

**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 Department of nursing

2025

Academic Program Description Form

University Name:

Faculty/Institute: madenat ALelem University College.....

Scientific Department: Department of Accounting

Academic or Professional Program Name: Bachelor of Science in Accounting

Final Certificate Name: Bachelor of Science in Accounting

Academic System: quarterly

Description Preparation Date: 2025/3/20

File Completion Date: 2025/3/20

Signature:



Head of Department Name:

Prof. Dr Intsar Abd Alganee

Date: 10/9/2025

Signature:



Scientific Associate Name:

Prof. Dr. Tamar khadam

Date: 10 /9/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance

Department: khawlah saadoon taher

Date: 10/9/2025

Signature:



Approval of the Dean

Prof. Dr. Faris Abdulkarem Khazaa

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:

1. Program Vision

The College of Nursing is a solid academic and professional institution that strives for leadership and excellence among its peers 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 possessing the ability to conduct scientific research and address health problems of society in general and nursing problems in particular.

3. Program Objectives

1. Providing a high level of education at the undergraduate level.
2. Creating an optimal environment for work development that stimulates and facilitates intellectual development and scientific research.
3. Purposeful and constructive policies for dealing with students and graduates.
4. Developing academic programs and curricula to achieve academic standards and meet community needs and labor market requirements.
5. A scientific research plan that supports the educational process, develops research capacity, and serves the community.

6. Partnership between the college and the community to achieve the college's mission and enhance its activities.
7. Raising environmental awareness among the internal and external community.
8. Developing service and advisory cooperation with civil society organizations, community and research centers, and civil society organizations.

4. Program Accreditation

nothing

5. Other external influences

shortage of nursing staff in health facilities.

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				
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* 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

A1– Identifying the most important basic sciences supporting nursing, such as anatomy, physiology, microbiology, and other sciences.

A2– Identifying therapeutic and non-therapeutic communication techniques with the patient

A3– Identifying theories of development in nursing science

A4– Identify ways to solve patient problems

A5– Identify the types of treatments used

A6– Identify methods of nursing care for all ages, boys and girls

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

- Johns Hopkins School of Nursing
- University of Toronto – Lawrence S. Bloomberg Faculty of Nursing
- **NCSBN** (for NCLEX-RN in the U.S.):
→ <https://www.ncsbn.org>
- **NMC** (Nursing and Midwifery Council – UK):
→ <https://www.nmc.org.uk>
- **AHPRA** (Australia):
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13. Program Development Plan

Improving practical (clinical) training

- Increasing the number of practical training hours
- Building stronger partnerships with hospitals and health centers
- Training students in advanced clinical simulation (Simulation Labs)

Qualifying and developing the academic staff

- Supporting faculty members with ongoing workshops and courses
- Encouraging scientific research and conference participation
- Using modern teaching strategies (active learning – digital education)

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 Form

1. Course Name:	
2. Course Code:	
3. Semester / Year:	
4. Description Preparation Date:	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies	
Strategy	
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	

Program Skills Outline

Required program Learning outcomes

Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics	
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Level (3)	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

level ()	ND2201	Adult Nursing (2)	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND2202	Microbiology for Nursing (2)	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND2203	Pathophysiology for Nurse	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND2204	Pharmacology for Nurses (2)	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND2205	Computer Science (4)	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND2206	Arabic Language (2)	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
level ()	ND3101	Maternal and neonate Nursing	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND3102	Research method in nursing	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND3103	Health Sociology	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND3104	Nutrition and Diet Therapy	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
level ()	ND3201	Pediatric Nursing	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND3202	Human Growth and Development	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND3203	Biostatistics	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
level ()	ND4101	Community Health Nursing	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND4102	Epidemiology	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND4103	Nursing Management and Leadership	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND4104	Health Promotion	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND4105	Professional Perspective and Issue in Nursing	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
level ()	ND4201	psychiatric and Mental Health Nursing	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND4202	Health Psychology for Nurses	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND4203	Critical Care Nursing	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ND4204	Research Project	Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Course Description Guide Biochemistry

2025

Course Description Form

13.	Course Name:
	Biochemistry
14.	Course Code:
	ND1102
15.	Semester / Year
	(First semester , First Year)
16.	Description Preparation Date:
	8 /4 /2025
17.	Available Attendance Forms:
	Weekly attendance
18.	Number of Credit Hours (Total) / Number of Units (Total)
	(45 Hr. / 2 Unit)
19.	Course administrator's name (mention all, if more than one name)
	Name: Lectuer Dr. Yasir Wisam Issa Email: yassirwesam93@gmail.com
20.	Course Objectives
As illustrated below	
<p>General goal:</p> <p>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. 	
21.	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					
22.	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),	Determination of serum alkaline phosphates GPT GOT and bilirubin	Lecture + Lab	Quick exam, Spot, Oral

			diagnosis of various types of 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

23.

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

24.

Learning and Teaching Resources

Required textbooks (curricular books)	Nothing
Main references (sources)	<ol style="list-style-type: none"> 1. Lehninger Principles of Biochemistry, 7th Edition, by David L. Nelson and Michael M. Cox, 2017. 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.
Recommended books and references (scientific journals, reports...)	journal of Biological Chemistry (JBC) Biochemical Journal Trends in Biochemical Sciences (TiBS) Nature Reviews Molecular Cell Biology Nature Science NCBI
Electronic References, Websites	Browse the Google network using the desired subject key.

Course Description Guide Code of Ethics

2025

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 /2025	
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.

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

It aims to provide the student with basic and advanced skills for dealing with a computer and employing it in the study, office and home environment. It introduces the student to the concepts and terms of information technology, and provides him with the necessary knowledge to manage and employ one of the common operating systems for computers. It also seeks to provide the student with various applied capabilities to use office production software packages such as word processors, electronic tables and presentations to serve his educational and career path.

1. Teaching Institution

Madenat Alelem University

2. University Department/Centre	Nursing Department
3. Course title/code	Computing/ COS105
4. Program(s) to which it contributes	Word (Computer Skills 1) Level One
5. Methods of Attendance Offered	Virtual (online) / In person
6. Semester/Year	First Semester / 2020-2021
7. Number of hours tuition (total)	30 hours Theoretical study- 30 hours practical study/ Per Course
8. Date of production/revision of this specification	4-6-2021
9. Aims of the Course	
Providing students with basic information about computer components, basic principles of computer science, and its possible use in conducting nursing and medical scientific research-Students in this semester are taught through theoretical and practical sessions to use computers and access electronic Programs	

10. Learning Outcomes, Teaching ,Learning and Assessment Methods
A- Knowledge and Understanding A1. Learning about and identifying computer components A2. Identifying and learning programs used for diagrams, images, and shapes A3. Identifying and learning the use of basic computer programs A4. A5. A6.
B. Subject-specific skills B1. Using the computer's basic programs for scientific purposes B2. Using taskbars for saving and archiving scientific programs B3. Using the computer to schedule lectures
Teaching and Learning Methods
Use of the following programs

(Word / PowerPoint)
Assessment methods
The final average mark is 50% and is calculated according to the marks of (Quiz-monthly exams-attendant exams-reports-oral exams)
C. Thinking Skills C1. Applying computer programs for precise results C2. Use of results in scientific research C3.Using computers in data analysis C4.
Teaching and Learning Methods
Use of the following programs (Word/Powerpoint)
Assessment methods
The final average mark is 50% and is calculated according to the marks of (Quiz-monthly exams-attendant exams-reports-oral exams)

D. General and Transferable Skills (other skills relevant to employability and personal development) D1.The capability of using computers to prepare researches and reports D2.The capability of analyzing programs D3. D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method

(1-2-3)	2 Hours Per Week	Identifying computer components and their use	Computer Basics	Theoretical	Theoretical exam-Reports-Monthly-Quiz-Oral
(4-5)	2 Hours Per Week	Accessing Windows	Accessing Word	Theoretical	Theoretical exam-Reports-Monthly-Quiz-Oral
(6-7)	2 Hours Per Week	Using Word	Using Word	Theoretical	Theoretical exam-Reports-Monthly-Quiz-Oral
(8-9)	2 Hours Per Week	(PowerPoint) Basics	Understanding PowerPoint	Theoretical	Theoretical exam-Reports-Monthly-Quiz-Oral
(10-11-12)	2 Hours Per Week	Using PowerPoint	Understanding PowerPoint	Theoretical	Theoretical exam-Reports-Monthly-Quiz-Oral
13	2 Hours Per Week	(PowerPoint) Sheets	Applications of PowerPoint	Theoretical	Theoretical exam-Reports-Monthly-Quiz-Oral
(14-15)	Final Exams Of First Semester				

12. Infrastructure	
Required reading:	
<ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER 	Basic principles of using computers for beginners- Computer skills 1
Special requirements (include for example workshops, periodicals, IT software, websites)	Workshops for lectures on Computer Programs
Community-based facilities (include for example, guest Lectures , internship , field studies)	Hosting computer professors; staff or guests to give lectures

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

Course Description

English Part (1)

2025

Course Description Form

1. Course Name:	
English Part (1)	
2. Course Code:	
ND1105	
3. Semester / Year	
First/ First	
4. Description Preparation Date:	
16 /3 /2025	
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 // <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
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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.

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the program specification.

1. Teaching Institution	Madenat Alelem University College
2. University Department / Centre	Nursing department
3. Course title/code	Anatomy for nurse/ND1103
4. Programme(s) to which it contributes	Bachelors in nursing
5. Modes of Attendance offered	Weekly (2 theory + 4 practical)
6. Semester/Year	1 st Semester
7. Number of hours tuition (total)	90 h
8. Date of production or revision	1/12/2023

9. Aims of the Course

To inform the students about all the organs of the human being from anatomic and showing the relationship between different organs the specific aims the student know every organ of the body from first inspection by naked eye and using microscope to differentiate the different tissue and cell

10. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1. To inform the students the relation between the anatomy and anesthesia

A2.to inform the student the relation between anatomy and clinical cases disease

A3. To inform the student the relation of different disease and anatomy

B. Subject-specific skills

B1. To know general anatomy of the human being

B2. The student know different body system anatomically and relation between organs and body surface through data show and anatomical spacemen in the laboratory

Teaching and Learning Methods

By theocratical and practical lectures

The student viewing the anatomical spacemen in laboratory of all internal organs and skeleton under the supervision of senior

Assessment methods

Monthly theory and practical exam

C. Thinking Skills

C1. By suggestion questions through the lecture

C2. Home work

Teaching and Learning Methods

Present the lecture by the senior through showing the information in addition to explanation in laboratory anatomy

Assessment methods

Quick exam and monthly exam

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Identify the students the basic anatomy of organ study and body system theoretically and practically

D2.acquire the students the ability to identify body organ and its relation with body surface

11. Course Structure

Assessment Method	Teaching Method	practical Subjects	Theoretical Subjects	ILOs	Total Hours	Week
Quick exam, Spot, Oral	Lecture+ lab	Oral cavity, pharynx, esophagus, stomach	Oral cavity, pharynx, esophagus, stomach	Understanding lecture	6	1
Quick exam, Spot, Oral	Lecture+ lab	Small intestine, large intestine	Small intestine, large intestine	Understanding lecture	6	2
Quick exam, Spot, Oral	Lecture+ lab	Liver pancreas, biliary apparatus	Liver pancreas, biliary apparatus	Understanding lecture	6	3
Quick exam, Spot, Oral	Lecture+ lab	Respiratory system upper part	Respiratory system upper part	Understanding lecture	6	4
Quick exam, Spot, Oral	Lecture+ lab	Respiratory system lower part	Respiratory system lower part	Understanding lecture	6	5
Quick exam, Spot, Oral	Lecture+ lab	Endocrine gland	Endocrine gland	Understanding lecture	6	6
Quick exam, Spot, Oral	Lecture+ lab	Central nervous system	Central nervous system	Understanding lecture	6	7
Quick exam, Spot, Oral	Lecture+ lab	Peripheral nervous system	Peripheral nervous system	Understanding lecture	6	8

