

Ministry of Higher Education and Scientific Research  
University of Babylon  
College of Nursing

وزارة التعليم العالي والبحث العلمي

جامعة بابل

كلية التمريض



# جامعة بابل كلية التمريض وصف البرنامج الأكاديمي

2026

## المقدمة

يُعد برنامج بكالوريوس علوم التمريض أحد الركائز الأساسية في العملية التعليمية في كلية التمريض - جامعة بابل، إذ يمثل حزمة متكاملة ومنظمة من المقررات الدراسية النظرية والعملية التي تهدف إلى إعداد خريجين يمتلكون الكفاءة العلمية والمهارات المهنية اللازمة لتقديم الرعاية الصحية الشاملة، وبما يلبي احتياجات سوق العمل الصحي محلياً وإقليمياً. ويخضع البرنامج الأكاديمي للمراجعة والتقييم بصورة دورية من خلال آليات ضمان الجودة والتدقيق الأكاديمي الداخلي والخارجي، بما في ذلك اعتماد أساليب التقييم الحديثة مثل برامج الممتحن الخارجي.

يقدم وصف البرنامج الأكاديمي ملخصاً واضحاً للسمات الرئيسة للبرنامج ومفرداته الدراسية، مع إبراز المهارات العملية والعلمية التي يتم العمل على تنميتها لدى الطلبة استناداً إلى أهداف البرنامج الأكاديمي. وتتبع أهمية هذا الوصف من كونه يمثل خطوة أساسية نحو تحقيق معايير الاعتماد الأكاديمي وضمان الجودة، حيث يتم إعداده من قبل الملاكات التدريسية المتخصصة وتحت إشراف اللجان العلمية في الأقسام ذات العلاقة.

ويتضمن هذا الدليل في نسخته الحالية وصفاً محدثاً للبرنامج الأكاديمي بعد إدخال التعديلات اللازمة على المفردات الدراسية، بما يواكب التطورات الحديثة في مجال التعليم التمريضي والتوجهات المعتمدة في النظام التعليمي في العراق، سواء وفق النظام السنوي أو الفصلي، فضلاً عن الأخذ بنظر الاعتبار التعليمات الرسمية الخاصة بتوصيف البرامج التي تتبنى مسار بولونيا التعليمي.

وفي هذا السياق، تؤكد كلية التمريض - جامعة بابل على أهمية إعداد وصف البرامج الأكاديمية والمقررات الدراسية بوصفها أداة أساسية لضمان جودة التعليم العالي، وتحقيق مخرجات تعليمية رصينة تسهم في رفع كفاءة الكوادر التمريضية في المجتمع.

اسم الجامعة: جامعة بابل

الكلية/المعهد: كلية التمريض

القسم العلمي: التمريض

اسم البرنامج الأكاديمي أو المهني: بكالوريوس علوم التمريض

اسم الشهادة النهائية: بكالوريوس علوم التمريض

النظام الأكاديمي: فصلي

تاريخ إعداد الوصف:

تاريخ إكمال الملف: ٢٠٢٥/٩/١

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

التوقيع  
اسم عميد الكلية: أ.د. خميس بندر عبيد  
التاريخ

دقق الملف من قبل:

شعبة ضمان الجودة والأداء الجامعي

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

التوقيع  
التاريخ

مصادقة السيد العميد



## 1. رؤية البرنامج

إعداد برنامج أكاديمي متميز لتأهيل ممرضين مؤهلين يمتلكون المعرفة العلمية والكفاءة المهنية، ويتمتعون بمهارات التفكير النقدي والتحليلي، والاهتمام والتحفيز والحزم والانضباط المهني، لتقديم رعاية تمريضية شاملة وعالية الجودة، والاستجابة الفعالة للاحتياجات المتطورة للمرضى والمهنة والمجتمع المحلي والإقليمي.

## 2. رسالة البرنامج

يهدف البرنامج إلى تطوير المسارات الأكاديمية المتنوعة والإمكانيات الإبداعية للطلبة، وضمان بيئة تعليمية تفاعلية داعمة، لإعداد خريجين مؤهلين بالمهارات والكفايات اللازمة للتميز في التخصص، والعمل الشراكي مع المرضى وأسرتهم وفرق الرعاية الصحية، وخدمة المجتمع عبر الممارسات والأنشطة المهنية المتطورة.

## 3. اهداف البرنامج

بعد إتمام برنامج التمريض، يكون الطالب قادرًا على:

1. إظهار المهارات المهنية والقانونية والأخلاقية ضمن نطاق ومعايير ممارسة التمريض.
2. الانخراط في التواصل والتعاون وتفعيل روح العمل ضمن الفريق الواحد لتحقيق متطلبات العناية والرعاية الشاملة
3. استخدام المعلومات والتكنولوجيا لتوصيل المعلومات ودعم اتخاذ القرارات وتنظيم رعاية آمنة للمرضى.
4. تقديم الرعاية الشمولية، واكتساب المهارات التي تحترم القيم والمعتقدات الثقافية، لتعزيز الصحة وتقرير المصير والنزاهة والنمو المستمر للبشر.
5. دمج الممارسة القائمة على الأدلة في الرعاية المتمحورة حول المريض، باستخدام الاجراءات التمريض في مجموعة من البيئات والفئات السكانية.
6. دمج مبادئ التعليم والتعلم ضمن نطاق ممارسة التمريض المسجل للوقاية من الأمراض.
7. استخدام البيانات لمراقبة وتحسين جودة وسلامة رعاية المرضى.
8. صياغة أحكام سريرية آمنة وفعالة مسترشدة بالعملية التمريضية، والمنطق السريري، والممارسة القائمة على الأدلة.

4. اعتماد البرنامج

تم التقديم على الاعتماد البرامجي

5. الجهات الخارجية

وزارة الصحة العراقية , نقابة التمريض

6. هيكلية البرنامج

الملاحظات	النسبة المئوية	عدد الساعات المعتمدة	عدد المقررات الدراسية	هيكل البرنامج
	١١%	١٦	١٠	متطلبات المؤسسة
	٨٦,٧٩%	١٣٨	٤٦	متطلبات الكلية
		كلية ذات القسم الواحد		متطلبات الاقسام
		ناجح/راسب	١٢٠ ساعة	التدريب الصيفي
كل الفصول اساسية				اخرى

## 7. وصف البرنامج

الساعات المعتمدة		اسم المقرر أو المساق	رمز المقرر أو المساق	السنة / المستوى
	نظري			
7	4	Biochemistry	CHM102	First Year Semester-I 2024/2025
4	3	English Part I	ENG103	
1	1	Anatomy for Nurse	ANT104	
4	3	Code of Ethics	ETH105	
2	2	Computer Science I	COS106	
1	1	Human Rights and Democracy	HRD107	
2	2	Biochemistry	CHM102	
7	4	Physiology for Nurse	NUR108	First Year Semester-II 2024/2025
8	3	English Part II	PHY109	
4	1	Medical Terminology	ENG110	
1	2	Computer Science II	TER111	
2	0	Arabic Language for Nursing I	COS112	
1	2	Physiology for Nurse	ARE113	Second Year Semester-I 2024/2025
8	4	Adult Nursing I	NUR201	
2	2	Pharmacology for Nurses I	PHR202	
3	2	Health Assessment	HAS203	
3	2	Microbiology for Nurses I	MBL204	
1	0	Computer Science III	COS205	
2	2	Crimes of the former Ba'ath Party	CRI206	
8	4	Adult Nursing I	NUR201	Second Year Semester-II 2024/2025
8	4	Adult Nursing II	NUR207	
2	2	Pathophysiology for Nurse	PAT208	
3	2	Microbiology for Nurses II	MBL209	
2	2	Pharmacology for Nurses II	PHR210	
1	0	Computer Science IV	COS211	
2	2	Introduction to Nursing II	NUR212	
8	0	Preceptorship (Summer Training)	NUR213	
2	4	Adult Nursing II	NUR207	
3	2	Pathophysiology for Nurse	PAT208	
8	3	Maternal and neonate Nursing	NUR301	Third Year Semester-I 2024/2025
2	2	Research Method in nursing	REM302	
2	2	Health Sociology	HOS303	
2	2	Nutrition and Diet Therapy	NUT304	
8	3	Pediatric Nursing	NUR305	
2	2	Biostatistics	BIO306	Third Year Semester-II 2024/2025
5	3	Human Growth and Development	HGD307	
Pass/fall	0	Preceptorship (Summer Training)	NUR308	
7	3	Community Health Nursing	NUR402	Fourth Year Semester-I 2024/2025
3	2	Nursing Management and Leadership	NUR403	
2	2	Professional Perspective and Issue in Nursing	NUR404	
1	0	Research Project	NUR405	
2	2	Health Promotion	EPI406	
7	3	Psychiatric and Mental Health Nursing	NUR407	Fourth Year Semester-II 2024/2025
6	2	Critical Care Nursing	NUR408	
2	2	Health Psychology for Nurses	HPV409	
1	0	Research Project	NUR410	

## 8. مخرجات البرنامج

### المعرفة

- أ. ١- تخريج كوادر تمريضية ذات مستوى عالٍ من الفهم والمعرفة العلمية، قادرة على بناء أنظمة رعاية تمريضية وتحليلها وتطويرها، مع متابعة هذه الكوادر بعد التخرج لضمان التطوير المهني المستمر
- أ. ٢- القدرة على التحليل السريري والتفكير العلمي الناقد من خلال تطبيق المبادئ العلمية في علوم التمريض والالتزام بالإرشادات والبروتوكولات المهنية في أي نشاط ضمن الإطار التنظيمي والإداري، لتنفيذ خطط الرعاية التمريضية أو مواجهة التحديات الصحية وحلها وتقييمها وتقديم مقترحات علاجية أو إعادة صياغة خطط الرعاية أو تفسير النتائج السريرية.
- أ. ٣- أن يكون الطالب قادراً على التواصل والتوثيق المهني بأسلوب علمي مؤثر باللغتين العربية والإنجليزية، مع إتقان المصطلحات الطبية والتمريضية المتخصصة.
- أ. ٤- تحفيز الطلبة على المشاركة الفعالة في نهضة المجتمع الصحي وتقدمه من خلال إقامة الندوات والمؤتمرات الطبية والتعليم المستمر وتقديم الاستشارات الأكاديمية في مجالات الرعاية الصحية والتمريضية.

### المهارات

- أ. ١- تطبيق مهارات التفكير النقدي في تحليل المواقف التمريضية والسريرية.
- ب. ٢- تقييم المشكلات الصحية ووضع البدائل المناسبة للتدخل التمريضي الفعال.
- ب. ٣- استخدام أساليب البحث العلمي والاستقصاء لتقويم الإجراءات التمريضية وتحسين الممارسة المهنية.
- ب. ٤- تنظيم وتنسيق المواقف التعليمية والعملية بما يضمن تحقيق الأهداف التمريضية المستقبلية .

### القيم

- ج. ١- تنمية قيم التعاطف والإنسانية في التعامل مع المرضى وأسراهم.
- ج. ٢- تعزيز الالتزام بأخلاقيات المهنة واحترام خصوصية المرضى وحقوقهم.
- ج. ٣- غرس روح المسؤولية والانضباط الذاتي في الممارسات التمريضية.
- ج. ٤- تشجيع العمل بروح الفريق وبناء علاقات مهنية قائمة على التعاون والاحترام المتبادل.
- التواصل، الأخلاقيات، التمريض المهني، الممارسة القائمة على الأدلة، التفكير النقدي، إدارة الرعاية

## 9. استراتيجيات التعليم والتعلم.

تعدد طرائق التعليم والتعلم المستخدمة في برنامج بكالوريوس علوم التمريض، ومن أهم هذه الطرق:

- المحاضرات النظرية والعملية لتزويد الطلبة بالمعارف الأساسية في علوم التمريض والصحة.
- التدريب العملي والسريري في المختبرات والمستشفيات والمراكز الصحية لاكتساب المهارات التطبيقية.
- المناقشات والحوار التفاعلي داخل الصف لتعزيز التفكير النقدي وتبادل الخبرات.
- العروض التقديمية وحلقات النقاش حول موضوعات محددة في الرعاية التمريضية.
- الزيارات الميدانية للمؤسسات الصحية الحكومية والأهلية ذات الصلة.
- بحوث الطلبة النظرية والعملية لتعزيز مهارات البحث العلمي والاستقصاء.
- النشاطات المكتبية مثل مراجعة المصادر العلمية الحديثة والتقارير.
- المحاكاة العملية باستخدام دمي التدريب والتقنيات الحديثة لتهيئة الطلبة للمواقف السريرية الحقيقية.
- المشاركة في برامج خدمة المجتمع لتعزيز روح المسؤولية والقيم الإنسانية.

## 10. طرق التقويم

1. يُطبَّق في جميع مراحل البرنامج بشكل عام.
2. أدوات التقويم وأنواعها:
3. اختبار منتصف الفصل (نظري وعملي).
4. اختبار تكويني (تقييم هيكلي أو تدريجي).
5. اختبار نهائي (تقييم إجمالي أو شامل).

## 11. الهيئة التدريسية

أعضاء هيئة التدريس

اعداد الهيئة التدريسية		المتطلبات/المهارات الخاصة (ان وجدت )		التخصص		الرتبة العلمية
محاضر	ملاك			عام	خاص	
1	6	Computer Skills	Nursing Skills & Multidisciplinary Skills	5	1	أستاذ

-	٧	Computer Skills	Nursing Skills & Multidisciplinary Skills	1	6	أستاذ مساعد
-	١٨	Computer Skills	Nursing Skills & Multidisciplinary Skills	13	5	مدرس
2	١٨	Computer Skills	Nursing Skills & Multidisciplinary Skills	7	11	مدرس مساعد

## 12. أعضاء الهيئة التدريسية

ت	الاسم	الرتبة العلمية	التخصص		المتطلبات /المهارات الخاصة		اعداد الهيئة التدريسية	
			عام	دقيق	ملاك	محاضر		
١	سلمى كاظم جهاد عبسي الابراهيمي	أستاذ	تمريض	تمريض صحة مجتمع		ملاك		
٢	اسراء حرجان محسن خشان الدحيدحاوي	أستاذ مساعد	علوم حياة	فسلجة		ملاك		
٣	سحر ادهم علي محمد العبيدي	أستاذ	تمريض	تمريض بالغين		ملاك		
٤	شذى سعدي محمد نادر الجباري	أستاذ	تمريض	تمريض بالغين		ملاك		
٥	ماهر خضير هاشم كاظم ال خلف	أستاذ مساعد	لغة عربية	لغة صرف		ملاك		
٦	نهاد محمد قاسم محمد الدوري	أستاذ	تمريض	تمريض الاطفال		ملاك		
٧	اميره جاسم محمد امين محمود الاعرجي	أستاذ مساعد	كيمياء	كيمياء		ملاك		
٨	بتول ابراهيم حسين الحسيني ال يوسف	أستاذ مساعد	علوم حياة	فسلجة		ملاك		
٩	علي احمد كاظم طاهر الحطاب	مدرس	تمريض	تمريض الصحة النفسية		ملاك		
١٠	عمار عباس شعلان ديكان الحميري	مدرس	علوم حياة	علم الوراثة المناعية		ملاك		

١١	محمد رمضان عبد علي هريط العويدي	أستاذ مساعد	علوم حياة	ادلة جنائية	ملاك
١٢	وفاء احمد امين محمود المحمود	أستاذ مساعد	تمريض	تمريض الأم والوليد	ملاك
١٣	آمنة عبد الحسن جبر خضير الجشعمي	مدرس	تمريض	تمريض بالغين	ملاك
١٤	ارم عصام خضير عباس العيسى	مدرس	قانون	قانون دولي خاص	ملاك
١٥	امير صلاح الدين عبدالرزاق عبود الفاضل	مدرس	تمريض	تمريض الصحة النفسية	ملاك
١٦	انيس فليح عبدالحسن سوادي البديري	مدرس مساعد	تمريض	تمريض بالغين	ملاك
١٧	حسام جواد كاظم حسن الحسيني	مدرس مساعد	طب بيطري	ادوية وسموم	ملاك
١٨	خالد ابراهيم حسين عبيس البديري	مدرس مساعد	تربية رياضية	ترويح	ملاك
١٩	رؤوف جبار عباس عبود معروف	مدرس	كيمياء	الكيمياء الحياتية	ملاك
٢٠	زمن احمد حرفيش بشرا الجنابي	مدرس مساعد	تمريض	تمريض الصحة النفسية والعقلية	ملاك
٢١	زينب عبد الامير عبد الرسول عبد الرضا عبد الرضا	مدرس	تمريض	تمريض الام والوليد	ملاك
٢٢	سحر كاظم عباس خلف البديري	مدرس مساعد	إدارة اعمال	إدارة اعمال	ملاك
٢٣	علي فاضل عبيد حسون الفتلاوي	مدرس	تمريض	تمريض الاطفال	ملاك
٢٤	لميس فائز ناصر مثني السعد	مدرس	فيزياء	فيزياء	ملاك
٢٥	مريم عبد الكريم العبيبي هاشم زيदाوي	مدرس	تمريض	تمريض الام والوليد	ملاك
٢٦	وفاق مهدي هادي شعلان السلامي	مدرس مساعد	تمريض	تمريض بالغين	ملاك
٢٧	حسين علي عبد العباس الحسيني	مدرس مساعد	تمريض	تمريض صحة مجتمع	ملاك
٢٨	هبة حسين فاضل مهدي الحران	مدرس مساعد	كيمياء	كيمياء فيزيائية	ملاك
٢٩	مها احمد كاظم حسين الغانمي	مدرس	تمريض	تمريض أطفال	ملاك

