



وزارة التعليم العالي والبحث العلمي

جهاز الإشراف والتقويم العلمي

مديرية ضمان الجودة والاعتماد الأكاديمي

قسم الاعتماد



# جامعة بابل

## كلية التمريض

### وصف البرنامج الأكاديمي

2025

اسم الجامعة: جامعة بابل

الكلية/المعهد: كلية التمريض

القسم العلمي: التمريض

اسم البرنامج الأكاديمي أو المهني: بكالوريوس علوم التمريض

اسم الشهادة النهائية: بكالوريوس علوم التمريض

النظام الأكاديمي: فصلي

تاريخ إعداد الوصف: ٢٠٢٤-٢٠٢٥

تاريخ إكمال الملف: ٢٠٢٤/١١/٢٤



التوقيع  
اسم المعاون العلمي: أ.د. نهاد محمد قاسم  
التاريخ



التوقيع  
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دقق الملف من قبل:

شعبة ضمان الجودة والأداء الجامعي

أسم مدير شعبة ضمان الجودة والأداء الجامعي: م.م. احمد جواد كاظم



التوقيع  
التاريخ



مصادقة السيد العميد



## 1. رؤية البرنامج

تهيئة ممرضين يمتلكون المعرفة والكفاءة ويتمتعون بمهارات التفكير النقدي والاهتمام والتحفيز والحرص والانضباط لتقديم العناية الصحية والاستجابة للاحتياجات المتغيرة للمرضى والمهنة والمجتمع.

## 2. رسالة البرنامج

نسعى جاهدين للحصول على التنوع الأكاديمي وإمكانيات التطوير الإبداعي للطلبة وتأمين الاحتياجات والسياقات لضمان بيئة تفاعلية تعليمية مدعومة، مما يسهم في اكتساب الخريجين لمهارات وكفايات تؤهلهم للعمل في مجالات الاختصاص فضلا عن التعامل بمبدأ الشراكة مع المرضى واسرهم وأعضاء فريق الرعاية الصحية، والعمل على زيادة مستوى الوعي باحتياجات المجتمع من خلال أداء أدوار وأنشطة ومهام متنوعة.

## 3. اهداف البرنامج

بعد إتمام برنامج التمريض، يكون الطالب قادراً على:

١. إظهار المهارات المهنية والقانونية والأخلاقية ضمن نطاق ومعايير ممارسة التمريض.

٢. الانخراط في التواصل والتعاون وتفعيل روح العمل ضمن الفريق الواحد لتحقيق متطلبات العناية والرعاية الشاملة

٣. استخدام المعلومات والتكنولوجيا لتوصيل المعلومات ودعم اتخاذ القرارات وتنظيم رعاية آمنة للمرضى.

## 4. اعتماد البرنامج

هل البرنامج معتمد؟ ومن أي جهة؟ البرنامج قيد الفحص

## 5. الجهات الخارجية

هل يوجد راعٍ للبرنامج ؟ لا

## 6. هيكلية البرنامج

المراجع	النسبة المئوية	الوحدات	عدد الفصول الدراسية	Program Structure
	100%	١٣٨	٨	متطلبات الكلية I
	100%	١٣٨	٨	متطلبات الكلية
	100%	١٣٨	٨	متطلبات الأقسام
	100%	عبور	٣	التدريب الصيفي
كل الفصول أساسية				أخرى

٤. تقديم الرعاية الشمولية ، واكتساب المهارات التي تحترم القيم والمعتقدات الثقافية، لتعزيز الصحة وتقرير المصير والنزاهة والنمو المستمر للبشر.

٥. دمج الممارسة القائمة على الأدلة في الرعاية المتمحورة حول المريض، باستخدام الاجراءات التمريض في مجموعة من البيئات والفئات السكانية.

٦. دمج مبادئ التعليم والتعلم ضمن نطاق ممارسة التمريض المُسجل للوقاية من الأمراض.

٧. استخدام البيانات لمراقبة وتحسين جودة وسلامة رعاية المرضى.

٨. صياغة أحكام سريرية آمنة وفعّالة مسترشدة بالعملية التمريضية، والمنطق السريري، والممارسة القائمة على الأدلة.

\*ملاحظة: هل يتضمن ذلك ملاحظات سواء كانت الفصول الدراسية أساسية أو اختيارية

## 7. وصف البرنامج

Year/Semester	Course No.	Subject	T	L	C	Credit Hours	Course No.	Subject		T	L	C	Credit Hours
<b>First Year Semester-I</b>	NUR101	Fundamental of nursing I	4	6	0	7	<b>First Year Semester-II</b>	NUR108	Fundamental of nursing II	4	0	12	8
	CHM102	Biochemistry	3	2	0	4		PHY109	Physiology for Nurse	3	2	0	4
	ENG103	English Part I	1	0	0	1		ENG110	English Part II	1	0	0	1
	ANT104	Anatomy for Nurse	3	2	0	4		TER111	Medical Terminology	2	0	0	2
	ETH105	Code of Ethics	2	0	0	2		COS112	Computer Science II	0	2	0	1
	COS106	Computer Science I	1	0	0	1		ARE113	Arabic Language for Nursing I	2	0	0	2
	HRD107	Human Rights and Democracy	2	0	0	2							
	<b>Total</b>					<b>21</b>		<b>Total</b>					<b>18</b>
<b>Second Year Semester-I</b>	NUR201	Adult Nursing I	4	0	12	8	<b>Second Year Semester-II</b>	NUR207	Adult Nursing II	4	0	12	8
	PHR202	Pharmacology for Nurses I	2	0	0	2		PAT208	Pathophysiology for Nurse	2	0	0	2
	HAS203	Health Assessment	2	2	0	3		MBL209	Microbiology for Nurses II	2	2	0	3
	MBL204	Microbiology for Nurses I	2	2	0	3		PHR210	Pharmacology for Nurses II	2	0	0	2
	COS205	Computer Science III	0	2	0	1		COS211	Computer Science IV	0	2	0	1
	CRI206	Crimes of the former Ba'ath Party	2	0	0	2		NUR212	Introduction to Nursing II	2	0	0	2
								NUR213	Preceptorship (Summer Training)	0	0	30	Pass/fall
	<b>Total</b>					<b>19</b>		<b>Total</b>					<b>18</b>
<b>Third Year Semester-I</b>	NUR301	Maternal and neonate Nursing	3	2	12	8	<b>Third Year Semester-II</b>	NUR305	Pediatric Nursing	3	2	12	8
	REM302	Research Method in nursing	2	0	0	2		BIO306	Biostatistics	2	0	0	2
	HOS303	Health Sociology	2	0	0	2		HGD307	Human Growth and Development	3	0	6	5
	NUT304	Nutrition and Diet Therapy	2	0	0	2		NUR308	Preceptorship (Summer Training)	0	0	30	Pass/fall
	<b>Total</b>					<b>14</b>		<b>Total</b>					<b>15</b>
<b>Fourth Year Semester-I</b>	NUR401	Community Health Nursing	3	0	12	7	<b>Fourth Year Semester-II</b>	NUR407	Psychiatric and Mental Health Nursing	3	0	12	7
	NUR402	Nursing Management and Leadership	2	0	3	3		NUR408	Critical Care Nursing	2	0	12	6
	NUR403	Professional Perspective and Issue in Nursing	2	0	0	2		HPV409	Health Psychology for Nurses	2	0	0	2
	NUR404	Research Project	0	0	3	1		NUR410	Research Project	0	0	3	1
	NUR405	Health Promotion	2	0	0	2							
	EPI406	Epidemiology	2	0	0	3							
	<b>Total</b>					<b>17</b>		<b>Total</b>					<b>16</b>

Total Credit Hours =138(1 theoretical hours=1 Credit Hours, 2 Laboratory hours=1 credit hours, 3 clinical hours=1 Credit Hours)

التدريب الصيفي : شهر تدريب المرحلة الثانية وشهر تدريب المرحلة الثالثة وبمعدل (٦) ساعات يومياً و (٣٠) ساعة اسبوعياً و (١٢٠) ساعة شهرياً.

## 8. مخرجات البرنامج

### المعرفة

المعرفة	تحديد أفضل الممارسات لإنشاء علاقة رعاية متعاطفة تركز على الشخص أثناء تنفيذ عملية التمريض.
المعرفة و الفهم	التعرف على المحددات الاجتماعية للصحة التي تؤثر على الأفراد والأسر والمجتمعات للمشاركة في إدارة صحة السكان.
الفهم والتحليل	إظهار القدرة على الوصول إلى الدراسات القائمة على الأدلة وتقييمها بشكل نقدي ووصفها لتطبيقها على الممارسة في مجموعة متنوعة من إعدادات ممارسة الرعاية الصحية
الفهم والتحليل	استخدام أنظمة معلومات موثوقة تسهل تقديم الرعاية الآمنة والأخلاقية والمنصفة للمرضى طوال فترة حياتهم.

### المهارات

اتخاذ القرار والتطبيق	باستخدام عملية التمريض والحكم السريري، قم بتطبيق النظرية من التمريض والفنون والعلوم الإنسانية والعلوم الأخرى لتقديم الرعاية للأشخاص في مجموعة متنوعة من بيئات الممارسة
اتخاذ القرارات السريرية والقدرة على وضع الخطط وتنفيذها	باستخدام عملية التمريض بالتزامن مع الحكم السريري، قم بتطبيق النظرية من التمريض والفنون والعلوم الإنسانية وغيرها من العلوم لتقديم الرعاية التمريضية للأشخاص الذين يعانون من مشاكل صحية حادة ومزمنة.
فهم والتعرف على تقنيات الاتصال التي تعزز مشاركة المرضى.	من خلال استخدام التعاطف والرحمة، قم بإنشاء علاقة تركز على الشخص، كأساس لممارسة التمريض في مجموعة متنوعة من الإعدادات.
إعطاء الأولوية لقضايا السلامة والجودة عبر مختلف فئات الرعاية الصحية	تطبيق مبادئ تحسين الجودة التي تتضمن أفضل الممارسات في تقديم الرعاية والمساهمة في ثقافة سلامة المرضى في مجموعة متنوعة من إعدادات ممارسة الرعاية الصحية

التعاون مع أعضاء الفريق المتعدد التخصصات والمرضى والأسر والمجتمعات باستخدام الأدوات والتقنيات الراسخة لتحسين النتائج الصحية.	التواصل
<b>المفاهيم</b>	
<p>١. الانخراط في التفكير الأخلاقي والإجراءات اللازمة لتعزيز المناصرة والتعاون والعدالة الاجتماعية والقيادة كمتخصصين في الرعاية الصحية.</p> <p>إظهار المساءلة عن الذات وممارسة التمريض، بما في ذلك المشاركة المستمرة في التعلم مدى الحياة.</p> <p>تحسين نتائج صحة المرضى من خلال الوصول إلى المعلومات (النظرية والبحثية وغيرها) وتحليلها وتفسيرها على مستوى الفرد/العائلة والمجتمع.</p> <p>٢. استخدام نهج منهجي لتحليل المشكلات الحقيقية أو المحتملة بهدف تطوير حلول مبتكرة واختبارها وتقييمها ضمن مجموعة متنوعة من بيئات الرعاية الصحية.</p> <p>٣. استخدام نظريات/تقنيات التواصل وإظهار التواصل/التعاون مع الزملاء والمجموعات متعددة التخصصات، بما في ذلك استخدام المعلوماتية، لتعزيز العلاقات مع الأفراد/العائلات والمجتمعات.</p> <p>تخطيط و/أو تقديم رعاية متمحورة حول المريض، ومتعاطفة، ومنسقة، تساهم في تحقيق نتائج آمنة وعالية الجودة.</p>	<p>التواصل، الأخلاقيات، التمريض المهني، الممارسة القائمة على الأدلة، التفكير النقدي، إدارة الرعاية</p>
<b>9. استراتيجيات التعليم والتعلم.</b>	
استراتيجيات التعليم والتعلم المستخدمة خلال البرنامج	
١. استراتيجية العصف الذهني	

تُعرف هذه الاستراتيجية أيضًا باسم العصف الذهني، وهي تُحفّز العقل على استكشاف جميع الاتجاهات والاحتمالات المتاحة في جوٍّ من الحرية، بهدف توليد أكبر قدر ممكن من الأفكار والآراء حول مشكلة أو موضوع مُحدد. يلي ذلك جمع الأفكار المُقترحة ومناقشتها.

من الأهداف الرئيسية لاستخدام هذه الطريقة في التدريس:

- تشجيع المتعلمين على المشاركة الفعّالة في المواقف التعليمية.
- تدريب الطلاب على احترام الآراء المُختلفة وتقدير وجهات نظر الآخرين.
- الاستفادة من أفكار ومعارف الآخرين.

#### استراتيجية التعلم المدمج

تُعرف هذه الاستراتيجية أيضًا بالتعلم الاجتماعي، وتتضمن اكتساب الفرد وتعلم استجابات وسلوكيات جديدة في سياق اجتماعي من خلال الملاحظة والانتباه. وهي عمومًا طريقة تدريس توضيحية تستخدم التجارب والأدوات والنماذج.

- استراتيجية العمل الجماعي
- تُعرف هذه الاستراتيجية أيضًا باسم التعلم التعاوني، وتتضمن تقسيم المتعلمين إلى مجموعات صغيرة، تتكون عادةً من ٣ إلى ٤ أعضاء. تُكَلَّف كل مجموعة بمهام محددة أو أهداف مشتركة، ويجب على أعضائها الاعتماد على التعاون (مشاركة المعرفة والمهارات) لإنجاز المهام المطلوبة.
- من أهدافها الرئيسية ما يلي:
- تعزيز التعلم النشط.
- تعزيز تبادل الأفكار (من خلال الحوار) وتشجيع قبول وجهات نظر الآخرين.
- تنمية الشعور بالمسؤولية والتعاون بين المتعلمين.
- بناء علاقات إيجابية بين المتعلمين، قائمة على احترام الآخرين.
- تشجيع التعلم الذاتي.
- ممارسة مهارات حل المشكلات واتخاذ القرارات.

#### ١. استراتيجية المناقشة

تُنسب هذه التقنية القديمة إلى الفيلسوف سقراط، الذي استخدمها لتوجيه وإلهام تلاميذه. ويمكن اعتبارها تطورًا لأساليب التدريس التقليدية، حيث تعتمد على المناقشة من خلال أسئلة تُحفّز دافعية المتعلمين.



• تشجع هذه الاستراتيجية الطلاب على التفكير النقدي، والمشاركة في المناقشات، والتعبير عن آرائهم، وطرح الأسئلة، وتقديم الإجابات، والمشاركة في تحضير الدروس. وتُركز على البحث وجمع المعلومات والتحليل، باتباع الخطوات الرئيسية التالية:

- الإعداد
- المناقشة
- الخاتمة

## 10. طرق التقويم

- يُطبَّق في جميع مراحل البرنامج بشكل عام.
- -أدوات التقييم وأنواعها:
- اختبار منتصف الفصل (نظري وعملي).
- اختبار تكويني (تقييم هيكلي أو تدريجي).
- اختبار نهائي (تقييم إجمالي أو شامل).

## 11. الهيئة التدريسية

### أعضاء هيئة التدريس

الرتبة العلمية		التخصص		المتطلبات/المهارات الخاصة (ان وجدت )		اعداد الهيئة التدريسية	
		عام	خاص			ملاك	محاضر
أستاذ	1	5		Computer Skills	Nursing Skills & Multidisciplinary Skills	6	1
أستاذ مساعد	6	1		Computer Skills	Nursing Skills & Multidisciplinary Skills	٧	-
مدرس	5	13		Computer Skills	Nursing Skills & Multidisciplinary Skills	١٨	-
مدرس مساعد	11	7		Computer Skills	Nursing Skills & Multidisciplinary Skills	١٨	2

## التطوير المهني

### تدريب أعضاء هيئة التدريس الجدد

- إنشاء قاعدة بيانات شاملة لأعضاء هيئة التدريس والموظفين، والمحافظة عليها، مع ضمان تحديثها بانتظام لتعكس أي تغييرات أو تطورات.
- تعزيز المهارات المهنية لجميع موظفي الكلية من خلال تحديد واقتراح الدورات التدريبية وورش العمل ذات الصلة.
- تقييم احتياجات الكلية وأولوياتها البحثية بما يتماشى مع أهدافها الأكاديمية والاستراتيجية.

### تطوير أعضاء هيئة التدريس

- يُمثل التطوير المهني لأعضاء هيئة التدريس والقيادات الأكاديمية أولوية استراتيجية للجامعات، لا سيما في ظل التطورات التكنولوجية والعلمية المتسارعة، والتنوع المتزايد في مصادر المعرفة، وسهولة الوصول إلى المعلومات وتبادلها. ويُعد هذا التركيز على التطوير أمرًا بالغ الأهمية نظرًا للأدوار الأكاديمية والبحثية والمجتمعية المعقدة التي يُتوقع من هؤلاء الأفراد القيام بها.

## 12. شروط القبول

### قواعد القبول:

وضع ضوابط القبول في الكلية أو المعهد، سواءً عن طريق القبول المركزي.

### ٢. معايير الأهلية:

يشترط في المتقدمين أن يكونوا خريجي مدرسة إعدادية، الفرع العلمي أو البيولوجي، أو مدرسة إعدادية للتمريض.

يشترط ألا يقل معدل القبول عن ٩٠٪ للدراسة الصباحية، و ٧٠٪ للدراسة المسائية.

### ٣. المستندات المطلوبة:

يشترط على المتقدمين تقديم المستندات الأصلية وفقاً للشروط المحددة، بما في ذلك كشف درجات المدرسة الإعدادية مع الدرجات، مصدقاً من مديرية التربية والتعليم.

○ يجب تقديم المستندات خلال أسبوع من تاريخ التقديم، وفي حال عدم تقديمها، يُلغى القبول.

13. المصادر العلمية المعتمدة

- أ. كتب الاختصاص
- ب. المنشورات العراقية والعالمية العلمية
- ت. المواقع الالكترونية العلمية المتخصصة

14. خطة تطوير البرنامج

- أ. إجراء تقييمات مستمرة لأداء أعضاء هيئة التدريس، وتنظيم ورش عمل ودورات تدريبية لتعزيز مهاراتهم وكفاءتهم.
- ب. تقييم نتائج تعلم الطلاب وتقديم دعم مُوجه لهم لتحسين أدائهم الأكاديمي والسريري.
- ت. تحديث المناهج الدراسية بانتظام لتتوافق مع متطلبات سوق العمل، بما يضمن تحسين نتائج التعلم وملاءمتها.

