture	Theoretical exam and classroom activities
15-		Final exam			

153. Course Evaluation

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

Theory exam	Practical exam	Final practical	Final theory	Total
20	20	20	40	100

154. Learning and Teaching Resources

Required textbooks (curricular books, any)	Nothing
Main references (sources)	Delgado S. AACN Essentials of Critical Care Nursing, Fifth Edition. New York, McGraw-Hill Education, 2023. Aitken L, Marshall A, and Chabo W. Critical Care Nursing. fourth edition. New York. Elsevier Health Sciences, 2018.

	Sciences, 2019
Recommended books and references (scientific journals, reports...)	Critical Care Nurse Journal AACNjournals.
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Guide
Psychiatric&Mental
Health Nursing**

2024

Course Description Form

1. Course Name:

Psychiatric and Mental Health Nursing

2. Course Code:

ND4201

3. Semester / Year

(First semester , fourth Year)

4. Description Preparation Date:

24 /3 /2024

5. Available Attendance Forms:

Weekly attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

(105 Hr. / 3 + 12Unit)

7. Course administrator's name (mention all, if more than one name)

Name: prof. Dr. Intisar Abdul Ghani
Email: intesar.a.abbas@mauc.edu.iq

8. Course Objectives

Course Objectives

General goal //

At the end of the course, the student will be able to utilize the nursing process within the therapeutic nurse client relationship to provide care to clients in a mental health treatment environment with the emphasis on the humanistic holistic approach in caring of the patients.

Specific (Behavioral) goals //

1- At the end of the course, the student will be able to utilize the nursing process to provide care to clients in different mentally

health environment.

2- Integrate theoretical knowledge related to mental health into clinical practice.

3- Demonstrate ability to use self therapeutically on working with colleagues, clients, and teacher.

4- Develop a therapeutic nurse client relationship with client who are suffering from mental illness.

5- Demonstrate knowledgeable skill performance in carrying out specific nursing procedures.

6- Collaborate with clients, colleagues, clinical instructor and health care team to ensure maximum quality of nursing care.

7- Facilitate and structure a therapeutic environment in a psychiatric unite.

8- Value one's own mental health practices as a professional nurse.

8- Locate resources for early case finding of mental illness or psychosocial problems

9. Teaching and Learning Strategies

Strategy	Brainstorming strategy Group work or cooperative learning strategy Discussion strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Understanding and	Foundation of psy &mental	Brainstorming strategy	Oral and written

		assimilation	health nursing		Examination
2+3	6	Understanding and assimilation	Neurobiological & psychosocial theories	Story strategy.	Oral and written Examination
4-	3	Understanding and assimilation	Therapeutic relationship	Discussion strategy	Oral and written Examination
5-	3	Understanding and assimilation	Trauma stressor disorder	Discussion strategy	Oral and written Examination
6+7	6	Understanding and assimilation	Anxiety & anxiety disorders	Story strategy	Oral and written Examination
8-	3	Understanding and assimilation	Obsessive compulsive disorders	Problem solving strategy	Oral and written Examination
9+10	6	Understanding and assimilation	Schizophrenia & related disorders	Story & problem solving	Oral and written Examination
11+12	6	Understanding and assimilation	Mood disorders & suicide	Story & problem solving.	Oral and written Examination
13-	3	Understanding and assimilation	Addiction	Discussion strategy	Oral and written Examination
14-	3	Understanding and assimilation	Cognitive disorder	Combining different strategies	Oral and written Examination
15-	3	Understanding and assimilation	Somatic symptoms illnesses	Combining different strategies	Oral and written Examination

11. Course Evaluation

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

Attendance	Daily Exam	Monthly exam	Report	Clinical practice	Written Exam	Total
5	5	10	10	10	60	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	Psychiatric-Mental Health Nursing Sheila L. Videbeck, PhD RN Lippincott Williams & Wilkins, 2019, 8 TH edition

Recommended books and references (scientific journals, reports...)	Varcarolis, E.; Halter, (2104) foundation of psychiatric manual health nursing 7 th ed.
Electronic References, Websites	Browse the Google network using the desired subject key.