٣٠	حسنين يحيى شمران عبد السادة الفتلاوي	مدرس مساعد	تمريض تمريض	تمريض بالغين	ملاك
٣١	احمد جواد كاظم رداد مرشدي	مدرس مساعد	هندسة حاسوب	هندسة حاسوب	ملاك
٣٢	زيد عبد الله حسين الدليمي	مدرس مساعد	تمريض تمريض	تمريض صحة مجتمع	ملاك
٣٣	محمد عباس حسين مغير الربيعي	مدرس مساعد	تمريض تمريض	تمريض صحة مجتمع	ملاك
٣٤	ميس هادي جبر رشيد ال جمعة	أستاذ مساعد	احياء مجهرية طبيه	مناعة وفيروسات	ملاك
٣٥	هبة جاسم حمزة سلومي الشريفي	أستاذ مساعد	احياء مجهرية طبية	بكتريا مرضية	ملاك
٣٦	احمد محمد جاسم محمد شلاش	مدرس	تمريض تمريض	تمريض بالغين	ملاك
٣٧	مصطفى علي غازي حمزة الشمري	مدرس	تمريض تمريض	تمريض الاطفال	ملاك
٣٨	محمد طالب عبد حمادي الجبوري	مدرس	تمريض تمريض	تمريض الاطفال	ملاك
٣٩	ندی خزعل كاظم هندي المنصوري	أستاذ	علم الاحياء المجهرية	علم الاحياء المجهرية الطبية	ملاك
٤٠	رحمن ناهي عبد زياره الحميري	مدرس مساعد	حاسبات حاسبات	حاسبات	ملاك
٤١	نور معين محمد علي عباس حيدر	مدرس مساعد	حاسبات حاسبات	حاسبات	ملاك

### التطوير المهني

#### تدريب اعضاء هيئة التدريس الجدد

يُعد التطوير المهني جزءاً أساسياً من ضمان جودة برنامج بكالوريوس علوم التمريض، ومن أبرز آلياته:

- تدريب أعضاء هيئة التدريس الجدد على استراتيجيات التعليم والتقييم الحديثة في التمريض.
- إنشاء قاعدة بيانات شاملة لأعضاء هيئة التدريس والموظفين والمحافظة على تحديثها بشكل منتظم لتعكس أي تغييرات أكاديمية أو إدارية.
- تعزيز المهارات المهنية والتدريسية لأعضاء الهيئة التدريسية من خلال اقتراح وتنظيم الدورات التدريبية وورش العمل المتخصصة.
- تقييم الاحتياجات البحثية والأكاديمية بما يتماشى مع أهداف البرنامج الأكاديمية وخطته الاستراتيجية.
- تشجيع المشاركة في المؤتمرات المحلية والدولية لتبادل الخبرات والاطلاع على أحدث المستجدات في التعليم التمريضي.
- دعم برامج التطوير الذاتي لأعضاء الهيئة التدريسية بما يساهم في رفع مستوى الأداء الأكاديمي والمهني.

### تطوير اعضاء هيئة التدريس

يُنفذ برنامج بكالوريوس علوم التمريض خطأً للتطوير المهني لأعضاء هيئة التدريس من خلال:

- المشاركة الفعالة في المؤتمرات العلمية المحلية والدولية للاطلاع على أحدث المستجدات في التعليم التمريضي والرعاية الصحية.
- حضور الندوات والحلقات النقاشية التي تسهم في تبادل الخبرات وتعزيز المهارات الأكاديمية والبحثية.
- تشجيع التدريسيين على المشاركة في مناقشات رسائل وأطاريح الدراسات العليا لاكتساب خبرات إضافية في الإشراف العلمي والتقويم الأكاديمي.
- دعم التدريسيين في تنظيم أو حضور ورش عمل متخصصة في مجالات البحث والتعليم والمهارات السريرية.
- تطوير قدرات التدريسيين في استخدام التقنيات التعليمية الحديثة والمحاكاة السريرية لتعزيز جودة التعليم

### 13. شروط القبول

قبول مركزي

### 14. المصادر العلمية المعتمدة

وزارة التعليم العالي والبحث العلمي , لجنة عمداء كليات التمريض

### 15. خطة تطوير البرنامج

1. تحديث المناهج الدراسية لمواكبة المعايير الحديثة.
2. تدريب أعضاء هيئة التدريس ورفع كفاءتهم المهنية.
3. تطوير المختبرات والمكتبات الرقمية.
4. تعزيز التدريب العملي للطلاب عبر المستشفيات ومراكز الرعاية الصحية.
5. تطبيق نظم تقييم حديثة لأداء الطلاب وأعضاء هيئة التدريس.
6. الحصول على الاعتماد الأكاديمي وتحسين التصنيف.
7. إنشاء مجلة أكاديمية تصنف ضمن المراتب الأكاديمية العالمية.(Indexing)
8. تعزيز البحث العلمي ونشر الأبحاث العلمية.
9. تطوير الشراكات الدولية وتبادل الخبرات الأكاديمية.

## مخطط مهارات البرنامج

مخرجات التعلم المطلوبة من البرنامج												اسم المقرر	رمز المقرر	السنة / المستوى	
القيم				المهارات				المعرفة							اساسي أم اختياري
ج4	ج3	ج2	ج1	ب4	ب3	ب2	ب1	أ4	أ3	أ2	أ1				
✓	✓		✓	✓	✓		✓	✓		✓	✓	اساسي	Fundamental of Nursing I	NUR101	المرحلة الاولى
✓	✓			✓	✓	✓	✓		✓		✓	اساسي	Biochemistry	CHM102	
✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	اساسي	English Part I	ENG103	
✓	✓		✓		✓	✓	✓	✓		✓	✓	اساسي	Anatomy for Nurse	ANT104	
✓	✓		✓	✓	✓	✓		✓	✓	✓		اساسي	Code of Ethics	ETH105	
✓	✓	✓			✓	✓	✓		✓		✓	اساسي	Computer Science I	COS106	
✓	✓	✓		✓	✓				✓	✓	✓	اساسي	Human Rights and Democracy	HUM107	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	اساسي		Total	
✓	✓		✓	✓	✓			✓	✓	✓	✓	اساسي	Fundamental of Nursing II	NUR108	المرحلة الثانية

✓	✓	✓	✓				✓	✓	✓	✓	✓	اساسي	Physiology for Nurse	PHY109	
✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	اساسي	English Part II	ENG110	
✓			✓	✓	✓		✓	✓			✓	اساسي	Medical Terminology	TER111	
✓			✓		✓	✓	✓	✓	✓	✓	✓	اساسي	Computer Science II	COS112	
✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	اساسي	Arabic Language for Nursing I	ARB113	
✓	✓			✓	✓	✓	✓	✓			✓	اساسي		Total	
✓	✓	✓	✓	✓			✓	✓			✓	اساسي	Adult Nursing I	NUR201	المرحلة الثالثة
✓	✓			✓	✓	✓	✓	✓	✓		✓	اساسي	Pharmacology for Nurses I	PHR202	
✓	✓	✓	✓		✓	✓	✓	✓			✓	اساسي	Health Assessment	HAS203	
✓	✓		✓	✓	✓	✓			✓	✓	✓	اساسي	Microbiology for Nurses I	MBN204	
✓		✓	✓			✓	✓	✓			✓	اساسي	Computer Science III	COS205	
✓	✓		✓		✓	✓		✓		✓	✓	اساسي	Crimes of the defunct Ba'ath Party	CDB206	

✓	✓	✓	✓		✓	✓	✓		✓		✓	اساسي		Total	
✓		✓		✓	✓		✓	✓		✓	✓	اساسي	Adult Nursing II	NUR207	المرحلة الرابعة
✓	✓		✓		✓		✓		✓			اساسي	Pathophysiology for Nurse	PAT208	
✓	✓		✓		✓		✓		✓			اساسي	Microbiology for Nurses II	MBN209	
✓	✓		✓			✓	✓	✓	✓		✓	اساسي	Pharmacology for Nurses II	PHR210	
✓		✓		✓	✓		✓	✓	✓			اساسي	Computer Science IV	COS211	
✓	✓	✓	✓		✓			✓	✓		✓	اساسي	Arabic Language for Nursing II	ARB112	
✓	✓	✓		✓	✓			✓		✓		اساسي	Preceptorship (Summer Training)	NUR213	
✓		✓		✓		✓		✓			✓	اساسي		Total	



# University of Babylon College of Nursing Academic Program Description

2026

## **Introduction**

The Bachelor of Science in Nursing program is one of the fundamental pillars of the educational process at the College of Nursing – University of Babylon. It represents a comprehensive and structured package of theoretical and practical courses designed to prepare graduates with the scientific competence and professional skills required to provide holistic healthcare, in line with the needs of the local and regional healthcare labor market. The academic program is subject to regular review and evaluation through quality assurance mechanisms and both internal and external academic audits, including the adoption of modern assessment methods such as external examiner programs.

The description of the academic program provides a clear summary of the main features of the program and its curriculum, highlighting the scientific and practical skills that are developed among students in accordance with the objectives of the program. The importance of this description lies in its role as a fundamental step towards meeting accreditation and quality assurance standards. It is prepared by specialized academic staff under the supervision of scientific committees within the relevant departments.


This current version of the guide includes an updated description of the academic program after incorporating the necessary modifications to the curriculum, in line with recent developments in nursing education and the educational approaches adopted in Iraq, whether under the annual or semester system, while also taking into account the official guidelines related to program descriptions aligned with the Bologna Process.


In this context, the College of Nursing – University of Babylon emphasizes the importance of preparing academic program and course descriptions as an essential tool for ensuring the quality of higher education and achieving robust learning outcomes that contribute to enhancing the efficiency of nursing professionals in the community.

**University Name:** University of Babylon  
**Faculty/Institute:** College of nursing  
**Scientific Department:** Nursing  
**Academic or Professional Program Name:** Bachelor of Science in Nursing  
**Final Certificate Name:** Bachelor of Science in Nursing  
**Academic System:** Semester  
**Description Preparation Date:** 2025-2026

  
**Signature:**

**Dean of College Name:**  
Prof. Dr. Khamees Bandar Obaid  
**Date:**

  
**Scientific Associate Name:**  
Prof. Dr. Nuhad Mohemmed Kassim  
**Date:**

**The file is checked by:**  
**Department of Quality Assurance and University Performance**  
**Director of the Quality Assurance and University Performance Department:**  
Assistant Lecture. Ahmed Jawad kadhim  
**Date:**  
**Signature:** 



  
**Approval of the Dean**

### **1. Program Vision**

Designing a distinguished academic program to prepare qualified nurses who possess scientific knowledge and professional competence, equipped with critical and analytical thinking skills, as well as care, motivation, decisiveness, and professional discipline, in order to provide comprehensive, high-quality nursing care and effectively respond to the evolving needs of patients, the profession, and the local and regional community

### **2. Program Mission**

The program aims to develop students' diverse academic pathways and creative potential, while ensuring a supportive and interactive learning environment that prepares graduates with the skills and competencies necessary for excellence in the profession, collaborative practice with patients, families, and healthcare teams, and community service through advanced professional practices and activities.

### **3. Program Objectives**

Upon completion of the Nursing Program, the student will be able to:

1. Demonstrate professional, legal, and ethical skills within the scope and standards of nursing practice.
2. Engage in communication, collaboration, and teamwork to achieve the requirements of comprehensive care.
3. Utilize information and technology to convey knowledge, support decision-making, and organize safe patient care.
4. Provide holistic care and acquire skills that respect cultural values and beliefs, in order to promote health, self-determination, integrity, and continuous human growth.
5. Integrate evidence-based practice into patient-centered care, applying nursing procedures across a variety of settings and populations.
6. Incorporate principles of teaching and learning within the scope of registered nursing practice to prevent disease.
7. Use data to monitor and improve the quality and safety of patient care.
8. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.

**4. Program Accreditation**

An application for programmatic accreditation has been submitted

**5. Other external influences**

Iraqi Ministry of Health, Nursing Syndicate

**6. Program Structure**

Program Structure	Number of Courses –	Credit hours	Percentage	Reviews*
Institution Requirements	10	16	11%	
College Requirements	46	138	86.79%	
Department Requirements	A Single-Departmental College			
Summer Training	120 hours	Pass/fall		
Other				basic

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First Year Semester-I 2025/2026				
	CHM102	Biochemistry	4	7
	ENG103	English Part I	3	4
	ANT104	Anatomy for Nurse	1	1
	ETH105	Code of Ethics	3	4
	COS106	Computer Science I	2	2
	HRD107	Human Rights and Democracy	1	1
First Year Semester-II 2025/2026	CHM102	Biochemistry	2	2
	NUR108	Physiology for Nurse	4	7
	PHY109	English Part II	3	8
	ENG110	Medical Terminology	1	4
	TER111	Computer Science II	2	1
	COS112	Arabic Language for Nursing I	0	2
Second Year Semester-I 2025/2026	ARE113	Physiology for Nurse	2	1
	NUR201	Adult Nursing I	4	8
	PHR202	Pharmacology for Nurses I	2	2
	HAS203	Health Assessment	2	3
	MBL204	Microbiology for Nurses I	2	3
	COS205	Computer Science III	0	1
	CRI206	Crimes of the former Ba'ath Party	2	2
Second Year Semester-II 2025/2026	NUR201	Adult Nursing I	4	8
	NUR207	Adult Nursing II	4	8
	PAT208	Pathophysiology for Nurse	2	2
	MBL209	Microbiology for Nurses II	2	3

	PHR210	Pharmacology for Nurses II	2	2
	COS211	Computer Science IV	0	1
	NUR212	Introduction to Nursing II	2	2
	NUR213	Preceptorship (Summer Training)	0	8
	NUR207	Adult Nursing II	4	2
	PAT208	Pathophysiology for Nurse	2	3
Third Year Semester-I 2025/2026	NUR301	Maternal and neonate Nursing	3	8
	REM302	Research Method in nursing	2	2
	HOS303	Health Sociology	2	2
	NUT304	Nutrition and Diet Therapy	2	2
Third Year Semester-II 2025/2026	NUR305	Pediatric Nursing	3	8
	BIO306	Biostatistics	2	2
	HGD307	Human Growth and Development	3	5
	NUR308	Preceptorship (Summer Training)	0	Pass/fall
Fourth Year Semester-I 2025/2026	NUR402	Community Health Nursing	3	7
	NUR403	Nursing Management and Leadership	2	3
	NUR404	Professional Perspective and Issue in Nursing	2	2
	NUR405	Research Project	0	1
	EPI406	Health Promotion	2	2
Fourth Year Semester-II 2025/2026	NUR407	Psychiatric and Mental Health Nursing	3	7
	NUR408	Critical Care Nursing	2	6

	HPV409	Health Psychology for Nurses	2	2
	NUR410	Research Project	0	1

### 8. Expected learning outcomes of the program

#### Knowledge

<p><b>A.1</b> – Graduate highly qualified nursing professionals with advanced understanding and scientific knowledge, capable of building, analyzing, and developing nursing care systems, while ensuring continuous professional development through post-graduation follow-up.</p> <p><b>A.2</b> – Demonstrate the ability for clinical analysis and critical scientific thinking by applying scientific principles in nursing sciences and adhering to professional guidelines and protocols in any activity within the organizational and administrative framework, in order to implement nursing care plans, address and solve health challenges, evaluate outcomes, and provide therapeutic suggestions or reformulate care plans or interpret clinical results.</p> <p><b>A.3</b> – Enable students to communicate and document professionally in an effective scientific manner in both Arabic and English, with mastery of specialized medical and nursing terminology.</p> <p><b>A.4</b> – Encourage students to actively participate in the advancement and progress of the healthcare community through organizing seminars, medical conferences, continuing education, and providing academic consultations in healthcare and nursing fields.</p>	Knowledge
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#### Skills

<p><b>B.1</b> – Apply critical thinking skills in analyzing nursing and clinical situations.</p> <p><b>B.2</b> – Assess health problems and develop appropriate alternatives for effective nursing interventions.</p> <p><b>B.3</b> – Utilize scientific research methods and inquiry to evaluate nursing procedures and enhance professional practice.</p> <p><b>B.4</b> – Organize and coordinate educational and practical situations to ensure the achievement of future nursing objectives.</p>	Decision making and application
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#### Values

<p><b>C.1</b> – Foster values of empathy and humanity in dealing with patients and their families.</p>	Communication, Ethics ,
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<p><b>C.2</b> – Promote commitment to professional ethics and respect for patients’ privacy and rights.</p> <p><b>C.3</b> – Instill a sense of responsibility and self-discipline in nursing practices.</p> <p><b>C.4</b> – Encourage teamwork and the development of professional relationships based on collaboration and mutual respect.</p>	<p>Professional Nursing , Evidence Based Practice , Critical Thinking , Manager of Care</p>
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**9. Teaching and Learning Strategies**

A variety of teaching and learning methods are employed in the Bachelor of Science in Nursing program. The most important include:

- Theoretical and practical lectures to provide students with fundamental knowledge in nursing and health sciences.
- Practical and clinical training in laboratories, hospitals, and health centers to acquire applied skills.
- Interactive discussions and classroom dialogue to promote critical thinking and knowledge exchange.
- Presentations and seminars on specific topics related to nursing care.
- Field visits to relevant governmental and private healthcare institutions.
- Student research projects (theoretical and practical) to strengthen scientific research and inquiry skills.
- Library-based activities such as reviewing updated scientific resources and preparing reports.
- Clinical simulation using training mannequins and modern technologies to prepare students for real clinical situations.
- Participation in community service programs to foster responsibility and human values.
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**10. Evaluation methods**

Implemented at all stages of the program in general.

