

Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation

Academic Program Specification Form. Four Years program

University: Babylon
College :Nursing
Department

:Nursing

Date Of Form Completion :19 /3/2021


Dean's Name

Prof. Dr. Amean yasir


Dean's Assistant For
Scientific Affairs

Dr. Nuhad
ALDoori

Date :19 /3 /2021

Signature



Date : 19 /3 /2021

Signature



Head of Department

Assist.
Lecturer Aram
Assam Kudier

Date :19/3/2021

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme 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 is supported by a specification for each course that contributes to the programme.

1. Teaching Institution	University of Babylon
2. University Department/Centre	College of Nursing
3. Programme Title	Sciences of Nursing
4. Title of Final Award	Bachelor Sciences of Nursing
5. Modes of Attendance offered	Semester system
6. Accreditation	BSc. Nursing
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Program	
1- The ability to provide nursing care to all members of society in the preventive, curative, clinical and rehabilitative fields	
2- The ability to follow the scientific steps in providing nursing care.	
3- The ability to work in cooperation with the health team in various health institutions.	
4- Skill in leading the health team in crises and dangerous situations.	
5- The ability to train specialized staff in relation to all preventive, curative and rehabilitative measures for patients at the levels below.	
6- The ability to provide nursing service aware of the self-respect and self-values of each patient or beneficiary.	

7- Performing his duties honestly and honestly so that the patient or the beneficiary is entrusted with health care while he is reassured.
8- The ability to express his thoughts orally and in writing.
9- The skill of using information technology.
10 Nursing unit management skill.
11- The ability to contribute to the development of the local community.
12- Scientific research skill.
13- The ability of the university nurse to put an end to every situation, behavior or environment that may affect the safety of patients or beneficiaries in order to protect them.
14- The ability to understand the theories, principles, nursing and health sciences and use them when caring for the patient as an individual in society.
15- The ability to provide nursing care without any harmful behavior, i.e. the humanity of the patient or the beneficiary must be respected.
16 Respect the limits of the law and the limits of practicing the profession

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1- That students know the basics of nursing and medical science.
- A2 - To provide students with an understanding and assimilation of knowledge.
- A3 - To provide the student with the facts of the analysis of the material he studied, whether at the theoretical or practical level.
- A4- To make the student face the problems and take appropriate solutions for them.
- A5 that the student learn the skill of evaluating the nursing process and finding appropriate solutions for it.
- A 6 to provide the student with the concepts of the ethics of practicing the profession of nursing.
- A7 The student has a skill in scientific research.

B. Subject-specific skills

- 1- The student learns to apply the theoretical information that he studied through the academic program
- 2- That the student learn the basic skills to provide nursing care to patients.
- 3- Evaluation skill.
- 4- Nursing diagnostic skill.
- 5- Implementation skill.
- 6 health calendar skill.
- 7 scientific research skill

Teaching and Learning Methods

The method of e-learning within the university campus.

- - How to use the model system from outside the university.

Lecture method.

Small group method.

Presentation method.

Work shop. The method of discussion.

Brainstorming method.

Role-playing methods.

- Extra-curricular activities method

Assessment methods

Form No. 10 A assessing the student to the teacher.

Form No. 10A student evaluation of educational materials.

Teaching evaluation form.

Theoretical and practical exams.

C. Thinking Skills

- C 1- Scientific research skill.
- C 2- The skill of managing the nursing unit.
- C 3 - the skill of presentation and health care.
- C 4- Communication skill.
- C 5- The skill of taking responsibility
- C 6 note-taking skill.
- C 7- The skill of setting priorities.
- C 8- The skill of applying nursing procedures

Teaching and Learning Methods

- 1-Video display method
- 2- The method of delivering the lecture.
- 3- E-learning method.
- 4- The method of discussion.
- 5- Brainstorming method.
- 6-Small group method.
- 7-Clinical learning method
- 8-Classification of skills in the laboratory

Assessment methods

- Daily posts.
- Theoretical exam score.
- The degree of practical and clinical training.
- Practical tests

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

D 1- Nursing profession etiquette skill.

D2 - The skill of teaching methods, i.e. makes the graduate able to practice the teaching profession.

D3 - The skill of scientific research, meaning that the graduate has the ability to carry out scientific research in which he follows the correct steps.

D 4- The skill of health guidance and counseling, assessing health problems and finding appropriate solutions to them.

D 5- Communication skill

D6 - problem solving skill

D 7- Administrative skills

Assessment Methods

1- Electronic exams

2- daily exams

3- Semester exams

4-Final Exams

11. Programme Structure

مناهج الدراسة الأولية باللغة الانكليزية للعام 2021/2022

المساعات المعمدة	اسم المقرر او المساق	رمز المقرر او المساق	المستوى / السنة
7	Fundamentals of Nursing I	NUR101	المرحلة الاولى / كورس اول
4	Biochemistry	CHM102	
4	Anatomy for Nurses	ANT 103	
2	Nursing of Ethics	ETH104	
1	Computer Science I	COS 105	
18	Total		
8	Fundamentals of Nursing II	NUR 106	المرحلة الاولى / كورس ثاني
4	Physiology for Nurses	PHY 107	
2	English Part 1	ENG 108	
2	Medical Terminology	TER 109	
1	Computer Science II	COS 110	
17	Total		
8	Adult Nursing I	NUR 201	المرحلة الثانية / كورس اول
2	Pharmacology for Nurses I	PHR 202	
3	Health Assessment	HAS203	
3	Microbiology for Nurses I	MBN204	
1	Computer Science III	COS 205	
17	Total		
8	Adult Nursing II	NUR 206	المرحلة الثانية / كورس ثاني
2	Pathophysiology for Nurses	PAT207	
3	Microbiology for Nurses II	MBN208	
2	Pharmacology for Nurses II	PHR209	

2	English part II	ENG210	
1	Computer Science IV	COS211	
اجتياز	Preceptorship(Summer Clinical Training)	NUR212	
18	Total		
8	Maternal and Neonate Nursing	NUR301	المرحلة الثالثة /كورس اول
2	Research Methods in Nursing	RSM302	
2	Health Sociology	HOS303	
1	Human Rights	HUMR304	
2	Nutrition & diet therapy	NUT305	
15	Total		
8	Pediatric Nursing	NUR306	المرحلة الثالثة /كورس ثاني
2	Biostatistics	BST307	
5	Human Growth & Development	HGD308	
1	Democracy	DEM309	
2	English part III	ENG310	
اجتياز	Preceptorship(Summer clinical Training)	NUR311	
18	Total		
7	Community Health Nursing	NUR401	المرحلة الرابعة /كورس اول
3	Nursing Management and Leadership	NUR402	
2	Professional Perspectives and Issues in Nursing	NUR403	
1	Graduation Research Project	NUR404	
2	Health Promotion	HPR405	
2	Epidemiology	EPID406	
1	Arabic Language for Nursing I	ARB407	
18	Total		
7	psychiatric and mental health nursing	NUR408	المرحلة الرابعة /كورس ثاني
6	Critical Care Nursing	NUR409	
2	Health Psychology for Nurses	HPN410	
1	Graduation Research Project	NUR411	
1	Arabic Language for Nursing II	ARB412	
2	English Part IV	ENG413	
19	Total		

13. Personal Development Planning

- 1- Seeking to build the student's personality in a way that enables him to perform his job duties and apply theoretical skills in the work environment
- 2- The fourth and third stage students visit remote villages to practice the basics of clinical training.
- 3- The main roles of students, both at the level of leadership skills, and specialized skills.
- 4- Nursing unit management skill.
- 5- The skill of applying nursing procedures.
- 6- The skill of using information technology.

14. Admission criteria .

- 1- Central admission.
- 2- The average in admission to the evening study.
- 3- Acceptance of the families of the martyrs.
- 4- 10% acceptance.

-Graduates of all preparatory branches, nursing, midwifery, and obstetrics are eligible to apply for admission to the corresponding and close evening study, provided that their percentage does not exceed (10%) of the admission to the corresponding section, and the percentage of graduates of the commercial branch does not exceed (20%) of the admission to the corresponding departments in the faculties of administration and economics is just no less than (60%).

-The graduates of the first (10%) of the graduates of the previous session from the institutes are entitled to apply for admission to the evening study of the study, to apply through the approved college, to approve their acceptance before the university, the Ministry of Environment and the corresponding and nearby specializations, where their place is through the Ministry exclusively.

Acceptance of admission of students (10%).

-The top (10%) students in Iraq for each major are accepted from graduates of nursing, midwifery and midwifery schools in nursing colleges, provided that their average is not less than (85%).

-Graduates of morning institutes are accepted into morning colleges, and graduates of evening institutes are accepted into evening colleges, according to the corresponding or nearby majors, and with no more than (10%) of the admission plan.

15. Key sources of information about the programme

- 1- Textbooks and electronic textbooks.
- 2- Auxiliary books and periodicals
- 3- The Internet and scientific websites.
- 4- Videos

وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقييم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي قسم
الاعتماد الدولي

استمارة وصف البرنامج الأكاديمي لكلية التمريض للعام الدراسي 2020 - 2021

اسم الجامعة : بابل

اسم الكلية: التمريض

عدد الأقسام في الكلية : ذات القسم الواحد

تاريخ ملء الملف : 2021\3\19


اسم عميد الكلية

أ.د. أمين عجيل ياسر

التاريخ: 2021 / 3 / 19

اسم معاون العميد للشؤون العلمية

أ.م.د. نجاد محمد قاسم

التاريخ: 2021 / 3 / 19

اسم مدير شعبة ضمان الجودة والأداء الجامعي

م ارم عصام خضير

التاريخ: 2021/3 / 19

دقق الملف من قبل شعبة ضمان الجودة والأداء الجامعي .