Course Description Health Psychology for Nurses

2024

Course Description Form

155. Course Name:	
Health Psychology for Nurses	
156. Course Code:	
ND4202	
157. Semester / Year	
(First semester , Fourth)	
158. Description Preparation Date:	
1/10/2024	
159. Available Attendance Forms:	
Weekly attendance	
160. Number of Credit Hours (Total) / Number of Units (Total)	
(30 hrs/ 2 Unit)	
161. Course administrator's name (mention all, if more than one name)	
Name: Dr. Inaam Abdulkareem Email: inaamnaba66@gmail.com	
162. Course Objectives	
Course Objectives	As illustrated below .
General goal //	
At the end of the course, the student will be able to identify human behavior on the basis of principles and concepts in psychology.....	
Specific (Behavioral) goals //	
1- At the end of the course, the student will be able to recognize the rules of human motivation.	
2- At the end of the course, the student will be able to use psychology in dealing with the patient.	

3-At the end of the course, the student will be able to define mental processes such as thinking and memory.

4- At the end of the course, the student will be able to define emotions and their development.

5- At the end of the course, the student will be able to analyze the description of human behavior.

163. Teaching and Learning Strategies

Strategy	Brainstorming strategy Modeling learning strategy Discussion strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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164. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	health psychology	Brainstorming strategy	Oral and written Examination
2-	2	Understanding and assimilation	motivation	Combining different strategies	Oral and written Examination
3-	2	Understanding and assimilation	emotions	Project strategy	Oral and written Examination
4-	2	Understanding and assimilation	frustration and conflict	Discussion strategy	Oral and written Examination
5-	2	Understanding and assimilation	Personality	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Stress	Problem solving strategy	Oral and written Examination
7-	2	Understanding and assimilation	Relaxation	Modeling learning strategy	Oral and written Examination
8-	2	Understanding and assimilation	self concept	Combining different strategies.	Oral and written Examination
9-	2	Understanding and assimilation	behaviors	Combining different strategies	Oral and written Examination

10-	2	Understanding and assimilation	memory and forgetting	Combining different strategies	Oral and written Examination
11-	2	Understanding and assimilation	perceptual sensory processes	Combining different strategies	Oral and written Examination
12-	2	Understanding and assimilation	Language and thinking	Combining different strategies	Oral and written Examination
13-	2	Understanding and assimilation	Chronic disease care	Project strategy	Oral and written Examination
14-	2	Understanding and assimilation	Personality dimensions	Combining different strategies	Oral and written Examination
15-	2	Understanding and assimilation	Critical thinking theories	Combining different strategies	Oral and written Examination

165. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

166. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	Health Psychology a Textbook , Jane Ogden, FOURTH EDITION,2020 Health Psychology Theory, David F. Marks - Arles, France ,Research and Practice SIXTH EDITION,2022
Recommended books and references (scientific journals, reports...)	Reports related to topics in psychology
Electronic References, Websites	Browse the Google network using the desired subject key.

