

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

Academic Program Specification Form For The Academic

University: Babylon
College: Nursing
Department: Nursing
Date of Form Completion :31/1/2024

Dean 's Name
Prof. Dr. Amean A yasir
Date : 31 /1/2024

Dean 's Assistant For Scientific Affairs
Prof. Dr. Nuhad Mohemmed Kassim
Date : 31 /1 / 2024

Head of Department
Ahmed Jawad Kadhum
Date : 31/1/ 2024

Signature

Signature

Signature

Quality Assurance And University Performance Manager
Date : / /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

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

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

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1- That students know the basics of nursing and medical science.

A2 - To provide students with an understanding and assimilation of knowledge.

A3 - To provide the student with the facts of the analysis of the material he studied, whether at the theoretical or practical level.

A4- To make the student face the problems and take appropriate solutions for them.

A5 that the student learn the skill of evaluating the nursing process and finding appropriate solutions for it.

A 6 to provide the student with the concepts of the ethics of practicing the profession of nursing.

A7 The student has a skill in scientific research.

B. Subject-specific skills

1- The student learns to apply the theoretical information that he studied through the academic program

2- That the student learn the basic skills to provide nursing care to patients.

3- Evaluation skill.

4- Nursing diagnostic skill.

5- Implementation skill.

6 health calendar skill.

7 scientific research skill

Teaching and Learning Methods

The method of e-learning within the university campus.

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

Lecture method.

Small group method.

Presentation method.

Work shop. The method of discussion.

Brainstorming method.

Role-playing methods.

- Extra-curricular activities method

Assessment methods

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

Form No. 10A student evaluation of educational materials.

Teaching evaluation form.

Theoretical and practical exams.

C. Thinking Skills

C 1- Scientific research skill.

C 2- The skill of managing the nursing unit.

C 3 - the skill of presentation and health care.

C 4- Communication skill.

C 5- The skill of taking responsibility

C 6 note-taking skill.

C 7- The skill of setting priorities.

C 8- The skill of applying nursing procedures

Teaching and Learning Methods

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

Assessment methods

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

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

D 1- Nursing profession etiquette skill.

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

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

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

D 5- Communication skill

D6 - problem solving skill

D 7- Administrative skills

Assessment Methods

1- Electronic exams

2- daily exams

3- Semester exams

4-Final Exams

11. Programme Structure

مناهج الدراسة الاولى باللغة الانكليزية للعام 2021/2022

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

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

13. Personal Development Planning

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

14. Admission criteria .

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

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

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

Acceptance of admission of students (10%).

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

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

15. Key sources of information about the programme

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

Course Description Form

1. Course Name: nutrition II

2. Course Code:

3. Semester / Year: Semester

4. Description Preparation Date:2024-1-30

5. Available Attendance Forms: Attendance

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

2 hr. theory

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

Name: Assit. prof. Dr. Ameera Jasim Mohamed Ameen

Email: nur.ameera.jasim@uobabylon.edu.iq

8. Course Objectives

Course Objectives

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

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

9. Teaching and Learning Strategies

Strategy	<p>A- Cognitive objectives</p> <ol style="list-style-type: none"> 1- Preparing the student to deal properly and know the safe medical principles dealing with patients , as well as with both the specialized staff and the training staff , in order to reach the best ways to serve the patient. 2- Providing the student with complete material about medical information : how to deliver it to the patient using the method of health culture and awareness to prevent contracting diseases directly and indirectly. 3- Make the student able to diagnose malnutrition after graduation . 4- Using health awareness and guidance about weight loss medication and the side effects they cause may in turn lead to the death of the patient . 5- Providing medical advice on how to use the food pyramid , wether in hospitals in all their departments or in homes . <p>B - The skills objectives of the course</p> <ol style="list-style-type: none"> 1- Knowledge about the rules of following healthy food . 2- Knowing the macronutrient and micronutrient . 3- Know some of the problems that cause malnutrition . 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 . 5- Providing information about health awareness and guidance eating according to age , sex and nature of work. <p>C- Emotional and value goals</p> <ol style="list-style-type: none"> -1 Conduct a short surprise exam -2 Mid-semester exam -3 Final exam <p>D - Transferable general and qualifying skills and other skills related employability and personal development</p> <ol style="list-style-type: none"> -1 Preparing the graduate to work in government and private health institutions . 2- Preparing the graduate to work in health institutions in all quality control laboratories in pharmaceutical and health supplies production laboratories 3- preparing the graduate to work in all laboratories of medical academic institutions .
-----------------	---

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	Students acquire information in the field of nutrition	Introduction to nutrition	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
2.	2	Students acquire information in the field of carbohydrates	Carbohydrates definition and classification	Scientific references and use of the board,	monthly written and oral examinations

				And educational videos	and seminars
3.	2	Students acquire information on how to protect themselves from Carbohydrates Diseases	Carbohydrates Diseases	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
4.	2	Students acquire information in the field of Lipids to the required level	Lipids definition and classification	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
5.	2	Students acquire information in the field of avoid fat diseases	Lipids Diseases	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
6.	2	Students acquire information in the field of Amino acid to the required level	Amino acids definition and classification	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
7.	2	Students acquire information in the field of knowing the types of protein	Proteins and classification depend on nutrition:	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
8.	2	Students acquire information about the types of vitamins and their benefits to the body	Types of vitamins, function , and it benefit of vitamins for the body	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
9.	2	Students acquire information about the importance of minerals and how to preserve them	Function of mineral , types and methods preparation	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
10.	2	Students acquire	Water and	Scientific	monthly

		information about the importance of water for the body	metabolism	references and use of the board, And educational videos	written and oral examinations and seminars
11.	2	Students acquire information in the field of lactation	Nutrition in lactation	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
12.	2	Students acquire information in the field of pregnant nutrition	Nutrition in pregnancy	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
13.	2	Students acquire information in the field of Nutrition for pre school	Nutrition for pre school	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
14.	2	Students acquire information in the field of Nutrition for adult	Nutrition for adult	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
15.	2	Students acquire information in the field of Nutrition for elderly	Nutrition for elderly	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

17. Learning and Teaching Resources

Required textbooks (curricular books, if any)	ABC OF NUTRITION Fourth Edition
Main references (sources)	Fundamentals of food , nutrition and diet therapy
Recommended books and references	The_Nurse_Practitioners Guide_to_Nutritin.2012.

(scientific journals, reports...)	. John Wiley & Sons.
Electronic References, Websites	Website for nutrition and diet therapy



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

Academic Program and Course 2024 Description Guide

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: .university of Babylon.....

Faculty/Institute:college of nursing.....

Scientific Department:pediatric nursing.....

Academic or Professional Program Name:pediatric nursing

Final Certificate Name:

Academic System:

Description Preparation Date: File

Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

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

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	17		
College Requirements				

Department Requirements				
Summer Training	2			
Other * This can include notes whether the course is basic or optional.				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Third stage	307	Pediatric Nursing	theoretical	practical
			3	14

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr. Nuhad Mohammed Qassim Professor	Philosophy in nursing	PhD. in Pediatric nursing				

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline

Program Skills Outline																	
				Required program Learning outcomes													
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics					
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4		
Third stage	307	Pediatric nursing		A- Knowledge and Understanding This course is designed to assist the 3rd year students to acq					it is a core course, consists of the theoretical and clinical contents providing a foundation				(Critical thinking) (Brain storming)				

				quire the basic knowledge, concepts and understanding of the health problems associated with stages of growth and development (age –				for professional knowledge and practice in pediatric nursing . Clinical nursing practice is an essential component throughout the							
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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

Course Description Form

1. Course Name:	
Pediatric nursing	
2. Course Code:	
307	
3. Semester / Year:	
First and Second semester/ 2023-2024	
4. Description Preparation Date:	
24/2/2024	
5. Available Attendance Forms:	
Yes	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Total : (17) hours weekly of (15) weeks: Theory (3) hrs. Clinical(14) hrs.	
7. Course administrator's name (mention all, if more than one name)	
Name: Nuhad Mohammed Qassim	
Email: nur.nuhad.mohammad@uobabylon.edu.iq	
8. Course Objectives	
	<ol style="list-style-type: none">1. Discuss the perspective of child health nursing.2. Recognize the need for play in caring for sick children as well as healthy children.3. Identify hazards related to accidents in childhood and the preventive measures4. Recognize the importance of disaster care related to the child.5. Describe the major methods of pain assessment and management in children6. Identify the common health problems among new born infants and different children's age groups.7. Discuss the health problems in relation to body system.

9. Teaching and Learning Strategies

Strategy

-Lecture, Group discussion, Writing Reports, Brain Storming
 -Blackboard, Handouts
 -Recalling ,Analysis & critical thinking approach.

-
1. Oral & Written evaluation
 2. Practical evaluation.
 3. Case presentations.
 4. Quizes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3hrs	Students acquire information in the field of pediatric nursing to the required level	1 Part 1. Introduction to Child Health Nursing. <ul style="list-style-type: none"> • Perspectives of Pediatric Nursing • Communication with children • Immunization & immunity 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
2	3hrs	Students acquire information in the field pediatric nursing to the required level	Health assessment of the child	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
3	3hrs	Students acquire information in the field of pediatric nursing to the required level	Part 3. 1-Newborn Care 2-Immediate newborn care High risk neonate according to (gestational age, birth weight) 3- Birth injures (cerebral palsy, facial paralysis,	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

			cephalohematoma, brachial plexus, caput succedaneum		
4+5	3hrs	Students acquire information in the field of pediatric nursing to the required level	Part 4+5. Child with Respiratory dysfunctions: <ul style="list-style-type: none"> • Upper Airway Infections (common cold, tonsillitis, otitis media) • Lower Airway Infections (pneumonia, asthma, bronchitis, bronchiolitis) 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
6+7	3hrs	Students acquire information in the field of pediatric nursing to the required level	Part 6+7. Child with Genitourinary dysfunction: Urinary tract infection, nephritic syndrome, Glomerulonephritis , undescended testis	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
8+9	3hrs	Students acquire information in the field of growth and development to the required level	Part 8+9. Child with Gastrointestinal dysfunction: Gastroenteritis, cleft lip and palate, pyloric stenosis, Hirschsprung disease, imperforated anus, intussusception, celiac disease	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

10+1 1	3hrs	Students acquire information in the field of pediatric nursing to the required level	Part 10+11. Child with Blood dysfunction: (iron deficiency anemia, thalassemia, hemophilia, sickle cell anemia, glucose 6 phosphate dehydrogenase)	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
12	3hrs	Students acquire information in the field of pediatric nursing to the required level	Part 12. Child with cardiovascular dysfunction: Cyanotic & a cyanotic heart diseases	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
13	3hrs	Students acquire information in the field of pediatric nursing to the required level	Part 13. Child with neurological dysfunction Spina bifida, hydrocephalus, meningitis	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
14	3hrs	Students acquire information in the field of growth and development to the required level	<ul style="list-style-type: none"> Part 14. Child with Endocrine dysfunction: Diabetes mellitus, growth hormone deficiency, hypothyroidism 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

15			Final exam		
----	--	--	------------	--	--

11. course evaluation:

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



18. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1-Wilson, D., Wong, D. L., Hockenberry Wilson, D. (2019). Wong's nursing care of 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 th ed. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins. 3-Leifer, G. (2019). Introduction to maternity and pediatric nursing.8 th 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	Website for pediatric nursing

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

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Babylon
Faculty/Institute: College of Nursing
Scientific Department: Maternal & Neonate Nursing
Academic or Professional Program Name: BS.c Nursing
Final Certificate Name: BS.c of nursing science
Academic System: Mandatory /course
Description Preparation Date:
Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

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

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

It is a core course, consists of theoretical and clinical contents providing a foundation for professional knowledge and practice in maternal& neonate nursing. Clinical nursing practice is an essential component throughout the course, which enable the students to apply knowledge and skills gained in different areas of maternal nursing .

4. Program Accreditation

Does the program have program accreditation? And from which agency?

Institution

Requirements

5. Other external influences

Requirements

Is there a sponsor for the program?

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
	301	8		

Department Requirements				
Summer Training	311	2		
Other * This can include notes whether the course is basic or optional.			Is basic	

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2 nd semester 2024/3rd	301	Maternal and neonate	theoretical	practical
			3hrs 3credit	Lab 2 hrs 1credit Clinical 12hrs 4 credit

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1 Learning Outcomes 2 Learning Outcomes 3 Learning Outcomes 4 Learning Outcomes 5	<p>Learning Outcomes Statement 1 Recognize the needs for caring at preconception, antenatal, intranatal ,postnatal ,in normal and immediate newborn care</p> <p>Learning Outcomes Statement 2</p> <p>Learning Outcomes Statement 3</p> <ul style="list-style-type: none"> Identify minor disorder during pregnancy and <p>Learning Outcomes Statement 4</p> <p>Learning Outcomes Statement 5</p> <ul style="list-style-type: none"> Describe the mechanism of labor and stages of labor and methods and signs of it
Skills	
	<ul style="list-style-type: none"> Utilize knowledge & comprehensive assessment in caring of the maternal. Apply knowledge of antenatal ,intranatal, postnatal ,new born infant's immediate care needs, and nutritional requirements with the nursing process to achieve quality nursing care Apply nursing process to accommodate to the maternal response to illness within
Ethics	
	<p>Identify the rights of their clients, including confidentiality, and are accountable for the quality of their individual nursing care and that of other health care team members</p> <ul style="list-style-type: none"> Describe essential for protecting a nurse and justifying his or her actions

--	--

9. Teaching and Learning Strategies
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

10. Evaluation methods
<ul style="list-style-type: none"> • mid term exams. 15% • Quizzes 5 % • Seminar 10% • Clinicalevaluation and reports 10% • • Final Lab. exam. 20% • Final theory exam. 40%

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr. Wafaa Ahmed ameen / Assistant Professor	Philosophy in nursing	PhD. in maternal and neonate nursing				

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
<ul style="list-style-type: none"> • Gloria Leifer; Introduction to Maternity and Pediatric Nursing, EIGHTH EDITION; ELSEVIER, 2019 • JoAnne Silbert-Flagg; Pillitteri, A (2018). Maternal and child health nursing, (8th ed.). Philadelphia • Pillitteri, A (2010). Maternal and child health nursing, (6th ed.). Philadelphia

