



جامعة الموصل
كلية التمريض



وصف المقررات الدراسية

اسم الجامعة : جامعة الموصل

الكلية/المعهد : كلية التمريض

النظام الدراسي : فصلي

تاريخ اعداد الوصف: 2024/9/1

تاريخ ملى الملف: 2024/9/1



التوقيع:

اسم المعاون العلمي: م.د سعد حسين مراد

التاريخ: 2024/9/1

التوقيع

اسم رئيس القسم: أ.د سلوى حازم المختار

التاريخ: 2024/9/1

دقق الملف من قبل شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي

م.د محمد احمد سلطان

التاريخ: 2024/9/1

التوقيع:

مصادقة السيد العميد

أ.د. سلوى حازم المختار

التوقيع

Course Descriptions (Access each course via its code)							
Units	Practical	Lab	Theory	Course Name	Course Code	Academic Year	
7	-	6	4	Fundamentals of Nursing 1	NUR101	Academic Year First First Semester	
4	-	2	3	Biochemistry	CHM102		
1	-	-	1	English Language 1	ENG103		
4	-	2	3	Anatomy for Nurses	ANT104		
2	-	-	2	Nursing Ethics	ETH105		
-	-	-	-	Computer Science 1	COS106		
2	-	-	-	Democracy and Human Rights	HUMR304		
20	Number Units						
8	12	-	4	Fundamentals of Nursing 2	NUR107	Academic Year First Second Semester	
4	-	2	3	علم Physiology for Nurses	BHY108		
1	-	-	1	English Language 2	ENG109		
2	-	-	2	Medical Terminology for Nurses	TER110		
1	-	2	-	Computer Science 2	COS111		
2	-	-	2	Arabic Language	ARB112		
18	Number Units						
8	12	-	4	Adult Nursing 1	NUR201	Academic Year Second First Semester	
2	-	-	2	Pharmacology for Nurses 1	PHR202		
3	-	2	2	Health Assessment	HAS203		
3	-	2	2	Microbiology for Nurses 1	MBN204		
1	-	2	-	Computer Science 3	COS205		
2	-	-	2	Ba'ath Regime Crimes in Iraq	CDB309		
19	Number Units						
8	12	-	4	Adult Nursing 2	NUR206	Academic Year Second Second Semester	
2	-	-	2	Pathophysiology for Nurses	PAT207		
3	-	2	2	Microbiology for Nurses 2	MBN208		
2	-	-	2	Pharmacology for Nurses 2	PHR209		
1	-	2	-	Computer Science 4	COS210		
2	-	-	2	Arabic Language 2	NUR211		
18	Number Units						
8	12	2	3	Maternal and Newborn Nursing	NUR301	Academic Year third First Semester	
2	-	-	2	Nursing Research Methods	RSM302		
2	-	-	2	Health Sociology	HSO303		
1	-	-	1	Human Rights	HUMR304		
2	-	-	2	Nutrition and Diet Therapy	NUT305		
13	Number Units						
8	12	2	3	Pediatric Nursing	NUR306	Academic Year third Second Semester	
2	-	-	2	Biostatistics	BST307		
5	6	-	3	Human Growth and Development	HGD308		
1	-	-	1	Democracy	CDB309		
P/F	30 يوم			Summer Clinical Training	NUR10		
16	Number Units						
7	12	-	3	Community Health Nursing	NUR401	Academic Year forth First Semester	
3	3	-	2	Nursing Leadership and Management	NUR402		
2	-	-	2	Professional Issues in Nursing	NUR403		
1	-	-	1	Arabic Language 1	NUR404		
2	-	-	2	Health Promotion	HPR405		
2	-	-	2	Epidemiology	EPID406		
17	Number Units						
7	12	-	3	Mental and Psychiatric Health Nursing	NUR407	Academic Year forth Second Semester	
6	12	-	2	Critical Care Nursing	NUR408		
2	-	-	2	Psychology for Nurses	HPN410		
2	-	-	-	Graduation Research	NUR411		
2	-	2	1	English Language 3	ENG409		
1	-	-	1	Arabic Language 2	NUR211		
20	Number Units						

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



Academic Program and Course Description Guide

2024

Course Description Form

1. Course Name:					
Fundamentals of nursing					
2. Course Code:					
NUR101					
3. Semester / Year:					
Semester one					
4. Description Preparation Date:					
27\9\2024					
5. Available Attendance Forms:					
In presence and electronic					
6. Number of Credit Hours (Total) / Number of Units (Total)					
120 hours in semester, 8 hours weekly					
7. Course administrator's name (mention all, if more than one name)					
Name: Rami Ramadhan Assistant Professor Email: rami.ramadhan@uomosul.edu.iq					
8. Course Objectives					
Course Objectives					
1. Providing students with skills to deal with various medical conditions 2. Expanding students' skills in addition to previous acquired skills 3. Explaining the most important disease cases, treatment methods, and how to deal with them.			•		
			•		
			•		
9. Teaching and Learning Strategies					
Strategy		1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	4 ساعة	Entrance to Fundamental of nursing	Definitions of terms and essential nursing care	Explaining the scientific material by presenting it on the screen via PowerPoint 2- Giving an assignment at the end of the lecture for a direct answer 3- Linking theoretical information with practical information and activating student logical and analytical thinking	Daily, weekly and monthly exams and the end of the semester exam (theoretical and laboratory).
2	4 ساعة	Asepsis and infection control	Microorganisms+ types of infections chain of infection		
3	4 ساعة	Asepsis and infection control The nursing process	Body defenses against infections Sterilizations & disinfection		
4	4 ساعة	Body mechanics	Body position and posture	Explaining the scientific material by presenting it on the screen via PowerPoint 2- Giving an assignment at the end of the lecture for a direct answer 3- Linking theoretical information with practical information and activating student logical and analytical thinking	Daily, weekly and monthly exams and the end of the semester exam (theoretical and laboratory).
5			Temperature		
6					
7	4 ساعة	The Vital Signs	Pulse Respiration		
8	4 ساعة		Blood pressure		
9	4 ساعة	Drug administration	Criteria		Daily, weekly and monthly exams and the end of the semester exam (theoretical and laboratory).
10	4 ساعة	Drug administration	Types of drug and Route		
11	4 ساعة	Drug administration	injection sites		
12	4 ساعة	medExam 1			
13			Assessment Diagnosis		
14	4 ساعة	nursing process	Planning Implementation Evaluation		
15	4 ساعة	Midexam 2			

11. Course Evaluation

Distribution as follows: 20 marks for the semester theory and student activity, 20 marks for the semester practical and laboratory, 20 marks for the final practical, and 40 marks for the final theory.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Carol R. Taylor PhD, MSN, RN, Pamela B Lynn EdD, MSN, RN, Jennifer L Bartlett Ph.D., RN-BC, CNE, CHSE (2023) Fundamentals of nursing E-book: Active learning for collaborative practice. Elsevier Health Sciences.
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Course Description Form

Biochemistry

This course will provide the students with basic knowledge related to human growth & development. It deepens their understanding about the human characteristics, needs, & their normal growth and developmental problems during different stages of human life.

1. Course Name:	
Biochemistry	
2. Course Code:	
CHM102	
3. Semester / Year:	
Semester / Courses first	
4. Description Preparation Date:	
2024 / 9 / 29	
5. Available Attendance Forms:	
In-person Presence and online.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
<ul style="list-style-type: none"> - 30 hours for the semester. - 4 hours a week 	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Farah Mohammed Ghazal	
Email: f.ghazal@uomosul.edu.iq	
8. Course Objectives	
<ol style="list-style-type: none"> 1. To familiarize the student with the most important techniques used, analyses and tests. 2. To provide students with a strong foundation in biochemistry 3. To know the sciences and fields related to biochemistry 4. To provide students with knowledge of the most important diseases related to metabolic processes 	
9. Teaching and Learning Strategies	
Strategy	The educational strategy is Lectures, Group Discussions, Group reports, and presentation Education strategy: a series of notes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	3 Theory 2 Practical	The student should be able to know the importance of Carbohydrates ,types of it.	Carbohydrates	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	3 Theory 2 Practical	Identify Pathways in glucose metabolism	Carbohydrate metabolism	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	3 Theory 2 Practical	Understanding the most important steps of cycle and the role in the body	Krebs cycle	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	3 Theory 2 Practical	Knowledge the lipids types of it, most important disease result from increasing of lipids	Lipids	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	3 Theory 2 Practical	Knowledge the types of Amino acids and proteins and substance produce from metabolism of amino acids	Amino acids and proteins	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth	First Midterm Exam				
Seventh	3 Theory 2 Practical	Understanding the Protein metabolism and types of blood proteins	Protein metabolism and blood proteins	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	3 Theory 2 Practical	Knowledge define the Enzymes	Enzyme	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Ninth	3 Theory	Understanding the Enzyme	Enzyme	Delivering	Daily or

	2 Practical	classification	classification	the lecture using audio-visual aids.	weekly Exam
Tenth	3 Theory 2 Practical	Explain the General examination of urine	General examination of urine	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleven th	3 Theory 2 Practical	Explain the Renal failure, blood urea formation, creatinine formation cycle.	Renal failure, blood urea formation, creatinine formation cycle	Delivering the lecture using audio-visual aids.	Daily or weekly Exam


11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical and laboratory exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	1. Medical Biochemistry page by King.m.w.2004 2. Textbook of Biochemistry for Medical Students 8 Edition by M.D. Vasudevan, M.D. S., Sreekumari , M. Vaidyanathan, Kannan 2016 3. David L.Nelson and Michael M .Cox.(2017) "Lehning Principles of Biochemistry "seven edition .New.Yo ,printed in united states of America. 4.Sam, Turco;Nernon, reichenbecher;Roger, Lane;a Ryan ,M. Harden.(2016)"Biochemistry and Medi Genetics".New.York,printed in the united states America.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://scholar.google.com/
Curriculum update	%15

اسم وتوقيع صاحب المقرر



اسم وتوقيع رئيس القسم والفرع



Course Description Form

English1

This course will provide students with the basic knowledge and skills related to learning English for nursing students in reading, writing, listening and speaking. This will enhance the nursing student's linguistic skills.

1. Course Name:	
English 1	
2. Course Code:	
ENG104	
3. Semester / Year:	
Semester / Courses	
4. Description Preparation Date:	
2-10-2024	
5. Available Attendance Forms:	
In-person Presence.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
- 30 hours	
- 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Sara Saad Ahmed	
sara.saad@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	
<ol style="list-style-type: none"> 1. Knowing the most important rules of the English language. 2. Knowing the most important medical terms . 3. Knowing the basics of English Grammar 4. Learn the names of the devices and departments in the hospital in English. 5. Describe what people do in the hospital , the routine and activities there, and everything related to the nursing profession . 6. Description of hospital admission procedures in English 	

				visual aids.		
Eighth	2 theory	Talk about first aid understand and give instructions	Accidents and emergencies: reading, Writing, and grammar.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam	
Ninth	2 theory	describing how to deal with an emergency	Accidents and emergencies: vocabulary, Listening, speaking, and pronunciation.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam	
Tenth	2 theory	Develop reading and writing skills to write about degrees of pain.	Pain: reading, Writing, and grammar	Delivering the lecture using audio-visual aids.	Daily or weekly Exam	
Eleventh	2 theory	Develop the skill of listening and talking about types of pain	Pain: vocabulary, Listening, and speaking,	Delivering the lecture using audio-visual aids.	Daily or weekly Exam	
Twelfth	2 theory	Ability to describe symptoms	Symptoms: reading , writing and Grammar			

9. Teaching and Learning Strategies

Strategy	<p>The educational strategy is planning the collaborative concept.</p> <p>Brainstorming educational strategy.</p> <p>Education strategy: a series of notes.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 theory	Know how to describe jobs in hospital	The hospital team: reading, Writing and grammar	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	2 theory	Learn the most important medical vocabulary related to hospital staff, while developing my listening, speaking and pronunciation skills.	The hospital team: ,vocabulary,Listening, speaking and pronunciation	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	2 theory	Describes departments of hospital	In and around the hospital : reading, Writing, and grammar. In and around the hospital :listening, speaking, , and pronunciation.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	2 theory	Describe what is inside and outside the hospital.		Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	2 theory	Learning the elements of a sentence	.Hospital admission: reading, Writing, and grammar	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth	Midterm exam				
Seventh	2 theory	Description of how to register at the hospital	Hospital admission: vocabulary, Listening, speaking, and	Delivering the lecture using audio-	Daily or weekly Exam

Thirteen	2 theory	Asking about symptoms	Symptoms:vocabulary, Listening, speaking,	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Fourteen	2 theory	Discussing reports	Discussion of reports submitted by students. A preparatory week before the final Exam	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Fifteen			Final Exam		Daily or weekly Exam

11.Course Evaluation

Distribution as follows: 30 marks for the mid-term exam and daily activity. 70 marks for student activity, and 1 mark for the final exam.

12.Learning and Teaching Resources

Required textbooks (curriculum books, if any)

Oxford English for Careers Nursing 1. (Student book) 2007, by Tony Grice.