– Assessment Tools and Their Types:

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

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### 11. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	2	5	Nursing Skills & Multidisciplinary Skills	Computer Skills	7	-
Assistant Professor	6	1	Nursing Skills & Multidisciplinary Skills	Computer Skills	7	-
Lecturer	5	13	Nursing Skills & Multidisciplinary Skills	Computer Skills	18	-
Assistant Lecturer	13	7	Nursing Skills & Multidisciplinary Skills	Computer Skills	20	-

### 12. Teaching Facility

S	Name	Academic title	specialization		Special skill		No.Faculty	
			G	S			permanant	temporary
1	Salma Kazem Jihad Absi Al-Ibrahimi	Professor	Nursing	Community Health Nursing			p	
2	Israa Harjan Mohsen Khashan Al-Duhaidhawi	Assistant Professor	Biological Sciences	Physiology			p	
3	Sahar Adham Ali Mohammed Al-Obaidi	Professor	Nursing	Adult Nursing			p	
4	Shatha Saadi Mohammed Nader Al-Jubouri	Professor	Nursing	Adult Nursing			p	

5	Maher Khudair Hashem Kazem Al-Khalaf	Assistant Professor	Arabic Language	Morphology (Arabic Grammar)			p	
6	Nihad Mohammed Qasim Mohammed Al-Douri	Professor	Nursing	Pediatric Nursing			p	
7	Ameera Jasim Mohammed Ameen Mahmoud Al-Araji	Assistant Professor	Chemistry	Chemistry			p	
8	Batool Ibrahim Hussein Al-Husseini Al-Yousif	Assistant Professor	Biological Sciences	Physiology			p	
9	Ali Ahmed Kazem Taher Al-Hattab	Lecturer	Nursing	Psychiatric Nursing			p	
10	Ammar Abbas Shaalan Dheikan Al-Humairi	Lecturer	Biological Sciences	Immunogenetics			p	
11	Mohammed Ramadan Abdul Ali Huraid Al-Owaidi	Assistant Professor	Biological Sciences	Forensic Evidence			p	
12	Wafaa Ahmed Ameen Mahmoud Al-Mahmoud	Assistant Professor	Nursing	Maternal and Neonatal Nursing			p	
13	Amina Abdul Hassan Jabr Khudair Al-Jashaami	Lecturer	Nursing	Adult Nursing			p	
14	Aram Essam Khudair Abbas Al-Essa	Lecturer	Law	Private International Law			p	
15	Ameer Salahuddin Abdulrazzaq Aboud Al-Fadhel	Lecturer	Nursing	Psychiatric Nursing			p	
16	Anees Flihh Abdul Hassan Suwadi Al-Badiri	Assistant Lecturer	Nursing	Adult Nursing			p	
17	Hussam Jawad Kazem Hassan Al-Husseini	Assistant Lecturer	Veterinary Medicine	Pharmacology and Toxicology			p	
18	Khalid Ibrahim Hussein Obais Al-Badiri	Assistant Lecturer	Physical Education	Recreation			p	
19	Raouf Jabbar Abbas Aboud Maroof	Lecturer	Chemistry	Biochemistry			p	

20	Zaman Ahmed Harfeesh Bushra Al- Janabi	Assistant Lecturer	Nursing	Mental Health and Psychiatric Nursing			p	
21	Zainab Abdul Ameer Abdul Rasool Abdul Ridha Abdul Ridha	Lecturer	Nursing	Maternal and Neonatal Nursing			p	
22	Sahar Kazem Abbas Khalaf Al-Badiri	Assistant Lecturer	Business Administ ration	Business Administ ration			p	
23	Ali Fadhel Ubaid Hassoun Al-Fatlawi	Lecturer	Nursing	Pediatric Nursing			p	
24	Lamees Faiz Nasser Muthanna Al-Saad	Lecturer	Physics	Physics			p	
25	Mariam Abdul Kareem Al-Obaibi Hashem Zidawi	Lecturer	Nursing	Maternal and Neonatal Nursing			p	
26	Wefaq Mehdi Hadi Shaalán Al-Salami	Assistant Lecturer	Nursing	Adult Nursing			p	
27	Hussein Ali Abdul Abbas Al-Husseini	Assistant Lecturer	Nursing	Communi ty Health Nursing			p	
28	Hiba Hussein Fadhel Mehdi Al-Harran	Assistant Lecturer	Chemistr y	Physical Chemistr y			p	
29	Maha Ahmed Kazem Hussein Al-Ghanimi	Lecturer	Nursing	Pediatric Nursing			p	
30	Hassanein Yahya Shomran Abdul Sada Al-Fatlawi	Assistant Lecturer	Nursing	Adult Nursing			p	
31	Ahmed Jawad Kazem Raddad Murshidi	Assistant Lecturer	Compute r Engineeri ng	Computer Engineeri ng			p	
32	Zaid Abdullah Hussein Al-Deilami	Assistant Lecturer	Nursing	Communi ty Health Nursing			p	
33	Mohammed Abbas Hussein Mugheer Al-Rubaie	Assistant Lecturer	Nursing	Communi ty Health Nursing			p	
34	Mais Hadi Jabr Rasheed Al-Jum'a	Assistant Professor	Medical Microbio logy	Immunol ogy and Virology			p	

35	Hiba Jasim Hamza Saloumi Al-Shuraifi	Assistant Professor	Medical Microbiology	Pathogenic Bacteria			p	
36	Ahmed Mohammed Jasim Mohammed Shlash	Lecturer	Nursing	Adult Nursing			p	
37	Mustafa Ali Ghazi Hamza Al-Shammari	Lecturer	Nursing	Pediatric Nursing			p	
38	Mohammed Talib Abdul Hammadi Al-Jubouri	Lecturer	Nursing	Pediatric Nursing			p	
39	Nada Khazaal Kazem Hindi Al-Mansouri	Professor	Microbiology	Medical Microbiology			p	
40	Rahman Nahi Abdul Ziyara Al-Humairi	Assistant Lecturer	Computer Science	Computer Science			p	
41	Noor Moeen Mohammed Ali Abbas Haider	Assistant Lecturer	Computer Science	Computer Science			p	

### 13. Professional Development

#### Mentoring new faculty members

Professional development is considered an essential component of quality assurance for the Bachelor of Science in Nursing program. Key mechanisms include:

- Training new faculty members on modern teaching strategies and assessment methods in nursing.
- Establishing a comprehensive database of faculty members and staff, and regularly updating it to reflect any academic or administrative changes.
- Enhancing professional and teaching skills of faculty through proposing and organizing specialized training courses and workshops.
- Assessing research and academic **needs** in alignment with the program's academic objectives and strategic plans.
- Encouraging participation in local and international conferences to exchange experiences and stay updated with the latest developments in nursing education.
- Supporting faculty self-development **programs** to contribute to improving academic and professional performance.

#### Professional development of faculty members

The Bachelor of Science in Nursing program implements professional development plans for faculty members through:

- Active participation in local and international scientific conferences to stay updated on the latest developments in nursing education and healthcare.

- Attending seminars and discussion sessions that facilitate knowledge exchange and enhance academic and research skills.
- Encouraging faculty participation in the defense of graduate theses and dissertations to gain additional experience in academic supervision and evaluation.
- Supporting faculty in organizing or attending specialized workshops in the fields of research, education, and clinical skills.
- Developing faculty capabilities in using modern educational technologies and clinical simulation to enhance the quality of teaching.

#### **14. Acceptance Criterion**

Central Admission

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

Ministry of Higher Education and Scientific Research, Deans' Committee of Nursing Colleges

#### **16. Program Development Plan**

- Update the curriculum to align with modern standards.
- Train faculty members and enhance their professional competence.
- Develop laboratories and digital libraries.
- Strengthen practical training for students through hospitals and healthcare centers.
- Implement modern evaluation systems for students' and faculty performance.
- Obtain academic accreditation and improve program ranking.
- Establish an academic journal indexed in international academic databases.
- Promote scientific research and publication of research studies.
- Develop international partnerships and facilitate academic exchange.

### 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
First Stage	NUR101	Fundamental of Nursing I	Basic	✓	✓		✓	✓		✓	✓	✓		✓	✓
	CHM102	Biochemistry	Basic	✓		✓		✓	✓	✓	✓			✓	✓
	ENG103	English Part I	Basic	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	ANT104	Anatomy for Nurse	Basic	✓	✓		✓	✓	✓	✓		✓		✓	✓
	ETH105	Code of Ethics	Basic		✓	✓	✓		✓	✓	✓	✓		✓	✓
	COS106	Computer Science I	Basic	✓		✓		✓	✓	✓			✓	✓	✓
	HUM107	Human Rights and Democracy	Basic	✓	✓	✓				✓	✓		✓	✓	✓
	Total		Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second Stage	NUR108	Fundamental of Nursing II	Basic	✓	✓	✓	✓			✓	✓	✓		✓	✓
	PHY109	Physiology for Nurse	Basic	✓	✓	✓	✓	✓				✓	✓	✓	✓

	ENG110	English Part II	Basic	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
	TER111	Medical Terminology	Basic	✓			✓	✓		✓	✓	✓			✓
	COS112	Computer Science II	Basic	✓	✓	✓	✓	✓	✓	✓		✓			✓
	ARB113	Arabic Language for Nursing I	Basic	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total		Basic	✓			✓	✓	✓	✓	✓			✓	✓
Third Stage	NUR201	Adult Nursing I	Basic	✓			✓	✓			✓	✓	✓	✓	✓
	PHR202	Pharmacology for Nurses I	Basic	✓		✓	✓	✓	✓	✓	✓			✓	✓
	HAS203	Health Assessment	Basic	✓			✓	✓	✓	✓		✓	✓	✓	✓
	MBN204	Microbiology for Nurses I	Basic	✓	✓	✓			✓	✓	✓	✓		✓	✓
	COS205	Computer Science III	Basic	✓			✓	✓	✓			✓	✓		✓
	CDB206	Crimes of the defunct Ba'ath Party	Basic	✓	✓		✓		✓	✓		✓		✓	✓
	Total		Basic	✓		✓		✓	✓	✓		✓	✓	✓	✓
Fourth Stage	NUR207	Adult Nursing II	Basic	✓	✓		✓	✓		✓	✓		✓		✓
	PAT208	Pathophysiology for Nurse	Basic			✓		✓		✓		✓		✓	✓

	MBN209	Microbiology for Nurses II	Basic			✓		✓		✓		✓		✓	✓
	PHR210	Pharmacology for Nurses II	Basic	✓		✓	✓	✓	✓			✓		✓	✓
	COS211	Computer Science IV	Basic			✓	✓	✓		✓	✓		✓		✓
	ARB112	Arabic Language for Nursing II	Basic	✓		✓	✓			✓		✓	✓	✓	✓
	NUR213	Preceptorship (Summer Training)	Basic		✓		✓			✓	✓		✓	✓	✓
	Total		Basic	✓			✓		✓		✓		✓		✓

## MODULE DESCRIPTION FORM

### Module Information

<b>Module Title</b>	<b>Fundamentals of Nursing(1)</b>		<b>Module Delivery</b>	
<b>Module Type</b>	<b>C</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <b>Tutorial</b> <b>10. Practical</b> <b>11. Seminar</b>	
<b>Module Code</b>	<b>NUR 1101</b>			
<b>ECTS Credits</b>	<b>13</b>			
<b>SWL (hr/sem)</b>	<b>325</b>			
<b>Module Level</b>	1	<b>Semester of Delivery</b>	1	
<b>Administering Department</b>	fund	<b>College</b>	COS	
<b>Module Leader</b>			<b>e-mail</b>	
<b>Module Leader's Acad. Title</b>			<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>	Name (if available)		<b>e-mail</b>	
<b>Peer Reviewer Name</b>			<b>e-mail</b>	
<b>Scientific Committee Approval Date</b>	1/09/2025	<b>Version Number</b>	1.0	

### Module Aims, Learning Outcomes and Indicative Contents

<p><b>Module Objectives</b></p> <p>أهداف المادة الدراسية</p>	<ul style="list-style-type: none"> <li>• Introduce students to the fundamental concepts of nursing and the role of the nurse in healthcare.</li> <li>• Develop students' understanding of patient safety and the importance of applying quality standards in nursing care.</li> <li>• Teach students basic patient care skills, including personal hygiene, nutrition, and health monitoring.</li> <li>• Enhance the ability to assess patient health status</li> </ul>
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	<p>and collect essential data through medical history and basic physical examination.</p> <ul style="list-style-type: none"> <li>• Develop communication and interaction skills with patients and their families within a healthcare setting.</li> <li>• Introduce students to basic professional ethics and the legal responsibilities of nurses.</li> <li>• Foster teamwork and collaboration with colleagues and other members of the healthcare team.</li> </ul> <p>Encourage critical thinking and basic decision-making in the care of adult and adolescent patients.</p>
<p><b>Module Learning Outcomes</b></p> <p>مخرجات التعلم للمادة الدراسية</p>	<p>By the end of this module, the student will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Explain the basic principles of nursing</b> and its role in patient care.</li> <li>• <b>Identify patients’ basic needs</b> and apply appropriate nursing care strategies.</li> <li>• <b>Collect primary health data</b> through medical history and physical assessment.</li> <li>• <b>Perform basic nursing procedures safely</b>, such as vital signs measurement, simple medication administration, and wound care.</li> <li>• <b>Assess patient condition</b> and monitor changes in vital signs and overall status.</li> <li>• <b>Communicate effectively with patients and colleagues</b> using professional communication skills.</li> <li>• <b>Apply hygiene and safety standards</b> in the clinical environment for both patients and nurses.</li> <li>• <b>Document nursing care accurately</b> according to institutional policies and procedures.</li> </ul> <p><b>Recognize ethical and professional principles</b> in nursing practice.</p>
	<p>10. <b>Use critical thinking and clinical decision-making</b> in daily patient care situations</p>
	<p>Indicative Contents – Fundamentals of Nursing 1</p>
	<ul style="list-style-type: none"> <li>• <b>Introduction to Nursing</b> <ul style="list-style-type: none"> <li>○ Definition and history of nursing.</li> <li>○ Roles and responsibilities of nurses in</li> </ul> </li> </ul>