14. Program Development Plan

Program Skills Outline

				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C1	C 2	C 3	C4
3 rd	301	Maternal and neonate nursing	Basic	Recognize the needs for caring at preconcepti on, antenatal, intranat al ,postnat al ,in normal	Identify minor disorder during pregnancy and measures	Describe the mechanism of labor and method s and signs of it	Identify the common health problems among pregnant women & postpart	Utilize knowledge & competence in caring of the maternal. l.	Apply knowledge of antenatal, intranatal, postnatal, neonatal, infant's immediate care	Apply nursing process to anatomical, postnatal, maternal response to illness	Evaluate nursing skill. 4- Nursing diagnostic skill. 5- Implementation skill	Critical thinking	Brain storming	Communication skill	Scientific research skill

				or abn orm al con diti ons			um & ne w bor n inf ant s		nee ds, and nutr itio nal req u req uire me nts wit h the nur sing pro cess to achi eve qua lity nur sing care	hin							

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

Course Description Form

1. Course Name:maternal and neonate nursing	
2. Course Code:301	
3. Semester / Year:2 nd /2024	
4. Description Preparation Date:22/2/2024	
5. Available Attendance Forms: Attendance /courses	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hrs theory	2hrs lab
3 Credit	1 Credit
12 hrs clinical	
4 Credit	
.....	
7. Course administrator's name (mention all, if more than one name)	
Name :Dr wafaa ahmed ameen	
Email, nur.wafaa.ahmed@uobabylon.edu.iq	
.....	
8. Course Objectives	
Course Objectives	<p>· At the end of the course the students will be able to :</p> <p>At the end of this course the students will be able to:</p> <ol style="list-style-type: none"> 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

	<p>the needs of pregnant woman And developing fetus</p> <ol style="list-style-type: none"> 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 <p>.</p> <p>.</p>
--	--

9. Teaching and Learning Strategies

<p>Strategy</p>	<p>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</p>
------------------------	--

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3hr	اكتساب المعرفة وتطبيق فيما يتعلق بالمرأة بكل احوالها وحديث الولادة	Reproductive system: <ul style="list-style-type: none"> • Puberty • A. Revision of anatomy & physiology of reproductive system of female (male) <ul style="list-style-type: none"> • B. Revision of anatomy & physiology of reproductive system of male <ul style="list-style-type: none"> • - Menstrual Cycle 	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	mid term exams. 15% <ul style="list-style-type: none"> • Quizzes • 5 % • Seminar • 10% • Clinical evaluation and reports • 10% • Final Lab. exam. • 20% • Final theory exam.
2	3hr		Pregnancy <ul style="list-style-type: none"> • Normal pregnancy • Development & physiology of fetus • Physiological & psychological changes of pregnancy 		

			<ul style="list-style-type: none"> • Prenatal care 		
3	3hr		<p>Complications of pregnancy</p> <ul style="list-style-type: none"> • Nursing care during (APH) • Nursing care during (PIH) • Nursing care during (GD) • Nursing care during anemia 		
4+5+6	8hr		<p>Labor & delivery:</p> <ul style="list-style-type: none"> • Theories of labor onset. • Signs of labor. • Components of labor. • Stages of labor. • Nursing management of each stage of labor. • using of partograph in labor 		

7+8	6hr		<p>Complication of labor Nursing management during complicated labor and delivery</p> <ul style="list-style-type: none"> • Obstetrica l operation: • Episiotom y, forcepsdelivery • C/S • induction & Augmentation of labor 		
9	3hr		<p>Family planning Contraceptive</p> <ul style="list-style-type: none"> • Hormonal contraceptives • Non hormonal contraceptives • Surgical contraceptives • Advantag es and disadvantages of each methods 		
10+1 1+12			<p>Puerperium:</p> <ul style="list-style-type: none"> • Nursing managem ent during normal Puerperiu m. 		

			<p>Nursing management during complicated Puerperium</p> <ul style="list-style-type: none"> • Nursing management of Postpartum Hemorrhage • Nursing management of Infections 		
13+1 4	6hr		<p>Neonatal nursing care:</p> <ul style="list-style-type: none"> • Nursing assessment & management of neonate • Physiological changes & adaptation <p>Immediate & daily neonatal care</p>		
15	3hr		<p>Gynecological disorders</p> <p>Common Gynecological disorders</p> <ul style="list-style-type: none"> • -Benign and malignant of genital tract • -Menstrual disorders <p>-Infertility</p>		

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as preparation, daily oral, monthly, or written exams, reports.....etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



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

Academic Program and Course 2024 Description Guide

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: .university of Babylon.....

Faculty/Institute:college of nursing.....

Scientific Department:pediatric nursing.....

Academic or Professional Program Name:human growth and development.....

Final Certificate Name:

Academic System:

Description Preparation Date: File

Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

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

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	9		
College Requirements				

Department Requirements				
Summer Training	No			
Other * This can include notes whether the course is basic or optional.				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Third stage	307	Human growth and development	theoretical	practical
			3	6

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr. Mohammed Talib Abed Lecturer	Philosophy in nursing	Pediatric Nursing				

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline

Program Skills Outline																		
				Required program Learning outcomes														
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics						
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C1	C 2	C 3	C4			
				Human growth & Development of children beginning from conception to the end of old age					it is a core course, consists of the theoretical and clinical contents providing a foundation for					(Critical thinking) (Brainstorming)				

				r adul tho od				prof essi ona l kno wle dge and prac tice in ped iatri c nur sing . Cli nica ll nur sing prac tice is an esse ntia l co mp one nt thro ugh out the cou							
--	--	--	--	------------------------	--	--	--	---	--	--	--	--	--	--	--

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

Course Description Form

1. Course Name:	
Human growth and development	
2. Course Code:	
307	
3. Semester / Year:	
First and Second semester/ 2023-2024	
4. Description Preparation Date:	
24/2/2024	
5. Available Attendance Forms:	
Yes	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Total : (9) hours weekly of (15) weeks: Theory (3) hrs. Clinical(6) hrs.	
7. Course administrator's name (mention all, if more than one name)	
Name: Mohammed Talib Abed Email: nur.mohammad.talib@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives At the completion of this course the students will be able to: <ul style="list-style-type: none"> • Define the concepts of growth, development, and maturation, and differentiate them. • Understand psychosocial theories related to human growth and development. • Identify the patterns of growth and development. • State the principles of child development with examples to show the understanding of the principles. 	. . .

<ul style="list-style-type: none"> • Describe the physical, social, emotional, spiritual and mental development that take place during different stages of the human beings life. • Measure and records a particular weight, height, head circumference on a growth chart, In addition to use of Denver development screening test. • Explain the stages of growth and development throughout the human being life cycle. • Identify developmental problems the Individual face during different stages of growth and development. • Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods. <p>Utilize the knowledge gained from the study of human growth and development in nursing care of individuals</p>	
--	--

9. Teaching and Learning Strategies

Strategy	<p>-Lecture, Group discussion, Writing Reports, Brain Storming -Blackboard, Handouts -Recalling ,Analysis & critical thinking approach.</p> <p>-----</p> <ol style="list-style-type: none"> 1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
-----------------	---

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3hrs	Students acquire information in the field of growth and development to the required level	Part 1: introduction to growth and development <ul style="list-style-type: none"> • Concept of growth and development 	Lecture, Group discussion, Writing Reports, Brain Storming	<ol style="list-style-type: none"> 1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations.

			<ul style="list-style-type: none"> • Pattern of growth and development • Stages of growth and development • Factors affecting growth and development 		4. Quizes.
2+3	3hrs	Students acquire information in the field of growth and development to the required level	Part 2+3: Theories related to human growth and development. <ul style="list-style-type: none"> • Freud theory • Erickson theory • Piaget theory 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
4	3hrs	Students acquire information in the field of growth and development to the required level	Part 4: Newborn and infant stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development • Play and playing \ Nutrition Needs and developmental problems • Accident prevention 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
5	3hrs	Students acquire information in the field of growth and development to the required level	Part 5: Toddler stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development • Play and playing \ Nutrition Needs and developmental problems • Accident prevention 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

6	3hrs	Students acquire information in the field of growth and development to the required level	Part 6: preschool stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development <ul style="list-style-type: none"> • Play and playing \ Nutrition Needs and developmental problems • Accident prevention 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
7	3hrs	Students acquire information in the field of growth and development to the required level	Part 7: preschool stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development <ul style="list-style-type: none"> • Play and playing \ Nutrition Needs and developmental problems • Accident prevention 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
8	3hrs	Students acquire information in the field of growth and development to the required level	Part 8: school age stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development <ul style="list-style-type: none"> • Play and playing \ Nutrition Needs and developmental problems • Accident prevention 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

			prevention		
9	3hrs	Students acquire information in the field of growth and development to the required level	Part 9: adolescent stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development • Play and playing \ Nutrition Needs and developmental problems • Accident prevention 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
10	3hrs	Students acquire information in the field of growth and development to the required level	Part 10: adulthood stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development • Nutrition \ Needs 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
11	3hrs	Students acquire information in the field of growth and development to the required level	Part 11: Middle – Aged Adults <ul style="list-style-type: none"> • Introduction. • Physical development. *Physical changes *Health concerns. *Indirect influences on health. *Health and lifestyle.	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

			<ul style="list-style-type: none"> • Cognitive development • Psychosocial development in middle adulthood. • Moral Development • Spiritual Development: • Assessment guidelines for the growth and development of middle adult. • Promoting health and wellness. 		
12	3hrs	Students acquire information in the field of growth and development to the required level	Part 12: Late Adulthood <ul style="list-style-type: none"> •Introduction •Physical Development <ul style="list-style-type: none"> *Physical changes *Physical & Mental Health concerns. *Indirect influences on health. *Health and lifestyle. •Cognitive development •Psychosocial development in middle adulthood. •Assessment guidelines for the growth and development of late adulthood. 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

			•Promoting health and wellness.		
13	3hrs	Students acquire information in the field of growth and development to the required level	Part 13: Theories related to human growth and development. Sullivan and Interpersonal development	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
14	3hrs	Students acquire information in the field of growth and development to the required level	Part 14: Eating Disorders Anorexia Nervosa Bulimia Nervosa -Failure to Thrive : Incidence and Etiology Clinical Manifestations and Pathophysiology Diagnosis Treatment Nursing Management .	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
15			Final Student Exam		

11. course evaluation:

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



19. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	1-Wilson, D., Wong, D. L., Hockenberry Wilson, D. (2019). Wong's nursing care of 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 th ed. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins. 3-Leifer, G. (2019). Introduction to maternity and pediatric nursing.8 th 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	Website for pediatric nursing

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

**Academic Program
and Course**

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Babylon

Faculty/Institute: Faculty of Nursing

Scientific Department: Pediatric Nursing Department

Academic or Professional Program Name: Clinical Pediatric Nursing /307

Final Certificate Name:

Academic System:

Description Preparation Date: File

Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

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

Signature:

Approval of the Dean

1. Program Vision

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

2. Program Mission

Clinical pediatric nursing practice is an essential component throughout the course, which enable the students to apply knowledge and skills gained in different areas of pediatric nursing.

3. Program Objectives

At the end of the course, the student will be able to identify the basic child's needs (age related needs and concerns).

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program? No

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
College Requirements				

--	--	--	--	--

Department Requirements				
Summer Training				
Other * This can include notes whether the course is basic or optional.				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024	307		theoretical	practical

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

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

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

Course Description Form

1. Course Name: Clinical Pediatric Nursing	
2. Course Code: 307	
3. Semester / Year: 1st and 2nd Semester /2023-2024	
4. Description Preparation Date: 2/24/2024	
5. Available Attendance Forms: Meet Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
<p>Mohammed Talib, Ali Fadhil and Maha Ahmed..</p> <p>nur.Ali.obaid@uobabylon.edu.iq</p> <p>nur.mohamed.talib@uobabylon.edu.iq</p> <p>nur.maha.ahmed@uobabylon.edu.iq</p>	
8. Course Objectives	
<p>Course Objectives</p>	<ol style="list-style-type: none"> 1- Assess the child and adolescent physically. 2- Outline the communication techniques to deal with child & adolescent. 3- Discuss the types of accidents according to the stages of growth and development. 4- Explain the Administration of medications for hospitalized child and adolescent. 5- Identify the high risk infants and figure out their physical and physiological problems. 6- Discuss nutritional assessment, anthropometric measurement & figure out the child's and adolescent with nutritional problems. 7- Utilize the nursing process to deal with child's health problems. 8- Emphasis on preventive aspects of care to promote health for children

	<p>and adolescents.</p> <p>10- Implement nursing care for children with:</p> <p>10.1. Respiratory diseases</p> <p>10.2. Gastrointestinal diseases</p> <p>11- Demonstrate pediatric nursing procedures related to:</p> <p>11.1. Restraining</p> <p>11.2. Blood withdrawal</p> <p>11.3. CSF</p> <p>11.4. Setting IV Fluid</p> <p>11.5. Giving IM injection</p> <p>12- Applied scientific approach during practice of nursing care with children and adolescents.</p> <p>.</p> <p>.</p>
--	--

9. Teaching and Learning Strategies

Strategy	<input type="checkbox"/> Demonstrations and re-demonstrations of procedures <input type="checkbox"/> Audio-visual materials and media (projector, slides, posters and videos) . <input type="checkbox"/> Role play <input type="checkbox"/> Small group work <input type="checkbox"/> Case study <input type="checkbox"/> Worksheets <p>Student Evaluation Methods: -</p> <ul style="list-style-type: none"> • Quizzes-announced and unannounced • Case presentation • Evaluation of clinical performance • Final oral exam • Written Examinations • Written assignments (worksheets, etc.) • Class attendance and participation
-----------------	---