Program Skills Outline															
Year/Level	Course Code	Course Name	Basic or optional	Required program Learning outcomes											
				Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First Year First Semester	NUR101	Fundamental of Nursing I	4	✓	✓	✓		✓		✓		✓	✓		✓
	CHM102	Biochemistry	3	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	ENG103	English Part I	1	✓	✓				✓		✓			✓	
	ANT104	Anatomy for Nurse	3	✓			✓								
	ETH105	Code of Ethics	2	✓	✓				✓		✓			✓	
	COS106	Computer Science I	1	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	HUM107	Human Rights and Democracy	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	Total														
First Year Second Semester	NUR108	Fundamental of Nursing II	4	✓	✓	✓		✓		✓		✓	✓		✓
	PHY109	Physiology for Nurse	3	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	ENG110	English Part II	1	✓	✓			✓	✓		✓			✓	
	TER111	Medical Terminology	2	✓	✓		✓	✓							
	COS112	Computer Science II	0	✓	✓			✓	✓		✓			✓	

	ARB113	Arabic Language for Nursing I	2	✓	✓			✓	✓		✓			✓	
	Total														
Second Year First Semester	NUR201	Adult Nursing I	4	✓	✓	✓	✓	✓		✓		✓	✓		✓
	PHR202	Pharmacology for Nurses I	2	✓	✓	✓		✓	✓		✓			✓	
	HAS203	Health Assessment	2	✓	✓		✓	✓		✓		✓	✓		✓
	MBN204	Microbiology for Nurses I	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	COS205	Computer Science III	0	✓				✓	✓	✓	✓	✓	✓	✓	✓
	CDB206	Crimes of the defunct Ba'ath Party	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	Total								✓		✓			✓	
Second Year Second Semester	NUR207	Adult Nursing II	4	✓	✓			✓		✓		✓	✓		✓
	PAT208	Pathophysiology for Nurse	2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	MBN209	Microbiology for Nurses II	2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	PHR210	Pharmacology for Nurses II	2	✓				✓	✓		✓			✓	
	COS211	Computer Science IV	0	✓	✓		✓	✓		✓		✓	✓		✓

	ARB112	Arabic Language for Nursing II	2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	NUR213	Preceptorship (Summer Training)	0	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total								✓		✓			✓	
Third Year First Semester	NUR301	Maternal and Neonate Nursing	3	✓		✓	✓	✓		✓		✓	✓		✓
	RSM302	Research Method in Nursing	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	HOS303	Health Sociology	3	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	NUT304	Nutrition and Diet Therapy	3	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total		13						✓		✓			✓	
Third Year Second Semester	NUR305	Pediatric Nursing	3	✓		✓	✓	✓		✓		✓	✓		✓
	BST306	Biostatistics	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	HGD307	Human Growth and Development	3	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	NUR308	Preceptorship (Summer Training)	0	✓				✓	✓	✓	✓	✓	✓	✓	✓
	Total		15						✓		✓			✓	
Fourth Year First Semester	NUR401	Community Health Nursing	3	✓		✓	✓	✓		✓		✓			✓

	NUR402	Nursing Management and Leadership	2	✓			✓	✓	✓	✓	✓	✓		✓	✓
	NUR403	Professional Perspective and Issue in Nursing	2	✓			✓	✓	✓	✓	✓	✓		✓	✓
	NUR404	Research Project	0	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	HPR405	Health Promotion	2	✓			✓	✓	✓	✓	✓	✓		✓	✓
	Epid406	Epidemiology	2	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
	Total		17						✓		✓			✓	
Fourth Year Second Semester	NUR407	Psychiatric and Mental Health Nursing	3	✓		✓	✓	✓		✓		✓			✓
	NUR408	Critical Care Nursing	2	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	HPN409	Health Psychology for Nurses	2	✓			✓	✓	✓	✓	✓	✓		✓	✓
	NUR410	Research Project	0	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	Total								✓		✓			✓	

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

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



# University of Babylon Faculty of Nursing Academic Program Description

2025



## Academic Program Description Form

**University Name:** University of Babylon

**Faculty/Institute:** College of nursing

**Scientific Department:** Nursing

**Academic or Professional Program Name:** Bachelor of Science in Nursing

**Final Certificate Name:** Bachelor of Science in Nursing

**Academic System:** Semester

**Description Preparation Date:** 2024-2025

**Signature:**

**Dean of College Name:**

Prof. Dr. Khamees Bandar Obaid

**Date:**

**Signature:**

**Scientific Associate Name:**

Prof. Dr. Nuhad Mohemmed Kassim

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

Assistant Lecture. Ahmed Jawad kadhim

**Date:**

**Signature:**



**Approval of the Dean**

### 1. **Program Vision**

To produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive, and well-disciplined responding to the changing needs of the profession, healthcare delivery system, and society.

### 2. **Program Mission**

Students have individual educational needs and unique educational contexts. Therefore we strive to provide academic diversity and creative development possibilities in an interactive and supported setting to aid the acquisition of special concepts and theories. Science is learned in stages, gradually by giving concepts from simple to more complicated. Nursing education is accomplished in partnership with patients, families, and members of the healthcare team. Raising awareness about the needs of the community is accomplished through the use of nurses for a variety of roles, activities, and duties.

### 3. **Program Objectives**

After completion of the Nursing Program, the student is able to:

1. Demonstrate professional, legal, and ethical accountability within the scope and standards of nursing practice.
2. Engage in effective communication and collaboration in intra and inter disciplinary teams across a variety of contexts in the care of multiple patients.
3. Utilize information and technology to communicate information and to support decision making and organization of safe client care.
4. Adapt patient centered care that respects cultural values and beliefs, to promote health, self- determination, integrity and ongoing growth of human beings.
5. Integrate evidence-based practice into patient-centered care, using the nursing process across a range of settings and populations.

6. Incorporate principles of teaching-learning within the registered nurse scope of practice to prevent illness.
7. Use data to monitor and improve the quality and safety of patient care.
8. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.

#### 4. **Program Accreditation**

Does the program have program accreditation? And from which agency?  
No

#### 5. **Other external influences**

Is there a sponsor for the program?  
No

#### 6. **Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	8	138	100%	
College Requirements	8	138	100%	
Department Requirements	8	138	100%	
Summer Training	2	pass	100%	
Other				basic

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

## 7. Program Description

Year/Semester	Course No.	Subject	T	L	C	Credit Hours	Course No.	Subject		T	L	C	Credit Hours
<b>First Year Semester-I</b>	NUR101	Fundamental of nursing I	4	6	0	7	<b>First Year Semester-II</b>	NUR108	Fundamental of nursing II	4	0	12	8
	CHM102	Biochemistry	3	2	0	4		PHY109	Physiology for Nurse	3	2	0	4
	ENG103	English Part I	1	0	0	1		ENG110	English Part II	1	0	0	1
	ANT104	Anatomy for Nurse	3	2	0	4		TER111	Medical Terminology	2	0	0	2
	ETH105	Code of Ethics	2	0	0	2		COS112	Computer Science II	0	2	0	1
	COS106	Computer Science I	1	0	0	1		ARE113	Arabic Language for Nursing I	2	0	0	2
	HRD107	Human Rights and Democracy	2	0	0	2							
	<b>Total</b>					<b>21</b>		<b>Total</b>					<b>18</b>
<b>Second Year Semester-I</b>	NUR201	Adult Nursing I	4	0	12	8	<b>Second Year Semester-II</b>	NUR207	Adult Nursing II	4	0	12	8
	PHR202	Pharmacology for Nurses I	2	0	0	2		PAT208	Pathophysiology for Nurse	2	0	0	2
	HAS203	Health Assessment	2	2	0	3		MBL209	Microbiology for Nurses II	2	2	0	3
	MBL204	Microbiology for Nurses I	2	2	0	3		PHR210	Pharmacology for Nurses II	2	0	0	2
	COS205	Computer Science III	0	2	0	1		COS211	Computer Science IV	0	2	0	1
	CRI206	Crimes of the former Ba'ath Party	2	0	0	2		NUR212	Introduction to Nursing II	2	0	0	2
								NUR213	Preceptorship (Summer Training)	0	0	30	Pass/fall
	<b>Total</b>					<b>19</b>		<b>Total</b>					<b>18</b>
<b>Third Year Semester-I</b>	NUR301	Maternal and neonate Nursing	3	2	12	8	<b>Third Year Semester-II</b>	NUR305	Pediatric Nursing	3	2	12	8
	REM302	Research Method in nursing	2	0	0	2		BIO306	Biostatistics	2	0	0	2
	HOS303	Health Sociology	2	0	0	2		HGD307	Human Growth and Development	3	0	6	5
	NUT304	Nutrition and Diet Therapy	2	0	0	2		NUR308	Preceptorship (Summer Training)	0	0	30	Pass/fall
	<b>Total</b>					<b>14</b>		<b>Total</b>					<b>15</b>
<b>Fourth Year Semester-I</b>	NUR401	Community Health Nursing	3	0	12	7	<b>Fourth Year Semester-II</b>	NUR407	Psychiatric and Mental Health Nursing	3	0	12	7
	NUR402	Nursing Management and Leadership	2	0	3	3		NUR408	Critical Care Nursing	2	0	12	6
	NUR403	Professional Perspective and Issue in Nursing	2	0	0	2		HPV409	Health Psychology for Nurses	2	0	0	2
	NUR404	Research Project	0	0	3	1		NUR410	Research Project	0	0	3	1
	NUR405	Health Promotion	2	0	0	2							
	EPI406	Epidemiology	2	0	0	3							
	<b>Total</b>					<b>17</b>		<b>Total</b>					<b>16</b>

Total Credit Hours =138(1 theoretical hours=1 Credit Hours ,2 Laboratory hours=1 credit hours,3 clinical hours=1 Credit Hours)

التدريب الصيفي : شهر تدريب المرحلة الثانية وشهر تدريب المرحلة الثالثة وبمعدل (٦) ساعات يومياً و (٣٠) ساعة اسبوعياً و(١٢٠) ساعة شهرياً.

## 8. Expected learning outcomes of the program

### Knowledge

Identify best practices to establish a compassionate person-centered care relationship during the implementation of the nursing process.	Knowledge
Recognize the Social Determinants of Health that impact individuals, families, and communities to participate in the management of population health.	Knowledge ,understanding
Demonstrate the ability to access, critically appraise, and describe evidence-based studies for application to practice within a variety of healthcare practice settings	Understanding and analysis
Use reliable information systems that facilitate safe, ethical, and equitable patient care across the lifespan.	Understanding and analysis
<b>Skills</b>	
Using the nursing process and clinical judgment, apply theory from nursing, the arts, humanities, and other sciences to deliver care to persons in a variety of practice settings.	Decision making and application
Using the nursing process in conjunction with clinical judgment, apply theory from nursing, the arts, humanities, and other sciences to deliver nursing care to persons with acute and chronic health concerns.	clinical judgments , ability to put plan with application

Using empathy and compassion, establish a person-centered relationship, as the basis for nursing practice in a variety of settings.	Understanding ,recognize communication techniques that foster patient engagement.
Apply quality improvement principles that incorporate best practices in care delivery and contribute to a culture of patient safety in a variety of healthcare practice settings	Prioritize safety and quality issues across varied healthcare populations
Collaborate with interprofessional team members, patients, families, and communities using established tools and techniques to improve health outcomes.	Communication
<b>Values</b>	
<p>1. Engage in ethical reasoning and actions to promote advocacy, collaboration, social justice, and leadership as healthcare professionals.</p> <p>Demonstrate accountability for self and nursing practice including continuous engagement in life-long learning.</p> <p>Improve patient health outcomes by accessing, analyzing, and interpreting information (theoretical, research, and/or other) at the individual/family and community level.</p> <p>2. Use a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions</p>	Communication, Ethics , Professional Nursing , Evidence Based Practice , Critical Thinking , Manager of Care

<p>within a variety of healthcare settings.</p> <p>3. Use communication theories/techniques and demonstrate communication/collaboration with colleagues, trans disciplinary groups, including the use of informatics, to promote relationships with individuals/families and communities.</p> <p>4. Plan and/or provide patient-centered, empathic, and coordinated care that contributes to safe and high quality outcomes.</p>	
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9. Teaching and Learning Strategies	
The teaching and learning strategies and methods employed in the overall implementation of the program.	
1. Brainstorming Strategy	<p>Also known as brainstorming, this strategy involves stimulating the mind to explore all possible directions and possibilities in an atmosphere of freedom, with the goal of generating as many ideas and opinions as possible on a specific problem or topic. This is followed by the collection and discussion of the proposed ideas.</p> <p>Some of the main objectives of using this method in teaching include:</p> <ul style="list-style-type: none"> <li>• Encouraging learners to actively participate in educational situations.</li> <li>• Training students to respect diverse opinions and appreciate others' viewpoints.</li> <li>• Leveraging the ideas and knowledge of others.</li> </ul>
2. Modeling Learning Strategy	<p>Also referred to as social learning, this strategy involves an individual acquiring and learning new responses and behaviors in a social context</p>

through observation and attention (for example, a child learning a language by listening and imitating). Generally, it is an illustrative teaching method that utilizes experiments, tools, and models. Examples include learning to write and practice calligraphy, mastering ablution, and understanding practical scientific applications like anatomy and electricity.

Note: A comprehensive article on this concept can be found [here](#).

### 3. Teamwork Strategy

Also known as cooperative learning, this strategy involves dividing learners into small groups, typically consisting of 3 to 4 members. Each group is assigned specific duties or common goals, and members must rely on cooperation (sharing knowledge and skills) to complete the tasks required.

- Some of its key objectives include:
- Promoting active learning.
- Fostering the exchange of ideas (through dialogue) and encouraging acceptance of others' viewpoints.
- Developing a sense of responsibility and cooperation among learners.
- Building positive relationships between learners, based on respect for others.
- Encouraging self-directed learning.
- Practicing problem-solving and decision-making skills.

### 4. Discussion Strategy

This ancient technique is attributed to the philosopher Socrates, who used it to guide and inspire his disciples. It can be seen as an evolution of traditional teaching methods, utilizing discussion through questions that stimulate learners' motivation.

- This strategy encourages students to think critically, engage in discussions, express opinions, ask questions, provide answers, and participate in lesson preparation. It emphasizes research, information gathering, and analysis, following these key steps:
- Setup
- Discussion



- Conclusion

#### 10. Evaluation methods

Implemented at all stages of the program in general.

– Assessment Tools and Their Types:

- Mid exam (theory and practical)
- Formative test (structural or phased assessment).
- Final exam (summative or comprehensive assessment).

#### 11. Faculty

##### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	2	5	Nursing Skills & Multidisciplinary Skills	Computer Skills	7	-
Assistant Professor	6	1	Nursing Skills & Multidisciplinary Skills	Computer Skills	٧	-
Lecturer	5	13	Nursing Skills & Multidisciplinary Skills	Computer Skills	١٨	-
Assistant Lecturer	13	7	Nursing Skills & Multidisciplinary Skills	Computer Skills	20	-

##### Professional Development

Mentoring new faculty members

- Establish and maintain a comprehensive database of faculty members and staff, ensuring it is regularly updated to reflect any changes or developments.
- Enhance the professional skills of all college employees by identifying and proposing relevant training courses and workshops.
- Assess the college's research needs and priorities to align with its academic and strategic goals.

#### **Professional development of faculty members**

- The professional development of faculty members and academic leaders is a strategic priority for universities, particularly in response to rapid technological and scientific advancements, the growing diversity of knowledge resources, and the ease of accessing and sharing information. This focus on development is essential given the complex academic, research, and societal roles these individuals are expected to fulfill.

#### **12. Acceptance Criterion**

1. Admission Regulations:  
Establish guidelines for enrollment in the college or institute, whether through central admission.
2. Eligibility Criteria:
  - Applicants must be graduates of the scientific or biological branch of preparatory school or a nursing preparatory school.
  - The minimum acceptance rate is 90% for morning study and 70% for evening study.
3. Required Documents:
  - Applicants must submit original documents as per the specified conditions, including the preparatory school transcript with grades, certified by the Directorate of Education.
  - Documents must be submitted within one week of application; failure to do so will result in the cancellation of admission.

#### **13. The most important sources of information about the program**

- Textbooks
- Iraqi, Arab, and International Scientific Journals
- Websites

#### **14. Program Development Plan**

- Conduct ongoing assessments of teaching staff performance and organize workshops and training courses to enhance their skills and effectiveness.
- Evaluate student learning outcomes and provide targeted support to struggling students to elevate their academic and clinical performance.
- Regularly update curricula to align with labor market demands, ensuring improved learning outcomes and relevance.

### Program Skills Outline

Year/Level	Course Code	Course Name	Basic or optional	Required program Learning outcomes											
				Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First Year First Semester	NUR101	Fundamental of Nursing I	4	✓	✓	✓		✓		✓		✓	✓		✓
	CHM102	Biochemistry	3	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	ENG103	English Part I	1	✓	✓				✓		✓			✓	
	ANT104	Anatomy for Nurse	3	✓			✓								
	ETH105	Code of Ethics	2	✓	✓				✓		✓			✓	
	COS106	Computer Science I	1	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	HUM107	Human Rights and Democracy	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	Total														
First Year Second Semester	NUR108	Fundamental of Nursing II	4	✓	✓	✓		✓		✓		✓	✓		✓
	PHY109	Physiology for Nurse	3	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	ENG110	English Part II	1	✓	✓			✓	✓		✓			✓	
	TER111	Medical Terminology	2	✓	✓		✓	✓							
	COS112	Computer Science II	0	✓	✓			✓	✓		✓			✓	

	ARB113	Arabic Language for Nursing I	2	✓	✓			✓	✓		✓			✓	
	Total														
Second Year First Semester	NUR201	Adult Nursing I	4	✓	✓	✓	✓	✓		✓		✓	✓		✓
	PHR202	Pharmacology for Nurses I	2	✓	✓	✓		✓	✓		✓			✓	
	HAS203	Health Assessment	2	✓	✓		✓	✓		✓		✓	✓		✓
	MBN204	Microbiology for Nurses I	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	COS205	Computer Science III	0	✓				✓	✓	✓	✓	✓	✓	✓	✓
	CDB206	Crimes of the defunct Ba'ath Party	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	Total								✓		✓			✓	
Second Year Second Semester	NUR207	Adult Nursing II	4	✓	✓			✓		✓		✓	✓		✓
	PAT208	Pathophysiology for Nurse	2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	MBN209	Microbiology for Nurses II	2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	PHR210	Pharmacology for Nurses II	2	✓				✓	✓		✓			✓	
	COS211	Computer Science IV	0	✓	✓		✓	✓		✓		✓	✓		✓

	ARB112	Arabic Language for Nursing II	2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	NUR213	Preceptorship (Summer Training)	0	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total								✓		✓			✓	
Third Year First Semester	NUR301	Maternal and Neonate Nursing	3	✓		✓	✓	✓		✓		✓	✓		✓
	RSM302	Research Method in Nursing	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	HOS303	Health Sociology	3	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	NUT304	Nutrition and Diet Therapy	3	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total		13						✓		✓			✓	
Third Year Second Semester	NUR305	Pediatric Nursing	3	✓		✓	✓	✓		✓		✓	✓		✓
	BST306	Biostatistics	2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	HGD307	Human Growth and Development	3	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	NUR308	Preceptorship (Summer Training)	0	✓				✓	✓	✓	✓	✓	✓	✓	✓
	Total		15						✓		✓			✓	
Fourth Year First Semester	NUR401	Community Health Nursing	3	✓		✓	✓	✓		✓		✓			✓

	NUR402	Nursing Management and Leadership	2	✓			✓	✓	✓	✓	✓	✓		✓	✓
	NUR403	Professional Perspective and Issue in Nursing	2	✓			✓	✓	✓	✓	✓	✓		✓	✓
	NUR404	Research Project	0	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	HPR405	Health Promotion	2	✓			✓	✓	✓	✓	✓	✓		✓	✓
	Epid406	Epidemiology	2	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
	Total		17						✓		✓			✓	
Fourth Year Second Semester	NUR407	Psychiatric and Mental Health Nursing	3	✓		✓	✓	✓		✓		✓			✓
	NUR408	Critical Care Nursing	2	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	HPN409	Health Psychology for Nurses	2	✓			✓	✓	✓	✓	✓	✓		✓	✓
	NUR410	Research Project	0	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	Total								✓		✓			✓	

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

### Course Description Form

1. Course Name: Medical Terminology	
2. Course Code: 104	
3. Semester / Year: First stage / First semester	
4. Description Preparation Date:	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours \ 2 credit	
7. Course administrator's name (mention all, if more than one name)	
Name .Dr. Anees Flayyih Abdulhasan .....	
Email. anees1388@gmail.com .....	
8. Course Objectives	
At the end of the course students will be able to: 1. Identify the basic structure of medical words, including prefixes, suffixes, roots, combining forms, and plurals. 2. Properly spell, define, and pronounce medical terms associated with each of the major body systems. 3. Identify medical terminology as it relates to the anatomy and physiology of the human body.	<ul style="list-style-type: none"><li>.</li><li>.</li><li>.</li></ul>



4. Identify the rules of building medical terms and a connection between the term and its relationship to anatomy and physiology.
5. Interpret common abbreviations used in medical terminology and avoid errors when using them.