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ

2021/٣/١٩



نموذج وصف البرنامج الأكاديمي

((مراجعة أداء مؤسسات التعليم العالي)) مراجعة البرنامج الأكاديمي

وصف البرنامج الأكاديمي

يوفر وصف البرنامج الأكاديمي هذا إيجازاً مقتضياً لأهم خصائص البرنامج ومخرجات التعلم المتوقعة من الطالب تحقبها مبرهنات عما إذا كان قد حقق الاستفادة القصوى من الفرص المتاحة . ويصاحبه وصف لكل مقرر ضمن ال برنامج

1. المؤسسة التعليمية	جامعة بابل
2. القسم الجامعي / المركز	كلية التمريض
3. اسم البرنامج الأكاديمي	علوم تمريض
4. اسم الشهادة النهائية	بكالوريوس علوم في التمريض
5. النظام الدراسي	فصلي
6. برنامج الاعتماد المعتمد	بكالوريوس علوم في التمريض BSc.N
7. المؤثرات الخارجية الأخرى	
8. تاريخ إعداد الوصف	2022/6/19
9. أهداف البرنامج الأكاديمي	
يهدف المنهج الدراسي الى اعداد خريج قادر على الاطلاع في المهام المشار اليها في النقطة اعلاه ، ولكي نحقق ذلك على الخريج ان يمتلك ما يلي :	

- 1- القدرة على تقديم الرعاية التمريضية لكافة افراد المجتمع في المجال الوقائي والعلاجي والسريري والتأهيلي
- 2-القدرة على اتباع الخطوات العلمية في تقديم الرعاية التمريضية.
- 3-القدرة على العمل بالتعاون مع الفريق الصحي في مختلف المؤسسات الصحية.
- 4- المهارة في قيادة الفريق الصحي في الازمات والحالات الخطرة.
- 5-القدرة على تدريب الملاكات التخصصية بما يتعلق بجميع الاجراءات الوقائية والعلاجية والتأهيلية للمرضين في المستويات ادناه.
- 6- القدرة على تقديم الخدمة التمريضية مدركا احترام النفس والقيم الذاتية لكل مريض او مستفيد.
- 7- تأدية اعماله بأمانة وصدق كي يعهد اليه المريض او المستفيد أمر الرعاية الصحية وهو مطمئن.
- 8- القدرة على التعبير عن افكاره شفويا وتحريريا.
- 9- مهارة استخدام تكنولوجيا المعلومات.
- 10- مهارة ادارة الوحدة التمريضية .
- 11- القدرة على الاسهام في تنمية المجتمع المحلي.
- 12- مهارة البحث العلمي.
- 13- قدرة الممرض الجامعي على وضع حد لكل حالة أو سلوك أو بيئة يمكن أن تؤثر على سلامة المرضى أو المستفيدين بهدف حمايتهم.
- 14- القدرة على فهم النظريات والمبادئ والعلوم التمريضية والصحة واستخدامها عند رعايتهم للمريض كفرد في المجتمع.
- 15- القدرة على تقديم الرعاية التمريضية دون القيام بأي سلوك ضار أي يجب احترام انسانية المريض أو المستفيد.
- 16- احترام حدود القانون وحدود ممارسة المهنة.

<p>أ- المعرفة والفهم</p> <p>1- أن يعرف الطلبة الأساسيات العلمية التمريضية والطبية.</p> <p>2- أن يزود الطلبة بفهم المعرفة واستيعابها.</p> <p>3- أن يزود الطالب بحقائق تحليل المادة التي درسها سواء أكان على المستوى النظري أم العملي.</p> <p>4- أن يجعل الطالب يواجه المشكلات ويتخذ الحلول المناسبة لحلها.</p> <p>5- أن يتعلم الطالب مهارة التقييم لعملية التمريض وإيجاد الحلول المناسبة لحلها.</p> <p>6- أن يزود الطالب بمفاهيم آداب ممارسة مهنة التمريض .</p> <p>7- أن يمتلك الطالب مهارة في البحث العلمي.</p>	<p>ب -المهارات الخاصة بالموضوع</p> <p>1- أن يتعلم الطلب تطبيق المعلومات النظرية التي درسها من خلال البرنامج الأكاديمي</p> <p>2- أن يتعلم الطالب المهارات الأساسية لتقديم الرعاية التمريضية للمرضى.</p> <p>3- مهارة التقييم.</p> <p>4- مهارة التشخيص التمريضي.</p> <p>5 - مهارة التنفيذ.</p> <p>6 - مهارة التقويم الصحي.</p> <p>7 مهارة البحث العلمي</p>
<p>طرائق التعليم والتعلم</p> <ul style="list-style-type: none">- طريقة التعليم الإلكتروني داخل الحرم الجامعي.- طريقة استخدام نظام المودل من خارج الجامعة.- طريقة المحاضرة وعرضها حسب مستويات الطلبة .- طريقة المجاميع الصغيرة.- طريقة العرض.- ورش العمل work shop.- طريقة المناقشة.- طريقة العصف الذهني .- طرائق لعب الأدوار .- طريقة النشاطات اللاصفية .	

طرائق التقييم
<ul style="list-style-type: none"> - استمارة رقم 10 الخاصة بتقييم الطالب للتدريسي . - استمارة رقم 10 الخاصة بتقييم الطالب للمواد التعليمية . - استمارة تقييم العملية التدريسية. - الامتحانات النظرية والعملية .
<p>ج-مهارات التفكير</p> <ul style="list-style-type: none"> ج1- مهارة البحث العلمي. ج2- مهارة ادارة الوحدة التمريضية. ج3-مهارة التقديم والرعاية الصحية. ج4- مهارة الاتصال. ج5- مهارة تحمل المسؤولية .
<ul style="list-style-type: none"> ج6- مهارة تدوين الملاحظات . ج7- مهارة تحديد الاوليات . ج8- مهارة تطبيق الاجراءات التمريضية. ج9 - مهارة صنع القرار لحل مشكلات الصحية والاجتماعية
طرائق التعليم والتعلم
<ul style="list-style-type: none"> - طريقة عرض الفيديو التعليمي - طريقةلقاء المحاضرة الالكترونية بأدوات تعليم تكنولوجية. - طريقة التعلم الالكتروني. - طريقة المناقشة. - طريقة العصف الذهني. - طريقة المجاميع الصغيرة. - طريقة التعلم السريري - تصنيف المهارات داخل المختبر

طرائق التقييم

- المشاركات اليومية.
- درجة الامتحانات النظرية.
- درجة التدريب العملي والسري.
- الاختبارات العملية المختبرية والسريّة

د - المهارات العامة والمنقولة المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي.

د1- مهارة آداب سلوك مهنة التمريض.

د2- مهارة طرائق التدريس ، أي جعل الخريج له القابلية أن يمارس مهنة التدريس.

د3- مهارة البحث العلمي ، أي جعل الخريج له القدرة على انجاز أبحاث علمية يتبع فيها الخطوات الصحيحة وحل المشكلات من خلال الدراسة البحثية.

د4- مهارة التوجيه والإرشاد الصحي وتقييم المشكلات الصحية وإيجاد الحلول المناسبة لها.

د5- مهارة الاتصال

د6- مهارة حل المشكلات

د7- المهارات الإدارية والقيادية

طرائق التعليم والتعلم

طرائق التقييم

- 1- الامتحانات الالكترونية الحضورية مع نظام تعليمي الكتروني في داخل الكلية (منظومة)
- 2- الامتحانات اليومية
- 3- الامتحانات الفصلية
- 4- الامتحانات النهائية العملية والنظرية

11-بنية البرنامج

المستوى / السنة	رمز المقرر او المساق	اسم المقرر او المساق	الساعات المعتمدة
المرحلة الاولى / كورس اول	NUR101	اساسيات تمريض (1)	7
	CHM102	الكيمياء الحيوية	4
	ANT 103	التشريح للمرضى (1)	4
	ETH104	اخلاقيات مهنة التمريض	2
	COS 105	علم الحاسوب (1)	1
		مجموع الوحدات المنهجية	18
المرحلة الاولى / كورس ثاني	NUR 106	اساسيات التمريض (2)	8
	PHY 107	الفسلجة للمرضى	4
	ENG 108	اللغة الانكليزية (1)	2
	TER 109	المصطلحات الطبية	2
	COS 110	علم الحاسوب (2)	1
		مجموع الوحدات المنهجية	17
المرحلة الثانية / كورس اول	NUR 201	تمريض بالغين (1)	8
	PHR 202	علم الاموية للمرضى (1)	2
	HAS203	التقييم الصحي	3
	MBN204	علم الاحياء المجهرية للمرضى (1)	3
	COS 205	علم الحاسوب (3)	1
		مجموع الوحدات المنهجية	17
المرحلة الثانية / كورس ثاني	NUR 206	تمريض بالغين (2)	8
	PAT207	الفسلجة المرضية للمرضى	2
	MBN208	علم الاحياء المجهرية للمرضى (2)	3
	PHR209	علم الاموية للمرضى (2)	2
	ENG210	اللغة الانكليزية (2)	2

1	علم الحاسوب (4)	COS211	
اجتياز	التدريب الصيفي السريري	NUR212	
18	مجموع الوحدات المنهجية		المرحلة الثالثة / كورس اول
8	تمريض الام والوليد	NUR301	
2	طرائق البحث في التمريض	RSM302	
2	علم الاجتماع الصحي	HSO303	
1	حقوق الانسان	HUMR304	
2	التغذية والعلاج الغذائي	NUT305	
15	مجموع الوحدات المنهجية		المرحلة الثالثة / كورس ثاني
8	تمريض الاطفال	NUR306	
2	الاحصاء الحياتي	BST307	
5	النمو والنماء البشري	HGD308	
1	الديمقراطية	DEM309	
2	اللغة الانكليزية (3)	ENG310	
اجتياز	التدريب الصيفي السريري	NUR311	
18	مجموع الوحدات المنهجية		المرحلة الرابعة / كورس اول
7	تمريض صحة المجتمع	NUR401	
3	الادارة والقيادة في التمريض	NUR402	
2	موضوعات وقضايا مهنية في التمريض	NUR403	
1	مشروع بحث التخرج	NUR404	
2	تعزيز الصحة	HPR405	
2	علم الوبائيات	EPID406	
1	اللغة العربية 1	ARB407	
18	مجموع الوحدات المنهجية		المرحلة الرابعة / كورس ثاني
7	تمريض الصحة النفسية والعقلية	NUR408	
6	تمريض الحالات الحرجة	NUR409	
2	علم النفس الصحي للمرضين	HPN410	
1	مشروع بحث التخرج	NUR411	
1	اللغة العربية (2)	ARB412	
2	اللغة الانكليزية (4)	ENG413	
19	مجموع الوحدات المنهجية		

13. التخطيط للتطور الشخصي

- 1- السعي نحو بناء شخصية الطالب بصورة تمكنه من اداء مهامه الوظيفية وتطبيق المهارات النظرية في بيئة العمل
- 2- زيارة طلبة المرحلة الرابعة والثالثة للقرى النائية لممارسة اساسيات التدريب السريري.
- 3- الادوار الرئيسة للطلبة سواء على مستوى المهارات القيادية ، والمهارات التخصصية.
- 4- مهارة ادارة الوحدة التمريضية.
- 5- مهارة تطبيق الاجراءات التمريضية.
- 6- مهارة استخدام تكنولوجيا المعلومات.

14. معيار القبول (وضع الأنظمة المتعلقة بالالتحاق بالكلية أو المعهد)

- 1- القبول المركزي.
 - 2- المعدل في القبول على الدراسية المسائية.
 - 3- قبول ذوي الشهداء .
 - 4- قبول 10% .
- يحقق لخريجي الإعدادات المهنية بفروعها كافة أعداديات التمرريض والقبالة والتوليد التقديم للدراسة المسائية بحسب التخصصات المناظرة والقريبة على الا تزيد نسبتهم عن (10%) من خطة القبول للقسم المناظر ، والا تزيد نسبة خريجي الفرع التجاري عن (20%) من خطة القبول للأقسام المناظرة في كليات الادارة والاقتصاد وبمعدل لا يقل عن (60%).
- يحقق لخريجي ال (10%) الاوائل من خريجي السنوات السابقة من المعاهد التقديم للقبول في الدراسة المسائية ، ويكون التقديم عن طريق الكلية المعنية ويكون اقرار قبولهم من قبل الجامعة المعنية وبحسب الاختصاصات المناظرة والقريبة حيث يكون تقديمهم عن طريق الوزارة حصراً
- يتم قبول الطلبة ال (10%) الاوائل على العراق لكل تخصص من خريجي أعداديات التمرريض والقبالة والتوليد في كليات التمرريض على ان لا يقل معدلهم عن (85%).
- يتم قبول خريجي المعاهد الصباحية في الكليات الصباحية وخريجي المعاهد المسائية في الكليات المسائية على وفق التخصصات المناظرة او القريبة وبما لا يزيد عن (10%) من خطة القبول .