10. Course Structure

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

Day /week	Activities	Topic
1 st week	Procedure	Introduction to course , Communication

	demonstration	pediatric health history + Vital signs
2 nd Week		Physical assessment of the child Anthropometric measurement
		Administration of medications
3 rd Week	Procedure demonstration	Fluid maintenance and I.V Fluid calculation. 1st Quiz
		Calories requirement & Oxygen therapy
4 th Week	Explain Care Plan	Hospital
		Hospital
5 th Week	case selection for care plan	Hospital
6 th Week		2nd Quiz Hospital
7 th Week	Procedure demonstration	Immunity & Immunization
8 th Week		Nasogastric intubation
9 th Week		CPR& choking
10 th Week	Case presentation	Hospital
11 th Week	Case presentation	Hospital
12 th Week	Pediatric Lab	3rd Quiz
13 th Week	Pediatric Lab	Final Review of Guideline
14 th Week	Pediatric Lab	Final Review of Guideline
15 th Week	Pediatric Lab	Final Clinical 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, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Course Description Form

1. Course Name: Sociology/ Second semester
2. Course Code:
3. Semester / Year: 2023-2024
.....
4. Description Preparation Date: 1/2/2024
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
2 units
7. Course administrator's name (mention all, if more than one name)
Name: Maryam Abdul –Kareem Luabiy Email: nur.maryam.karim@uobabylon.edu.iq

8. Course Objectives

Course Objectives	<ol style="list-style-type: none">1. Understand certain concepts of sociology.2. Identify the components of a society.3. Determine the importance of sociology on the nursing profession.4. Recognize the interpersonal relationships among the health team and between the nurse and clients.5. Determine the rights and roles of clients, nurses, and other health team.6. Develop positive attitude towards clients, nurses and other members of the health team.7. Explore the reflection of health and diseases issues on the social behaviors of individuals, groups and societies.8. Determine the role of the community in the preventive and curative aspects of health services.9. Analyze critically common health problems of the Iraqi society.10. Suggest solutions to the health problems of the society depending on scientific base.11. Analyze the social changes.
--------------------------	--

9. Teaching and Learning Strategies

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

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 week	2 hours	Students acquire information in the field of sociology to the required level	Introduction to sociology • Concept, nature, and the goals of sociology. (2hrs)	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
2 week	2 hours	Students acquire information in the field of sociology to the required level	Theories of sociology Establishment of societies (2hrs)	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
3 week	2 hours	Students acquire information in the field of sociology to the required level	Definition of Medical Sociolog (2) hrs - Historical Development of Medical Sociology Sociology's Contribution to Understanding Health Healing, And Illness •Concept, nature, Health and the goals of sociology. • The relationship between sociology and nursing/ medicine professions.	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes

4 week	2 hours	Students acquire information in the field of sociology to the required level	• Research in sociology. (2hrs)	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
5 week	2 hours	Students acquire information in the field of sociology to the required level	Analysis of sociology (2hrs)	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
6 week	2 hours	Students acquire information in the field of sociology to the required level	Social alteration(2hrs) .Concept of Social alteration. .Effect of Social alteration on the individual, group and community	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
7 week	2 hours	Students acquire information in the field of sociology to the required level	Social problems (4hrs) .The concept of problems and its nature	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
8 week	2 hours	Students acquire information in the field of sociology to the required level	. The cause and the effect of social problems on the society. .Approaches to solve social problems.	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes

9 week	2 hours	Students acquire information in the field of sociology to the required level	Interpersonal relationships (2hrs) <input type="checkbox"/> Social relationships <input type="checkbox"/> Nurse – client's relationship. <input type="checkbox"/> Nurse – health team relationships	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
10 week	2 hours	Students acquire information in the field of sociology to the required level	The Family(4hrs) <input type="checkbox"/> Family as one of the community organizations. <input type="checkbox"/> The concept of a family. <input type="checkbox"/> Types of families and their problems. <input type="checkbox"/> Health problems facing the family.	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
11 week	2 hours	Students acquire information in the field of sociology to the required level		Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
12 week	2 hours	Students acquire information in the field of sociology to the required level	Social alteration(2hrs) .Concept of Social alteration. .Effect of Social alteration on the individual, group and community	Scientific references and use of board ,educational voice	Monthly written exam and activity ,quizzes
13 week	2 hours	Students acquire information in	Social problems (4hrs)	Scientific references and use	Monthly written exam and activity ,quizzes

		the field of sociology to the required level	.The concept of problems and its nature	of board ,educatio nal voice	
14 week	2 hours	Students acquire information in the field of sociology to the required level	Analysis of impulsive behavior(2hrs) <input type="checkbox"/> Groups. <input type="checkbox"/> Community.	Scientific reference s and use of board ,educatio nal voice	Monthly written exam and activity ,quizzes
15 week	2 hours		Final Student Exam	Scientific reference s and use of board ,educatio nal voice	Monthly written exam and activity ,quizzes



--	--	--	--	--	--

11. Course Evaluation

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

12. Learning and Teaching Resources

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

Course Evaluation	Term Tests	1st theory exam	Daily activity	Report	Final Exam theory	Total
		20 %	5%	5%	70 %	100%

Textbook		Sociology in Nursing and Health Care (Cooke, H., Philpin, S. (2012). Sociology in Nursing and Health Care. Elsevier Limited) .
----------	--	--

References		<p><u>Related Websites:</u></p> <ul style="list-style-type: none"> ○ Kindersly, D., Sociology for Nurses, 2010, printed in India by sheel print. ○ Browne,K.: Introduction To sociology, 2011 ,2nd edition, printed and bouad by MPG Books group.UK. ○ Open Stax College, 2013, Introduction to Sociology ○ www.google.com (nursing + topic). <p>http://health.yahoo.com</p>
------------	--	--

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

**Academic Program
and Course
2024
Description Guide**

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: .university of Babylon.....

Faculty/Institute:college of nursing.....

Scientific Department:pediatric nursing.....

Academic or Professional Program Name:human growth and development.....

Final Certificate Name:

Academic System:

Description Preparation Date: File

Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

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

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	9		
College Requirements				

Department Requirements				
Summer Training	No			
Other * This can include notes whether the course is basic or optional.				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Third stage		Human growth and development	theoretical	practical
			3	6

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

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

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

	<ul style="list-style-type: none"> • State the principles of child development with examples to show the understanding of the principles. • Describe the physical, social, emotional, spiritual and mental development that take place during different stages of the human beings life. • Measure and records a particular weight, height, head circumference on a growth chart, In addition to use of Denver development screening test. • Explain the stages of growth and development throughout the human being life cycle. • Identify developmental problems the Individual face during different stages of growth and development. • Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods. • Utilize the knowledge gained from the study of human growth and development in nursing care of individuals
--	---

9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrations <input type="checkbox"/> Audio-visual materials and media (projector, slides, posters and videos) • <input type="checkbox"/> Role play <input type="checkbox"/> Small group work <input type="checkbox"/> Case study <input type="checkbox"/> Worksheets— --- Student Evaluation Methods: ----- - 1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
-----------------	---

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	6hrs	Students acquire information in the field of growth and development to the required level	1. Measurement of growth and development 2. Anthropometric measurement , Growth chart , Milestone , Denver development screening test	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
2+3	6hrs	Students acquire information in the field of growth and development to the required level	Part 2+3: Application Theories related to human growth and development. • Freud theory • Erickson theory • Piaget theory	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
4	6hrs	Students acquire information in the field of growth and development to the required level	Part 4: Assessment newborn : • Physical growth. Social, psychological, Cognitive and language development • Play and playing \ Nutrition Needs and developmental problems	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
5	6hrs	Students acquire information in the field of growth and development to the required level	Part 5: assess of toddler : • Physical growth. Social, psychological, Cognitive and language development • Play and playing \ Nutrition Needs and developmental problems	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

6	6hrs	Students acquire information in the field of growth and development to the required level	Part 6: assess preschool stage : <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development <ul style="list-style-type: none"> • Play and playing \ Nutrition Needs and developmental problems 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
7	6hrs	Students acquire information in the field of growth and development to the required level	Part 7: assess preschool stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development <ul style="list-style-type: none"> • Play and playing \ Nutrition Needs and developmental problems 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
8	6hrs	Students acquire information in the field of growth and development to the required level	Part 8: assess school age stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development <ul style="list-style-type: none"> • Play and playing \ Nutrition Needs and developmental problems 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

9	6hrs	Students acquire information in the field of growth and development to the required level	Part 9: assess adolescent stage <ul style="list-style-type: none"> • Physical growth. Social, psychological, Cognitive and language development <ul style="list-style-type: none"> • Play and playing \ Nutrition Needs and developmental problems • Accident prevention 	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
10	6hrs	Students acquire information in the field of growth and development to the required level	Part 10: learning disabilities	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
11	6hrs	Students acquire information in the field of growth and development to the required level	Part 11: Autism	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
12	6hrs	Students acquire information in the field of growth and development to the required level	Part 12: failure to thrive	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.

13	6hrs	Students acquire information in the field of growth and development to the required level	Part 13: Eating Disorders Anorexia Nervosa Bulimia Nervosa	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
14	6hrs	Students acquire information in the field of growth and development to the required level	Part 14: Mental retardation	Lecture, Group discussion, Writing Reports, Brain Storming	1. Oral & Written evaluation 2. Practical evaluation. 3. Case presentations. 4. Quizes.
15			Final Student 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

20. Learning and Teaching Resources	
Required textbooks (curricular books, if 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 th ed. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins. 3-Leifer, G. (2019). Introduction to maternity and pediatric nursing.8 th ed. 4-Potts, N. L., & Mandlco, 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	Website for pediatric nursing

Course Description Form

11. Course Name: Biochemistry

12. Course Code: Biochemistry for Nurses

13. Semester / Year: Semester

14. Description Preparation Date: 21/2/2024

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. Raof Jabbar Maarof
raof.j.m@uobabylon.edu.iq

18. Course Objectives

Course Objectives

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. And also, study of some chemical tests that are considered a way or indicator for diagnosing the human diseases.

19. Teaching and Learning Strategies

Strategy

A- Cognitive objectives

1. Gain up-to-date clinical information
2. how treat the clinical samples which is took it from the human body.
3. Know the different parts of the human body.
4. Know the component of different system of the human body.

B - The skills objectives of the course

- 1-Training students practically to conduct some blood tests.
- 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 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 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
21.	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
22.	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
23.	3	Students acquire information in the field of Chemistry of Carbohydrate to the required level	Introduction to carbohydrate	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 Carbohydrate	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	Carbohydrates 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 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
27.	3	Students acquire information in the field of	Chemistry of lipids	Scientific references and use of	monthly written and oral examinations

		lipids to the required level		the board, And educational videos	and seminars
28.	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
29.	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
30.	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
31.	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
32.	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
33.	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
34.	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	monthly written and oral examinations and seminars

				videos	
35.	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
36. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as preparation, daily oral, monthly, or written exams, reports etc					
37. Learning and Teaching Resources					
Required textbooks (curricular books 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			



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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Babylon

Faculty/Institute: college of Nursing

Scientific Department: Department of Medical Sciences

Academic or Professional Program Name: statistics

Final Certificate Name:

Academic System: Cources system

Description Preparation Date: File

Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	2	2		
College Requirements				

Department Requirements				
Summer Training				
Other * This can include notes whether the course is basic or optional.				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

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

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

Course Description Form

1. Course Name:	
Biostatistics	
2. Course Code:	
3. Semester / Year:	
Semester 2023-2024	
4. Description Preparation Date:	
March 2024	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hrs theory	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass. Lec. Sahar Kadhim Abbas	
Email: sahar.kazem@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	At the end of the course the student will be able to introduce: 1- Statistical methods used to describe a group of data. 2- Collection of data, numerical measurements, organizing, summering then how to presenting them. 3- Make inferences about the data sources. 4- Test of hypotheses.
9. Teaching and Learning Strategies	

Strategy	1- Brainstorming strategy 2- Presentation, clarification or detailing strategy. 3- Training strategy and self-evaluation. 4- Discussion and dialogue strategy.
-----------------	---

10. Course Structure

Week	Hour	Required Learning	Unit or subject name	Learning method	Evaluation method
		Outcomes			
1	2	Identify the Frequency table	Frequency table	1-Oral and written communication skills 2-Use basic, technical and numerical calculation methods. 3-Critical thinking and problem solving skills.	1-Initial tests. 2-Verbal questions (T/F and multiple choice questions). 3-Real-time reports and self-evaluation.
2	2	Students acquire information in the Relative Frequency	Relative Frequency		
3	2	Students acquire information in the Graphical PRESENTATION	Graphical PRESENTATION		
4	2	Students acquire information in the Arithmetic Mean	Arithmetic Mean		
5	2	Students acquire information in the Median and Mode	Median and Mode		
6	2	Students acquire information in the Measure of Dispersion	Measure of Dispersion		
7	2	Students acquire information in the Normal Dispersion	Normal Dispersion		
8	2	Students acquire information in the Simple Correlation	Simple Correlation		
9	2	Students acquire information in the Simple Regression	Simple Regression		
10	2	Students acquire information in the Tests of hypotheses	Tests of hypotheses		
11	2	Students acquire information in the T- Test	T- Test		
12	2	Students acquire information in the Chi-Square test	Chi- Square test		
13	2	Students acquire information in the Test of goodness of fit	Test of goodness of fit		

14	2	Students acquire information in the Z- Test	Z- Test		
15	2	Students acquire information in the relation between Z, χ^2 and T tests.			

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as: daily preparation (10%), monthly test (20%) and final exam (70%).					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Biostatistics		
Main references (sources)			Medical statistics Dr. Firas Rashad 2015		
Recommended books and references (scientific journals, reports...)			Introduction to statistics, M. Ataharul Islam 2018 Introduction to statistics, M. Iyad Muhammad 2017		
Electronic References, Websites			Internet programs such as SPSS		

Course Description Form

21.	Course Name: Human anatomy
22.	Course Code:
23.	Semester / Year: Semester
24.	Description Preparation Date:2024
25.	Available Attendance Forms: Attendance
26.	Number of Credit Hours (Total) / Number of Units (Total) (3) hours per week for the theoretical subject and (2) for the practical subject -

<p>a period of 15 weeks (total 75 hours) Number of units 3</p>	
<p>27. Course administrator's name (mention all, if more than one name)</p>	
<p>Name: Assist. Prof. Dr. Israa Harjan Mohsen Email: nur.israa.harjan@uobabylon.edu.iq</p>	
<p>28. Course Objectives</p>	
<p>Course Objectives</p>	<ol style="list-style-type: none"> 1. To have a broad knowledge of the structure of the human body , the systems and organs that make it up. 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). 3. Identify the cell, its components, shapes, and the precise structures within it, with the help of illustrations and films. 4. Learn how to use the microscope initially and display histological slides related to the structure of certain organs in the human body. 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. 6. Displaying preserved models of the skeleton and identifying the types, shapes, and structures of each bone. 7. Identify the types of joints found in the human body and the type of joint movement, using plastic models for each joint.
<p>29. Teaching and Learning Strategies</p>	
<p>Strategy</p>	<p>A- Cognitive objectives</p> <ol style="list-style-type: none"> 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. 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. 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). 4. Describe the organization of the body 5. Definition of commonly used directional terms.