<p><b>Indicative Contents</b></p>	<p>the healthcare system.</p> <ul style="list-style-type: none"> <li>○ Professional ethics and nursing behavior.</li> <li>● <b>Basic Principles of Patient Care</b> <ul style="list-style-type: none"> <li>○ Holistic patient care.</li> <li>○ Basic human needs (physiological and psychological).</li> <li>○ Interaction with patients and families.</li> </ul> </li> <li>● <b>Patient Safety and Infection Control</b> <ul style="list-style-type: none"> <li>○ Concepts of infection prevention and control.</li> <li>○ Use of personal protective equipment (PPE).</li> <li>○ Sterilization and disinfection procedures.</li> </ul> </li> <li>● <b>Health Assessment</b> <ul style="list-style-type: none"> <li>○ Collecting patient history. <ul style="list-style-type: none"> <li>○ Basic physical examination: head, neck, respiratory system, cardiovascular, abdomen.</li> <li>○ Measurement of vital signs: temperature, pulse, blood pressure, respiration.</li> </ul> </li> </ul> </li> <li>● <b>Hygiene and Personal Care</b> <ol style="list-style-type: none"> <li>1. Skin, hair, and oral care.</li> <li>2. Assisting patients with bathing and oral hygiene.</li> <li>3. Managing hygiene for immobile patients.</li> </ol> </li> <li>● <b>Nutrition and Fluid Balance</b> <ul style="list-style-type: none"> <li>❖ Basic nutritional needs of patients.</li> <li>❖ Methods of feeding and monitoring fluid intake.</li> <li>❖ Recording and maintaining fluid balance.</li> </ul> </li> <li>● <b>Patient Mobility and Safety</b> <ul style="list-style-type: none"> <li>○ Techniques for patient transfer and ambulation.</li> <li>○ Prevention of injuries during movement.</li> <li>○ Use of assistive devices (walkers, wheelchairs).</li> </ul> </li> <li>● <b>Medication Administration Basics</b> <ul style="list-style-type: none"> <li>● General principles of safe medication administration. <ul style="list-style-type: none"> <li>● Routes of medication administration: oral, injection, topical.</li> </ul> </li> <li>● Documentation and monitoring of side effects.</li> </ul> </li> <li>9. <b>Documentation and Reporting</b> <ul style="list-style-type: none"> <li>● Importance of accurate documentation.</li> <li>● Writing nursing records and reports.</li> <li>● Handover communication among healthcare team members.</li> </ul> </li> <li>10. <b>Clinical Skills and Laboratory Practice</b> <ul style="list-style-type: none"> <li>● Practical training on basic nursing procedures.</li> </ul> <p>Simulation exercises for clinical scenarios.</p> </li> </ul>
<p><b>Learning and Teaching Strategies</b></p>	
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Lectures:</b> Provide core theoretical knowledge about nursing principles and patient care.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Interactive Tutorials:</b> Encourage discussion, problem-solving, and application of concepts.</li> <li>• <b>Demonstrations &amp; Skills Labs:</b> Hands-on practice of basic nursing procedures and patient assessment skills.</li> <li>• <b>Case Studies &amp; Scenarios:</b> Apply knowledge to realistic patient situations to enhance clinical reasoning.</li> <li>• <b>Group Activities &amp; Peer Learning:</b> Promote teamwork, communication, and collaborative learning.</li> </ul> <p><b>Self-directed Learning:</b> Encourage reading, research, and reflection to reinforce understanding</p>
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#### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	55	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	55	<b>Unstructured SWL (h/w)</b>	2
<b>Total SWL (h/sem)</b>	125		

#### Module Evaluation

		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Workload (hr)</b>
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Projects / Lab.</b>	1	10% (10)	Continuou s	All
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10

## Delivery Plan (Weekly Syllabus)

Delivery Plan (Weekly Syllabus)			
Material Covered			
Week 1	Marks)		
Week 1	Introduction to fundamental		
Week 2	Nursing Process: Assessment, Diagnosis, Planning, Implementation, Evaluation		
Week 3	Communication in Nursing: Therapeutic Communication & Documentation		
Week 4	Patient Safety: Principles, Risk Management, and Reporting		
Week 5	Infection Control: Standard Precautions, Hand Hygiene, Isolation		
Week 6	Vital Signs: Measurement and Interpretation (Temperature, Pulse, Respiration, BP)		
Week 7	Midterm Review & Exam		
Week 8	Hygiene and Personal Care: Bathing, Oral Care, Skin Care		
Week 9	Mobility and Positioning: Body Mechanics, Range of Motion, Transfers		
Week 10	1 Nutrition and Hydration:		

	0 Assessment, Feeding, Special Diets
<b>Week 11</b>	1 Pain Management: Assessment, Non- 1 pharmacological and Pharmacological Methods
<b>Week 12</b>	1 Medication Administration: 2 Principles, Safety, Routes
<b>Week 13</b>	1 Oxygen Therapy and 3 Respiratory Care
<b>Week 14</b>	1 Fluid and Electrolyte Balance: 4 Assessment and Nursing Interventions
<b>Week 16</b>	<b>Preparatory week before the final Exam</b>
<b>Delivery Plan (Weekly Lab. Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Lab 1: Introduction for lab
<b>Week 2</b>	Lab 2: safety and positioning
<b>Week 3</b>	Lab 3 :asepsis
<b>Week 4</b>	Lab 4: vital signs (temperature and pulse rate
<b>Week 5</b>	Lab 5: vital signs (respiration and blood pressure
<b>Week 6</b>	Lab 6: medication part I
<b>Week 7</b>	Lab 7:medication part 11

## MODULE DESCRIPTION FORM

Module Information			
<b>Module Title</b>	<b>Anatomy and physiology (1)</b>		<b>Module Delivery</b>
<b>Module Type</b>	<b>B</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <div style="margin-left: 20px;"> <b>Tutorial</b>  <ul style="list-style-type: none"> <li>• <b>Practical</b></li> <li>• <b>Seminar</b></li> </ul> </div>
<b>Module Code</b>	<b>NUR 1101</b>		
<b>ECTS Credits</b>	<b>6</b>		
<b>SWL (hr/sem)</b>	<b>150</b>		
<b>Module Level</b>	1	<b>Semester of Delivery</b>	1
<b>Administering Department</b>	Basic	<b>College</b>	COS
<b>Module Leader</b>		<b>e-mail</b>	
<b>Module Leader's Acad. Title</b>		<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>	Name (if available)	<b>e-mail</b>	
<b>Peer Reviewer Name</b>		<b>e-mail</b>	
<b>Scientific Committee Approval Date</b>	1/09/2025	<b>Version Number</b>	1.0

## Module Aims, Learning Outcomes and Indicative Contents

### Module Objectives

أهداف المادة الدراسية

#### Module Objectives: Anatomy and Physiology 1

- Introduce students to the structure (anatomy) and function (physiology) of the human body.
- Enable students to understand the relationship between organ structure and physiological function.
- Explain the basic body systems: skeletal, muscular, nervous, and circulatory systems.
- Develop the ability to link theoretical knowledge to basic clinical nursing skills.
- Enhance understanding of normal physiological processes and their impact on overall health.
- Teach students basic observation and examination techniques for assessing the human body.

### Module Learning Outcomes

مخرجات التعلم للمادة الدراسية

By the end of this module, the nursing student will be able to:

- **Identify** the major organs and systems of the human body and describe their anatomical locations.
- **Explain** the basic structure and function of cells, tissues, and organs.
- **Describe** the organization and functional roles of the skeletal system and muscular system.
- **Understand** the structure and function of the cardiovascular system, including the heart and blood vessels.
- **Discuss** the basic principles of the respiratory system and gas exchange mechanisms.
- **Explain** the structure and functions of the nervous system and its role in body coordination.
- **Demonstrate** knowledge of the integumentary system, including skin structure, function, and protection.
- **Correlate** anatomical structures with physiological functions in maintaining homeostasis.
- **Apply** basic anatomical and physiological knowledge to clinical nursing scenarios.
- **Develop** critical thinking skills to analyze the interrelationships between different body systems.

## Indicative Contents

### Indicative Contents – Fundamentals of Nursing 1

#### Module Topics

- **Introduction to Anatomy and Physiology**
  1. Definition, scope, and importance in nursing practice
  2. Anatomical terminology: planes, positions, regions, and cavities
  3. Levels of organization: chemical, cellular, tissue, organ, and system
- **Cell Structure and Function**
  1. Cell theory
  2. Structure and function of cell organelles
  3. Cell membrane, transport mechanisms, and communication
  4. Cell division: mitosis and meiosis
- **Tissues of the Human Body**
  - Classification of tissues: epithelial, connective, muscle, and nervous tissues
  - Structure, function, and location of each tissue type
  - Tissue repair and regeneration
- **Integumentary System**
  - Structure and functions of skin
  - Skin appendages: hair, nails, and glands
    - Roles in protection, temperature regulation, and sensory reception
- **Skeletal System**
  - Bone classification and structure
  - Bone growth and development
  - Axial and appendicular skeleton
  - Joints: types, structure, and functions
  - Bone disorders relevant to nursing
    - **Muscular System**
      - Muscle types: skeletal, cardiac, and smooth
      - Structure of muscle tissue
      - Mechanism of contraction (sliding filament theory)
      - Major muscle groups and their functions
    - **Nervous System (Introduction)**
      - Organization of the nervous system: CNS and PNS
      - Neuron structure and function
      - Nerve impulse transmission
      - Introduction to reflexes and basic sensory-motor integration
    - **Cardiovascular System (Introduction)**
      - Structure and functions of the heart

	<ul style="list-style-type: none"> <li>○ Blood vessels: arteries, veins, and capillaries</li> <li>○ Blood composition and functions</li> <li>○ Basic concepts of circulation: systemic and pulmonary</li> </ul> <p>9. <b>Respiratory System (Introduction)</b></p> <ul style="list-style-type: none"> <li>● Anatomy of upper and lower respiratory tract</li> <li>● Mechanism of breathing</li> </ul>
	<ul style="list-style-type: none"> <li>● Gas exchange at alveolar and tissue levels</li> <li>● <b>Fluid, Electrolyte, and Acid-Base Balance (Basic Concepts)</b> <ul style="list-style-type: none"> <li>● Body fluids and compartments</li> <li>● Electrolytes and their physiological roles</li> <li>● Homeostasis and basic regulatory mechanisms</li> </ul> </li> </ul>
<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<p>Learning and Teaching Strategies – Anatomy and Physiology 1</p> <ul style="list-style-type: none"> <li>● <b>Lectures &amp; Interactive Discussions:</b> Deliver core concepts of anatomy and physiology with opportunities for questions and class discussions to enhance understanding.</li> <li>● <b>Visual Aids &amp; Models:</b> Use anatomical models, diagrams, and videos to help students visualize complex structures and physiological processes.</li> <li>● <b>Laboratory Sessions:</b> Provide hands-on experience with dissections, simulations, and experiments to reinforce theoretical knowledge.</li> <li>● <b>Problem-Based Learning (PBL):</b> Engage students in case studies or clinical scenarios to apply concepts to real-life nursing practice.</li> <li>● <b>Group Work &amp; Peer Learning:</b> Encourage collaborative learning through group activities and peer teaching.</li> <li>● <b>Continuous Assessment &amp; Feedback:</b> Use quizzes, short assignments, and lab reports to monitor progress and give timely feedback.</li> </ul>

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	55	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	55	<b>Unstructured SWL (h/w)</b>	2
<b>Total SWL (h/sem)</b>	125		

### Module Evaluation

		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Workload (hr)</b>
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Projects / Lab.</b>	1	10% (10)	Continuou s	All
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

## Delivery Plan (Weekly Syllabus)

	Material Covered
<b>Week 1</b>	Week 1: Introduction to anatomy & physiology, levels of organization, anatomical terms, homeostasis
<b>Week 2</b>	Week 2: Cells – structure, membrane transport, cell cycle
<b>Week 3</b>	Week 3: Tissues – epithelial, connective, muscle, nervous
<b>Week 4</b>	Week 4: Integumentary system – structure, functions, clinical relevance
<b>Week 5</b>	Week 5: Skeletal system I – bone structure, growth, joints
<b>Week 6</b>	Week 6: Skeletal system II – axial & appendicular skeleton, clinical relevance
<b>Week 7</b>	Week 7: Muscular system I – muscle tissue types, skeletal muscle structure, contraction theory
<b>Week 8</b>	Week 8: Muscular system II – major muscle groups, physiology of contraction, clinical correlation
<b>Week 9</b>	Week 9: Nervous system I – organization, neuron, nerve impulse, synapse
<b>Week 10</b>	Week 10: Nervous system II – brain, spinal cord, reflex arc, clinical cases
<b>Week 11</b>	Week 11: Nervous system III – autonomic nervous system, sensory organs overview
<b>Week 12</b>	Week 12: Endocrine system I – major glands, hormones, mechanisms
<b>Week 13</b>	Week 13: Endocrine system II – homeostasis, disorders (diabetes, thyroid)

<b>Week 14</b>	Week 14: System integration I – integumentary, skeletal, muscular systems (nursing cases)
<b>Week 15</b>	Week 15: System integration II – nervous and endocrine systems (stress, pain, nursing care)
<b>Week 16</b>	<b>Preparatory week before the final Exam</b>
<b>Delivery Plan (Weekly Lab. Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Week 1: Orientation, lab safety, anatomical terms, body planes, directional terms
<b>Week 2</b>	Week 2: Microscopy, cell structure, mitosis
<b>Week 3</b>	Week 3: Tissues – epithelial, connective, muscular, nervous (histology)
<b>Week 4</b>	Week 4: Integumentary system – skin, hair, nails, glands
<b>Week 5</b>	Week 5: Skeletal system I – classification of bones, major bones identification
<b>Week 6</b>	Week 6: Skeletal system II – joints, articulations, types of movements
<b>Week 7</b>	Week 7: Muscular system I – identification of major muscles

## MODULE DESCRIPTION FORM

### Module Information

<b>Module Title</b>	<b>Anatomy and physiology (1)</b>		<b>Module Delivery</b>	
<b>Module Type</b>	<b>B</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <b>Tutorial</b> <b>2. Practical</b> <b>3. Seminar</b>	
<b>Module Code</b>	<b>NUR 1219</b>			
<b>ECTS Credits</b>	<b>6</b>			
<b>SWL (hr/sem)</b>	<b>150</b>			
<b>Module Level</b>	2	<b>Semester of Delivery</b>	1	
<b>Administering Department</b>	Basic	<b>College</b>	COS	
<b>Module Leader</b>			<b>e-mail</b>	
<b>Module Leader's Acad. Title</b>			<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>	Name (if available)		<b>e-mail</b>	
<b>Peer Reviewer Name</b>			<b>e-mail</b>	
<b>Scientific Committee Approval Date</b>	1/09/2025	<b>Version Number</b>	1.0	

## Module Aims, Learning Outcomes and Indicative Contents

### Module Objectives

أهداف المادة الدراسية

By the end of this module, students will be able to:

- Explain the structure and function of major organ systems including the **cardiovascular, respiratory, digestive, urinary, endocrine, and reproductive systems**.
- Understand the physiological mechanisms that maintain **homeostasis** in the human body.
- Analyze the **interrelationships between organ systems** in health and disease.
- Apply knowledge of anatomy and physiology to **clinical scenarios and patient care**.
- Demonstrate the ability to **interpret physiological data** such as vital signs, laboratory findings, and imaging results.
- Develop critical thinking skills by **linking theoretical knowledge with practical applications** in nursing.
- Recognize the impact of **age, gender, and lifestyle** on the structure and function of organ systems.

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

**Module  
Learning  
Outcomes**

مخرجات التعلم للمادة الدراسية

- Describe the anatomical structure and physiological functions of the **cardiovascular system**, including the heart, blood vessels, and blood circulation.
- Explain the structure and function of the **respiratory system** and its role in gas exchange and acid-base balance.
- Illustrate the **urinary system** anatomy and explain renal physiology, including filtration, reabsorption, and excretion.
- Discuss the **digestive system** structure and physiology, including nutrient digestion, absorption, and metabolism.
- Explain the **endocrine system** anatomy and hormonal regulation of body functions.
- Describe the **reproductive system** structure, physiology, and the menstrual and reproductive cycles.
- Analyze the **integration of multiple body systems** in maintaining homeostasis.
- Apply anatomical and physiological knowledge to clinical situations relevant to nursing care.
- Interpret basic physiological data from laboratory measurements (e.g., blood pressure, heart rate, respiratory rate, renal function).
- Demonstrate awareness of variations in normal anatomy and physiology across age, sex, and health status.
- Communicate anatomical and physiological concepts effectively in written and verbal formats relevant to nursing practice.