## 9. Teaching and Learning Strategies

### Strategy

- Brain storming
- Classroom discussion
- Assignments,
- Library readings and Internet search

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2 hours		Introduction – Basic Elements of a Medical Word	Classroom discussion Assignments	Quiz
Second week	2 hours		Suffixes: Surgical, Diagnostic, Pathological, Grammatical and Plural	Classroom discussion Assignments	Quiz

Third week	2 hours		<ul style="list-style-type: none"> <li>Prefixes</li> </ul>	Classroom discussion Assignments	Quiz
Fourth week	2 hours		Body Structure	Classroom discussion Assignments	Quiz
Fifth week	2 hours		Integumentary System	Classroom discussion Assignments	Quiz
Sixth week	2 hours		Gastrointestinal (Digestive) System	Classroom discussion Assignments	Quiz
Seventh week	2 hours		Respiratory System	Classroom discussion Assignments	Quiz

8 week	2 hours		Cardiovascular System	Classroom discussion Assignme nts	Quiz
9 week	2 hours		Blood and Lymphatic System	Classroom discussion Assignme nts	Quiz
10 week	2 hours		Musculoskeletal System	Classroom discussion Assignme nts	Quiz
11 week	2 hours		Urinary System	Classroom discussion Assignme nts	Quiz
12 week	2 hours		Female Reproductive System	Classroom discussion Assignme nts	Quiz
13 week	2 hours		Male Reproductive System	Classroom discussion Assignme nts	Quiz

14 week	2 hours		Endocrine System	Classroom discussion Assignme nts	Quiz
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### 11.Course Evaluation :

Quizzes	10%
Mid Exam	20%
Final Exam	70%
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Total	100%

### 12. Learning and Teaching Resources

1. Gylys, B.A, Wedding, M. E., (2017). Medical terminology systems : a body systems approach, Eighth edition. Philadelphia: F. A. Davis
2. Medical terminology made incredibly easy, (2009). 3<sup>rd</sup> edition, Philadelphia: Lippincott Williams & Wilkins.
3. Ehrlich, A., Schroeder, C.L., (2013). Medical terminology for health professions, Seventh Edition. Delmar, Gengage Learning.

### Course Description Form

1. Course Name: Code of ethics	
2. Course Code:ETH 105	
3. Semester / Year: first stage / second semester	
4. Description Preparation Date:	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours \ 2 credit	
7. Course administrator's name (mention all, if more than one name)	
Name .Dr.Sahar Adham .....	
Email.nur.sahar.adham @uobabyon.edu.iq .....	
8. Course Objectives	
At the end of the course the student will be able to: <ul style="list-style-type: none"><li>• Understand the history and development of nursing profession.</li><li>• Identify the basis of nursing ethics and values.</li><li>• Realize the personal characteristics &amp; human needs</li><li>• Recognize the concept of health, wellness &amp; illness.</li><li>• Identify factors affecting health status beliefs &amp; practices.</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

- Describe the health care delivery system.
- Distinguish between legal and illegal situations in nursing practice.

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Classroom discussion</li> <li>• Assignments,</li> <li>• Library readings and Internet search</li> </ul>
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation
First week	4 hours		Unit 1: Historical and Contemporary Nursing Practice (4) hrs. <ul style="list-style-type: none"> <li>• Historical perspective.</li> <li>• Contemporary nursing practice.</li> <li>• Role and function of the nurse</li> <li>• Socialization to nursing.</li> <li>• Factors influencing contemporary nursing practice</li> <li>• Nursing organization</li> </ul>	Classroom discussion Assignments	Quiz

			<ul style="list-style-type: none"> <li>• Nursing history in Iraq</li> <li>•</li> </ul>		
Second week	4 hours		2: The Development of Nursing Profession s. <ul style="list-style-type: none"> <li>• Nursing definition</li> <li>• Distinguishing nursing from medicine profession</li> <li>• Criteria of profession</li> <li>• Defining a language for nursing</li> <li>•</li> </ul>	Classroom discussion Assignments	Quiz
Third week	4 hours		Unit 3: Nursing Education and Research (2) hrs. <ul style="list-style-type: none"> <li>• Nursing educational program.</li> <li>• Types of education programs.</li> <li>• Nursing research.</li> </ul>	Classroom discussion Assignments	Quiz



Fourth week	4 hours		<p>Unit 4: Legal Aspects of Nursing (4) hrs.</p> <ul style="list-style-type: none"> <li>• General legal concepts of nursing.</li> <li>• Regulation of nursing practice.</li> <li>• Contractual arrangements in nursing.</li> <li>• Selected legal aspects of nursing practices</li> <li>• Areas of potential liability in nursing.</li> <li>• Legal protection in nursing practice.</li> <li>• Reporting crimes, torts, and unsafe practices.</li> </ul> <p>Legal responsibilities of nursing students</p>	Classroom discussion Assignments	Quiz
Fifth week	4 hours		<p>Unit 5: Nursing Values, Ethics, and Advocacy (4) hrs.</p> <ul style="list-style-type: none"> <li>• Values</li> <li>• Morality and ethics.</li> <li>• Nursing ethics.</li> </ul>	Classroom discussion Assignments	Quiz

			<ul style="list-style-type: none"> <li>• Specific ethical issues</li> <li>• Advocacy</li> </ul>		
Sixth week	4 hours		<p>Unit 7: Health Care Delivery System (4) hrs.</p> <ul style="list-style-type: none"> <li>• Types of health care services.</li> <li>• Types of international health care agencies and services.</li> <li>• Providers of health care</li> <li>• Factors affecting health care delivery.</li> <li>• Frameworks for care.</li> </ul> <p>Financing health care</p>	Classroom discussion Assignments	Quiz

### 11.Course Evaluation :

<u>Theoretical content exam</u>	<u>30%</u>	<u>First exam</u>
		<u>Second exam</u>
<u>Final theory exam</u>	<u>70%</u>	

### 12. Learning and Teaching Resources

- Ellis, j.and Hartley, C. Nursing in Today World: Challenges, Issues and Trend, 1st edition, Philadelphia, Lippincott, 2001.
- Kozier B, G, Berman A, et. al., Fundamentals of Nursing, 7<sup>th</sup> Ed, New York, Pearson Education, 2004.
- Articles related to the different topics from nursing journals.

### Course Description Form

1. Course Name: Fundamental of Nursing 2	
2. Course Code:NUR 107	
3. Semester / Year: first stage / second semester	
4. Description Preparation Date:	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
16 hours \ 8 credit	
7. Course administrator's name (mention all, if more than one name)	
Name .Dr. Shatha Sadee Email.nur.shatha.sadeli@uobabyon.edu.iq	
8. Course Objectives	
Upon completion of this course, the student will be able to: 1- Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population. 2- Relate the path physiology of selected medical/ surgical alterations to the health –illness continuum. 3- Discuss scientifically based rational for performing selected diagnostic	<ul style="list-style-type: none"><li>.</li><li>.</li><li>.</li></ul>

<p>procedure, outcomes and nursing responsibilities.</p> <p>4- Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.</p> <p>5- Explain nutritional needs of patients with selected medical/ surgical alterations.</p> <p>6- Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.</p> <p>7- Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.</p> <p>8- Apply the theoretical concepts, scientific principles in planning care of patients.</p> <p>9- Demonstrate competence in implementing nursing interventions to meet client oriented goals.</p> <p>10- Demonstrate safe administration of drug and parenteral therapy.</p> <p>11- Participate in teaching patients</p> <p>12- Demonstrate effective communication with patients, instructor and health members.</p> <p>13- Describe pre- operative nursing measures of avoiding the risk of infection and the excepted post-operative complications.</p>	
9. Teaching and Learning Strategies	

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Classroom discussion</li> <li>• Assignments,</li> <li>• Library readings and Internet search</li> </ul>
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation
1+2week	4 hours	<ol style="list-style-type: none"> <li>1. Introduction to course content :</li> <li>2. Introduction to nursing process</li> <li>3. Steps of nursing process</li> <li>4. Assessment, diagnosis, planning ,intervention and evaluation</li> <li>5. Basic Concepts Related to nursing process</li> </ol> <ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	Classroom discussion Assignments	Quiz	
3+4	4 hours	<ol style="list-style-type: none"> <li>1. Fluid, Electrolytes Acid-Base disorders. Hyperkalemia and hypokalemia Hypercalcemia and hypocalcemia Hypernatremia and hyponatremia</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>	Classroom discussion Assignments	Quiz	

5+6+7	4 hours		1. Perioperative Nursing 2. Skin Integrity and Wound Management 3. Diagnostic Test and Lab. Investigations	Classroom discussion Assignments	Quiz
8+9+10	4 hours		Nutrition	Classroom discussion Assignments	Quiz
11+12+13	4 hours		1. Elimination	Classroom discussion Assignments	Quiz

#### 11.Course Evaluation :

<u>Theoretical content exam</u>	<u>20%</u>	<u>First exam</u>
		<u>Second exam</u>
<u>Clinical evaluation</u>	<u>20%</u>	<u>Mid evaluation</u>
		<u>Seminar</u>
<u>Final clinical evaluation</u>	<u>20%</u>	
<u>Final theory exam</u>	<u>40%</u>	

#### 12. Learning and Teaching Resources

A. Essential Textbook:

Hinkle,J.,Cheever,K., and Overbaugh,K.,( 2022). *Brunner, and Suddarth Textbook of Medical– Surgical Nursing*, (15<sup>th</sup> edition). Lippincott. China

Kozier B., Erb G., Berman A., & Snyder S (2020). *Fundamentals of nursing; concepts, process, and practice*, (11<sup>th</sup> ed.), Japan, Pearson Education International.



## Course Description Form

1. Course Name: Human anatomy	
2. Course Code:	
3. Semester / Year: Semester	
4. Description Preparation Date: ٢٠٢٤	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(3) hours per week for the theoretical subject and (2) for the practical subject - for a period of 15 weeks (total 75 hours)	
Number of units 3	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Dr. Israa Harjan Mohsen	
Email: nur.israa.harjan@uobabylon.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To have a broad knowledge of the structure of the human body , the systems and organs that make it up.</li><li>2. Explaining the anatomical and histological structures of each system in the human body and its constituent organs, leading to the precise composition of these tissues (the cell and its components).</li></ol>

	<p>3. Identify the cell, its components, shapes, and the precise structures within it, with the help of illustrations and films.</p> <p>4. Learn how to use the microscope initially and display histological slides related to the structure of certain organs in the human body.</p> <p>5. Display plastic models of human body structures and identify the parts and components of these structures for the purpose of explaining the picture to students.</p> <p>6. Displaying preserved models of the skeleton and identifying the types, shapes, and structures of each bone.</p> <p>7. Identify the types of joints found in the human body and the type of joint movement, using plastic models for each joint.</p>
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## 9. Teaching and Learning Strategies

Strategy	A- Cognitive objectives
	<p>1- Introducing the student to the systems that make up the human body, the organs in each system, and the histological composition of each organ.</p> <p>2- Introducing the student to the macroscopic anatomy of the human body and the possibility of identifying the location of certain organs in the body, in addition to the phenotypic anatomy of some organs in the normal state and some phenotypic conditions.</p> <p>3- Introducing the student to the precise structures of the four basic tissues that make up the human body (epithelial tissue, connective tissue, muscle tissue, and nervous tissue).</p> <p>4. Describe the organization of the body</p> <p>5. Definition of commonly used directional terms.</p> <p>6. Describe the levels of the body and how each of them dissects the body.</p> <p>7. Identify common body areas.</p>

8. Identify and describe the major body cavities.

9. Identify the areas of the abdomen and identify the organs in each of them.

10. Identify the abdominal quadrants.

### **B - The skills objectives of the course**

1- The student will be able to learn about the apparent anatomy of the human body.

2- The student will be able to learn about the internal anatomy of each organ in the human body and the relationship of this organ with other organs.

3- The student is able to distinguish the different tissues that make up the body, and this information is considered necessary in the case of surgical operations.

4- The student is able to distinguish the types and shapes of bones, and this information is useful to the student when dealing with fracture patients in hospitals.

5- The student will be able to identify the types of joints in the human body and the movement of these joints, and this will make him sufficiently knowledgeable in dealing with various joint injuries for patients in hospitals.

### **C- Emotional and value goals**

1- Taking into account the application of ethical principles when dealing with students, and this is reflected in their ethics when dealing with patients.

2- Taking into consideration the patient's safety in the first place.

3- Knowing that the patient and the health condition he is experiencing is a special condition that others should not know about and circulate among themselves.

4- Follow up on the medical condition by conducting follow-up tests to ensure the patient's safety.

**D - Transferable general and qualifying skills and other skills related to employability and personal development**

1- The student acquires general skills through practical hours and available plastic models.

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

3. Preparing the graduate to work in health institutions in all their diagnostic or regulatory laboratories

4 .Preparing the graduate to work in all laboratories of academic medical institutions

**10.Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
<b>1.</b>	<b>۳</b>	Students acquire information about anatomical terminology to the required level	<b>Introduction to the Anatomy, Definition</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
<b>2.</b>	<b>۳</b>	Students acquire information about the body's	<b>Orientation to the human body and body cavities</b>	Scientific references and use of the board, And	monthly written and oral examinations and seminars

		anatomical directions and body cavities to the desired level		educational videos	
3.	۳	Students acquire information about body tissues and know their types and functions to the required level	<b>anatomy of human body tissues</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
4.	۳	Students acquire information about the skin, its layers, cells and functions to the required level	<b>anatomy of integumentary system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
5.	۳	Students acquire information about the body's bones, structurally and functionally, to the	<b>anatomy of skeletal system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

		required level			
6.	۳	Students acquire information about joints and their types, in addition to the body's muscles and their functions to the required level	<b>anatomy of joints and muscular system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
7.	۳	Students acquire information about the circulatory system structurally and functionally to the required level	<b>anatomy of cardiovascular system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
8.	۳	Students acquire information about the respiratory system, structurally and functionally,	<b>anatomy of respiratory system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

		to the required level			
9.	۳	Student evaluation	<b>first exam</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
10.	۳	Students acquire information about the nervous system structurally and functionally to the required level	<b>anatomy of nervous system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
11.	۳	Students acquire information about the digestive system, structurally and functionally, to the required level	<b>anatomy of digestive system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
12.	۳	Students acquire information	<b>anatomy of urinary system</b>	Scientific references and use of the	monthly written and oral

		about the urinary system, structure and function, and viruses to the required level		board, And educational videos	examinations and seminars
13.	۳	Students acquire information about endocrine glands, structurally and functionally, to the required level	<b>anatomy of endocrine system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
14.	۳	Students acquire information about the lymphatic system, structurally and functionally, to the required level	<b>anatomy of lymphatic system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
15.	۳	Student evaluation	<b>Second exam</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars



## 16.Course Evaluation

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

First midterm theory exam 10 %

Second midterm theory exam 10%

Practical exam 20 %

Annual quest 40%

Final theory exam. 40 %

Final exam. lab 20 %

**Total 100 %**

## 17.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Fundamentals of Anatomy and Physiology: For Nursing and Healthcare Students, 3rd Edition . <a href="#">Ian Peate</a> , <a href="#">Suzanne Evans</a> .2020
Main references (sources)	Fundamentals of Anatomy and Physiology: For Nursing and Healthcare Students, 3rd Edition . <a href="#">Ian Peate</a> , <a href="#">Suzanne Evans</a> .2020
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>1.<a href="#">Elaine Marieb</a>, <a href="#">Patricia Brady</a>, <a href="#">Jon Mallatt</a> Human Anatomy, Global Edition .2019. 9th edition</li> <li>2.<a href="#">Elaine Marieb</a>, <a href="#">Katja Hoehn</a> Human Anatomy &amp; Physiology, Global Edition. 2022. 12th edition, Pearson publisher.</li> <li>3. <a href="#">Kevin T. Patton</a>, <a href="#">Gary A. Thibodeau</a>.Anthony's Textbook of Anatomy &amp; Physiology.2018.21st Edition</li> <li>4. Netter MD, Frank H.<a href="#">Atlas of Human</a></li> </ul>

	<a href="#">Anatomy</a> <a href="#">(Netter</a> <a href="#">Basic</a> <a href="#">Science)</a> 640 Pages .2018 Elsevier (Publisher)
Electronic References, Websites	internet sites related to the anatomy atlas

### Course Description Form

1. Course Name:	Physiology
2. Course Code:	107
3. Semester / Year:	Semester
4. Description Preparation Date:	19/1/2025
	.....
5. Available Attendance Forms:	Attendance
6. Number of Credit Hours (Total) / Number of Units (Total)	3 hr. theory+ 2 practical
7. Course administrator's name (mention all, if more than one name)	Name: Assistant prof. Dr. Batool Ibrahim  Email: nur.batool.irahim.@uobabylon.edu.iq
8. Course Objectives	

<b>Course Objectives</b>	<p>· <b>At the end of the course the student will be able to:</b></p> <ul style="list-style-type: none"> <li>- Learn and understand how the human body is organized and function.</li> <li>- Understanding the health status of human body.</li> <li>- Explain the fundamental mechanism that operate in a living organism and how they interact.</li> <li>- Learn and educate the nurse student about the component of different system of the human body.</li> <li>- Learn and educate the nurse student about the functions of each part of these systems.</li> <li>- Learn and educate the nurse student about the symptoms resulting from the increase or decrease in physiological standards.</li> </ul> <p>·</p> <p>·</p>
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#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<p><b>A- Cognitive objectives</b></p> <p>1-Giving the student full knowledge about human s body systems and revealing structure and functions.</p> <p>2- Make the graduate capable of performing bacterial diagnosis in the educational and diagnostic laboratories of the Ministry of Health</p> <p>In private laboratories, as well as in quality control laboratories for pharmaceutical laboratories</p> <p>3- The graduate should have complete knowledge of connection between the disorder of physiological disorder and the sign of disease in addition to the appearance laboratory physiological tests which are necessary evaluate the health state of patients.</p> <p>4- Use health awareness and guidance on how to conserve on different systems of human and go away from everything which can be effect negatively.</p>
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5- Giving the student full knowledge about protection himself through the dealing

Pathological state which can be transmit.

### **B - The skills objectives of the course**

1- Complete knowledge about the human body and its different systems.

2- Complete knowledge about different functions of different human body systems in addition to the interference among these functions.

3-Providing advice on health awareness and guidance to citizens, especially in certain seasons when the nurse deal with pathological specimens in his work in laboratories and hospitals.

4- Full knowledge of how to control and prevent the occurrence of transmitted disease 5- Continuous follow-up of health recommendations and instructions issued by senior medical authorities and the latest developments in order to control and completely eliminate dangerous of transmitted diseases.