6. Describe the levels of the body and how each of them dissects the body.
 7. Identify common body areas.
 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 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

30. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

38.	3	Students acquire information about anatomical terminology to the required level	Introduction to the Anatomy, Definition	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
39.	3	Students acquire information about the body's anatomical directions and body cavities to the desired level	Orientation to the human body and body cavities	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
40.	3	Students acquire information about body tissues and know their types and functions to the required level	anatomy of human body tissues	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
41.	3	Students acquire information about the skin, its layers, cells and functions to the required level	anatomy of integumentary system	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
42.	3	Students acquire information about the body's bones, structurally and functionally, to the required level	anatomy of skeletal system	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
43.	3	Students acquire information about joints and their types, in addition to the body's muscles and their functions to the required level	anatomy of joints : muscular system	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
44.	3	Students acquire information about the circulatory system structurally and	anatomy of cardiovascular system	Scientific references and use of the board,	monthly written and oral examinations

		functionally to the required level		And educational videos	and seminars
45.	3	Students acquire information about the respiratory system, structurally and functionally, to the required level	anatomy of respiratory system	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
46.	3	Student evaluation	first exam	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
47.	3	Students acquire information about the nervous system structurally and functionally to the required level	anatomy of nervous system	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
48.	3	Students acquire information about the digestive system, structurally and functionally, to the required level	anatomy of digestive system	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
49.	3	Students acquire information about the urinary system, structure and function, and viruses to the required level	anatomy of urinary system	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
50.	3	Students acquire information about endocrine glands, structurally and functionally, to the required level	anatomy of endocrine system	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
51.	3	Students acquire	anatomy of lymphatic system	Scientific	monthly

		information about the lymphatic system, structurally and functionally, to the required level		references and use of the board, And educational videos	written and oral examinations and seminars
52.	3	Student evaluation	Second exam	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

53. 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 %

54. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Fundamentals of Anatomy and Physiology For Nursing and Healthcare Students, 3rd Edition .Ian Peate , Suzanne Evans .2021
Main references (sources)	Fundamentals of Anatomy and Physiology For Nursing and Healthcare Students, 3rd Edition .Ian Peate , Suzanne Evans .2021
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • 1.Elaine Marieb, Patricia Brady, Jon Mallatt Human Anatomy, Global Edition .2019. 9th edition 2.Elaine Marieb, Katja Hoehn Human Anatomy & Physiology, Global Edition. 2022. 12th edition, Pearson publisher. 3. Kevin T. Patton, Gary A.

	<i>Thibodeau. Anthony's Textbook of Anatomy & Physiology. 2018. 21st Edition</i> 4. Netter MD, Frank H. Atlas of Human Anatomy (Netter Basic Science) 640 Pages .2018 Elsevier (Publisher)
Electronic References, Websites	internet sites related to the anatomy atlas

Professor's signature:

Theoretical and practical: Assist. Prof. Dr. Israa Harjan Mohsen

Course Description Form

31.	Course Name: Pathology II
32.	Course Code:
33.	Semester / Tow: Semester
34.	Description Preparation Date: 2024-1-30
35.	Available Attendance Forms: Attendance
36.	Number of Credit Hours (Total) / Number of Units (Total) 2 hr. theory
37.	Course administrator's name (mention all, if more than one name)
	Name: Assist. prof. Dr. Mohammed Ramadhan AbdAli Email: mohammadsama764@gmail.com

38. Course Objectives	
Course Objectives	<p>Course objectives:</p> <p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> • Examination at the level of cells, tissues, organ systems and associated diseases. • Explain the basic mechanisms that operate in the organism and how they interact. • Understanding of normal body functions, allowing for more effective treatment of abnormal or pathological conditions. • 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. • Demonstrate a mechanical understanding of (how) and (why) the levels of organization that make up the human being. • 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. <ul style="list-style-type: none"> • Integrate knowledge of major systems demonstrate how these systems interact to maintain homeostasis.
39. Teaching and Learning Strategies	
Strategy	<p>A- Cognitive objectives</p> <p>1- Preparing the student to deal properly and know the sound medical principles 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 for pharmaceutical laboratories</p> <p>4- The graduate should have complete knowledge of how to measure drug doses 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</p>

conditions on the patient's health

6- Providing medical advice on the method and method of using sterilization all kinds to prevent infection and contamination
Whether in hospitals in all their departments or in homes

B - The skills objectives of the course

1 Complete knowledge about the rules of bacterial infection

2-Knowing the types and strains of bacteria and how to diagnose them

-3 Use the drug effective against pathogenic bacteria according to the international applicable sensitivity test

4-Knowing the characteristics of each pathogenic bacterium from morphological and anatomical aspects and using the best methods established diagnostics.

5- Full knowledge of how to control and prevent the occurrence of epidemic infections as a result of bacterial infections

6- Continuous follow-up of health recommendations and instructions issued by sanitary medical authorities and the latest developments in order to control and completely eliminate dangerous infectious germs and prevent their spread.

-7 Providing advice on health awareness and guidance to citizens, especially in certain seasons when infections are common and widespread, and using the best methods to limit their spread and control epidemics.

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 and 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

40. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
55.	2	Students acquire information in the field of	Introduction to Pathophysiology	Scientific references and use of	monthly written and oral

		Pathology to the required level		the board, And educational videos	examinations and seminars
56.	2	Students acquire information in the field of Pathology to the required level	Cell damage	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
57.	2	Students acquire information in the field of Pathology to the required level	Necrosis.	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
58.	2	Students acquire information in the field of Pathology to the required level	Cancer Neoplasm	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
59.	2	Students acquire information in the field of Pathology to the required level	Gene and Chromosome	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
60.	2	Students acquire information in the field of Pathology to the required level	Introduction - Classification - Trematoda Blood flukes (Schistosoma	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
61.	2	Students acquire information in the field of Pathology to the required level	Genetic and Pediatric Diseases	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

62.	2	Students acquire information in the field of Pathology to the required level	Inflammation	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
63.	2	Students acquire information in the field of Pathology to the required level	Hypertension and hypotension	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
64.	2	Students acquire information in the field of Pathology to the required level	Genetic and Pediatric Diseases	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
65.	2		Review before final exam		

66. 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

67. Learning and Teaching Resources

Main references (sources)	References: <ul style="list-style-type: none"> • 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: 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	
<p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> • Understand the history and development of nursing profession. • Identify the basis of nursing ethics and values. • Realize the personal characteristics & human needs • Recognize the concept of health, wellness & illness. • Identify factors affecting health status beliefs & practices. • Describe the health care delivery system. • Distinguish between legal and illegal situations in nursing practice. 	<p>• • •</p>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • 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	4 hours		Unit 1: Historical and Contemporary Nursing Practice (4) hrs. <ul style="list-style-type: none"> • Historical perspective. • Contemporary nursing practice. • Role and function of the nurse • Socialization to nursing. • Factors influencing contemporary nursing practice • Nursing organization • Nursing history in Iraq 	Classroom discussion Assignments	Quiz
Second week	4 hours		Unit 2: The Development of the Nursing Profession (4) hrs. <ul style="list-style-type: none"> • Nursing definition • Distinguishing nursing from medicine profession • Criteria of profession • Defining a language for nursing 	Classroom discussion Assignments	Quiz

			•		
Third week	4 hours		Unit 3: Nursing Education and Research (2) hrs. <ul style="list-style-type: none"> • Nursing educational program. • Types of education programs. • Nursing research. 	Classroom discussion Assignments	Quiz
Fourth week	4 hours		Unit 4: Legal Aspects of Nursing (4) hrs. <ul style="list-style-type: none"> • General legal concepts of nursing. • Regulation of nursing practice. • Contractual arrangements in nursing. • Selected legal aspects of nursing practices • Areas of potential liability in nursing. • Legal protection in nursing practice. • Reporting crimes, torts, and unsafe practices. <p>Legal responsibilities of nursing students</p>	Classroom discussion Assignments	Quiz

Fifth week	4 hours		Unit 5: Nursing Values, Ethics, and Advocacy (4) hrs. <ul style="list-style-type: none"> • Values • Morality and ethics. • Nursing ethics. • Specific ethical issues • Advocacy 	Classroom discussion Assignments	Quiz
Sixth week	4 hours		Unit 7: Health Care Delivery System (4) hrs. <ul style="list-style-type: none"> • Types of health care services. • Types of international health care agencies and services. • Providers of health care • Factors affecting health care delivery. • Frameworks for care. Financing health care	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, 7th 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.Sahar Adham
Email.nur.sahar.adham@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 procedure, outcomes and nursing responsibilities.
 - 4- Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.
 - 5- Explain nutritional needs of patients with selected medical/ surgical alterations.
 - 6- Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.
 - 7- Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.
 - 8- Apply the theoretical concepts, scientific principles in planning care of patients.
 - 9- Demonstrate competence in implementing nursing interventions to meet client oriented goals.
 - 10- Demonstrate safe administration of drug and parenteral therapy.
 - 11- Participate in teaching patients
 - 12- Demonstrate effective communication with patients, instructor and health members.

.
. .
.

13- Describe pre- operative nursing measures of avoiding the risk of infection and the expected post- operative complications.	
--	--

9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • 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
1+2week	4 hours		<ol style="list-style-type: none"> 1. Introduction to course content : 2. Introduction to nursing process 3. Steps of nursing process 4. Assessment, diagnosis, planning, intervention and evaluation 5. Basic Concept 	Classroom discussion Assignments	Quiz

			<p>S Related to nursing process</p> <ul style="list-style-type: none"> • Critical thinking 		
3+4	4 hours		<p>1. Fluid, Electrolytes Acid-Base disorders. Hyperkalemia and hypokalemia</p> <p>Hypercalcemia and hypocalcemia Hyponatremia and hyponatremia</p> <ul style="list-style-type: none"> • 	Classroom discussion Assignments	Quiz
5+6+7	4 hours		<p>1. Perioperative Nursing</p> <p>2. Skin Integrity and Wound Management</p> <p>3. Diagnostic Test and Lab. Investigations</p>	Classroom discussion Assignments	Quiz
8+9+10	4 hours		Nutrition	Classroom discussion Assignments	Quiz

11+12+1 3	4 hours		1. Elimination	Classroom discussion Assignments	Quize
--------------	---------	--	-----------------------	--	-------



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*, (15th edition). Lippincott. China

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

.....

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:	
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.	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Theory: 2 hours, Clinical: 12 hours Total Credit: 6 credit	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Ahmed Mohammed Jasim Email: dr.ahmed.shlash@uobabyon.edu.iq	
8. Course Objectives	
<p><i>Upon completion of the course, the student shall be able to:</i></p> <ul style="list-style-type: none"> • <i>Understand the effect of the critical illness on the clients and their families.</i> • Describe the impact of the critical care environment on the clients. • Discuss current monitoring techniques used in critical care settings. • Relate the human responses to critical illness to the underlying pathophysiology. • Discuss psychosocial assessment and interventions relevant to critically ill clients and their families. • Utilize knowledge from the humanities and science in planning the care of critically ill adults. • 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 	<ul style="list-style-type: none"> • • •

burns and respiratory disorders. <ul style="list-style-type: none"> • 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

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

10. Course Structure

No.	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2 hours		Introduction to Critical Care Nursing -Critical Care Nursing Roles - classification of critically ill patients - Characteristics of Critical Care Units	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
Second week	2 hours		Unit 2: Shock - Classification of Shock - Stages of Shock - Clinical Alert of Shock - Medical Management - Nursing Management	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz

Third week	2 hours		Sepsis - Severe Sepsis and Septic Shock - Sepsis Management Bundle - Multisystem Organ Dysfunction Syndrome	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
Fourth week	2 hours		Acute Renal Failure/Acute Kidney Injury - Anatomy and Physiology Review - Acute Renal Failure/Acute Kidney Injury - Causes of ARF - Categories of Acute Renal Failure - Phases of Acute Renal Failure - Diagnosis of ARF - Medical Management of Acute Kidney Injury - Nursing Management of Acute Kidney Injury	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
Fifth & sixth weeks	4 hours		Cerebral Vascular Accident - Stroke Classification - Ischemic strokes - Risk factors for transient ischaemic attack/stroke - Diagnostic Criteria - Early Management - Haemorrhagic stroke - Types of hemorrhagic strokes: ICH and SAH - Causes and Risk factors - Clinical Presentation of Intracerebral Hemorrhage - Diagnosis of Haemorrhagic stroke - Medical and nursing management	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz

Seventh week	2 hours		Management of Unconscious patient <ul style="list-style-type: none"> - Causes of Consciousness - Assessment of unconscious patient - Medical Management - Nursing Management of unconscious patient 	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
Eighth week	2 hours		Burns <ul style="list-style-type: none"> - Stages and Degree - Types - Inhalation Burn - Electrical Burns - Radiation Burns - Chemical Burns - Primary and secondary survey guidelines (assessment and management guidelines) - Healing process 	- Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
Ninth week	3 hours		<ul style="list-style-type: none"> - Pulmonary Embolism - Pleural Effusion and hemothorax - Pneumothorax 	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
Tenth week	3 hours		Acid- Base Balance & Imbalance <ul style="list-style-type: none"> - ABGs Interpretations - Respiratory <ul style="list-style-type: none"> - Acidosis & Alkalosis - Metabolic <ul style="list-style-type: none"> - Acidosis & Alkalosis - Nursing Management 	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz

Eleventh & twelfth weeks			<ul style="list-style-type: none"> - 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 	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
Thirteenth week	2 hours		<p>Basic Life support Advance Life support</p>	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz
Fourteenth week	2 hours		Hemodynamic monitoring	-Lectures, group discussion, seminars, clinical training, brain storming, and assignments.	Quiz

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.