15. أهم مصادر المعلومات عن البرنامج

- 1- الكتب المنهجية والكتب المنهجية الالكترونية .
- 2- الكتب والدوريات المساعدة
- 3- الانترنت والمواقع العلمية .
- 4- الفديوات



مخطط مهارات المنهج

يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم

مخرجات التعلم المطلوبة من البرنامج

اسم المقرر	اختياري ام اساسي	المعرفة والفهم				المهارات الخاصة بالموضوع				مهارات التفكير				المهارات العامة والمنقولة المتعلقة بقابلية التوظيف والتطور الشخصي			
		l1	l2	l3	l4	ب1	ب2	ب3	ب4	ج1	ج2	ج3	ج4	د1	د2	د3	د4
اساسيات التمريض 1	اساسي	✓	✓	✓	✓			✓	✓			✓	✓			✓	✓
اداب مهنة التمريض	اساسي																
اساسيات التمريض 2	اساسي																
المصطلحات الطبية	اساسي																
تمريض بالغين 1	اساسي																
التقييم الصحي	اساسي																
تمريض بالغين 2	اساسي																
حالات حرجية	اساسي																



Amear

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

- | | |
|------------------------------------------------------|--------------------------------|
| 1. Teaching Institution | College of Nursing |
| 2. University Department/Centre | Department of Medical Sciences |
| 3. Course title/code | |
| 4. Programme(s) to which it contributes | |
| 5. Modes of Attendance offered | |
| 6. Semester/Year | |
| 7. Number of hours tuition (total) | 30 hours |
| 8. Date of production/revision of this specification | |
| 9. Aims of the Course | |

Learn the descriptive statistics -
Collection of data
Graphics
Organizing of data
Summarizing of data
Presenting of data
Statistical Inference
Hypothesis testing
Correlation coefficient

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

D1.

D2.

D3.

D4.

11. Course Structure

Week	Hours	MCQs	Unit/Module or Topic Title	Teaching Method	Assessment Method
Graphs	2			Lecture	
Central tendency	3			Lecture	
Dispersion screens and differences	3			Discussion	
Analysis of variance	2			Discussion	
Goodness of fit	2			Lecture	
testing	3				

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

Introduction to statistics

Statistics

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

Spss and Excel

Minimum number of students 50

Maximum number of students 67

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. Data and variables recognize
- A2. Recognize the community
- A3. Recognizes samples and types
- A4. Regression analysis

B. Subject-specific skills

- B1 Knowledge of central disadvantages
- B2 Dispersion, screens and differences
- B3. tests T test , Z test
- B4. Hypotheses

Teaching and Learning Methods

Lecture

Discussion

Daily duties solutions

Assessment methods

Personal explanation

Final evaluation

C. Thinking Skills

- C1 sharing
- C2 . Presence
- C3 Debate
- C4 . Reports
- C5. Questions Solutions

Assstent. Lec Marwa haider

7. رضا احمد

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

- | | |
|-----------------------------------------|---------------------------------------------------------------------------|
| 1. Teaching Institution | College of Nursing |
| 2. University Department/Centre | University of Babylon |
| 3. Course title/code | Maternal & Newborn Nursing/302 |
| 4. Programme(s) to which it contributes | Nursing |
| 5. Modes of Attendance offered | In college(theory)
lab and hospitals(clinical) |
| 6. Semester/Year | Mandatory |
| 7. Number of hours tuition (total) | (17) hours weekly of (15) weeks:
Theory (3.) hrs.
Clinical (14) hrs |

8. Date of production/revision of this Specification

9. Aims of the Course

At the end of this course the students will be able to:

1. Describe the scope & professional roles for nurses in maternal health nursing.
2. Define high-risk pregnancy, including factors that contribute to its development.
3. Describe common methods of reproductive life planning and the advantages, disadvantages & risk factors associated with each.
4. Use critical thinking to analyze additional ways that maternity nursing care be more family - centered.
5. Integrate reproductive life planning with nursing process to achieve quality maternal health nursing care.
6. Describe common assessments necessary to detect infertility.

7. Identify areas of nursing care related to fertility that could benefit from additional nursing research.
8. Use critical thinking to analyze additional ways that nurses can help prevent complications of pregnancy.
9. Discuss the role of the components of labor passenger, the passage, & powers.
10. Use critical thinking to analyze the effectiveness of nursing care measures in meeting the needs of women & their families in labor.
11. Describe common deviations from normal that can occur during the puerperium.
12. Synthesize knowledge of newborn growth & development and immediate care needs with the nursing process.
13. Discuss common gynecological problems.
14. Assess a family for psycho-social influences that might influence the way it responds to childbearing.
15. Assess a couple for anatomic & physiologic readiness for child bearing.
16. Integrate knowledge of pregnancy health assessment with nursing process to achieve quality maternal health nursing care.
17. Assess a woman's health practices & concerns during pregnancy.
18. Use knowledge of high-risk pregnancy to provide quality nursing care.
19. Formulate nursing diagnosis related to health status of pregnancy.
20. Plan nursing care for the woman with an illness during pregnancy (e.g. teaching insulin administration to a woman newly diagnosed with gestational diabetes).
21. Identify areas related to labor & birth that could benefit from additional nursing research.
22. Assess a high-risk newborn in the early neonatal period to determine if the infant has completed a safe transition to extrauterine life.
23. Assess the woman in labor & during birth for deviations from normal labor process.
24. Integrate the knowledge of deviations of normal in labor & birth with nursing process to achieve quality maternal nursing care.

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. Discuss the perspective of maternal health nursing
- A2. Recognize the needs for caring at preconception, antenatal, intranatal, postnatal, in normal or abnormal conditions..
- A3. Identify minor disorder during pregnancy and measures
- A4. Recognize the importance of care related to the mother in all condition
- A5. Describe the mechanism of labor and stages of labor and methods and signs of it
- A6. Identify the common health problems among pregnant women& postpartum & new born infants
- A7. Numerate the health problems in relation to women.

1. B. Subject-specific skills

- B1.Utilize knowledge & comprehensive assessment in caring of the maternal.
- B2..Apply knowledge of antenatal ,intranatal, postnatal ,new born infant's immediate care needs, and nutritional requirements with the nursing process to achieve quality nursing care.
- B3. Apply nursing process to accommodate to the maternal response to illness within

Teaching and Learning Methods

- Demonstrations and re-demonstrations of procedures
- Audio-visual materials and media (projector, slides, posters , FHR Doppler)
- Role play
- Small group work
- Case study
- Worksheets
- Models (Leopold's maneuvers, mechanism of labor, immediate neonate care, breast self examination).
- Video films

Assessment methods

- Quizzes-announced and unannounced
- Case presentation
- Evaluation of clinical performance
- Final oral exam
- Written Examinations
- Written assignments (worksheets, etc.)
- Class attendance and participation

C. Thinking Skills

- C1.Critical thinking
- C2. (Brain storming)
- C3.
- C4.

Teaching and Learning Methods

Recalling .Analysis & critical thinking approach.

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

- D1. Apply the health promotion measures as well as the disease preventive practices on his/her self and significant others as a primary care giver & leader.
- D2. Utilize the critical thinking and problem solving skills when encountered with a health problem
- D3. Work effectively as a health team member while providing mother& newborn care.

D4.

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3		Introduction to maternal & neonatal nursing *Family Concepts *Family centered maternity care *Care for family as part of community. *Preconception	Lecture & 1. Audio-visual materials and media (projector, slides, posters) 2. Role play 3. Small group work in Lab & in hospital 4. Worksheets 5. Models 6. Video films 7. Case study	• Tool assessment (ante, intra, post natal, neonatal assessment case, study & family planning) • Quizzes- (oral and written) • Discussion • CLINICAL PERFORMANCE
2	3		Reproductive system: *Revision of anatomy & physiology of reproductive system (male & female). -Menstrual Cycle -role on androgen -intrauterine development -pubertal development		
3+4	6		-Pregnancy: *Development & physiology of fetus *Normal pregnancy (Physiological & psychological changes) Prenatal care *Nursing care during complications of pregnancy (APH, PIH, GD, UTI, & anemia).		
5+6+7	8		Labor & delivery: *Theories of labor onset. *Signs of labor. *Components of labor. *Stages of labor.		

		<ul style="list-style-type: none"> *Nursing management of each stage of labor. -*Role of the nurse in delivery room. *Infection and pollution prevention & control in the delivery room. *Nursing management during complicated labor & delivery. <p>In labor</p>		
8	3	<p>Obstetrical operation:</p> <ul style="list-style-type: none"> *Nursing care during obstetrical operation (Episiotomy, forceps, C/S & induction & Augmentation of labor) 		
9+10	15	<p>Assessment & management of emergency obstetric conditions.</p> <ul style="list-style-type: none"> *Ant partum Hemorrhage *Obstructed labor *Postpartum Hemorrhage *Infections 		
11	6	<p>Puerperium:</p> <ul style="list-style-type: none"> *Physiologic & physiological changes during Puerperium. *Nursing management during normal Puerperium. *Nursing management during complicated Puerperium (PPH). 		

12. Infrastructure	
Required reading: - CORE TEXTS - COURSE MATERIALS - OTHER	<p>- Pillitteri, A (2010). Maternal and child health nursing, (6th ed.). Philadelphia :</p> <p>-2- Ward Susan L Maternal-child Nursing Care ,optimizing out comes for Mothers,children,&Family.3rd ed., Philadelphia :FA Davis Company 2009:</p> <p>-3-Durham Roberta F; Chapman Linda : Maternal- Newborn Nursing, The Critical Components of Nursing Care3rd ed Philadelphia :FA Davis Company F. A. Davis Company 2014</p>
Special requirements (include for example workshops, periodicals, IT software, websites)	IT software
Community-based facilities (include for example, guest Lectures , internship , field studies)	<p>1- Pillitteri Adele.,Maternal & child Health Nursing Care of the childbearing & childrearing Family,6thed.,New York:Walnut Street,Philadelphia,2009</p> <p>2- www.google.com (nursing + topic).</p> <p>3- www.maternitywise.org.</p> <p>4- www.makewayforbaby.com.</p> <p>5- http://health.yahoo.com</p>

13. Admissions	
Pre-requisites	
Minimum number of students	35
Maximum number of students	70



Instructor :Dr.Wafaa ahmed ameen

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

1. Teaching Institution	College of Nursing
2. University Department/Centre	University of Babylon
3. Course title/code	Community Health Nursing / NUR 403
4. Programme(s) to which it contributes	Nursing
5. Modes of Attendance offered	Online
6. Semester/Year	2
7. Number of hours tuition (total)	2 hours weekly
8. Date of production/revision of this Specification	
9. Aims of the Course:	
At the end of the course the student will be able to:	
<ul style="list-style-type: none">Understand the professional nursing practice.	