### **C- Emotional and value goals**

-1 Conduct a short surprise exam

-2 Mid-semester exam

-3 Final exam

### **D - Transferable general and qualifying skills and other skills related to employability and personal development**

- 1 Preparing the graduate to work in health institutions in all their diagnostic or regulatory laboratories
- 2 Preparing the graduate to work in health institutions in all their private diagnostic laboratories
- 3-Preparing the graduate to work in all laboratories of academic medical institutions

## 10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method
1	3	<p>Student Acquirement this essential knowledge: Cell physiology including transportation across cell membrane</p> <ul style="list-style-type: none"> <li>• Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis</li> <li>• Cell cycle</li> </ul>	<b>General Physiology - Basic concepts</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

		<ul style="list-style-type: none"> <li>• Tissue - formation, repair</li> <li>• Membranes and glands - functions</li> </ul>			
2	3	<p>Student Acquirement this essential knowledge: Functions of respiratory organs</p> <ul style="list-style-type: none"> <li>• Physiology of respiration</li> <li>• Pulmonary circulation - functional features</li> <li>• Pulmonary ventilation, exchange of gases</li> <li>• Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue</li> <li>• Regulation of respiration</li> <li>• Hypoxia, cyanosis, dyspnea, periodic breathing</li> <li>• Respiratory changes during exercise</li> </ul>	<b>Respiratory system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

3	3	<p>Student Acquirement this essential knowledge: Functions of the organs of digestive tract</p> <ul style="list-style-type: none"> <li>• Saliva - composition, regulation of secretion and functions of saliva</li> <li>• Composition and function of gastric juice, mechanism and regulation of gastric secretion</li> <li>• Composition of pancreatic juice, function, regulation of pancreatic secretion</li> <li>• Functions of liver, gall bladder and pancreas</li> <li>• Composition of bile and function</li> </ul>	<b>Digestive system</b>	<p>Scientific references and use of the board, And educational videos</p>	monthly written and oral examinations and seminars
4	3	<p>Student Acquirement this essential knowledge: • Secretion and</p>	<b>Digestive system</b>	<p>Scientific references and use of the board, And educational videos</p>	monthly written and oral examinations and seminars

		<p>function of small and large intestine</p> <ul style="list-style-type: none"> <li>• Movements of alimentary tract</li> <li>• Digestion in mouth, stomach, small intestine, large intestine, absorption of food</li> </ul>			
5	3	<p>Student Acquirement this essential knowledge: Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output</p> <ul style="list-style-type: none"> <li>• Blood pressure and Pulse</li> <li>• Hemodynamic</li> <li>• Factor effecting of blood flow</li> <li>• Types of blood flow</li> <li>• Types of blood pressure</li> <li>• Regulation of blood pressure ; Neuronal and Hormonal</li> </ul>	<b>Cardiovascular system</b>	<p>Scientific references and use of the board, And educational videos</p>	<p>monthly written and oral examinations and seminars</p>



		<ul style="list-style-type: none"> <li>• Coronary circulation, Pulmonary and systemic circulation</li> <li>• Heart rate - regulation of heart rate</li> <li>• Heart sound.</li> </ul>			
6	3	<p>Student Acquirement this essential knowledge: • Blood - Functions, Physical characteristics</p> <ul style="list-style-type: none"> <li>• Formation of blood cells</li> <li>• Erythropoiesis - Functions of RBC, RBC life cycle</li> <li>• WBC - types, functions</li> <li>• Platelets - Function and production of platelets</li> <li>• Clotting mechanism of blood, clotting time, bleeding time, PTT</li> </ul>	<b>Blood</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

7	3	<p>Student Acquirement this essential knowledge: Hemostasis - role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation</p> <ul style="list-style-type: none"> <li>• Blood groups and types</li> <li>• Functions of reticuloendothelial system, immunity</li> </ul>	<b>Blood</b>	<p>Scientific references and use of the board, And educational videos</p>	<p>monthly written and oral examinations and seminars</p>
8			<b>First exam</b>		
9	3	<p>Student Acquirement this essential knowledge: Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid,</p> <p>Thymus, Pancreas and Adrenal glands.</p>	<b>Endocrine system</b>	<p>Scientific references and use of the board, And educational videos</p>	<p>monthly written and oral examinations and seminars</p>

		<ul style="list-style-type: none"> <li>• Other hormones</li> <li>• Alterations in disease</li> </ul>			
10	3	<p>Student Acquirement this essential knowledge: • Functions of skin</p> <ul style="list-style-type: none"> <li>• Vision, hearing, taste and smell</li> <li>• Errors of refraction, aging changes</li> </ul>	<b>The Sensory Organs</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
11	3	<p>Student Acquirement this essential knowledge: Bones - Functions, movements of bones of axial and appendicular skeleton, Bone healing</p> <ul style="list-style-type: none"> <li>• Joints and joint movements</li> <li>• Alteration of joint disease</li> </ul>	<b>Musculoskeletal system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

12	3	<p>Student Acquirement this essential knowledge: Properties and Functions of skeletal muscles - mechanism of muscle contraction</p> <ul style="list-style-type: none"> <li>• Structure and properties of cardiac muscles and smooth muscles</li> </ul>	<b>Musculoskeletal system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
13	3	<p>Student Acquirement this essential knowledge: Functions of kidney in maintaining homeostasis</p> <ul style="list-style-type: none"> <li>• GFR</li> <li>• Functions of ureters, bladder and urethra</li> <li>• Micturition</li> <li>• Regulation of renal function</li> </ul>	<b>Renal system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
14	3	<p>Student Acquirement this essential knowledge: Female reproductive</p>	<b>The Reproductive system</b>	Scientific references and use of the board, And	monthly written and oral examinations and seminars

		system - Menstrual cycle, function and hormones of ovary,  oogenesis, fertilization, implantation, Functions of breast  • Male reproductive system - Spermatogenesis, hormones and its functions, semen formation and functions		educationa l videos	
15	3		Second exam		

### References:

-Anatomy and Physiology for nursing students

-Ganongs Review of Medical Physiology (McGraw Hill, 23nd edition, 2010, by Kim E. Barrett, Susan M. Barman, Heddwen L. Brooks, Scott Boitano).

-Guyton and Hall Textbook of Medical Physiology .1 3 edition,2016. by John E. Hall.

-Waugh, A., & Grant, A. (2009). Ross and Wilson: Anatomy and Physiology in Health and Illness. (11th edition). Churchill Livingstone

## Course Description Form

11.Course Name: Biochemistry	
12.Course Code: Biochemistry for Nurses	
13.Semester / Year: Semester	
14.Description Preparation Date: 3/11/2024	
15.Available Attendance Forms: Attendance	
16.Number of Credit Hours (5) / Number of Units (4)	
3 hr. theory+ 2 hr. practical	
17.Course administrator's name (mention all, if more than one name)	
Name: Dr. Raoof Jabbar Maarooof <a href="mailto:raoof.j.m@uobabylon.edu.iq">raoof.j.m@uobabylon.edu.iq</a>	
18.Course Objectives	
<b>Course Objectives</b>	<p><b>Course Description: Study of chemical compounds related to the anabolic and catabolic processes (Metabolism) associated with the human body. And, the circles that done it to reach the final compositions, in addition to the amounts of energy consumed and released in these chemical reactions that occur in the human body.</b></p> <p><b>And also, study of some chemical tests that are considered a way or indicator for diagnosing the human diseases.</b></p>
19.Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>A- Cognitive objectives</b></p> <ol style="list-style-type: none"> <li>1. Gain up-to-date clinical information</li> <li>2. how treat the clinical samples which is took it from the human body.</li> <li>3. Know the different parts of the human body.</li> <li>4. Know the component of different system of the human body.</li> </ol> <p><b>B - The skills objectives of the course</b></p> <ol style="list-style-type: none"> <li>1-Training students practically to conduct some blood tests.</li> </ol>

- 2- Training students to draw the blood.
- 3- Training the students to examine the blood tests.

**C- Emotional and value goals**

- 1- Conduct a short surprise exam
- 2- Mid-semester exam
- 3- Final exam

**D - Transferable general and qualifying skills and other skills related employability and personal development**

- 1- Preparing the graduate to work in health institutions in all their diagnostic or regulatory laboratories
- 2- Preparing the graduate to work in health institutions in all their private diagnostic laboratories
- 3- Preparing the graduate to work in health institutions in all quality control laboratories in pharmaceutical and health supplies production laboratories
- 4- Preparing the graduate to work in all laboratories of academic medical institutions

**20. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
18.	3	Students acquire information in the field of carbohydrate to the required level	Safety and security	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
19.	3	Students acquire information in the field of Chemistry of Carbohydrate to the required level	Safety and security	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
20.	3	Students acquire information	Introduction to carbohydrate	Scientific references and use of	monthly written and oral

		in the field of Chemistry of Carbohydrate to the required level		the board, And educational videos	examinations and seminars
21.	3	Students acquire information in the field of lipids to the required level	Chemistry of Carbohydrate	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
22.	3	Students acquire information in the field of lipids to the required level	Carbohydrates metabolism	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
23.	3	Students acquire information in the field of lipids to the required level	Introduction to lipids	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
24.	3	Students acquire information in the field of lipids to the required level	Chemistry of lipids	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
25.	3	Students acquire information in the field of lipids to the required level	Lipids metabolism	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars



26.	3	Students acquire information in the field of protein to the required level	Introduction of Amino acids and proteins	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
27.	3	Students acquire information in the field of protein to the required level	Chemistry of Amino acids and proteins	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
28.	3	Students acquire information in the field of protein to the required level	Metabolism of Amino acids and proteins	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
29.	3	Students acquire information in the field of enzyme to the required level	Introduction of Enzymes	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
30.	3	Students acquire information in the field of enzyme to the required level	Chemistry of Enzymes	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
31.	3	Students acquire information in the field of enzyme to the required level	Metabolism of Enzymes	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

32.	3	Students acquire information in the field of function of body to the required level	Liver Function test and renal function test	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
<b>33.Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
<b>34.Learning and Teaching Resources</b>					
Required textbooks (curriculum books, if any)			-Text book of clinical biochemistry.		
Main references (sources)			- Chemistry of human body.		
Recommended books and references (scientific journals, reports...)			- Understanding of biochemistry.		
Electronic References, Websites			Biochemistry websites		

21.Course Name:	
Pharmacology I	
22.Course Code: PHR 202	
23.Semester / Year:	
first semester/2024-2025	
24.Description Preparation Date:	
18/01/2025	
25.Available Attendance Forms: course	
26.Number of Credit Hours (Total) / Number of Units (Total)	
2 hour	
27.Course administrator's name (mention all, if more than one name)	
Assest teacher . hussam jawad kadhim	
28.Course Objectives	
Course Objectiv	<p><b>By the end of the semester, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between various types of drug groups</li> <li>• Understand the essential information concerning different</li> <li>• types of drugs, such as doses, side effect and methods administration.</li> <li>• Recognize the responsibility of the nurse in giving drugs through the therapeutic process.</li> <li>• Realize different types of drug therapy across the life span</li> <li>• Identify the basic principles of pharmacology and its application in nursing practice</li> <li>• Identify the essential principles in administration of medica</li> <li>• Recognize drugs acting on common diseases</li> </ul>
29.Teaching and Learning Strategies	
<b>Lectures, Discussion, Assignments, Quizzes and Exams, Project-Based Learning, Hands-on Practice</b>	

30. Course Structure		
Week	Hours	Unit or subject name
1 week	2	<b>Introduction to Pharmacology</b>
2 week	2	<b>Application of Pharmacology in nursing practice</b>
3 week	2	<b>Basic principles of Pharmacology:</b>
4 week	2	<b>Drug therapy across the life span</b>
5 week	2	<b>Administration of Medications</b>
6 week	2	<b>Autonomic Pharmacology</b>
7 week	2	<b>Cardiovascular Pharmacology:</b>
8 week	2	<b>Drugs used in the treatment of Dyslipidemia</b>
9 week	2	<b>Anti-coagulant, anti-platelet and Thrombolytic</b>
10 week	2	<b>Drugs used for Deficiency Anemia</b>
11 week	2	<b>Exam</b>
31.Course Evaluation		
<ul style="list-style-type: none"> <li>• Participation and Attendance: 10%</li> <li>• First Exam: 10%</li> <li>• Second Exam: 10%</li> <li>• Final Exam: 70%</li> </ul>		
32.Learning and Teaching Resources		
1.	Abrams, Anne Collins, <u>Clinical Drug Therapy: Rationales for Nursing Practice</u> , 6th ed., New York, Lippincott, 2022.	
2.	Lehne, Richard A., <u>Pharmacology for Nursing Care</u> , 4th ed., London, Saunders, 2023.	

33.Course Name:	
Pharmacology II	
34.Course Code: PHR 209	
35.Semester / Year:	
Second semester/2024-2025	
36.Description Preparation Date:	
18/01/2025	
37.Available Attendance Forms: course	
38.Number of Credit Hours (Total) / Number of Units (Total)	
2 hour	
39.Course administrator's name (mention all, if more than one name)	
Assest teacher . hussam jawad kadhim	
40.Course Objectives	
Course Objective	<p>Upon the completion of this course the student will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between different types of drugs, their actions, doses, routes of administration, side effects, and their toxicity.</li> <li>• Classify types of drugs according to the body system that are used for.</li> <li>• Identify the risk effects of the given therapeutic drugs.</li> <li>• Recognize poisoning and drugs used to minimize poison absorption.</li> </ul>
41.Teaching and Learning Strategies	
Lectures, Discussion, Assignments, Quizzes and Exams, Project-Based Learning, Hands-on Practice	

42. Course Structure		
Week	Hours	Unit or subject name
1 week	2	Central Nervous System Drugs
2 week	2	Drugs Used For Endocrine Disorders
3 week	2	Non-steroidal Anti-inflammatory Drugs and Paracetamol.
4 week	2	Anti- histaminic Drugs.
5 week	2	Immunosuppressant Drugs.
6 week	2	Gastrointestinal Drugs.
7 week	2	Chemotherapy of Infectious Diseases
8 week	2	Chemotherapy of Parasitic Diseases
9 week	2	Cancer Chemotherapy.
10 week	2	Nutrition.
11 week	2	Toxicology:
43.Course Evaluation		
<ul style="list-style-type: none"> <li>• Participation and Attendance: 10%</li> <li>• First Exam: 10%</li> <li>• Second Exam: 10%</li> <li>• Final Exam: 70%</li> </ul>		
44.Learning and Teaching Resources		
1.	Anne Collins Abrams, <u>Clinical Drug Therapy</u> :	
2.	Rationales for Nursing Practice, 6th ed., New York, Lippincott,	

### Course Description Form

45.Course Name: Pathology II	
46.Course Code: PAT207	
47.Semester / Tow: second Semester	
48.Description Preparation Date: ٢٠٢٤-١-٣٠	
49.Available Attendance Forms: Attendance	
50.Number of Credit Hours (Total) / Number of Units (Total)	
2 hr. theory	
51.Course administrator's name (mention all, if more than one name)	
me: Assist. prof. Dr. Mohammed Ramadhan AbdAli mail: <a href="mailto:mohammadsama764@gmail.com">mohammadsama764@gmail.com</a>	
52.Course Objectives	
Course Objectives	<p><b>Course objectives:</b></p> <p><b>At the end of the course the student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Examination at the level of cells, tissues, organ systems and associated diseases.</li> <li>• Explain the basic mechanisms that operate in the organism and how they interact.</li> <li>• Understanding of normal body functions, allowing for more effective treatment of abnormal or pathological conditions.</li> <li>• Discuss the importance of maintaining homeostasis for the survival of the whole organism. Demonstrate the use of the scientific method and quantitative reasoning in the field of physiology.</li> <li>• Demonstrate a mechanical understanding of (how) and (why) the levels of organization that make up the human being.</li> <li>• Demonstrate an understanding of the basic physiology and organizational concepts of the organ systems associated with this course and the mechanisms that allow the body to perform these functions, and predict how a disruption (disease, experimental manipulation) will alter function.</li> <li>• Integrate knowledge of major systems to demonstrate how the systems interact to maintain homeostasis.</li> </ul>
53.Teaching and Learning Strategies	

<b>Strategy</b>	<p><b>A- Cognitive objectives</b></p> <p>1- Preparing the student to deal properly and know the sound medical principles in dealing with patients, as well as with everyone Specialized staff and training staff in order to provide the best ways to serve the patient</p> <p>2- Giving the student full knowledge of medical information and how to communicate it to the patient using the culture and awareness method health care to prevent diseases directly and indirectly</p> <p>3- Make the graduate capable of performing bacterial diagnosis in the educational and diagnostic laboratories of the Ministry of Health In private laboratories, as well as in quality control laboratories pharmaceutical laboratories</p> <p>4- The graduate should have complete knowledge of how to measure drug doses for patients with chronic infections They are exposed to bacterial infection and the type of drug is determined, especially in cases that require the use of a drug with High side effects</p> <p>5- Use health awareness and guidance on how to use sterilizers and disinfectants, and warn about the method The wrong medication and the side effects it causes may lead to pathological conditions on the patient's health</p> <p>6- Providing medical advice on the method and method of using sterilization of all kinds to prevent infection and contamination Whether in hospitals in all their departments or in homes</p> <p><b>B - The skills objectives of the course</b></p> <p>1 Complete knowledge about the rules of bacterial infection</p> <p>2-Knowing the types and strains of bacteria and how to diagnose them</p> <p>-3 Use the drug effective against pathogenic bacteria according to the internationally applicable sensitivity test</p> <p>4-Knowing the characteristics of each pathogenic bacterium from morphological and anatomical aspects and using the best methods established diagnostics.</p> <p>5- Full knowledge of how to control and prevent the occurrence of epidemic infections as a result of bacterial infections</p> <p>6- Continuous follow-up of health recommendations and instructions issued by senior medical authorities and the latest developments in order to control and completely eliminate dangerous infectious germs and prevent their spread.</p> <p>-7 Providing advice on health awareness and guidance to citizens especially in certain seasons when infections are common and</p>
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	<p>widespread, and using the best methods to limit their spread and control epidemics.</p> <p><b>C- Emotional and value goals</b></p> <ul style="list-style-type: none"> <li>-1 Conduct a short surprise exam</li> <li>-2 Mid-semester exam</li> <li>-3 Final exam</li> </ul> <p><b>D - Transferable general and qualifying skills and other skills related to employability and personal development</b></p> <ul style="list-style-type: none"> <li>-1 Preparing the graduate to work in health institutions in all their diagnostic or regulatory laboratories</li> <li>-2 Preparing the graduate to work in health institutions in all their private diagnostic laboratories</li> <li>-3 Preparing the graduate to work in health institutions in all quality control laboratories in pharmaceutical and health supplies production laboratories</li> <li>-4 Preparing the graduate to work in all laboratories of academic medical institutions</li> </ul>
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#### 54. Course Structure

Week	Hours	Unit or subject name
35.	2 hours	Introduction to Pathophysiology
36.	2 hours	Cell damage
37.	2 hours	Necrosis.
38.	2 hours	Cancer Neoplasm
39.	2 hours	Gene and Chromosome
40.	2 hours	Introduction - Classification - Trematoda Blood flukes (Schistosoma)
41.	2 hours	Genetic and Pediatric Diseases
42.	2 hours	Inflammation
43.	2 hours	Hypertension and hypotension
44.	2 hours	Genetic and Pediatric Diseases
45.	2 hours	Review before final exam

#### 46.Course Evaluation

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

#### 47.Learning and Teaching Resources

Main references (sources)	References:
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	1. Atlas of Histology with function Correlations 2nd Edition, Vector P. ,2014 2. Robbins Basic Pathology, 10th Edition 2023
Electronic References, Websites	

### **Course Description Form**

1. Course Name: Health assessment
2. Course Code: HAS203
3. Semester / Year: Second stage / first semester
4. Description Preparation Date:
<p>This course is designed to assist the students to focus on the client's holistic assessment that emphasize on physical status as well as psychosocial and cultural aspects. In addition, the course provides the theoretical basis for assessing human level of wellness, personal strengths and physiological alteration through using interview data, nursing observation, results of diagnostic studies and physical examination data.</p>
5. Available Attendance Forms: course
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours \ 2 credit 2 hours lab .....
7. Course administrator's name (mention all, if more than one name)
Name .Dr.Sahar Adham Ali Email. Nur.sahar.adham@uobabylon.edu.iq
8. Course Objectives
<p>At the end of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the components of the health history</li> <li>• Apply interviewing skills and techniques to conduct a successful interview.</li> <li>• Evaluate the persons' general health status.</li> <li>• Utilize various tools and techniques to measure and collect information (interview, observing, listening, physical examination, reviewing records and reviewing results of diagnostic test.</li> <li>• Explain the sequence of systematic approach of physical examination of body system.</li> </ul>

- 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. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Classroom discussion</li> <li>• Assignments,</li> <li>• Library readings and Internet search</li> </ul>
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#### 10. Course Structure

Week	Hours	Unit or subject name
First week	2 hours	Introductory Overview to Health Assessment
Second week	2 hours	Physical Examination Techniques:
Third week	2 hours	Head- to- Toe Physical Examination Guidelines
Fourth week	2 hours	Skin, hair and nail..
Fifth week	2 hours	Face (eyes, mouth, nose, ears) and neck..
Sixth week	2 hours	Lymph nodes and thyroid gland.
Seventh week	2 hours	Muscular skeletal
8 week	2 hours	Anterior chest (lungs, heart) and breast
9 week	2 hours	Posterior chest (lungs) & vertebrae

10 week	2 hours	Lower extremities.
11 week	2 hours	Central nervous system and cranial nerve
12 week	2 hours	Abdomen.