Quick exam, Spot, Oral	Lecture+ lab	Muscular system diaphragm abdominal muscles	Muscular system diaphragm abdominal muscles	Understanding lecture	6	9
Quick exam, Spot, Oral	Lecture+ lab	Cardiovascular system, heart, arteries, vein.	Cardiovascular system, heart, arteries, vein.	Understanding lecture	6	10
Quick exam, Spot, Oral	Lecture+ lab	Skin	Skin	Understanding lecture	6	11
Quick exam, Spot, Oral	Lecture+ lab	Basic body tissues	Basic body tissues	Understanding lecture	6	12
Quick exam, Spot, Oral	Lecture+ lab	Ear	Ear	Understanding lecture	6	13
Quick exam, Spot, Oral	Lecture+ lab	Reproductive system of male	Reproductive system of male	Understanding lecture	6	14
Quick exam, Spot, Oral	Lecture+ lab	Reproductive system of female	Reproductive system of female	Understanding lecture	6	15

12. Infrastructure

Required reading:		
· CORE TEXTS	Snell	
· COURSE MATERIALS		
· OTHER		
Special requirements (include for example workshops, periodicals, IT software, websites)	Gray's anatomy	

Community-based facilities (include for example, guest Lectures , internship , field studies)	Google meet
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13. Admissions

Pre-requisites	
Minimum number of students	60
Maximum number of students	165

Course Description Guide

Fundamental of

nursing (1)

2025

Course Description Form

25. Course Name:
Fundamental of nursing (1)
26. Course Code:
ND1101
27. Semester / Year
(First semester, First Year)
28. Description Preparation Date:
16 /3 /2025
29. Available Attendance Forms:
Weekly attendance
30. Number of Credit Hours (Total) / Number of Units (Total)
(60 Hr. / 4 Unit)
31. Course administrator's name (mention all, if more than one name)
Name: Lec: Mustafa Flayyih Abdul Radha
32. 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.

33. Teaching and Learning Strategies

Strategy

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

34. 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 and assimilation	Nursing process	Lecture	Theoretical exam and classroom activities
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				

35. 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

36. 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.

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

It aims to provide the student with basic and advanced skills for dealing with a computer and employing it in the study, office and home environment. It introduces the student to the concepts and terms of information technology, and provides him with the necessary knowledge to manage and employ one of the common operating systems for computers. It also seeks to provide the student with various applied capabilities to use office production software packages such as word processors, electronic tables and presentations to serve his educational and career path.

1. Teaching Institution	Madenat Alelem University
2. University Department/Centre	Nursing Department
3. Course title/code	Computing/ COS110
4. Program(s) to which it contributes	Word (Computer Skills 2) Level One
5. Methods of Attendance Offered	Virtual (online) / In person
6. Semester/Year	Second Semester / 2020-2021
7. Number of hours tuition (total)	30 hours applied study/ Per Course

8.Date of production/revision of this specification	4-6-2021
9.Aims of the Course	
Providing students with basic information about computer components, basic principles of computer science, and its possible use in conducting nursing and medical scientific research-Students in this semester are taught through theoretical and practical sessions to use computers and access electronic Programs	

10.Learning Outcomes, Teaching ,Learning and Assessment Methods	
<div style="text-align: right;">Knowledge and Understanding •</div> A1. Learning about and identifying computer components A2. Identifying and learning programs used for diagrams, images, and shapes A3. Identifying and learning the use of basic computer programs A4. A5. A6.	
B. Subject-specific skills B1.Using the computer’s basic programs for scientific purposes B2.Using taskbars for saving and archiving scientific programs B3.Using the computer to schedule lectures	
Teaching and Learning Methods	
Use of the following programs (Word / PowerPoint)	
Assessment methods	
The final average mark is 50% and is calculated according to the marks of (Quiz-monthly exams-attendant exams-reports-oral exams)	
C. Thinking Skills C1. Applying computer programs for precise results C2. Use of results in scientific research	

C3.Using computers in data analysis C4.
Teaching and Learning Methods
Use of the following programs (Word/Powerpoint)
Assessment methods
The final average mark is 50% and is calculated according to the marks of (Quiz-monthly exams-attendant exams-reports-oral exams)

D. General and Transferable Skills (other skills relevant to employability and personal development) D1.The capability of using computers to prepare researches and reports D2.The capability of analyzing programs D3. D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
(1-2-3)	2 Hours Per Week	Identifying computer components and their use	Computer Basics	Practical	Theoretical/Monthly exam-Reports-Quiz-Oral
(4-5)	2 Hours Per Week	Accessing Windows	Accessing Word	Practical	Theoretical exam-Reports-Monthly-Quiz-Oral
(6-7)	2 Hours Per Week	Using Word	Using Word	Practical	Theoretical exam-Reports-Monthly-Quiz-Oral
(8-9)	2 Hours Per Week	(PowerPoint) Basics	Understanding PowerPoint	Practical	Theoretical exam-Reports-Monthly-Quiz-Oral
(10-11-12)	2 Hours Per Week	Using PowerPoint	Understanding PowerPoint	Practical	Theoretical exam-Reports-Monthly-Quiz-Oral
13	2 Hours Per Week	(PowerPoint) Sheets	Applications of PowerPoint	Practical	Theoretical exam-Reports-Monthly-Quiz-Oral
(14-15)	Final Exams Of Second Semester			Practical	

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Basic principles of using computers for beginners- Computer skills
Special requirements (include for example workshops, periodicals, IT software, websites)	Workshops for lectures on Computer Programs
Community-based facilities (include for example, guest Lectures , internship , field studies)	Hosting computer professors; staff or guests to give lectures

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

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

2025

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 /2025
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 | <ul style="list-style-type: none"> - 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			

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 Specification

Higher Education Performance Review: Program Review

Course Specification

The course aims to give basic knowledge in physiology, clinical physiology and teaching, and learning methodology in the topics of metabolism, digestion, osmoregulation, excretion, respiration, circulation, muscles, neurophysiology, sense organs, immunology, endocrinology and reproduction. Emphasis in the course will be on the normal structure and function of the human body and the approach will be to develop an understanding of the integrative nature of physiological systems. The students should increase the ability to give level-suited teaching within the subject area and to in a systematic way apply its knowledge in continued teaching, work and research.

1. Teaching Institution	Madenat Alelem University college
2. University Department/Centre	Nursing
3. Course title/code	Human physiology/ PHY107
4. Program(s) to which it contributes	Bachelor degree in Nursing
5. Modes of Attendance offered	Theoretical and practice
6. Semester/Year/ others	Semester
7. Number of hours tuition (total)	75 hours

8. Date of production/revision of this specification	2021-11-12
9. Aims of the Course	
1- Students should be familiar with the structure and functions of the human organs.	
2- Understanding the functional, principles, anatomical structures and biochemistry of the genetic and physiological characteristics of organisms including, cells, tissues, organs and secretions of the human body such as enzymes, hormones and other bodily fluids	
3- How to use the laboratory tools, equipment and devices in order to investigate the physiological parameters.	

10. Learning Outcomes, Teaching, Learning and Assessment Method	
A- Knowledge and Understanding	
A1. The students' knowledge of the functions of the body and its various secretions.	
A2. The student's knowledge of the auxiliary mechanisms required by the various organs and systems of the body to complete their functions.	
A3. Recognize that physiology is the science of molecular, physics and chemistry of living matter by deduction with scientific examples.	
A4. The student's knowledge of the injuries and diseases that can affect the body's organs and the mechanisms for controlling them through the body itself	
A5. The student's knowledge of immune mechanisms against infectious diseases.	
B. Subject-specific skills	
B1. By using the optical microscope, the student will be able to distinguish and count the components of blood from white blood cells, red blood cells, and blood platelets, and diagnose them	
B2. Determining the organs function through evaluation of specific organ markers tests.	
B3. The student's knowledge of how to collect laboratory samples such as blood and urine and examine them in the laboratory	
Teaching and Learning Methods	
1- The method of delivering the lecture with the use of PowerPoint and explanatory films related to the various organs and systems of the body.	
2- Continuous discussion by asking questions and answers in the hall and motivating the student to think about himself and thus to self-learning.	
3- Demanding the writing of scientific reports in the specialty and discussing those reports and pointing out the strengths and weaknesses in them to achieve the desired goal.	

- 4- Using innovative educational aids such as the smart board, data show, films and scientific images that bring the material closer to the students' minds.

Assessment methods

Using two written exams for the theoretical and practical material, as well as doing quick tests (quiz) after each theoretical lecture.

First midterm theory exam	20 %
Second midterm theory exam	20%
Practical exam	15 %
Quizzes	5 %
Final Exam	40 %
Total	100 %

C. Thinking Skills

C1. Taking into account the application of ethical principles in collecting different samples from the patient.

C2. Taking into consideration the safety of the patient to be in the first place, by making sure of the types of pathological samples and preserving them until the appropriate tests are performed, the pathogen is diagnosed, and the appropriate type of treatment is known for each pathological case.

C3 - Attempting not to make mistakes and not to confuse patients' samples to ensure an accurate diagnosis and prescribe the appropriate treatment for each case.

C4- Knowing that the patient and the health condition he is going through is a special case that others should not know and circulate among them.

C5- Follow-up of the diseased condition by conducting follow-up tests to ensure the patient's safety.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- The student acquires general skills through practical practice of collecting pathological samples and methods of dealing with them.

D 2 - Self-development by reviewing the latest developments in the field of specialization and contributing and participating in training courses, lectures and scientific seminars prepared for this purpose.

D3- Working in a team spirit with others to ensure that they face the difficulties and problems they may face in the practical and applied aspect, cross-fertilization

of ideas and come up with sound scientific opinions.

11. Course Structure/ Theoretical

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	10		Headlines in physiology	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
2	10		Physiology of blood	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
3	10		Immune system	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
4	10		Blood disorders	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
5	10		Cardiovascular system	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
6	10		Physiology of cardiac muscles	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
7	10		Physiology of Lymphatic system	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
8	10		Physiology of digestive system	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
9	10		Physiology of urinary tract	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
10	10		Physiology of Reproductive system	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz
11	10		Physiology of lung	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and quiz

12	10		Nervous system	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and qui
13	10		Physiology of bone and muscles	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and qui
14	10		Physiology of skin	PowerPoints, animation explanation videos and record of the lecture	Multiple questions, homework and qui

12. Infrastructure

<p>Required reading:</p> <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER 	<p>1. Barrett KE, Barman SM, Boitano S, Brooks HL. Gaming's Review of Medical Physiology, 23rd ed. McGraw Hill, Boston, 2010.</p> <p>2. Drake RL, Vogl W, Mitchell AWM. Gray's Anatomy for Students. Elsevier, Philadelphia, 2005.</p> <p>3. Harvey RA and Champe PC. Pharmacology, 4th ed., Lippincott Williams and Wilkins Philadelphia, 2009</p> <p>Anatomy and physiology. by John Wiley & Sons, Ltd, 2015.</p>
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (Include for example, guest Lectures, internship, field studies)	

13. Admissions

Pre-requisites	
Minimum number of students	
Maximum number of students	

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of medical terms for nurses and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with nursing program specification.