- Interpret socialization issues to professional nursing
- Discuss the client's individual, family, and community systems
- Identify the ethical dimension of nursing and health care
- Understand concepts of change, complexity, and chaos
- Apply the computer science in nursing practice
- Predict the future perspectives in nursing
- Realize different models related to nursing practice
- Use nursing models in solving nursing problems.
- Apply health teaching in nursing practice



10- Learning Outcomes, Teaching ,Learning and Assessment Method

- A- Knowledge and Understanding

- A1. Nursing as a profession

- A2. Issues in socialization

- A3. Systems theory and the individual

A4. Subject matters of ethics

A5. Computer in health care delivery and nursing

A6. Concept of change

- B. Subject-specific skills

- B1. Characteristics of a profession skills

B2. Professional socialization

B3. Application of ethics to nursing practice

Teaching and Learning Methods

Whiteboard, videos , electronic and slides presentation, and Handout

Assessment methods

One course assignment as application of steps of organized nursing issues paper

C. Thinking Skills

C1. Short answer quiz

C2. Group discussion

C3.

C4.

Teaching and Learning Methods

Lecture, discussion, Groups work and daily assignments

Assessment methods

2 unit examinations and daily discussion as well as attendance evaluation

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

D1.

D2.

D3.

D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		Professional nursing practice	Lecture, discussion	discussion
2	2		Socialization to professional nursing		
3	2		Client systems		
4	2		Ethical dimensions of nursing and health care		
5	2		Computer science in nursing practice		
6	2		Change, complexity and chaos		
7	2		Future perspectives		

12. Infrastructure

Required reading: CORE TEXTS COURSE MATERIALS OTHER	Creasia, J and Parker B, <u>Conceptual Foundations of Professional Nursing Practice</u> , 2 nd ed., Mosby, New York, 1996 Oermann, Marilyn H., <u>Professional Nursing Practice</u> , 10 th ed., New York, Appleton & Lange, 1997. Stanfield, S. Peggy, <u>Introduction to the Health Profession</u> , 4 th ed. and Bartlett Publisher, 2002.
Special requirements (include for example workshops, periodicals, IT software, websites)	IT software
Community-based facilities (include for example, guest Lectures, internship, field studies)	Lectures

13. Admissions

Pre-requisites	Nursing specialties courses
Minimum number of students	50

نموذج وصف المقرر

وصف المقرر

يوفر وصف المقرر هذا إيجازاً مقتضياً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهاً عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ولابد من الربط بينها وبين وصف البرنامج.

١. المؤسسة التعليمية	جامعة بابل / كلية التربية
٢. القسم العلمي / المركز	قسم العلوم الطبيعية الأساسية
٣. اسم / رمز المقرر	تثري
٤. أشكال الحضور المتاحة	
٥. الفصل / السنة	الفصل الأول
٦. عدد الساعات الدراسية (الكلية)	
٧. تاريخ إعداد هذا الوصف	
٨. أهداف المقرر	
٩. دراسة الأجهزة المختلفة من جسم الإنسان وعرفه تركيب هذه الأجهزة	
١٠. دراسة وعرفه جميع الأجزاء المختلفة من جسم الإنسان وعرفها تركيبها	
١١. تعرف على كل الأنظمة وعرفها التركيبات الوظيفية وخصائصها	
١٢. التعرف على كيفية وخصائص الأجزاء الوظيفية لجسم الإنسان عملية	

١٠. مخرجات المقرر وطرائق التعليم والتعلم والتقييم

أ. الأهداف المعرفية

- ١- معرفة الأجهزة المختلفة من جسم الإنسان
- ٢- معرفة مكونات كل جهاز من أجهزة الجسم
- ٣- تسمية المكونات الحقيقية التركيبية لكل مكون من أجهزة الجسم المختلفة
- ٤- الربط بين تركيبها ووظيفتها
- ٥- معرفة الأجزاء من وجود تلك في التركيب لأي جزء من أجزاء جسم
- ٦- الاستنتاجات

ب. الأهداف المهاراتية الخاصة بالمقرر

- ١- تدريب الطلاب على تسمية وتسمية الأجزاء الحقيقية من جسم الإنسان
- ٢- الربط بين التركيب والوظيفة
- ٣- تدريب الطلاب على معرفة الأجزاء المنقودة في النماذج الجاهزة
- ٤- تدريب الطلاب على معرفة الأجزاء المنقودة في النماذج الجاهزة

طرائق التعليم والتعلم

- استخدام طرق حديثة ومستوى في التعليم
- استعمال الوسائل الإلكترونية في التعليم
- الاعتماد على مصادر حديثة في التعليم
- استخدام طريقة السؤال والجواب وطرق الحوار لفتح المجال لترسيخ المعلومة
- طرائق التقييم في ذهن الطالب

الامتحانات اليومية الامتحانات الشهرية التقارير المستندات

ج. الأهداف الوجدانية والقيمية

- ١- مهارات التفكير
- ٢- مهارات التركيب والتجميع والتدليل
- ٣- مهارات التركيب والتجميع والتدليل
- ٤- مهارات التركيب والتجميع والتدليل

طرائق التعليم والتعلم

طرائق التقييم

1st theory exam	15 %
2nd theory exam	15 %
1st Lab exam	10 %
2nd Lab exam	10 %

Final theory exam	30 %
Final Lab exam	20 %

المجموع
100
total

المهارات العامة والتأهيلية المنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي).

- ١٥- مهارات ومعارف المعلوماتية
- ٢٥- مهارات الإسعاف
- ٣٥- مهارات الإجابة والوقت في الإجابة
- ٤٥- مهارات عقل السريعة وتنويعها .

١١. بنية المقرر

الأسبوع	الماتحت	مخرجات التعلم المطلوبة	اسم الوحدة / أو الموضوع	طريقة التعليم	طريقة التقييم
الاول		Definition of anatomy and its related	الاساس		
الثاني		anatomy of Digestive system	الاساس		
الثالث		anatomy of Respiratory system	الاساس		
الرابع		anatomy of muscular system	الاساس		
الخامس		anatomy of nerve system	الاساس		
السادس		anatomy of cardiovascular system	الاساس		
السابع		First exam			
					Second exam

١٢. البنية التحتية

١. الكتب المقررة المطلوبة	understanding of anatomy and physiology Anatomy & physiology of nursing
٢. المراجع الرئيسية (المصادر)	Text book of medical anatomy & physiology
٣. الكتب والمراجع التي يوصى بها (المجلات العلمية، التقارير،)	Fundamentals of anatomy and physiology 5th ed. Fundamentals of anatomy and physiology 6th ed.
ب. المراجع الالكترونية، مواقع الانترنت	

١٣. خطة تطوير المقرر الدراسي

٢٠٢١ - د. نبول إبراهيم حسن

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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1. Teaching Institution	University of Babylon
2. University Department/Centre	College of Nursing
3. Course title/code	206 / HPR 405
4. Modes of Attendance offered	Electronic
5. Semester/Year	Annual / 2
6. Number of hours tuition (total)	
7. Date of production/revision of this specification	
8. Aims of the Course:	
<p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • Identify Concepts, principles and definitions of health and health promotion. • Apply approaches to health promotion and diseases prevention. • Differentiate health promotion from Health Protection. • Overview models of health and illness. • Discuss health promotion Model • Understand levels of measurement of health and health promotion. • Perform the nurse's Role in health promotion. 	

9. Teaching, Learning and Assessment Method

Teaching and Learning Methods

Learning Resources:

- Blackboard, overhead Projector, and handouts.

Teaching / Learning Strategies:

- Lecture, Role Playing, Seminar, group discussion, clinical practice.

Assessment methods

Students Evaluation:

1 st theory exam.	30 %
Clinical skills & performance	10 %
Clinical reports	10%
Final theory exam	50%
Total	100%

10. Infrastructure

1. Books Required reading:

- Wills, J. (2014). Fundamentals of Health Promotion for Nurses. (p. 377).

2. Main references-(sources)

- There is no specific course

A- Recommended books and references (scientific journals, reports,...).

- Smith, J. E., & Rector, C. (2013). School-age children and adolescents. In Community and Public Health Nursing: Promoting the Public's Health (pp. 699–752). <https://doi.org/10.1044/0161-1461.2604.320>
- Wills, J. (2014). Fundamentals of Health Promotion for Nurses. (p. 377).
- Mamedov, Y. D., Garaev, G. S., Korkmazov, B. M., & Mirzabekova, F. I. (1988). Effect of a terrilytin-nicotinic acid mixture on the structural and functional state of the myocardium in experimental ischemia. In Bulletin of Experimental Biology and Medicine (Vol. 105, Issue 5, pp. 740–742). <https://doi.org/10.1007/BF00841552>

	<ul style="list-style-type: none"> • Allender, J. and Spradley, B., Community Health Nursing Concepts and practice, 5th ed., New York, Lippincott, 2001. • Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2004.
B-Electronic references, Internet sites,...	<ul style="list-style-type: none"> • Only research and articles published in accredited international journals
<p>12. The development of the curriculum plan:</p> <p>Adding new vocabulary that serves the learner in his professional life and his societal culture in aspects related to psychological and mental health</p>	

Name: Dr. Naji Yasser

Signature:

Certification: Ph.D

Course Title: Health Promotion

Placement: Fourth year

Instructors:

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

1. Teaching Institution	University of Babylon
2. University Department/Centre	College of Nursing
3. Course title/code	306 / NVR 408
4. Modes of Attendance offered	Attendance
5. Semester/Year	Annual / 1
6. Number of hours tuition (total)	9
7. Date of production/revision of this specification	

8. Aims of the Course:

Course Goals:

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

- Discuss the trends, foundations, and concepts of mental health nursing.
- Identify the community-based nursing care (mental health promotion and mental illness prevention).
- Describe the ethical and legal issues in nursing.
- Identify the mental health nursing theories.
- Implement therapeutic communication and interpersonal relationship.
- Apply the nursing process in providing the nursing care for the client.
- Identify and assist in providing special treatment modalities.
- Describe different types of psychiatric disorders.
- Recognize client behaviors and problems.
- Assess the mental health status of client.
- Change the student's attitudes toward mental health and mental illness.
- Appraise the nurse's role in the community mental health nursing.

9. Teaching, Learning and Assessment Method

Teaching and Learning Methods

Learning Resources:

- Whiteboard, mobile app, overhead projector, posters, handouts, video-films, Psychiatric clinics and Psychiatric teaching hospitals.

Teaching / Learning Strategies:

- Lectures, small group's discussion, role playing, games, demonstration, writing reports, case study

Assessment methods

Students Evaluation:

1 st theory Exam.	10%
2 nd theory Exam.	10%
Clinical evaluation	15%
Seminars	10%
Reports	10%
Quizzes	5%
Final theory Exam.	20%
Final Clinical Exam.	20%
<hr/>	
Total	100%

10. Infrastructure

1. Books Required reading:

- Videbeck, S. (2020). Psychiatric-mental health nursing. Lippincott Williams & Wilkins.

2. Main references (sources)

- There is no specific course

A- Recommended books and references (scientific journals, reports...).