Indicative Contents – Anatomy and Physiology 2 (College of Nursing)

## Indicative Contents

- **Cardiovascular System**
  - a. Structure and function of the heart
  - b. Cardiac cycle and heart sounds
  - c. Blood vessels: arteries, veins, capillaries
  - d. Hemodynamics and blood pressure regulation
  - e. Circulatory pathways (systemic, pulmonary, coronary, fetal circulation)
- **Respiratory System**
  - a. Anatomy of the respiratory tract
  - b. Mechanics of breathing (inspiration, expiration)
  - c. Gas exchange and transport
  - d. Regulation of respiration
  - e. Common respiratory disorders
- **Digestive System**
  - a. Anatomy of the gastrointestinal tract
  - b. Structure and function of accessory organs (liver, pancreas, gallbladder)
  - c. Digestive processes: ingestion, digestion, absorption, elimination
  - d. Nutrient metabolism and energy balance
- **Urinary System**
  - a. Structure and function of kidneys, ureters, bladder, urethra
  - b. Nephron structure and urine formation
  - c. Fluid and electrolyte balance
  - d. Acid-base homeostasis
  - e. Regulation of blood pressure by the kidneys
- **Reproductive System**
  - a. Male reproductive system: anatomy, spermatogenesis, hormonal regulation
  - b. Female reproductive system: anatomy, oogenesis, menstrual cycle
  - c. Fertilization, pregnancy, and lactation
  - d. Hormonal control of reproduction
- **Endocrine System**
  - a. Structure and function of major endocrine glands
  - b. Hormones and their mechanisms of action
  - c. Role in metabolism, growth, stress, and reproduction
  - d. Feedback mechanisms
- **Integration and Homeostasis**
  - a. Interaction between cardiovascular, respiratory, urinary, endocrine, and reproductive systems
  - b. Homeostatic regulation and physiological responses

- Nursing relevance and clinical applications

### Learning and Teaching Strategies

#### Strategies

#### Learning and Teaching Strategies – Anatomy and Physiology 2

- **Interactive Lectures:** Use diagrams, videos, and 3D models to explain complex body systems.
- **Small Group Discussions:** Encourage critical thinking and peer learning through case studies and clinical scenarios.
- **Practical Laboratory Sessions:** Hands-on experiments and dissections to reinforce theoretical knowledge.
- **Problem-Based Learning (PBL):** Analyze real-life clinical problems to link anatomy and physiology to nursing practice.
- **Formative Assessments:** Quizzes, short assignments, and mini- reports to monitor understanding continuously.
- **Self-Directed Learning:** Encourage reading, online simulations, and practice exercises outside class hours.

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	55	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	75	<b>Unstructured SWL (h/w)</b>	2
<b>Total SWL (h/sem)</b>	<b>150</b>		

### Module Evaluation

		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Workload (hr)</b>
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Projects / Lab.</b>	1	10% (10)	Continuou s	All
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

## Delivery Plan (Weekly Syllabus)

	Material Covered
<b>Week 1</b>	Week 1: Introduction & review of Anatomy & Physiology I concepts; overview of course & assessment.
<b>Week 2</b>	Week 2: Cardiovascular system I – Anatomy of the heart, circulation pathways. Lab: Heart anatomy.
<b>Week 3</b>	Week 3: Cardiovascular system II – Cardiac cycle, conduction system, ECG, cardiac output. Lab: Blood pressure & pulse.
<b>Week 4</b>	Week 4: Blood & lymphatic system – Blood components, hematopoiesis, immunity basics. Lab: Blood typing, blood cell identification.
<b>Week 5</b>	Week 5: Respiratory system I – Anatomy of respiratory tract, mechanics of breathing. Lab: Respiratory volumes & capacities.
<b>Week 6</b>	Week 6: Respiratory system II – Gas exchange, transport of gases, regulation of breathing. Lab: Clinical scenarios (hypoxia, COPD, asthma).
<b>Week 7</b>	Week 7: Digestive system I – Anatomy of GI tract, accessory organs. Lab: Digestive system models, histology.
<b>Week 8</b>	Week 8: Digestive system II – Physiology of digestion & absorption. Lab: Enzyme activity experiments. Midterm exam.
<b>Week 9</b>	Week 9: Urinary system I – Anatomy of kidneys, ureters, bladder. Lab: Kidney dissection/model study.
<b>Week 10</b>	Week 10: Urinary system II – Physiology of urine formation, regulation of fluid balance. Lab:
	Urinalysis (normal vs abnormal).

<b>Week 11</b>	Week 11: Endocrine system I – Anatomy of endocrine glands, hormones. Lab: Endocrine histology (thyroid, pancreas, adrenal).
<b>Week 12</b>	Week 12: Endocrine system II – Hormonal regulation, feedback mechanisms, clinical conditions. Lab: Case studies (diabetes, thyroid disorders).
<b>Week 13</b>	Week 13: Reproductive system I – Anatomy of male & female reproductive systems. Lab: Reproductive anatomy models/histology.
<b>Week 14</b>	Week 14: Reproductive system II – Physiology of reproduction, menstrual cycle, pregnancy & lactation. Lab: Case discussions (fertility, contraception, reproductive health).
<b>Week 15</b>	Week 15: Integration & homeostasis – Fluid, electrolyte, acid-base balance. Lab: Clinical case-based review. Final exam.
<b>Week 16</b>	<b>Preparatory week before the final Exam</b>
<b>Delivery Plan (Weekly Lab. Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Week 1: Orientation, lab safety, review of A&P I
<b>Week 2</b>	Week 2: Cardiovascular system – anatomy of heart
<b>Week 3</b>	Week 3: Cardiovascular system – blood vessels (arteries, veins, capillaries)
<b>Week 4</b>	Week 4: Cardiovascular system – blood pressure, pulse examination
<b>Week 5</b>	Week 5: Respiratory system – anatomy of lungs and
<b>Week 6</b>	Week 6: Respiratory system – pulmonary function tests (spirometry)
<b>Week 7</b>	Week 7: Digestive system – anatomy of alimentary canal and accessory organs

## MODULE DESCRIPTION FORM

Module Information			
<b>Module Title</b>	<b>Fundamentals of Nursing(2)</b>		<b>Module Delivery</b>
<b>Module Type</b>	<b>C</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <div style="margin-left: 20px;"> <b>Tutorial</b>  <ul style="list-style-type: none"> <li>• <b>Practical</b></li> <li>• <b>Seminar</b></li> </ul> </div>
<b>Module Code</b>	<b>NUR 1219</b>		
<b>ECTS Credits</b>	<b>17</b>		
<b>SWL (hr/sem)</b>	<b>425</b>		
<b>Module Level</b>	2	<b>Semester of Delivery</b>	1
<b>Administering Department</b>	Fun	<b>College</b>	COS
<b>Module Leader</b>		<b>e-mail</b>	
<b>Module Leader's Acad. Title</b>		<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>	Name (if available)	<b>e-mail</b>	
<b>Peer Reviewer Name</b>		<b>e-mail</b>	
<b>Scientific Committee Approval Date</b>	1/09/2025	<b>Version Number</b>	1.0

## Module Aims, Learning Outcomes and Indicative Contents

### Module Objectives

أهداف المادة الدراسية

- Introduce students to the fundamental concepts of nursing and the role of the nurse in healthcare.
- Develop students' understanding of patient safety and the importance of applying quality standards in nursing care.
- Teach students basic patient care skills, including personal hygiene, nutrition, and health monitoring.
- Enhance the ability to assess patient health status and collect essential data through medical history and basic physical examination.
- Develop communication and interaction skills with patients and their families within a healthcare setting.
- Introduce students to basic professional ethics and the legal responsibilities of nurses.
- Foster teamwork and collaboration with colleagues and other members of the healthcare team.
- Encourage critical thinking and basic decision-making in the care of adult and adolescent patients.

**Module  
Learning  
Outcomes**

مخرجات التعلم للمادة الدراسية

By the end of this module, the student will be able to:

- **Explain the basic principles of nursing** and its role in patient care.
- **Identify patients' basic needs** and apply appropriate nursing care strategies.
- **Collect primary health data** through medical history and physical assessment.
- **Perform basic nursing procedures safely**, such as vital signs measurement, simple medication administration, and wound care.
- **Assess patient condition** and monitor changes in vital signs and overall status.
- **Communicate effectively with patients and colleagues** using professional communication skills.
- **Apply hygiene and safety standards** in the clinical environment for both patients and nurses.
- **Document nursing care accurately** according to institutional policies and procedures.
- **Recognize ethical and professional principles** in nursing

practice.

20. **Use critical thinking and clinical decision-making** in daily patient care situations

Indicative Contents – Fundamentals of Nursing 1

## Indicative Contents

- **Introduction to Nursing**
  - Definition and history of nursing.
  - Roles and responsibilities of nurses in the healthcare system.
  - Professional ethics and nursing behavior.
- 12. **Basic Principles of Patient Care**
  - Holistic patient care.
  - Basic human needs (physiological and psychological).
  - Interaction with patients and families.
- 13. **Patient Safety and Infection Control**
  - Concepts of infection prevention and control.
  - Use of personal protective equipment (PPE).
  - Sterilization and disinfection procedures.
- 14. **Health Assessment**
  - Collecting patient history.
  - Basic physical examination: head, neck, respiratory system, cardiovascular, abdomen.
  - Measurement of vital signs: temperature, pulse, blood pressure, respiration.
    - **Hygiene and Personal Care**
      - Skin, hair, and oral care.
      - Assisting patients with bathing and oral hygiene.
      - Managing hygiene for immobile patients.
- 16. **Nutrition and Fluid Balance**
  - Basic nutritional needs of patients.
  - Methods of feeding and monitoring fluid intake.
  - Recording and maintaining fluid balance.
- 17. **Patient Mobility and Safety**
  - Techniques for patient transfer and ambulation.
  - Prevention of injuries during movement.
  - Use of assistive devices (walkers, wheelchairs).
- 18. **Medication Administration Basics**
  - General principles of safe medication administration.
    - Routes of medication administration: oral, injection, topical.
  - Documentation and monitoring of side effects.
- 19. **Documentation and Reporting**
  - Importance of accurate documentation.
  - Writing nursing records and reports.
    - Handover communication among healthcare team members.
  - **Clinical Skills and Laboratory Practice**
    - Practical training on basic nursing procedures.

- Simulation exercises for clinical scenarios.
- Integrating theoretical knowledge into practical skills.

### Learning and Teaching Strategies

#### Strategies

- **Lectures:** Provide core theoretical knowledge about nursing principles and patient care.
- **Interactive Tutorials:** Encourage discussion, problem-solving, and application of concepts.
- **Demonstrations & Skills Labs:** Hands-on practice of basic nursing procedures and patient assessment skills.
- **Case Studies & Scenarios:** Apply knowledge to realistic patient situations to enhance clinical reasoning.
- **Group Activities & Peer Learning:** Promote teamwork, communication, and collaborative learning.
- **Self-directed Learning:** Encourage reading, research, and reflection to reinforce understanding

Student Workload (SWL)			
Structured SWL (h/sem)	240	Structured SWL (h/w)	3
Unstructured SWL (h/sem)	185	Unstructured SWL (h/w)	2
<b>Total SWL (h/sem)</b>	<b>425</b>		

Module Evaluation					
		Time/Number	Weight (Marks)	Week Due	Workload (hr)
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Projects / Lab.</b>	1	10% (10)	Continuou s	All
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction to course content :
<b>Week 2</b>	Introduction to nursing process
<b>Week 3</b>	Steps of nursing process
<b>Week 4</b>	Assessment, diagnosis, planning ,intervention and evaluation
<b>Week 5</b>	Basic Concepts Related to nursing process
<b>Week 6</b>	Critical thinking
<b>Week 7</b>	Fluid, Electrolytes Acid-Base disorders.
<b>Week 8</b>	Hyperkalemia and hypokalemia
<b>Week 9</b>	Hypercalcemia and hypocalcemia Hyponatremia and hyponatremia
<b>Week 10</b>	Perioperative Nursing
<b>Week 11</b>	Skin Integrity and Wound Management
<b>Week 12</b>	Diagnostic Test and Lab. Investigations
<b>Week 13</b>	Nutrition
<b>Week 14</b>	Elimination
<b>Week 15</b>	<b>Preparatory week before the final Exam</b>

### Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
Week 1	Lab 1: nursing process
Week 2	Lab 2: peri-operative
Week 3	Lab 3 :wound care
Week 4	Lab 4: fluid and drug calculation
Week 5	Lab 5: Neasogastric tube
Week 6	Lab 6: foly catheter
Week 7	Lab 7: bed making

### MODULE DESCRIPTION FORM

Module Information			
Module Title	<b>Terminology</b>		Module Delivery
Module Type	<b>C</b>		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	<b>NUR 12010</b>		
ECTS Credits	<b>3</b>		
SWL (hr/sem)	<b>75</b>		
Module Level	1	Semester of Delivery	1
Administering Department	Fun	College	COS
Module Leader		e-mail	
Module Leader's Acad. Title		Module Leader's Qualification	PhD
Module Tutor	Name (if available)	e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	1/09/2025	Version Number	1.0

## Module Aims, Learning Outcomes and Indicative Contents

### Module Objectives

أهداف المادة الدراسية

#### Module Objectives – Terminology in English Language

- Introduce students to the basic medical and nursing terminology used in clinical practice.
- Develop students' ability to understand and accurately use English nursing terms in documentation and communication.
- Enable students to recognize common prefixes, suffixes, and root words in medical terminology.
- Enhance students' skills in interpreting medical records, prescriptions, and healthcare instructions in English.
- Improve students' professional communication with patients, colleagues, and healthcare teams using correct terminology.
- Promote critical thinking in applying medical terminology appropriately in clinical scenarios.

### Module Learning Outcomes

مخرجات التعلم للمادة الدراسية

By the end of this module, the student will be able to:

- 1- **Define and explain basic medical and nursing terminology** accurately in English.
- 2- **Interpret medical abbreviations and symbols** commonly used in clinical practice.
- 3- **Analyze medical terms by identifying prefixes, suffixes, and root words** to understand their meaning.
- 4- **Apply correct terminology in oral and written communication** with patients and healthcare professionals.
- 5- **Translate medical terminology from English to Arabic** and vice versa, maintaining clinical accuracy.
- 6- **Use medical terminology appropriately in documentation and patient records.**
- 7- **Recognize terminology related to body systems, diseases, diagnostic tests, and treatments.**
- 8- **Demonstrate critical thinking in interpreting complex clinical terms** in real-life nursing scenarios.

## Indicative Contents

### Indicative Contents – Terminology (English) /

- **Introduction to Medical Terminology /**

- Importance and purpose in nursing practice.
- Structure of medical terms: roots, prefixes, suffixes.
- Rules for combining word parts.

- 1- **Body Organization and Terminology /**

- a. Anatomical positions and planes.
- b. Body systems overview: cardiovascular, respiratory, digestive, nervous, musculoskeletal, endocrine, urinary, reproductive.
- c. Common medical abbreviations for body systems.

- **Medical Prefixes and Suffixes**

- Common prefixes: hypo-, hyper-, intra-, peri-, poly-
- Common suffixes: -itis, -ectomy, -ology, -pathy, -graphy.
- Formation of medical terms using prefixes and suffixes.

- 4. **Pathology Terminology**

- Terminology related to disease processes: infection, inflammation, degeneration, neoplasia.
- Terms for signs and symptoms: edema, cyanosis, tachycardia, dyspnea.

- **Diagnostic and Procedural Terminology /**

- Diagnostic tests and procedures: MRI, CT scan, X-ray, blood tests.
- Nursing procedures terminology: catheterization, injection, wound care, vital signs monitoring.

- **Pharmacology Terminology /**

- Names of drug classes and generic vs. brand names.
- Common abbreviations and dosage forms.
- Routes of drug administration.

- 1. **Clinical Documentation and Communication /**

- a. Reading and interpreting medical charts.
- b. Writing nursing notes using correct terminology.
- c. Communicating effectively with health care team using medical terms.

- A- **Case Studies and Practical Exercises**

- a. Practice decoding and constructing medical terms.
- b. Exercises in chart reading, patient documentation, and reporting.
- c. Application of terminology in clinical scenarios.