1. Teaching Institution	Madenat Al-Elam University college
2. University Department/Centre	Nursing Department
3. Course title/code	Medical terminology/ TER109
4. Programme(s) to which it contributes	Part of a bachelor degree in nursing
5. Modes of Attendance offered	Courses
6. Semester/Year	2 nd semester /2021
7. Number of hours tuition (total)	2 hours weekly for 15 weeks
8. Date of production/revision of this specification	13/7/2021
9. Aims of the Course	
It provides basic understanding of medical terms and abbreviations. Includes study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation and applications. Elementary	

aspects of the nursing process with special emphasis on assessment are incorporated.

10· Learning Outcomes, Teaching ,Learning and Assessment Method

B- Knowledge and Understanding

- A1. Identify major components of the Benner Nursing Model.
- A2. Identify the components and principles of the nursing process.
- A3. Recognize the difference between a registered nurse and other levels of care givers within the nursing profession (Standards of Practice).
- A4. Discuss ethical, social, legal, and cultural influences on the practice of nursing.
- A5. Identify the various areas of practice within the nursing profession

B. Subject-specific skills

- B1. Utilize medical terms according to body systems and their use in nursing practice.
- B2. Explain prefixes, suffixes, and the importance of accurate application and pronunciation of medical terms.
- B3. Use medical terms and abbreviations in nursing practice.
- B4. Employ a personal and professional values system regarding legal and ethical implications related to the proper use of medical terms

Teaching and Learning Methods

Oral presentations, class participation, voice recording of pronunciation, online activities, and discussion are utilized.

Assessment methods

Exams, quizzes, students' attendance ,

C. Thinking Skills

C1. Spell medical terms associated with each of the major body systems;

C2. Find clinical information in electronic health records; and

C3. Interpret clinical information in electronic health records.

Teaching and Learning Methods

1-Use the direct discussion method.

2- Use of modern means related to education.

3- Approval of daily, monthly and quarterly tests

Assessment methods

Lesson assignments and review exams

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1 . Group discussion skills with many of medical members

D2 - Training skills in writing reports on deferent medical terms.

D3 - Skills of preparing and presenting seminars .

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1 st	2	Recognize and define the related terms	Basic Word Roots, Prefixes, and Suffixes	Oral presentations, class participation, voice recording of pronunciation, online activities	Attendance, Student participation & quizzes
2 nd	2	=	Human Body Orientation	=	=
3 rd	2	=	The Human Body in Health and Disease	=	=
4 th	2	=	The Cardiovascular System	=	=
5 th	2	=	First Exam	=	=
6 th	2	=	The Digestive System	=	=
7 th	2	=	The Lymphatic System	=	=
8 th	2	=	The Musculoskeletal System	=	=
9 th	2	=	2nd Exam	=	=
10 th	2	=	The Nervous System	=	=
11 th	2	=	The Respiratory System	=	=
12 th	2	=	The Skin and Sense Organs	=	=
13 th	2	=	Endocrine System, Urinary System	=	=
14 th	2	=	Male and Female Reproductive Systems	=	=
15 th	2	=	Final Exam	=	=

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	The Language of Medicine- 11th Edition by: Davi-Ellen , Davi-Ellen Chabner ISBN: 9780323370813
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	Lectures in all of the terms in the hospitals

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

**Course Description
Guide
Physiology for nursing**

2025

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 /2025

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	Hematology, collection of blood, capillary blood; venous blood; plasma and serum.	Lecture + Lab	Quick exam, Spot, Oral

			the cell 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)	1. Guyton and Hall textbook of medical physiology.

	2. Basic physiology for anesthetists by David Chambers and Gareth Mathews 3. Fundamentals of Anatomy and Physiology for nursing and healthcare students by Jan Peate, 2nd Edition
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)

2025

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 /2025
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

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

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 disorders Nursing care for patient with Hypertension & Ischemic heart disease	Lecture	Theoretical exam and classroom activities
6-	3	Understanding and assimilation	Nursing care for patient with Myocardial infarction, Congestive heart failure, & Endocarditis.	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	Lecture	Theoretical exam and classroom activities

			Hypothyroidism & Hyper-hypo parathyroidism		
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.

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

Program description:- Microsoft Excel _ This program helps the student and understands how to use this program in practical and scientific life, where the student enters to install the accounting and accounting information

Example -: This course includes a careful study of the program and its application in general within governmental institutions and the private sector, where it facilitates workers on Microsoft Excel to produce the results of profits, losses and benefits, as well as saving statistical data electronically. It is also linked with the rest of the institutions and departments with an accurate electronic system without referring to paper files

1. Teaching Institution	Madenat Alelem University
2. University Department/Centre	Nursing Department
3. Course title/code	Computing 3/ COS205
4. Program(s) to which it contributes	Excel Program(Computer Skills 3)Level Two
5. Methods of Attendance Offered	Presence

6. Semester/Year	First Semester
7. Number of hours tuition (total)	30 hours Theoretical study- 30 hours Practical study/ Per Course
8.Date of production/revision of this specification	4-11-2022
9.Aims of the Course	
Providing students with basic information about saving data , generating tables, conducting calculations, data analysis, drawing diagrams and using them to conduct nursing and medical scientific research-Students. In this course, students are lectured and provided with practical sessions to install and use Microsoft Excel on computers.	

10.Learning Outcomes, Teaching ,Learning and Assessment Methods
Knowledge and Understanding • A1. Learning the basics of Microsoft Excel A2. Learning the applications of Microsoft Excel A3. Learning programs specified particularly for Microsoft Excel such as diagram and chart drawing programs A4. Learning how to use Microsoft Office A5. A6.
B. Subject-specific skills B1. Applying their knowledge in analyzing calculation results B2. Using computers to analyze conclusions of researches B3. Deduct conclusions that comply with the objectives of the research
Teaching and Learning Methods
By using Microsoft Excel
Assessment methods
The final average mark for theoretical study is 25% and for Practical 15%. The final mark is calculated according to the marks of (Quiz-monthly exams-reports-oral exams-Practical exams)

C. Thinking Skills					
C1. Using Excel program to get familiar with calculus					
C2. Using precise results gained from thorough analysis of data of the conducted research					
C3.					
C4.					
Teaching and Learning Methods					
By using Microsoft Excel Program					
Assessment methods					
The final average mark for theoretical study is 25% and for the Practical, 15% . This final mark is calculated according to the marks of (Quiz-monthly exams-reports-oral exams-Practical exams)					

D. General and Transferable Skills (other skills relevant to employability and personal development)					
D1. Making use of Microsoft Excel in results' analysis					
D2.The ability of analyzing statistical data by using excel program to serve the research objectives					
D3.					
D4.					

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
(1-2-3)	2 Hours Theoretical 2 Hours Practical	Identifying Excel	Elementary basics of Excel	Theoretical/Practical	(Theoretical-Practical) exams-Reports-Monthly-Quiz-Oral
(4-5)	2 Hours Theoretical 2 Hours Practical	Accessing Excel	Accessing Excel	Theoretical/Practical	(Theoretical-Practical) exams-Reports-Monthly-Quiz-Oral
(6-7)	2 Hours Theoretical 2 Hours Practical	Using Excel	Learning how to use Excel Cells	Theoretical/Practical	(Theoretical-Practical) exams-Reports-Monthly-Quiz-Oral

(8-9)	2 Hours Theoretical 2 Hours Practical	Applications of Excel	Accessing the applications of Excel	Theoretical/Practical	(Theoretical-Practical) exams- Reports-Monthly-Quiz-Oral
(10-11-12)	2 Hours Theoretical 2 Hours Practical	Cells Design	Creating Excel Cells	Theoretical/Practical	(Theoretical-Practical) exams- Reports-Monthly-Quiz-Oral
13	2 Hours Theoretical 2 Hours Practical	Do Calculus on Excel	Applying calculus	Theoretical/Practical	(Theoretical-Practical) exams- Reports-Monthly-Quiz-Oral
(14-15)	Final Exams Of First Semester				

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Basic principles of installing and using Microsoft Excel on computers
Special requirements (include for example workshops, periodicals, IT software, websites)	Holding workshops and development courses on Microsoft Excel continuously
Community-based facilities (include for example, guest Lectures , internship , field studies)	Hosting computer professors; staff or guests to give lectures on computers and computer programs

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

Course The crimes of the Baath regime in Iraq 2025

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	
3/16/2025	
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
General goal:	
Introducing the student to the vocabulary of the Baath regime's crimes committed in Iraq in the period from 1968 to 2003.	
Behavioral goals:	
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..	
The student should be aware of the nature of the repressive policies during the period of Baathist regime rule.	
Addressing the issues of mass graves and the crimes committed against Iraqis by the Baathist regime.	

Teaching and learning strategies					
Brainstorming strategy Group work or cooperative learning strategy Discussion strategy A strategy for problem solving or problem-based learning. Active learning strategy. Interactive education strategy.				The strategy	
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		1	9

			Psychological crimes		
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 examination	Interactive lecture			1	29
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
100	5	60	20	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		

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This course provides students with competencies necessary to assess individual health status during health and illness. Throughout this course students are directed to use effective communication skills to collect data about health history, conduct comprehensive physical examination, and document findings.

1. Teaching Institution	Madenat Al-Elem University college
2. University Department/Centre	Nursing Department
3. Course title/code	Health assessment / HAS203
4. Programme(s) to which it contributes	Part of a bachelor degree in nursing
5. Modes of Attendance offered	Courses
6. Semester/Year	1st semester /2022
7. Number of hours tuition (total)	4 hours weekly for 15 weeks
8. Date of production/revision of this specification	1/11/2022
9. Aims of the Course	
<p>Upon successful completion of the course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate history-taking and interviewing skills necessary for comprehensive data collection. 2. Demonstrate beginning level skill in the techniques of physical exam: inspection, palpation, percussion, and auscultation. 3. Differentiate between normal and abnormal assessment findings. 4. Apply relevant anatomy and physiology to the health assessment process. 5. Integrate health assessment into the nursing process and nursing practice. 6. Describe how cultural/ethnic differences influence the findings in a health assessment. 7. Explain how assessment techniques vary across the lifespan 	

10• Learning Outcomes, Teaching ,Learning and Assessment Method

C- Knowledge and Understanding

- 1. The different methods of collecting health assessment data;**
- 2. The purpose of the interview;**
- 3. A systematic approach to data collection by using the senses;**
- 4. by demonstrating the skills and techniques on a laboratory partner; and**
- 5. The correct method of documentation of the health interview and physical assessment findings.**

B. Subject-specific skills

- 1. complete a head to toe physical assessment in a systematic manner;**
- 2. document accurately the findings from the health interview and physical assessment;**
- 3. analyze the health assessment data and be able to formulate statements relative to their findings;**
- 4. discuss the legal implications of the data collected by the nurse;**
- 5. analyze the abnormal findings of the health and physical assessment;**
- 6. discuss the ethical issues related to the physical assessment process; and**
- 7. Compare and contrast findings of an adult patient with that of an older adult.**

C. thinking skills

may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills.