## Course Description Form

1. Course Name: Adult Nursing2
2. Course Code:NUR206
3. Semester / Year: Second stage / second semester
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours \ 2 credit
7. Course administrator's name (mention all, if more than one name)
Name .Dr.Amna Abdul hassan Email. ameenabrahim29@gmail.com
8. Course Objectives
<p>Upon completion of this course, the student will be able to:</p> <p>Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.</p> <p>Relate the path physiology of selected medical/ surgical alterations to the health – illness continuum.</p> <p>Discuss scientifically based rational for performing selected diagnostic procedure, outcomes and nursing responsibilities.</p> <p>Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.</p> <p>Explain nutritional needs of patients with selected medical/ surgical alterations.</p> <p>Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.</p> <p>Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.</p> <p>Apply the theoretical concepts, scientific principles in planning care of patients.</p>

Demonstrate competence in implementing nursing interventions to meet client oriented goals.

Demonstrate safe administration of drug and parenteral therapy.

Participate in teaching patients

Demonstrate effective communication with patients, instructor and health members.

Describe pre- operative nursing measures of avoiding the risk of infection and the excepted post- operative complications

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"><li>• Brain storming</li><li>• Classroom discussion</li><li>• Assignments,</li><li>• Library readings and Internet search</li></ul>
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#### 10. Course Structure

Week	hours	Unit or subject name
First week	4 hours	Introduction to adult nursing specialist. Nursing management of patients with nervous system disorder: Assessment and diagnostic test Intracranial pressure Brain abscess
Second week	4 hours	Unit 2: Brain tumor Head injury. Meningitis Epilepsy ·Caring for unconscious patients.
Third week	4 hours	Nursing management of patients with Renal disorders: ·Assessment and diagnostic test ·Cardinal signs and symptoms <ul style="list-style-type: none"><li>• ·Urinary tract infection.</li></ul>

Fourth week	4 hours	Renal stone Prostatic hyperplasia Cancer of the bladder.
Fifth week	4 hours	End stage of renal disease. ·Renal replacement therapy.
Sixth week	4 hours	Nursing management of patients with Musculoskeletal disorders: ·Assessment and diagnostic test Fracture. Amputation <ul style="list-style-type: none"> <li>• ·Osteomyelitis.</li> </ul>
Seventh week	4 hours	Osteoporosis ·Arthritis <ul style="list-style-type: none"> <li>• ·Joint replacement</li> </ul>
8 week	4 hours	Interventions for clients with vascular problems Interventions for clients with shock
9 week	4 hours	Nursing management of patients with Cardiovascular disorders: ·Assessment and signs and symptoms and diagnostic test. ·Valvular heart disease (Mitral stenosis and regurgitation)

10 week	4 hours	Valvular disorders(Aortic stenosis and Regurgitation)
11 week	4 hours	Congenital hear disease (ASD.VSD and TOF)
12 week	4 hours	Nursing management of patients with Integumentary disorders: ·Assessment integumentary system ·Dermatitis. · Autoimmune disease
13 week	4 hours	Nursing management of patients with Eye, Nose and Throat (ENT): ·Sinusitis ·Tonsillitis ·Otitis media ·Ca larynx
14 week	4 hours	Nursing management of patients with ophthalmic disorders. ·Assessment and diagnostic test ·Cataract, ·Gulcoma

#### 11.Course Evaluation :

<u>Theoretical content exam</u>	<u>20%</u>	<u>First exam</u>
		<u>Second exam</u>
		<u>Seminar</u>
<u>Practicum</u>	<u>20 %</u>	<u>Exam</u>
		<u>Clinical evaluation</u>
<u>Final theory exam</u>	<u>60%</u>	



## 12. Learning and Teaching Resources

- 1.Hinkle, J. L., & Cheever, K. H. (2018). *Brunner and Suddarth's textbook of medical-surgical nursing*. 14 th edition Wolters kluwer Lippincott co..
- 2.Williams, L. S., & Hopper, P. D. (2015). *Understanding medical surgical nursing*. 5 th edition ,FA Davis, company USA .

## Course Description Form

55.Course Name:		
Adult nursing 1		
56.Course Code:		
NUR 201		
57.Semester / Year:		
First Semester		
58.Description Preparation Date:		
12/10/2024		
59.Available Attendance Forms:		
yearly		
60.Number of Credit Hours (Total) / Number of Units (Total)		
12 hours - 8 credit		
61.Course administrator's name (mention all, if more than one name)		
Name .Dr.Amna Abdul hassan		
Email. ameenabrahim29@gmail.com		
62.Course Objectives		
Course Objectives	<ul style="list-style-type: none"> <li>Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.</li> <li>Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients</li> <li>Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.</li> </ul>	
63.Teaching and Learning Strategies		
Strategy	Writing scientific reports individually and in groups of students, collecting the items of these reports in group work among students, and encouraging students to create explanatory methods.	
64. Course Structure		
Week	Hours	Unit or subject name
		Introduction to adults nursing.

1	4	
2	4	Nursing process; definition, objectives and steps.
3	4	Nursing management for patient with digestive system disease. -Appendicitis  - Hernia.
4	4	- Peptic Ulcer. -Intestinal obstruction
5	4	Nursing management for patient with cancer: -Definitions, types, sign and symptoms. -Method of diagnosis -Treatment and nursing management of patients with cancer
6	4	- Med term exam
7	4	Nursing management for patient with hepatobiliary disorders
8	4	-Hepatitis. - Liver cirrhosis - Cholelithiasis -Cholecystitis.
9	4	Nursing management for patient with Endocrine system disorders : - Diabetes Mellitus.
10	4	-Hyperthyroidism. & Hypothyroidism.
11	4	Nursing management for patients with Blood disorders. -Anemia and its types.  -Hodgkin's disease. -Leukemia
12	4	Nursing management for patients with Respiratory Disorders
13	4	-Bronchitis. -Pneumonia
14	4	Nursing management for patients with Cardiovascular disorders MI  Angina

#### 65.Course Evaluation

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

66.Learning and Teaching Resources	
Required textbooks (curricular books if any)	A. Essential Textbook: <i>Smeltzer, S.C., &amp; Bare, B.G. (2022). Brunner, and Suddarth Textbook of Medical– Surgical Nursing, (12<sup>th</sup> edition). Philadelphia, J.B Lippincott</i>
Main references (sources)	B. Recommended Textbooks:  Lewis, S.M., Heitkemper, M., & Direksen, S. (2018) <i>Medical– Surgical Nursing</i> , (6 <sup>th</sup> edition). St.Louis, Mosby.  Aschenprenner,D. & Venable,S.(2020) <i>Drug Therapy in Nursing , 2<sup>nd</sup> edition</i> . Philadelphia, Lippincott Williams & Wilkins Comp.  Black, J. and Matassarini-Jacobs, E. (2010). <i>Medical –Surgical Nursing Psycho- physiological Approach</i> (6th edition), Philadelphia, W.B Saunders.
Recommended books and references (scientific journals, reports...)	scientific journals
Electronic References, Websites	reviewing modern and emerging scientific websites specialized in nursing to keep pace with modern developments

67.Course Name:	
Computer 4	
68.Course Code: COS 205	
69.Semester / Year:	
2 <sup>nd</sup> semester/2024-2025	
70.Description Preparation Date:	
18/01/2025	
71.Available Attendance Forms: course	
72.Number of Credit Hours (Total) / Number of Units (Total)	
2 hour clinical	
73.Course administrator's name (mention all, if more than one name)	
Name: Rahman Nahi Abid Email: nur.rahman.nahi@yahoo.com	
74.Course Objectives	
Course Objective	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Create, edit, and format documents using Microsoft Word, including text setup, font styling, and inserting images and tables.</li> <li>2. Prepare professional presentations with Microsoft PowerPoint, including slide creation, template usage, and inserting charts and media.</li> <li>3. Use Microsoft Excel to create spreadsheets, perform basic calculations, and generate charts for data analysis.</li> <li>4. Apply formatting principles and data organization skills to enhance productivity and improve work output.</li> <li>5. Integrate modern tools and techniques within Office programs to support office skills and document preparation.</li> </ol>

### 75. Teaching and Learning Strategies

Lectures	Theoretical instruction on core Microsoft Office applications.
Discussion	In-class discussions on practical applications and different use cases in professional settings.
Assignments	Practical exercises reinforcing document creation, data management, and presentation skills.
Quizzes and Exams	Regular assessments to evaluate comprehension and practical application of skills.
Project-Based Learning	Preparing a comprehensive project integrating Word, PowerPoint, and Excel.
Hands-on Practice	Interactive demonstrations and student-led activities to develop technical skills.

### 76. Course Structure

Week	Hours	Unit or subject name
1 week	2	Introduction to Microsoft Office
2 week	2	Microsoft Word Basics
3 week	2	Document Formatting in Microsoft Word
4 week	2	Using Tables and Templates in Word
5 week	2	Microsoft PowerPoint Basics
6 week	2	Formatting Presentations
7 week	2	Microsoft Excel Basics

8 week	2	Formatting and Analyzing Data in Excel
9 week	2	Data Calculations and Formulas in Excel
10 week	2	Reviewing and Integrating Office Applications
11 week	2	Preparing Professional Reports and Presentations
12 week	2	Course Review and Wrap-Up

#### 77.Course Evaluation

- Participation and Attendance: 10%
- First Exam: 15%
- Second Exam: 15%
- Final Exam: 60%

#### 78.Learning and Teaching Resources

1.	Primary Textbook: Microsoft Office Essentials for Beginners (or any comparable available reference).
2.	Supplementary Reading: Practical Guide to Office Applications in Professional Environments.
3.	Online Resources: Access to digital resources and video tutorials covering various Office features.

## Course Description Form

79.Course Name: Nutrition and diet therapy	
80.Course Code:NUT 305	
81.Semester / Year: FIRSRT Semester	
82.Description Preparation Date: 10/1/2025	
83.Available Attendance Forms: Attendance COURSE	
84.Number of Credit Hours (Total) / Number of Units (Total)	
2 hr. theory	
85.Course administrator's name (mention all, if more than one name)	
Name: Lecturer Ali Fadhil Obai Email: <a href="mailto:nur.ali.obaid@uobabylon.edu.iq">nur.ali.obaid@uobabylon.edu.iq</a>	
86.Course Objectives	
Course Objectives	After the Completion of the Course students should be able to: <ul style="list-style-type: none"> <li>Know the fundamental principles of human nutrition.</li> <li>Identify the relationship between nutrition and body energy.</li> <li>Recognize the specification and functions of different nutritional elements.</li> <li>Understand the importance of applied nutrition (curative) as an essential part of the nursing care.</li> <li>Assess types of nutrition according to the category of clients.</li> <li>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</li> </ul>
87.Teaching and Learning Strategies	
Strategy	A- Cognitive objectives 1- Preparing the student to deal properly and know the safe medical principles in dealing with patients, as well as with



	<p>both the specialized staff and the training staff, in order to reach the best ways to serve the patient.</p> <ol style="list-style-type: none"> <li>2- Make the student able to diagnose malnutrition after graduation</li> <li>3- Using health awareness and guidance about nutritional disorders that can effect on quality of life and may in turn lead to the death of the patient.</li> <li>4- Providing medical advice on how to use the food pyramic whether in Hospitals departments or in homes.</li> </ol> <p>B - The skills objectives of the course</p> <ol style="list-style-type: none"> <li>1- Knowledge about the rules of following healthy food.</li> <li>2- Knowing the macronutrient and micronutrient.</li> <li>3- Know some of the problems that cause malnutrition.</li> <li>4- Continuous follow up of health recommendation and instructions issued by senior medical authorities and following up on the latest developments in order to control and eliminate diseases resulting from malnutrition.</li> <li>5- Providing information about health awareness and guidance eating according to age, sex and nature of work.</li> </ol> <p>C- Emotional and value goals</p> <ol style="list-style-type: none"> <li>-1 Conduct a short surprise exam (Quiz)</li> <li>-2 Mid-semester exam</li> <li>-3 Final exam</li> </ol> <p>D - Transferable general and qualifying skills and other skills related to employability and personal development</p> <ol style="list-style-type: none"> <li>-1 Preparing the graduate to work in government and private health institutions.</li> <li>2- Preparing the graduate to work in health institutions in all quality control laboratories in pharmaceutical and health supplies production laboratories</li> <li>3- preparing the graduate to work in all laboratories of medical academic Institutions.</li> </ol>
88. Course Structure	

Week	Hours	Unit or subject name
48.	२	Introduction to nutrition
49.	२	Carbohydrates as macronutrients
50.	2	Lipids as macronutrients
51.	२	Proteins as macronutrients
52.	२	Vitamins as micronutrients
53.	२	Minerals as micronutrients
54.	२	Nutrition and Digestive system
55.	२	Metabolism and energy requirement
56.	२	Nutritional Assessment
57.	२	Nutritional disorders
58.	२	Nutrition for pregnant women
59.	२	Nutrition for lactating mother
60.	२	Nutrition during infancy period
61.	२	Nutrition for toddler and preschool children
15	२	Nutrition for school age and adolescent
62.Course Evaluation		
Distributing the score out of 100 according to the tasks assigned to the students such as daily oral participation, students attendance, weekly quizzes, , monthly written exams, reports... etc.		
63.Learning and Teaching Resources		
Main references (sources)	Harbans Lal (2025) Food and Nutrition for BSc Nursing Students. Fourth eBook Edition	
	Varinder Kaur (2022) TEXTBOOK OF NUTRITION FOR GNM NURSING STUDENTS. 2 <sup>nd</sup> edition	
	Nutrition for Nursing, the Assessment Technologies Institute® (2019) Review Module Edition 7.0..	
	Dudek, Susan G. (2014) Nutrition essentials for nursing practice. 7th edition	
Electronic References, Websites	Website for nutrition and diet therapy	

### Course Description Form

1. Course Name: Biostatistics
2. Course Code: BST 306
3. Semester / Year: third stage
4. Description Preparation Date:
This course is designed to provide fourth year students with basic principles of statistical procedures, understanding the ideas, methods used in biostatistician studies and their applications to health.
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
Total of (3) credits: Theory (1) credit. Lab. (2) credits.  .....
7. Course administrator's name (mention all, if more than one name)
<b>Assist.lectuer sahar khdam</b>
8. Course Objectives
<b>At the end of this course the students will be able to:</b> <ul style="list-style-type: none"><li>• Demonstrate the statistical methods for collecting data, summarization, tabulation, presentation and analysis.</li><li>• Apply manual calculation for descriptive and inferential tests.</li><li>• Apply certain statistical program as excel or SPSS which are used for data analysis in computer.</li><li>• Deal with different data sets such as hospital records.</li></ul>
9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"><li>Lectures, group discussion, individual learning, brain storming, assignments, and library readings.</li></ul>	
10. Course Structure		
Week	Hours	Unit or Subject name
First week	2 hours	<b>Unit 1: Introduction to statistics:</b> <ul style="list-style-type: none"><li>Definition of statistics / biostatistics.</li><li>Aims of statistics &amp; statistic's types.</li><li>Statistical methods (descriptive &amp; inferential statistics)</li></ul>
Second week	2 hours	<b>Unit 2: Data collection:</b> <ul style="list-style-type: none"><li>Data sources.</li><li>Population, Samples &amp; their types.</li><li>Variables and its types.</li></ul>
Third week	2 hours	<b>Unit 3: Descriptive Statistical Methods:</b> <ul style="list-style-type: none"><li>Grouping data in tables (single &amp; double frequency tables).</li><li>Representing grouped &amp; ungrouped data in graphs,<ul style="list-style-type: none"><li>Measures of central tendency (mean, median, mode) for grouped &amp; ungrouped data.</li></ul></li><li>Measure of variation (range, standard deviation, variance, standard score &amp; coefficient of variation)</li></ul>
Fourth week	2 hours	<b>Unit 4: Inferential Statistical Methods:</b> <ul style="list-style-type: none"><li>Probability distribution.</li><li>Type of distribution.</li><li>Normal distribution &amp; its characteristics.</li></ul>

<b>Fifth &amp; sixth weeks</b>	<b>2 hours</b>	<b>Unit 5: Estimation (Point estimation &amp; Interval estimation):</b> <ul style="list-style-type: none"> <li>• Testing hypotheses (Z, T. test).</li> <li>• Contingency tables &amp; Chi-square for independence.</li> <li>• Correlation &amp; simple regression analysis.</li> </ul>
<b>Seventh week</b>	<b>2 hours</b>	<b>Unit 6: Vital statistics (Morbidity &amp; Mortality):</b> Hospital records
<b>Eighth week</b>	<b>2 hours</b>	Data collection.
<b>Ninth week</b>	<b>2 hours</b>	<ul style="list-style-type: none"> <li>• Descriptive Statistical Methods: <ul style="list-style-type: none"> <li>-Grouping data in tables (single &amp; double frequency tables)</li> <li>-Representing grouped &amp; ungrouped data in graphs</li> <li>-Measures of central tendency (mean, median, mode) for grouped &amp; ungrouped data.</li> <li>-Measure of variation (range, standard deviation, variance, standard score &amp; coefficient of variation).</li> </ul> </li> </ul>
<b>Tenth week</b>	<b>2 hours</b>	Inferential Statistical Methods.
<b>Eleventh &amp; twelfth weeks</b>	<b>2 hours</b>	Vital statistics.
<b>Thirteenth week</b>	<b>2 hours</b>	Hospital records.