Main references (sources)

Recommended books and Oxford English for Careers Nursing 1. (Student book) 2007,

references (scientific journals, reports...)	Tony Grice. English Reading and Comprehension: Macmillan Education LT London and Oxford.
Electronic References, Websites	
Curriculum update	%15



[Handwritten signature]
 د. محمد عبد الله

Course Description Form

1. Course Name:	
Anatomy	
2. Course Code:	
3. Semester / Year:	
Semester	
4. Description Preparation Date:	
1/10/2024	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours per course.(2 hrs weekly)	
7. Course administrator's name (mention all, if more than one name)	
Name: Mohammed A.Hayawi Email: Mohamed.hayawi@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	1. Define the concepts of anatomy and different terms used in anatomy 2. study the structures of the organs of the body 3. Utilize the knowledge gained from the study of human organs structures in understanding other nursing and medical issues ..
9. Teaching and Learning Strategies	
Strategy	The educational strategy is planning the collaborative concept. Brainstorming educational strategy. Education strategy: a series of notes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2 hours Theory 2hours practical	The student should be able to know the meanings of different terms anatomy	Medical terminology used in anatomy	Delivering lecture using audio-visual aids	Daily or weekly Exam
Second week	2 hours Theory 2hours practical	The student should be able to know all the bones and joints in the body	Human skeleton (1)	Delivering lecture using audio-visual aids	Daily or weekly Exam
third week	2 hours Theory 2hours practical	The student should be able to know all the bones and joints in the body	Human skeleton (2)	Delivering lecture using audio-visual aids	Daily or weekly Exam
Fourth week	2 hours Theory 2hours practical	The student should be able to know all the parts of <u>upper</u> digestive system	Digestive System (1)	Delivering lecture using audio-visual aids	Daily or weekly Exam
Fifth week	2 hours Theory 2hours practical	The student should be able to know all the parts of <u>lower</u> digestive system	Digestive System (2)	Delivering lecture using audio-visual aids	Daily or weekly Exam
Sixth week	2 hours Theory 2hours practical	The student should be able to know all the parts of <u>upper</u> respiratory system	Respiratory system (1)	Delivering lecture using audio-visual aids	Daily or weekly Exam
Seventh Week	2 hours Theory 2hours practical	The student should be able to know all the parts of <u>lower</u> respiratory system	Respiratory system (2)	Delivering lecture using audio-visual aids	Daily or weekly Exam

Eighth week	First midterm examination				
Ninth week	2 hours Theory 2hours practical	The student should be able to know the parts of heart	Heart anatomy	Delivering lecture using audio-visual aids	Daily or weekly Exam
Tenth week	2 hours Theory 2hours practical	The student should be able to know the parts of cardiovascular system ,vessels	Cardiovascular System	Delivering lecture using audio-visual aids	Daily or weekly Exam
Eleventh week	2 hours Theory 2hours practical	The student should be able to know the parts of urinary system	Urinary system	Delivering lecture using audio-visual aids	Daily or weekly Exam
Twelves week	2 hours Theory 2hours practical	The student should be able to know the parts of female reproductive system	female reproductive system	Delivering lecture using audio-visual aids	Daily or weekly Exam
Thirteenth week	2 hours Theory 2hours practical	The student should be able to know the parts of male reproductive system	male reproductive system	Delivering lecture using audio-visual aids	Daily or weekly Exam

Fourteenth week	2 hours Theory 2hours practical	The student should be able to know the parts of endocrine system	Endocrine system	Delivering lecture using audio-visual aids	Daily or weekly Exam
Fifteenth week	Second Midterm Exam				
11. Course Evaluation					
The distribution is as follows: 20 points (midterm theoretical exam) and 20 points (midterm practical exam) , 20 points ((the final theoretical exam.)					
12. Learning and Teaching Resources					
Main references (sources)			HOLE'S ESSENTIALS OF HUMAN ANATOMY & PHYSIOLOGY Published by McGraw Hill LLC, 1325 Avenue of Americas, New York, NY 10019. Copyright ©2024 by McGraw Hill LLC.		
Recommended books and references (scientific journals, reports...)			GRAY'S BASIC ANATOMY, SECOND EDITION Copyright © 2018 by Elsevier, Inc.		
Electronic References, Websites			https://scholar.google.com/		
Curriculum update			15%		



Handwritten signature and date:
 ٢٠٢٤/٥/١٥
 د. عبد العزيز عماري

Course Description Form

The course on Nursing Ethics aims to be a fundamental pillar in shaping a generation of nurses who possess ethical commitment, humanity, and high professionalism, ensuring the provision of healthcare services efficiently and with respect for human rights.

1. Course Name:

Code of Ethics

2. Course Code:

ETH105

3. Semester / Year:

2024 – 2025 / First

4. Description Preparation Date:

29 September 2024

5. Available Attendance Forms:

Personal Attendance

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

(2) hours weekly / 30 hours for (15) weeks / (2) units

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

Name: Lect. Dr. Nawaf Mohammed Nawaf.Mohammed@uomosul.edu.iq
Lect. Eman Salim Eman.khaffaf@uomosul.edu.iq

8. Course Objectives

1. **Enhancing Knowledge of Professional Ethics:** Providing students with a comprehensive understanding of the ethical principles and values that govern nursing practice, including autonomy, justice, beneficence, and non-maleficence.
2. **Developing Ethical Decision-Making Skills:** Empowering students to analyze complex ethical situations they may encounter in the workplace and make professional decisions based on ethical principles and health regulations.
3. **Applying Ethics in Practical Practice:** Teaching students how to effectively apply ethical concepts when interacting with patients, colleagues, and interdisciplinary healthcare teams.
4. **Promoting Human Values in Healthcare:** Instilling values of empathy, compassion, and respect in interactions with patients, ensuring adherence to the highest standards of ethical care.
5. **Understanding and Protecting Patient Rights:** Enabling students to recognize legal and ethical patient rights, including the right to privacy, informed consent, and participation in health decision-making.

9. Teaching and Learning Strategies

1. Deliver lectures through presentations and structured teaching.
2. Use modern technology and interactive activities to enhance comprehension through video presentations and supporting materials.
3. Implement discussion techniques by posing questions and topics for students to debate, with opportunities for students to respond and provide real-life examples, thereby enhancing classroom interaction.

4. Activate daily assignments, tests, and oral questions to stimulate student motivation.
5. Organize discussion sessions to deepen understanding and awareness of course topics.

10. Course Structure

Week	Hrs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 , 2	4 hrs	1. Knowledge: ➤ Understanding Ethical Principles.	Factors Leading to Development of Nursing Ethics	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
3 , 4	4 hrs	➤ Clarifying the fundamental principles of nursing ethics, including justice, beneficence, autonomy, and non-maleficence.	Concepts of Nursing Ethics / Values in Professional Ethics	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
5	2 hrs	2. Knowledge of Laws and Regulations:	Ethical Responsibilities in Nursing Care	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
6	2 hrs	➤ Recognizing local and international laws governing nursing practice and patient rights.	The Nurse and the Nursing Profession	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
7	2 hrs	3. Familiarity with Contemporary Ethical Issues:	The Nurse and Community	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
8	2 hrs	➤ Understanding Current Ethical Issues:	Responsibilities of Patients and Their Families	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
9	2 hrs	➤ Grasping the ethical challenges currently facing the healthcare system, such as patient rights, end-of-life issues, and palliative care.	Responsibilities of Nursing Association	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
10	2 hrs	4. Skills: Ethical Decision-Making Skills:	Components of Nursing Profession	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
12	2 hrs	➤ Developing the ability to make informed ethical decisions in various situations.	Ethical Characteristics / Specifications of Ethical Nursing Care	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
13	2 hrs	5. Promoting Human Values: ➤ Enhancing Human Values: Fostering values such as empathy and compassion in healthcare practices.	Patient Rights	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
14	2 hrs		Rights of Nurses	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test
15	2 hrs	6. Resolving Ethical Conflicts: ➤ Identifying and Managing Ethical Conflicts: Ability to recognize ethical conflicts in the workplace and address them in a professional and ethical manner.	Qualities of a Nurse	Lecture Discussion	Assessment of Discussion, Seminar , and In-Person Test

11. Course Evaluation	
• Discussion and Seminar, Quizzes	10 %
• First Midterm Exam	10 %
• Second Midterm Exam	10 %
• Final Exam	70 %
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	None
Main references (sources)	<ol style="list-style-type: none"> 1. Butts, J. B., & Rich, K. L. (2019). <i>Nursing ethics: Across the curriculum and into practice</i> (5th ed.). Jones & Bartlett Learning. 2. Burkhardt, M. A., & Nathaniel, A. K. (2020). <i>Ethics and issues in contemporary nursing</i> (5th ed.). Cengage Learning.
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. <i>Journal of Nursing Ethics</i>. (n.d.). SAGE Publications. Retrieved from https://journals.sagepub.com/home/nej 2. Johnstone, M.-J. (2015). <i>Oxford handbook of nursing ethics</i>. Oxford University Press. 1. Singer, P. A., Viens, A. M., & Savulescu, J. (2014). <i>The Cambridge handbook of bioethics</i>. Cambridge University Press.
Electronic References, Websites	<ol style="list-style-type: none"> 1. American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/ 2. International Council of Nurses. (n.d.). <i>Code of Ethics for Nurses</i> [Website]. Retrieved from https://www.icn.ch/who-are/code-ethics-nurses

Course Description Form

Computer 1

Enriching the student through familiarization with computers, and using Windows 10 to develop the student's proficiency in using computer technologies as well as using information technology in nursing.

1. Course Name:

Computer 1

2. Course Code:

Cos 106

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

1/9/2024

5. Available Attendance Forms:

In-person Presence and online.

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

- 15 hours for the semester.
- 1 hours a week

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

Name: prof. Isra Natheer Alkallak

alkalak.isra@uomosul.edu.iq

8. Course Objectives

The program includes several objectives.

- 1. Getting to know the computer.**
- 2. Studying the hardware parts of the computer.**
- 3. Studying the software parts of the computer.**
- 4. Studying the operating system.**
- 5. Defining information technology.**
- 6. Dealing with Windows setting.**
- 7. Getting to know the computer virus.**

9. Teaching and Learning Strategies

Strategy	<p>1- Explaining and clarifying the theoretical material by using a display screen and drawing on the board for each topic within the study material.</p> <p>2- Giving daily homework regarding the material and following up on the students' work and activity</p> <p>3- Using the discussion method between students to provide a more comprehensive understanding of the material.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	1 Theory	Computer system, the operations by computer, kinds of data, information technology, functions of keys in key board.	Computer system, the operations by computer, kinds of data, information technology, functions of keys in key board.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	1 Theory	CPU. Data representation in memory,....	CPU. Data representation in memory,....	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	1 Theory	Software, program, instruction, application programs	Software, program, instruction, application programs	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	1 Theory	Virus of computer & methods for protected	Virus of computer & methods for protected	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	1 Theory	Window 10 layout, setting of Window 10	Window 10 layout, setting of Window 10	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth	First Midterm Exam				

Seventh	1 Theory	Start Button, task bar	Start Button, task bar	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	1 Theory	Major system information, methods for opening and deleting the windows, title bar.	Major system information, methods for opening and deleting the windows, title bar.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Ninth	1 Theory	Options for shutdown the computer, icons, search	Options for shutdown the computer, icons, search	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	1 Theory	Methods of creating the folders and files and methods of selecting	Methods of creating the folders and files and methods of selecting	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	1 Theory	Move & copy the folders & files by memories. Rename of folders & files	Move & copy the folders & files by memories. Rename of folders & files	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
twelve	Second Midterm Exam				
Thirteen	1 Theory	Create of shortcut, arrange of files and folders	Create of shortcut, arrange of files and folders	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourteen	1 Theory	Methods of delete folders and retrieve, deleting of recycle bin	Methods of delete folders and retrieve, deleting of recycle bin	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifteen	1 Theory	Back ground of the desktop, screen saver, date, time.	Back ground of the desktop, screen saver, date, time.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

11. Course Evaluation

20% mid exam for the semester theory, 10% for the quiz exam and student activity, and 70% for the final theory.

12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)

Title الحاسوب والبرمجيات الجاهزة

عربي / انكليزي

Author(s) محمد بلال الزغبى وآخرون

Publisher دار وائل للنشر والتوزيع الاردن / عمان

Year 2013

Edition دار وائل للنشر

Main references (sources)

Suggested Books

1. Graham Brown, David Watson, "Cambridge IGCSE Information and Communication Technology", 3rd Edition (2020)
2. Alan Evans, Kendall Martin, Mary Anne Poutsy, "Technology In Action Complete", 16th Edition (2020).
3. Ahmed Banafa, "Introduction to Artificial Intelligence (AI)", 1st Edition (2024).
4. المصطفى علي الخطير يفت, "تأسيسات الحاسوب" 2016
5. الدكتور عادل عيشور, "مدخل إلى عالم النكاء الاصطناعي" 2005

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

Electronic References, Website

Curriculum update rate 10%

%10



أ. د. محمد زكريا الكلاش
مدرس المادة

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



Academic Program and Course Description Guide

2024

Course Description Form

1. Course Name:					
Fundamentals of nursing					
2. Course Code:					
NUR107					
3. Semester / Year:					
Semester two					
4. Description Preparation Date:					
27\9\2024					
5. Available Attendance Forms:					
In presence and electronic					
6. Number of Credit Hours (Total) / Number of Units (Total)					
120 hours in semester, 8 hours weekly					
7. Course administrator's name (mention all, if more than one name)					
Name: Rami Ramadhan Assistant Professor Email: rami.ramadhan@uomosul.edu.iq					
8. Course Objectives					
Course Objectives 1. Providing students with skills to deal with various medical conditions 2. Expanding students' skills in addition to previous acquired skills 3. Explaining the most important disease cases, treatment methods, and how to deal with them.				<ul style="list-style-type: none"> • • • 	
9. Teaching and Learning Strategies					
Strategy		1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series			
10. Course Structure					
Week	Hours	Required	Unit or subject name	Learning method	Evaluation