- Videbeck, S. (2020). Psychiatric-mental health nursing. Lippincott Williams & Wilkins.
- Gorman, L. M., & Anwar, R. (2017). Neeb's Fundamentals of Mental Health Nursing. FA Davis.
- Psychiatric mental Health Nursing, Shila L. Videbek, 2018.
- Neeb's Fundamentals of Mental Health Nursing 2014.

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

- | | |
|------------------------------------------------------|--------------------------------|
| 1. Teaching Institution | University of Babylon |
| 2. University Department/Centre | Basic medical sciences branch |
| 3. Course title/code | physiology |
| 4. Programme(s) to which it contributes | Blended Learning System (both) |
| 5. Modes of Attendance offered | |
| 6. Semester/Year | second semester |
| 7. Number of hours tuition (total) | 5hr |
| 8. Date of production/revision of this specification | |
| 9. Aims of the Course | |

This course is designed to provide the nursing student with basic theoretical and practical knowledge in physiology. Therefore, he would be aware of physiology aimed to study the functions of different parts in the human body

Course Goals:

At the end of the course the student will be able to study the body organs functions and the cellular compartment by the connection between the causes and effect by the training student practically on several physiological techniques

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

1. Gain up-to-date information
2. Handling of clinical samples
3. Handling different clinical samples

B. Subject-specific skills

1. Diagnosis of disease states
2. Handling of clinical samples

Teaching and Learning Methods

Use of different speaking learning methods electronic conversation sources, question and answer and methods of dialog

Assessment methods

Exams, quizzes, and seminars

C. Thinking Skills

1. Thinking skills
2. Assembly, assembly and analysis st

Teaching and Learning Methods

Assessment methods

1st theory exam.	15 %
2nd theory exam.	15 %
Lab. activities.	20 %
Final theory exam.	30 %
Final exam. lab	20 %

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

Transferred general and qualification skills (other skills related to employability and personal development).

Information delivery skills

Examination skills

Creativity skills

Answering skills

Personal strength skills

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	5		basic principles of physiology	lab Biological safety	
2	5		cells and cellular compartments	introduction to microscope	
3	5		blood	Blood withdrawal	
4	5		cardiovascular system	blood group	
5	5		muscular system	bleeding time	
6	5		piratory system	clotting time	
7	5		digestive system	hemoglobin test	
8	5		urinary system	urine analysis	
9	5		endocrine system	RBCs count	
10	5		first exam	first exam	
11	5		nervous system	WBCs count	
12	5		male reproductive system	differential blood count	
13	5		female reproductive system	platelet count	
14	5		lymphatic system	packed cell volume estimation	
15	5		Second exam	Second exam	

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

fundamental of anatomy and physiology
anatomy and physiology of nursing

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

13. Admissions	
Pre-requisites	According to the middle school average
Minimum number of students	
Maximum number of students	



Assist.Prof.Dr.Israa Harjan Mohsen

د. محمد قاسم
مادة رنة 1

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

1. Teaching Institution	College of Nursing
2. University Department/Centre	Babylon University
3. Course title/code	Infant, Child & Adolescents health Nursing/307
4. Programme(s) to which it contributes	BS.c
5. Modes of Attendance offered	Meet Attendance
6. Semester/Year	2 nd Semester/
7. Number of hours tuition (total)	Total : (12) hours weekly of (15) weeks: Theory (3) hrs. Clinical(9) hrs.
8. Date of production/revision of this specification	
9. Aims of the Course	<ol style="list-style-type: none">1. Discuss the perspective of child health nursing.2. Recognize the need for play in caring for sick children as well as healthy children.3. Identify hazards related to accidents in childhood and the preventive measures4. Recognize the importance of disaster care related to the child.5. Describe the major methods of pain assessment and management in children6. Identify the common health problems among new born infants and different children's age groups.7. Discuss the health problems in relation to body system.

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

1. Apply the health promotion measures as well as the disease preventive practices on his/her self and significant others as a primary care giver & leader.
2. Utilize the critical thinking and problem solving skills when encountered with a health problem
3. Work effectively as a health team member while providing newborn and child care.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3h		1 Part 1: Introduction to Child Health Nursing. □ Perspectives of Pediatric Nursing □ Communication with children □ Immunization & immunity		
2	3h		Health assessment of the child		
3	3h		Part 2. Newborn Care • Immediate newborn care • High risk neonate according to (gestational age, birth weight) • Birth injuries (cerebral palsy, facial paralysis, cephalohematoma, brachial plexus, caput succedaneum		
4&5	3h		Part 3: Child with Respiratory dysfunctions: • Upper Airway Infections (common cold, tonsillitis, otitis media) • Lower Airway Infections (pneumonia, asthma, bronchitis, bronchiolitis)		
6&7	3h		Part 4. Child with Genitourinary dysfunction: Urinary tract infection, nephritic syndrome, Glomerulonephritis,		

Community-based facilities (include for example, guest Lectures , internship , field studies)	
--------------------------------------------------------------------------------------------------------	--

13. Admissions	
Pre-requisites	
Minimum number of students	90
Maximum number of students	120

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PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW:
PROGRAMME REVIEW

This Programme Specification provides a concise summary of the main features of the programme 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 is supported by a specification for each course that contributes to the programmed.

Date of production/revision of this specification

1. Teaching Institution	University of Babylon
2. University Department/Centre	College of nursing \ basic and medical sciences
3. Programme Title	microbiology
4. Title of Final Award	Blended Learning System (both(
5. Modes of Attendance offered	
6. Accreditation	4 hr.
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programmed	
<p>Course Description: this course is designed to provide the nursing student with basic theoretical and practical knowledge in microbiology. Therefore, he would be aware of the activities of microbial world in the clinical areas and his daily living, and acquires a scientific approach to control infection.</p> <p>Course Goals: At the end of the course the student will be able to:</p>	

- Review the historical development of microbiology.
- Recognize types of microorganisms that cause infectious diseases.
- Interpret diagnostic methods and laboratory findings to make the ultimate diagnosis.
- Describe types of parasites, their structures, figures, hosts, lifecycle, pathogenic effects, methods of diagnostic and treatment.
- Understand principles and methods of sterilization relative to nursing care.
- Use the microscope efficiently
- Demonstrate slide preparation processes.
- The principles of chemotherapy through the use of appropriate antimicrobial agents and laboratory techniques
- Collect clinical specimens and disposal of contaminated materials.
- Elaborate kinds of body defense against infection.
- Discuss types of body immunity.

9. Learning Outcomes, Teaching, Learning and Assessment Methods

A: Knowledge and Understanding

1. Gain up-to-date information
2. Handling of clinical samples
3. Handling different clinical samples

B Subject-specific skills

1. Diagnosis of disease states
2. Handling of clinical samples

C: Teaching and Learning Methods

Use of different speaking learning methods And electronic conversation sources, question and answer and methods of dialogue

Assessment methods

Exams, quizzes, and seminars

1. Thinking Skills
2. Thinking skills
3. Assembly, assembly and analysis skills

Teaching and Learning Methods

Blended Learning System (both physical and electronic)

Evaluation methods

• 1 st theory exam.	15 %
• 2 nd theory exam.	15 %
• Lab. activities.	20 %
• Final theory exam.	30 %
• Final exam. lab	20 %
<hr/>	
Total	100 %

Assessment methods

1. Transferred general and qualification skills (other skills related to employability and personal development).
2. Information delivery skills
3. Examination skills
4. Creativity skills
5. Answering skills
6. Personal strength skills

Level/Year	Course or Module Code	Course or Module Title	Credit rating	Awards and Credits
17-4-2022	both	Introduction to fungi	4 h	Bachelor Degree Requires (45) credits
24-4-2022	both	Dermal and subdermal fungi	4 h	
8-5-2022	both	Systematic fungi	4 h	
15-5-2022	both	Nosocomial infection	4 h	
19-5-2022	both	Second exam	4 h	

13. Personal Development Planning

The curriculum is divided into two years

14. Admission criteria :

According to the middle school averages

15. Key sources of information about the programme

Microbiology for Nurses

Prof.Dr. Nada Khazal Kadhim Hindi, 2018



Assist. Prof. Dr. Hiba Jasim Hamza

C.C.C / 2 / 14

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

1. Teaching Institution

College of Nursing

2. University Department/Centre

University of Babylon

3. Course title/code

Community Health Nursing / NUR 403

4. Programme(s) to which it contributes

Nursing

5. Modes of Attendance offered

Online

6. Semester/Year

2

7. Number of hours tuition (total)

2 hours weekly

8. Date of production/revision of this Specification

9. Aims of the Course:

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

- Understand the professional nursing practice.
- Interpret socialization issues to professional nursing
- Discuss the client's individual, family, and community systems
- Identify the ethical dimension of nursing and health care.
- Understand concepts of change, complexity, and chaos
- Apply the computer science in nursing practice
- Predict the future perspectives in nursing
- Realize different models related to nursing practice.
- Use nursing models in solving nursing problems.
- Apply health teaching in nursing practice

10. Learning Outcomes, Teaching ,Learning and Assessment Method

- A- Knowledge and Understanding
- A1. Nursing as a profession
- A2. Issues in socialization
- A3. Systems theory and the individual
- A4. Subject matters of ethics
- A5. Computer in health care delivery and nursing
- A6. Concept of change

- B. Subject-specific skills
- B1. Characteristics of a profession skills
- B2. Professional socialization
- B3. Application of ethics to nursing practice

Teaching and Learning Methods

Whiteboard, videos , electronic and slides presentation, and Handout

Assessment methods

One course assignment as application of steps of organized nursing issues paper

- C. Thinking Skills
- C1. Short answer quiz
- C2. Group discussion
- C3.
- C4.

Teaching and Learning Methods

Lecture, discussion, Groups work and daily assignments

Assessment methods

2 unit examinations and daily discussion as well as attendance evaluation

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

D1.

D2.

D3.

D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		Professional nursing practice	Lecture, discussion	discussion
2	2		Socialization to professional nursing		
3	2		Client systems		
4	2		Ethical dimensions of nursing and health care		
5	2		Computer science in nursing practice		
6	2		Change, complexity and chaos		
7	2		Future perspectives		

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Creasia, J and Parker B, <i>Conceptual Foundations of Profession Nursing Practice</i> , 2 nd ed., Mosby, New York, 1996 Oermann, Marilyn H., <i>Professional Nursing Practice</i> , 10 th ed., New York, Appleton & Lange, 1997. Stanfield, S. Peggy, <i>Introduction to the Health Profession</i> , 4 th ed. and Bartlett Publisher, 2002.
Special requirements (include for example workshops, periodicals, IT software, websites)	IT software
Community-based facilities (include for example, guest Lectures, internship, field studies)	Lectures

13. Admissions

Pre-requisites	Nursing specialties courses
Minimum number of students	50

PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW:
PROGRAMME REVIEW

This Programme Specification provides a concise summary of the main features of the programme 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 is supported by a specification for each course that contributes to the programmed.