Teaching and Learning Methods

Online audio lectures, lecture notes, power points, audio-visuals, interactive exercises, readings and optional websites
LAB TEACHING METHODS:
Audiovisuals, demonstration, practice

Assessment methods
Exams, quizzes, students' attendance ,
Teaching and Learning Methods
<p>4- Use the direct discussion method.</p> <p>5- Use of modern means related to education.</p> <p>6- Approval of daily, monthly and quarterly tests</p>
Assessment methods
Lesson assignments and review exams

11. Course Structure					
Wee k	Ho urs	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1 st	2	Recognize and define the steps of interview	The Health History Steps of the interview Communication skills for health assessment Establishing a nurse patient relationship	Oral presentation s, class participation , voice recording of pronunciatio n, online activities	Attendance, Student participation & quizzes
2 nd	2	=	Basic assessment skills Inspection Palpation Percussion Auscultation Interpretation	=	=
3 rd	2	=	The Human Body in Health and Disease	=	=
4 th	2	=	The Cardiovascular System	=	=
5 th	2	=	First Exam	=	=
6 th	2	=	The Digestive System	=	=
7 th	2	=	The Lymphatic System	=	=
8 th	2	=	The Musculoskeletal System	=	=
9 th	2	=	2 nd Exam	=	=
10 th	2	=	The Nervous System	=	=

11 th	2	=	The Respiratory System	=	=
12 th	2	=	The Skin and Sense Organs	=	=
13 th	2	=	Endocrine System, Urinary System	=	=
14 th	2	=	Male and Female Reproductive Systems	=	=
15 th	2	=	Final Exam	=	=

12. Infrastructure

Required reading: • CORE TEXTS • COURSE MATERIALS • OTHER	Textbook(s) Required Jarvis, C. (2016) Physical examination & health assessment (7th Ed.). St. Louis: Saunders (ISBN-10:978-1-4557-2810-7). Jarvis, C. (2016) Student Laboratory Manual for Physical Examination & Health Assessment. (7th Ed.) St. Louis: Saunders. (ISBN: 9780323265416)
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	Lectures in all of the terms in the hospitals

13. Admissions

Pre-requisites	
Minimum number of students	
Maximum number of students	

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

Introduces the basic principles in microbiology, examining microorganisms and how they interact with humans and the environment. Information regarding classification of microorganisms, characteristics of different cell types and processes critical for cell survival is presented. Topics such as bacterial metabolism, microbial nutrition, genetics, anti-microbial approaches and interaction of pathogenic bacteria with humans are discussed. The course content provides the foundation of general microbiology necessary for students who are interested in applying to health profession programs.

1. Teaching Institution	Madenat Al-elem University college
2. University Department/Centre	Nursing Department
3. Course title/code	Microbiology for Nursing (1) / MBN204
4. Programme(s) to which it contributes	Part of a bachelor degree in nursing
5. Modes of Attendance offered	Presence
6. Semester/Year	Second academic year / First semester
7. Number of hours tuition (total)	Total (4) hours weekly of (12) weeks: Theory: (2) hrs. Practical in the lab: (2) hrs.

9. Aims of the Course

1. To be familiar with the type and structure of microorganisms.
2. Understand the physiological principles, anatomical structures, biochemistry and genetic characteristics of microorganisms.
3. Learn how to use the microscope and the processes of preparing microscopic slides to perform laboratory tests in addition to various diagnostic tests.
4. Principles and methods of sterilization and disinfection for nursing care procedures.
5. Learn about the different types of microorganisms and ways to differentiate them, as well as the diseases and injuries they cause to humans, and how to diagnose and treat them.
6. Collecting clinical samples and contaminated materials and identifying their types and disposal methods.
7. Identifying the human immune system and its components and how it works in sick cases and what are the most important ailments and disorders that may affect it.

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

D- Knowledge and Understanding

A1- Student's knowledge of the different types of microorganisms and the scientific classification used for these microorganisms

A2 - The student's knowledge of the physiological and nutritional requirements of these neighborhoods in addition to the different environments in which these microorganisms may live.

A3- Knowing the methods of reproduction and transmission of microorganisms and the optimal conditions for their living.

A4- The student knows the injuries and diseases that can be caused by these microorganisms, and thus learn how to prevent or reduce the occurrence of these diseases.

A5- Knowing the means of the body's defenses against these microorganisms and the types of cells that contribute to their elimination, through identifying and studying the human immune system

B. Subject-specific skills

B1- The student will be able to use the optical microscope to view and diagnose microorganisms.

B 2- The student will be able to develop microorganisms on different culture media.

B3 - The student is able to differentiate between the different microscopic types through his knowledge of the phenotypic characteristics and their internal structures, thus diagnosing them and determining their scientific type.

B-4- The student is able to identify the various infections in the human body and the microorganisms responsible for that, and thus determine the appropriate treatment for them through the use of testing the different antibiotics used as treatment.

B 5 - The student will be able to know the different methods of sterilization and disinfection in order to eliminate the forms of microorganisms of all kinds to create an environment that is almost free of those pathogens

Teaching and Learning Methods

1-The method of delivering the lecture with the use of PowerPoint and explanatory films related to microorganisms, methods of their classification and different types.

2- Continuous discussion by asking questions and answers in the hall and motivating the student to think about himself and thus to self-learning.

3- Demanding the writing of scientific reports in the specialty and discussing those reports and pointing out the strengths and weaknesses in them to achieve the desired goal.

4- Using innovative educational aids such as the smart board, data show, films and scientific images that bring the material closer to the students' minds.

Assessment methods

1- Doing monthly and semi-monthly exams for the theoretical and practical subjects

2- Do a quick test

3- Class activities

C. Thinking Skills

C1- Taking into account the application of ethical principles in collecting different samples from the patient.

C2 Taking into consideration the safety of the patient to be in the first place, by making sure of the types of pathological samples and preserving them until appropriate tests are performed, the pathogen is diagnosed and the appropriate type of treatment is known for each pathological case.

C3 - Attempting not to make mistakes and not to confuse patients' samples to ensure accurate diagnosis and prescribe the appropriate treatment for each case.

C4- Knowing that the patient and the health condition he is going through is a special case that others should not know and circulate among them.

C5 - Follow-up of the patient's condition by conducting follow-up tests to ensure the patient's safety

Teaching and Learning Methods

1. Classroom discussion

2. Ask questions

3. Electronic reports

4. Duties

Assessment methods

1. Doing monthly and semi-monthly exams for the theoretical and practical subjects
2. Do a quick test
3. Class activities

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- The student acquires general skills through practical practice of collecting pathological samples and methods of dealing with them.

D 2 - Self-development by reviewing the latest developments in the field of specialization and contributing and participating in training courses, lectures and scientific seminars prepared for this purpose.

D 3- Working in a team spirit with others to ensure facing the difficulties and problems that they may face in the practical aspect, cross-fertilization of ideas and come up with sound scientific opinions..

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	4	Understand the physiological principles, anatomical structures, biochemistry and genetics of microorganisms	Introduction and the historical background of microbiology	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
2	4	The student's knowledge of the physiological and nutritional requirements of these microorganisms	The classification of microorganisms Nutritional requirements of bacteria	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
3	4	Know the different methods of sterilization and disinfection	Microbial control Sterilization and Disinfection	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
4	4	The student will be able to know the species characteristics and internal structures of bacteria and their diagnosis	Gram positive bacteria cocci bacteria)(Genus: Staphylococcus Genus: Streptococcus	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
5	4	The student will be able to know the species characteristics and internal structures of bacteria and their diagnosis	Gram negative bacteria (cocci bacteria) <i>Genus: Nesseria meningitidis</i> Genus: Nesseria gonorheae	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
6	4	The student will be able to know the species characteristics and internal	Gram positive bacteria bacilli bacteria)(Genus: Bacillus Genus: Clostridium	Smart Whit board, Posters, Handouts, Lecture,	Theory exam. Practices exam.

		structures of bacteria and their diagnosis		Skill lab.	
7			Mid-term Exam		
8	4	The student's knowledge of the injuries and diseases that these microorganisms can cause, and thus identifying how to prevent or reduce the occurrence of these diseases	irregular gram positive bacteria Genus: Corynebacterium Genus: Listeria Genus: Mycobacterium	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
9	4	The student's knowledge of the injuries and diseases that these microorganisms can cause, and thus identifying how to prevent or reduce the occurrence of these diseases	Gram negative bacilli Enterobacteriaceae)(Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
10	4	The student's knowledge of the injuries and diseases that these microorganisms can cause, and thus identifying how to prevent or reduce the occurrence of these diseases	Other gram negative bacteria	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
11	4	Learn about the body's defenses against these microorgan	Immunity and immune system	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.

12	4	Learn about the body's defenses against these microorganisms	Immune response Antigens and Antibodies	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
13	4	Learn about the body's defenses against these microorganisms	Hypersensitivity	Smart Whit board, Posters, Handouts, Lecture, Skill lab.	Theory exam. Practices exam.
14			Final exam.		

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Reference Books 1. Richard A. Harvey, Pamela C. Champe & Bruce D. Fisher 2007: Lippincott's Illustrated Reviews: Microbiology, 2nd edition. Lippincott Williams & Wilkins co. USA. 2. Katherine N. Ward, A. Christine McCartney & Bishan Thakker 2009: Notes On Medical Microbiology, 2nd edition. Churchill Livingstone Elsevier. UK. 3. Marjorie Kelly Cowan & Kathleen Park Talaro 2006: Art Notebook "Microbiology", 1st edition. The McGraw-Hill Companies Inc., USA. 4. Morello, Mizer & Granato 2006: Laboratory manual and Workbook in Microbiology "Application to patient care", Eighth edition. The McGraw-Hill Companies Inc., USA.
	Special requirements (include for example workshops, periodicals, IT software, websites)
	Community-based facilities (include for example, guest Lectures , internship , field studies)

13. Admissions

Pre-requisites	
Minimum number of students	

Maximum number of students	
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Course Description Guide Adult Nursing (2)

2025

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 /2025
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	Lecture	Theoretical exam and classroom activities

			Epilepsy Caring for unconscious patients.		
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 (Mitral 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	Lecture	Theoretical exam and classroom activities

			Tonsillitis Otitis media Ca larynx		
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.

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

Description of the program: It is considered one of the most important and most important programs that are used in scientific research in the field of nursing and medical research and is used in the analysis of digital data and its ability to produce statistical reports characterized by accuracy in data processing.

1. Teaching Institution	Madenat Alelem University
2. University Department/Centre	Nursing Department
3. Course title/code	Computing 4/ COS211
4. Program(s) to which it contributes	spss(Computer Skills 4) Level Two
5. Methods of Attendance Offered	Presence
6. Semester/Year	First Semester

7. Number of hours tuition (total)	30 hours Theoretical study- 30 hours applied study/ Per Course
8.Date of production/revision of this specification	4-11-2022
9.Aims of the Course	
Providing students with basic information about computer science, and its possible use in conducting nursing and medical scientific research to acquire precise scientific results. Students in this semester are given theoretical and practical classes to learn how to conduct statistics in nursing researches	

10.Learning Outcomes, Teaching ,Learning and Assessment Methods
A- Knowledge and Understanding
A1. Learning computer basics
A2. Learning programs used for drawing diagrams, images, and shapes
A3. Learning to use spss
A4.
A5.
A6.
B. Subject-specific skills
B1. Applying spss acquired knowledge in analyzing researches' results
B2. Using computers for analyzing statistical data
B3. Conducting results comply with the research objectives
Teaching and Learning Methods
Using spss in Computers
Assessment methods
The final average mark is 50% and is calculated according to the marks of (Quiz-monthly exams-applied exams-reports-oral exams)
C. Thinking Skills

- C1. The ability to analyze research results by using computers in a way that serves the research objectives
- C2. Using modern assisting programs in analyzing the samples
- C3.
- C4.