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



البرنامج وصف دليل والمقرر الأكاديمي الدراسي

2024

المقدمة:

يُعد البرنامج التعليمي بمثابة حزمة منسقة ومنظمة من المقررات الدراسية التي تشتمل على إجراءات وخبرات تنظم بشكل مفردات دراسية الغرض الأساس منها بناء وصقل مهارات الخريجين مما يجعلهم مؤهلين لتلبية متطلبات سوق العمل يتم مراجعته وتقييمه سنوياً عبر إجراءات وبرامج التدقيق الداخلي أو الخارجي مثل برنامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخص موجز للسمات الرئيسية للبرنامج ومقرراته مبيناً المهارات التي يتم العمل على اكسابها للطلبة مبنية على وفق اهداف البرنامج الأكاديمي وتتجلى أهمية هذا الوصف لكونه يمثل الحجر الأساس في الحصول على الاعتماد البرامجي ويشترك في كتابته الملاكات التدريسية بإشراف اللجان العلمية في الأقسام العلمية.

ويتضمن هذا الدليل بنسخته الثانية وصفاً للبرنامج الأكاديمي بعد تحديث مفردات وفقرات الدليل السابق في ضوء مستجدات وتطورات النظام التعليمي في العراق والذي تضمن وصف البرنامج الأكاديمي بشكلها التقليدي نظام (سنوي، فصلي) فضلاً عن اعتماد وصف البرنامج الأكاديمي المعمم بموجب كتاب دائرة الدراسات ت م 2906/3 في 2023/5/3 فيما يخص البرامج التي تعتمد مسار بولونيا أساساً لعملها.

وفي هذا المجال لا يسعنا إلا أن نؤكد على أهمية كتابة وصف البرامج الأكاديمية والمقررات الدراسية لضمان حسن سير العملية التعليمية.

مفاهيم ومصطلحات:

وصف البرنامج الأكاديمي: يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

وصف المقرر: يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنأ عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

رؤية البرنامج: صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

رسالة البرنامج: توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

اهداف البرنامج: هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

هيكلية المنهج: كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

مخرجات التعلم: مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

استراتيجيات التعليم والتعلم: بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: جامعة بابل

الكلية/ المعهد: كلية.... التمريض

القسم العلمي: قسم

اسم البرنامج الأكاديمي او المهني: بكالوريوس..... علوم تمريض

اسم الشهادة النهائية: بكالوريوس في .علوم تمريض

النظام الدراسي: فصلي

تاريخ اعداد الوصف: 7/3/2024

تاريخ ملء الملف: 7/3/2024

: التوقيع

م.م. احمد جواد كاظم

: التوقيع

أ.د. نهاد محمد قاسم

: 4

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ

التوقيع

مصادقة السيد العميد

أ.د. أمين عجيل ياسر

1. رؤية البرنامج

نسعى في كلية التمريض بجامعة بابل إلى أن نكون مركزاً رائداً على مستوى المنطقة في تقديم التعليم والتدريب في مجال التمريض. تتمثل رؤيتنا في تخريج جيل من الممرضات والممرضين المتميزين، الذين يتمتعون بالمعرفة والمهارات العملية اللازمة لتقديم الرعاية الصحية ذات الجودة العالية وفقاً لأفضل المعايير

2. رسالة البرنامج

نحن في كلية التمريض بجامعة بابل نسعى لتقديم برنامج تعليمي شامل ومتميز يمكّن الطلاب من اكتساب المعرفة والمهارات اللازمة لتقديم رعاية صحية آمنة وفعّالة للمرضى. رسالتنا تتمثل في تحضير الطلاب ليصبحوا ممرضين مؤهلين، مبدعين، وملتزمين بأعلى معايير الرعاية الصحية والأخلاقيات المهنية.

3. اهداف البرنامج

يهدف المنهج الدراسي الى اعداد خريج قادر على الاطلاع في المهام المشار اليها في النقطة اعلاه ، ولكي نحقق ذلك على الخريج ان يمتلك ما يلي :

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

4. الاعتماد البرامجي

لا يوجد

5. المؤثرات الخارجية الأخرى

لا يوجد

6. هيكلية البرنامج

هيكل البرنامج	عدد المقررات	وحدة دراسية	النسبة المئوية	ملاحظات *
متطلبات المؤسسة	90	90		مقرر اساسي
متطلبات الكلية	نعم			
متطلبات القسم	نعم			
التدريب الصيفي	نعم			
أخرى				

* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر اساسي او اختياري .

7. وصف البرنامج

السنة / المستوى	رمز المقرر أو المساق	اسم المقرر أو المساق	الساعات المعتمدة
المرحلة 2024-2023 الأولى ظ كورس الأول	NUR101	اساسيات تمريض (1)	7
	CHM102	كيمياء الحياتية	4
	ANT103	تشريح للمرضين (1)	4
	ETH104	اخلاقيات مهنة التمريض	2
	Cos105	علم الحاسوب (1)	1
		مجموع الوحدات المنهجية	18
المرحلة الأولى الكورس الثاني	NUR106	اساسيات التمريض (2)	8
	PHU107	الفسلجة للمرضين (4)	4
	ENG108	اللغة الانكليزية (1)	2
	TER109	المصطلحات الطبية	2

1		علم الحاسوب (2)	COS110	
17		مجموع الوحدات المنهجية		
8		تمريض بالغين (1)	NUR201	المرحلة الثانية / الكورس الأول
2		علم الادوية للمرضين (1)	Phr202	
3		التقييم الصحي	HAS203	
3		علم الاحياء المجهرية (1)	MPN204	
1		علم الحاسوب (3)	COS205	
17		مجموع الوحدات المنهجية		
8		تمريض بالغين (2)	NUR206	المرحلة الثانية الكورس الثاني
2		الفسلجة المرضية للمرضين	PAT207	
3		علم الاحياء المجهرية للمرضين	NPN208	
2		علم الادوية للمرضين (2)	PHR209	
2		اللغة الإنكليزية	ENG210	
1		علم الحاسوب (4)	COS211	
اجتياز		التدريب الصيفي السريري	NUR212	
18		مجموع الوحدات المنهجية		
8		تمريض الام والوليد	NUR301	المرحلة الثالثة / كورس اول
2		طرائق البحث في التمري	RSM302	
2		علم الاجتماع الصحي	HSO303	
1		حقوق الانسان	HUMR304	
2		التغذية والعلاج الغذائي	NUT305	
15		مجموع الوحدات المنهجية		
8		تمريض الأطفال	NUR306	المرحلة الثالثة / كورس ثاني
2		الإحصاء الحياتي	PST307	
5		النمو والنماء البشري	HGT308	
1		الديمقراطية (1)	TEM309	
2		اللغة الإنكليزية	ENG310	
اجتياز		التدريب الصيفي السريري	NUR311	
18		مجموع الوحدات المنهجية		
7		تمريض صحة مجتمع	NUR401	المرحلة الرابعة / كورس اول
3		الإدارة والقيادة في التمريض	NUR402	

2		موضوعات وقضايا مهنية في التمريض	NUT403	
1		مشروع بحث التخرج	NUR404	
2		تعزيز الصحة	HPR405	
2		علم الوبائيات	EPID406	
1		اللغة العربية (1)	ARB407	
18		مجموع الوحدات المنهجية		
7		تمريض الصحة النفسية والعقلية	NUR408	المرحلة الرابعة / كورس ثاني
6		تمريض الحالات الحرجة	NUR409	
2		علم النفس الصحي للمرضين (2)	HPN410	
1		مشروع بحث التخرج	NUR411	
1		اللغة العربية (2)	ARB412	
2		اللغة الإنكليزية (4)	ENG413	
19		مجموع الوحدات المنهجية		

8. مخرجات التعلم المتوقعة للبرنامج	
<p>1- المعرفة والفهم</p> <p>1- أن يعرف الطلبة الاساسيات العلمية التمريضية والطبية.</p> <p>2- أن يزود الطلبة بفهم المعرفة واستيعابها.</p> <p>3- أن يزود الطالب بحقائق تحليل المادة التي درسها سواء أكان على المستوى النظري أم العملي.</p> <p>4- أن يجعل الطالب يواجه المشكلات ويتخذ الحلول المناسبة لهل.</p> <p>5- أن يتعلم الطالب مهارة التقييم لعملية التمريض وايجاد الحلول المناسبة لهل.</p> <p>6- أن يزود الطالب بمفاهيم آداب ممارسة مهنة التمريض .</p> <p>7 أن يمتلك الطالب مهارة في البحث العلمي.</p>	
المهارات	
<p>ب-المهارات الخاصة بالموضوع</p> <p>1-ان يتعلم الطلب تطبيق المعلومات النظرية التي درسها من خلال البرنامج الاكاديمي</p> <p>2-أن يتعلم الطالب المهارات</p>	

	<p>الاساسية لتقديم الرعاية التمريضية للمرضى.</p> <p>3- مهارة التقييم.</p> <p>4- مهارة التشخيص التمريضي.</p> <p>5 - مهارة التنفيذ.</p> <p>6 - مهارة التقويم الصحي.</p> <p>مهارة البحث العلمي</p>
القيم	
	<p>تنمية قدرات الطلبة على مشاركة الأفكار</p>
	الأم

9. استراتيجيات التعلم والتعليم	
	<p>- طريقة التعليم الالكتروني داخل الحرم الجامعي.</p> <p>- طريقة استخدام نظام المودل من خارج الجامعة.</p> <p>- طريقة المحاضرة.</p> <p>- طريقة المجاميع الصغيرة.</p> <p>- طريقة العرض.</p> <p>- ورش العمل work shop .</p> <p>طريقة المناقشة.</p> <p>- طريقة العصف الذهني .</p> <p>- طرائق لعب الادوار .</p> <p>- طريقة النشاطات اللاصفية .</p> <p>3- مناقشة وحوار حول مفردات متعلقة بالموضوع</p>

10. طرائق التقييم	
	<p>- استمارة رقم 10 بتقييم الطالب للتدريسي .</p> <p>- استمارة رقم 10 بتقييم الطالب للمواد التعليمية .</p> <p>- استمارة تقييم العملية التدريسية.</p> <p>- الامتحانات النظرية والعملية .</p>

.

11. الهيئة التدريسية						
أعضاء هيئة التدريس						
اعداد الهيئة التدريسية		المتطلبات/المهارات الخاصة (ان وجدت)		التخصص		الرتبة العلمية
محاضر	ملاك			خاص	عام	
	7				7	استاذ

التطوير المهني	
توجيه أعضاء هيئة التدريس الجدد	
التطوير المهني لأعضاء هيئة التدريس	

12. معيار القبول	

13. أهم مصادر المعلومات عن البرنامج	
1- الكتب المنهجية والكتب المنهجية الالكترونية .	
2- الكتب والدوريات المساعدة	
3- الانترنت والمواقع العلمية .	

14. خطة تطوير البرنامج

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

مخطط مهارات البرنامج															
مخرجات التعلم المطلوبة من البرنامج															
القيم				المهارات				المعرفة				اساسي أم اختياري	اسم المقرر	رمز المقرر	السنة / المستوى
ج4	ج3	ج2	ج1	ب4	ب3	ب2	ب1	أ4	أ3	أ2	أ1				
	—					—						اساسي	الشعر الانجليزي الفيكتوري والحديث		2023-2024

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



نموذج وصف المقرر

.1					
.2					
.3					
.4					
.5					
.6					
.7					
.8					
•					
.9					
.10					
.11					
.12					

نموذج وصف المقرر

41.	اسم المقرر الكيمياء الحياتية
42.	رمز المقرر الكيمياء الحياتية للتمريض
43.	الفصل / السنة فصلي
44.	تاريخ إعداد هذا الوصف 2024-1-30
45.	أشكال الحضور المتاحة حضوري
46.	عدد الساعات الدراسية (الكلي) 5 ساعات/ عدد الوحدات (الكلي) 4 وحدات
	3 hr. theory+ 2 hr. practical
47.	اسم مسؤول المقرر الدراسي (إذا أكثر من اسم يذكر)
	د. رؤوف جبار معروف Email: raoof.j.m@uobabylon.edu.iq
48.	اهداف المقرر
	<p>اهداف المادة الدراسية</p> <p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> • Review the historical development of microbiology . • Recognize types of microorganisms that cause infectious diseases . • Interpret diagnostic methods and laboratory findings to make the ultimate diagnosis. • Describe types of parasites, their structures, figures, hosts, lifecycle, pathogenic effects, methods of diagnostic and treatment . • Understand principles and methods of sterilization relative to nursing care. • Use the microscope efficiently