		Learning Outcomes			method
1	4 ساعة	Skin Integrity and Wound Care	Types of wounds The right way dealing with wounds	Explaining the scientific material by presenting it on the screen via PowerPoint	Daily, weekly and monthly exams and the end of the semester exam (theoretical and laboratory).
2	4 ساعة	Skin Integrity and Wound Care	Dressing	2- Giving an assignment at the end of the lecture for a direct answer	
3	4 ساعة	Pre-operative nursing care	Patient preparation	3- Linking theoretical information with practical information and activating student logical and analytical thinking	
4	4 ساعة	Intra-operative nursing care	Care during anesthesia		
5	4 ساعة	Post-operative nursing care	Nursing care to deal with and prevent complications		Daily, weekly and monthly exams and the end of the semester exam (theoretical and laboratory).
6	4 ساعة	Oxygenation	Indication	Explaining the scientific material by presenting it on the screen via PowerPoint	
7	4 ساعة	Pain management	Pain theory, assessment	2- Giving an assignment at the end of the lecture for a direct answer	
8	4 ساعة	Pain management	Types of pain and management	3- Linking theoretical information with practical information and activating student logical and analytical thinking	
9	4 ساعة	Urinary elimination	Assessment and nursing care		
10	4 ساعة	Bowel elimination	Assessment and nursing care		
11	4 ساعة	Body fluids	Fluid balances		
12	4 ساعة	Hot and cold application	Physiotherapy		
13	4 ساعة	Blood transfusion Intravenous (Solutions) Fluid			
14		Exam 1			
15		Exam 2			

11. Course Evaluation

Distribution as follows: 20 marks for the semester theory and student activity, 20 marks for

the semester practical and laboratory, 20 marks for the final practical, and 40 marks for the final theory.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Carol R. Taylor PhD, MSN, RN, Pamela B L EdD, MSN, RN, Jennifer L Bartlett Ph.D., RN-CNE, CHSE (2023). Fundamentals of nursing E-book Active learning for collaborative practice. Elsevier Health Sciences.
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Course Description Form

1. Course Name:	
Physiology	
2. Course Code:	
3. Semester / Year:	
Semester	
4. Description Preparation Date:	
5/10/2024	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours per course.(2 hrs weekly)	
7. Course administrator's name (mention all, if more than one name)	
Name: Mohammed A.Hayawi Email: Mohamed.hayawi@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Define the concepts of physiology and different terms used in anatomy 2. study the function of the organs of the body 3. Utilize the knowledge gained from the study of human organs functions in understanding other nursing and medical issues ..
9. Teaching and Learning Strategies	
Strategy	<p>The educational strategy is planning the collaborative concept.</p> <p>Brainstorming educational strategy.</p> <p>Education strategy: a series of notes.</p>

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2 hours Theory 2hours practical	The student should be able to know everything related to the blood and its composition	Blood (1)	Delivering lecture using audio-visual aids	Daily or weekly Exam
Second week	2 hours Theory 2hours practical	The student should be able to know everything related to the blood and its composition and blood transfusion	Blood (2)	Delivering lecture using audio-visual aids	Daily or weekly Exam
third week	2 hours Theory 2hours practical	The student should be able to know the function of organs <u>upper</u> digestive system	Physiology of Upper digestive system (1)	Delivering lecture using audio-visual aids	Daily or weekly Exam
Fourth week	2 hours Theory 2hours practical	The student should be able to know all the parts of <u>lower</u> digestive system	Physiology of lower of Digestive System (2)	Delivering lecture using audio-visual aids	Daily or weekly Exam
Fifth week	2 hours Theory 2hours practical	The student should be able to know the function of organs of respiratory system	Physiology of Respiratory System	Delivering lecture using audio-visual aids	Daily or weekly Exam
Sixth week	2 hours Theory 2hours practical	The student should be able to know the function of heart	Heart physiology	Delivering lecture using audio-visual aids	Daily or weekly Exam
Seventh Week	2 hours Theory 2hours practical	The student should be able to know the function vascular and lymph system	Cardiovascular system physiology	Delivering lecture using audio-visual aids	Daily or weekly Exam

Eighth week	First midterm examination				
Ninth week	2 hours Theory 2hours practical	The student should be able to know the function of parts of urinary system	Urinary system physiology	Delivering lecture using audio-visual aids	Daily or weekly Exam
Tenth week	2 hours Theory 2hours practical	The student should be able to know the function of male reproductive system	male reproductive system	Delivering lecture using audio-visual aids	Daily or weekly Exam
Eleventh week	2 hours Theory 2hours practical	The student should be able to know the function of female reproductive system	female reproductive system(1)	Delivering lecture using audio-visual aids	Daily or weekly Exam
Twelves week	2 hours Theory 2hours practical	The student should be able to know the function of female reproductive system	female reproductive system (2)	Delivering lecture using audio-visual aids	Daily or weekly Exam

Course Description Form

English 2

This course will provide students with the basic knowledge and skills related to learning English for nursing students in reading, writing, listening and speaking. This will enhance the nursing student's linguistic skills.

1. Course Name:

English 2

2. Course Code:

ENG109

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

2-10-2024

5. Available Attendance Forms:

In-person Presence.

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

- 30 hours

- 2 units

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

Name: Sara Saad Ahmed

sara.saad@uomosul.edu.iq

8. Course Objectives

Course Objectives

1. Know the most important rules of the English language.
2. Know the most important medical terms.
3. Know the basics of English grammar
4. know the most important vocabulary related to the elderly and nutrition as well as those related to mental health

9. Teaching and Learning Strategies

Strategy

The educational strategy is planning the collaborative concept.

Brainstorming educational strategy.

Education strategy: a series of notes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 theory	The student should know the most important vocabulary for dealing with the elderly, especially in the areas of reading and writing.	Caring for the Elderly: Reading and Writing.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	2 theory	Learn how to describe the problems of the elderly, developing listening, speaking and pronunciation skills.	Caring for the Elderly : Listening, speaking and pronunciation	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	2 theory	Knowing the vocabulary related to the nutritional value of different foods	Nutrition and obesity: Reading and writing.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	2 theory	Knowing the rules of giving advice	Nutrition and obesity: Listening, speaking and pronunciation. and grammar	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	2 theory	Describe blood groups	Blood : Reading and writing.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth	Midterm exam				
Seventh	2 theory	Describes logical sequences using (if, and when)	Blood : Listening, speaking, grammar	Delivering the lecture using audio-visual	Daily or weekly Exam

First sem

			and pronunciation.	aids.	
Eighth	2 theory	Expressing possibility	Death and dying: Reading, grammar and writing.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Ninth	2 theory	Talking about death	Death and dying: Listening, speaking and Pronunciation	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	2 theory	Develop reading and writing skills	Hygiene Reading and writing.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	2 theory	Developing the skill of listening and talking about the symptoms of mental illness	Mental health nursing: Reading and writing.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Twelfth	2 theory	Ability to describe mental health	Mental health nursing, speaking and listening.		
Thirteen	2 theory	Learning passive voice	Monitoring the Patient: Reading , writing, and Grammar	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourteen	2 theory	Knowing the terms related to medicines	Medication: Reading , writing, and Grammar	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifteen	2 theory	Knowing alternative medicine terms	Alternative treatments: Reading , writing, and		Daily or weekly Exam

			Grammar		
11. Course Evaluation					
Distribution as follows: 30 marks for the mid-term exam and daily activity. 70 marks for student activity, and 1 mark for the final exam.					
12. Learning and Teaching Resources					
Required textbooks (curricular books if any)		Oxford English for Careers Nursing 1. (Student book) 2007, by Tony Grice.			
Main references (sources)					
Recommended books and references (scientific journals, reports...)		Oxford English for Careers Nursing 1. (Student book) 2007, by Tony Grice. English Reading and Comprehension: Macmillan Education Ltd London and Oxford.			
Electronic References, Websites					
Curriculum update		%15			



اسم وتوقيع رئيس القسم أو القريب
د. محمد

اسم وتوقيع صاحب المقرر

أ. م. محمد

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



Academic Program and Course Description

Medical Terminology

2025

Course Description Form

Medical Terminology

This semester at the College of Nursing, University of Mosul, in the Medical Terminology Program seeks to develop and identify the basics of medical terminology and the most important vocabulary related to the human body systems to contribute to the development of practical knowledge and education among students.

1. Course Name:

Medical Terminology

2. Course Code:

TER110

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

2024 / 9 / 29

5. Available Attendance Forms:

In-person Presence and online.

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

- 60 hours for the semester.
- 2 theory hours a week
- 2 laboratory hours a week

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

Name: Nawaf Mohammed Dhaher

Email: nawaf.mohammed@uomosul.edu.iq

8. Course Objectives

Course Objectives

1. Explain the purpose of each component of a medical term and name each.
2. Explain how to combine forms used to create terms related to different body systems.
3. Identify the meaning of comparable abbreviations.
4. Identify prefixes and suffixes and how to distinguish them.
5. Identify the most important standard laboratory tests, clinical procedures, and diagnoses used in the medical field.

6. Identify medical terms that refer to body systems

9. Teaching and Learning Strategies

Strategy	Theoretical lectures Use discussion methods Writing report
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 Theory 2Lab	Medical terminology terms Medical word elements Basic guidelines	Basic elements of a medical word	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Second	2 Theory 2Lab	Suffixes Suffix linking Suffix types surgical, diagnostic, pathological, and related suffixes Plural suffixes	Suffixes	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Third	2 Theory 2Lab	Prefixes Prefix linking Prefix types prefixes of position, number, measurement, and direction Other common prefixes	Prefixes	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Fourth	2 Theory 2Lab	Body structure Levels of organization Body planes, directions and cavities:	Body structure	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Fifth	2 Theory 2Lab	Anatomical terminology Anatomical division of the abdomen Body region Anatomical division of the back	Body structure	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Sixth	2 Theory 2Lab	The digestive system The accessory organs: Combining forms ,suffixes, a terminology Disorders of GIT Symptoms of the digestive system Pharmacology Diagnosis	The digestive system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom

		Practice and Practitioners			
Seventh	First Midterm Exam				
Eighth	2 Theory 2Lab	Respiratory System Anatomy and physiology Respiratory disease Disorders and treatments Pharmacology Diagnostic, symptomatic, and other terms Practice and practitioners	Respiratory System	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Ninth	2 Theory 2Lab	The cardiovascular system (CVS) The heart Disorders related to system Common terms in cardiac diseases and their meaning Pharmacology Diagnosis Practice and practitioners	The cardiovascular system (CVS)	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Tenth	2 Theory 2Lab	Musculoskeletal System The muscular system The skeleton system Medical word of the skeletal system Pathological conditions of the skeletal system	Musculoskeletal System	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Eleventh	2 Theory 2Lab	Spinal disorders Symptomatic of the skeletal system pathological conditions of the muscular system Pharmacology Diagnosis Practice and practitioners	Musculoskeletal System	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Twelve	Second Midterm Exam				
Thirteen	2 Theory 2Lab	The integumentary system Disorders of the skin Symptoms and pathological skin conditions Pharmacology Diagnostic and Therapeutic Procedures related to this system Practice and practitioners	The integumentary system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Fourteen	2 Theory 2Lab	The nervous system Spinal cord Other parts of the central nervous system The peripheral nervous system	The nervous system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom
Fifteen	2 Theory 2Lab	Disorders of the nervous system Pharmacology Diagnosis and procedures Practitioners	The nervous system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam Writing report Home work in classroom

11. Course Evaluation

The distribution is as follows: 30 points for the midterm exam and student activities, 70 points for the final exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Gyls, B. A., & Wedding, M. E. (2017). <i>Medical terminology systems: a body systems approach</i> . FA Davis. Fremgen, B. F., & Frucht, S. S. (2016). <i>Medical Terminology: A living language</i> (p. 672). Pearson Prentice Hall. Wingerd, B. (2016). <i>Medical terminology complete</i> . Third edition. Pearson Education, Inc., New Jersey
Recommended books and references (scientific journals, reports...)	Betty Davis Jones, ebooksclub.org Comprehensive_Medical_Terminology, Third_Edition Gyls, B, A. Wedding, M., E. (2009). <i>Medical terminology systems: a body systems approach</i> . 6th ed.F. A. Davis Company
Electronic References, Websites	https://www.nlm.nih.gov/ https://www.merriam-webster.com/medical

Course Description Form

Computer 2

Enriching the student by getting to know the ready-made application programs, including the use of Microsoft Word 2013 to develop the student's proficiency in it.

1. Course Name:	
Computer 2	
2. Course Code:	
Cos 111	
3. Semester / Year:	
Semester / Courses	
4. Description Preparation Date:	
1/9/2024	
5. Available Attendance Forms:	
In-person Presence and online.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
<ul style="list-style-type: none">- 30 hours for the semester.- 2 hours a week	
7. Course administrator's name (mention all, if more than one name)	
Name: prof. Isra Natheer Alkallak alkalak.isra@uomosul.edu.iq	
8. Course Objectives	
The program includes several objectives. <ul style="list-style-type: none">1. Identifying application programs.2. Studying Word 20133. Dealing with the Word 2013 window4. Applying the commands in the menus in the Word 2013 window	
9. Teaching and Learning Strategies	
Strategy	1- Explaining and clarifying the theoretical material by using a display screen and drawing on the board for each topic within the study material.

