

## Course Description Form

### 1. Course Name

Anatomy

### 2. Course Code

SESS26F1021

### 3. Semester/Year

2025- 2026

### 4. Date of preparation of this description

February/ 2026

### 5. Available Attendance Forms

In-person/ theoretical

### 6. Number of credit hours (total) / number of units (total)

2 hours per week / 4 units

### 7. Course administrator's name (if more than one name is mentioned)

Assistant Professor Dr. Mohammed Hazem Yonas

[mohammed.h.younis@uomosul.edu.iq](mailto:mohammed.h.younis@uomosul.edu.iq)

Assistant Professor Dr. Omar Youssef Khalil

[omar75@uomosul.edu.iq](mailto:omar75@uomosul.edu.iq)

Lec. Dr Hadeel Tariq Yonas.

[dr.hadeeltariq@uomosul.edu.iq](mailto:dr.hadeeltariq@uomosul.edu.iq)

### 8. Course Objectives

#### Course Objectives

- Students learn the theoretical aspects of Anatomy.
- Understand the concepts of theoretical Anatomy.
- Students can teach the prescribed theoretical courses after graduation. This is the college's primary goal: to graduate physical education teachers, as students will be taught various teaching skills.
- Develop and enhance administrative, teaching, and psychological skills and qualities that enhance the ability to concentrate, think, and observe.

### 9. Teaching and learning strategies

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|          | <p>Learning and teaching strategies in faculties of physical education and sports science are diverse, encompassing both theoretical and applied aspects, and aim to develop students' knowledge, motor skills, and personal development. These strategies typically include the following:</p> <p>1. Student-Centered Strategies:</p> <ul style="list-style-type: none"> <li>• Cooperative Learning: Students work in small groups to achieve a common goal, promoting mutual responsibility and positive interaction.</li> <li>• Problem Solving: Presenting mathematical or educational problems or challenges that require students to apply prior concepts and knowledge to arrive at solutions, encouraging critical and creative thinking (such as tactical problems in games).</li> <li>• Guided Discovery: Directing students to discover skills or concepts on their own through a series of questions or tasks, rather than through direct instruction.</li> <li>• Peer Teaching: Students teach their peers under the supervision of a professor, enhancing their understanding of the material and developing their leadership and teaching skills.</li> <li>• Self-Instruction/Self-Check: Allows students to learn independently and evaluate their performance against a specific standard for improvement.</li> </ul> <p>2. Practical and Experiential Strategies:</p> <ul style="list-style-type: none"> <li>• Practical Learning Method: This is the most common method in physical education, and includes training in motor skills and athletic performance.</li> <li>• Fieldwork and Internships: Provide students with the opportunity to gain real-life experience in sports organizations, fitness centers, or community programs.</li> <li>• Role-Playing: Simulating realistic situations (such as coaching, refereeing, and team management) in an artificial learning environment.</li> <li>• Simulation: Simulating a sporting event or situation to enhance the learning of tactical and cognitive skills.</li> </ul> <p>3. Traditional and Modern Strategies:</p> <ul style="list-style-type: none"> <li>• Lectures: Used to convey theoretical knowledge and scientific concepts (such as anatomy, sports physiology, and teaching methods).</li> <li>• Interactive Teaching: Encouraging interaction between professors and students through discussions and questioning.</li> <li>• Technology Integration: Using modern technologies such as: <ul style="list-style-type: none"> <li>o Wearable technology to monitor performance and health measurements.</li> <li>o Virtual and Augmented Reality (VR/AR) for training and simulation.</li> <li>o Online platforms and educational applications.</li> </ul> </li> <li>• Holistic Approach: Integrating aspects of health, physical fitness, and mental well-being, such as yoga, nutrition, and mindfulness.</li> </ul> <p>The appropriate strategy is chosen based on the nature of the course, the specific educational objectives, the characteristics and level of the students, and the available resources.</p> |
| Strategy |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## 10. Course Structure