**Course Description
Professional
Perspective and
Issue in Nursing**

2024

Course Description Form

167.	Course Name:	
		Professional Perspective and Issue in Nursing
168.	Course Code:	
		ND4105
169.	Semester / Year	
		First semester, Fourth Year
170.	Description Preparation Date:	
		23 /3 /2024
171.	Available Attendance Forms:	
		Weekly attendance
172.	Number of Credit Hours (Total) / Number of Units (Total)	
		30 Hr. / 2 Unit
173.	Course administrator's name (mention all, if more than one name)	
		Name: Prof. Thamer Al Hilfi, Rapporteur of Nursing department of Nursing
174.	Course Objectives	
	Course Objectives	As described below
<p>General goal</p> <p>The course introduces students to profession of nursing. A major focus of this course is for students to critically think about nursing profession, historical and theoretical framework, moral and legal issues, and standards of nursing practice.</p> <p>Specific (Behavioral) goals</p> <p>Upon completion of the course the students will be able:</p> <ol style="list-style-type: none"> 1. Describe historical and contemporary trends and issues in nursing and their influence on the practice of nursing within multicultural global environment. 2. Describe the scope of nursing practice, as articulated in ethical, legal, and professional documents. 3. Examine the culture of professional nursing including values, beliefs, behaviors, attitude and professional nursing organizations. 4. Employ theoretical foundation of nursing, including selected nursing theories from other disciplines that support nursing knowledge and evidence-based practice. 5. Examines one’s own beliefs, values, biases, health and risks as they relate to personal health and professional practice and the ability to provide quality care to diverse population. 6. Discuss the inert and intra professional communication, collaborative and advocacy skills needed to deliver patient – centered nursing care 7. Explore the delivery of nursing and health care in Iraq and globally 8. Differentiate technologies that assist the nurse to deliver safe, quality care including search and retrieval information, telecommunications, patient 		

care, decision making and clinical information system (CIS)

175. Teaching and Learning Strategies

Strategy
 Brainstorming strategy
 Modeling learning strategy
 Group work or cooperative learning strategy.
 Discussion strategy
 Project strategy
 A strategy for problem solving or problem-based learning.
 Story strategy.
 Combining different strategies

176. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	Introduction to professional perspectives and issues in nursing	Brainstorming strategy	Oral and written Examination
2-	2	Understanding and assimilation	Characteristics of a profession	Teamwork strategy.	Oral and written Examination
3-	2	Understanding and assimilation	Standards of professional nursing practice	Project strategy	Oral and written Examination
4-	2	Understanding and assimilation	Professional nursing practice	Discussion strategy	Oral and written Examination
5-	2	Understanding and assimilation	Standards of professional nursing performance	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Unit exam	Problem solving strategy	Oral and written Examination
7-	2	Understanding and assimilation	The function of competencies in standards	Modeling learning strategy	Oral and written Examination
8-	2	Understanding and assimilation	Care and caring in nursing standards	Teamwork strategy.	Oral and written Examination
9-	2	Understanding and assimilation	Healthy work environment for nursing practice	Combining different strategies	Oral and written Examination
10-	2	Understanding and assimilation	Workplace violence	Combining different strategies	Oral and written

					Examination
11-	2	Understanding and assimilation	The code of ethics for nurses	Combining different strategies	Oral and written Examination
12-	2	Understanding and assimilation	Professional competencies in nursing practice	Teamwork strategy.	Oral and written Examination
13-	2	Understanding and assimilation	Information technology in the clinical settings	Project strategy	Oral and written Examination
14-	2	Understanding and assimilation	Quality improvement and patient safety	Combining different strategies	Oral and written Examination
15-	2	Understanding and assimilation	Unit II exam	Combining different strategies	Oral and written Examination

177. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

178. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nil
Main references (sources)	<ol style="list-style-type: none"> "Nursing Issues and Trends: Today and Tomorrow" by Gayle Roux "Ethical and Legal Issues in Nursing" by Bridgit Dimond "Professional Nursing: Concepts & Challenges" by Beth Perry Black
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> Journal of Nursing Scholarship Nursing Ethics
Electronic References, Websites	<ol style="list-style-type: none"> American Nurses Association (ANA): https://www.nursingworld.org/ National League for Nursing (NLN): https://www.nln.org/ Nursing Ethics Online: https://nursingethicsonline.net/ Sigma Theta Tau International Honor Society of Nursing: https://www.sigmanursing.org/

	<p>5. Nurse.com: https://www.nurse.com/</p> <p>6. The Online Journal of Issues in Nursing: http://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN.aspx.</p>
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**Course Description
Nursing
Management and
Leadership**