	<p>2- Giving daily homework regarding the material and following up on the students' work and activity</p> <p>3- Using the discussion method between students to provide a more comprehensive understanding of the material.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 in lab.	Start word 2013, opening and closing, creating, formatting the document, using templates	Start word 2013, opening and closing, creating, formatting the document, using templates	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	2 in lab.	Managing tables, style, themes, spell check, grammar tools, header and footer.	Managing tables, style, themes, spell check, grammar tools, header and footer.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	2 in lab.	Introduction of spread sheet, creating formatting, sorting and filter, using function	Introduction of spread sheet, creating formatting, sorting and filter, using function	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	Quiz in lab				
Fifth	2 in lab.	Pivot tables, data analysis, data validation, error checking, creating charts and graphs.	Pivot tables, data analysis, data validation, error checking, creating charts and graphs.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

Sixth		Start power point 2013 in details, tabs.Quick access title, create blank presentation, insert a new slides.Formatting the text in slides, save, open, close the window and power point.	Start power point 2013 in details, tabs.Quick access title, create blank presentation, insert a new slides.Formatting the text in slides, save, open, close the window and power point.		
Seventh	2 in lab.	Design tab, insert background, Insert, remove transition for slides.	Design tab, insert background, Insert, remove transition for slides.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	Quiz in lab				
Ninth	2 in lab.	Insert, remove animation and insert sound and timing of slides. Methods for view of slides, deletes, hide, unhide slides, Duplicate slide, copy, paste slide, rearrange slides, insert image in slides.	Insert, remove animation and insert sound and timing of slides. Methods for view of slides, deletes, hide, unhide slides, Duplicate slide, copy, paste slide, rearrange slides, insert image in slides	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	2 in lab.	Define internet, www, kinds of protocols.	Define internet, www, kinds of	Delivering the lecture	Daily or weekly

			protocols.	using audio-visual aids.	Exam
Eleventh	2 in lab.	Network, kinds of networks, search engine, hypertext, html, connecting to internet	Network, kinds of networks, search engine, hypertext, html, connecting to internet	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
twelve	Midterm Exam				
Thirteen	2 in lab.	Web site, search, difference between E mail & web address.URL, domain name	Web site, search, difference between E mail & web address.URL, domain name	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourteen	2 in lab.	E- learning, types, advantages, challenges, document collaborations.	E- learning, types, advantages, challenges, document collaborations.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifteen	2 in lab.	Cloud computing, advantages, challenges. Office 365, google doc, google sheet, google drive.	Cloud computing, advantages, challenges. Office 365, google doc, google sheet, google drive	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

11. Course Evaluation

Distribution as follows: 20 marks for the semester practical exam, 5 for the daily practical exam, 14 theoretical exams for the practical subject in the multiple-choice format, 1% student participation, and 60 final distributed (30 theoretical exams for the practical subject in the multiple-choice format + 30

marks for the final practical).

12. Learning and Teaching Resources

Required textbooks (curricular books any)

Title الحاسوب والبرمجيات الجاهزة

عربي / انكليزي

Author(s) محمد بلال الزغبى وآخرون

Publisher دار وائل للنشر والتوزيع الاردن / عمان

Year 2013

Edition دار وائل للنشر

Main references (sources)

Suggested Books

1. Graham Brown, David Watson, "Cambridge KSSE Information and Communication Technology", 3rd Edition (2020)
2. Alan Evans, Kendall Martin, Mary Anne Pooley, "Technology In Action Complete", 16th Edition (2020)
3. Abhishek Barua, "Introduction to Artificial Intelligence (AI)", 1st Edition (2024).
4. الفخر علي الفخر يملك " أساسيات الحاسوب " 2016
5. الدكتور عادل عبدالنور , "منطلق إلى عالم شبكة الانترنت" 2005

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

Electronic References, Websites

Curriculum update rate 10%

%20



أ. س. رائدة بير الكلال
مدرسة الكادى

Course Description Form

Adult nursing (1)

The College of Nursing, University of Mosul, in its adult program seeks excellence in providing a comprehensive approach to preparing the professional nurse in the practice, education and research related to adult nursing and providing comprehensive family-centered care for adults.

1. Course Name:

Adult nursing

2. Course Code:

NUR 201

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

2024 / 9 / 29

5. Available Attendance Forms:

In-person Presence and online .

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

- 4 hours for the theoretical.
- 12 hours for practical training

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

Name: Dr. Harith Fathi Khudhayer

Email: harith.f@uomosul.edu.iq

Name: Mr. Tameem Thamir Maayoof

8. Course Objectives

1. Ensure excellent academic performance and overall development of students in practical and theoretical aspects towards adult patient care.
2. Motivate students to be self-motivated with the attributes of critical thinking, judgment and leadership abilities in the practical aspect
3. Apply innovative teaching strategies with high technology that enhances the learning

outcomes of students.

4. Participate in preparing students who possess skills within appropriate ethical boundaries.

9. Teaching and Learning Strategies

Strategy	<p>The educational strategy is planning the collaborative concept.</p> <p>Brainstorming educational strategy.</p> <p>Education strategy: a series of notes.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	4 Theory 12 Practical	The student should be able to understand what adult nursing is, how the adult team is formed in the hospital, and what the approved nursing process consists of in providing nursing care.	Introduction to Adult Nursing and the Nursing Process	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	4 Theory 12 Practical	Learn how cancer occurs by identifying the composition of cancer cells, then the signs and symptoms resulting from the tumor, and how to provide appropriate treatment for cancer patients.	Cancerous tumors and how they occur	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	4 Theory 12 Practical	How to provide appropriate treatment for cancer patients and how to deal with chemotherapy and radiation	Care of cancer patients	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	4 Theory 12 Practical			Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	4 Theory 12 Practical	Learn about the anatomy, physiology and pathophysiology of the digestive system and the most important diagnostic methods for digestive	Digestive system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

		system diseases.			
Sixth	First Midterm Exam				
Seventh	4 Theory 12 Practical	Understand the anatomy of the cardiovascular system and how to use diagnostic methods.	Cardiovascular system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	4 Theory 12 Practical	How do myocardial infarction, angina, and heart failure occur and how to deal with them	Cardiovascular system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Ninth	4 Theory 12 Practical	Understanding the anatomy and physiology of the respiratory system and the most important diagnostic methods for respiratory diseases	Anatomy and physiology of the respiratory system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	4 Theory 12 Practical	Understand how pneumonia, asthma and bronchitis occur, recognize the signs and symptoms, and how to treat and manage them through nursing care.	Respiratory system disease	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	4 Theory 12 Practical	Learn about the endocrine system and the most important diagnostic methods	Anatomy and physiology of endocrine system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second Teen	Second Midterm Exam				
Thirteen	4 Theory 12 Practical	Learn about diabetes, its signs and symptoms, and how to deal with it from a nursing perspective.	Diabetes mellitus	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourteen	4 Theory 12 Practical	Knowing the thyroid and parathyroid glands anatomically, identifying the diseases that affect them, their signs and	Thyroid and parathyroid gland disease	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

		symptoms, how to intervene with them, and providing nursing care			
Fifteen	4 Theory 12 Practical	Learn about the composition and components of blood, the most important diagnostic methods for blood diseases, their signs and symptoms, and how to provide nursing care to patients.	Blood diseases	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Hinkle, J., Cheever, K., and Overbaugh, K. (2022). Brunner and Suddarths, Textbook of medical surgical nursing. 15TH EDITION. Welter's Kluwer, Lippincott Williams and Wilkins. China.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Hinkle, J., Cheever, K., and Overbaugh, K. (2022). Brunner and Suddarths, Textbook of medical surgical nursing. 15TH EDITION. Welter's Kluwer, Lippincott Williams and Wilkins. China.
Electronic References, Websites	https://scholar.google.com/

Course Description Form

Pharmacology II

This semester includes a series of lectures that aim to provide students with basic information about pharmacology and the uses of drugs in treating various human diseases, especially heart diseases and drugs for the digestive and respiratory systems.

1. Course Name:	
PharmacologyII	
2. Course Code:	
PHR209	
3. Semester / Year:	
Semester / Courses	
4. Description Preparation Date:	
2024 /10 / 6	
5. Available Attendance Forms:	
In-person Presence and online.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
<ul style="list-style-type: none">- 30 hours for the semester.- 2 hours a week	
7. Course administrator's name (mention all, if more than one name)	
Name: هاني مهدي محمد صالح hanialmukhtar@uomosul.edu.iq	
8. Course Objectives	
Course Objectives Providing the student with theoretical information about the mechanism of action of drugs, the side effects they cause, and drug interactions of various types.	
9. Teaching and Learning Strategies	
Strategy	The educational strategy is planning the collaborative concept. Brainstorming educational strategy. Education strategy: a series of notes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 Theory		Autonomic Pharmacology: Cholinergic	Presenting a lecture using PowerPoint	Daily or weekly Exam
Second	2 Theory		Autonomic Pharmacology: Adrenergic	Presenting a lecture using PowerPoint	Daily or weekly Exam
Third	2 Theory		Antiadrenergic	Presenting a lecture using PowerPoint	Daily or weekly Exam
Fourth	2 Theory		Anticholinergics	Presenting a lecture using PowerPoint	Daily or weekly Exam
Fifth	2 Theory		Antihypertensive drugs	Presenting a lecture using PowerPoint	Daily or weekly Exam
Sixth	2 Theory		Antianginal drugs	Presenting a lecture using PowerPoint	
Seventh	First Midterm Exam				
Eighth	2 Theory		Drugs acting on respiratory system	Presenting a lecture using PowerPoint	Daily or weekly Exam
Ninth	2 Theory		Anticoagulant drugs, Antiplatelet drugs	Presenting a lecture using PowerPoint	Daily or weekly Exam
Tenth	2 Theory		Drugs used for hyperlipidaemia	Presenting a lecture using PowerPoint	Daily or weekly Exam
Eleventh	2 Theory		GIT drugs: for ulcer	Presenting a lecture using PowerPoint	Daily or weekly Exam

Twelve	2 Theory		Drugs for treatment of ulcerative colitis, Drugs for treatment of diarrhoea and constipation	Presenting a lecture using PowerPoint	Daily or weekly Exam
Thirteen	2 Theory		Drugs for treatment of obesity	Presenting a lecture using PowerPoint	Daily or weekly Exam
Fourteen	2 Theory		Diuretic drugs	Presenting a lecture using PowerPoint	Daily or weekly Exam
Fifteen	2 Theory		GIT drugs: for ulcer	Presenting a lecture using PowerPoint	Daily or weekly Exam

11. Course Evaluation

The distribution is as follows: 30 points for the midterm theoretical exam and student activities, 70 points for the final practical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Nursing Pharmacology
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Katzung Pharmacology Lippincott's Illustrated Review
Electronic References, Websites	https://scholar.google.com/

University of Mosul
College of Nursing
Clinical Nursing Sciences Department
Course Syllabus
2024-2025

Course Information	
Course Title	Health Assessment
Course Number	202
Credit Hours	Total (6) Credits Theory: (3) Practice: (6) Total: (9)
Course Calendar	One course:1 – 15
Placement	Second year/ Nursing college\ university of Mosul\ Iraq
Course Instructor	1. Dr. Tahsein Muhsin Hussein . Asst. Prof 2. Mr. Munther Natheer Thanoon. Lecturer 3. Mohammed Tareq Ali . Lecturer
Course Coordinator	Dr. Dr. Tahsein Muhsin Hussein
Office Hours	6 hours
Course Description	
This course provides the students with the knowledge and skills necessary to perform a comprehensive health assessment utilizing the skills of history taking , examination maneuvers such inspection , palpation , percussion and auscultation and their findings normal and variation	

Course Objectives

Upon successful completion of the course, the student will:

1. Demonstrate history-taking and interviewing skills necessary for comprehensive data collection.
2. Demonstrate beginning level skill in the techniques of physical exam: inspection, palpation, percussion, and auscultation.
3. Differentiate between normal and abnormal assessment findings.
4. Apply relevant anatomy and physiology to the health assessment process.
5. Integrate health assessment into the nursing process and nursing practice.
6. Describe how cultural/ethnic differences influence the findings in a health assessment.
7. Explain how assessment techniques vary across the lifespan.

Teaching Methods

1. Audio and Visual lectures.
2. lecture notes.
3. Power points.
4. Interactive exercises.
5. Lab. teaching methods.
6. Audiovisuals, demonstration, practice

Contents

1. Introduction to Health Assessment
2. Introduction to health history and its component.
3. Approach of physical examination and maneuvers
4. Nursing process in health assessment.
5. Approaches and examination sequence used in Peripheral Lymphatic System.
6. Approaches and examination sequence used in Head and Neck.
7. Approaches and examination sequence used in Respiratory System.
8. Approaches and examination sequence used in Abdominal System.
9. Approaches and examination sequence used in Cardiovascular System.
10. Approaches and examination sequence used in Musculoskeletal System.
11. Approaches and examination sequence used in Endocrine System
12. Approaches and examination sequence used in Nervous System.

Text Book	
Title	Macleod's clinical examination,
Author(s)	Innes, J., A ., Dover, A.,R., Fairhurst, K.,
Publisher	Churuchil Livingstone Elsevier Limited
Year	2018
Edition	14 th edition

Reference	
Title	Health Assessment In Nursing
Author(s)	Weber, J., and Kelley, J.,
Publisher	Lippincott Williams & Wilkins
Year	2014
Edition	5 th edition

Reference	
Title	Physical Examination and Health Assessment,
Author(s)	Jarvis Carolyn ,
Publisher	Churuchil Livingstone Elsevier Limited
Year	2019
Edition	8 th edition

Course Description Form

Microbiology I

The mission of the program includes preparing professional nurses who are able to prevent the spread of pathogens by using optimal methods of chemical and physical control to prevent contamination.

1. Course Name:

Microbiology I

2. Course Code:

(MBN204)

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

2024 / 9 / 30

5. Available Attendance Forms:

In-person Presence and online.