Date of production/revision of this specification

1. Teaching Institution	University of Babylon
2. University Department/Centre	College of nursing \ basic and medical sciences
3. Programme Title	microbiology
4. Title of Final Award	Blended Learning System (both)
5. Modes of Attendance offered	
6. Accreditation	4 hr.
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programmed	
Course Description: this course is designed to provide the nursing student with basic theoretical and practical knowledge in microbiology. Therefore, he would be aware of the activities of microbial world in the clinical areas and his daily living, and acquires a scientific approach to control infection.	
Course Goals: At the end of the course the student will be able to:	

- Review the historical development of microbiology.
- Recognize types of microorganisms that cause infectious diseases.
- Interpret diagnostic methods and laboratory findings to make the ultimate diagnosis.
- Describe types of parasites, their structures, figures, hosts, lifecycle, pathogenic effects, methods of diagnostic and treatment.
- Understand principles and methods of sterilization relative to nursing care.
- Use the microscope efficiently
- Demonstrate slide preparation processes.
- The principles of chemotherapy through the use of appropriate antimicrobial agents and laboratory techniques
- Collect clinical specimens and disposal of contaminated materials.
- Elaborate kinds of body defense against infection.
- Discuss types of body immunity.

9. Learning Outcomes, Teaching, Learning and Assessment Methods

A: Knowledge and Understanding

1. Gain up-to-date information
2. Handling of clinical samples
3. Handling different clinical samples

B Subject-specific skills

1. Diagnosis of disease states
2. Handling of clinical samples

C: Teaching and Learning Methods

Use of different speaking learning methods And electronic conversation sources, question and answer and methods of dialogue

Assessment methods

Exams, quizzes, and seminars

1. Thinking Skills
2. Thinking skills
3. Assembly, assembly and analysis skills

Teaching and Learning Methods

Blended Learning System (both physical and electronic)

Evaluation methods

• 1 st theory exam.	15 %
• 2 nd theory exam.	15 %
• Lab. activities.	20 %
• Final theory exam.	30 %
• Final exam, lab	20 %
<hr/>	
Total	100 %

Assessment methods

1. Transferred general and qualification skills (other skills related to employability and personal development).
2. Information delivery skills
3. Examination skills
4. Creativity skills
5. Answering skills
6. Personal strength skills

Level/Year	Course or Module Code	Course or Module Title	Credit rating	Awards and Credits
27-2-2022	both	introduction	4 h	Bachelor Degree Requires (45) credits
6-3-2022	both	protozoa	4 h	
13-3-2022	both	Lishmaina	4 h	
20-3-2022	both	malaria	4 h	
27-3-2022	both	toxoplasma	4 h	
3-4-2022	both	cestoda	4 h	
10-4-2022	both	Trematoda and namatoda	4 h	

13. Personal Development Planning

The curriculum is divided into two years

14. Admission criteria .

According to the middle school averages

15. Key sources of information about the programme

Microbiology for Nurses

Prof.Dr. Nada Khazal Kadhim Hindi, 2018



Prof.Dr. Nada Khazal Kadhim Hindi

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

1. Teaching Institution College of Nursing
2. University Department/Centre University of Babylon
3. Course title/code Maternal & Newborn Nursing
4. Programme(s) to which it contributes Nursing
5. Modes of Attendance offered Online
6. Semester/Year 2
7. Number of hours tuition (total) 2 hours weekly
8. Date of production/revision of this Specification
9. Aims of the Course:

At the end of this course the students will be able to:

- Identify research concepts, purposes, and characteristics of scientific research.
- Search for nursing problem statement.
- List sources of nursing research problem.
- Discuss initial & secondary sources of review of literature.
- Describe types of variables used in nursing research.
- Discuss the types of research design.
- Define the population, sampling & sample.
- Discuss types of sampling techniques (probability & non probability sample).
- Identify the various methods used in data collection.
- Explain the types of statistical procedures (descriptive & inferential tests).
- Analyze, represent & interpret the results.
- Write a study project.

10- Learning Outcomes, Teaching ,Learning and Assessment Method

- A- Knowledge and Understanding
- A1. Basic concepts.
- A2. Purposes of scientific research
- A3. Characteristics of scientific research & research hypothesis

A4.

A5.

A6.

B. Subject-specific skills

B1. Writing review of literature

B2. Sample & sampling

B3. data collection

Teaching and Learning Methods

Whiteboard, Calculators, electronic and slides presentation, and Handout

Assessment methods

One course assignment as application of steps of organized research paper

C. Thinking Skills

C1. Short answer quiz

C2. Group discussion

C3.

C4.

Teaching and Learning Methods

Lecture, discussion, Groups work and daily assignments

Assessment methods

2 unit examinations and daily discussion as well as attendance evaluation

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

- D1.
- D2.
- D3.
- D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		Introduction to scientific research	Lecture, discussion	discussion
2	2		Major steps in scientific research.		
3	2		Research problem & research questions.		
4	2		Review of literature		
5	2		Sample & sampling		
6	2		Research design		
7	2		Measurement & data collection		

12. Infrastructure

<p>Required reading:</p> <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER 	<ul style="list-style-type: none"> · Massey, V., <i>Nursing Research: A Study And Learning Tool</i>, Pennsylvania, Springhouse, 1999. · Nieswiadomy, R., <i>Foundation of Nursing Research</i>, 3rd ed., Stan & Appleton & Lange, 1998. · Polit, Denise F and Cheryl Tatano Beck, <i>Essentials of Nursing Research Methods, Appraised, and Utilization</i>, 6th ed., New York Lippincott Williams & Wilkins, 2005. · Polit, Denise F. and Cheryl Tatano Beck, <i>Nursing Research Principles and Methods</i>, 7th ed., New York Lippincott Williams & Wilkins, 2004. · نجيب، بدعة محمد، <i>البحث العلمي في التمريض: المنهجية والأسلوب</i>، بغداد، جامعة بغداد، وزارة التعليم العالي والبحث العلمي، ١٩٩٠.
Special requirements (include for example workshops, periodicals, IT software, websites)	IT software
Community-based facilities (include for example, guest Lectures, internship, field studies)	field studies

13. Admissions

Pre-requisites	Biostatistics course
Minimum number of students	35
Maximum number of students	70

عادة طرائق البحث
تدريس المادة : ٢٠ ساعة محاضرة

PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

This Programme Specification provides a concise summary of the main features of the programme 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 is supported by a specification for each course that contributes to the programmed.

Date of production/revision of this specification

1. Teaching Institution	University of Babylon
2. University Department/Centre	College of nursing \ basic and medical sciences
3. Programme Title	Nutrition in nursing
4. Title of Final Award	Blended Learning System
5. Modes of Attendance offered	2020-2021
6. Accreditation	2 hr.
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programmed	

Course Description:

This course is designed to study the food nutrients and requirements for an adequate diet for individuals of various age groups. Emphasis is placed on sources of nutrients, their functions, and major relevant public health problems. Dietary guidelines such as: Recommended daily allowances (RDA), tables of food composition and basic food groups are presented and discussed. The course also

covers diet modifications during various illnesses.

Course Goals:

After the Completion of the Course students should be able to:

- Know the fundamental principles of human nutrition.
- Identify the relationship between nutrition and body energy.
- Recognize the specification and functions of different nutritional elements.
- Understand the importance of applied nutrition (curative) as an essential part of the nursing care.
- Assess types of nutrition according to the category of clients.
- Demonstrate ability to understand the nurse role in communicating with clients, family and health team members in different health care delivery system regarding nutritional patterns .

9. Learning Outcomes, Teaching, Learning

A: Knowledge and Understanding

1. Recognize the importance of using nutrition in health promotion and disease prevention .
2. Identify some common problems in the nutritional status of individuals in the Jordan .
3. Identify the major areas of nutritional assessment and functions that influence dietary patterns .
4. Recognize the importance of using nutrition in health promotion and disease prevention .

B Subject-specific skills

1. Discuss the knowledge about the essential nutrient .
2. Discuss methods for controlling body weight .
3. Explore own values in relation to specific health care issues related to nutritional needs.
4. Designs nutritional intervention , used in the treatment of eating disorders .

C: Teaching and Learning Methods

Use of different speaking learning methods

Assessment methods

Exams, quizzes, and seminars

1. Thinking Skills
2. assembly and analysis skills

Teaching and Learning Methods

Blended Learning System

Evaluation methods

• 1 st theory exam.	25 %
• 2 nd theory exam.	25 %
• Lab. activities.	-
• Final theory exam.	50 %
• Final exam. lab	-
<hr/>	
Total	100 %

Assessment methods

1. Transferred general and qualification skills (other skills related to employability and personal development).
2. Information delivery skills
3. Examination skills
4. Creativity skills
5. Answering skills
6. Personal strength skills

Level/Year	Course	Course Title	Credit rating	Awards and Credits
1/3/2022	course	Introduction to nutrition	2 h	Bachelor Degree Requires (45) credits
8/3/2022	course	carbohydrates	2 h	
15/3/2022	course	Lipids	2 h	
22/3/2022	course	Amino acids and protiens	2 h	
29/3/2022	course	vitamins	2 h	
4/4/2022	course	Minerals	2 h	
11/4/2022	course	Water and metabolism	2 h	
18/4/2022	course	Nutrition in lactation	2 h	
25/4/2022	course	Nutrition in pregnancy	2 h	
2/5/2022	course	Nutrition for pre school	2 h	
9/5/2022	course	Antioxidant phytochemicals	2 h	

13. Personal Development Planning
The curriculum is performed in one year.

14 . Admission criteria .

According to the middle school averages

15. Key sources of information about the programme

Assit.Prof.Dr. Ameera Jasim

أ.م.د. أميرة جاسم

PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

This Programme Specification provides a concise summary of the main features of the programme 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 is supported by a specification for each course that contributes to the programme.

Date of production/revision of this specification

1. Teaching Institution	University of Babylon
2. University Department/Centre	College of nursing \ basic and medical sciences
3. Programme Title	Anatomy & Physiology
4. Title of Final Award	Blended Learning System (both)
5. Modes of Attendance offered	
6. Accreditation	8 hr.
7. Other external influences	
8. Date of production/revision of this specification	

9. Aims of the Programmed

Course Description:

This course is designed to provide the nursing student with the basic process of anatomy and physiology. Therefore, he will be familiar with the activities of the clinical fields and his daily life, and acquire a scientific approach to his practical life within the hospitals.

Course Goals:

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

- Review the historical development of anatomy and physiology.
- • Getting to know the different organs of the body, their locations and

functions.

- • Interpretation of diagnostic methods and laboratory results to make the final diagnosis.
- • Description of diseases and the method of diagnosis.
- • Understand the principles and methods of sterilization related to nursing care.
- Use the microscope efficiently
- • Explain the processes of preparing slides.
- • Principles of chemotherapy through the use of appropriate antimicrobial agents and laboratory techniques
- • Collection of clinical samples and disposal of contaminated materials.
- • Develop the body's defenses against infection.
- • Discussing the types of body immunity.

9. Learning Outcomes, Teaching, Learning and Assessment Methods

A: Knowledge and Understanding

1. Gain up-to-date information
2. Handling of clinical samples
3. Handling different clinical samples

B Subject-specific skills

1. Diagnosis of disease states
2. Handling of clinical samples

C: Teaching and learning methods, Use of different conversation learning methods, electronic and in-person conversation resources, manual work, questions and answers, and dialogue methods.