2024

Course Description Form

179. Course Name:					
Nursing Management and Leadership					
180. Course Code:					
ND 4103					
181. Semester / Year 4					
First & second semester, Fourth Year					
182. Description Preparation Date:					
24 /3 /2024					
183. Available Attendance Forms:					
Weekly attendance					
184. Number of Credit Hours (Total) / Number of Units (Total)					
75 Hr. / 3 Unit					
185. Course administrator's name (mention all, if more than one name)					
Name: Prof. Thamer Al Hilfi, Rapporteur of Nursing department of Nursing					
186. Course Objectives					
Course Objectives			As described below		
General goal					
The course is designed to serve undergraduate students at the 4 th year with detailed description regarding the management and leadership in nursing and all the related issues to such topic.					
Specific (Behavioral) goals					
Upon completion of the course the students will be able:					
<ol style="list-style-type: none"> 1. Understand the two concepts of management and leadership in nursing. 2. Apply all of those topics -related concepts 3. Deal with those topic related issues 					
187. Teaching and Learning Strategies					
Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy. Discussion strategy Project strategy A strategy for problem solving or problem-based learning. Story strategy. Combining different strategies				
188. Course Structure					
Week	Hour s	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	management	Brainstorming strategy	Oral and written Examination

2-	2	Understanding and assimilation	Management skills pyramid	Teamwork strategy.	Oral and written Examination
3-	2	Understanding and assimilation	Management skills for personal development for managers	Project strategy	Oral and written Examination
4-	2	Understanding and assimilation	Management skills for leadership	Discussion strategy	Oral and written Examination
5-	2	Understanding and assimilation	How to manage (the top 10 things to be a better manager	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Strategic management	Problem solving strategy	Oral and written Examination
7-	2	Understanding and assimilation	Functions of management	Modeling learning strategy	Oral and written Examination
8-	2	Understanding and assimilation	Job description and analysis	Teamwork strategy.	Oral and written Examination
9-	2	Understanding and assimilation	Change management and risk management	Combining different strategies	Oral and written Examination
10-	2	Understanding and assimilation	Time management and electronic management	Combining different strategies	Oral and written Examination
11-	2	Understanding and assimilation	leadership	Combining different strategies	Oral and written Examination
12-	2	Understanding and assimilation	Lewins leadership styles	Teamwork strategy.	Oral and written Examination
13-	2	Understanding and assimilation	Transformational leadership	Project strategy	Oral and written Examination
14-	2	Understanding and assimilation	Leadership theories	Combining different strategies	Oral and written Examination
15-	2	Understanding and assimilation	Transactional leadership	Combining different strategies	Oral and written Examination

189. Course Evaluation

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

Daily Preparation	Daily Exam	Practical exam	Monthly written exam	Final practical Exam	Written Exam	Total
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5	5	20	10	20	40	100
190. Learning and Teaching Resources						
Required textbooks (curricular books, if any)				Nil		
Main references (sources)				1. "Nursing Issues and Trends: 1. Nursing Leadership and Management: Concepts and Practice" by Yoder-Wise 2. Leadership Roles and Management Functions in Nursing: Theory and Application" by Marquis and Huston 3. Nursing Management: Principles and Practice" by Hader and Gerity		
Recommended books and references (scientific journals, reports...)				1. Journal of Nursing Management 2. Nursing Leadership (Canadian Journal) 3. Journal of Healthcare Leadership		
Electronic References, Websites				1. American Organization for Nursing Leadership (AONL): https://www.aonl.org/ 2. Institute for Healthcare Improvement (IHI): http://www.ihl.org/Topics/Leadership/Pages/default.aspx 3. American Association of Critical-Care Nurses (AACN) - Leadership Resources: https://www.aacn.org/nursing-excellence/leadership-resources		