<b>Fourteenth week</b>	<b>2 hours</b>	Mid exam
<b>Fifteenth week</b>	<b>2 hours</b>	Final exam

### **11.Course Evaluation :**

<b><u>Midterm Evaluation</u></b>	<b><u>50%</u></b>	Mid term Examination 30%
		Daily Assignment 10%
		Lab's Applications 10%
<b><u>Final Evaluation</u></b>	<b><u>50%</u></b>	<b><u>Final theory exam.</u></b> <b><u>50%</u></b>

### **12. Learning and Teaching Resources**

- Utts.J. & Heckard R. Mind on Statistics in nursing, Australia, Duxbury Thomson D, 2022.
- د. عبد الرحمن بن محمد وآخرون , الاحصاء التطبيقي. الرياض , مطابع جامعة الملك سعود , ١٩٩٥

## Course Description Form

89.Course Name: PEDITRIC HEALTH NURSING	
90.Course Code: NUR 306	
91.Semester / Year: THIRD STAGE/SECNEND SEMSTER	
92.Description Preparation Date:10 /1/2025	
93.Available Attendance Forms: COURSE	
94.Number of Credit Hours (Total) / Number of Units (Total)	
3hrs. theory 12 HRS.CLINCAL	
95.Course administrator's name (mention all, if more than one name)	
Name: Nuhad Mohammed Qassim Email: nur.nuhad.mohammad@uobabylon.edu.iq	
96.Course Objectives	
Course Objectives	At the completion of this course the students will be able to: <ul style="list-style-type: none"> <li>Discuss the perspective of child health nursing.</li> <li>Recognize the need for play in caring for sick children as well as healthy children.</li> <li>Identify hazards related to accidents in childhood and the preventive measures</li> <li>Recognize the importance of disaster care related to the child.</li> <li>Describe the major methods of pain assessment and management in children</li> <li>Identify the common health problems among new born infants and different children's age groups.</li> <li>Discuss the health problems in relation to body system.</li> </ul>
97.Teaching and Learning Strategies	
Strategy	A. Knowledge and Understanding <ol style="list-style-type: none"> <li>1- Define basic concepts related to growth and development</li> <li>2- Identify role of pediatric nurse regarding well and ill children</li> <li>3- Describe children playing in different stages of life</li> <li>4-Identify safety precautions and measures related to infancy, toddler, preschool, and school age children</li> </ol>

	<p>5- List measures for health preventions and health maintenance of infants and children</p> <p>6- Describe different health problems related to neonates, infants, and children at different pediatric settings</p> <p><b>B. cognitive Skills</b></p> <p>1- Discriminate between normal and abnormal children growth and development</p> <p>2-Evaluate programs for health maintenance of children</p> <p>3- Analyze children problems, causes, pathphysiology, signs and symptoms as well as prevention and management</p> <p>4- Compare between normal and abnormal children behavior</p> <p><b>C. Professional Skills</b></p> <p>1-Respect professions and their colleges when dealing with them</p> <p>2- Act as a role model when dealing with mothers and children</p> <p>3- Behave as a professional person in theoretical lectures and clinical Areas</p> <p><b>D. Transferable Skills</b></p> <p>1- Perform nursing care plan for different children problems</p> <p>2- Implement nursing intervention for different diseases of children</p> <p>3- Wok cooperatively to present different subjects of pediatric disease</p> <p>4- Search for different topics among up dated articles in periodic and internet</p> <p>5- Solving problems related to social culture diversity which interrelate to health status of children abilities in care of children</p>
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#### 98. Course Structure

Wee k	Hours	Unit or subject name
1	3hrs	<p>1 Part 1. Introduction to Child Health Nursing.</p> <ul style="list-style-type: none"> <li>• Perspectives of Pediatric Nursing</li> <li>• Communication with children</li> <li>• Immunization &amp; immunity</li> </ul>
2	3hrs	Health assessment of the child



3	3hrs	Part 2. \-Newborn Care 2-Immediate newborn care High risk neonate according to (gestational age, birth weight) 3- Birth injures (cerebral palsy, facial paralysis, cephalohematoma, brachial plexus, caput succedaneum)
4+5	3hrs	Part 3. Child with Respiratory dysfunctions: • Upper Airway Infections (common cold, tonsillitis, otitis media) • Lower Airway Infections (pneumonia, asthma, bronchitis, bronchiolitis)
6+7	3hrs	Part 4. Child with Genitourinary dysfunction: Urinary tract infection, nephritic syndrome, Glomerulonephritis, undescended testis
8+9	3hrs	Part 5. Child with Gastrointestinal dysfunction: Gastroenteritis, cleft lip and palate, pyloric stenosis, Hirschsprung disease, imperforated anus, intussusception, celiac disease
10+11	3hrs	Part 6. Child with Blood dysfunction: (iron deficiency anemia, thalassemia, hemophilia, sickle cell anemia, glucose 6 phosphate dehydrogenase)
12	3hrs	Part 7. Child with cardiovascular dysfunction: Cyanotic & a cyanotic heart diseases
13	3hrs	Part 8. Child with neurological dysfunction Spina bifida, hydrocephalus, meningitis
14	3hrs	Part 9. Child with Endocrine dysfunction: Diabetes mellitus, growth hormone deficiency, hypothyroidism
15		Final exam

#### 11.Course Evaluation

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

#### 12.Learning and Teaching Resources

Required textbooks (curricular books, any)	1-Wilson, D., Wong, D. L., Hockenberry, M. J., & Wilson, D. (2019). Wong's nursing care of infants and children. Mosby/Elsevier.
Main references (sources)	1- Pilliteri A. (2018) Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family, (6th ed.). Philadelphia, J.B. Lippincott Company. 2- Kyle, T., & Carman, S. (2021). Essentials of pediatric nursing. 4 <sup>th</sup> ed. Philadelphia,

	<p>Wolters Kluwer Health/Lippincott Williams &amp; Wilkins.</p> <p>3-Leifer, G. (2019). Introduction to maternity and pediatric nursing.8<sup>th</sup> ed.</p> <p>4-Potts, N. L., &amp; Mandleco, B. L. (2012). <i>Pediatric nursing: Caring for children and their families</i>. Cengage Learning.</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Pediatric nursing internet sites

## Course Description Form

99. Course Name: maternal and neonate nursing		
100. Course Code: NUR 301		
101. Semester / Year: 1 <sup>st</sup> /2024-2025 FIRSET SEMESTR		
102. Description Preparation Date:15/1/2025		
103. Available Attendance Forms: Attendance /courses		
104. Number of Credit Hours (Total) / Number of Units (Total)		
3 hrs theory	2hrs lab	12 hrs clinical
3 Credit	1 Credit	4 Credit
105. Course administrator's name (mention all, if more than one name)		
Name: Name :Dr wafaa ahmed ameen Email, nur.wafaa.ahmed@uobabylon.edu.iq		
106. Course Objectives		
Course Objectives	· At the end of the course the students will be able to : At the end of this course the students will be able to: 1. Describe the structure & function of female & male reproductive system 2. Explain the phases of menstrual cycle 3. Identify stages of embryonic & fetal development 4. Formulate nursing diagnosis related to the needs of pregnant woman And developing fetus 5. Discuss physiologic & psychological adaptation to pregnancy 6. Explain causes & nursing intervention for common discomfort of pregnancy 7. Describe potential complications of pregnancy & it's management 8. Describe the stages of labor 9. list signs of labor 10. Distinguish between false & true labor	

	11. Describe a pregnant physiologic & psychological responses to labor 12. Discuss nursing responsibilities towards woman & her family 13. before, during & after normal vaginal delivery. 14. Explain types , indications, benefits, risk , precautions & contra-indications for obstetric operation (Episiotomy, forceps, C/S , induction and Augmentation of labor) 15. Identify possible complications of labor & delivery 16. Discuss nursing management for normal & complicated puerperium 17. Explain nursing management for immediate & daily newborn baby 18. Compare & contrast the advantage & disadvantages & risk factors associated with each methods of family planning 19. Identify common gynecological disorder
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#### 107. Teaching and Learning Strategies

Strategy	Lecture method. Small group method. Presentation method. Work shop. The method of discussion. Brainstorming method. Role-playing methods. - Extra-curricular activities method Group discussion, Writing Reports, Brain Storming
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#### 108.Course Structure

Week	Hours	Unit or subject name
1	3	Reproductive system: •Puperty •A. Revision of anatomy&physiology of reproductive system of female (male •B. Revision of anatomy&physiology of reproductive system of male •-Menstrual Cycle
2	3	2 3hr Pregnancy •Normal pregnancy

		<ul style="list-style-type: none"> <li>•Development &amp; physiology of fetus</li> <li>•Physiological&amp; psychological changes of pregnancy</li> <li>•Prenatal care</li> </ul>
3	3	Complications of pregnancy <ul style="list-style-type: none"> <li>• Nursing care during (APH)</li> <li>• Nursing care during (PIH)</li> <li>• Nursing care during (GD)</li> <li>• Nursing care during anemia</li> </ul>
4,5,6	8	Labor & delivery: <ul style="list-style-type: none"> <li>•Theories of labor onset.</li> <li>•Signs of labor.</li> <li>•Components of labor.</li> <li>•Stages of labor.</li> <li>•Nursing management of each stage of labor.               <ul style="list-style-type: none"> <li>• using of LCG in labor</li> </ul> </li> </ul>
7,8	6	Complication of labor Nursing management during complicated labor and delivery <ul style="list-style-type: none"> <li>• Obstetrical operation:</li> <li>• Episiotomy, forcepsdelivery</li> <li>• C/S               <ul style="list-style-type: none"> <li>• induction &amp; Augmentation of labor</li> </ul> </li> </ul>
9	3	Family planning Contraceptive <ul style="list-style-type: none"> <li>• Hormonal contraceptives</li> <li>• Non hormonal contraceptives</li> <li>• Surgical contraceptives               <ul style="list-style-type: none"> <li>• Advantages and disadvantages of each methods</li> </ul> </li> </ul>
10,11,12	8	Puerperium: <ul style="list-style-type: none"> <li>• Nursing management during normal Puerperium.</li> </ul> Nursing management during complicated Puerperium <ul style="list-style-type: none"> <li>• Nursing management of Postpartum Hemorrhage               <ul style="list-style-type: none"> <li>• Nursing management of Infections</li> </ul> </li> </ul>
13,14	6	Neonatal nursing care: <ul style="list-style-type: none"> <li>• Nursing assessment &amp; management of neonate</li> <li>• Physiological changes &amp; adaptation</li> </ul> Immediate & daily neonatal care
15	3	Gynecological disorders Common Gynecological disorders <ul style="list-style-type: none"> <li>• -Benign and malignant of genital tract</li> <li>• -Menstrual disorders</li> </ul>

		-Infertility
109. Course Evaluation		
mid term exams.		15%
• Quizzes		5 %
• Seminar		5%
• Clinicalevaluation and reports	15%	
• Final Lab. exam.	20%	
• Final theory exam.	40%	
110. Learning and Teaching Resources		
Required textbooks (curricular books, any)	Essential Obstetrics and Gynaecology, J Symonds. Fifth Edition.2013 Essentials of maternity, newborn & women's health nursing, Susan Scott Ricci. 3rd ed.2013	
Main references (sources)	Pillitteri, A (2010). Maternal and child health nursing, (6th ed.). Philadelphia	
Recommended books and references (scientific journals, reports...)		
Electronic References, Website	Websites	

## Course Description Form

1. Course Name: Democracy and Human Rights
2. Course Code: DEM 309
3. Semester / Year: third stage
4. Description Preparation Date:
This Course provides students with basic Knowledge and understanding of Human Rights including individual, specific social groups and nation's rights. This course will help students to live freely, peacefully and be able to appreciate others freedom and rights in a democratic country.
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
total of (2) credits
7. Course administrator's name (mention all, if more than one name)
Assist.lectuer ARAM ESAM .....
.....
8. Course Objectives
<p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"><li>• Understand the historical development of human rights.</li><li>• Search on human rights in the Islamic Sharia.</li><li>• Discuss the concepts and principles of Human Rights in the international law.</li><li>• Describe characteristics of Human Rights.</li><li>• Enhance attitude towards rights of specific social groups</li><li>• Appreciate nations, groups, and individual rights regardless of their ethnic background, religion, sex, color, politic, or confession.</li><li>• Identify rights of his country and nation.</li><li>• Apply concepts of freedom and democracy in his personal and social life.</li></ul>

- Determine his role and responsibility as a citizen in the election of leaders in his country.

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Lectures, group discussion, individual learning, brain storming, assignments, and library readings.</li> </ul>
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#### 10. Course Structure

Week	Hours	Unit or Subject name
First week	2 hours	Unit 1: Nature of the right: <ul style="list-style-type: none"> <li>• The meaning of the right.</li> <li>• Concept of human rights.</li> <li>• Characteristics of natural law.</li> <li>• The natural rights.</li> </ul>
Second week	2 hours	Unit 2: Development of human rights in the mankind history: <ul style="list-style-type: none"> <li>• Human right in old civilization.</li> <li>• The celestial law (code).</li> <li>• Human rights in Islamic Sharia:               <ul style="list-style-type: none"> <li>- Holly Koran.</li> <li>- Noble Prophet Sunna.</li> <li>- Bond of duties with rights in Islamic Sharia.</li> </ul> </li> <li>• Human rights in the middle ages.</li> <li>• Human right in recent ages.</li> </ul>
Third week	2 hours	Unit 3: Human rights in the international law: <ul style="list-style-type: none"> <li>• Principles.</li> <li>• Resources: natural right, religion, habits and caruncle.</li> <li>• Adherent rights “rights of natural beings”.</li> <li>• Exchangeable obligations as a lawful essence.</li> </ul>



Fourth week	2 hours	<p>Unit 4: Content of civil rights:</p> <ul style="list-style-type: none"> <li>• Life and freedom right.</li> <li>• Personal freedom right.</li> <li>• Possession right.</li> <li>• Contracting right.</li> <li>• Expression right.</li> <li>• Believes freedom right and conscience freedom.</li> <li>• Establishing and participating in associations right</li> <li>• Establishing a family right.</li> <li>• Confessional equality right.</li> <li>• Insurance of civil right.</li> </ul>
Fifth & sixth weeks	2 hours	<p>Unit 5: Specific social groups rights:</p> <ul style="list-style-type: none"> <li>• Parents' rights.</li> <li>• Children's rights</li> <li>• Relatives' rights.</li> <li>• Women' rights.</li> <li>• Neighborhood rights.</li> </ul>
Seventh week	2 hours	<p>Unit 6: Human rights relative to time and place:</p> <ul style="list-style-type: none"> <li>• Assured human Rights.</li> <li>• Correspondents and diplomatic representatives' rights.</li> <li>• Transportation, residency, and refugee rights.</li> <li>• Human rights in war period: <ul style="list-style-type: none"> <li>- Civil human.</li> <li>- Military warrior.</li> </ul> </li> </ul>
Eighth week	2 hours	<p>Unit 7: Shared rights for the continuity of humanistic societies</p> <p>and groups:</p> <ul style="list-style-type: none"> <li>• Command for kindness and prohibit the disclaimer.</li> <li>• Peace and cooperation.</li> <li>• Rejection of prejudice on ethnic, religion, sex, color, politic, or confession base.</li> </ul>

Ninth week	2 hours	Unit 7: Concept of Freedom: <ul style="list-style-type: none"> <li>• Individual freedom.</li> <li>• Universal freedom.</li> <li>• Natural freedom.</li> <li>• Civil freedom.</li> <li>• Coactive and life.</li> <li>• Political and national freedom.</li> <li>• Rights towards the country.</li> <li>• Discrimination between mastery and freedom.</li> </ul>
Tenth week	2 hours	Unit 8: Concept of democracy: <ul style="list-style-type: none"> <li>• Historical dimension of democracy: <ul style="list-style-type: none"> <li>- Civil state and democracy in the Greek era.</li> <li>- Establishment of democracy in the recent era.</li> </ul> </li> <li>• Components of democracy.</li> <li>• The democracy government.</li> <li>• Pressure groups and the democracy government.</li> <li>• Theories of election.</li> </ul>
Eleventh & twelfth weeks	2 hours	MID EXAM1
Thirteenth week	2 hours	MID EXAM 2
Fourteenth week	2 hours	FINAL EXAM

#### 11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>30%</u>	Mid term Examination 20%
		QUIZ 10%
<u>Final Evaluation</u>	<u>70%</u>	<u>Final theory exam.</u> <u>70%</u>

## 12. Learning and Teaching Resources

- محمد السيد سعيد ١٩٩٧ ( مقدمة لفهم منظومة حقوق الانسان )
- جميل هلال ١٩٩٦ ( الدولة والديمقراطية )
- امال عبدالهادي ٢٠٠٠ ( تمكين المستضعف )

## Course Description Form

1. Course Name: Research Methods in Nursing
2. Course Code: RSM 302
3. Semester / Year: third stage
4. Description Preparation Date:
The course is designed to provide the nursing students with knowledge related to basic concepts & principles of scientific research process. It is contributed to increase their knowledge, awareness, understanding & recognition on areas of priorities for nursing research.
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
Theory: 2 hours
7. Course administrator's name (mention all, if more than one name)
Dr. Salma K. Al -Ibrahemi Sal3456ma@gmail.com
..... .....
8. Course Objectives
At the end of this course you will able to: Identify research concepts, purposes, and characteristics of scientific research. <input type="checkbox"/> <input type="checkbox"/> Search for nursing problem statement. <input type="checkbox"/> <input type="checkbox"/> list sources of nursing research problem. <input type="checkbox"/> <input type="checkbox"/> Discuss initial & secondary sources of review of literature. <input type="checkbox"/> <input type="checkbox"/> Describe types of variables used in nursing research. <input type="checkbox"/> <input type="checkbox"/> Discuss the types of research design. <input type="checkbox"/> <input type="checkbox"/> Define the population, sampling & sample. <input type="checkbox"/> <input type="checkbox"/> Discuss types of sampling techniques (probability & non probability sample). <input type="checkbox"/> <input type="checkbox"/> Identify the various methods used in data collection. <input type="checkbox"/> <input type="checkbox"/> Explain the types of statistical procedures (descriptive & inferential tests). <input type="checkbox"/> <input type="checkbox"/> Analyze, represent & interpret the results. <input type="checkbox"/> <input type="checkbox"/> Write a study project.

9. Teaching and Learning Strategies		
Strategy	<ul style="list-style-type: none"><li>Lectures, group discussion, individual learning, brain storming, assignments, and library readings.</li></ul>	
10. Course Structure		
Week	Hours	Unit or Subject name
First week	2 hours	Course Orientation
Second week	2 hours	Introduction to scientific research
Third week	2 hours	Major steps in scientific research
Fourth week	2 hours	Research problem & research questions
Fifth & sixth weeks	2 hours	Review of literature
Seventh week	2 hours	Sample & sampling

Eighth week	2 hours	Med Exam 1
Ninth week	2 hours	Research design
Tenth week	2 hours	Measurement & data collection
Eleventh & twelfth weeks	2 hours	Tabulation & analysis of data
Thirteenth week	2 hours	Discussion the findings of the study
Fourteenth week	2 hours	Methods of writing research reports or study
Fifteen week		Final Exam

#### 11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>30%</u>	<u>First exam 20 %</u>
		<u>quiz10 %</u>
<u>Final Evaluation</u>	<u>70%</u>	<u>Final theory exam.</u>
		<u>70%</u>

#### 12. Learning and Teaching Resources

Chiaranai, C. (2016). The lived experience of patients receiving hemodialysis treatment for end-stage renal disease:

A qualitative study. *The Journal of Nursing Research*, 24, 101–108.

Massey, V., Nursing Research: A Study And Learning Tool, Pennsylvania, Springhouse note, 1999.

Nieswiadomy, R., Foundation of Nursing Research, 3rd ed., Stam & Appleton & Lange, 1998.

Polit, Denise F and Cheryl Tatano Beck, Essentials of Nursing Research Methods, Appraised, and Utilization, 6th ed., New York Lippincott Williams & Wilkins, 2011.