Assessment methods

Exams, quizzes, and seminars

1. Thinking Skills
2. Thinking skills
3. Assembly, assembly and analysis skills

Teaching and Learning Methods

Blended Learning System (both physical and electronic)

Evaluation methods

• Med. Lab. activities.	20 %
• Final exam. lab	20 %

Total	20 %

Assessment methods

1. Transferred general and qualification skills (other skills related to employability and personal development).
2. Information delivery skills
3. Examination skills
4. Creativity skills
5. Answering skills
6. Personal strength skills

Physiology	Course or Module Code	Course or Module Title	Credit rating	Awards and Credits
Level/Year				
6-12-2021	both	introduction	4 h	Bachelor Degree Requires (45) credits
13-12-2021	both	Anatomy and Structure of Human	4 h	
20-12-2021	both	Integumentary System	4 h	
27-12-2021	both	cardiovascular system	4 h	
3-1-2022	both	Bones	4 h	
10-1-2022	both	Muscular System	4 h	
17-1-2022	both	Digestive System	4 h	

<u>Anatomy</u>	Course or Module Code	Course or Module Title	Credit rating	Awards Credits and
Level/Year				
7-3-2022	both	Introduction to Microscope	4 h	Bachelor Degree Requires (45) credits
14-3-2022	both	Physiology and Structure of Human	4 h	
21-3-2022	both	blood collection	4 h	
28-3-2022	both	blood group	4 h	
4-4-2022	both	practical	4 h	
11-4-2022	both	Bleeding time	4 h	
18-4-2022	both	Hypertension and Hypotension	4 h	
2-5-2022	lab	WBCs count	4h	
20-5-22	lab	RBCs count	4h	

13. Personal Development Planning

The curriculum is divided into two years

14. Admission criteria .

According to the middle school averages

15. Key sources of information about the program me

Anatomy& Physiology for Nurses
Dr. Mohammed Ramadhan Abd-Ali

Dr. Mohammed Ramadhan Abd-Ali

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

- | | |
|------------------------------------------------------|--------------------------------|
| 1. Teaching Institution | College of Nursing |
| 2. University Department/Centre | Department of Medical Sciences |
| 3. Course title/code | |
| 4. Programme(s) to which it contributes | |
| 5. Modes of Attendance offered | |
| 6. Semester/Year | |
| 7. Number of hours tuition (total) | 30 hours |
| 8. Date of production/revision of this specification | |
| 9. Aims of the Course | |

Learn the descriptive statistics <
Collection of data

Organizing of data
Summarizing of data
Presenting of data
Statistical Inference
Test of Hypotheses

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. Learn n the Variable (1,2)
- A2. Learn n the Population
- A3. Learn n the Sample
- A4. Learn n the Tabular presentation
- A5. Central Tendency
- A6 .

B. Subject-specific skills

- B1. . Learn n the Central Tendency
- B2. the Sample designs
- B3. T test.

Teaching and Learning Methods

Lecture

Discussion

Problem and Solution Method

Assessment methods

Personal evaluation

Final evaluation

C. Thinking Skills

- C1. Skills
- Collection of data
- C2. Organizing of data
- C3. Presenting of data
- C4.

Teaching and Learning Methods

Assessment methods

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

D1.

D2.

D3.

D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
Histogram	2			Lecture	
Central tendency	2			Lecture	
testing	2			Discussion	
Analysis of variance	2			Discussion	
Goodness of fit	2			Lecture	

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Introduction to statistics statistics
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	Spss and Excel
Minimum number of students	
Maximum number of students	50



Follow Up of Course Syllabus Implementation

Course Title	Infant, Child & Adolescents health Nursing
Course Instructor	Dr. Nuhad Al Doori, Dr. Abdul mahdi . Hasan
E-mail	Nur.nuhad.mohammed@uobabylon.edu.iq
Title	Assistant prof.
Course Coordinator	Dr. Nuhad Al Doori, PhD. In child health nursing
Course Objective	<ol style="list-style-type: none"> 1. Discuss the perspective of child health nursing. 2. Recognize the need for play in caring for sick children as well as healthy children. 3. Identify hazards related to accidents in childhood and the preventive measures 4. Recognize the importance of disaster care related to the child. 5. Describe the major methods of pain assessment and management in children 6. Identify the common health problems among new born infants and different children's age groups. 7. Discuss the health problems in relation to body system.

Course Description This course is designed to assist the 3rd year students to acquire the basic knowledge, concepts and understanding of the health problems associated with stages of growth and development (age-related concerns) and provides the opportunity to the students to deal with normal and sick child and adolescent.

Textbook
1- Wongs, Essential Of Pediatric Nursing, 9th ed., Oklahoma: by Marilyn J. Hockenberry, David Wilson, St. Louis: Mosby 2015
2- Ward Susan L Maternal-child Nursing Care ,optimizing out comes for Mothers, children, & Family, 3rd ed., Philadelphia :FA Davis Company 2012

Course Assessments	Term Tests	Clinical	Quizzes	Project	Final
	20%	20%	10%	10%	40%

Course Calendar: Total of (9) hours weekly of (15) weeks: Theory (3) hrs. Clinical (6) hrs.

General Notes

Course Weekly Outline

Week	Date	Topics Covered	Lab/ Clinical Assignments	Notes
First semester				
1.	October 2 nd , 2020	Unit 1: - Introduction - Caring of healthy child - Historical glance throughout various civilizations • Child's rights • Pediatric nursing role	Orientation to the clinical area.	
2.	October 9 th , 2020	• Unit 1 Newborn & family Immediate Adjustment & Health Promotion. •	Orientation to the course - Nursing Report - caring of healthy child - Physical Assessment	
3	October 16 th , 2020	• Unit 2: Physiologic transition to extra- uterine life.	Demonstration for patient assessment: -Taking history. - Physical exam -Mental status examination.	
4	October 23 rd , 2020	Unit 3: Caring of high risk babies - Premature and post mature baby • -Seminar related subjects	- Specific pediatric Procedures	
5	October 30 th , 2020	Unit 4: Nursing care of respiratory Problems : Upper & Lower • -Seminar related subjects	Different hospital units- Pediatric Nursing procedures - Physical Assessment - Small group discussion - Nursing daily notes	
6	November 6 th , 2020	• Unit 5: Medical Digestive system Diseases and Its nursing care	Physical Assessment	

			<ul style="list-style-type: none"> - Small group discussion - Nursing daily notes 	
7	November 13 th , 2020	Unit 6: - Malnutrition diseases and Its nursing care -Seminar related subjects	<ul style="list-style-type: none"> - Case study Clinical practice in the psychiatric female unit	
8	November 20 th , 2020	Unit 7: Disease of urinary system and nursing care	Premature Unit , & Different hospital units <ul style="list-style-type: none"> -Nursing report - Case study - Assignments - Nursing daily notes - Physical Assessment 	
9	November 27 th , 2020	Unit 7: - Congenital anomalies of genitourinary system -Seminar related subjects	<ul style="list-style-type: none"> - Small group discussion 	
10	December 4 th , 2020	Unit 7: Congenital anomalies of circulatory system and Its nursing care • -Seminar related subjects	Medical Unit ,surgical & blood diseases units <ul style="list-style-type: none"> - Nursing report - Case study - Assignments - Nursing daily notes -Reports (surgical) 	
11	December 11 th , 2020	Congenital anomalies of circulatory system and Its nursing care -Seminar related subjects care Unit 8: Blood diseases and It's	Medical Unit, NICU & surgical unit <ul style="list-style-type: none"> -Nursing procedures - Physical Assessment 	



		(Thalassemia, nursing care, • -Seminar related subjects	- Small group discussion - Nursing daily notes	
12	December 18 th , 2020	Sickle-cell anemia, Hemophilia)	Blood diseases unit Medical Unit, NICU & surgical unit	
13	December 25 th , 2020	Unit 10: Diseases of neurological system and Its nursing care • -Seminar related subjects	Nursing report - Case study - Assignments - Nursing daily notes - Physical Assessment - Small group discussion	
14	January 1 st , 2020	Unit 11: Congenital neurological system	Nursing daily notes - Physical Assessment - Small group discussion	
15	January 8 th , 2020	Final Student Exam		

Instructor Signature:

Dean Signature:



Sociology

1. Course Title: Sociology
2. Course Number: (204)
3. Credit Hours: (2) credits
4. Course Calendar: (2) hours weekly of (15) weeks.
5. Placement: Second years / first semester.
6. Instructors: Staff of Sociology

7. Course Description:

This course provides students with a conceptual framework of sociology and its applications to different aspects of social life. Emphasis is applied on concepts related to rights/ rules issues and interpersonal relationships among health team and between the nurse and clients to enhance the development of positive attitudes towards nurses, health team and clients. It identifies the health and disease in a social context, explores their reflection on different individuals, groups and communities, and determines the role of community in the health services as well. This course enables students to identify, predict, criticize and respond to the health problems of the society.

8. Course Goals:

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

- Understand certain concepts of sociology.
- Identify the components of a society.
- Determine the importance of sociology on the nursing profession.
- Recognize the interpersonal relationships among the health team and between the nurse and clients.
- Determine the rights and roles of clients, nurses, and other health team.
- Develop positive attitude towards clients, nurses and other members of the health team.
- Explore the reflection of health and diseases issues on the social behaviors of individuals, groups and societies.
- Determine the role of the community in the preventive and curative aspects of health services.
- Analyze critically common health problems of the Iraqi society.
- Suggest solutions to the health problems of the society depending on scientific base.

9. Course Outline:





Unit 1: Introduction:

Definition of Medical Sociology (4) hrs

Historical Development of Medical Sociology

Sociology's Contribution to Understanding Health, Healing, And Illness

- Concept, nature, Health and the goals of sociology.
- The relationship between sociology and nursing/ medicine professions.
- Research in sociology.

Unit 2: Theories of sociology. (2) hrs.

Unit 3: Analysis of sociology: (4) hrs.

- Establishment of societies.
- Societal communities.
- The social roles.
- Rights and rules.
- Personality in the social context.

Unit 4: Social problems: (6) hrs.

- The concept of problems and its nature.
- The cause and the effect of social problems on the society.
- Approaches to solve social problems.
- Common social problems affecting individuals physically and psychologically (murder or crime, abduction, family dissociation and divorce).
- The role of community in facing the social problems.

Unit 5: The Family: (4) hrs.

- Family as one of the community organizations.
- The concept of a family.
- Types of families and their problems.
- Health problems facing the family.

Unit 6: Analysis of impulsive behavior and its effect on: (4) hrs.

- Individuals.
- Groups.
- Community.

Unit 7: Interpersonal relationships: (2) hrs.

- Social relationships
- Nurse – client's relationship.
- Nurse – health team relationships.
- Models of the physician – patient relationships

Unit 8: Social alteration: (4) hrs.

- Concept of Social alteration.
- Effect of Social alteration on the individual, group and community.