Teaching and Learning Methods

Using spss in computers

Assessment methods

The final average mark is 50% and is calculated according to the marks of (Quiz-monthly exams-applied exams-reports-oral exams)

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1. Applying spss programs on computers for precise results
- D2. Using results in scientific research
- D3. Using computers to analyze data
- D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
(1-2-3)	2 Hours Applied Study	Learning about spss	Elementary basics of spss	Applied	Theoretical exam-Reports-Monthly-Quiz-Oral
(4-5)	2 Hours Applied Study	Accessing spss	Opening spss	Applied	Theoretical exam-Reports-Monthly-Quiz-Oral
(6-7)	2 Hours Applied Study	Applications of spss	Accessing the applications of spss	Applied	Theoretical exam-Reports-Monthly-Quiz-Oral
(8-9)	2 Hours Applied Study	Calculus on spss	Applying calculus	Applied	Theoretical exam-Reports-Monthly-Quiz-Oral
(10-11-12)	2 Hours Applied Study	Design of spss	Programing spss	Applied	Theoretical exam-Reports-Monthly-Quiz-Oral
13	2 Hours Applied Study	Using spss	Using spss	Applied	Theoretical exam-Reports-Monthly-Quiz-Oral

(14-15)	Final Exams Of Second Semester		
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12. Infrastructure	
Required reading:	
<ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER 	Basic principles of installing and using spss in computers- Computer 4
Special requirements (include for example workshops, periodicals, IT software, websites)	Holding Development courses and lecturing workshops on statistical program spss
Community-based facilities (include for example, guest Lectures , internship , field studies)	Hosting computer professors; staff or guests to give lectures

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

Course Description Guide Histopathology for nursing

2025

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 /2025	
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 .
<p>General goal //</p> <p>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.....</p>	

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 and assimilation	Vascular diseases pathophysiology	Discussion strategy	Oral and written Examination

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 Microbiology for Nursing (2)

2025

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 /2025	
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 nosocomial 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)	*- Gillies R.R. & Dodds, 1984: Bacteriology illustrated, 5 th edition. Long man group limited. USA. (Text book).

Reference Books

1- Jawetz, Melnick and Adelberg 1998. Medical 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

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

Pharmacology for Nursing II extends the core pharmacological principles presented in Pharmacology for Nursing 1. This course examines the nurses' role in the administration of more complex drugs and more sophisticated routes of administration. The application of drug therapy to a broad range of clinical presentations with emphasis on respiratory and cardiovascular disease complements other courses within the Bachelor of Nursing program.

1. Teaching Institution	Madenat Al-elem University college
2. University Department/Centre	Nursing Department

3. Course title/code	Pharmacology for Nursing II/ PHR209
4. Programme(s) to which it contributes	Part of a bachelor degree in nursing
5. Modes of Attendance offered	Course
6. Semester/Year	2 nd academic year / Second semester
7. Number of hours tuition (total)	Theory/ (2) hours weekly of (15) weeks +
8. Date of production/revision of this specification	13-11-2022
9. Aims of the Course	
1. Differentiate between various drugs forms.	
2. Understand the essential information concerning different types of drugs, such as mechanism of action does side effect and methods of administration.	
3. Recognize the responsibility of the nurse in giving drugs through the therapeutic process.	
4. Realize different types of drug therapy across the life span.	
5. Identify the essential principles in administration of medications.	
6. Recognize drugs acting on common diseases.	

10. Learning Outcomes, Teaching ,Learning and Assessment Methode

E- Knowledge and Understanding

- A1. Realize different types of drug therapy across the life span.
- A2. Identify the essential principles in administration of medications.
- A3. Recognize drugs acting on common diseases..

B. Subject-specific skills

- B1. Interpretation
- B2. Analysis
- B3 Evaluation
- B4. Explanation

Teaching and Learning Methods

Smart White board,
Posters,
Handouts,
Lecture,

Teaching and Learning Methods

Questioning
Classroom Discussion and Debates
Written Assignments

Assessment methods

Theory exam.
Class activities

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1. Leadership skills*
- D2. Listening skills*
- D3. Learning new skills*

11. بنية المقرر

Assessment Method	Teaching Method	Unit/Module or Topic Title	ILOs	Hours	Week
Quick,	lecture	Antimicrobial drug, classification.	lecture Understanding	4 H	1+2
Quick	lecture	Antibacterial agents, antifungal agents, antiviral	lecture Understanding	4 H	3+4
Quick	lecture	Drug action of nervous system. General aspects of neuropharmacology.	lecture Understanding	4 H	5+6
Quick	lecture	Skeletal muscle relaxants.	lecture Understanding	4 H	7+8
Quick	lecture	Local anaesthetics. General anaesthetics.	lecture Understanding	4 H	9+10
Quick	lecture	Management of poisoning. Fundamentals of treatment .	lecture Understanding	4 H	11+12
Quick	lecture	Drugs and procedures used for poison removal. Specific antidotes.	lecture Understanding	4 H	13+14

Quick	lecture	Drugs and procedures used to minimize poison	lecture Understanding	4 H	15
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12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Fundamentals of Pharmacology
Special requirements (include for example workshops, periodicals, IT software, websites)	The Arab Medical Library -E-Library
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions

Pre-requisites	
Minimum number of students	72
Maximum number of students	25

Course Description

Biostatistics

2025

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 /2025	
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
Guide
Human Growth and
Development**

2025

Course Description Form

1. Course Name	
Human Growth and Development	
2. Course Code:	
ND3202	
3. Semester / Year	
(First and second semester, third Year) 2023–2025	
4. Description Preparation Date:	
3 /4 /2025	
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 // <p>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</p>	

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

2025

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 /2025	
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 // 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.	

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 Guide Health Sociology

2025

Course Description Form

95. Course Name:					
Health Sociology					
96. Course Code:					
ND3103					
97. Semester / Year					
(First& second semester , third Year)					
98. Description Preparation Date:					
1 /4 /2025					
99. Available Attendance Forms:					
Weekly attendance					
100. Number of Credit Hours (Total) / Number of Units (Total)					
Theoretically / (2) hours per week (15) weeks 15 credit					
101. Course administrator's name (mention all, if more than one name)					
Name: Dr. bushrathiyabobead Email: bushraobead1999@gmail.com					
102. 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					
103. 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 			
104. Course Structure					
Week	الساعات	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-	2	Understand the lecture	Social and community epidemiology and disease	lecture	Examination
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

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, reportsetc.

Daily Preparation	Daily Exam	Oral Exam	Report	Monthly Exam	Written Exam	Total
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5	5	5	5	10	70	100
106. Learning and Teaching Resources						
Required textbooks (curricular books, if any)				Nothing		
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
Guide
Maternal and
neonate Nursing**

2025

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 /2025	
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 .
<p>General goal //</p> <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> <p>Specific (Behavioral) goals //</p> <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 newborn 2- 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 risk 4- At the end of the course, the student will be able to describe the stages of childbirth in normal and dangerous situations 5- At the end of the course, the student will be able to identify information related to postpartum care of the newborn 6- 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

- 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

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 lecture	Theories of the onset of labor. • Signs of labor. • Components of labor. •	lecture	Oral and 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	Immediate and daily care of newborns. Nursing assessment and high-risk human beings eaten by neon.	lecture	Oral and written Examination
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)	<p>•Gloria Leifer,RN,MA,CNE., Foundations Of Maternal And Pediatric Nursing, 8rd edition, 2011, Delmar USA.</p> <p>Adele pillitteri, Maternal and child health nursing care of the childbearing and child rearing family, 6rd edition publishers, 2010.</p>
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 Guide Nutrition and Diet Therapy

2025

Course Description Form

119. Course Name:	
Nutrition and Diet Therapy	
120. Course Code:	
ND3104	
121. Semester / Year	
(First and Second semester , third Year)	
122. Description Preparation Date:	
8 /4 /2025	
123. Available Attendance Forms:	
Weekly attendance	
124. Number of Credit Hours (Total) / Number of Units (Total)	
(45 Hr. / 2 Unit)	
125. Course administrator's name (mention all, if more than one name)	
Name: Lecturer. Dr. Yasir Wisam Issa Email: yassirwesam93@gmail.com	
126. Course Objectives	
Course Objectives	As illustrated below .
<p>General goal:</p> <p>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.</p> <p>Specific (Behavioral) goals :</p> <ol style="list-style-type: none"> 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.

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-	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

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	10	70	100

130.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 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.</p> <p>“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.</p> <p>“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.</p>
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	<p>“Advanced Nutrition and Human Metabolism” – by Sareen S. Gruber and Jack L. Smith. This book provides in-depth coverage of the 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,</p>
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	providing research and strategic recommendations.
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. The American Journal of Clinical Nutrition: 2. Journal of Nutrition: 3. Clinical Nutrition:
Electronic References, Websites	<p>National Institutes of Health (NIH) – Office of Dietary Supplements Website: https://ods.od.nih.gov</p> <p>United States Department of Agriculture (USDA) – Food Data Central Website: https://fdc.nal.usda.gov</p> <p>MyPlate Website: https://www.myplate.gov</p> <p>Academy of Nutrition and Dietetics Website: https://www.eatright.org</p> <p>International Food Information Council (IFIC) Website: https://ific.org/</p>

Course Description

Research method in nursing

2025

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 /2025	
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> <p>National League for Nursing (NLN):3 - Website: https://www.nln.org/ - NLN provides various research resources and</p>		

	<p>supports the integration of research into nursing education and practice.</p> <p>4: Sigma Theta Tau International Honor Society of Nursing:</p> <ul style="list-style-type: none"> - Website: https://www.sigmanursing.org/ - Sigma offers resources, research grants, and access to nursing journals and publications for members. <p>PubMed:5</p> <ul style="list-style-type: none"> -Website: https://pubmed.ncbi.nlm.nih.gov
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TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This course is designed to develop knowledge necessary for critical care nurses to provide complex therapeutic nursing intervention for health problems commonly encountered within the critical care environment. The course utilizes critical thinking processes to achieve successful integration of theoretical understanding in relation to clinical application.

1. Teaching Institution	Madenate Al- Elem University College
2. University Department/Centre	Nursing department
3. Course title/code	Critical Care Nursing / NUR409
4. Programme(s) to which it contributes	Part of a bachelor degree in nursing
5. Modes of Attendance offered	Full time
6. Semester/Year	Forth academic year / One semester
7. Number of hours tuition (total)	(11) hours weekly of (15) weeks(165 hours)
8. Date of production/revision of this specification	30/10/2022
9. Aims of the Course	
<ul style="list-style-type: none">• Understands effects of Critical disease on the patients and families.	
<ul style="list-style-type: none">• Describe effects the critical care, environment on the patients.	
<ul style="list-style-type: none">• Discuss surveillance system that used in Critical care Units• Training Students How to Use I.V. Fluids types practically.• Used good Communication Skills with the Patients and medical Staff.	

- Apply nursing process with Critical care nursing in Critical Units.