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

- 60 hours for the semester.
- 4 hours a week

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

Name: Dr. Mohammed Taha Mahmood Kudaer

Email: mohammed.taha@uomosul.edu.iq

8. Course Objectives

Course Objectives

1. Learn how to use a microscope and the processes of preparing microscopic slides for laboratory tests in addition to various diagnostic tests.
- 2- Learn about sterilization and disinfection methods for nursing care procedures.
- 3- Learn about the different types of pathogenic microorganisms and ways to differentiate between them, as well as the diseases and injuries they cause to humans and how to diagnose and treat them.
- 4- Learn about the human immune system, its components, how it works in disease cases, and what are the most important disorders and disorders that may affect it

9. Teaching and Learning Strategies

Strategy	<p>The educational strategy is planning the collaborative concept.</p> <p>Brainstorming educational strategy.</p> <p>Education strategy: a series of notes.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 Theory 2 Practical	<p>The classification of -microorganisms</p> <p>-Eukaryotic organisms, Prokaryotic organisms, Viruses.</p> <p>The bacteriology: the basic</p> <p>-structure of bacteria, size, shape and the structure of bacterial cell wall.</p>	The Science of Microbiology	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	2 Theory 2 Practical	Nutritional requirements of bacteria	Bacterial Physiology and Staining Techniques	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	2 Theory 2 Practical	<p>1. Physical Method</p> <p>(a) Thermal (Heat) methods</p> <p>(b) Radiation method</p> <p>(c) Filtration method</p> <p>2. Chemical Method</p>	Control of Microorganisms by Physical and Chemical Agents	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	2 Theory 2 Practical			Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	2 Theory 2 Practical	- Bacterial growth curve: environmental influences in bacterial growth (Temperature., moisture and other	Bacterial Growth Curve	Delivering the lecture using audio-	Daily or weekly Exam

		factors)		visual aids.	
Sixth	First Midterm Exam				
Seventh	2 Theory 2 Practical	Gram positive bacteria - Staphylococci (Types of staphylococcal bacteria, staphylococcal, diseases, important - properties, transmission, pathogenesis, clinical finding, diagnosis and treatment).	Gram Positive Cocci Bacteria Genus : Staphylococcus	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	2 Theory 2 Practical	Streptococci (types of streptococcal bacteria, properties, transmission, pathogenesis, clinical finding, diagnosis and treatment).	Gram Positive Cocci Bacteria Genus : Streptococcus	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Ninth	2 Theory 2 Practical	Gram negative cocci - Gonococcal and meningococcal infectious diseases, important properties, transmission - pathogenesis, clinical finding, diagnosis and treatment).	Gram Negative Cocci Bacteria Genus : Neisseria	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	2 Theory 2 Practical	Esheriechia, Klebseilla, 2 .8 Pseudomonas (diseases, important properties, transmission, - pathogenesis, clinical finding, diagnosis and treatment). - Proteus, Vibrio,	Gram Negative Bacilli Bacteria Family : Enterobacteriaceae and Vibrionaceae	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	2 Theory 2 Practical	Mycobacteria (diseases, 2 .6 important properties, transmission, pathogenesis, clinical fininding - diagnosis and treatment). - Other mycobacterial Disease - Gram negative bacteria	Mycobacterium tuberculosis ,	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

		(Enterobacteriaceae) general characteristics of the enteric bacteria			
Twelve	Second Midterm Exam				
Thirteen	2 Theory 2 Practical	Gram positive bacilli - Corynebacterium - Diphtheria diseases, important properties, transmission, pathogenesis, clinical finding, - diagnosis and treatment.	Corynebacterium diphtheria and other pathogenic bacteria	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Fourteen	2 Theory 2 Practical	Bacillus 2 .5 - Anthrax (diseases, important properties, transmission, pathogenesis, clinical finding, - diagnosis and treatment). - Infections due to other bacillus species Clostridium (Clostridial diseases: tetanus, botulism, cellulites and gas gangrene, imp - properties, transmission, pathogenesis, clinical finding, diagnosis and treatment).,	Spore-Forming Gram-Positive Bacilli Clostridium & Bacillus Species	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Fifteen	2 Theory 2 Practical	Introduction to mycology - General differences between fungi, bacteria and other eukaryotes - Morphological Classification of fungi - Fungi reproduction (asexual and sexual) - Classification of fungal diseases - Laboratory diagnosis - Antifungal Therapy	mycology	Delivering the lecture using audio- visual aids.	Daily or weekly Exam

11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical and laboratory exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	1. Jawetz E, Melnick J and Adelberg EA (2019) Alane medical book, Medical Microbiology ,27 Ed, New York.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Bailey and Scott's.(2014). Diagnostic microbiology.Elseiver,2014.
Electronic References, Websites	https://scholar.google.com/
Curriculum update	%15



اسم وتوقيع صاحب المقرر
 ٢٠٢١-٢٠٢٢

Course Description Form

Computer 3

Enriching the student by getting to know the ready-made application programs, including the use of Microsoft Excel 2013 to develop the student's proficiency in it.

1. Course Name:

Computer 3

2. Course Code:

Cos 206

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

29/9/2024

5. Available Attendance Forms:

In-person Presence and online.

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

- 30 hours for the semester.
- 2 hours a week

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

Name: prof. Isra Natheer Alkallak

alkalak.isra@uomosul.edu.iq

shaima_ryadh_thanon

8. Course Objectives

The program includes several objectives.

1. Identifying application programs.
2. Studying Excel 2013
3. Dealing with the Excel 2013 window
4. Applying the commands in the menus in the Excel 2013 window

9. Teaching and Learning Strategies

Strategy	<p>1- Explaining and clarifying the theoretical material by using a display screen and drawing on the board for each topic within the study material.</p> <p>2- Giving daily homework regarding the material and following up on the students' work and activity</p> <p>3- Using the discussion method between students to provide a more comprehensive understanding of the material.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 in lab.	Start Excel 2013 in details, tabs.	Start Excel 2013 in details, tabs.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	2 in lab.	Insert sheet, save, open, cells, select row, column, cells, width, height for row & column, direction of sheet.	Insert sheet, save, open, cells, select row, column, cells, width, height for row & column, direction of sheet.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	2 in lab.	Select row, column, cells, sheet, rename sheet, color sheet, delete sheet, insert & delete column, row, cells, copy of contents of cells.	Select row, column, cells, sheet, rename sheet, color sheet, delete sheet, insert & delete column, row, cells, copy of contents of cells.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	Quiz in lab				
Fifth	2 in lab.	Auto fill, hide & unhide for	Auto fill, hide	Delivering	Daily or

		row, column, sheet, alignment.	& unhide for row, column, sheet, alignment.	the lecture using audio-visual aids.	weekly Exam
Sixth		Hide & unhide for formula bar, freeze & unfreeze for title of row, column, shrink of text, text wrapping, paint formatting.	Hide & unhide for formula bar, freeze & unfreeze for title of row, column, shrink of text, text wrapping, paint formatting		
Seventh	2 in lab.	Insert function by print key board, auto sum, auto sum in details.	Insert function by print key board, auto sum, auto sum in details.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	Quiz in lab				
Ninth	2 in lab.	Insert function by insert function icons.in formula bar.	Insert function by insert function icons.in formula bar.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	2 in lab.	Insert If function, count, count blank.	Insert If function, count, count blank.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	2 in lab.	Filter & sort of data	Filter & sort of data	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
twelve	Midterm Exam				
Thirteen	2 in lab.	Insert chart in details. Insert title for axis, chart legend.	Insert chart in details. Insert	Delivering the lecture	Daily or weekly

			title for axis, chart legend.	using audio- visual aids.	Exam
Fourteen	2 in lab.	Insert comment, copy or move the sheets.	Insert comment, copy or move the sheets.	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Fifteen	2 in lab.	Conditional formatting,	Conditional formatting,	Delivering the lecture using audio- visual aids.	Daily or weekly Exam

11. Course Evaluation

20% for the semester practical exam, 10% for the quiz practical exam, 10% for the theoretical test of the practical subject in the multiple-choice format, and 60% distributed as (20% for the theoretical test of the practical subject in the multiple-choice format + 40% for the final practical).

12. Learning and Teaching Resources

Required textbooks (curricular books any)	<p>Title الحاسوب والبرمجيات الجاهزة عربي / انكليزي</p> <p>Author(s) محمد بلال الزغبى وآخرون</p> <p>Publisher دار وائل للنشر والتوزيع الاردن / عمان</p> <p>Year 2013</p> <p>Edition دار وائل للنشر</p>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	
Curriculum update	%10



Handwritten signature: محمد بلال الزغبى

Description of the crimes of the defunct Baath Party

1. Course Name :
Crimes of the defunct Baath Party
2. Course Code :
CBAP200
3. Semester / Year : Annual
First semester/second stage/ 2024_2025
4. Date this description was prepared
2024/9/20
5. Available forms of attendance :
My presence
6. Number of study hours (total)/number of units (total):
30 hours 2 / units
7. Name of the course administrator (if more than one name is mentioned)
M. M. . nazhan mohammed hassan
8. Course objectives
<ul style="list-style-type: none"> • The learner should know what crime is and what its types are • will be able to explain and clarify the crimes committed by the Baath regime in Iraq • For students to be familiar with international and local laws that criminalize the actions carried out by the Baath regime in Iraq • The student's awareness of the extent of the crimes committed by the Baath regime in Iraq by highlighting those crimes • should be able to give examples of these crimes and the places where they occur. • The learner should know the psychological and social effects of the crimes committed by the Baath regime on the personality of the Iraqi citizen • The learner should know the environmental effects of the crimes committed by the Baath regime on the environment of Iraq • The learner will know the graves left behind by the defunct Baath regime, specifying their location and time of occurrence
9. Teaching and learning strategies
<ul style="list-style-type: none"> - Interactive lecture - Brainstorming

- Dialogue and discussion
- Self- education

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Semester exam 1 , final exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	First: The concept of crimes and their categories	A1 : Learn about the concept of crime and its definitions B1 : He possesses practical and mental knowledge and concepts that help him understand the meaning of crimes and their categories ID : Participates with community members and works to make them aware of the danger of crime to society	2	1
Semester exam 1 , final exam	Interactive lecture, dialogue and discussion, self-learning	The crimes of the Baath regime as documented by the Iraqi Criminal Court Law of 2005	A2 : It identifies the most prominent cases dealt with by the court against the symbols of the defunct Baath regime A3 : Specifies the sentences issued by the court against the convicts E1 : Contributes to knowing the texts of Iraqi laws according to which sentences were issued against convicts	2	2
Semester exam 1 , final exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Militarization of society	A4 : Recognizes the negative effects resulting from the militarization of society C1 : Documents the methods used to militarize society	2	3
Semester exam 1 , final exam , report	Interactive lecture, brainstorming, dialogue and discussion, self-learning	The Baath regime's position on religion and its violations of Iraqi laws	D2 : Writes a report on the political assassinations of religious scholars A5 : He remembers The most prominent religious scholars who were pursued and arrested because of their hostile position to the Baath regime	2	4
Semester exam 1 , final exam , report	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Some decisions regarding political and military violations of the Baath regime Defunct	C2 : Lists the most prominent political violations committed by the defunct Baath regime C3 : It works to educate community members about the political and military violations of the Baath regime Defunct and its negative impact on Iraqi society	2	5
Short test, final test	Interactive lecture, dialogue and discussion, self-learning	Prison and detention places of the Baath regime in Iraq	D3 : Shows the locations of secret prisons and private detention centers in which opponents of the Baath regime were imprisoned	2	6
Semester exam 2 , final exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Environmental crimes of the Baath regime	A6 : Identify the most prominent environmental violations committed by the Baath regime in Iraq	2	7
Semester exam 2 , final exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	1. Military and radiological pollution and mine explosions 2. Destruction of cities and villages (scorched earth policy)	C4 : Shows the most prominent areas exposed to military and radioactive contamination, such as the cities of Halabja and Basra A7 : Explains the scorched earth policy followed by the Baath regime against villages and cities that rejected the defunct Baath regime.	2	8

Semester exam 2 , final exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Drying the marshes in southern Iraq And bulldozing orchards, palm trees, trees and crops	D 4 : Shows the draining of the marshes in southern Iraq during the Shaabani uprising in 1991 C 5 : Explains the operations of bulldozing orchards, palm trees, trees and crops	2	9
Semester test 2	Interactive lecture, dialogue and discussion, self-learning	Mass grave crimes	C6 : Enumerates the mass graves committed by the Baath regime in Iraq	2	10
Final test	Interactive lecture, brainstorming, dialogue and discussion, self-learning	The events of 1963 and their relationship to mass graves	A8 : Explains the events of 1963 and the accompanying killings against the regime of Abdul Karim Qasim and their relationship to mass graves.	2	11
Final test	Interactive lecture, brainstorming, dialogue and discussion, self-learning	1 : The events of 1979 to 1988 and their relationship to mass graves 2 : The events of 1987 to 1988 and their relationship to mass graves	A9 : Classification of mass graves during the Iran-Iraq war. C7 : displays The events of the Anfal massacre in 1988-1987 and its relationship to mass graves	2	12
Final test	Interactive lecture, dialogue and discussion, self-learning	The events of the Shaabani uprising in 1991 and its relationship to mass graves	C8 : Documents the events of the Shaabani uprising in 1991 and the mass graves committed by the Baath regime after its elimination against its participants.	2	13
Short test, final test	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Chronological classification of mass graves and genocide in Iraq from 1963 to 2003	A10 : Lists mass graves according to the date of their occurrence from 1863 until the fall of the Baath regime in .2003	2	14
Short test, final test	Interactive lecture, brainstorming, dialogue and discussion, self-learning	1: Mass graves against the Kurds 1983 2: Anfal massacre -1987 1988 3: Cemeteries of the Shaabani uprising in Iraq 1991	C9 : Names the locations and numbers of mass graves committed by the Baath regime against the Kurds in .1983 C10 : Presents the most important events of the Anfal massacre in 1988-1987 and the university cemeteries that accompanied it. A11 : Explains the most important mass graves committed by the Baath regime against participants in the 1991 Shaabaniya uprising .	2	15

11. Course evaluation

Relative weight %	Class	Calendar date (week)	Calendar methods	T
10	10		Semester test	1
10	10		Semester test	2
10	10		Semester test	3
70	70	Final semester exams	Final test	4
				5
				6
				7
100%	100%	100	the total	

12. Learning and teaching resources

Crimes of the Baath regime in Iraq, 2023	Required textbooks (methodology, if any)
1. Ihsan Hindi, Military Occupation. 2. Jundi Abdul Malik, Criminal Encyclopedia 3. Mass graves in Iraq by Human Rights Watch I saw Watch	Main references (sources)
. Journal of Human Rights and Public Liberties. 2. Antonio Cassese , International Criminal Law.	Recommended supporting books and references (scientific journals, reports....)
The Iraqi Center for Documentation of Extremist Crimes https://iraqicenter-fdec.org/archives/5146	Electronic references, Internet sites

Chairman of the Scientific Committee
Mr. M. Nazhan Mohammed Hassan

Course Description Form

Adult nursing (2)

The College of Nursing, University of Mosul, in its adult program seeks excellence in providing a comprehensive approach to preparing the professional nurse in the practice, education and research related to adult nursing and providing comprehensive family-centered care for adults.