- 9. **Review and Assessment /**

	Terminology quizzes and assignments. <ul style="list-style-type: none"> <li>• Lab or practical sessions focusing on applied terminology.</li> </ul>
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**Learning and Teaching Strategies**

<b>Strategies</b>	Learning and Teaching Strategies <ul style="list-style-type: none"> <li>- <b>Interactive Lectures:</b> Introduce nursing terminology in context, emphasizing pronunciation, spelling, and meaning.</li> <li>- <b>Group Activities:</b> Students practice terms through discussions, case scenarios, and role-playing.</li> <li>- <b>Flashcards and Quizzes:</b> Reinforce memory of key terms and abbreviations.</li> <li>- <b>Practical Exercises:</b> Apply terminology in clinical documentation, patient assessment, and charting.</li> <li>- <b>Multimedia Resources:</b> Use videos, diagrams, and e-learning tools to illustrate terminology usage.</li> <li>- <b>Peer Learning:</b> Encourage students to teach and correct each other, enhancing retention.</li> </ul>
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**Student Workload (SWL)**

<b>Structured SWL (h/sem)</b>	30	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	45	<b>Unstructured SWL (h/w)</b>	2
<b>Total SWL (h/sem)</b>	<b>75</b>		

**Module Evaluation**

		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Workload (hr)</b>
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6,

					#7
	<b>Projects / Lab.</b>				
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative</b>	<b>Midterm Exam</b>	2hr	20% (20)	7	LO #1 - #7
<b>assessment</b>	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction – Basic Elements of a Medical Word
<b>Week 2</b>	Suffixes: Surgical, Diagnostic, Pathological, Grammatical and Plural
<b>Week 3</b>	Prefixes
<b>Week 4</b>	Body Structure
<b>Week 5</b>	Integumentary System
<b>Week 6</b>	Gastrointestinal (Digestive) System
<b>Week 7</b>	Respiratory System
<b>Week 8</b>	Cardiovascular System
<b>Week 9</b>	Blood and Lymphatic System
<b>Week 10</b>	Musculoskeletal System
<b>Week 11</b>	Urinary System
<b>Week 12</b>	Female Reproductive System
<b>Week 13</b>	Male Reproductive System
<b>Week 14</b>	Endocrine System
<b>Week 15</b>	<b>Preparatory week before the final Exam</b>

## MODULE DESCRIPTION FORM

Module Information			
<b>Module Title</b>	<b>Code of Ethics</b>		<b>Module Delivery</b>
<b>Module Type</b>	<b>S</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <b>Lab</b> 1. Tutorial 2. Practical 3. Seminar
<b>Module Code</b>	<b>NUR 1104</b>		
<b>ECTS Credits</b>	<b>3</b>		
<b>SWL (hr/sem)</b>	<b>75</b>		
<b>Module Level</b>	2	<b>Semester of Delivery</b>	1
<b>Administering Department</b>	fun	<b>College</b>	COS
<b>Module Leader</b>		<b>e-mail</b>	
<b>Module Leader's Acad. Title</b>		<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>	Name (if available)	<b>e-mail</b>	
<b>Peer Reviewer Name</b>		<b>e-mail</b>	
<b>Scientific Committee Approval Date</b>	1/09/2025	<b>Version Number</b>	1.0

## Module Aims, Learning Outcomes and Indicative Contents

### Module Objectives

أهداف المادة الدراسية

1. By the end of this module, students will be able to:

- **Understand the principles of nursing ethics** and the professional responsibilities of nurses.
- **Explain the historical development and significance** of codes of ethics in nursing practice.
- **Identify ethical dilemmas and conflicts** that may arise in clinical settings.
- **Apply ethical decision-making frameworks** to nursing practice.
- **Demonstrate professional conduct and accountability** according to established ethical standards.
- **Promote patient rights, confidentiality, and advocacy** in healthcare settings.
- **Critically evaluate real-life case studies** to reinforce ethical reasoning and judgment.

### Module Learning Outcomes

مخرجات التعلم للمادة الدراسية

By the end of this module, students will be able to:

- **Explain the fundamental principles of nursing ethics** including autonomy, beneficence, non-maleficence, justice, and confidentiality.
- **Describe the historical development and importance of nursing codes of ethics** at national and international levels.
- **Apply ethical frameworks and theories** to analyze and resolve clinical ethical dilemmas.
- **Recognize professional responsibilities and obligations** of nurses in promoting patient rights and ethical care.
- **Evaluate real-life clinical scenarios** to identify ethical issues and propose appropriate courses of action.
- **Demonstrate effective communication skills** in advocating for ethical decisions in patient care.
- **Reflect on personal and professional values** and their impact on ethical decision-making.
- **Integrate ethical principles into nursing practice** while maintaining cultural sensitivity

and professional standards.

- **Assess organizational policies and legal requirements** relevant to ethical nursing practice.
- **Promote ethical awareness** among peers and participate in discussions on contemporary ethical challenges in healthcare.

## Indicative Contents

- **Introduction to Nursing Ethics**
  - Definition and importance of ethics in nursing
  - Historical development of nursing ethics
  - Professionalism and moral responsibilities
- **Ethical Theories and Principles**
  - Overview of major ethical theories (deontology, utilitarianism, virtue ethics)
  - Core principles: autonomy, beneficence, non-maleficence, justice
  - Application of ethical principles in nursing practice
- **Nursing Professional Codes**
  - International Council of Nurses (ICN) Code of Ethics
  - National codes of nursing ethics
  - Comparison between different ethical frameworks
    - **Patient Rights and Advocacy**
      - Respect for patient autonomy and dignity
      - Confidentiality and privacy in nursing care
      - Informed consent and shared decision-making
      - Advocacy for vulnerable populations
    - **Ethical Issues in Nursing Practice**
      - End-of-life care and palliative ethics
      - Allocation of scarce resources
      - Handling conflicts of interest
      - Cultural and religious considerations in ethical care
- **Ethical Decision-Making Models**
  - Steps in ethical decision-making
  - Case studies and clinical scenarios
  - Resolving ethical dilemmas in practice
- **Professional Accountability and Responsibility**
  - Legal aspects of nursing ethics
  - Maintaining professional integrity
  - Reporting unethical behavior
- **Ethical Leadership and Communication**
  - Role of ethics in leadership and teamwork
  - Effective communication with patients, families, and colleagues
  - Promoting ethical culture in clinical settings
- 9. **Emerging Ethical Challenges in Nursing**
  - Advances in technology and biomedical ethics
  - Ethical implications of telehealth and electronic health records
  - Research ethics and evidence-based practice
- 10. **Review and Case Analysis**
  - Group discussions of real-life ethical dilemmas
  - Reflection exercises to reinforce ethical reasoning

	- Evaluation of professional practice against ethical standards
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<b>Learning and Teaching Strategies</b>
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<b>Strategies</b>	<p><b>Learning and Teaching Strategies</b></p> <p>The main strategies for delivering the Code of Ethics module focus on <b>active student engagement and practical application</b>. Students will participate in <b>interactive lectures, case study discussions, group debates, and scenario-based exercises</b> to understand ethical principles in nursing practice. Reflection activities and role-playing will be used to enhance <b>critical thinking, ethical reasoning, and professional decision- making skills</b> in real clinical settings</p>
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<b>Student Workload (SWL)</b>			
<b>Structured SWL (h/sem)</b>	30	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	45	<b>Unstructured SWL (h/w)</b>	2
<b>Total SWL (h/sem)</b>	55		

Module Evaluation					
		Time/Number	Weight (Marks)	Week Due	Workload (hr)
Formative assessment	Quizzes	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	Assignments	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	Projects / Lab.				
	Report	1	10% (10)	13	LO #5, #8 and #10
Summative assessment	Midterm Exam	2hr	20% (20)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
	Material Covered
Week 1	Unit 1: Historical and Contemporary Nursing Practice (4) hrs. <ul style="list-style-type: none"> <li>- Historical perspective.</li> <li>- Contemporary nursing practice.</li> <li>- Role and function of the nurse</li> <li>- Socialization to nursing.</li> <li>-</li> </ul>
Week 2	Unit 2: The Development of Nursing Profession (4) hrs. <ul style="list-style-type: none"> <li>- Nursing definition</li> <li>- Distinguishing nursing from medicine profession</li> <li>- Criteria of profession</li> <li>- Defining a language for nursing</li> <li>-</li> </ul>
Week 3	Unit 3: Nursing Education and Research (2) hrs. <ul style="list-style-type: none"> <li>• Nursing educational program.</li> <li>•</li> </ul>

<b>Week 4</b>	Unit 4: Legal Aspects of Nursing (4) hrs. <ul style="list-style-type: none"> <li>• General legal concepts of nursing.</li> <li>• Regulation of nursing practice.</li> <li>• Contractual arrangements in nursing.</li> <li>• Selected legal aspects of nursing practices</li> </ul>
<b>Week 5</b>	Unit 5: Nursing Values, Ethics, and Advocacy (4) hrs. <ul style="list-style-type: none"> <li>• Values</li> <li>• Morality and ethics.</li> <li>• Nursing ethics.</li> <li>•</li> </ul>
<b>Week 6</b>	Unit 7: Health Care Delivery System (4) hrs. <ul style="list-style-type: none"> <li>• Types of health care services.</li> </ul>
<b>Week 7</b>	- Types of education programs. - Nursing research.
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Areas of potential liability in nursing.</li> <li>• Legal protection in nursing practice.</li> </ul>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>• Factors influencing contemporary nursing practice</li> <li>• Nursing organization</li> <li>• Nursing history in Iraq</li> </ul>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• Specific ethical issues</li> <li>• Advocacy</li> </ul>
<b>Week 11</b>	A. Reporting crimes, torts, and unsafe practices. Legal responsibilities of nursing students
<b>Week 12</b>	1. Types of international health care agencies and services. 2. Providers of health care
<b>Week 13</b>	1. Factors affecting health care delivery.
<b>Week 14</b>	1. Frameworks for care. Financing health care
<b>Week 15</b>	<b>Preparatory week before the final Exam</b>

## MODULE DESCRIPTION FORM

Module Information			
<b>Module Title</b>	<b>Biochemistry</b>		<b>Module Delivery</b>
<b>Module Type</b>	<b>C</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <div style="margin-left: 20px;"> <b>Tutorial</b>  <ul style="list-style-type: none"> <li>• <b>Practical</b></li> <li>• <b>Seminar</b></li> </ul> </div>
<b>Module Code</b>	<b>NUR 1102</b>		
<b>ECTS Credits</b>	<b>5</b>		
<b>SWL (hr/sem)</b>	<b>125</b>		
<b>Module Level</b>	1	<b>Semester of Delivery</b>	1
<b>Administering Department</b>	Basic	<b>College</b>	COS
<b>Module Leader</b>		<b>e-mail</b>	
<b>Module Leader's Acad. Title</b>		<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>	Name (if available)	<b>e-mail</b>	
<b>Peer Reviewer Name</b>		<b>e-mail</b>	
<b>Scientific Committee Approval Date</b>	1/09/2025	<b>Version Number</b>	1.0
<b>Module Aims, Learning Outcomes and Indicative Contents</b>			

## Module Objectives

أهداف المادة الدراسية

By the end of this module, students will be able to:

1. **Understand the fundamental concepts of biochemistry** relevant to human physiology and nursing practice.
2. **Describe the structure, properties, and functions of biomolecules** including carbohydrates, proteins, lipids, and nucleic acids.
3. **Explain enzymatic activity and metabolic pathways** and their significance in maintaining homeostasis.
4. **Demonstrate knowledge of biochemical processes** that are critical for patient care, such as energy production, digestion, and molecular signaling.
5. **Relate biochemical principles to clinical scenarios** and common diseases encountered in nursing practice.
6. **Develop basic laboratory skills** in performing simple biochemistry experiments and accurately interpreting results.
7. **Apply safety measures and professional standards** when conducting laboratory work.
8. **Enhance critical thinking and problem-solving skills** through analysis of biochemical data and case studies

	<ul style="list-style-type: none"> <li>• <b>Explain</b> the basic principles and concepts of biochemistry relevant to human physiology.</li> </ul>
<p><b>Module Learning Outcomes</b></p> <p>مخرجات التعلم للمادة الدراسية</p>	<p>Indicative Contents Biochemistry (for Nursing Students)</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the structure and function of major biomolecules including carbohydrates, proteins, lipids, and nucleic acids.</li> <li>• <b>Describe</b> the role of enzymes in catalyzing biochemical reactions and their clinical significance.</li> <li>• <b>Analyze</b> key metabolic pathways (e.g., glycolysis, Krebs cycle, oxidative phosphorylation) and relate them to health and disease.</li> <li>• <b>Apply</b> laboratory techniques to detect and quantify biochemical substances in biological samples safely and accurately.</li> <li>• <b>Interpret</b> biochemical test results and relate them to patient care and clinical scenarios.</li> <li>• <b>Demonstrate</b> safe handling of chemicals and biological specimens in the laboratory.</li> <li>• <b>Correlate</b> biochemical processes with common pathological conditions encountered in nursing practice.</li> <li>• <b>Communicate</b> biochemical concepts effectively in written reports and oral presentations.</li> <li>• <b>Integrate</b> critical thinking to solve problems related to biochemical alterations in patients</li> </ul>

- Interpretation of lab results in clinical nursing practice.
10. **Case Studies and Problem Solving**
1. Applying biochemical knowledge to patient care scenarios.
  2. Interpretation of lab results and their clinical implications.

### Learning and Teaching Strategies

#### Strategies

Teaching and Learning Strategies – Biochemistry (College of Nursing)

17. **Interactive Lectures:** Encourage student participation through questions, discussions, and real-life clinical examples.
18. **Laboratory Experiments:** Provide hands-on experience with simple biochemical experiments to reinforce theoretical concepts.
19. **Case-Based Learning:** Integrate clinical case scenarios to relate biochemical principles to patient care.
20. **Group Work & Presentations:** Promote teamwork and communication skills through small group tasks and presentations.
21. **Self-Directed Learning:** Assign readings, quizzes, and mini- projects to develop critical thinking and independent learning.
22. **Use of Visual Aids:** Diagrams, flowcharts, and models to illustrate complex biochemical pathways.
23. **Formative Assessment:** Frequent quizzes and lab exercises to monitor progress and provide feedback.

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	55	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	55	<b>Unstructured SWL (h/w)</b>	2

<b>Total SWL (h/sem)</b>		125			
<b>Module Evaluation</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Workload (hr)</b>
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Projects / Lab.</b>	1	10% (10)	Continuou s	All
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Week 1: Introduction to Biochemistry, scope, importance in nursing, chemical basis of life
<b>Week 2</b>	Week 2: Water, pH, buffers, physiological importance
<b>Week 3</b>	Week 3: Carbohydrates I: monosaccharides, disaccharides, polysaccharides
<b>Week 4</b>	Week 4: Carbohydrates II: glycogen metabolism, clinical relevance (diabetes, hypoglycemia)
<b>Week 5</b>	Week 5: Proteins I: amino acids, classification, peptide bonds, protein structure
<b>Week 6</b>	Week 6: Proteins II: protein synthesis overview, enzymes, classification, coenzymes
<b>Week 7</b>	Week 7: Lipids I: fatty acids, triglycerides, phospholipids, steroids, functions

<b>Week 8</b>	Week 8: Lipids II: lipid metabolism, $\beta$ -oxidation, ketone bodies, clinical relevance
<b>Week 9</b>	Week 9: Nucleic acids: DNA, RNA, nucleotides, replication, transcription, translation overview
<b>Week 10</b>	Week 10: Enzymes and coenzymes: kinetics, factors affecting activity, clinical importance

<b>Week 11</b>	Week 11: Metabolism I: carbohydrate metabolism, glycolysis, gluconeogenesis, pentose phosphate pathway
<b>Week 12</b>	Week 12: Metabolism II: lipid metabolism, fatty acid synthesis and breakdown, cholesterol metabolism
<b>Week 13</b>	Week 13: Metabolism III: protein and amino acid metabolism, deamination, urea cycle, clinical correlation
<b>Week 14</b>	Week 14: Vitamins and minerals: fat-soluble, water-soluble, major minerals, trace elements, deficiencies
<b>Week 15</b>	Week 15: Integration of metabolism: interconnection of carbohydrate, lipid, protein metabolism, ATP, clinical correlation
<b>Week 16</b>	<b>Preparatory week before the final Exam</b>

### Delivery Plan (Weekly Lab. Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Week 1: Introduction to Biochemistry lab, lab safety, handling equipment, preparation of reagents
<b>Week 2</b>	Week 2: Water, buffers, pH measurement, preparation of standard buffers, pH meter use
<b>Week 3</b>	Week 3: Qualitative tests for carbohydrates (monosaccharides, disaccharides) – Benedict's, Barfoed's, Molisch's tests
<b>Week 4</b>	Week 4: Qualitative tests for polysaccharides – Iodine test, Anthrone test
<b>Week 5</b>	Week 5: Qualitative tests for proteins – Biuret test, Xanthoproteic test, Millon's test
<b>Week 6</b>	Week 6: Quantitative estimation of proteins – Lowry method, Bradford assay
<b>Week 7</b>	Week 7: Amino acids – Ninhydrin test, Paper chromatography of amino acids