10. Learning Outcomes, Teaching, Learning and Assessment Methods
<p>A. Knowledge and Understanding</p> <p>A1. Definitions of Critical Care Nursing</p> <p>A2. Understand the historical and development of nursing intervention</p> <p>A3. Assessment patients with Critical illness</p> <p>A4. Planning nursing care in Critical units.</p> <p>A5. Definitions of Critical cases and how to solve patients problem</p>
<p>B. Subject-specific skills</p> <p>B1. Nursing Diagnosis</p> <p>B2. Nursing care plan for Critical patients</p> <p>B3. Training on Cardiopulmonary resuscitation</p> <p>B4. Training Students how to Use Insulin in critical care units</p>
Teaching and Learning Methods
<ul style="list-style-type: none"> ◆ Smart Whit board, ◆ Posters, ◆ Handouts, ◆ Skill lab. ◆ Lecture, ◆ Demonstration, ◆ Small groups
Assessment methods
<ul style="list-style-type: none"> ◆ Theory exam. ◆ Practical exam.
<p>C. Thinking Skills</p> <p>C1. Interpretation</p> <p>C2. Analysis</p> <p>C3. Evaluation</p> <p>C4. Explanation</p>
Teaching and Learning Methods
<ul style="list-style-type: none"> ◆ Questioning ◆ Classroom Discussion ◆ Written Assignments , report, and assessment
Assessment methods

- ◆ Theory exam.
- ◆ Practical exam.
- ◆ Case study

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Investigating skills

D2. Listening skills

D3. Learning new skills

D4. Leadership skills

Teaching and Learning Methods

Students will also evidence management and organizational skills and Communication skills through the creation, provision and review of health and fitness concepts and their unique interpretation and solution to a variety of problems and practical modules

Assessment Methods

- ◆ Skills audit,
- ◆ personal reflection,
- ◆ presentation

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	Theory 2hrs clinic 9hrs	Introduction to Critical Care Nursing	-Critical Care Nursing Roles - classification of critically ill patients - Characteristics of Critical Care Units	Lecture Case discussion case report	Theoretical exam practical exam
2	Theory 2hrs clinic 9hrs	Shock	-Classification of Shock -Stages of Shock -Clinical Alert of Shock -Medical Management -Nursing Management	Lecture Case discussion case report	Theoretical exam practical exam
3	2hrs Theory 9hrs clinic	-Sepsis	-Severe Sepsis and Septic Shock -Sepsis Management Bundle -Multisystem Organ Dysfunction Syndrome	Lecture Case discussion case report	Theoretical exam practical exam
4	Theory 2hrs clinic 9hrs	- Acute Renal Failure/Acute Kidney Injury	- Anatomy and Physiology Review - Acute Renal Failure/Acute Kidney Injury -Causes of ARF -Categories of Acute Renal Failure -Phases of Acute Renal Failure -Diagnosis of ARF -Medical Management of Acute Kidney Injury -Nursing Management of Acute Kidney Injury	Lecture Case discussion case report	Theoretical exam practical exam
5	Theory 2hrs clinic 9hrs	- Cerebral Vascular Accident	- Stroke Classification -Ischemic strokes - Risk factors for transient ischaemic attack/stroke -Diagnostic Criteria -Early Management -Haemorrhagic stroke -Types of hemorrhagic strokes: ICH and SAH - Causes and Risk factors - Clinical Presentation of Intracerebral Hemorrhage - Diagnosis of Haemorrhagic stroke -Medical and nursing management	Lecture Case discussion case report	Theoretical exam practical exam

6	Theory 2hrs clinic 9hrs	Unconscious patient	<ul style="list-style-type: none"> -Management of - Causes of Consciousness - Assessment of unconscious patient - Medical Management -Nursing Management of unconscious patient 	Lecture Case discussion case report	Theoretical exam practical exam
7	Theory 2hrs clinic 9hrs	Burns	<ul style="list-style-type: none"> o Stages and Degree o Types <ul style="list-style-type: none"> ▪ Inhalation Burn ▪ Electrical Burns ▪ Radiation Burns ▪ Chemical Burns o Primary and secondary survey guidelines (assessment and management guidelines) o Healing process 	Lecture Case discussion case report	Theoretical exam practical exam
8	Theory 2hrs clinic 9hrs	Pulmonary Embolism	<ul style="list-style-type: none"> - Pulmonary Embolism - Pleural Effusion and hemothorax - Pneumothorax 	Lecture Case discussion case report	Theoretical exam practical exam
9	Theory 2hrs clinic 9hrs	- ABGs Interpretations	<ul style="list-style-type: none"> - ABGs Interpretations - Respiratory - Acidosis & Alkalosis - Metabolic - Acidosis & Alkalosis - Nursing Management 	Lecture Case discussion case report	Theoretical exam practical exam
10	Theory 2hrs clinic 9hrs	- Review of Conduction System	<ul style="list-style-type: none"> - Basics of ECG Interpretation (ECG waves) - Normal sinus Rhythm - Heart rate measurement methods - Proper ECG placement - Cardiac axis - Dysrhythmia: - Shockable - VF & Pulseless VT - Non-Shockable - Asystole & PEA 	Lecture Case discussion case report	Theoretical exam practical exam
11	Theory 2 hrs clinic 9hrs	Basic Life support Advance Life support	<ul style="list-style-type: none"> -Basic Life support -Advance Life support 	Lecture Case discussion case report	Theoretical exam practical exam
12	Theory 2 hrs clinic 9hrs	Hemodynamic monitoring	-Hemodynamic monitoring	Lecture Case discussion case report	Theoretical exam practical exam

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	<ul style="list-style-type: none"> Suzanne M. Burns, AACN Essential of Critical care nursing 3rd ed., Virginia, 2014.
Special requirements (include for example workshops, periodicals, IT software, websites)	PowerPoint
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	Preparation the subjects before entering the classroom
Minimum number of students	50
Maximum number of students	70

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

The health psychology curriculum provides access to the psychological state that the patient is going through, so it is easy to deal with it, as it contains all the topics overlapping with diseases from a psychological point of view, and touches on how to treat them from a nursing point of view.

1. Teaching Institution	Madenat El-elem University Collage
2. University Department/Centre	Nursing Department
3. Course title/code	Health psychoulgy/ HPN410
4. Programme(s) to which it contributes	semester
5. Modes of Attendance offered	presence
6. Semester/Year	first
7. Number of hours tuition (total)	23 hours
8. Date of production/revision of this specification	2022/10/30
9. Aims of the Course	
1- Know and discuss principles and concepts related to health psychology	
2- Distinguishing human motives and their classifications	
3- Distinguishing between frustration and psychological conflict	
4-. Discuss theories related to personality development	
5- Recognize and develop emotions	
6- Recognize mental processes such as thinking, memory, learning and intelligence	
7- Describe human behavior on the basis of principles and concepts in psychology	

10. Learning Outcomes, Teaching ,Learning and Assessment Methode

F- Knowledge and Understanding

- A1. Understand the principles and concepts of psychology
- A2. Learn about emotions and their types
- A3. Learn about human behavior, motives and their types
- A4. **Learn theories about personality development**
- A5. Recognize the impact of psychological phenomena on health and disease
- A6 . Recognize mental processes such as thinking, memory, learning and intelligence

B. Subject-specific skills

- B1. Acquire the skill of behavior related to mental health.
- B2. Skill the options available to deal with the individual in society.
- B3. The skill of a nurse with a psychology qualification in dealing with the patient.

Teaching and Learning Methods

Presentation of the lecture electronically in power point format
Presentation of pictures and videos of explanation and means of explanation
and scientific visits to psychological laboratories

Assessment methods

- 1. Practical tests
- 2. short exams
- 3. Semester exams
- 4. Scientific reports
- 5. Practical evaluation
- 6. Assessment through class interaction during the lecture
- 7. Daily and monthly tests

C. Thinking Skills

C1- Thinking about health policies in relation to health psychology

C2 - quick and smart thinking

C 3- Dealing with the patient

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	1.30	Knowledge of health psychology	health psychology	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
Second	1.30	Explain the meaning of motivation	motivation	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
third	1.30	Emotional analysis	emotions	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
fourth	1.30	Recognizing frustration and conflict	frustration and conflict	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
fifth	1.30	Knowing the personality pillars	Personality	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
sixth	1.30	Dealing with stress	stress	Presentation of the lecture with	Class interaction and brainstorming questions

				electronic illustrations	
seventh	1.30	relaxation training	Relaxation	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
eighth	1.30	Identify the components of the self	self concept	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
ninth	1.30	Knowing the behaviors	behaviors	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
The tenth	1.30	Mechanisms of memory and forgetting	memory and forgetting	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
eleventh	1.30	Knowledge of perceptual processes	perceptual sensory processes	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions

twelve	1.30	Verbal expression and thinking outputs	Language and thinking	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions
Thirteenth	1.30	How to take care of chronic diseases	Chronic disease care	Presentation of the lecture with electronic illustrations	Class interaction and brainstorming questions

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

Health Psychology
A Textbook
FOURTH EDITION
Jane Ogden
Health Psychology
Theory, Research and Practice
SIXTH EDITION
David F. Marks - Arles, France

13. Admissions

Pre-requisites	
Minimum number of students	
Maximum number of students	
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.

D3.

D4.

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This course gives students a knowledge base and an understanding of the theories that explain the behavior of the psychiatric patient as well as a development that shows through a plan to solve problems and discuss the nursing processes provided to the psychiatric patient so that this care is comprehensive from physical, emotional, spiritual, personal, cultural, material, social and environmental factors

1. Teaching Institution	Madenat Alelem University College
2. University Department/Centre	Department of Nursing
3. Course title/code	Psychiatric-Mental Health Nursing/ NUR-08
4. Programme(s) to which it contributes	Educational programs
5. Modes of Attendance offered	attendance at college and work in hospitals
6. Semester/Year	Semester
7. Number of hours tuition (total)	hours per week for 15 weeks(9
8. Date of production/revision of this specification	31/10/2022
9. Aims of the Course	
.1-9Knowing and discussing the principles, trends and concepts of mental health nursing. .2-9Learn about nursing care within the community, which aims to promote mental health and prevent mental disorder. .3-9Describe the ethical and legal aspects of psychiatric and mental nursing. .4-9Recognize the most important theories of psychiatric nursing and mental illness. .5-9The application of therapeutic communication methods and therapeutic relations with the patient.	

- .6-9 Learn about the types of treatments used to treat mental disorders.
- .7-9 Describe the types, symptoms and characteristics of psychological and mental disorders.
- .8-9 The application of nursing care for each type of psychological and mental disorders.

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

G- Knowledge and Understanding

- A1- Understand the principles and concepts of mental health nursing
- A2- Learn about therapeutic and non-therapeutic communication techniques with the psychiatric patient
- A3- Understand the theories of psychological and social development in mental health and mental illness
- A4- Identify the types of mental disorders and their classifications
- A 5- Identify the types of treatments used for each type of psychological and mental disorders
- A6- Knowing the methods of nursing care for the psychiatric patient and how to deal with him

B. Subject-specific skills

- B1- Assessing the patient's psychological condition and diagnosing his needs through a therapeutic interview
- B 2- Develop an integrated plan for the application of nursing care in light of the diagnosed needs
- B 3- Applying therapeutic communication skills with the psychiatric patient
- B4- Apply the skills of nursing care to the psychiatric patient

Teaching and Learning Methods

1. Giving lectures
2. Practical application in hospitals and psychiatric halls
3. Educational videos
4. Role-playing

Assessment methods

1. short exams
2. Semester exams
3. Scientific reports
4. Practical evaluation
5. Scientific seminars (seminars)

C. Thinking Skills

- 1- The student acquired general skills through practical hours and available plastic models.
- 2- Self-development by reviewing the latest developments in the field of specialization and contributing and participating in training courses, lectures and scientific seminars prepared for this purpose.

Teaching and Learning Methods

1. The method of delivering the lecture with the use of PowerPoint and explanatory films related to mental illness
2. Continuous discussion by asking questions and answers in the hall and motivating the student to think about himself and thus to self-learning.
3. Using innovative educational aids such as the smart board, data show, films and scientific images that bring the material closer to the students' minds.

Assessment methods

Doing two written exams for the theoretical and practical material

Do a quick test (quiz) at least 3 times during the semester

Student Evaluation;

First midterm theory exam	23%
Second midterm theory exam	22%
Practical exam	15 %
Final Exam	40%
Total	100%

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. The method of delivering the lecture with the use of PowerPoint and explanatory films related to mental illness

D2. Continuous discussion by asking questions and answers in the hall and motivating the student to think about himself and thus to self-learning.