1. Course Name:

Adult nursing

2. Course Code:

NUR 201

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

2024 / 9 / 29

5. Available Attendance Forms:

In-person Presence and online .

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

- 4 hours for the theoretical.
- 6 hours for practical training

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

Name: Dr. Harith Fathi Khudhayer

Email: harith.f@uomosul.edu.iq

Name: Mr. Tameem Thamir Maayoof

8. Course Objectives

1. Ensure excellent academic performance and overall development of students in practical and theoretical aspects towards adult patient care.
2. Motivate students to be self-motivated with the attributes of critical thinking, judgment and leadership abilities in the practical aspect
3. Apply innovative teaching strategies with high technology that enhances the learning

outcomes of students.

4. Participate in preparing students who possess skills within appropriate ethical boundaries.

9. Teaching and Learning Strategies

Strategy	<p>The educational strategy is planning the collaborative concept.</p> <p>Brainstorming educational strategy.</p> <p>Education strategy: a series of notes.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	4Theory 12 Practical	The student should be able to understand the physiology of the nervous system and the most important laboratory and diagnostic tests.	Introduction to Adult Nursing and Nervous System Anatomy	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	4 Theory 12 Practical	Learn how high intracranial pressure, meningitis, and brain tumors occur.	Nervous system disease	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	4 Theory 12 Practical	Identify brain abscess and how to provide comprehensive nursing care	Nervous system disease	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	4 Theory 12 Practical			Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	4 Theory 12 Practical	Learn about the anatomy, physiology and pathophysiology of the renal system and the most important diagnostic methods for diseases of the urinary or renal system.	Renal system	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth	First Midterm Exam				
Seventh	4 Theory	Understanding Kidney Failure, Its Stages, Urinary	Renal system	Delivering	Daily or

	12 Practical	Tract Infections, and Kidney Stones		the lecture using audio- visual aids.	weekly Exam
Eighth	4 Theory 12 Practical	How does end-stage renal failure occur, how dialysis works, and explaining the role of the nurse in dialysis	Renal system	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Ninth	4 Theory 12 Practical	Understanding the anatomy and physiology of the skeletal system and the most important diagnostic methods for diseases related to this system	Anatomy and physiology of the skeletal system	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Tenth	4 Theory 12 Practical	Understanding how joint diseases, fractures and joint replacement occur	Skeletal system disease	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Eleventh	4 Theory 12 Practical	Learn about the anatomy of the heart and how the valves work.	Cardiac system	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Second Teen	Second Midterm Exam				
Thirteen	4 Theory 12 Practical	Identifying diseases of the semilunar and aortic valves, their signs and symptoms, and how to deal with them from a nursing perspective.	Valvular disease	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Fourteen	4 Theory 12 Practical	Knowing the diseases of the tonsils, throat and sinuses	ENT	Delivering the lecture using audio- visual aids.	Daily or weekly Exam
Fifteen	4 Theory 12 Practical	Learn about the anatomy of the eye, how cataracts and high eye pressure occur, and how to deal with them from a nursing perspective.	Ophthalmic disease	Delivering the lecture using audio- visual aids.	Daily or weekly Exam

11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Hinkle, J., Cheever, K., and Overbaugh, K. (2022). Brunner and Suddarths, Textbook of medical surgical nursing. 15TH EDITION. Welter's Kluwer, Lippincott Williams and Wilkins. China.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Hinkle, J., Cheever, K., and Overbaugh, K. (2022). Brunner and Suddarths, Textbook of medical surgical nursing. 15TH EDITION. Welter's Kluwer, Lippincott Williams and Wilkins. China.
Electronic References, Websites	https://scholar.google.com/

Course Description Form

Pathophysiology

This course will provide students with basic knowledge and skills regarding the causes of inflammation and diseases that affect many tissues in the human body and the changes that occur in the form and functions of tissues and organs within the body.

1. Course Name:

Pathophysiology

2. Course Code:

PAT208

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

2024 / 9 / 29

5. Available Attendance Forms:

In-person Presence and online.

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

- 30 hours for the semester.
- 2 hours a week

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

Name: Dr. Mohammed Taha Mahmood

Name: Dr. Farah Mohamed Ghzal

Name: Ibrahim Talal Dawood

Ibrahim.alsawaf@uomosul.edu.iq

8. Course Objectives

Course Objectives

1. Knowing the concepts and basics of pathophysiology

2. Identify the types of tissues, their shapes and functions.
3. Identify the changes that occur in the form and functions of tissues
4. Identify many causes of tissue diseases.
5. . Determine the mechanisms of disease transmission.
6. Understanding theories of disease development.
7. Explain the stages of disease development
8. Use the knowledge gained from studying pathophysiology to avoid many diseases

9. Teaching and Learning Strategies

Strategy	<p>The educational strategy is planning the collaborative concept.</p> <p>Brainstorming educational strategy.</p> <p>Education strategy: a series of notes.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 Theory	The student should be able to identify the types and shapes of tissues in the human body.	Introduction to Pathophysiology	Delivering the lecture using audio-visual aids	Daily or weekly Exam
Second	2 Theory	s/he should be able to Identify the types of acute and chronic infections in the human body	Infections and their types	Delivering the lecture using audio-visual aids	Daily or weekly Exam
Third	2 Theory	s/he should know the Microbial mechanisms in disease	Microbes and tissue infections	Delivering the lecture using audio-visual aids	Daily or weekly Exam
Fourth	2 Theory			Delivering the lecture using audio-visual aids	Daily or weekly Exam
Fifth	2 Theory	Cancer, its causes and types	Cancer and tissue abnormalities	Delivering the lecture using audio-visual aids	Daily or weekly Exam

Sixth	First Midterm Exam				
Seventh	3 Theory 6 Practical	Cancer, its causes and types	Cancer and tissue abnormalities	Delivering the lecture using audio- visual aids	Daily or weekly Exam
Eighth	2 Theory	s/he will know Circulatory system diseases	Circulatory system diseases	. Delivering the lecture using audio- visual aids	Daily or weekly Exam
Ninth	2 Theory	s/he has a good background knowledge about Respiratory system	Respiratory system	. Delivering the lecture using audio- visual aids	Daily or weekly Exam
Tenth	2 Theory	s/he has a good background knowledge about Respiratory system	Respiratory system	Delivering the lecture using audio- visual aids	Daily or weekly Exam
Eleventh	2 Theory	s/he has a good background knowledge about digestive system diseases	Digestive system diseases	Delivering the lecture using audio- visual aids	Daily or weekly Exam
Twelfth	Second Midterm Exam				
Thirteen	2 Theory	s/he has a good background knowledge about digestive system diseases	Digestive system diseases	Delivering the lecture using audio- visual aids	Daily or weekly Exam
Fourteen	2 Theory	s/he has a good background knowledge about Thalassemia types	Thalassemia types and changes in the body	Delivering the lecture using audio- visual aids	Daily or weekly Exam
Fifteen	2 Theory	s/he has a good background knowledge about some diseases of the nervous system	Some diseases of the nervous system	Delivering the lecture using audio- visual aids.	Daily or weekly Exam

11. Course Evaluation

The distribution is as follows: 25 points for the midterm theoretical exam and student activities, 5 points for the daily exam, and 70 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1-Mengistu Welday and Fuad Ibrahim (2008) Pathophysiology. Haramaya University the Ethiopia Public Health Training. 2- Gary D. Hammer; Stephen J. McPhee(2018) Pathophysiology of Disease: an Introduction to Clinical Medicine 8E. 3- Kim E. Barrett; Susan M. Barman; Jason Yuan(2019) Ganong's Review of Medical Physiology, Twenty Sixth Edition ; Heddwen L. Brooks
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Muralitharan Nair; Ian Peate(2015) Pathophysiology for Nurses & Glance ISBN: 9781118746196.
Electronic References, Websites	https://scholar.google.com/
Curriculum update	%20



Handwritten signature and date: 2020/05/06

Course Description Form

Microbiology 2

The program's mission includes preparing professional nurses capable of preventing the spread of parasitic and viral pathogens by using optimal methods of chemical and physical control to prevent contamination.

1. Course Name:

Microbiology 2

2. Course Code:

(MBN2 208)

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

30/9/2024

5. Available Attendance Forms:

In-person Presence and online.

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

- 60 hours for the semester.
- 4 hours a week

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

Name: Dr. Mohammed Taha Mahmood Kudaer

Email: mohammed.taha@uomosul.edu.iq

Name :Dr. Farah Mohammed Gazal

8. Course Objectives

Course Objectives

- 1- Identifying the sterilization and disinfection methods for nursing care procedures.
- 2- Identifying the different types of pathogenic, parasitic and viral microorganisms and ways to differentiate between them, as well as the diseases and injuries they cause to humans and how to diagnose and treat them.

9. Teaching and Learning Strategies

Strategy		The educational strategy is planning the collaborative concept. Brainstorming educational strategy. Education strategy: a series of notes.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 Theory 2 Practical	*Some terms of parasitology, types of parasites, Routes and modes of infections, types of hosts, relationships between parasite and host, some epidemiological terms,	Introduction to Parasitology	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	2 Theory 2 Practical	Classification of Protozoa *General characters of protozoa * <i>Entamoeba histolytica</i> , <i>Entamoeba coli</i> (Stages, life cycle. Symptom, pathology, diagnosis prevention and control, and treatment) * <i>Balantidium coli</i> (life cycle. Symptom, diagnosis prevention and control, and treatment)	Entamoeba spp. And Balantidium coli	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	2 Theory 2 Practical	Intestinal Flagellates/ Giardia lamblia (Life cycle. Symptom, pathology, methods of diagnosis, prevention and control, and treatment)	Intestinal Flagellates , Luminal and Atrial flagellates	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	2 Theory 2 Practical	*Luminal and Atrial flagellates <i>Trichomonas spp</i> (<i>T. hominis</i> , <i>T. tenax</i>) <i>Trichomonas vaginalis</i>		Delivering the lecture using audio-	Daily or weekly Exam

		(life cycle. Symptom, pathology, diagnosis, and treatment)		visual aids.	
Fifth	2 Theory 2 Practical	Blood and Tissue flagellates (<i>Leishmania spp.</i> and <i>Trepanosoma spp.</i>) <i>Leishmania tropica</i>) (stages, life cycle. Symptoms, pathology, diagnosis, and treatment) function and types of macrophages. - Blood flagellates African - trypanosomiasis American - trypanosomiasis (Stages, life cycle, symptoms, Method of transmission)	Blood and Tissue flagellates	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth	First Midterm Exam				
Seventh	2 Theory 2 Practical	1- <i>Plasmodium</i> four species and diseases caused by each one (Life cycle and stages. Symptom, pathology, diagnosis, global malaria prevention and control and treatment) 2- <i>Toxoplasma gondii</i> (Life cycle and stages. Symptom, diagnosis, control and treatment)	Apicomplexa	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	2 Theory 2	general structure Classification of helminths a. Phylum:	Helminthes Cestoda	Delivering the lecture	Daily or weekly

	Practical	Platyhelminthes (flatworms) Class I: Cestoda (Tapeworms). general structure., <i>Echinococcus granulosus</i> (Life cycle and stages. Symptom, diagnosis, control and treatment)		using audio-visual aids.	Exam
Ninth	2 Theory 2 Practical	<i>Fasciola hepatica</i> (Life cycle and stages. Symptom, diagnosis, control and treatment) <i>Schistosoma haematobium</i> , <i>Schistosoma mansoni</i> , <i>Schistosoma japonicum</i> (Life cycle and stages. Symptom, diagnosis, control and treatment)	Trematoda	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	2 Theory 2 Practical	Phylum: Aschelminthes or Nematelminthes general structure. <i>Ascaris lumbricoides</i> , <i>Anchylostoma duodenale</i> , <i>Enterobius vermicularis</i> , <i>Trichuris trichiura</i> Life cycle and stages. Symptom, diagnosis, control and treatment	Nematoda	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	2 Theory 2 Practical	General properties of viruses (virus components) - A virus like particles (VLPs) and Subviral, Classification types - Viral replication - Viruses effects on cells - Persistent viral infections Common routes of viral infection in human	Virology General properties of viruses	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

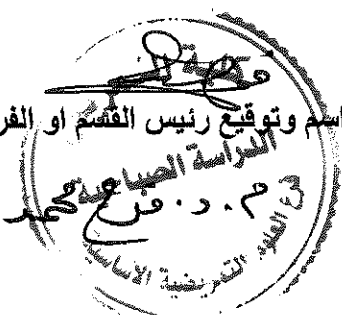
Twelve	Second Midterm Exam				
Thirteen	2 Theory 2 Practical	Hepatitis A, B, C, D, E (general structure of virus, method of transmissions and prevention) * Corona virus - General structure - Three types of human coronavirus cause severe symptoms - Coronavirus disease 2019 (COVID-19) - Prevention and treatment - How does it spread, Prevention and control Diagnosis	Hepatitis virus and corona virus	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourteen	2 Theory 2 Practical	Mumps virus and Rubella virus, - General structure, symptoms,transmission, Prevention and treatment	Mumps virus and Rubella virus	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifteen	2 Theory 2 Practical	Rotaviruses and Poliovirus , Herpesviruses, Prevention and treatment - How does it spread, Prevention and control Diagnosis	Rotaviruses and Poliovirus , Herpesviruses	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical and laboratory exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	1- Medical microbiology 2- Microbiology and immunology 3- Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Medical microbiology six edition. Elsevier Inc. 4- Louise Hawley, Richard J. Ziegler & Benjamin L. Clarke (2014): Microbiology and immunology, 6th edition. Lippincott Williams & Wilkins co. USA. 5- Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier 6- Essential of medical microbiology, Apurbs et al., second edition (2019)
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Med microbiology six edition. Elsevier Inc.
Electronic References, Websites	https://scholar.google.com/
Curriculum update	%20


 اسم وتوقيع رئيس القسم أو الفرع
 الأستاذ المساعد الدكتور محمد
 عبد الله الترميزية الأساسية


 اسم وتوقيع صاحب المقرر

Course Description Form

Pharmacology II

This semester includes a series of lectures that aim to provide students with basic information about pharmacology and the uses of drugs in treating various human diseases, especially heart diseases and drugs for the digestive and respiratory systems.