<ul style="list-style-type: none"> • Demonstrate slide preparation processes. • The principles of chemotherapy through the use of appropriate antimicrobial agents and laboratory techniques • Collect clinical specimens and disposal of contaminated materials. • Elaborate kinds of body defense against infection. • Discuss types of body immunity. 	
49. استراتيجيات التعليم والتعلم	
<p>أ- الاهداف المعرفية</p> <p>1- تهيئة الطالب على التعامل السليم ومعرفة الأسس الطبية السليمة في التعامل مع المرضى و مع كل من</p> <p>الكادر التخصصي والكادر التدريبي من اجل الوصول الفضل الطرق لخدمة المريض</p> <p>تاء الطالب المام التام بالمعلومات الطبية وكيفية ايصالها الى المريض باستخدام اسلوب 2- الثقافة والتوعية</p> <p>الصحية لمنع الإصابة بالأمراض بشكل مباشر وغير مباشر</p> <p>3- جعل الخريج له القابلية على التشخيص الجرثومي في المختبرات التعليمية والتشخيصية في وزارة الصحة</p> <p>وفي المختبرات الأهلية وكذلك في مختبرات السيطرة النوعية لمعامل الأدوية</p> <p>ان يكون للخريج المام التام عن كيفية قياس الجرع الدوائية للمرضى المصابين بالتهابات مزمنة</p> <p>مرضون للإصابة جرثومية وتحديد نوع العقار وخصوصا في الحالات التي يستوجب استخدام عقار ذو</p> <p>عالية تأثيرات جانبية</p> <p>5- استخدام التوعية والارشاد الصحي عن كيفية استخدام المعقمات والمطهرات والتحذير من اسلوب الخاطئ وما يسببه من اثار جانبية قد تؤدي الى حالات مرضية على صحة المريض</p> <p>المشورة الطبية عن اسلوب وطريقة استخدام التعقيم وبكافة انواعه لمنع الإصابة وحدث 6- التلوث</p> <p>سواء في المستشفيات بكافة اقسامها او في البيوت</p> <p>ب - الأهداف المهاراتية الخاصة بالمقرر</p> <p>المعرفة الكاملة حول قواعد الإصابة الجرثومية 1</p> <p>معرفة انواع والسلالة الجرثومية وكيفية تشخيصها 2-</p> <p>خدام العقار المؤثر ضد لبكتريا المرضية حسب فحص الحساسية المعمول به دوليا 3-</p> <p>فة وخاصة كل جرثوم مرضي من النواحي الشكلية و التشريحية واستخدام افضل 4- الطرق</p> <p>التشخيصية المعمول بها .</p> <p>ام التام عن كيفية السيطرة ومنع حدوث الإصابة الوبائية نتيجة العدوى الجرثومية 5-</p> <p>بعة المستمرة للتوصيات والتعليقات الصحية التي تصدرها المراجع الطبية العليا 6-</p> <p>بعة اخر المستجدات أجل السيطرة والقضاء التام على الجراثيم المعدية الخطرة ونع انتشارها</p> <p>ء المشورة حول الوعي الصحي والإرشادي للمواطنين خصوصا في مواسم معينة 7-</p> <p>تكثر الإصابات وانتشارها واستخدام افضل الطرق للحد من انتشارها والسيطرة على الأوبئة</p>	الاستراتيجية

<p>ج- الأهداف الوجدانية والقيمية</p> <p>اجراء الامتحان المفاجئ القصير 1-</p> <p>امتحان النصف الفصلي 2-</p> <p>الامتحان النهائي 3-</p> <p>المهارات العامة والتأهيلية المنقولة والمهارات الاخرى المتعلقة بقبالية التوظيف والتطور الشخصي</p> <p>تهيئة الخريج للعمل في المؤسسات الصحية في كافة مختبراتها التشخيصية او الرقابية 1-</p> <p>تهيئة الخريج للعمل في المؤسسات الصحية في كافة مختبراتها التشخيصية الأهلية 2-</p> <p>تهيئة الخريج للعمل في المؤسسات الصحية في كافة مختبرات السيطرة النوعية في 3-</p> <p>معامل انتاج الأدوية والمستلزمات الصحية</p> <p>تهيئة الخريج للعمل في كافة مختبرات المؤسسات الأكاديمية الطبية 4-</p>
--

50. بنية المقرر

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
1.		اكتساب الطلبة معلومات في مجال الامن المختبري إلى المستوى المطلوب	Safety and security	المراجع العلمية خدام اللوح وفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات
2.		اكتساب الطلبة معلومات في مجال السلامة المختبرية إلى المستوى المطلوب	Safety and secu	المراجع العلمية خدام اللوح وفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات
3.		اكتساب الطلبة معلومات في مجال الكاربوهيدرات إلى المستوى المطلوب	Introduction to carbohydrate	المراجع العلمية خدام اللوح وفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات
4.		اكتساب الطلبة معلومات في مجال الكاربوهيدرات إلى المستوى المطلوب	Chemistry of Carbohydrate	المراجع العلمية خدام اللوح وفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات
5.		اكتساب الطلبة معلومات في مجال ايض الكاربوهيدرات	Carbohydrates metabolism	المراجع العلمية خدام اللوح وفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية

وسمونات	تعليميه		إلى المستوى المطلوب		
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Introduction to lipids	اكتساب الطلبة معلومات في مجال الدهون إلى المستوى المطلوب		.6
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Chemistry of lipids	اكتساب الطلبة معلومات في مجال الدهون إلى المستوى المطلوب		.7
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Lipids metabolism	اكتساب الطلبة معلومات في مجال ايض الدهون إلى المستوى المطلوب		.8
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Introduction of Amino acids and proteins	اكتساب الطلبة معلومات في مجال البروتينات إلى المستوى المطلوب		.9
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Chemistry of Amino acids and proteins	اكتساب الطلبة معلومات في مجال البروتينات إلى المستوى المطلوب		.10
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Metabolism of Amino acids and proteins	اكتساب الطلبة معلومات في مجال ايض البروتينات إلى المستوى المطلوب		.11
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Introduction of Enzymes	اكتساب الطلبة معلومات في مجال الانزيمات إلى المستوى المطلوب		.12
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Chemistry of Enzymes	اكتساب الطلبة معلومات في مجال الانزيمات إلى المستوى المطلوب		.13

وسمونات	تعليميه		المستوى المطلوب		
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Metabolism of Enzymes	اكتساب الطلبة معلومات في مجال ايض الانزيمات إلى المستوى المطلوب		14.
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية لخدام اللوح وفيديوات , تعليميه	Liver Function test and renal function test	اكتساب الطلبة معلومات في مجال وضائف الجسم إلى المستوى المطلوب		15.
16. تقييم المقرر					
توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ					
17. مصادر التعلم والتدريس					
-Text book of clinical biochemistry.	الكتب المقررة المطلوبة (المنهجية أن وجدت)				
- Chemistry of human body.	المراجع الرئيسة (المصادر)				
- Understanding of biochemistry.	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير)				
مواقع الانترنت خاصة بالكيمياء الحياتية	المراجع الإلكترونية ، مواقع الانترنت				

نموذج وصف المقرر

51.	اسم المقرر \ تشريح جسم الانسان
52.	رمز المقرر
53.	الفصل / الاول
54.	تاريخ إعداد هذا الوصف 2024

55. أشكال الحضور المتاحة \ حضوري	
56. عدد الساعات الدراسية (الكلي) / عدد الوحدات (الكلي)	
(3) ساعة اسبوعيا للمادة النظرية و(2) للمادة العملية - ولمدة 15 اسبوع (المجموع 75 ساعة) عدد الوحدات 3	
57. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر)	
Name: Assist.Prof. Dr. Israa Harjan Mohsen Email: nur.israa.harjan@uobabylon.edu.iq	
58. اهداف المقرر	
<p>1. أن يكون على دراية واسعة بتركيب جسم الإنسان والأجهزة والاعضاء التي يتكون منها.</p> <p>2. توضيح التراكيب التشريحية والنسجية لكل جهاز في جسم الانسان والاعضاء المكونة له وصولا الى التركيب الدقيق لهذه الانسجة(الخلية ومكوناتها).</p> <p>3. التعرف على الخلية ومكوناتها واشكالها والتراكيب الدقيقة الموجودة فيها مع الاستعانة بالرسوم التوضيحية والافلام.</p> <p>4. التعرف على كيفية استخدام المجهر بشكل مبدئي وعرض الشرائح النسجية الخاصة بتركيب اعضاء معينة في جسم الانسان.</p> <p>5. عرض نماذج بلاستيكية خاصة بتركيب جسم الإنسان والتعرف على اجزاء ومكونات هذه التراكيب لغرض توضيح الصورة للطلبة .</p> <p>6. عرض نماذج محفوظة من الهيكل العظمي والتعرف على انواع واشكال والتراكيب الخاصة بكل عظم.</p> <p>7. التعرف على انواع المفاصل الموجودة في جسم الإنسان ونوع الحركة المفصلية مع الاستعانة بنماذج بلاستيكية لكل مفصل.</p>	<p>اهداف المادة الدراسية</p>
<p>ب- الاهداف المعرفية</p> <p>1-تعريف الطالب بالأجهزة التي يتكون منها جسم الانسان والاعضاء الموجودة في كل جهاز والتركيب النسجي لكل عضو.</p> <p>2-تعريف الطالب بالتشريح العياني لجسم الانسان وامكانية التعرف على موقع اعضاء معينة في الجسم بالإضافة الى التشريح المظهري لبعض الاعضاء في الحالة الطبيعية وبعض الحالات المظهرية.</p> <p>3-تعريف الطالب بالتراكيب الدقيقة للانسجة الاساسية الاربع التي يتكون منها جسم الانسان(نسيج ظهاري, نسيج رابط, نسيج عضلي, ونسيج عصبي).</p> <p>4. وصف تنظيم الجسم.</p> <p>5. تعريف المصطلحات الاتجاهية شائعة الاستخدام.</p> <p>6. وصف مستويات الجسم وكيفية تشريح كل منها للجسم.</p> <p>7. تحديد مناطق الجسم المشتركة.</p> <p>8. تحديد ووصف تجايف الجسم الرئيسية.</p> <p>9. التعرف على مناطق البطن والتعرف على الأعضاء الموجودة في كل منها.</p> <p>10. التعرف على أرباع البطن.</p>	<p>الاهداف الاستراتيجية</p>

<p>ب - الأهداف المهاراتية الخاصة بالمقرر</p> <p>1- يتمكن الطالب من التعرف على التشريح الظاهري لجسم الانسان. 2- يتمكن الطالب من التعرف على التشريح الداخلي لكل عضو في جسم الانسان وعلاقة هذا العضو مع الاعضاء الاخرى . 3- يتمكن الطالب من تمييز الانسجة المختلفة التي يتكون منها الجسم وهذه المعلومات تعتبر ضرورية في حالة العمليات الجراحية. 4- يتمكن الطالب من تمييز انواع واشكال العظام وهذه المعلومات تفيد الطالب عند تعامله مع مرضى الكسور في المستشفيات . 5- يتمكن الطالب من التعرف على انواع المفاصل في جسم الانسان وحركة هذه المفاصل وهذا يجعله على دراية كافية في التعامل مع اصابات مفصلية مختلفة للمرضى في المستشفيات.</p> <p>ج- الأهداف الوجدانية والقيمية</p> <p>1- مراعاة تطبيق المبادئ الأخلاقية في التعامل مع الطلبة وهذا ينعكس على اخلاقهم عند التعامل مع المرضى. 2- الاخذ بنظر الاعتبار سلامة المريض أن تكون بالمقام الأول. 3- معرفه أن المريض والحالة الصحية التي يمر بها هي حالة خاصة لا ينبغي للأخرين معرفتها وتداولها بينهم. 4- متابعة الحالة المرضية من خلال اجراء اختبارات المتابعة لضمان سلامة المريض.</p> <p>المهارات العامة والتأهيلية المنقولة والمهارات الاخرى المتعلقة بقبالية التوظيف والتطور الشخصي</p> <p>1- اكتساب الطالب للمهارات العامة من خلال الساعات العملية والنماذج البلاستيكية المتوفرة. 2- تطوير الذات من خلال الأطلاع على آخر المستجدات في حقل الأختصاص والمساهمة والأشتراك في الدورات التدريبية والمحاضرات والندوات العلمية المعدة لهذا الغرض. تهينة الخريج للعمل في المؤسسات الصحية في كافة مختبراتها التشخيصية او الرقابية3. تهينة الخريج للعمل في كافة مختبرات المؤسسات الأكاديمية الطبية 4-</p>					
<p>59. استراتيجيات التعليم والتعلم</p> <p>1- طريقة القاء المحاضرة مع استخدام البوربوينت والافلام التوضيحية المتعلقة بجسم الانسان والاجهزة والأعضاء البلاستيكية التي يتكون منها (نماذج دمي مختبرية) . 2- المناقشة المستمرة من خلال طرح الأسئلة والأجوبة داخل القاعة وتحفيز الطالب على التفكير الذاتي وبالتالي على التعلم الذاتي. 3- استخدام الوسائل التعليمية المختلفة كالبوردة الذكية والداتا شو والافلام والصور العلمية التي تقرب المادة الى أذهان الطلبة.</p>					
<p>60. بنية المقرر</p>					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
18.		اكتساب الطلبة معلومات عن	Introduction to the Anatomy, Definition	المراجع العلمية خدام اللوح	الامتحانات التحريرية الشهرية

المصطلحات التشريحية إلى المستوى المطلوب			وفيديوات , تعليميه	والشفوية وسمنرات
19.		Orientation to the human body and body cavities	المراجع العلمية لخدام اللوح ووفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات
20.		anatomy of human body tissues	المراجع العلمية لخدام اللوح ووفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات
21.		anatomy of integumentary system	المراجع العلمية لخدام اللوح ووفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات
22.		anatomy of skeletal system	المراجع العلمية لخدام اللوح ووفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات
23.		anatomy of joints and muscular system	المراجع العلمية لخدام اللوح ووفيديوات , تعليميه	الامتحانات التحريرية الشهرية والشفوية وسمنرات

			الجسم ووظائفها إلى المستوى المطلوب		
الامتحانات التحريرية الشهرية والشفوية وسمنرات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	anatomy of cardiovascular system	اكتساب الطلبة معلومات عن جهاز الدوران تركيبيا وظيفيا إلى المستوى المطلوب		.24
الامتحانات التحريرية الشهرية والشفوية وسمنرات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	anatomy of respiratory system	اكتساب الطلبة معلومات الجهاز التنفسي تركيبيا ووظيفا إلى المستوى المطلوب		.25
الامتحانات التحريرية الشهرية والشفوية وسمنرات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	first exam	تقييم الطالب		.26
الامتحانات التحريرية الشهرية والشفوية وسمنرات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	anatomy of nervous system	اكتساب الطلبة معلومات الجهاز العصبي تركيبيا ووظيفا إلى المستوى المطلوب		.27
الامتحانات التحريرية الشهرية والشفوية وسمنرات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	anatomy of digestive system	اكتساب الطلبة معلومات عن الجهاز الهضمي تركيبيا ووظيفا إلى المستوى المطلوب		.28
الامتحانات التحريرية الشهرية	المراجع العلمية خدام اللوح	anatomy of urinary system	اكتساب الطلبة معلومات عن		.29