D3. Using innovative educational aids such as the smart board, data show, films and scientific images that bring the material closer to the students' minds.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	Theory 2hrs clinic 9hrs	Foundations of Psychiatric-Mental Health Nursing	History of mental illness and treatment Intro Concept	Lecture Case discussion case report	Theoretical exam practical exam
2	Theory 2hrs clinic 9hrs	Neurobiological theories		Lecture Neurobiological theories report	oretical exam ractical exam
3	Theory 2hrs clinic 9hrs	Psychosocial theories	Psychosocial theories	Lecture Case discussion case report	Theoretical exam practical exam
4	Theory 2hrs clinic 9hrs	Building the Nurse-Client Relationship	Therapeutic relationship	Lecture Case discussion case report	Theoretical exam practical exam
5	Theory 2hrs clinic 9hrs	Trauma and Stressor-Related Disorders		Introduction Post traumatic Stress Disorder	
6	Theory 2hrs clinic 9hrs	Anxiety and anxiety related disorders		Introduction Anxiety as a response to stress Levels of anxiety Working with anxious client Overview of anxiety disorders Incidence Onset and clinical course Related disorders	oretical exam ractical exam

7	Theory 2hrs clinic 9hrs	Obsessive- Compulsive and Related Disorders	Onset and clinical course Related Disorders	Lecture Case discussion case report	Theoretical exam practical exam
		Schizophrenia Spectrum and related Disorders		Positive and negative symptoms Onset Immediate term course Long term course Schizophreniform disorder Catatonia Delusional disorder Brief psychotic disorder	
8	Theory 2hrs clinic 9hrs	Mood Disorders and Suicide		Persistent depressive and dysthymic disorder Disruptive mood dysregulation disorder Cyclothymic disorder Substance-induced depressive disorder Seasonal affective disorder Postpartum or maternity blues Postpartum depression Postpartum psychosis Premenstrual dysphoric disorder	Theoretical exam practical exam
9	Theory 2hrs clinic 9hrs	Addiction		Types of substance abuse Onset and clinical course Related Disorders Etiology	Theoretical exam practical exam
10	Theory 2hrs clinic 9hrs	Cognitive Disorders		Treatment and prognosis Client/family education Application of nursing process Etiology Related disorder	Theoretical exam practical exam
11	Theory 2hrs clinic 9hrs	Somatic Symptom Illnesses		Somatization Somatic symptom disorder Conversion disorder Panic disorder Hypochondriasis	Theoretical exam practical exam
	Theory 2hrs clinic 9hrs	Personality Disorders	Cluster A—odd or eccentric behaviors Cluster B—erratic or dramatic behaviors Cluster C—anxious or fearful behaviors	Lecture Case discussion case report	Theoretical exam practical exam

12	Theory 2hrs clinic 9hrs	Disruptive Behavior Disorders	Onset and Clinical Course Etiology Related Problems Treatment Application of nursing process	Theoretical exam practical exam
13	Theory 2hrs clinic 9hrs	Foundations of Psychiatric- Mental Health Nursing	Factors influencing assessment	DSM-5 ICD-11 NANDA Theoretical exam practical exam
14	Theory 2hrs clinic 9hrs	Nursing Process in Psychiatric Nursing	Factors influencing assessment Lecture Case discussion case report	Theoretical exam practical exam
15	Theory 2hrs clinic 9hrs	Treatment modalities	Physical treatment and psychopharmacology Lecture Case discussion case report	Theoretical exam practical exam

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Psychiatric-Mental Health Nursing M - Medicine Series المؤلف Sheila L. Videbeck, PhD RN الإصدار 8, تمت مراجعته الناشر Lippincott Williams & Wilkins, 2019 (الرقم الدولي المعياري للكتاب) ISBN رقم 197512636X, 9781975126360 552 من الصفحات عدد الصفحات
Special requirements (include for example workshops, periodicals, IT software, websites)	Workshops, plays with acting scenes
Community-based facilities (include for example, guest Lectures , internship , field studies)	Field study in hospital

13. Admissions	
Pre-requisites	35
Minimum number of students	30
Maximum number of students	35

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This course introduces the registered nurse to concepts of community health utilizing the population-focused nursing process. Includes levels of disease prevention, principles of epidemiology, community assessment, environmental health, disaster preparedness, and professional nursing roles and interprofessional collaboration in various community settings.

Emphasis is on health promotion, risk reduction, and disease management across the lifespan in selected community settings. Practice experience is required and can be completed in the community.

1. Teaching Institution	Madenat Alelem University College
2. University Department/Centre	Department of Nursing
3. Course title/code	Community Health Nursing/ NUR401
4. Programme(s) to which it contributes	Educational programs
5. Modes of Attendance offered	Attendance at college and work in hospitals and primary health care centers
6. Semester/Year	Semester
7. Number of hours tuition (total)) 9 hours per week for 15 weeks(
8. Date of production/revision of this specification	31/10/2022
9. Aims of the Course	
9-1. Knowing and discussing the principles, trends and concepts of community health nursing. 9-2. Learn about nursing care within the community, which aims to promote health and prevent disease. 9-3. Learn about new issues and trend in family and community health	

- 9-4. Knowing about roles and function of community health nursing.
- 9-5. Learn about dimension of community health nursing
- 9-6. Describe the ethical and legal aspects of community health nursing
- 9-7. Learn about the approaches, function and types of community assessment.

- 9-8. Learn about the primary health care services
- 9-9. Knowing and discussing the care services for children, adolescents, women, men and elderly.
- 9-10. Knowing and discussing the communicable disease and methods of prevention..

10- Learning Outcomes, Teaching ,Learning and Assessment Method

H- Knowledge and Understanding

- A1. Understand the principles and concepts of community and family health nursing
- A2- Learn about new issues and trend in family and community health
- A3- Understand the approaches, function and types of community assessment
- A4- Identify the level of prevention of the diseases.
- Primary health care services. A 5- Identify the
- A6- Knowing the methods of nursing care for children, adolescents, women, men and elderly.

B. Subject-specific skills

- B1- Assessing the community health status and identify the risk factor
- B2- Develop an integrated plan to provide the client with high quality of health care
- B3- Applying nursing process steps to meet the community needs and solve their problems
- B4- Apply the skills of nursing care in the primary health care centers

Teaching and Learning Methods

1. Giving lectures
2. Practical application in hospitals and community health centers or primary health care centers.
3. Educational videos
4. Role-playing

Assessment methods

- 1 -short exams
- 2- Semester exams
- 3 -Scientific reports
- 4- Practical evaluation
- 5- Scientific seminars (seminars)

C. Thinking Skills

- 1- The student acquired general skills through practical hours and available plastic models.
- 2- Self-development by reviewing the latest developments in the field of specialization and contributing and participating in training courses, lectures and scientific seminars prepared for this purpose.

Teaching and Learning Methods

1. The method of delivering the lecture with the use of PowerPoint and explanatory films related to community health and prevent of illness
2. Continuous discussion by asking questions and answers in the hall and motivating the student to think about himself and thus to self-learning.
3. Using innovative educational aids such as the smart board, data show, films and scientific images that bring the material closer to the students' minds.

Assessment methods

Doing two written exams for the theoretical and practical material
Do a quick test (quiz) at least 3 times during the semester
Student Evaluation;

First midterm theory exam	23%
Second midterm theory exam	22%
Practical exam	15 %
Final Exam	40%
Total	100%

D. General and Transferable Skills (other skills relevant to employability and personal development)

1. The method of delivering the lecture with the use of PowerPoint and explanatory films related community health
2. Continuous discussion by asking questions and answers in the hall and motivating the student to think about himself and thus to self-learning
3. Using innovative educational aids such as the smart board, data show, films and scientific images that bring the material closer to the students' minds.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	Theory 2hrs clinic 9hrs	Introduction to community health nursing	-Definitions: health , nursing , community health nursing, public health . -characteristics of community health nursing	-Components of community health	oral exam oral exam
2	Theory 2hrs clinic 9hrs	Dimensions of Community Health Nursing		Lecture 1.The Dimensions of Health, 2.The Dimensions of Health Care, 3 .The Dimensions of Nursing. case report	oral exam oral exam
3	Theory 2hrs clinic 9hrs	Community Assessment	-Approaches for community assessment -Functions and principles of community assessment	Lecture Case discussion case report	Theoretical exam practical exam
4	Theory 2hrs clinic 9hrs	Approaches to community health	-Health promotion - Case management - Empowerment	Lecture Case discussion case report	Theoretical exam practical exam
5	Theory 2hrs clinic 9hrs	Primary health care(PHC)		- Definitions of Primary health care -Principles and elements of PHC	
6	Theory 2hrs clinic 9hrs	Family health services		- Definitions: Family , family health. - Types of family - Family structure and function . - family development, Theories, assessment	oral exam oral exam

7	Theory 2hrs clinic 9hrs	-Health care of aggregates	<ul style="list-style-type: none"> - Care of children and adolescents - Care of women and men - Care of the elderly 	Lecture Case discussion case report	Theoretical exam practical exam
8	3hrs	Mid-term exam			
9		-Maternal and child health care services(MCH)	<ul style="list-style-type: none"> -Definition of MCH - Objectives of MCH services - Types of MCH services 	Lecture Case discussion case report	Theoretical exam practical exam
10	Theory 2hrs clinic 9hrs	-School health care nursing	<ul style="list-style-type: none"> -Definition : School, school age children , school health , school health care nursing, - school health program - component of school health programs. - Role of the nurse in the school health setting. 	Lecture Case discussion case report	Theoretical exam practical exam
11	Theory 2hrs clinic 9hrs	-Nutrition health services	<ul style="list-style-type: none"> - Definition : nutrition, food , diet - processes of nutrition - classification of nutrients - importance of good nutrition 	Lecture Case discussion case report	Theoretical exam practical exam
12	Theory 2hrs clinic 9hrs	- Occupational health care nursing	<ul style="list-style-type: none"> - Definition of occupational health and occupational health care nursing - Objectives of occupational health nursing - work- health interaction - role of the occupational health care nurse 	Lecture Case discussion case report	Theoretical exam practical exam
13	Theory 2hrs clinic 9hrs	-Home visits	<ul style="list-style-type: none"> - Definition, purposes of home visit - the home visit process - advantages of home visit 	Lecture Case discussion case report	Theoretical exam practical exam

14	Theory 2hrs clinic 9hrs	- Home health care nursing	-Definition of Home health care and health care nursing - Type of client in home health care services - Role of community health nurse in home health care	Lecture Case discussion case report	Theoretical exam practical exam
15	Theory 2hrs clinic 9hrs	- Environment al health and safety services	- Definition : environment, environment health -Elements of the environment -Factors affecting environment health - Major global environmental concerns	Lecture Case discussion case report	Theoretical exam practical exam

12. Infrastructure

<p>Required reading:</p> <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER 	<p>Course books</p> <ol style="list-style-type: none"> 1. Clark, M., J (2015). <i>Population and community health nursing /public health nursing. Promoting the health of populations</i>. Newyork Person. 2. Stanhope, M., & Lancaster, J. (2012). <i>Public health nursing: Population-centered health care in the community</i> (8th ed.). St. Louis, Mo. Elsevier Mosby. 3.Rector, C. L. (2018). <i>Community and public health nursing: Promoting the public's health</i>. Philadelphia: Wolters Kluwer. 4. Nies, M. A., & McEwen, M (2019). <i>Community/public health nursing. Promoting the health of populations</i>. Canada Elsevier health sciences.
Special requirements (include for example workshops, periodicals, IT software, websites)	Workshops, plays with acting scenes

Community-based facilities (include for example, guest Lectures , internship , field studies)	Field study in hospital and primary health care centers
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13. Admissions	
Pre-requisites	34
Minimum number of students	30
Maximum number of students	34

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

The course description is to provide nursing students with the knowledge, skills and convictions necessary to provide nursing care to the individual, family and society in the case of health and disease at the preventive and curative level.