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

نجيب ,بديعة محمد , البحث العلمي في التمريض : المنهجية والاسلوب , بغداد ,جامعة بغداد ,وزارة التعليم العالي والبحث العلمي 1990 ,

## Course Description Form

111.	Course Name: Human growth and development
112.	Course Code: HGD 308
113.	Semester / Year: Second Semester 2024/2025
114.	Description Preparation Date: 10 /1/2025
115.	Available Attendance Forms: COURSE
116.	Number of Credit Hours (Total) / Number of Units (Total)
	3hrs. theory
117.	Course administrator's name (mention all, if more than one name)
	Name: Mohammed Talib Abed Email: nur.mohammad.talib@uobabylon.edu.iq
118.	Course Objectives
Course Objectives	<p>At the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>Define the concepts of growth, development, and maturation, and differentiate them.</li> <li>Understand psychosocial theories related to human growth and development.</li> <li>Identify the patterns of growth and development.</li> <li>State the principles of child development with examples to show the understanding of the principles.</li> <li>Describe the physical, social, emotional, spiritual and mental development that take place during different stages of the human beings life.</li> <li>Measure and records a particular weight, height, head circumference on a growth chart, In addition to use of Denver development screening test.</li> <li>Explain the stages of growth and development throughout the human being life cycle.</li> <li>Identify developmental problems the Individual face during different stages of growth and development.</li> <li>Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods.</li> </ul>



	<ul style="list-style-type: none"><li>Utilize the knowledge gained from the study of human growth and development in nursing care of individuals</li></ul>	
119. Teaching and Learning Strategies		
Strategy	<p>A. Knowledge and Understanding</p> <ol style="list-style-type: none"><li>Understand development stages according to major theorists.</li><li>Understand principle of growth and development.</li><li>Explain factors that affect growth and development.</li><li>Construct a concept map to organize, synthesize, and summarize concepts of child development and their relationship to one another.</li></ol> <p>B. Skills</p> <ol style="list-style-type: none"><li>Assess a child to determine the stage of development the child has reached.</li><li>Utilize modeling and role-modeling, nursing process.</li><li>Develop charts that synthesizes and summarizes information on the physical development.</li><li>Use critical thinking to analyze factors that influence growth and development and ways strengthen path to achieving a new development stage.</li></ol> <p>C. Professional Skills</p> <ol style="list-style-type: none"><li>Describe milestones in child's development.</li><li>Identify and examine specific behaviors of development based on personal observations.</li></ol> <p>D. Transferable Skills</p> <ol style="list-style-type: none"><li>Evaluate growth condition, which are appropriate &amp; suitable with peers &amp; siblings.</li><li>Explore, learn about important developmental psychological principles and to apply these principles in understanding their own respective growth and development.</li></ol>	
120.Course Structure		
Week	Hours	Unit or subject name
1.	3	<p>Part 1: introduction to growth and development</p> <ul style="list-style-type: none"><li>Concept of growth and development</li></ul>

		<ul style="list-style-type: none"> <li>• Pattern of growth and development</li> <li>• Stages of growth and development <ul style="list-style-type: none"> <li>• Factors affecting growth and development</li> </ul> </li> </ul>
2. +5	3	Part 2+3: Theories related to human growth and development. <ul style="list-style-type: none"> <li>• Freud theory</li> <li>• Erickson theory <ul style="list-style-type: none"> <li>• Piaget theory</li> </ul> </li> </ul>
4	3	Part 4: Newborn and infant stage <ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, Cognitive and language development</li> <li>• Play and playing \ Nutrition Needs and developmental problems <ul style="list-style-type: none"> <li>• Accident prevention</li> </ul> </li> </ul>
5	3	Part 5: Toddler stage <ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, Cognitive and language development</li> <li>• Play and playing \ Nutrition Needs and developmental problems <ul style="list-style-type: none"> <li>• Accident prevention</li> </ul> </li> </ul>
6	3	Part 6: preschool stage <ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, Cognitive and language development</li> <li>• Play and playing \ Nutrition Needs and developmental problems <ul style="list-style-type: none"> <li>• Accident prevention</li> </ul> </li> </ul>
7	3	Part 7: preschool stage <ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, Cognitive and language development</li> <li>• Play and playing \ Nutrition Needs and developmental problems <ul style="list-style-type: none"> <li>• Accident prevention</li> </ul> </li> </ul>
8	3	Part 8: school age stage <ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, Cognitive and language development</li> <li>• Play and playing \ Nutrition Needs and developmental problems <ul style="list-style-type: none"> <li>• Accident prevention</li> </ul> </li> </ul>
9	3	Part 9: adolescent stage <ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, Cognitive and language development</li> <li>• Play and playing \ Nutrition Needs and developmental problems <ul style="list-style-type: none"> <li>• Accident prevention</li> </ul> </li> </ul>

10	3	Part 10: adulthood stage <ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, Cognitive and language development</li> <li>• Nutrition \ Needs</li> </ul>
1111	3	Part 11: Middle – Aged Adults <ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Physical development.</li> <li>*Physical changes</li> <li>*Health concerns.</li> <li>*Indirect influences on health.</li> <li>*Health and lifestyle.</li> <li>• Cognitive development</li> <li>• Psychosocial development in middle adulthood.</li> <li>• Moral Development</li> <li>• Spiritual Development:</li> <li>• Assessment guidelines for the growth and development of middle adult.</li> <li>• Promoting health and wellness.</li> </ul>
12	3	Part 12: Late Adulthood <ul style="list-style-type: none"> <li>•Introduction</li> <li>•Physical Development</li> <li>*Physical changes</li> <li>*Physical &amp; Mental Health concerns.</li> <li>*Indirect influences on health.</li> <li>*Health and lifestyle.</li> <li>•Cognitive development</li> <li>•Psychosocial development in middle adulthood.</li> <li>•Assessment guidelines for the growth and development of late adulthood.</li> <li>•Promoting health and wellness.</li> </ul>
13	3	Part 13: Theories related to human growth and development. Sullivan and Interpersonal development

١٤	3	Part 14: Eating Disorders Anorexia Nervosa Bulimia Nervosa  -Failure to Thrive : Incidence and Etiology Clinical Manifestations and Pathophysiology Diagnosis Treatment Nursing Management .
15	3	Final Student Exam
3. Course Evaluation		
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc		
4. Learning and Teaching Resources		
Required textbooks (curricular books, any)	1-Wilson, D., Wong, D. L., Hockenberry, M. J., & Wilson, D. (2019). Wong's nursing care of infants and children. Mosby/Elsevier.	
Main references (sources)	1- Pilliteri A. (2018) Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family, (6th ed.). Philadelphia, J.B. Lippincott Company. 2- Kyle, T., & Carman, S. (2021). Essentials of pediatric nursing. 4 <sup>th</sup> ed. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins. 3-Leifer, G. (2019). Introduction to maternity and pediatric nursing.8 <sup>th</sup> ed. 4-Potts, N. L., & Mandleco, B. L. (2012). <i>Pediatric nursing: Caring for children and their families</i> . Cengage Learning.	
Recommended books and references (scientific journals, reports...)		
Electronic References, Websites	Growth and development website	

## Course Description Form

1. Course Name: Community health nursing

2. Course Code: NUR 401

3. Semester / Year: Fourth stage / First & Second semester

4. Description Preparation Date:

This course is designed to increase the students' level of understanding and orientation toward the family and the community health nursing related issues. Throughout this course, the students can present the family and the community with reasonable nursing care when the nursing process is applied and the students' role as care providers is performed.

5. Available Attendance Forms:

Course /yearly

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

Theory: 3 hours, Clinical: 12 hours

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

Dr. Salma K. Al -Ibrahemi .....

[Sal3456ma@gmail.com](mailto:Sal3456ma@gmail.com)

8. Course Objectives

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

- Define the family.
- Identify types, characteristics, roles and functions of the family.
  - Deal with issues and approaches of family health care.
  - Define community health nursing.
- Identify the philosophy, characteristics, the scope, principles, and objectives of community health nursing.
  - Apply standards for community health nursing practice.
  - Perform the role and functions of community health nurse.

- Understand the nursing process, epidemiological process, health education process, home visit process, and case management process.
- Deliver community health nursing care in specialized settings, such as schools, rural, correctional, and disaster ones.
  - Manage selected community health problems.

**Strategy**

- Lectures, group discussion, seminars, group lab work, individual learning, clinical training, brain storming, assignments, and library readings.

**10. Course Structure**

No. week	Hours	Unit or subject name
First week	3 hours	Introduction to Community Health Nursing
Second week	3 hours	Dimensions Model of Community Health Nursing
Third week	3 hours	Community Assessment and Diagnosis
Fourth week	3 hours	Primary Health Care
Fifth & sixth weeks	6 hours	Family Health Nursing Maternal Child Health

Seventh week	3 hours	School Health Services
Eighth week	3 hours	Occupational Health Nursing
Ninth week	3 hours	Home Visit
Tenth week	3 hours	Health Care of Aggregates in the Community
Eleventh & twelfth weeks	6 hours	Health Care of Aggregates in the Community Care of the Elderly
Thirteenth week	3 hours	The Environmental Health

### 11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>40%</u>	<u>First exam 10 %</u>
		<u>Second exam 10 %</u>
		<u>Clinical 10 %</u>
		<u>Seminar 10</u>
<u>Final Evaluation</u>	<u>60%</u>	<u>Final theory exam.</u> <u>40%</u>
		<u>Final Clinical.</u> <u>Exam.20%</u>

## 12. Learning and Teaching Resources

Judith Ann Allender, EdD, MSN, MEd, RN Professor Emeritus Department of Nursing, College of Health and Human Services California State University Fresno, California.

Cherie Rector, PhD, RN, PHN Professor Emeritus Department of Nursing California State University, Bakersfield Bakersfield, California.

Kristine D. Warner, PhD, MPH, RN Professor School of Nursing Director ASBSN Program California State University, Stanislaus Stockton, California

Marcia Stanhope, RN, DSN, FAAN

Endowed Professor and Good Samaritan Chair Holder Community Health Nursing University of Kentucky Lexington, Kentucky

Jeanette Lancaster, RN, PhD, FAAN

Medical Center Professor School of Nursing University of Virginia Charlottesville, Virginia

**PUBLIC HEALTH NURSING: POPULATION-CENTERED HEALTH CARE**



## Course Description Form

1. Course Name: Critical Care Nursing
2. Course Code: NUR 409
3. Semester / Year: Fourth stage / First & Second semester
4. Description Preparation Date:
<p>This is a complementary course to the Critical Care Nursing course. It also prepares students to meet the bio-psycho-social needs of clients with critical illness through advanced assessment and management. The areas of emphasis include the critically ill adult with neurological, gastrointestinal, endocrinology, hematologic dysfunctions, and multisystem stressors.</p>
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
<p>Theory: 2 hours, Clinical: 12 hours Total Credit: 6 credit</p>
7. Course administrator's name (mention all, if more than one name)
<p>Name: Dr. Ahmed Mohammed Jasim ..... Email: dr.ahmed.shlash@uobabyon.edu.iq</p>
8. Course Objectives
<p><i>Upon completion of the course, the student shall be able to:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand the effect of the critical illness on the clients and their families.</i></li> <li>• Describe the impact of the critical care environment on the clients.</li> <li>• Discuss current monitoring techniques used in critical care settings.</li> <li>• Relate the human responses to critical illness to the underlying pathophysiology.</li> <li>• Discuss psychosocial assessment and interventions relevant to critically ill clients and their families.</li> <li>• Utilize knowledge from the humanities and science in planning the care of critically ill adults.</li> </ul>

- Demonstrate safe nursing care of critically ill adults.
- Utilize effective communication techniques with critically ill clients.
- Demonstrate competence in monitoring the neurological critically ill clients.
- Provide quality nursing care for clients with shock disorder.
- Assess and manage critically ill client with acute renal disease.
- Give quality care for client with cerebral vascular accident and unconsciousness.
- Assess and manage critically ill client with burns and respiratory disorders.
- Deal efficiently with cases of multisystem stressors.
- Interpret assessments findings in relation to the underlying critical illness.
- Participate in educating critically ill clients and their families.
- Demonstrate professional behavior in relation to clients and members of the health team.

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Lectures, group discussion, seminars, group lab work, individual learning, clinical training, brain storming, assignments, and library readings.</li> </ul>
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#### 10. Course Structure

No. week	Hours	Unit or subject name
First week	2 hours	Introduction to Critical Care Nursing -Critical Care Nursing Roles - classification of critically ill patients - Characteristics of Critical Care Units
Second week	2 hours	Unit 2: Shock - Classification of Shock - Stages of Shock - Clinical Alert of Shock - Medical Management - Nursing Management
Third week	2 hours	Sepsis - Severe Sepsis and Septic Shock - Sepsis Management Bundle - Multisystem Organ - Dysfunction Syndrome

Fourth week	2 hours	Acute Renal Failure/Acute Kidney Injury <ul style="list-style-type: none"> <li>- Anatomy and Physiology Review</li> <li>- Acute Renal Failure/Acute Kidney Injury</li> <li>- Causes of ARF</li> <li>- Categories of Acute Renal Failure</li> <li>- Phases of Acute Renal Failure</li> <li>- Diagnosis of ARF</li> <li>- Medical Management of Acute Kidney Injury</li> <li>- Nursing Management of Acute Kidney Injury</li> </ul>
Fifth & sixth weeks	4 hours	Cerebral Vascular Accident <ul style="list-style-type: none"> <li>- Stroke Classification</li> <li>- Ischemic strokes</li> <li>- Risk factors for transient ischaemic attack/stroke</li> <li>- Diagnostic Criteria</li> <li>- Early Management</li> <li>- Haemorrhagic stroke</li> <li>- Types of hemorrhagic strokes: ICH and SAH</li> <li>- Causes and Risk factors</li> <li>- Clinical Presentation of Intracerebral Hemorrhage</li> <li>- Diagnosis of Haemorrhagic stroke</li> <li>- Medical and nursing management</li> </ul>
Seventh week	2 hours	Management of Unconscious patient <ul style="list-style-type: none"> <li>- Causes of Consciousness</li> <li>- Assessment of unconscious patient</li> <li>- Medical Management</li> <li>- Nursing Management of unconscious patient</li> </ul>
Eighth week	2 hours	Burns <ul style="list-style-type: none"> <li>- Stages and Degree</li> <li>- Types</li> <li>- Inhalation Burn</li> <li>- Electrical Burns</li> <li>- Radiation Burns</li> <li>- Chemical Burns</li> <li>- Primary and secondary survey guidelines (assessment and management guidelines)</li> <li>- Healing process</li> </ul>
Ninth week	3 hours	<ul style="list-style-type: none"> <li>- Pulmonary Embolism</li> <li>- Pleural Effusion and hemothorax</li> <li>- Pneumothorax</li> </ul>

Tenth week	3 hours	Acid- Base Balance & Imbalance - ABGs Interpretations - Respiratory - Acidosis & Alkalosis - Metabolic - Acidosis & Alkalosis - Nursing Management
Eleventh & twelfth weeks	4 hours	- Review of Conduction System - Basics of ECG Interpretation (ECG waves) - Normal sinus Rhythm - Heart rate measurement methods - Proper ECG placement - Cardiac axis - Dysrhythmia: - Shockable - VF & Pulseless VT - Non-Shockable - Asystole & PEA
Thirteenth week	2 hours	Basic Life support Advance Life support
Fourteenth week	2 hours	Hemodynamic monitoring

#### 11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>40%</u>	<u>First exam 10 %</u>
		<u>Second exam 10 %</u>
		<u>Clinical 10 %</u>
		<u>Seminar 10</u>
<u>Final Evaluation</u>	<u>60%</u>	<u>Final theory exam. 40%</u>
		<u>Final Clinical. Exam.20%</u>

## 12. Learning and Teaching Resources

- Urden, Linda D., Kathleen M. Stacy, and Mary E. Lough. Priorities in critical care nursing-E-Book. Elsevier Health Sciences, 2019.
- Urden, Linda D., Kathleen M. Stacy, and Mary E. Lough. Critical Care Nursing: Diagnosis and Management, 9th Edition, 2022.
- Sole, Mary Lou, Deborah Goldenberg Klein, and Marthe J. Moseley. Introduction to critical care nursing E-Book. Elsevier Health Sciences, 2020.
- Perrin, Kathleen Ouimet, and Carrie Edgerly MacLeod. Understanding the essentials of critical care nursing. Pearson Prentice Hall, 2009.

## Course Description Form

1. Course Name: Epidemiology		
2. Course Code: EPID406		
3. Semester / Year: Fourth stage / First & Second semester		
4. Description Preparation Date:		
The course is designed to be a synthesis of public health with the goal of promoting health and preventing disease among the community in terms of monitoring and detecting the health-related events through the application of the epidemiological studies , and how to evaluate the health care services.		
5. Available Attendance Forms:		
course		
6. Number of Credit Hours (Total) / Number of Units (Total)		
Theory: 2 hours		
7. Course administrator's name (mention all, if more than one name)		
<table border="1" style="width: 100%; border-collapse: collapse;"><tr><td style="padding: 2px;">Prof. Dr. Hassan Alwan Baiee</td></tr><tr><td style="padding: 2px;">hasan.baie@uobabylon.edu.iq</td></tr></table>	Prof. Dr. Hassan Alwan Baiee	hasan.baie@uobabylon.edu.iq
Prof. Dr. Hassan Alwan Baiee		
hasan.baie@uobabylon.edu.iq		
8. Course Objectives		
<p>1.To apply a knowledge base of the epidemiological principles and methods.</p> <p>2. To apply the epidemiological model for the community benefits.</p> <p>3.To use the epidemiological process for providing health care services.</p> <p>4.To apply the epidemiological studies for the control and treatment of the health problems.Give quality care for client with cerebral vascular accident and unconsciousness.</p> <p>Assess and manage critically ill client with burns and respiratory disorders.</p> <p>Deal efficiently with cases of multisystem stressors.</p> <p>Interpret assessments findings in relation to the underling critical illness.</p>		

Participate in educating critically ill clients and their families.  
Demonstrate professional behavior in relation to clients and members of the health team.

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>Lectures, group discussion, seminars, group lab work, individual learning, clinical training, brain storming, assignments, and library readings.</li> </ul>
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#### 10. Course Structure

No. week	Hours	Unit or subject name
First week	2 hours	1. Foundation of Epidemiology and Historical Development
Second week	2 hours	2. Risk Factors and Diseases Outcome (Causal Inference)
Third week	2 hours	3. Rates in Epidemiology
Fourth week	2 hours	4. Measures of Association
Fifth weeks &	4 hours	5. The Epidemiological Model
sixth weeks		6. The natural History of Health Conditions

Seventh week	2 hours	7. Levels of Prevention
Eighth week	2 hours	8. Epidemiology of Communicable Diseases
Ninth week	3 hours	9. Epidemiology of non-Communicable Diseases
Tenth week	3 hours	10. Control of Communicable Diseases
Eleventh & weeks	4 hours	11. Epidemiological Studies
twelfth weeks	2 hours	12. Occupational Epidemiology
Thirteenth week	2 hours	13. Environmental Epidemiology
Fourteenth week		14. The Influence of Epidemiology on Ethical and Professional issues
Fifteenth week		15. Review of the course



### 11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>30%</u>	<u>First exam 15 %</u>
		<u>Second exam 15 %</u>
		<u>Final theory exam.</u> <u>70%</u>
<u>Final Evaluation</u>	<u>70%</u>	

### 12. Learning and Teaching Resources

Gordsil, L.: Epidemiology, 2nd ed., USA: Saunders Co.,2016.