## Course Description Form

1. Course Name: Health assessment
2. Course Code:HAS203
3. Semester / Year: Second Stage / First Semester 2025/2026 / first semester
4. Description Preparation Date:
This course is designed to assist the students to focus on the client's holistic assessment that emphasize on physical status as well as psychosocial and cultural aspects. In addition, the course provides the theoretical basis for assessing human level of wellness, personal strengths and physiological alteration through using interview data, nursing observation, results of diagnostic studies and physical examination data.
5. Available Attendance Forms: course
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours \ 2 credit 2 hours lab
7. Course administrator's name (mention all, if more than one name)
Name .Dr.Sahar Adham Ali ..... Email. Nur.sahar.adham@uobabylon.edu.iq ..... .....
8. Course Objectives
At the end of this course the students will be able to: <ul style="list-style-type: none"><li>• Describe the components of the heath history</li><li>• Apply interviewing skills and techniques to conduct a successful interview.</li><li>• Evaluate the persons' general health status.</li><li>• Utilize various tools and techniques to measure and collect information (interview, observing, listening, physical examination, reviewing records and reviewing results of diagnostic test.</li><li>• Explain the sequence of systematic approach of physical examination of body system.</li><li>• Demonstrate the basic techniques of physical examination.</li><li>• Describe the physical examination techniques of inspection, palpation, percussion, and auscultation</li><li>• Identify common instruments used during physical examination</li></ul>

9. Teaching and Learning Strategies		
<b>Strategy</b>		<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Classroom discussion</li> <li>• Assignments,</li> <li>• Library readings and Internet search</li> </ul>
10. Course Structure		
Week	Hours	Unit or subject name
First week	2 hours	Introductory Overview to Health Assessment
Second week	2 hours	Physical Examination Techniques:
Third week	2 hours	Head- to- Toe Physical Examination Guidelines
Fourth week	2 hours	Skin, hair and nail..
Fifth week	2 hours	Face (eyes, mouth, nose, ears) and neck..
Sixth week	2 hours	Lymph nodes and thyroid gland.
Seventh week	2 hours	Muscular skeletal
8 week	2 hours	Anterior chest (lungs, heart) and breast
9 week	2 hours	Posterior chest (lungs) & vertebrae
10 week	2 hours	Lower extremities.
11 week	2 hours	Central nervous system and cranial nerve

12 week	2 hours	Abdomen.
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## Course Description Form

3. Course Name: Human anatomy

4. Course Code:

5. Semester / Year: Semester

6. Description Preparation Date: ٢٠٢٤

7. Available Attendance Forms: Attendance

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

(3) hours per week for the theoretical subject and (2) for the practical subject - for a period of 15 weeks (total 75 hours)

Number of units 3

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

Name: Assist. Prof. Dr. Israa Harjan Mohsen

Email: nur.israa.harjan@uobabylon.edu.iq

10. Course Objectives

### Course Objectives

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.

## 11. Teaching and Learning Strategies

### Strategy

#### A- Cognitive objectives

- 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 to employability and personal development**

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

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

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

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

12.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
4.	۳	Students acquire information about anatomical terminology to the required level	<b>Introduction to the Anatomy, Definition</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
5.	۳	Students acquire information about the body's	<b>Orientation to the human body and body cavities</b>	Scientific references and use of the board, And	monthly written and oral examinations and seminars

		anatomical directions and body cavities to the desired level		educational videos	
6.	३	Students acquire information about body tissues and know their types and functions to the required level	<b>anatomy of human body tissues</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
7.	३	Students acquire information about the skin, its layers, cells and functions to the required level	<b>anatomy of integumentary system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
8.	३	Students acquire information about the body's bones, structurally and functionally, to the	<b>anatomy of skeletal system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

		required level			
9.	۳	Students acquire information about joints and their types, in addition to the body's muscles and their functions to the required level	<b>anatomy of joints and muscular system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
10	۳	Students acquire information about the circulatory system structurally and functionally to the required level	<b>anatomy of cardiovascular system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
11	۳	Students acquire information about the respiratory system, structurally and functionally,	<b>anatomy of respiratory system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

		to the required level			
12	۳	Student evaluation	<b>first exam</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
13	۳	Students acquire information about the nervous system structurally and functionally to the required level	<b>anatomy of nervous system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
14	۳	Students acquire information about the digestive system, structurally and functionally, to the required level	<b>anatomy of digestive system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
15	۳	Students acquire information	<b>anatomy of urinary system</b>	Scientific references and use of the	monthly written and oral

		about the urinary system, structure and function, and viruses to the required level		board, And educational videos	examinations and seminars
16	३	Students acquire information about endocrine glands, structurally and functionally, to the required level	<b>anatomy of endocrine system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
17	३	Students acquire information about the lymphatic system, structurally and functionally, to the required level	<b>anatomy of lymphatic system</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
18	३	Student evaluation	<b>Second exam</b>	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars

## 19.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.	10 %
Final exam. lab	20 %
<b>Total</b>	<b>100 %</b>

## 20.Learning and Teaching Resources

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

[Anatomy](#)  
[\(Netter](#)  
[Basic](#)  
[Science\)](#)  
640 Pages  
.2018  
Elsevier  
(Publisher)

Electronic References,  
Websites

internet sites related to the anatomy atlas

### Course Description Form

1. Course Name: Physiology

2. Course Code: 107

3. Semester / Year: Semester

4. Description Preparation Date: 19/1/2025

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5. Available Attendance Forms: Attendance

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

3 hr. theory+ 2 practical

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

Name: Assistant prof. Dr. Batool Ibrahim

Email: nur.batool.irahim.@uobabylon.edu.iq

8. Course Objectives

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

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

Pathological state which can be transmit.

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

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

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

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

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

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

-1 Conduct a short surprise exam

-2 Mid-semester exam

-3 Final exam

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

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

### 10. Course Structure

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

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

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

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

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

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

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

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

		<p>system - Menstrual cycle, function and hormones of ovary,</p> <p>oogenesis, fertilization, implantation, Functions of breast</p> <ul style="list-style-type: none"> <li>• Male reproductive system - Spermatogenesis, hormones and its functions, semen formation and functions</li> </ul>		educational videos	
15	3		Second 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

-Anatomy and Physiology for nursing students

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

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

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

## Course Description Form

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

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

**C- Emotional and value goals**

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

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

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

**22. 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	Introduction to carbohydrate	Scientific references and use of	monthly written and oral

		in the field of Chemistry of Carbohydrate to the required level		the board, And educational videos	examinations and seminars
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 lipids to the required level	Chemistry of lipids	Scientific references and use of the board, And educational videos	monthly written and oral examinations and seminars
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 videos	monthly written and oral examinations and seminars

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
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### 36.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

### 37.Learning and Teaching Resources

Required textbooks (curriculum books, if any)	-Text book of clinical biochemistry.
Main references (sources)	- Chemistry of human body.
Recommended books and references (scientific journals, reports...)	- Understanding of biochemistry.
Electronic References, Websites	Biochemistry websites

## Course Description Form

23.Course Name:	
Pharmacology I	
24.Course Code: PHR 202	
25.Semester / Year:	
first semester/2025-2026	
26.Description Preparation Date:	
18/01/2025	
27.Available Attendance Forms: course	
28.Number of Credit Hours (Total) / Number of Units (Total)	
2 hour	
29.Course administrator's name (mention all, if more than one name)	
<b>Assest teacher . hussam jawad kadhim</b>	
30.Course Objectives	
<b>Course Objectiv</b>	<p><b>By the end of the semester, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between various types of drug groups</li> <li>• Understand the essential information concerning different</li> <li>• types of drugs, such as doses, side effect and methods administration.</li> <li>• Recognize the responsibility of the nurse in giving drugs through the therapeutic process.</li> <li>• Realize different types of drug therapy across the life span</li> <li>• Identify the basic principles of pharmacology and its application in nursing practice</li> <li>• Identify the essential principles in administration of medica</li> <li>• Recognize drugs acting on common diseases</li> </ul>
31.Teaching and Learning Strategies	
<p><b>Lectures, Discussion, Assignments, Quizzes and Exams, Project-Based Learning, Hands-on Practice</b></p>	

### 32. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Unit or subject name</b>
1 week	2	<b>Introduction to Pharmacology</b>
2 week	2	<b>Application of Pharmacology in nursing practice</b>
3 week	2	<b>Basic principles of Pharmacology:</b>
4 week	2	<b>Drug therapy across the life span</b>
5 week	2	<b>Administration of Medications</b>
6 week	2	<b>Autonomic Pharmacology</b>
7 week	2	<b>Cardiovascular Pharmacology:</b>
8 week	2	<b>Drugs used in the treatment of Dyslipidemia</b>
9 week	2	<b>Anti-coagulant, anti-platelet and Thrombolytic</b>
10 week	2	<b>Drugs used for Deficiency Anemia</b>
11 week	2	<b>Exam</b>

### 33. Course Evaluation

- Participation and Attendance: 10%
- First Exam: 10%
- Second Exam: 10%
- Final Exam: 70%

### 34. Learning and Teaching Resources

1. Abrams, Anne Collins, Clinical Drug Therapy: Rationales for Nursing Practice, 6th ed., New York, Lippincott, 2022.
2. Lehne, Richard A., Pharmacology for Nursing Care, 4th ed., London, Saunders, 2023.

## Course Description Form

35.Course Name:	
Pharmacology II	
36.Course Code: PHR 209	
37.Semester / Year:	
Second semester/2025-2026	
38.Description Preparation Date:	
18/01/2025	
39.Available Attendance Forms: course	
40.Number of Credit Hours (Total) / Number of Units (Total)	
2 hour	
41.Course administrator's name (mention all, if more than one name)	
Assest teacher . hussam jawad kadhim	
42.Course Objectives	
Course Objective	Upon the completion of this course the student will be able to: <ul style="list-style-type: none"><li>• Differentiate between different types of drugs, their actions, doses, routes of administration, side effects, and their toxicity.</li><li>• Classify types of drugs according to the body system that are used for.</li><li>• Identify the risk effects of the given therapeutic drugs.</li><li>• Recognize poisoning and drugs used to minimize poison absorption.</li></ul>
43.Teaching and Learning Strategies	
Lectures, Discussion, Assignments, Quizzes and Exams, Project-Based Learning, Hands-on Practice	

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

## Course Description Form

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

1- Preparing the student to deal properly and know the sound medical principles in dealing with patients, as well as with everyone  
Specialized staff and training staff in order to provide the best ways to serve the patient

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

3- Make the graduate capable of performing bacterial diagnosis in the educational and diagnostic laboratories of the Ministry of Health  
In private laboratories, as well as in quality control laboratories  
pharmaceutical laboratories

4- The graduate should have complete knowledge of how to measure drug doses for patients with chronic infections  
They are exposed to bacterial infection and the type of drug is determined, especially in cases that require the use of a drug with High side effects

5- Use health awareness and guidance on how to use sterilizers and disinfectants, and warn about the method

The wrong medication and the side effects it causes may lead to pathological conditions on the patient's health

6- Providing medical advice on the method and method of use of sterilization of 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 internationally 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 senior 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 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

#### 56. Course Structure

Week	Hours	Unit or subject name
38	2 hours	Introduction to Pathophysiology
39	2 hours	Cell damage
40	2 hours	Necrosis.
41	2 hours	Cancer Neoplasm
42	2 hours	Gene and Chromosome
43	2 hours	Introduction - Classification - Trematoda Blood flukes (Schistosoma)
44	2 hours	Genetic and Pediatric Diseases
45	2 hours	Inflammation
46	2 hours	Hypertension and hypotension
47	2 hours	Genetic and Pediatric Diseases
48	2 hours	Review before final exam

#### 49. 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

#### 50. Learning and Teaching Resources

Main references (sources)

References:

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

### Course Description Form

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

- Demonstrate the basic techniques of physical examination.
- Describe the physical examination techniques of inspection, palpation, percussion, and auscultation
- Identify common instruments used during physical examination

#### 9. Teaching and Learning Strategies

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

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

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

## Course Description Form

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

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

Demonstrate safe administration of drug and parenteral therapy.

Participate in teaching patients

Demonstrate effective communication with patients, instructor and health members.

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

#### 9. Teaching and Learning Strategies

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

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

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

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

11.Course Evaluation :

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

## 12. Learning and Teaching Resources

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

## Course Description Form

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

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

#### 67.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

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

## Course Description Form

69.Course Name:	
Computer 4	
70.Course Code: COS 205	
71.Semester / Year:	
2 <sup>nd</sup> semester/2025-2026	
72.Description Preparation Date:	
18/01/2025	
73.Available Attendance Forms: course	
74.Number of Credit Hours (Total) / Number of Units (Total)	
2 hour clinical	
75.Course administrator's name (mention all, if more than one name)	
Name: Rahman Nahi Abid Email: nur.rahman.nahi@yahoo.com	
76.Course Objectives	
Course Objective	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>2. Create, edit, and format documents using Microsoft Word, including text setup, font styling, and inserting images and tables.</li> <li>3. Prepare professional presentations with Microsoft PowerPoint, including slide creation, template usage, and inserting charts and media.</li> <li>4. Use Microsoft Excel to create spreadsheets, perform basic calculations, and generate charts for data analysis.</li> <li>5. Apply formatting principles and data organization skills to enhance productivity and improve work output.</li> <li>6. Integrate modern tools and techniques within Office programs to support office skills and document preparation.</li> </ol>

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

#### 78. Course Structure

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

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

#### 79.Course Evaluation

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

#### 80.Learning and Teaching Resources

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

## Course Description Form

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

both the specialized staff and the training staff, in order to reach the best ways to serve the patient.

- 3- Make the student able to diagnose malnutrition after graduation
- 4- Using health awareness and guidance about nutritional disorders that can effect on quality of life and may in turn lead to the death of the patient.
- 5- Providing medical advice on how to use the food pyramic whether in Hospitals departments or in homes.

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

- 9- Knowledge about the rules of following healthy food.
- 10- Knowing the macronutrient and micronutrient.
- 11- Know some of the problems that cause malnutrition.
- 12- 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.
- 13- Providing information about health awareness and guidance eating according to age, sex and nature of work.

**C- Emotional and value goals**

- 1 Conduct a short surprise exam (Quiz)
- 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 government and private health institutions.
- 2- Preparing the graduate to work in health institutions in all quality control laboratories in pharmaceutical and health supplies product laboratories
- 3- preparing the graduate to work in all laboratories of medical academic Institutions.