Course Description Health Promotion

2024

Course Description Form

191. Course Name:					
Health Promotion					
192. Course Code:					
ND4104					
193. Semester / Year					
Second semester, Fourth Year					
194. Description Preparation Date:					
23 /3 /2024					
195. Available Attendance Forms:					
Weekly attendance					
196. Number of Credit Hours (Total) / Number of Units (Total)					
30 Hrs. / 2 Unit					
197. Course administrator's name (mention all, if more than one name)					
Name: Prof. Thamer Al Hilfi, Rapporteur of Nursing department of Nursing					
198. Course Objectives					
Course Objectives			As described below		
<u>General goal</u>					
The course is designed to present undergraduates in the fourth year with detailed description about health promotion as a health -related concept and all the associated issues to such concept.					
<u>Specific (Behavioral) goals</u>					
At the end of the course, the students will be able:					
9. To Understand and identify the concept of health promotion.					
10. To apply all the health promotion related concepts					
11. To recognize the health promotion related					
199. Teaching and Learning Strategies					
Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy. Discussion strategy Project strategy A strategy for problem solving or problem-based learning. Story strategy. Combining different strategies				
200. Course Structure					
Week	Hour s	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	An overview of health and health promotion	Brainstorming strategy	Oral and written Examination

2-	2	Understanding and assimilation	Theories of human behavior and health	Teamwork strategy.	Oral and written Examination
3-	2	Understanding and assimilation	Health promotion model	Project strategy	Oral and written Examination
4-	2	Understanding and assimilation	Developing a Health promotion- prevention plan	Discussion strategy	Oral and written Examination
5-	2	Understanding and assimilation	Measuring outcomes of health promotion and prevention	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Domains fundamental to nursing practice in health	Problem solving strategy	Oral and written Examination
7-	2	Understanding and assimilation	Roles of the nurse in health promotion	Modeling learning strategy	Oral and written Examination
8-	2	Understanding and assimilation	Overview of the nursing process	Teamwork strategy.	Oral and written Examination
9-	2	Understanding and assimilation	Nursing process and health promotion	Combining different strategies	Oral and written Examination
10-	2	Understanding and assimilation	Risk factors and health promotion	Combining different strategies	Oral and written Examination
11-	2	Understanding and assimilation	Current factors affecting nursing role in health promotion	Combining different strategies	Oral and written Examination
12-	2	Understanding and assimilation	Using communication for health promotion	Teamwork strategy.	Oral and written Examination
13-	2	Understanding and assimilation	The concept of culture and lifestyle	Project strategy	Oral and written Examination
14-	2	Understanding and assimilation	Health promotion across the life span	Combining different strategies	Oral and written Examination
15-	2	Understanding and assimilation	Evaluating the effectiveness of health promotion	Combining different strategies	Oral and written Examination

201. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

202. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nil
Main references (sources)	<ol style="list-style-type: none">1. Health Promotion in Nursing Practice" by Carolyn L. Murdaugh, Mary Ann Parsons, and Nola J. Pender2. Health Promotion Strategies Through the Lifespan" by Ruth Beckmann Murray and Judith Proctor Zentner3. Foundations of Health Promotion" by Jennie Naidoo and Jane Wills
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none">1. Journal of Nursing Scholarship: This peer-reviewed journal publishes research articles related to nursing practice, education, and policy.2. Health Promotion International: This journal focuses specifically on health promotion research and practice
Electronic References, Websites	<ol style="list-style-type: none">1. Centers for Disease Control and Prevention (CDC) - The CDC's website provides a wealth of information on various health promotion topics relevant to nurses.2. World Health Organization (WHO) - The WHO website is an invaluable resource for nurses interested in health promotion.