10. Learning Resources:
Blackboard, Handouts.



11. Teaching/ Learning Strategies:

Lecture, Group discussion, Writing Reports, Brain Storming

12. Students Evaluation:

1 st theory exam.	20%
2 nd theory exam.	20%
Report	5%
Daily Activities	5%
Final exam.	50%

Total	100%
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13. References:

- Major Text book

Weiss.Gregory L,Lonnquist.Lynn E;TheSociology of Health,Healing,and Illness,8^{ed},Boston, 2015,pp.1-6,p.120,p.273

- Minor Text book

المدخل الى علم الاجتماع الحسن احسان مجيد 2005
المدخل الى علم الاجتماع الحسن احسان مجيد 1988

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This course provides the student with the knowledge, skills and attitudes that are essential for effective and comprehensive nursing care for adults in the uncritical medical and surgical illness. The related concepts of path physiology, fundamentals of nursing and pharmacology are integrated.

1. Teaching Institution	AL Hilla universty
2. University Department/Centre	nursing department
3. Course title/code	(402)
4. Modes of Attendance offered	
5. Semester/Year	College requirement
6. Number of hours tuition (total)	5 hours weekly
7. Date of production/revision of this specification	5) hours) hrs
8. Aims of the Course	
Upon completion of this course, the student will be able to:	
<ul style="list-style-type: none">• Explain the difference between nursing management and leadership•• Describe three common type of organizational structure• Discuss selected medical / surgical alterations in adult and old adult patients.• Discuss scientifically based rational for performing selected diagnostic procedures, outcomes and nursing responsibilities.• Explore the different types of nursing services delivery pattern• Apply conflict management strategies in nursing practices• Discuss principles of teaching – learning processes as they relate to the adult / older adult patient.	

9- Learning Outcomes, Teaching ,Learning and Assessment Methode

- A- Cognitive goals ,
- Utilize health assessment skills in determining the physical, psychological, spiritual, and learning needs of adult patients.
- Apply the theoretical concepts, scientific principles in planning care of patients.
- Demonstrate competence in implementing nursing interventions to meet client oriented goals.
- Demonstrate in practice the knowledge of various medical / surgical procedures and nursing intervention involved.

• B. Affective and value goals

- . Participate in teaching patients.
- Demonstrate effective communication with patients, instructor and health team members.
- Describe pre-operative nursing measures of avoiding the risk of infection and the expected post-operative complications.

Teaching and Learning Methods

Teaching / Learning Strategies:

Board, overhead projector, handouts, posters, CD"s, and movies

Assessment methods

1 st theory exam,	7.5%
2 nd theory exam.	7.5%
Quizzes	5 %
Clinical evaluation	40%
Final Exam	20 %
Final clinical exam	20 %
<hr/>	
Total	100%

D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

D1.
D2.
D3.
D4.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3		Professional of nursing (
2	3		Evolution of theories of management :		
3	3		Management strategies in nursing practice		
4	5		Leadership styles		
5	5		Communication in organization		
6	5		Power and conflict management		

11. Infrastructure

1. Books Required reading:	<ul style="list-style-type: none"> • Huber D2010 leadership and management • Tomey A.M 2000 nursing management and leadership (6 th edition)
2. Main references (sources)	<ul style="list-style-type: none"> • Huber D2010 leadership and management • Tomey A.M 2000 nursing management and leadership (6 th edition). •
A- Recommended books and references (scientific journals, reports...).	<ul style="list-style-type: none"> • Huber D2010 leadership and management <p>Tomey A.M 2000 nursing management and leadership (6 th edition)</p>
B-Electronic references, Internet sites...	
12. The development of the curriculum plan	

TEMPLATE FOR COURSE SPECIFICATION

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 programme specification.

1. Teaching Institution	Babylonuniversty
2. University Department/Centre	nursing department
3. Course title/code	(103)
4. Modes of Attendance offered	
5. Semester/Year	College requirement 1.2
6. Number of hours tuition (total)	semester
7. Date of production/revision of this specification	(10) hrs
8. Aims of the Course	
1. Identify the nursing history.	
2. Describe to the profession of nursing, the nurse and his/ her qualifications.	
3. Explain the ethics of nursing profession	
4. Discuss how to deal with members of the health team, patients and individuals in the society.	
5. Identify the basic daily health needs of healthy and sick individuals.	
6. Identify the basic daily health needs of the healthy and sick individuals.	
7. Recognize the role of the nurse in meeting the necessary basic daily health needs of the healthy and sick individuals.	
8. Practice technical skills in some nursing procedures which are considered the introduction to nursing practice.	

9. Learning Outcomes, Teaching ,Learning and Assessment Methode

- A- Cognitive goals , A1. Discuss concepts related to functional health patterns and their utilization in providing nursing care for client.
- Realize the nursing process as a frame work for providing nursing care for a client with selected alterations in function health patterns.
- Recognize the principle underlying all nursing intervention procedures related to providing care to client in adult nursing care.

• B. Affective and value goals

- . Apply a systematic approach of analyzing the patients problems
- Utilize systematic approach in assessing the client health status
- Perform basic nursing skills related to various client conditions.
- Provide a safe & therapeutic environment for client care.
- Utilize principles of medical / surgical asepsis & universal precautions in client care.

Teaching and Learning Methods

Teaching / Learning Strategies:

Lecture, Small Groups, Case based learning, Role Playing Demonstration, Self Training and Clinical training.

Assessment methods

1 st Theoretical exam.	10%
2 nd Theoretical exam.	10%
1 st Lab. exam.	10%
2 nd Lab. exam.	10%
1 st Practical exam.	10%
2 nd Practical exam.	10%
Final Theoretical exam.	20%
Final Lab. exam.	10%
Final Practical exam.	10%

D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

D1.
D2.
D3.
D4.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	4		Nursing Process:		
2	6		Unit 2: Admission, discharge, transfer and referrals		
3	6		Unit 3: Vital signs:		
4	4		Unit 4: Asepsis:		
5	2		Unit 5: Safety and Activity:		
6	4		Unit 7: Medication Administration		

11. Infrastructure

1. Books Required reading:	<ul style="list-style-type: none"> - Helen H: Fundamental of Nursing, caring and clinical judgment, (2008), Saunders company. - Nursing procedures, fourth edition, lippincot Williams and wilkins company. - Perry P: Clinical nursing skills and techniques, fifth edition, (2008), Mosby company.
2. Main references (sources)	<ul style="list-style-type: none"> - Helen H: Fundamental of Nursing, caring and clinical judgment, (2008), Saunders company. - Nursing procedures, fourth edition, lippincot Williams and wilkins company. - Perry P: Clinical nursing skills and techniques, fifth edition, (2008), Mosby company.
A- Recommended books and references (scientific journals, reports...).	<ul style="list-style-type: none"> • Kozier B, Erb, G, Berman A, etal. Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2004. • Kozier B, Erb, G, Berman A, etal. Fundamentals of Nursing, 6th Ed, New York, Pearson Education, 2000. • Timby B., Fundamental Nursing Skill & Concepts, Philadelphia, Lippincott Williams, Wilkins, 2005. • Perry, A. & Potter P.: Clinical Nursing Skills Techniques, 5th ed. London, Mosby, 2002. • Articles related to the different topics from nursing Journals.

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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 programme specification.

1. Teaching Institution	Babylon universty
2. University Department/Centre	nursing department
3. Course title/code	((201))
4. Modes of Attendance offered	
5. Semester/Year	College requirement 2
6. Number of hours tuition (total)	semester
7. Date of production/revision of this specification	(4) hrs
8. Aims of the Course	
<ul style="list-style-type: none">• Describe the components of the heath history.• Apply interviewing skills and techniques to conduct a successful interview.• Evaluate the persons' general health status.• Utilize various tools and techniques to measure and collect information (interview, observing, listening, physical examination, reviewing records and reviewing results of diagnostic test).• Explain the sequence of systematic approach of physical examination of body system.• Demonstrate the basic techniques of physical examination.• Describe the physical examination techniques of inspection, palpation, percussion, and auscultation• Identify common instruments used during physical examination.	

9 Learning Outcomes, Teaching ,Learning and Assessment Methode

- A- Cognitive goals .
- Utilize various tools and techniques to measure and collect information (interview, observing, listening, physical examination, reviewing records and reviewing results of diagnostic test.
- Explain the sequence of systematic approach of physical examination of body system.
 - Demonstrate the basic techniques of physical examination

• B. Affective and value goals

- . Apply a systematic approach of analyzing the patients problems
- Utilize systematic approach in assessing the client health status
- Perform basic nursing skills related to various client conditions.
- Provide a safe & therapeutic environment for client care.
- Utilize principles of medical / surgical asepsis & universal precautions in client care.

Teaching and Learning Methods

Teaching / Learning Strategies:

Lecture, group discussion, spots, demonstration & small lab. groups.

Assessment methods

1 st theory exam.	15%	
2 nd theory exam.	15%	
Lab. exam.	20%	
Final theory exam.	20%	
Final lab exam.	30%	
Total	100%	

D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

D1.

D2.

D3.

D4.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	4		Unit 1: Introductory Overview to Health Assessment: (4) hrs.		
2	2		Unit 2: Physical Examination Techniques:		
3-6	24		Unit 3: Head- to- Toe Physical Examination Guidelines		

11. Infrastructure

1. Books Required reading:

- Fuller Jill & Schaller- Ayers Jennifer, Health Assessment: A Nursing Approach, 2nd ed., Philadelphia, J.B. Lippincott company, 1994.
- Springhouse, New Photo Book Assessing Patients, Springhouse Corporation, 1996.
- Smeltzer, S. C., et.al, Textbook of Medical Surgical Nursing, 10th ed, Philadelphia, Lippincott William and William and Wilkins, 2004.
- Weber Jnet and Jane Kelley, Health Assessment in Nursing, 2nd ed., Philadelphia, Lippincott William & Wilkins, 2003.

2. Main references (sources)

- Fuller Jill & Schaller- Ayers Jennifer, Health Assessment: A Nursing Approach, 2nd ed., Philadelphia, J.B. Lippincott company, 1994.
- Springhouse, New Photo Book Assessing Patients, Springhouse Corporation, 1996.
- Smeltzer, S. C., et.al, Textbook of Medical Surgical Nursing, 10th ed, Philadelphia, Lippincott William and William and Wilkins, 2004.
- Weber Jnet and Jane Kelley, Health Assessment in Nursing, 2nd ed., Philadelphia, Lippincott William & Wilkins, 2003.

<p>A- Recommended books and references (scientific journals, reports...).</p>	<ul style="list-style-type: none"> • Fuller Jill & Schaller- Ayers Jennifer, <u>Health Assessment: A Nursing Approach</u>, 2nd ed., Philadelphia, J.B. Lippincott company, 1994. • Springhouse, <u>New Photo Book Assessing Patients</u>, Springhouse Corporation, 1996. • Smeltzer, S. C., et.al, <u>Textbook of Medical Surgical Nursing</u>, 10th ed, Philadelphia, Lippincott William and William and Wilkins, 2004. • Weber Janet and Jane Kelley, <u>Health Assessment in Nursing</u>, 2nd ed., Philadelphia, Lippincott William & Wilkins, 2003. •
<p>B-Electronic references, Internet sites...</p>	
<p>12. The development of the curriculum plan</p>	