الشفوية وسمونات	وفيديوات , تعليميه		الجهاز البولي تركيبيا ووظيفيا الفايروسات إلى المستوى المطلوب		
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	anatomy of endocrine system	اكتساب الطلبة معلومات عن الغدد الصماء تركيبيا ووظيفيا إلى المستوى المطلوب		.30
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	anatomy of lymphatic system	اكتساب الطلبة معلومات عن الجهاز اللمفاوي تركيبيا ووظيفيا إلى المستوى المطلوب		.31
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	Second exam	اختبار الطالب		.32
33. تقييم المقرر					
توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ					
					10 %
First midterm theory exam					
					10%
Second midterm theory exam					
					20 %
Practical exam					
					40%
Annual quest					
Final theory exam.					40 %
Final exam. lab					20 %
Total					100 %
34. مصادر التعلم والتدريس					

Fundamentals of Anatomy and Physiology: For Nursing and Healthcare Students, 3rd Edition .Ian Peate , Suzanne Evans .2020	الكتب المقررة المطلوبة (المنهجية أن وجدت)
Fundamentals of Anatomy and Physiology: For Nursing and Healthcare Students, 3rd Edition .Peate , Suzanne Evans .2020	المراجع الرئيسية (المصادر)
<ul style="list-style-type: none"> • 1.Elaine Marieb, Patricia Brady, Jon Mallatt Human Anatomy, Global Edition .2019. 9th edition 2.Elaine Marieb, Katja Hoehn Human Anatomy & Physiology, Global Edition. 2022. 12th edition, Pearson publisher. 3. Kevin T. Patton, Gary A. Thibodeau.Anthony's Textbook of Anatomy & Physiology.2018.21st Edition 4. Netter MD, Frank H.Atlas of Human Anatomy (Netter Basic Science) 640 Pages .2018 Elsevier (Publisher) 	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....)
مواقع الانترنت خاصة ب اطلس التشريح	المراجع الإلكترونية ، مواقع الانترنت

توقيع الأستاذ :

النظري و العملي : ا.م.د.اسراء حرجان محسن

نموذج وصف المقرر

61.اسم المقرر Pathology
62.رمز المقرر
63.الفصل / السنة
64.تاريخ إعداد هذا الوصف 2024-1-30

65. أشكال الحضور المتاحة حضوري	
66. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي) 2 ساعات	
2 hr. theory+ 2 practical	
67. اسم مسؤول المقرر الدراسي (إذا اكثر من اسم يذكر)	
Name: Assist. prof. Dr. Mohammed Ramadhan AbdAli Email: mohammadsama764@gmail.com	
68. اهداف المقرر	
<p>Course objectives:</p> <p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> • Examination at the level of cells, tissues, organ systems and associated diseases. • Explain the basic mechanisms that operate in the organism and how they interact. • Understanding of normal body functions, allowing for more effective treatment of abnormal or pathological conditions. • 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. • Demonstrate a mechanical understanding of (how) and (why) the levels of organization that make up the human being. • 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. • Integrate knowledge of major systems to demonstrate how the systems interact to maintain homeostasis.. 	اهداف المادة الدراسية
69. استراتيجيات التعليم والتعلم	
<p>ت- الاهداف المعرفية</p> <p>2- تهيئة الطالب على التعامل السليم ومعرفة الأسس الطبية السليمة في التعامل مع المرضى وكيفية التعامل مع كل من</p> <p>الكادر التخصصي والكادر التدريبي من اجل الوصول الفضل الطرق لخدمة المريض</p> <p>لواء الطالب المام بالمعلومات الطبية وكيفية اوصولها الى المريض باستخدام اسلوب الثقافة 2- والتوعية</p> <p>الصحية لمنع الإصابة بالأمراض بشكل مباشر وغير مباشر</p> <p>3- جعل الخريج له القابلية على التشخيص الجرثومي في المختبرات التعليمية والتشخيصية في وزارة</p>	الاستراتيجية

الصحة

وفي المختبرات الأهلية وكذلك في مختبرات السيطرة النوعية لمعامل الأدوية ان يكون للخريج المام التام عن كيفية قياس الجرع الدوائية للمرضى المصابين بالتهابات مزمنة عرضون للإصابة جرثومية وتحديد نوع العقار وخصوصا في الحالات التي يستوجب استخدام عقار ذو عالية تأثيرات جانبية

5- استخدام التوعية والرشاد الصحي عن كيفية استخدام المعقمات والمطهرات والتحذير من اسلوب الخاطى وما يسببه من اثار جانبية قد تؤدي الى حالات مرضية على صحة المريض المشورة الطبية عن اسلوب وطريقة استخدام التعقيم وكافة انواعه لمنع الإصابة وحدث

6- التلوث سواء في المستشفيات بكافة اقسامها او في البيوت

ب - الأهداف المهاراتية الخاصة بالمقرر

المعرفة الكاملة حول قواعد الإصابة الجرثومية 1

معرفة انواع والسلالة الجرثومية وكيفية تشخيصها 2-

تخدام العقار المؤثر ضد ليكتريا المرضية حسب فحص الحساسية المعمول به دوليا 3-

فة وخاصة كل جرثوم مرضي من النواحي الشكلية و التشرحية واستخدام افضل 4- الطرق

التشخيصية المعمول بها .

المام التام عن كيفية السيطرة ومنع حدوث الإصابة الوبائية نتيجة العدوى الجرثومية 5-

بعة المستمرة للتوصيات والتعليمات الصحية التي تصدرها المراجع الطبية العليا 6-

بعة اخر المستجدات أجل السيطرة والقضاء التام على الجراثيم المعدية الخطرة ونع انتشارها

ء المشورة حول الوعي الصحي والإرشادي للمواطنين خصوصا في مواسم معينة 7-

تكثر الإصابات وانتشارها واستخدام افضل الطرق للحد من انتشارها والسيطرة على الأوبئة

ج- الأهداف الوجدانية والقيمية

اجراء الامتحان المفاجئ القصير 1-

امتحان النصف الفصلي 2-

الامتحان النهائي 3-

د - المهارات العامة والتأهيلية المنقولة والمهارات الاخرى المتعلقة بقابلية التوظيف والتطور الشخصي

تهيئة الخريج للعمل في المؤسسات الصحية في كافة مختبراتها التشخيصية او الرقابية 1-

تهيئة الخريج للعمل في المؤسسات الصحية في كافة مختبراتها التشخيصية الأهلية 2-

تهيئة الخريج للعمل في المؤسسات الصحية في كافة مختبرات السيطرة النوعية في معامل 3-

انتاج الأدوية والمستلزمات الصحية

تهيئة الخريج للعمل في كافة مختبرات المؤسسات الأكاديمية الطبية 4-

70. بنية المقرر

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
35.		اكتساب الطلبة معلومات في	Introduction to Pathophysiology	المراجع العلمية	الامتحانات التحريرية

الشهرية والشفوية وسمونات	خدام اللوح وفيديوات , تعليميه		مجالات الامراض إلى المستوى المطلوب		
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	Cell damage	اكتساب الطلبة معلومات في مجالات الامراض إلى المستوى المطلوب		.36
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	Necrosis.	اكتساب الطلبة معلومات في مجال الامراض إلى المستوى المطلوب		.37
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	Cancer Neoplasm	اكتساب الطلبة معلومات في مجال الامراض إلى المستوى المطلوب		.38
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	Gene and Chromosome	اكتساب الطلبة معلومات في مجال الامراض إلى المستوى المطلوب		.39
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه		اكتساب الطلبة معلومات في مجال الامراض إلى المستوى المطلوب		.40
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	Genetic and Pediatic Diseases	اكتساب الطلبة معلومات في مجال الامراض إلى المستوى المطلوب		.41
الامتحانات التحريرية الشهرية والشفوية وسمونات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	Inflammation	اكتساب الطلبة معلومات في مجال الامراض إلى المستوى المطلوب		.42
الامتحانات التحريرية	المراجع العلمية	Hypertension and hypotension	اكتساب الطلبة معلومات في		.43

الشهرية والشفوية وسمنرات	خدام اللوح وفيديوات , تعليميه		مجال الامراض إلى المستوى المطلوب		
الامتحانات التحريرية الشهرية والشفوية وسمنرات	المراجع العلمية خدام اللوح وفيديوات , تعليميه	Review before final exam	اكتساب الطلبة معلومات في مجال الامراض إلى المستوى المطلوب		.44
45.تقييم المقرر					
توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ					
46.مصادر التعلم والتدريس					
References:			المراجع الرئيسية (المصادر)		
<ul style="list-style-type: none"> 1. Atlas of Histology with function Correlations 2rd Edition, Vector P. ,2014 2. Robbins Basic Pathology, 10th Edition 2023 					
العلمية في علم الامراض			المراجع الإلكترونية ، مواقع الانترنت		

نموذج وصف المقرر

1. اسم المقرر :اداب مهنة التمريض
2. رمز المقرر:105
3. الفصل / السنة: الاولى / الفصل الثاني
4. تاريخ إعداد هذا الوصف
5. أشكال الحضور المتاحة:

6. عدد الساعات الدراسية (الكلي/) عدد الوحدات (الكلي)					
عدد الوحدات (2) عدد الساعات (2)					
7. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر)					
الاسم: أ.د سحر أدهم علي الايمل : Email.nur.sahar.adham @uobabyon.edu.iq					
8. اهداف المقرر					
اهداف المادة الدراسية			<p>في نهاية الفصل سيكون الطالب قادرا على</p> <ul style="list-style-type: none"> فهم تاريخ وتطور مهنة التمريض التعرف على أسس أخلاقيات وقيم التمريض التعرف على الخصائص الشخصية واحتياجات الإنسان التعرف على مفهوم الصحة والعافية والمرض تحديد العوامل التي تؤثر على معتقدات وممارسات الحالة الصحية وصف نظام تقديم الرعاية الصحية التمييز بين المواقف القانونية وغير القانونية في ممارسة التمريض <p>.....</p> <p>.....</p>		
9. استراتيجيات التعليم والتعلم					
استراتيجية			<ul style="list-style-type: none"> العصف الذهني مناقشة الفصول الدراسية تعيينات، قراءات المكتبة والبحث في الإنترنت 		
10. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الاسبوع 2+1	4		الوحدة 1: ممارسة التمريض التاريخية والمعاصرة (4) ساعات.	مناقشة الفصول الدراسية تعيينات	امتحان يومي
			<ul style="list-style-type: none"> منظور تاريخي. ممارسة التمريض المعاصرة. دور ووظيفة الممرضة التنشئة الاجتماعية للتمريض. العوامل المؤثرة على 		

		<p>ممارسة التمريض المعاصرة</p> <ul style="list-style-type: none"> • منظمة التمريض • تاريخ التمريض في العراق 			
امتحان يومي	مناقشة الفصول الدراسية تعيينات	<p>تطوير مهنة التمريض (4) ساعات.</p> <ul style="list-style-type: none"> • تعريف التمريض • تمييز التمريض عن مهنة الطب • معايير المهنة • تحديد لغة للتمريض 		4	الاسبوع 4+3
امتحان يومي		<p>الوحدة 3: تعليم التمريض والبحث (2) ساعة.</p> <ul style="list-style-type: none"> • البرنامج التعليمي للتمريض. • أنواع البرامج التعليمية. • أبحاث التمريض 		4	الاسبوع 6+5
امتحان يومي	مناقشة الفصول الدراسية تعيينات	<p>الوحدة 4: الجوانب القانونية للتمريض (4) ساعات.</p> <ul style="list-style-type: none"> • المفاهيم القانونية العامة للتمريض. • تنظيم ممارسة التمريض. • الترتيبات التعاقدية في مجال التمريض. • جوانب قانونية مختارة للممارسات التمريضية • مجالات المسؤولية المحتملة في مجال التمريض. • الحماية القانونية في ممارسة التمريض. • الإبلاغ عن الجرائم والأضرار والممارسات غير الآمنة. • المسؤوليات القانونية 		4	الاسبوع 8+7

		لطلاب التمريض			
امتحان يومي	مناقشة الفصول الدراسية تعيينات	الوحدة 5: قيم التمريض والأخلاق والدعوة (4) ساعات. • قيم • الأخلاق والأخلاق. • أخلاقيات التمريض. • قضايا أخلاقية محددة • المناصرة		4	الاسبوع 10+9
امتحان يومي	مناقشة الفصول الدراسية تعيينات	الوحدة 7: نظام تقديم الرعاية الصحية (4) ساعات. • أنواع خدمات الرعاية الصحية. • أنواع وكالات وخدمات الرعاية الصحية الدولية. • مقدمي الرعاية الصحية • العوامل المؤثرة على تقديم الرعاية الصحية. • أطر الرعاية. تمويل الرعاية الصحية		4	الاسبوع 12+11

١١. تقييم المقرر

توزيع الدرجة من 011 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ امتحان فصلي 25, امتحان يومي 5% , امتحان نهائي 70

١٢. مصادر التعلم والتدريس

• Ellis, j.and Hartley, C. Nursing in Today	الكتب المقررة المطلوبة (المنهجية أن وجدت)
World: Challenges, Issues and Trend, 1st edition,	المراجع الرئيسية (المصادر)
Philadelphia, Lippincott, 2001.	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....)
	المراجع الإلكترونية ، مواقع الانترنت

- Kozier B, G, Berman A, et. al., Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2004.
- Articles related to the different topics from nursing journals.