Course Description Epidemiology

2024

Course Description Form

203. Course Name:	
Epidemiology	
204. Course Code:	
ND4102	
205. Semester / Year	
First & second semester, Fourth Year	
206. Description Preparation Date:	
23 /3 /2024	
207. Available Attendance Forms:	
Weekly attendance	
208. Number of Credit Hours (Total) / Number of Units (Total)	
60 Hrs. / 2 Unit	
209. Course administrator's name (mention all, if more than one name)	
Name: Prof. Thamer Al Hilfi, Rapporteur of Nursing department of Nursing	
210. Course Objectives	
Course Objectives	As described below
<u>General goal</u>	
<p>This course includes description to the basic concepts of epidemiology to teach the fourth level undergraduate students and increase their orientation and knowledge about epidemiology and its related issues.</p>	
<u>Specific (Behavioral) goals</u>	
<p>By the end of the course, the students will be able:</p> <ol style="list-style-type: none"> 12. To explain the role of epidemiology and its basic concepts in the field of public health 13. To understand the natural history of disease and their level of prevention. 14. To recognize the communicable and non-communicable diseases, identify the measures and principle of control 15. To identify and calculate epidemiological measures used to define and quantify health problems in and across defined population. 16. Describe the epidemiologic study designs used to examine the health status of a population and be able to evaluate the strength and limitations of each. 17. To assess and understand the many types of epidemiology including environmental epidemiology, occupational epidemiology, nutritional and injury and accidents epidemiology. 18. To Apply key ethical issues to conduct of epidemiological and other scientific investigations. 19. To determine the stages of the natural history of diseases and the levels of prevention on specific disease example. 	
211. Teaching and Learning Strategies	

Strategy	Brainstorming strategy Modeling learning strategy Group work or cooperative learning strategy Discussion strategy Project strategy A strategy for problem solving or problem-based learning Story strategy. Combining different strategies
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212. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding and assimilation	Introduction to epidemiology	Brainstorming strategy	Oral and written Examination
2-	2	Understanding and assimilation	Causality and epidemiological model	Teamwork strategy.	Oral and written Examination
3-	2	Understanding and assimilation	Natural history of health-related conditions	Project strategy	Oral and written Examination
4-	2	Understanding and assimilation	Prevention of diseases	Discussion strategy	Oral and written Examination
5-	2	Understanding and assimilation	Epidemiology of diseases	Story strategy	Oral and written Examination
6-	2	Understanding and assimilation	Strategies for identifying diseases	Problem solving strategy	Oral and written Examination
7-	2	Understanding and assimilation	Diseases control	Modeling learning strategy	Oral and written Examination
8-	2	Understanding and assimilation	Professional and ethical consideration in epidemiology	Teamwork strategy.	Oral and written Examination
9-	2	Understanding and assimilation	Epidemiological studies	Combining different strategies	Oral and written Examination
10-	2	Understanding and assimilation	Epidemiology and statistics	Combining different strategies	Oral and written Examination
11-	2	Understanding and assimilation	Measures in epidemiology	Combining different strategies	Oral and written Examination
12-	2	Understanding and assimilation	Occupational epidemiology	Teamwork strategy.	Oral and written Examination
13-	2	Understanding and assimilation	Environmental epidemiology	Project strategy	Oral and written

					Examination
14-	2	Understanding and assimilation	Epidemiology of nutrition	Combining different strategies	Oral and written Examination
15-	2	Understanding and assimilation	Epidemiology of accidents and injury	Combining different strategies	Oral and written Examination

213. Course Evaluation

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

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
5	5	5	5	10	70	100

214. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	<ol style="list-style-type: none"> "Epidemiology for Public Health Practice" by Robert H. Friis and Thomas A. Sellers "Epidemiology: Beyond the Basics" by Moyses Szklo and Javier Nieto "Epidemiology for Advanced Nursing Practice" by Kiran Macha and John D. McLennan
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> "American Journal of Epidemiology" "International Journal of Epidemiology" "Journal of Epidemiology and Community Health"
Electronic References, Websites	<ol style="list-style-type: none"> Centers for Disease Control and Prevention (CDC) - Epidemiology for Nurses: - Website: https://www.cdc.gov/epstein-barr/laboratory-testing-nurses.html World Health Organization (WHO) - Epidemiology for Nurses: - Website: https://www.who.int/epi_training/courses/en/