Week	Hours	Unit or subject name
51	२	Introduction to nutrition
52	२	Carbohydrates as macronutrients
53	2	Lipids as macronutrients
54	२	Proteins as macronutrients
55	२	Vitamins as micronutrients
56	२	Minerals as micronutrients
57	२	Nutrition and Digestive system
58	२	Metabolism and energy requirement
59	२	Nutritional Assessment
60	२	Nutritional disorders
61	२	Nutrition for pregnant women
62	२	Nutrition for lactating mother
63	२	Nutrition during infancy period
64	२	Nutrition for toddler and preschool children
15	२	Nutrition for school age and adolescent
<b>65.Course Evaluation</b>		
Distributing the score out of 100 according to the tasks assigned to the students such as daily oral participation, students attendance, weekly quizzes, , monthly written exams, reports... etc.		
<b>66.Learning and Teaching Resources</b>		
Main references (sources)	Harbans Lal (2025) Food and Nutrition for BSc Nursing Students. Fourth eBook Edition	
	Varinder Kaur (2022) TEXTBOOK OF NUTRITION FOR GNM NURSING STUDENTS. 2 <sup>nd</sup> edition	
	Nutrition for Nursing, the Assessment Technologies Institute® (2019) Review Module Edition 7.0..	
	Dudek, Susan G. (2014) Nutrition essentials for nursing practice. 7th edition	
Electronic References, Websites	Website for nutrition and diet therapy	

## Course Description Form

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

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

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

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

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

**11.Course Evaluation :**

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

**12. Learning and Teaching Resources**

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

## Course Description Form

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

5- List measures for health preventions and health maintenance of infants and children

6- Describe different health problems related to neonates, infants, and children at different pediatric settings

**B. cognitive Skills**

- 1- Discriminate between normal and abnormal children growth and development
- 2-Evaluate programs for health maintenance of children
- 3- Analyze children problems, causes, pathphysiology, signs and symptoms as well as prevention and management
- 4- Compare between normal and abnormal children behavior

**C. Professional Skills**

- 1-Respect professions and their colleges when dealing with them
- 2- Act as a role model when dealing with mothers and children
- 3- Behave as a professional person in theoretical lectures and clinical Areas

**D. Transferable Skills**

- 1- Perform nursing care plan for different children problems
- 2- Implement nursing intervention for different diseases of children
- 3- Wok cooperatively to present different subjects of pediatric disease
- 4- Search for different topics among up dated articles in periodic and internet
- 5- Solving problems related to social culture diversity which interrelate to health status of children abilities in care of children

#### 100.Course Structure

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

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

#### 11.Course Evaluation

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

#### 12.Learning and Teaching Resources

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

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

## Course Description Form

101.	Course Name: maternal and neonate nursing	
102.	Course Code: NUR 301	
103.	Semester / Year: 1 <sup>st</sup> /2025-2026 FIRSET SEMESTR	
104.	Description Preparation Date:15/1/2025	
105.	Available Attendance Forms: Attendance /courses	
106.	Number of Credit Hours (Total) / Number of Units (Total)	
	3 hrs theory	2hrs lab
	3 Credit	1 Credit
		12 hrs clinical
		4 Credit
107.	Course administrator's name (mention all, if more than one name)	
	Name: Name :Dr wafaa ahmed ameen	
	Email, nur.wafaa.ahmed@uobabylon.edu.iq	
108.	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"> <li>1. Describe the structure &amp; function of female &amp; male reproductive system</li> <li>2. Explain the phases of menstrual cycle</li> <li>3. Identify stages of embryonic &amp; fetal development</li> <li>4. Formulate nursing diagnosis related to the needs of pregnant woman And developing fetus</li> <li>5. Discuss physiologic &amp; psychological adaptation to pregnancy</li> <li>6. Explain causes &amp; nursing intervention for common discomfort of pregnancy</li> <li>7. Describe potential complications of pregnancy &amp; it's management</li> <li>8. Describe the stages of labor</li> <li>9. list signs of labor</li> <li>10. Distinguish between false &amp; true labor</li> </ol>	

	<ol style="list-style-type: none"> <li>11. Describe a pregnant physiologic &amp; psychological responses to labor</li> <li>12. Discuss nursing responsibilities towards woman &amp; her family</li> <li>13. before, during &amp; after normal vaginal delivery.</li> <li>14. Explain types , indications, benefits, risk , precautions &amp; contra-indications for obstetric operation (Episiotomy, forceps, C/S , induction and Augmentation of labor)</li> <li>15. Identify possible complications of labor &amp; delivery</li> <li>16. Discuss nursing management for normal &amp; complicated puerperium</li> <li>17. Explain nursing management for immediate &amp; daily newborn baby</li> <li>18. Compare &amp; contrast the advantage &amp; disadvantages &amp; risk factors associated with each methods of family planning</li> <li>19. Identify common gynecological disorder</li> </ol>
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**109. Teaching and Learning Strategies**

Strategy	<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>
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**110.Course Structure**

Week	Hours	Unit or subject name
1	3	Reproductive system: <ul style="list-style-type: none"> <li>•Puperty</li> <li>•A. Revision of anatomy&amp;physiology of reproductive system of female (male</li> <li>•B. Revision of anatomy&amp;physiology of reproductive system of male</li> <li>•-Menstrual Cycle</li> </ul>
2	3	2 3hr Pregnancy <ul style="list-style-type: none"> <li>•Normal pregnancy</li> </ul>

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

-Infertility	
<b>111. Course Evaluation</b>	
mid term exams.	15%
• Quizzes	5 %
• Seminar	5%
• Clinicalevaluation and reports	15%
• Final Lab. exam.	20%
• Final theory exam.	40%
<b>112. Learning and Teaching Resources</b>	
Required textbooks (curricular books, any)	Essential Obstetrics and Gynaecology, J Symonds. Fifth Edition.2013 Essentials of maternity, newborn & women health nursing, Susan Scott Ricci. 3 ed.2013
Main references (sources)	Pillitteri, A (2010). Maternal and child health nursing, (6th ed.). Philadelphia
Recommended books and references (scientific journals, reports...)	
Electronic References, Website	Websites



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

#### 9. Teaching and Learning Strategies

##### Strategy

- Lectures, group discussion, individual learning, brain storming, assignments, and library readings.

#### 10. Course Structure

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

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

Ninth week	2 hours	<p>Unit 7: Concept of Freedom:</p> <ul style="list-style-type: none"> <li>• Individual freedom.</li> <li>• Universal freedom.</li> <li>• Natural freedom.</li> <li>• Civil freedom.</li> <li>• Coactive and life.</li> <li>• Political and national freedom.</li> <li>• Rights towards the country.</li> <li>• Discrimination between mastery and freedom.</li> </ul>
Tenth week	2 hours	<p>Unit 8: Concept of democracy:</p> <ul style="list-style-type: none"> <li>• Historical dimension of democracy: <ul style="list-style-type: none"> <li>- Civil state and democracy in the Greek era.</li> <li>- Establishment of democracy in the recent era.</li> </ul> </li> <li>• Components of democracy.</li> <li>• The democracy government.</li> <li>• Pressure groups and the democracy government.</li> <li>• Theories of election.</li> </ul>
Eleventh & twelfth weeks	2 hours	MID EXAM1
Thirteenth week	2 hours	MID EXAM 2
Fourteenth week	2 hours	FINAL EXAM
<u>11.Course Evaluation :</u>		
<u>Midterm Evaluation</u>	<u>30%</u>	Mid term Examination 20%
		QUIZ            10%
<u>Final Evaluation</u>	<u>70%</u>	<u>Final theory exam. 70%</u>

## 12. Learning and Teaching Resources

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

## Course Description Form

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

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

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

11.Course Evaluation :

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

12. Learning and Teaching Resources

Chiaranai, C. (2016). The lived experience of patients receiving hemodialysis treatment for end-stage renal disease: A qualitative study. *The Journal of Nursing Research*, 24, 101–108.

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

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

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

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

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

## Course Description Form

113.	Course Name: Human growth and development
114.	Course Code: HGD 308
115.	Semester / Year: Second Semester 2025/2026
116.	Description Preparation Date: 10 /1/2025
117.	Available Attendance Forms: COURSE
118.	Number of Credit Hours (Total) / Number of Units (Total) 3hrs. theory
119.	Course administrator's name (mention all, if more than one name) Name: Mohammed Talib Abed Email: nur.mohammad.talib@uobabylon.edu.iq
120.	Course Objectives
Course Objectives	<p>At the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the concepts of growth, development, and maturation, and differentiate them.</li> <li>• Understand psychosocial theories related to human growth and development.</li> <li>• Identify the patterns of growth and development.</li> <li>• State the principles of child development with examples to show the understanding of the principles.</li> <li>• Describe the physical, social, emotional, spiritual and mental development that take place during different stages of the human beings life.</li> <li>• Measure and records a particular weight, height, head circumference on a growth chart, In addition to use of Denver development screening test.</li> <li>• Explain the stages of growth and development throughout the human being life cycle.</li> <li>• Identify developmental problems the Individual face during different stages of growth and development.</li> <li>• Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods.</li> </ul>

- Utilize the knowledge gained from the study of human growth and development in nursing care of individuals

### 121. Teaching and Learning Strategies

Strategy	<p>A. Knowledge and Understanding</p> <ol style="list-style-type: none"> <li>1. Understand development stages according to major theorists.</li> <li>2. Understand principle of growth and development.</li> <li>3. Explain factors that affect growth and development.</li> <li>4. Construct a concept map to organize, synthesize, and summarize concepts of child development and their relationship to one another.</li> </ol> <p>B. Skills</p> <ol style="list-style-type: none"> <li>1. Assess a child to determine the stage of development the child has reached.</li> <li>2. Utilize modeling and role-modeling, nursing process.</li> <li>3. Develop charts that synthesizes and summarizes information on the physical development.</li> <li>4. Use critical thinking to analyze factors that influence growth and development and ways strengthen path to achieving a new development stage.</li> </ol> <p>C. Professional Skills</p> <ol style="list-style-type: none"> <li>1. Describe milestones in child's development.</li> <li>2. Identify and examine specific behaviors of development based on personal observations.</li> </ol> <p>D. Transferable Skills</p> <ol style="list-style-type: none"> <li>1. Evaluate growth condition, which are appropriate &amp; suitable with peers &amp; siblings.</li> <li>2. Explore, learn about important developmental psychological principles and to apply these principles in understanding their own respective growth and development.</li> </ol>
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### 122. Course Structure

Week	Hours	Unit or subject name
4.	3	Part 1: introduction to growth and development <ul style="list-style-type: none"> <li>• Concept of growth and development</li> </ul>

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

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

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

## Course Description Form

1. Course Name: Community health nursing

2. Course Code: NUR 401

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

4. Description Preparation Date:

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

5. Available Attendance Forms:

Course /yearly

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

Theory: 3 hours, Clinical: 12 hours

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

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

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

8. Course Objectives

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

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

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

**Strategy**

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

10. Course Structure

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

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

11.Course Evaluation :

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

12. Learning and Teaching Resources

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

California State University, Bakersfield Bakersfield, California.

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

Marcia Stanhope, RN, DSN, FAAN

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

Jeanette Lancaster, RN, PhD, FAAN

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

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

## Course Description Form

1. Course Name: Critical Care Nursing
2. Course Code: NUR 409
3. Semester / Year: Fourth stage / First & Second semester
4. Description Preparation Date:
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
<i>Upon completion of the course, the student shall be able to:</i> <ul style="list-style-type: none"><li>• <i>Understand the effect of the critical illness on the clients and their families.</i></li><li>• Describe the impact of the critical care environment on the clients.</li><li>• Discuss current monitoring techniques used in critical care settings.</li><li>• Relate the human responses to critical illness to the underlying pathophysiology.</li><li>• Discuss psychosocial assessment and interventions relevant to critically ill clients and their families.</li><li>• Utilize knowledge from the humanities and science in planning the care of critically ill adults.</li></ul>

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

#### 9. Teaching and Learning Strategies

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

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

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

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

11.Course Evaluation :

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

12. Learning and Teaching Resources

- Urden, Linda D., Kathleen M. Stacy, and Mary E. Lough. Priorities in critical care nursing-E-Book. Elsevier Health Sciences, 2019.
- Urden, Linda D., Kathleen M. Stacy, and Mary E. Lough. Critical Care Nursing: Diagnosis and Management, 9th Edition, 2022.

- Sole, Mary Lou, Deborah Goldenberg Klein, and Marthe J. Moseley. Introduction to critical care nursing E-Book. Elsevier Health Sciences, 2020.
- Perrin, Kathleen Ouimet, and Carrie Edgerly MacLeod. Understanding the essentials of critical care nursing. Pearson Prentice Hall, 2009.

## Course Description Form

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

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

9. Teaching and Learning Strategies

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

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

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

11.Course Evaluation :

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

12. Learning and Teaching Resources

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

Course Description Form

1. Course Name: Health Promotion

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

No. week	Hours	Unit or subject name
First week	2 hours	Unit 1: Overview of Health and Health Promotion (2) hrs. <ul style="list-style-type: none"> <li>• Define Concepts</li> <li>• Discuss stages and degrees of illness.</li> <li>• Describe the models of health and illness.</li> <li>• Identify the Dimensions of wellness.</li> <li>• Analyze the three levels of diseases prevention.</li> </ul>
Second week	2 hours	Unit 2: Theories of Human Behavior and Health: (2) hrs. <ul style="list-style-type: none"> <li>• Identify Multiple Theories in Behavior Change</li> <li>• Describe the health belief model.</li> <li>• Discuss the components of protection motivation theory.</li> <li>• Describe the Trans-theoretical Model of Behavior Change.</li> <li>• Identify the stages of changes in Trans-theoretical Model of Behavior Change.</li> </ul>
Third week	2 hours	Unit 3: Unit 3 Nursing Process in health promotion (2) hrs. <p style="text-align: center;">Prevention:</p> <ul style="list-style-type: none"> <li>• Identify the Steps of Nursing Process.</li> <li>• Discuss the assessment phase of health planning process.</li> <li>• Identify the methods of data collection.</li> <li>• Describe the NANDA (North American Nursing Diagnosis Association).</li> <li>• List the factors affecting the implementation of health planning process.</li> <li>• Explain how to Evaluation the Nursing Process.</li> </ul>
Fourth week	2 hours	Unit 4: Unit 4: Domains fundamentals to Nursing Practice in Health Promotion: (2) hrs. <ul style="list-style-type: none"> <li>• Discuss the domains of fundamentals to Nursing Practice in Health Promotion.</li> </ul>
Fifth weeks &	4 hours	Unit 5: Roles of the Nurse in Health Promotion: (2) hrs <ul style="list-style-type: none"> <li>• Discuss Pender Health Promotion Model.</li> <li>• Describe O'Donnell Model of Health Promotion Behavior.</li> <li>• Discuss the dynamic balance for O'Donnell Model of Health Promotion Behavior.</li> <li>• Identify the roles of the Nurse in Health Promotion.</li> </ul>

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

11.Course Evaluation :

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

<u>Final Evaluation</u>	<u>70%</u>	

12. Learning and Teaching Resources

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

## Course Description Form

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

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

### 9. Teaching and Learning Strategies

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

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

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

11.Course Evaluation :

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

		<u>Final theory exam. 70%</u>
<u>Final Evaluation</u>	<u>70%</u>	

## 12. Learning and Teaching Resources

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

## Course Description Form

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

supervision and evaluation.

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

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

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

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

#### 9. Teaching and Learning Strategies

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

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

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

11.Course Evaluation :

Midterm Evaluation

40%

First exam 10 %

Second exam 10 %

Clinical10

		<u>Seminar 10</u>
		<u>Final theory exam. 40%</u>
<u>Final Evaluation</u>	<u>60%</u>	<u>Final Clinical.</u>
		<u>Exam.20%</u>
<u>12. Learning and Teaching Resources</u>		
Nursing Administration, Basavathappa, 2nd Edition, Jaypee Brothers Medical Publisher, 2019.		

## Course Description Form

1. Course Name: Mental Health Nursing
2. Course Code: NUR408
3. Semester / Year: Fourth stage / First & Second semester
4. Description Preparation Date:
This Course provides students with basic Knowledge and understanding of various theories that explain the behaviors of mentally health and ill persons. It also develops clear and specific approaches to various mental problems that lead students to use the nursing process as a framework for effective care with a holistic view of each client (physical, emotional, spiritual, interpersonal, cultural, socioeconomic, and environmental Aspects).
5. Available Attendance Forms: course
6. Number of Credit Hours (Total) / Number of Units (Total)
Theory: 3 hours, Clinical: 12 hours .....
7. Course administrator's name (mention all, if more than one name)
Lec. Dr. Ali Ahmed Kadhim ALHatab nur.ali.ahmed@uobabylon.edu.iq
8. Course Objectives
1. Discuss the trends, foundations, and concepts of mental health nursing. 2. Identify the community-based nursing care (mental health promotion and mental illness prevention.) 3. Describe the ethical and legal issues in nursing. 4. Identify the mental health nursing theories. 5. Implement therapeutic communication and interpersonal relationship. 6. Apply the nursing process in providing the nursing care for the client. 7. Identify and assist in providing special treatment modalities. 8. Describe different types of psychiatric disorders.

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

#### 9. Teaching and Learning Strategies

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

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

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

Fifth teen week		Student's Final Examination	
<u>11.Course Evaluation :</u>			
<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.</u>
		<u>Exam.20%</u>	
<u>12. Learning and Teaching Resources</u>			
<ul style="list-style-type: none"> <li>•Videbeck, S. (2020). Psychiatric-mental health nursing. Lippincott Williams &amp; Wilkins.</li> <li>•Gorman, L. M., &amp; Anwar, R. (2017). Neeb's Fundamentals of Mental Health Nursing. FA Davis.</li> <li>•Psychiatric mental Health Nursing, Shila L. Videbek, 2018.</li> <li>•Neeb's Fundamentals of Mental Health Nursing 2014.</li> </ul>			

## Course Description Form

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

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

### 9. Teaching and Learning Strategies

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

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

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

11.Course Evaluation :

<u>Midterm Evaluation</u>	<u>30%</u>	<u>First exam 15 %</u>
		<u>Second exam 15 %</u>
<u>Final Evaluation</u>	<u>70%</u>	<u>Final theory exam. 40%</u>

12. Learning and Teaching Resources

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