## Course Description Form

1. Course Name: Health Promotion
2. Course Code: HPR405
3. Semester / Year: Fourth stage / First & Second semester
4. Description Preparation Date:
This course is designed to present the students with concepts and definitions of health and health promotion. It also provide relevant approaches, models, and skills that enable students to accomplish activities concerning injury and diseases prevention as well as promotion of positive healthy life style and behaviors throughout the lifespan.
5. Available Attendance Forms:
coruse
6. Number of Credit Hours (Total) / Number of Units (Total)
Theory: 2 hours,
7. Course administrator's name (mention all, if more than one name)
Lec. Dr. Ali Ahmed Kadhim ALHatab nur.ali.ahmed@uobabylon.edu.iq
8. Course Objectives
<ul style="list-style-type: none"><li>• Identify Concepts, principles and definitions of health and health promotion.</li><li>• Apply approaches to health promotion and diseases prevention.</li><li>• Differentiate health promotion from Health Protection.</li><li>• Overview models of health and illness.</li><li>• Discuss health promotion Model</li><li>• Understand levels of measurement of health and health promotion.</li></ul> Perform the nurse's Role in health promotion
9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"><li>Lectures, group discussion, seminars, group lab work, individual learning, clinical training, brain storming, assignments, and library readings.</li></ul>	
10. Course Structure		
No. week	Hours	Unit or subject name
First week	2 hours	Unit 1: Overview of Health and Health Promotion (2) hrs. <ul style="list-style-type: none"><li>Define Concepts</li><li>Discuss stages and degrees of illness.</li><li>Describe the models of health and illness.</li><li>Identify the Dimensions of wellness.</li><li>Analyze the three levels of diseases prevention.</li></ul>
Second week	2 hours	Unit 2: Theories of Human Behavior and Health: (2) hrs. <ul style="list-style-type: none"><li>Identify Multiple Theories in Behavior Change</li><li>Describe the health belief model.</li><li>Discuss the components of protection motivation theory.</li><li>Describe the Trans-theoretical Model of Behavior Change.</li><li>Identify the stages of changes in Trans-theoretical Model of Behavior Change.</li></ul>
Third week	2 hours	Unit 3: Unit 3 Nursing Process in health promotion (2) hrs. Prevention: <ul style="list-style-type: none"><li>Identify the Steps of Nursing Process.</li><li>Discuss the assessment phase of health planning process.</li><li>Identify the methods of data collection.</li><li>Describe the NANDA (North American Nursing Diagnosis Association).</li><li>List the factors affecting the implementation of health planning process.</li><li>Explain how to Evaluation the Nursing Process.</li></ul>
Fourth week	2 hours	Unit 4: Unit 4: Domains fundamentals to Nursing Practice in Health Promotion: (2) hrs. <ul style="list-style-type: none"><li>Discuss the domains of fundamentals to Nursing Practice in Health Promotion.</li></ul>

Fifth weeks &	4 hours	Unit 5: Roles of the Nurse in Health Promotion: (۲) hrs <ul style="list-style-type: none"> <li>• Discuss Pender Health Promotion Model.</li> <li>• Describe O'Donnell Model of Health Promotion Behavior.</li> <li>• Discuss the dynamic balance for O'Donnell Model of Health Promotion Behavior.</li> <li>• Identify the roles of the Nurse in Health Promotion.</li> <li>• Discuss the activities that carried out by health promotion nurse</li> </ul>
sixth weeks		Unit 6: Risk Factors and Health Promotion (۲) hrs. <ul style="list-style-type: none"> <li>• Identify the risk factors for health.</li> <li>• Discuss the risk factors of health promotion.</li> </ul>
Seventh week	2 hours	Unit 7: Using Communication for Health Promotion: (۲) hrs. <ul style="list-style-type: none"> <li>• Discuss the relationship between nursing and communication.</li> <li>• Describe the purposes, essential skills, and level of communication.</li> <li>• Identify the levels of communication.</li> <li>• Discuss the phases of therapeutic communication.</li> <li>• Describe Factors that influencing patient's teaching</li> </ul>
Eighth week	2 hours	Unit 8: The concept of Lifestyle and Cultural: <ul style="list-style-type: none"> <li>• Definition of health education</li> <li>• Discuss the components of lifestyle and cultural assessment.</li> <li>• Identify the Guideline for assessing lifestyle factors that affect the health and well-being.</li> </ul>
Ninth week	3 hours	<ul style="list-style-type: none"> <li>• Definition of health education</li> <li>• Discuss the components of lifestyle and cultural assessment.</li> </ul> Identify the Guideline for assessing lifestyle factors that affect the health and well-being.
Tenth week	3 hours	Mid

### 11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>30%</u>	<u>First exam 15 %</u>
		<u>Second exam 15 %</u>
		<u>Final theory exam.</u> <u>70%</u>
<u>Final Evaluation</u>	<u>70%</u>	

### 12. Learning and Teaching Resources

- Allender, J. and Spradley, B., Community Health Nursing Concepts and practice, 5<sup>th</sup> ed., New York, Lippincott, 2001.
- Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 7<sup>th</sup> Ed, New York, Pearson Education, 2004.

### Course Description Form

1. Course Name: Nursing Professional perspectives and Issues
2. Course Code:NUR403
3. Semester / Year: Fourth stage / First & Second semester
4. Description Preparation Date:
This course presents concepts underlying professional nursing practice and assists the students in developing their own roles as professional nurses. The content of the course builds on the students' previous knowledge and experiences in nursing. It provides a scholarly perspective to enable students moving from a nursing technical and practical point of view to a professional view.
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
Theory: 2 hours,
7. Course administrator's name (mention all, if more than one name)
Dr. Salma K. Al -Ibrahemi Sal3456ma@gmail.com
8. Course Objectives
At the end of the course the student will be able to: <ul style="list-style-type: none"><li>• Understand the professional nursing practice.</li><li>• Interpret socialization issues to professional nursing.</li><li>• Discuss the client's individual, family, and community systems.</li><li>• Identify the ethical dimension of nursing and health care.</li><li>• Understand concepts of change, complexity, and chaos.</li><li>• Apply the computer science in nursing practice.</li><li>• Predict the future perspectives in nursing.</li><li>• Realize different models related to nursing practice.</li></ul>

- Use nursing models in solving nursing problems.
- Apply health teaching in nursing practice.

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Lectures, group discussion, seminars, group lab work, individual learning, clinical training, brain storming, assignments, and library readings.</li> </ul>
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#### 10. Course Structure

No. week	Hours	Unit or subject name
First week	2 hours	Professional nursing practice
Second week	2 hours	Socialization to professional nursing
Third week	2 hours	Client systems
Fourth week	2 hours	Ethical dimensions of nursing and health care
Fifth weeks &	4 hours	Mid exam 1
sixth weeks		Computer science in nursing practice

Seventh week	2 hours	Change, complexity and chaos
Eighth week	2 hours	Future perspectives
Ninth week	3 hours	Nursing models
Tenth week	3 hours	Health teaching in nursing practice
ELEVEN week		Mid exam 2
TWELVE week		Review
THIRTEEN week		Final exam

11.Course Evaluation :



<u>Midterm Evaluation</u>	<u>30%</u>	<u>First exam 15 %</u>
		<u>Second exam 15 %</u>
		<u>Final theory exam.</u> <u>70%</u>
<u>Final Evaluation</u>	<u>70%</u>	

## 12. Learning and Teaching Resources

- Creasia, J and Parker B, Conceptual Foundations of Professional Nursing Practice, 2<sup>nd</sup> ed., Mosby, New York, 2016
- Oermanm, Marilyn H., Professional Nursing Practice, 10<sup>th</sup> ed., New York, Appleton & Lange, 2010.
- Stanfield, S. Peggy, Introduction to the Health Profession, 4<sup>th</sup> ed., Jones and Bartlett Publisher, 2002.

## Course Description Form

1. Course Name: Nursing Management and Leadership	
2. Course Code: NUR402	
3. Semester / Year: Fourth stage / First & Second semester	
4. Description Preparation Date:	
This course is concerned with directing and teaching students the concepts related to nursing affairs management and applying them in clinical reality.	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Theory: 2 hours, Clinical :3 hour	
7. Course administrator's name (mention all, if more than one name)	
Assist . lec Zaid Abdullah Hussein	
<a href="mailto:nur.zaid.hassn@uobabylon.edu.iq">nur.zaid.hassn@uobabylon.edu.iq</a>	.....
	.....
8. Course Objectives	
<p>1. Identifying students concerning the concept of management which enable them to perform their effective role in applying the management principles according to sound scientific principles.</p> <p>2. Identifying students with the leadership approach which enable them to form a leadership personality in clinical field to practice their management role in controlling persons through the mechanism of implementing the management process.</p> <p>3. Identifying students with the mechanism and importance of communication in managing nursing affairs.</p> <p>4. Identifying students with the principal rules applied in managing nursing services such as planning, organizing,</p>	

supervision and evaluation.

5. Identifying students with the management activities that contribute in regulating nursing care affairs.

6. Identifying students with the role of nursing staff in delivering best services that are congruent with the organization policy in which they work.

7. Identifying students with the approaches followed in nursing services management and developing nursing staff.

8. Enabling students to perform their effective role and giving them the leadership role in clinical field what achieve the organization goals and fulfill students' needs in management aspect.

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"><li>Lectures, group discussion, seminars, group lab work, individual learning, clinical training, brain storming, assignments, and library readings.</li></ul>
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#### 10. Course Structure

No. week	Hours	Unit or subject name
First week	2 hours	1. The concept of management and management process, Theories
Second week	2 hours	2. The role of leadership and practicing management work
Third week	2 hours	3. Communication and public relations
Fourth week	2 hours	4. Leadership in Nursing

Fifth weeks &	4 hours	5. Management of nursing unit and the rules in followed of nursing services Management
sixth weeks		6. Planning in Nursing Management
Seventh week	2 hours	7. Functions in Nursing Management
Eighth week	2 hours	8. Scheduling , Staffing
Ninth week	3 hours	9. Time and Electronic Management
Tenth week	3 hours	10. Risk Management
Eleventh & weeks	4 hours	11. Problem Solving / Decision Making
twelfth weeks	2 hours	12. Strategic Management
Thirteenth week	2 hours	13. Change Management , the process of change
Fourteenth week		14 . Job Description and Job Analysis

11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>40%</u>	<u>First exam 10 %</u>
		<u>Second exam 10 %</u>
		<u>Clinical10</u>
		<u>Seminar 10</u>
		<u>Final theory exam. 40%</u>
<u>Final Evaluation</u>	<u>60%</u>	<u>Final Clinical. Exam.20%</u>

## 12. Learning and Teaching Resources

Nursing Administration, Basavathappa, 2nd Edition, Jaypee Brothers Medical Publisher, 2019.

## Course Description Form

1. Course Name: Mental Health Nursing
2. Course Code: NUR408
3. Semester / Year: Fourth stage / First & Second semester
4. Description Preparation Date:
<p>This Course provides students with basic Knowledge and understanding of various theories that explain the behaviors of mentally health and ill persons. It also develops clear and specific approaches to various mental problems that lead students to use the nursing process as a framework for effective care with a holistic view of each client (physical, emotional, spiritual, interpersonal, cultural, socioeconomic, and environmental Aspects).</p>
5. Available Attendance Forms: course
6. Number of Credit Hours (Total) / Number of Units (Total)
<p>Theory: 3 hours, Clinical: 12 hours</p> <p style="text-align: right;">.....</p>
7. Course administrator's name (mention all, if more than one name)
<p>Lec. Dr. Ali Ahmed Kadhim ALHatab nur.ali.ahmed@uobabylon.edu.iq</p>
8. Course Objectives
<ol style="list-style-type: none"> <li>1. Discuss the trends, foundations, and concepts of mental health nursing.</li> <li>2. Identify the community-based nursing care (mental health promotion and mental illness prevention.)</li> <li>3. Describe the ethical and legal issues in nursing.</li> <li>4. Identify the mental health nursing theories.</li> <li>5. Implement therapeutic communication and interpersonal relationship.</li> <li>6. Apply the nursing process in providing the nursing care for the client.</li> <li>7. Identify and assist in providing special treatment modalities.</li> <li>8. Describe different types of psychiatric disorders.</li> </ol>

9. Recognize client behaviors and problems.
10. Assess the mental health statuses of client.
11. Change the student's attitudes toward mental health and mental illness nursing.
12. Appraise the nurse's role in the community mental health nursing.

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>Lectures, group discussion, seminars, group lab work, individual learning, clinical training, brain storming, assignments, and library readings.</li> </ul>
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#### 10. Course Structure

No. week	Hours	Unit or subject name
First week	2 hours	Unit 1: Foundations of Mental Health: <ul style="list-style-type: none"> <li>History and trends in psychiatric mental health nursing.</li> <li>Foundation of psychiatric mental Health. Nursing.</li> <li>Introduction to psychiatric Mental Health Nursing.</li> <li>Concept of mental health &amp; Mental illness.</li> </ul>
Second week	2 hours	Unit 2: Community Mental Health: <ul style="list-style-type: none"> <li>Community based care, mental health promotion &amp; prevention of mental illness.</li> <li>Ethical &amp; legal issues in nursing.</li> </ul>
Third week	2 hours	Unit 3: Theories in mental health nursing: <ul style="list-style-type: none"> <li>Psychological theories.</li> </ul>
Fourth week	2 hours	Unit 3: Theories in mental health nursing: <ul style="list-style-type: none"> <li>Neurobiological theories.</li> </ul>
Fifth & weeks	4 hours	Unit 4: Communications: <ul style="list-style-type: none"> <li>Therapeutic communication &amp; relationship.</li> <li>Interpersonal relationship.</li> </ul>
sixth	2 hours	Unit 5: The Nursing process: <ul style="list-style-type: none"> <li>Assessment of Psychiatric clients.</li> <li>Nursing. Diagnosis according to NANDA.</li> <li>Outcome identification.</li> </ul>

		<ul style="list-style-type: none"> <li>• Planning &amp; implementation.</li> <li>• Evaluation.</li> </ul>
Seventh week	2 hours	Unit 6: Treatment modalities: <ul style="list-style-type: none"> <li>• Special treatment modalities.</li> <li>• Psychopharmacology.</li> <li>• CT.</li> <li>• Alternative &amp; Complementary therapies.</li> </ul>
Eighth week	3 hours	Unit 7: Psychiatric Disorders: <ul style="list-style-type: none"> <li>• Clients with psychiatric disorders.</li> <li>• Mood disorder depression &amp; mania.</li> <li>• Delusional &amp; Shared Psychotic disorders.</li> </ul>
Ninth week	3 hours	Unit 7: Psychiatric Disorders: <ul style="list-style-type: none"> <li>• Cognitive disorders.</li> <li>• Delirium.</li> <li>• Dementia.</li> <li>• Vague state.</li> <li>• Mood disorder (depression &amp; mania).</li> </ul>
Tenth week	4 hours	Unit 8: Anxiety disorders: <ul style="list-style-type: none"> <li>• Anxiety.</li> <li>• Phobia.</li> <li>• Obsessive – compulsive disorder.</li> <li>• Anxiety related disorders (post-Traumatic disorder).</li> <li>• Somatic disorder.</li> </ul>
Eleventh & weeks	2 hours	Unit 9: Personality disorders.
twelfth	2 hours	Unit 10: Substance related disorders: <ul style="list-style-type: none"> <li>• Alcoholic abuse.</li> <li>• Drug abuse.</li> </ul>
Thirteenth week		Unit 11: Eating disorders: <ul style="list-style-type: none"> <li>•• Anorexia nervosa.</li> <li>•• Bulimia.</li> </ul>
Fourteenth week		Unit 12: Nursing care of special population: <ul style="list-style-type: none"> <li>• Child.</li> </ul>
		Unit 12: Nursing care of special population: <ul style="list-style-type: none"> <li>• Elderly.</li> <li>• Homeless.</li> </ul>



Fifth teen week		Student's Final Examination
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#### 11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>40%</u>	<u>First exam 10 %</u>
		<u>Second exam 10 %</u>
		<u>Clinical 10 %</u>
		<u>Seminar 10</u>
<u>Final Evaluation</u>	<u>60%</u>	<u>Final theory exam.</u> <u>40%</u>
		<u>Final Clinical.</u> <u>Exam.20%</u>

#### 12. Learning and Teaching Resources

- 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.

## Course Description Form

1. Course Name: psychology
2. Course Code: HPN410
3. Semester / Year: Fourth stage / First & Second semester
4. Description Preparation Date:
<p>This course is designed to provide the nursing students with basic knowledge concerning psychological concepts and principles. It presents various theories of human behaviors and personality development in all ages that enable students explain, understand and predict human behaviors during their daily life.</p>
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
Theory: 2 hours, Clinical: 2 hours
7. Course administrator's name (mention all, if more than one name)
<div style="border: 1px solid black; padding: 2px;">Lec. Dr. Ali Ahmed Kadhim ALHatab</div> <div style="border: 1px solid black; padding: 2px;">nur.Ameer.Salahaldeen@uobabylon.edu.iq</div>
8. Course Objectives
<p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand Psychological concepts, Principles and branches.</li> <li>• Recognize human motivation and its classification.</li> <li>• Recognize emotions and their development.</li> <li>• Distinguish between frustration and conflict.</li> <li>• Discuss theories of personality development.</li> <li>• Identify the cognitive processes, such as thinking, memory, learning, and intelligence.</li> <li>• Explain human behaviors on the bases of psychological concepts and principles.</li> <li>• Appreciate human action and reaction in the daily life.</li> </ul>

- Apply Psychological principles and theories in the practical daily life.

#### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Lectures, group discussion, seminars, group lab work, individual learning, clinical training, brain storming, assignments, and library readings.</li> </ul>
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#### 10. Course Structure

No. week	Hours	Unit or subject name
First week	2 hours	Unit 1: Introduction to Psychology: (4) hrs. <ul style="list-style-type: none"> <li>• Definitions and terminology.</li> <li>• History of psychology.</li> <li>• Aims of psychology.</li> <li>• Theoretical and practical branches of psychology.</li> <li>• Approaches to psychology.</li> <li>• Methodology in psychology</li> </ul>
Second week	2 hours	Unit 2: Motivation: (4) hrs. <ul style="list-style-type: none"> <li>• Definition.</li> <li>• Theories of motivation.</li> <li>• The work of motives.</li> <li>• Motives classification.</li> </ul>
Third week	2 hours	Unit 3: Emotion: (4) hrs. <ul style="list-style-type: none"> <li>• Definition.</li> <li>• Theoretical background.</li> <li>• Nervous system and emotion.</li> <li>• Development of emotion.</li> <li>• Kinds of emotion.</li> </ul>
Fourth week	2 hours	Unit 4: Frustration and Conflict: (4) hrs. <ul style="list-style-type: none"> <li>• Frustration definition and causal factors.</li> <li>• Conflict definition and kinds.</li> <li>• Management of Frustration and conflict.</li> <li>• Psychological Defense Mechanisms.</li> </ul>

Fifth & sixth weeks	4 hours	Unit 5: Personality: (6) hrs. <ul style="list-style-type: none"> <li>• Definition.</li> <li>• Theoretical background.</li> <li>• Trait classification.</li> <li>• Measurement and evaluation of personality.</li> <li>• Adjustment.</li> </ul>
Seventh week	2 hours	Unit 6: Attention and perception: (2) hrs. <ul style="list-style-type: none"> <li>• Definitions.</li> <li>• Kinds of attention.</li> <li>• Factors affect attention.</li> <li>• Importance of perception.</li> <li>• Components of perception.</li> </ul>
Eighth week	2 hours	Unit 7: Thinking and Learning: (2) hrs. <ul style="list-style-type: none"> <li>• Definitions.</li> <li>• Kinds and levels of thinking.</li> <li>• Conditions of learning.</li> </ul>
Ninth week	3 hours	Unit 8: Memory and Forgetting: (2) hrs. <ul style="list-style-type: none"> <li>• Definitions.</li> <li>• Process of memorization.</li> <li>• Types of memory</li> <li>• Causal factors of forgetting.</li> <li>• Interpretation of forgetting.</li> </ul>
Tenth week	3 hours	Unit 9: Intelligence: (2) hrs. <ul style="list-style-type: none"> <li>• Definition of Intelligence.</li> <li>• Factors effecting Intelligence.</li> <li>• Intelligent Age and Intelligent Quotient</li> </ul>

#### 11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>30%</u>	<u>First exam 15 %</u>
		<u>Second exam 15 %</u>

<u>Final Evaluation</u>	<u>70%</u>	<u>Final theory exam.</u> 40%
		<u>Final Clinical.</u> <u>Exam.20%</u>

## 12. Learning and Teaching Resources

- Sreevani, R. (2013). Psychology for nurses. Jaypee Brothers Medical Publishers.
- Upton, D. (2013). Introducing psychology for nurses and healthcare professionals. Routledge.
- Rosie M. Psychology. (2017). Rice University.
- Ciccarelli, S., & White, J. (2018). Psychology. Fifth edition: Pearson Education Limited 2018. Sole, Mary Lou, Deborah Goldenberg Klein, and Marthe J. Moseley. Introduction to critical care nursing E-Book. Elsevier Health Sciences, 2020.
- Perrin, Kathleen Ouimet, and Carrie Edgerly MacLeod. Understanding the essentials of critical care nursing. Pearson Prentice Hall, 2009.