1. Teaching Institution	Madenat Al-elem University college
2. University Department/Centre	Nursing Department
3. Course title/code	Epidemiology/ EPID406
4. Programme(s) to which it contributes	Midterm
5. Modes of Attendance offered	my presence
6. Semester/Year	2022-2023
7. Number of hours tuition (total)	2 hours
8. Date of production/revision of this specification	31\10\2022
9. Aims of the Course	
1. Increasing students' knowledge about the concepts of epidemiology 2. Enabling students to apply theoretical concepts in practical reality 3. Enable students to perform their roles as nursing staff capable of conducting epidemiological studies.	

10- Learning Outcomes, Teaching ,Learning and Assessment Method

A- Cognitive goals

A1- Increase students' knowledge of the definitions of epidemiology, the natural history of diseases and levels of prevention.

A2- Increasing students' knowledge of the types of epidemiological studies and epidemiological measurements.

A3- Increase students' knowledge of the applications of epidemiology such as environmental, occupational and nutritional epidemiology

A4- Knowing the moral and legal responsibilities of the nursing profession and gaining knowledge.

B. Subject-specific skills

B1- Acquire skills in applying the natural history of diseases and levels of prevention.

B2 - Acquisition of skills in the application of epidemiological studies.

Teaching and Learning Methods

-1. Use the direct discussion method.

2. The use of modern means related to education.

3. Approval of daily, monthly, and quarterly tests.

4. Approving the preparation of a project to address an epidemiological problem.

Assessment methods

- Monthly exams with multiple-choice questions that require practical skills
- Daily exams with scientific questions
- Participation scores for competition questions for academic subjects
- Allocating a percentage of the student's grades to homework

C. Thinking Skills

C1. C1- Preparing and enabling students to pass job interviews

C2 - Enabling students to develop their abilities to face work problems after graduation

Teaching and Learning Methods

- Providing students with the basics and additional topics related to the outputs of thinking and analysis.
- Forming discussion groups during lectures to discuss nursing topics and solve epidemiological problems that require thinking and analysis
- Encouraging students through a set of intellectual questions during theoretical lectures.
- Giving students homework that requires self-explanations and solutions to epidemiological problems.

Assessment methods

Daily exams with self-solving questions that require thinking and analysis skills.
Monthly exams that require thinking and analysis skills
Participation marks for competition questions related to the subject.
Specific grades for homework.

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1. Enable postgraduate students to pass professional exams organized by local authorities.
- D2 - Enabling students to develop continuous self-development after graduation
- D3 - Enable students to develop their abilities to face work problems after graduation.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Understanding the lecture	Introduction to epidemiology	powerpoint presentation	short exam
2	2	Understanding the lecture	Epidemiology methods	powerpoint presentation	short exam
3	2	Understanding the lecture	The natural history of the disease	powerpoint presentation	short exam
4	2	Understanding the lecture	epidemic investigation	powerpoint presentation	short exam
5	2	Understanding the lecture	surveillance study	powerpoint presentation	short exam
6	2	Understanding the lecture	Environmental and occupational epidemiology	powerpoint presentation	short exam
7	2	Understanding the lecture	Infectious diseases	powerpoint presentation	short exam
8	2	Understanding the lecture	non-communicable diseases	powerpoint presentation	short exam
9	2	Understanding the lecture	Methods of controlling epidemics	powerpoint presentation	short exam
10	2	Understanding the lecture	Personal protective equipment	powerpoint presentation	short exam
11	2	Understanding the lecture	Pay attention to the application of preventive measures	powerpoint presentation	short exam
12	2	Understanding the lecture	Healthy nutrition during epidemics	powerpoint presentation	short exam
13	2	Understanding the lecture	Examination and monitoring	powerpoint presentation	short exam
14	2	Understanding the lecture	levels of prevention	powerpoint presentation	short exam
15	2	Understanding the lecture	preventive rehabilitation	powerpoint presentation	short exam

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Principles of Epidemiology in Public Health Practice

Special requirements (include for example workshops, periodicals, IT software, websites)	An electronic or in-person workshop to learn the most important preventive methods and measures and their importance in daily life
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This course is designed to present undergraduate students at the fourth year with detailed description about health promotion as a health-related concept and all the associated issues to such concept.

1. Teaching Institution	Madenat Alelem University college
2. University Department/Centre	Nursing Department
3. Course title/code	Health promotion (HPR405)
4. Programme(s) to which it contributes	Midterm
5. Modes of Attendance offered	Full time
6. Semester/Year	Courses
7. Number of hours tuition (total)	(2) hours weekly / (15) weeks
8. Date of production/revision of this specification	31\10\2022
9. Aims of the Course	
1-Understand the concept of health promotion	
2-Apply all the health promotion-related concepts	
3-Deal with health promotion-related issues	

10. Learning Outcomes, Teaching, Learning and Assessment Method

A- Knowledge and Understanding

- A1. An overview of health and health promotion
- A2. Theories of human behavior and health
- A3. Health promotion models
- A4. Developing a health promotion-prevention plan
- A5. Measuring outcomes of health promotion and prevention
 - A6. Domains fundamental to nursing practice in health
 - A7. Roles of the nurse in health promotion
 - A8. Overview of the nursing process
 - A9. Nursing process and health promotion (individual, family, & community)
 - A10. Risk Factors and health promotion
 - A11. Current factors affecting nursing role in health promotion
 - A12. Using communication for health promotion
 - A13. The concept of culture and lifestyle
 - A14. Health promotion across the life span
 - A15. Evaluating the effectiveness of health promotion

B. Subject-specific skills

The course is designed to present undergraduate students at the fourth year with detailed description about health promotion as a health-related concept and all the associated issues to such concept

Teaching and Learning Methods

1. Delivering lectures through the use of the blackboard or PowerPoint presentation
2. Providing students with the basics and additional topics related to the outputs of thinking and analysis.
3. Forming discussion groups during lectures to discuss nursing topics and solve nursing problems that require thinking and analysis.
4. Students participate in discussions within the lecture.

Assessment methods

- 1- Monthly exams with multiple-choice questions that require practical skills
- 2- Daily exams with scientific questions
- 3- Participation scores for competition questions for academic subjects
- 4- Allocating a percentage of the student's grades to homework (Designing health promotion campaign).

C. Thinking Skills

1. Preparing and enabling students to apply the acquired theoretical skills in practical life.
2. Enable students to develop their abilities in the field of health promotion

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2hours	Understanding the lecture	An overview of health and health promotion	PowerPoint presentation	Discussions & Quiz
2	2hours	Understanding the lecture	Theories of human behavior and health	PowerPoint presentation	Discussions & Quiz
3	2hours	Understanding the lecture	Health promotion models	PowerPoint presentation	Discussions & Quiz
4	2hours	Understanding the lecture	Developing a health promotion-prevention plan	PowerPoint presentation	Discussions & Quiz
5	2hours	Understanding the lecture	Measuring outcomes of health promotion and prevention	PowerPoint presentation	Discussions & Quiz
6	2hours	Understanding the lecture	Domains fundamental to nursing practice in health	PowerPoint presentation	Discussions & Quiz
7	2hours	Understanding the lecture	Roles of the nurse in health promotion	PowerPoint presentation	Discussions & Quiz
8	2hours	Understanding the lecture	Overview of the nursing process	PowerPoint presentation	Discussions & Quiz
9	2hours	Understanding the lecture	Nursing process and health promotion (individual, family, & community)	PowerPoint presentation	Discussions & Quiz
10	2hours	Understanding the lecture	Risk Factors and health promotion	PowerPoint presentation	Discussions & Quiz
11	2hours	Understanding the lecture	Current factors affecting nursing role in health promotion	PowerPoint presentation	Discussions & Quiz
12	2hours	Understanding the lecture	Using communication for health promotion	PowerPoint presentation	Discussions & Quiz
13	2hours	Understanding the lecture, the lecture	The concept of culture and lifestyle	PowerPoint presentation	Discussions & Quiz
14	2hours	Understanding the lecture	Health promotion across the life span	PowerPoint presentation	Discussions & Quiz
15	2hours	Understanding the lecture	Evaluating the effectiveness of health promotion	PowerPoint presentation	Discussions & Quiz

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

- 1-Health Promotion Lectures
- 2- External readings: Health Promotion for Nurses: Theory and Practice

Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (Include for example, guest Lectures, internship, field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This 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.

1. Teaching Institution	University College Madenat Al-Elam
2. University Department/Centre	Nursing Department
3. Course title/code	Professional perspectives and Issues in Nursing/ NUR403
4. Programme(s) to which it contributes	Part of a Bachelor degree in Nursing
5. Modes of Attendance offered	Courses
6. Semester/Year	1st semester /fourth year
7. Number of hours tuition (total)	2 hours weekly for 15 weeks
8. Date of production/revision of this specification	2022/11/2
9. Aims of the Course	
The course introduces students to profession of nursing. 1	
-- A major focus of this course is for students to critically think about nursing profession. 2	
3. Historical and theoretical framework, normal and legal issues, and standards of nursing practice	

10. Learning Outcomes, Teaching, Learning and Assessment Method

A- Knowledge and Understanding

- A1. Introduction to professional perspective and issues in nursing.
- A2. Teach the student how to applied cod of ethics with the patients.
- A3. Characteristics of profession.
- A4. Standards of profession nursing practice.
- A5. Standards of professional performance.

A6. Knowledge and understanding

B. Subject-specific skills

- B1. Apply knowledge and skills of organizational and systems leadership and understand how to apply cod of ethics in the health agencies.
- B2. A major focus of the course is for students to critically think
- B3. Describe the scope of nursing practice as articulated in ethical, legal, and professional documents e.g., code of ethics and nursing process.

Teaching and Learning Methods

Lectures, lecture notes, power points,

Assessment methods

Exams, quizzes, students' attendance

Teaching and Learning Methods

- C1. Use the direct discussion method.
- C2. Explanation of lectures in detail .
- C3. Approval of daily, monthly and quarterly tests.

Assessment methods

Lesson discussion and review exams

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1st	2	Introduction to professional perspective and issues in nursing.	1. Introduction 2. Definition of Professional nursing values. 3. What are the five code of ethics	Oral presentations, class participation, voice	Attendance, Student participation
2nd	2	Characteristic of profession	1. Definition of Nursing profession 2. What are the 4 characteristics of a profession? 3. Fundamental characteristics of a profession 4. Criteria of Profession 5. Characteristics of Nursing. 6. Personal Qualities of a Nurse	=	=
3rd	2	Standards of Professional Nursing Practice	1. Introduction 2. What is profession 3. Expanded role as of the nurse 4. Personal Qualities of a Nurse	=	=
4th	2	Professional Nursing Practice	1. Role of professional nurse 2. Registered Nurses 3. Responsibilities of RN 4. Role of nurse in healthcare profession	=	=
5th	2	Standards of Professional performance	1. Characteristics of the Nursing process 2. Phases of nursing process according (NANDA) 3. Phases of Nursing Process according American Nursing Association. (ANA)	=	=

6th	2	Unit 1 exam		=	=
7th	2	The function of competencies in standards		=	=
8th	2	Care and caring in nursing practice		=	=
9th	2	Healthy work Environment for nursing practice		=	=
10 th	2	Workplace Violence		=	=
11th	2	The code of ethics in nursing		=	=
12 th	2	Personal competence in nursing practice		=	=
13th	2	Information Technology in the clinical setting		=	=
14th	2	Quality improvement and patient safety		=	=
15th	2	Unit 11 exam		=	=

12. Infrastructure	
Required reading: · CORE TEXTS Key Concepts and Issues in Nursing. · COURSE MATERIALS · OTHER	Ethics, 2017, P. Anne Sort, By Spring
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (Include for example, guest Lectures, internship, field studies)	Lectures in all of the terms in the classroom

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	