1. Course Name:	
PharmacologyII	
2. Course Code:	
PHR209	
3. Semester / Year:	
Semester / Courses	
4. Description Preparation Date:	
2024 /10 / 6	
5. Available Attendance Forms:	
In-person Presence and online.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
- 30 hours for the semester.	
- 2 hours a week	
7. Course administrator's name (mention all, if more than one name)	
Name: هاني مهدي محمد صالح hanialmukhtar@uomosul.edu.iq	
8. Course Objectives	
Course Objectives Providing the student with theoretical information about the mechanism of action of drugs, the side effects they cause, and drug interactions of various types.	
9. Teaching and Learning Strategies	
Strategy	The educational strategy is planning the collaborative concept. Brainstorming educational strategy. Education strategy: a series of notes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 Theory		Autonomic Pharmacology: Cholinergic	Presenting a lecture using PowerPoint	Daily or weekly Exam
Second	2 Theory		Autonomic Pharmacology: Adrenergic	Presenting a lecture using PowerPoint	Daily or weekly Exam
Third	2 Theory		Antiadrenergic	Presenting a lecture using PowerPoint	Daily or weekly Exam
Fourth	2 Theory		Anticholinergics	Presenting a lecture using PowerPoint	Daily or weekly Exam
Fifth	2 Theory		Antihypertensive drugs	Presenting a lecture using PowerPoint	Daily or weekly Exam
Sixth	2 Theory		Antianginal drugs	Presenting a lecture using PowerPoint	
Seventh	First Midterm Exam				
Eighth	2 Theory		Drugs acting on respiratory system	Presenting a lecture using PowerPoint	Daily or weekly Exam
Ninth	2 Theory		Anticoagulant drugs, Antiplatelet drugs	Presenting a lecture using PowerPoint	Daily or weekly Exam
Tenth	2 Theory		Drugs used for hyperlipidaemia	Presenting a lecture using PowerPoint	Daily or weekly Exam
Eleventh	2 Theory		GIT drugs: for ulcer	Presenting a lecture using PowerPoint	Daily or weekly Exam

Twelve	2 Theory		Drugs for treatment of ulcerative colitis, Drugs for treatment of diarrhoea and constipation	Presenting a lecture using PowerPoint	Daily or weekly Exam
Thirteen	2 Theory		Drugs for treatment of obesity	Presenting a lecture using PowerPoint	Daily or weekly Exam
Fourteen	2 Theory		Diuretic drugs	Presenting a lecture using PowerPoint	Daily or weekly Exam
Fifteen	2 Theory		GIT drugs: for ulcer	Presenting a lecture using PowerPoint	Daily or weekly Exam

11. Course Evaluation

The distribution is as follows: 30 points for the midterm theoretical exam and student activities, 70 points for the final practical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Nursing Pharmacology
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Katzung Pharmacology Lippincott's Illustrated Review
Electronic References, Websites	https://scholar.google.com/

Course Description Form

Computer 4

Enriching the student by getting to know the ready-made application programs. Including using Microsoft PowerPoint 2013 to develop the student's proficiency in it. And getting to know the basic concepts of the Internet, email, as well as e-learning and cloud computing.

1. Course Name:
Computer 4
2. Course Code:
Cos 212
3. Semester / Year:
Semester / Courses
4. Description Preparation Date:
29/9/2024
5. Available Attendance Forms:
In-person Presence and online.
6. Number of Credit Hours (Total) / Number of Units (Total)
- 30 hours for the semester.
- 2 hours a week
7. Course administrator's name (mention all, if more than one name)
Name: prof. Isra Natheer Alkallak alkalak.isra@uomosul.edu.iq shaima_ryadh_thanon
8. Course Objectives
The program includes several objectives. 1. Study PowerPoint 2013 and deal with the PowerPoint 2013 window 2. Apply the commands in the menus in the PowerPoint 2013 window 3. And learn the basic concepts of the Internet and email. 4. And learn the basic concepts of e-learning and cloud computing.
9. Teaching and Learning Strategies

Strategy	<p>1- Explaining and clarifying the theoretical material by using a display screen and drawing on the board for each topic within the study material.</p> <p>2- Giving daily homework regarding the material and following up on the students' work and activity</p> <p>3- Using the discussion method between students to provide a more comprehensive understanding of the material.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 in lab.	Start power point 2013 in details, tabs.	Start power point 2013 in details, tabs.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	2 in lab.	Quick access title, create blank presentation, insert a new slides.	Quick access title, create blank presentation, insert a new slides.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	2 in lab.	Formatting the text in slides, save, open, close the window and power point.	Formatting the text in slides, save, open, close the window and power point.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	Quiz in lab				
Fifth	2 in lab.	Design tab, insert background, Insert, remove transition for slides.	Design tab, insert background, Insert, remove transition for slides.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth		Insert, remove animation and insert sound and timing	Insert, remove animation and		

		of slides.	insert sound and timing of slides.		
Seventh	2 in lab.	Methods for view of slides, deletes, hide, unhide slides.	Methods for view of slides, deletes, hide, unhide slides.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	Quiz in lab				
Ninth	2 in lab.	Duplicate slide, copy, paste slide, rearrange slides, insert image in slides.	Duplicate slide, copy, paste slide, rearrange slides, insert image in slides.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	2 in lab.	Define internet, www, kinds of protocols.	Define internet, www, kinds of protocols.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	2 in lab.	Network, kinds of networks, search engine, hypertext, html.	Network, kinds of networks, search engine, hypertext, html.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
twelve	Midterm Exam				
Thirteen	2 in lab.	Web site, search, difference between E mail & web address.	Web site, search, difference between E mail & web address.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourteen	2 in lab.	E- learning, types, advantages, challenges. Cloud computing, advantages, challenges	E- learning, types, advantages, challenges. Cloud computing, advantages, challenges	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

Fifteen	2 in lab.	Definition of artificial intelligent. Trouble shot by hardware and software.	Definition of artificial intelligent. Trouble shot by hardware and software	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
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11. Course Evaluation


20% for the semester practical exam, 10% for the quiz practical exam, 10% for the theoretical test of the practical subject in the multiple-choice format, and 60% distributed as (20% for the theoretical test of the practical subject in the multiple-choice format + 40% for the final practical).

12. Learning and Teaching Resources

Required textbooks (curricular books any)	<p>Title الحاسوب والبرمجيات الجاهزة عربي / انكليزي</p> <p>Author(s) محمد بلال الزغبى وآخرون</p> <p>Publisher دار وائل للنشر والتوزيع الاردن / عمان</p> <p>Year 2013</p> <p>Edition دار وائل للنشر</p>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	
Curriculum update	%15



 ق. د. ن. ع. محمد



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Course Description Form

Maternity and Neonatal Health Care

This course will provide students with the basic knowledge, skills, practice and nursing care related to maternal and newborn health nursing. Identify the different stages of fetal growth and development, nursing care for women during pregnancy, childbirth and the postpartum period, complications, bleeding, critical cases and various operations during pregnancy, childbirth and the postpartum period. Students will be familiar with nursing care for newborns. As well as identifying cancers and diseases that affect women in general, and understanding methods of contraception and how to use them.

1. Course Name:

Maternity and Neonatal Health Care

2. Course Code:

NUR301

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

29/9/2024

5. Available Attendance Forms:

In-person Presence and online.

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

- 255 hours for the semester.
- 17 hours a week

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

Name: Dr. **Salwa Hazim Almukhtar**

Email: dr.salwa@uomosul.edu.iq

Name: Assist . pro. Yamama Abdulkarim Al Yozbaki

Email: yamama.zyhair@uomosul.edu.iq

Name: Assist. Lect. Rana Mohammed Jasem

Email: rana.nurse@uomosul.edu.iq

Name: Assist. Lect. Jwan Mohammed Hassan

Email : jwan.m@uomosul.edu.iq

Name: Assist. Lect. Abdurahman Mazin Hashem

Email: aboodmazin1991@uomosul.edu.iq

Name: Assist. Lect. Marwa Ibrahim Shabaan

Email: marwa.ibraheem@uomosul.edu.iq

8. Course Objectives

Course Objectives

- identify the goals & philosophy of maternal & child health nursing
- Explain family's structure, function & roles
- Describe the structure & function of female & male reproductive system
- Explain the phases of menstrual cycle
- Identify stages of embryonic & fetal development
- Describe growth & development of fetus by gestational weeks
- Formulate nursing diagnosis related to the needs of pregnant woman & developing fetus
- Discuss physiologic & psychological adaptation to pregnancy
- Describe nutritional needs of pregnant woman
- Explain causes & nursing intervention for common discomfort of pregnancy
- Describe potential complications of pregnancy & its management
- Describe the stages of labor
- list signs of labor
- Distinguish between false & true labor
- Describe a pregnant physiologic & psychological responses to labor
- Discuss nursing responsibilities towards woman & her family before, during & after normal vaginal delivery
- Assessment & management of emergency obstetric
- conditions. Explain types , indications, benefits, risk , precautions & contra-indications for obstetric operation (Episiotomy, forceps, C/S , aminotomy & induction of labor)
- Identify possible complications of labor & delivery
- Describe physiological & psychological changes that normally occur during puerperium.
- Discuss nursing management for normal & complicated puerperium
- Describe nursing assessment & intervention for common problems in breast feeding
- Describe normal physical & neurological characteristics of neonate
- Explain nursing management for immediate & daily newborn baby
- Identify potential complications & its management for high risk neonate
- Compare & contrast the advantage & disadvantages & risk factors associated with each methods of family planning
- Discuss nursing management
- Identify nursing management for common gynecological disorder
- Demonstrate skill in monitoring different health needs during childbearing periods
- Communicate with pregnant women & their family
- Apply nursing process in providing care during normal & complicated childbearing conditions
- Provide immediate & daily newborn care
- Assist or observe obstetrical procedures:
- Implement health education programs related to different maternal aspects during the different childbearing periods

- Participate in counseling related to health maintenance & promotion of women & their family (Family planning clinic, primary health care center)

9. Teaching and Learning Strategies

Strategy	<p>The educational strategy is planning the collaborative concept.</p> <p>Brainstorming educational strategy.</p> <p>Education strategy: a series of notes.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	3 Theory 12 Practical 2 Lab.	The students able to identify different family structures can help focus on family-centered care or providing a family-friendly environment for health care. The role of the family in preserving children's lives.	Introduction to maternal and neonatal nursing: •Family: Concepts of family. •Types, functions, roles & tasks. •Family's life cycle. •Care for family as part of community	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second	3 Theory 12 Practical 2 Lab	The student should be able to know the importance of the anatomy of the female and male reproductive system, the period of puberty, and the physiological symptoms that appear on it. Know the stages of the menstrual cycle and the changes that occur in the uterus and ovaries.	Reproductive system : . Revision of anatomy & physiology of. reproductive system (male& female). Menstrual Cycle	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

Third	3 Theory 12 Practical 2 Lab	<p>The student should be able to describe the process of fertilization and implantation, the functions of the placenta, umbilical cord and amniotic fluid. Identify the normal growth of the fetus from conception to birth. And the nursing role.</p> <p>Distinguish between (presumptive), (possible) and (positive) signs of pregnancy.</p> <p>And evaluate the physiological changes of the mother. And describe the emotional and psychological changes.</p>	<p>Normal Pregnancy: Development & physiology of fetus.</p> <p>Normal pregnancy (Physiological & psychological changes)</p> <p>Prenatal care.</p>	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	3 Theory 12 Practical 2 Lab	<p>The student learns about complications, prenatal bleeding, types of miscarriage, placental problems, diseases that pregnant women are exposed to, how to prevent them, and the nursing role.</p>	<p>Nursing care during complications of pregnancy (APH, PIH, GD, UTI, & anemia).</p>	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	3 Theory 12 Practical 2 Lab	<p>The student will be able to compare true labor and false labor and the critical factors that affect labor and delivery. How to assess</p>	<p>Labor and delivery (normal, complicated) :</p> <ul style="list-style-type: none"> Theories of labor onset. Signs of labor. 	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

		maternal and fetal responses to labor and delivery. Identify the stages of labor and complications and explain the normal physiological/psychological changes that occur during the four stages of labor. What is the concept of pain in relation to the woman in labor.	<ul style="list-style-type: none"> • Components of labor. • Stages of labor. Nursing management of each stage of labor.		
Sixth	First Midterm Exam				
Seventh	3 Theory 12 Practical 2 Lab	Understand the nursing role in the health methods used to control infection in delivery rooms by wearing gloves, gowns and masks. And how to use the birth chart	Role of the nurse in delivery room. •Infection and pollution prevention & control in the delivery room. •Nursing management during complicated labor & delivery. Using of pantograph in labor	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	3 Theory 12 Practical 2 Lab	Knowing the causes of cesarean section, complications and nursing care. Indications for episiotomy and types of sutures used. Inducing labor using contraction-inducing drugs as well as induction without using drugs.	Obstetrical operation * Nursing care during obstetrical operation (Episiotomy, forceps, C/S & induction of labor	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