نموذج وصف المقرر

١. اسم المقرر :اساسيات التمريض 2	
٢. رمز المقرر:107	
٣. الفصل / السنة: الاولى / الفصل الثاني	
٤. تاريخ إعداد هذا الوصف	
5. أشكال الحضور المتاحة:	
6. عدد الساعات الدراسية (الكلي/) عدد الوحدات (الكلي)	
عدد الوحدات (7) عدد الساعات (16)	
7. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر)	
الاسم:أ.د سحر ادهم علي الايمل : Email.nur.sahar.adham@uobabyon.edu.iq	
٨. اهداف المقرر	
اهداف المادة الدراسية	<p>عند الانتهاء من هذا المقرر سيكون الطالب قادرا على:</p> <p>1-تحديد عوامل الخطر والتدخلات التمريضية في تعزيز والحفاظ على الصحة لدى مجموعة مختارة من العملاء.</p> <p>2-ربط المسار الفسيولوجي للتعديلات الطبية/ الجراحية المختارة مع استمرارية الصحة والمرض.</p> <p>3-مناقشة الأساس العلمي لأداء الإجراءات التشخيصية المختارة والنتائج ومسؤوليات التمريض.</p> <p>4-وصف العلاجات الدوائية والنتائج المرتبطة بها للعملاء الذين يخضعون للتدخلات الطبية/الجراحية.</p> <p>5-شرح الاحتياجات الغذائية للمرضى الذين يعانون من تعديلات طبية/جراحية مختارة.</p> <p>6-مناقشة مبادئ عمليات التدريس والتعلم من حيث صلتها</p>

<p>بالمريض البالغ/ الأكبر سناً.</p> <p>17- الاستفادة من مهارات التقييم الصحي في تحديد الاحتياجات الجسدية والنفسية والروحية والتعليمية للمرضى البالغين.</p> <p>8- تطبيق المفاهيم النظرية والمبادئ العلمية في التخطيط لرعاية المرضى.</p> <p>9- إظهار الكفاءة في تنفيذ التدخلات التمريضية لتحقيق الأهداف الموجهة نحو العميل.</p> <p>10- إظهار الإدارة الآمنة للعلاج الدوائي والحقن.</p> <p>11- المشاركة في تعليم المرضى</p> <p>12- إظهار التواصل الفعال مع المرضى والمدرّب وأعضاء الصحة.</p> <p>13- وصف التدابير التمريضية قبل العملية لتجنب خطر العدوى والمضاعفات المستتناة بعد العملية.</p>	
--	--

٩. استراتيجيات التعليم والتعلم

<p>الاستراتيجية</p> <ul style="list-style-type: none"> • العصف الذهني • مناقشة الفصول الدراسية • تعيينات، • قراءات المكتبة والبحث في الإنترنت 	
---	--

١٠. بنية المقرر

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الاسبوع 3+2+1	12		1. مقدمة لمحتوى الدورة: 2. مقدمة لعملية التمريض 3. خطوات العملية التمريضية 4. التقييم والتشخيص والتخطيط والتدخل والتقييم 5. المفاهيم الأساسية المتعلقة بالعملية التمريضية • التفكير النقدي	مناقشة الفصول الدراسية تعيينات	امتحان يومي
الاسبوع 5+4	4		1. السوائل، الشوارد اضطرابات الحمض القاعدي. فرط بوتاسيوم الدم ونقص بوتاسيوم الدم فرط كالسيوم الدم ونقص كلس الدم فرط صوديوم الدم ونقص صوديوم الدم.	مناقشة الفصول الدراسية تعيينات	امتحان يومي

امتحان يومي		1. التمريض المحيطة بالجراحة 2. سلامة الجلد وإدارة الجروح 3. الاختبارات التشخيصية والمختبرية. التحقيقات		4	الاسبوع 7+6
امتحان يومي	مناقشة الفصول الدراسية تعيينات	التغذية		4	الاسبوع 9+8
امتحان يومي	مناقشة الفصول الدراسية تعيينات	القضاء		4	الاسبوع 10

١١. تقييم المقرر	
توزيع الدرجة من 011 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير.... الخ امتحان فصلي عدد 3=20 , امتحان عملي 20% , امتحان نهائي 60	
١٢. مصادر التعلم والتدريس	
•	المراجع الرئيسية (المصادر)
	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....)
	المراجع الإلكترونية ، مواقع الانترنت

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

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

نموذج وصف المقرر

١. اسم المقرر :تمريض بالغين 2
٢. رمز المقرر:206
٣. الفصل / السنة: الثانية / الفصل الثاني
٤. تاريخ إعداد هذا الوصف
5. أشكال الحضور المتاحة:
6. عدد الساعات الدراسية (الكلي/) عدد الوحدات (الكلي)
عدد الوحدات (7) عدد الساعات (16)
7. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر)
الاسم:أ.د شذى سعدي محمد الايميل : Email.nur.shatha.sadeli @uobabyon.edu.iq

٨. أهداف المقرر

<p>عند الانتهاء من هذا المقرر سيكون الطالب قادراً على: تحديد عوامل الخطر والتدخلات التمريضية في تعزيز الصحة والحفاظ عليها لدى مجموعة مختارة من العملاء. ربط فسيولوجيا المسار للتدخلات الطبية / الجراحية المختارة بسلسلة الصحة والمرض. مناقشة الأساس العلمي لأداء الإجراءات التشخيصية المختارة والنتائج ومسؤوليات التمريض. وصف العلاجات الدوائية والنتائج ذات الصلة للعملاء الذين يخضعون للتدخلات الطبية / الجراحية. شرح الاحتياجات الغذائية للمرضى الذين يعانون من تدخلات طبية/جراحية مختارة. ناقش مبادئ عمليات التدريس والتعلم من حيث صلتها بالمرضى البالغ/ الأكبر سنًا. الاستفادة من مهارات التقييم الصحي في تحديد الاحتياجات الجسدية والنفسية والروحية والتعليمية للمرضى البالغين. تطبيق المفاهيم النظرية والمبادئ العلمية في التخطيط لرعاية المرضى. إظهار الكفاءة في تنفيذ التدخلات التمريضية لتحقيق الأهداف الموجهة نحو العميل. إظهار الإدارة الآمنة للعلاج بالعقاقير والحقن. المشاركة في تعليم المرضى إظهار التواصل الفعال مع المرضى والمدرّب وأعضاء الصحة. وصف التدابير التمريضية قبل العملية الجراحية لتجنب خطر العدوى والمضاعفات المستتناة بعد العملية الجراحية.</p>	<p>أهداف المادة الدراسية</p>
--	------------------------------

٩. استراتيجيات التعليم والتعلم

<ul style="list-style-type: none"> •العصف الذهني •مناقشة الفصول الدراسية • تعيينات، •قراءات المكتبة والبحث في الإنترنت 	<p>استراتيجية</p>
--	-------------------

١٠. بنية المقرر

طريقة التقييم	طريقة التعلم	اسم الوحدة او الموضوع	مخرجات التعلم المطلوبة	الساعات	الأسبوع
---------------	--------------	-----------------------	------------------------	---------	---------

امتحان يومي	مناقشة الفصول الدراسية تعيينات	مقدمة إلى أخصائي تمريض البالغين. إدارة التمريض للمرضى الذين يعانون من اضطراب الجهاز العصبي: اختبار التقييم والتشخيص الضغط داخل الجمجمة خراج الدماغ		4	الاسبوع 1
امتحان يومي	مناقشة الفصول الدراسية تعيينات	الوحدة 2: ورم الدماغ إصابة بالرأس. التهاب السحايا الصرع • رعاية المرضى فاقد الوعي.		4	الاسبوع 2
امتحان يومي		إدارة التمريض لمرضى الكلية الاضطرابات: •التقييم والاختبار التشخيصي •العلامات والأعراض الأساسية • التهاب المسالك البولية.		4	الاسبوع 3
امتحان يومي	مناقشة الفصول الدراسية تعيينات	حصوي كلوية تضخم البروستات سرطان المثانة		4	الاسبوع 4

امتحان يومي	مناقشة الفصول الدراسية تعيينات	المرحلة النهائية من مرض الكلى. •العلاج البديل الكلوي	4	الاسبوع 5
امتحان يومي	مناقشة الفصول الدراسية تعيينات	إدارة التمريض للمرضى الذين يعانون من الاضطرابات العضلية الهيكليّة: •التقييم والاختبار التشخيصي كسر. بتر • التهاب العظم والنقي	4	الاسبوع 6
امتحان يومي	مناقشة الفصول الدراسية تعيينات	هشاشة العظام •التهاب المفاصل • استبدال مشترك		الاسبوع 7
امتحان يومي	مناقشة الفصول الدراسية تعيينات	التدخلات للعملاء الذين يعانون من مشاكل الأوعية الدموية التدخلات للعملاء الذين يعانون من الصدمة		الاسبوع 8

امتحان يومي	مناقشة الفصول الدراسية تعيينات	إدارة التمريض للمرضى الذين يعانون من اضطرابات القلب والأوعية الدموية: •التقييم والعلامات والأعراض و اختبار تشخيصي. •أمراض صمامات القلب (مارتيال تضييق وقلس)			الاسبوع 9
امتحان يومي	مناقشة الفصول الدراسية تعيينات	اضطرابات الصمامات (تضييق الأبهـر و ارتجاع			الاسبوع 10
امتحان يومي	مناقشة الفصول الدراسية تعيينات	مرض السمع الخلقي ASD.VSD و(TOF			الاسبوع 11
امتحان يومي	مناقشة الفصول الدراسية تعيينات	إدارة التمريض للمرضى الذين يعانون من اضطرابات غلافية: •تقييم النظام التكامل •التهاب الجلد. •مرض يصيب جهاز المناعه			الاسبوع 12

امتحان يومي	مناقشة الفصول الدراسية تعيينات	إدارة التمريض للمرضى الذين يعانون من العيون، الأنف والحنجرة (الأنف والحنجرة): • التهاب الجيوب الأنفية • التهاب اللوزتين • التهاب الأذن الوسطى • الكاليفورنيا الحنجرة			الاسبوع 13
امتحان يومي	مناقشة الفصول الدراسية تعيينات	إدارة التمريض للمرضى الذين يعانون من اضطرابات العيون. • التقييم والاختبار التشخيصي • إعتام عدسة العين، • الجلگوما			الاسبوع 14

١١. تقييم المقرر

توزيع الدرجة من 011 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير.... الخ امتحان فصلي عدد 3 = 20 , امتحان عملي 20% , امتحان نهائي 60

١٢. مصادر التعلم والتدريس

المراجع الرئيسية (المصادر)

الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية،

التقارير....)

1.Hinkle, J. L., & Cheever, K. H. (2018). Brunner and Suddarth's textbook of medical-surgical nursing. 14 th edition Wolters kluwer Lippincott co..
المراجع الإلكترونية ، مواقع الانترنت

2.Williams, L. S., & Hopper, P. D. (2015). Understanding medical surgical nursing. 5 th edition ,FA Davis, company USA .

نموذج وصف المقرر

١ الاسم المقرر :الديمقراطية

٢ رمز المقرر

٣ الفصل / السنة 2024 :

٤ تاريخ إعداد هذا الوصف: 27/3/2024

5. أشكال الحضور المتاحة

6. عدد الساعات الدراسية (الكلي/) ساعتان لكل اسبوع
عدد الوحدات(الكلي) :وحدتان

7. اسم مسؤول المقرر الدراسي (اذا اكثر من اسم يذكر)					
الاسم: ارم عصام خضير الايمل : aram.essamkhudair@uobabylon.edu.iq					
اهداف المقرر					
اهداف المادة الدراسية			التعريف بالديمقراطية للطلبة من حيث نشأتها وجذورها واشكالها وانواع الاستفتاء الشعبي والتعريف بمعنى الديمقراطية المباشرة وشبه المباشرة والديمقراطية النيابية التمثيلية....		
استراتيجيات التعليم والتعلم					
الاستراتيجية			التعليم المباشر-العصف الذهني - ردود الفعل في الوقت الحقيقي		
بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم

اختبارات	التعليم المباشر	مفهوم الديمقراطية جذور الديمقراطية	تعريف الطالب بمعنى ومفهوم الديمقراطية وجذورها في الحضارات القديمة	ساعة لكل مجموعة	الاول
اسئلة تحتاج اجابات قصيرة	التعليم المباشر	تعريف الديمقراطية	تعريف الطالب بماهية وتعريف الديمقراطية	ساعة لكل مجموعة	الثاني
اسئلة تحتاج اجابات قصيرة	التعليم المباشر	الديمقراطية بين العالمية والخصوصية	تعريف الطالب بمعنى الديمقراطية بين العالمية والخصوصية	ساعة لكل مجموعة	الثالث
اسئلة تحتاج اجابات قصيرة	التعليم المباشر	مخاطر العالمية والخصوصية في الديمقراطية	تعريف الطالب بمخاطر العالمية والخصوصية في الديمقراطية	ساعة لكل مجموعة	الرابع
امتحان بما سبق اخذه	امتحان بما سبق اخذه	امتحان بما سبق اخذه	امتحان بما سبق اخذه		الخامس
اسئلة تحتاج اجابات قصيرة	التعليم المباشر	اشكال الديمقراطية	تعريف الطالب باشكال الديمقراطية	امتحان بما سبق اخذه	السادس
اسئلة تحتاج اجابات قصيرة	التعليم المباشر	الديمقراطية المباشرة	تعريف الطالب بالديمقراطية المباشرة	ساعة لكل مجموعة	السابع
اسئلة تحتاج اجابات قصيرة	التعليم المباشر	الديمقراطية شبه المباشرة	تعريف الطالب بالديمقراطية شبه المباشرة	ساعة لكل مجموعة	الثامن
اسئلة تحتاج اجابات قصيرة	التعليم المباشر	الديمقراطية النيابية التمثيلية	تعريف الطالب بالديمقراطية النيابية التمثيلية	ساعة لكل مجموعة	التاسع
اسئلة تحتاج اجابات قصيرة	التعليم المباشر			ساعة لكل مجموعة	العاشر

		اشكال النظام التمثيلي النيابي	تعريف الطالب اشكال النظام التمثيلي النيابي	ساعة لكل مجموعة ساعة لكل مجموعة	
--	--	----------------------------------	---	--	--

١ تقييم المقرر

توزيع الدرجة من 011 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ

٢ مصادر التعلم والتدريس

ماهر علاوي حقوق الانسان والطفل والديمقراطية	الكتب المقررة المطلوبة (المنهجية أن وجدت)
احمد هاشم العطار ملامح حقوق الانسان في شرايح العراق القديم	المراجع الرئيسية (المصادر)
حميد حنون خالد , حقوق الانسان	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....)
	المراجع الالكترونية ، مواقع الانترنت