| 10. Course Structure |         |                                                                                         |                                                |                  |                       |
|----------------------|---------|-----------------------------------------------------------------------------------------|------------------------------------------------|------------------|-----------------------|
| Week                 | Hours   | Required Learning Outcomes                                                              | Unit / Topic Name                              | Teaching Method  | Assessment Method     |
| 1                    | 2 hours | Concept of anatomy                                                                      | Chapter One /                                  | Lecture          | Group Assessment      |
| 2                    | 2 hours | Identify human body tissues                                                             |                                                | Lecture          | Group Assessment      |
| 3                    | 2 hours | Identify the components of the skeletal system<br>General diagram of the body structure |                                                | Lecture          | Group Assessment      |
| 4                    | 2 hours | Identify the axial skeleton of the human skull and rib cage.                            |                                                | Lecture          | Group Assessment      |
| 5                    | 2 hours | Identify the axial skeleton of the human spine and pelvis.-                             |                                                | Enhanced Lecture | Group Assessment      |
|                      |         |                                                                                         |                                                | -                | -                     |
| 6                    | 2 hours | First Chapter Theoretical Exam / 1                                                      |                                                |                  |                       |
| 7                    | 2 hours | Levels of Measurement<br>-                                                              | Chapter One / Measurement                      | Enhanced Lecture | Group Assessment      |
|                      |         |                                                                                         |                                                | -                | -                     |
| 10                   | 2 hours | Characteristics of Measurement<br>-                                                     |                                                | Blended Learning | Individual Assessment |
| 11                   | 2 hours |                                                                                         |                                                | -                | -                     |
| 12                   | 2 hours | Common Measurement Errors in Physical Education<br>-                                    |                                                | Enhanced Lecture | Group Assessment      |
| 13                   | 2 hours |                                                                                         |                                                | -                | -                     |
| 14                   | 2 hours | Anthropometric Measurements                                                             |                                                | Blended Learning | Individual Assessment |
| 15                   | 2 hours | First Chapter Theoretical Exam / 2                                                      |                                                |                  |                       |
| Mid-Year Break       |         |                                                                                         |                                                |                  |                       |
| 16                   | 2 hours | Concept of Evaluation                                                                   | Chapter Two / Evaluation                       | Lecture          | Group Assessment      |
| 17                   | 2 hours | Importance of Evaluation                                                                |                                                | Enhanced Lecture | Group Assessment      |
| 18                   | 2 hours | Objectives of Evaluation                                                                |                                                | Enhanced Lecture | Group Assessment      |
| 19                   | 2 hours | Types of Evaluation                                                                     |                                                | Enhanced Lecture | Group Assessment      |
| 20                   | 2 hours | Foundations of Evaluation                                                               |                                                | Enhanced Lecture | Group Assessment      |
| 21                   | 2 hours | Purposes of Evaluation                                                                  |                                                | Enhanced Lecture | Individual Assessment |
| 22                   | 2 hours | Evaluation Tools                                                                        |                                                | Lecture          | Individual Assessment |
| 23                   | 2 hours | Characteristics of Evaluation                                                           |                                                | Blended Learning | Individual Assessment |
| 24                   | 2 hours | Second Chapter Theoretical Exam / 1                                                     |                                                |                  |                       |
| 25                   | 2 hours | Concept of Testing / Test Objectives                                                    | Chapter Three / Testing                        | Blended Learning | Individual Assessment |
| 26                   | 2 hours | Types of Tests                                                                          |                                                | Blended Learning | Individual Assessment |
| 27                   | 2 hours | Scientific Bases of Tests (Validity - Reliability - Objectivity)                        |                                                | Lecture          | Group Assessment      |
| 28                   | 2 hours | Considerations to be Taken When Applying the Test                                       |                                                | Lecture          | Group Assessment      |
| 29                   | 2 hours | Second Chapter Theoretical Exam / 2                                                     |                                                |                  |                       |
| 30                   | 2 hours | Stages of Organizing and Administering Tests and Measurements in Physical Education     | Chapter Four / Administration and Organization | Lecture          | Group Assessment      |

## 11. Course Evaluation

The grade is distributed as follows:

1. The first semester exam, worth (25%) points.
2. The second semester exam, worth (25%) points.
3. The end-of-year exam, worth (50%) points.

## 12. Learning and Teaching Resources

|                                                                               |                                                                                                                                       |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Required textbooks (methodology, if any)                                      | - Fundamentals of Human Anatomy / Dr. Ammar Abdul Rahman Qabaa, Basic Principles of Applied Anatomy / Ahmed Ali Hussein and others    |
| Key references (sources)                                                      | - Fundamentals of Human Anatomy by Dr. Ammar Abdul Rahman Qabaa, Basic Principles of Applied Anatomy by Ahmed Ali Hussein and others. |
| Recommended supporting books and references (scientific journals, reports...) | Anatomy of the Human Body by Musa Sadiq Al-Naqqash                                                                                    |
| Electronic references, websites                                               | International Information Network                                                                                                     |

### Name and signature of the course holder

Assist. Prof. Dr. Mohammed Hazem Yonas

Assist. Prof. Dr. Omar Youssef Khalil

Lec. Dr. Hadeel Tariq Yonas

Name and signature of the head of the department or branch

Prof. Dr. Nawfal Fadel Rashid