Ninth	3 Theory 12 Practical 2 Lab.	Understand the meaning of reproductive health. Identify the goals of family planning Know and understand the use, advantages and disadvantages of each method. Nursing care, health education and counseling for women who use contraceptives.	Family Planning Methods	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	3 Theory 12 Practical 2 Lab	Explain the physiological changes in newborns and apply the ABCAR scale. Understand the postnatal circulation of the newborn and the risks to which it is exposed. Evaluate the five typical behavioral responses caused by external stimuli in the newborn.	Neonatal nursing care: *Nursing management for immediate & daily neonate. *Nursing management for high risk neonate. Regulation of birth & death certificate for newborn & it's important	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	3 Theory 6 Practical 2 Lab	Identify the systemic physiological changes that occur to women after childbirth. Evaluate the stages and types of uterine secretions. Psychological adaptations that occur to the mother after childbirth.	Postpartum period	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Twelve	Second Midterm Exam				
Thirteen	3 Theory 12 Practical 2 Lab	The student should be able to understand and comprehend the nursing role during the normal physiological stage of	Nursing management during normal Puerperium.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

		postpartum. And to identify the complications of the postpartum period (wound infection, urinary tract infection, respiratory complications, pulmonary edema, postpartum hemorrhage, fever and mastitis).	Nursing management during complicated Puerperiu (PPH),		
Fourteen	3 Theory 6 Practical	Identify the most common gynecological diseases and the nursing role. Reproductive system disorders, benign and malignant tumors and the difference between them.	Part One Gynecological disorder: Nursing care for common gynecological disorders (Prolapsed of genital tract, benign & malignancy of genital tract .	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifteen	3 Theory 12 Practical 2 Lab	Understanding menstrual disorders: dysmenorrhea, menstrual pain, and amenorrhea. Identify the causes of infertility, its types, factors affecting fertility, treatment, and nursing care.	Part Two Gynecological disorder menstrual disorders and infertility	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical and laboratory exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	1.Leifer, G. (2019). Introduction to Maternity and Pediatric Nursing: 8th Edition. <i>Elsevier</i> , 1–1756
Main references (sources)	<p>2. Susan Scott Ricci, <i>Essentials of maternity, newborn & women's health nursing</i>, third edition, China, Lippincott Williams & Wilkins, a Wolters Kluwer, copyright 2017. Jeremy Oats and Suzanne Abraham, <i>Fundamentals of Obstetrics and Gynaecology</i>, tenth edition, China, Elsevier Ltd, 2017.</p> <p>4. McKinney, E. S., James, S. R., Murray, S. S., Nelson, K., & Ashwill, J. (2021). <i>Maternal-child nursing-e-book</i>. Elsevier Health Sciences.</p> <p>5. Perry, S. E., Hockenberry, M. J., Cashion, K., Alden, K. R., Olshansky, E., & Lowdermilk, D. L. (2022). <i>Maternal Child Nursing Care-E-Book: Maternal Child Nursing Care-E-Book</i>. Elsevier Health Sciences.</p> <p>6. Green, C. J. (Ed.). (2016). <i>Maternal newborn nursing care plans</i>. Jones & Bartlett Publishers</p>
Recommended books and references (scientific journals, reports...)	<p>. Perry, S. E., Hockenberry, M. J., Cashion, K., Alden, K., Olshansky, E., & Lowdermilk, D. L. (2022). <i>Maternal Child Nursing Care-E-Book: Maternal Child Nursing Care-E-Book</i>. Elsevier Health Sciences</p> <p>Leifer, G. (2019). Introduction to Maternity and Pediatric Nursing 8th Edition. Elsevier, 1–1756</p>
Electronic References, Websites	https://scholar.google.com/

Course Description Form

Research Methods in Nursing

This semester in the College of Nursing, University of Mosul, in its Scientific Research Methods Program, seeks to develop and advance in the fields of scientific research to develop knowledge, practical practice, education, and provide comprehensive care in the field of nursing.

1. Course Name:
Research Methods in Nursing
2. Course Code:
RSM302
3. Semester / Year:
Semester / Courses
4. Description Preparation Date:
29 / 9 / 2024
5. Available Attendance Forms:
In-person Presence and online.
6. Number of Credit Hours (Total) / Number of Units (Total)
- 30 hours for the semester. - 2 hours a week
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Dr. Hanaa Hussein Mukhlif Email: Hana.hussein@uomosul.edu.iq
8. Course Objectives
Course Objectives 1. Identify research concepts, purposes, and characteristics of scientific 2. research.

3. Search for nursing problem statement.
4. list sources of nursing research problem.
5. Discuss initial & secondary sources of review of literature.
6. Describe types of variables used in nursing research.
7. Discuss the types of research design.
8. Define the population, sampling & sample.
9. Discuss types of sampling techniques (probability & non probability sample).
10. Identify the various methods used in data collection.
11. Explain the types of statistical procedures (descriptive & inferential tests).
12. Analyze, represent & interpret the results.
13. Write a study project.

9. Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Teaching strategy and working on planning and activating the principle of participation. 2. Teaching strategy by presenting a series of questions and notes 3. Brainstorming strategy in presenting the lecture 4. Using the discussion method by dividing students into groups
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2Theory	The Origin of Nursing Research Nursing research Goals of the Nursing Research The Importance of Research in Nursing Acquiring knowledge in nursing Roles of Nurses in Research	Introduction to research methods	Displaying the scientific material on the screen • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Second	2Theory	Hypotheses Important of the hypothesis Sources of hypothesis Types of hypothesis	Hypotheses	Displaying the scientific material on the screen • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol

Third	2Theory	Types of variables Characteristics of variables	variables		Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Fourth	2Theory	Phases of Research in Nursing Classification of Research Simple Steps in Research Process	Major steps in Scientific Research	Displaying the scientific material on the screen • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Fifth	2Theory	Research Problem and Research Question What are the research problems and purposes? Elements of the research problem Factors to be considered when selecting a research problem Sources of Research Problems Research Question Framing the Research Question: PICOT	Research Problem and Research Question	Displaying the scientific material on the screen • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Sixth	2Theory	Reviewing the literature Purpose of the literature review Type of information to review Steps of the literature review Writing review of literature Quality of Sources	Reviewing the literature	Displaying the scientific material on the screen • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Seventh	2 Theory	Research Design The basic elements of research design Quantitative Research Design Common technique used to control internal factors Types of research design	Research Design	Displaying the scientific material on the screen • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol

Eighth	2 Theory	Understanding the key concepts of sampling theory Sampling Methods or Plans Steps of sampling Types of sample Sampling or Eligibility Criteria	The Sample and sampling Process	Displaying the scientific material on the screen <ul style="list-style-type: none"> • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material 	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Ninth	Mid-term exam1				
Tenth	2 Theory	Methods of data collection Measurement strategies in nursing Research instruments Types of research instruments Interview Observation	Methods of data collection	Displaying the scientific material on the screen <ul style="list-style-type: none"> • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material 	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Eleventh	2 Theory	Tabulation & analysis of data. Tabulation Table and Figure	Tabulation & analysis of data.	Displaying the scientific material on the screen <ul style="list-style-type: none"> • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material 	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Twelve	2 Theory	Discussion the findings of the study Examine Result Finding Conclusions Implications Recommendations for Further Research	Discussion the findings of the study	Displaying the scientific material on the screen <ul style="list-style-type: none"> • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material 	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Thirteenth	2 Theory	Research Reports The Need for Accurate Reporting Procedures The Mechanics of Writing a Research Report Ethical Issues in conducting research	Research Reports	Displaying the scientific material on the screen <ul style="list-style-type: none"> • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material 	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
Fourteenth	Mid-term exam2				

Fifteen	2 Theory	Writing styles of references Identify the abstract and how writing	Styles of references And writing abstract	Displaying the scientific material on the screen <ul style="list-style-type: none"> • Providing an educational video to the students • Giving questions during the lecture for direct answers • Involving the students in presenting the lecture • Using the board to better explain the scientific material 	Daily and monthly exams end of semester exam Lecture presentation by the student Research protocol
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Course Evaluation

Distribution as follows: 20 points for the semester theory, 10 points for student activity, and 70 points for the final.

11. Learning and Teaching Resources

Required textbooks (curricular books any)	Fain, J. (2017). Reading, understanding, and applying nursing research. FA Davis. 5th edition
Main references (sources)	Nieswiadomy, R. M., & Bailey, C. (2018). Foundations of nursing research. 7th edition
Recommended books and references (scientific journals, reports...)	Grove, S. K., Gray, J. R., & Burns, N. (2019). Understanding nursing research: Building an evidence-based practice. Elsevier health sciences. 7th edition
Electronic References, Websites	https://www.iasj.net/

Update of Research Methods in Nursing

1. Writing styles of references
2. Identify the abstract and how writing



Assist. Prof. Dr. Hanaa Hussein Mukhlif

29 / 9 / 2024

Course Description Form

Course Information	
Course Title	Medical Sociology For Nursing
Course Number	
Credit Hours	2 hours
Course Calendar	15 weeks
Placement	Theory in the college of nursing / Hall No. (4)
Course Instructor	Lect. Mohammed salih
Course Coordinator	Lect. Mohammed salih
Office Hours	2 hours
Course Description	
<p>This course provides students with a conceptual framework of sociology and its applications to different aspects of social life especially in the health aspect. Emphasis is applied on concepts related to rights/ rules issues and interpersonal relationships among health team and between the nurse and clients to enhance the development of positive attitudes towards nurses, health team and clients. It identifies the health and disease in a social context, explores their reflection on different individuals, groups and communities, and determines the role of community in the health services as well. This course enables students to identify, predict, criticize, and respond to the health problems of the society.</p>	

Course Objectives	Weights
1. Understand certain concepts of sociology.	10
2. Identify the components of a society.	10

3. Determine the importance of sociology on the nursing profession.	10
4. Recognize the interpersonal relationships among the health team and between the nurse and clients.	10
5. Determine the rights and roles of clients, nurses, and other health team.	10
6. Develop positive attitude towards clients, nurses and other members of the health team.	10
7. Explore the reflection of health and diseases issues on the social behaviors of individuals, groups and societies.	10
8. Determine the role of the community in the preventive and curative aspects of health services.	10
9. Analyze critically common health problems of the Iraqi society.	10
10. Analyze the social changes.	10

Intended Student Learning Outcomes (ISLOs)		
Upon successful completion of this course, students should be able to:		
ISLOs	Related Objective(s)	Reference(s)
The students know the concept, nature, and the goals of sociology.	Unit	Related
The students identify the relationship between sociology and nursing/ medicine professions.	Unit	Related
The students know the social roles, rights and rules.	Unit	Related
The students know the common social problems affecting individuals physically and psychologically.	Unit	Related
The students identify the role of community in facing the social problems.	Unit	Related
The students learn The concept of a family, Types of families and their problems, health problems facing the family.	Unit	Related

Text Book	
Title	Sociology in Nursing and Health Care.
Author(s)	Cooke, H., Philpin, S.
Publisher	Elsevier Limited

Year	(2008)
Edition	4th ed.

References	
1	Schaefer, R . Sociology A Brief introduction, 6 th edition, 2006, American, New York.
2	Kindersly, D., Sociology for Nurses, 2010, printed in India by sheel print.
3	Browne,K.: Introducation To sociology, 2011 ,2nd edition, printed and bouad by MPG Books group.UK.
4	Open Stax College, 2013, Introduction to Sociology

Teaching & Learning Methods
Laptop, data show

Course Outline Schedule / Theory			
Week	Topics	Instructors/ Concept /Reading Assignments	Achieved ILOs
1.	Introduction	Concept	Yes
2.	Theories of sociology	Concept	Yes
3.	Analysis of sociology	Concept	Yes
4.	Social alteration	Concept	Yes
5.	Social problems	Concept	Yes
6.	Interpersonal relationships	Concept	Yes
7.	The Family	Concept	Yes
8.	Analysis of impulsive behavior	Concept	Yes
First Exam			
1.	Introduction	Social problems	
2.	Theories of sociology	Interpersonal relationships	
3.	Analysis of sociology	The Family	
4.	Social alteration	Analysis of impulsive behavior	
Course Feedback and Revision			
Final Exam			

Theoretical Contents of the Course

Unit Number and Name	Unit outline	Page No.
Unit 1: Introduction	<ul style="list-style-type: none"> ➤ Concept, nature, and the goals of sociology. ➤ The relationship between sociology and 	6 – 13

	nursing/ medicine professions. ➤ Research in sociology.	
Unit 2: Theories of sociology	➤ Establishment of societies	14 – 16
Unit 3: Analysis of sociology	➤ The social roles. ➤ Rights and rules. ➤ Personality in the social context.	17 – 20
Unit 4: Social alteration	➤ Concept of Social alteration. ➤ Effect of Social alteration on the individual, group and community	21 – 23
Unit 5: Social problems	➤ The concept of problems and its nature. ➤ The cause and the effect of social problems on the society. ➤ Approaches to solve social problems.	24 – 26
Unit 6: Interpersonal relationships	➤ Social relationships ➤ Nurse – client's relationship. ➤ Nurse – health team relationships	27 – 30
Unit 7: The Family	➤ Family as one of the community organizations. ➤ The concept of a family. ➤ Types of families and their problems. ➤ Health problems facing the family.	31 – 33
Unit 8: Analysis of impulsive behavior	its effect on: ➤ Individuals. ➤ Groups. ➤ Community.	34 - 36

Course Evaluation Methods			
Evaluation Type	Description	Mark%	Course Goals Addressed
Second Theory Exam	Written Exam	20 %	Cover the half lectures with a good critical thinking
Second Theory Exam	Written Exam	20 %	Cover the rest lectures with a good critical thinking
Attendance and Participation (Quizzes)	--	10 %	Obligatory condition with active action and participation
Final Theory Exam	Written Exam	50 %	All aims should be achieved
Total		100 %	Successfully passing the course

Grading System	
Mark %	Grade
90 -100	Excellent

80 – 89	Very Good
70 -79	Good
60 – 69	Fair
50 -59	Pass
≤ 49	Fail

Course Information and Policies	
Attendance	The student oblige to attendance the lectures.
Professional Conduct	The student oblige to attendance the lectures.
Students Participation	Yes
Unannounced Quizzes	The students oblige to conduct all quizzes.
Testing Policy and Procedure	Written exams is wanted
Academic Progress	Students should progress their level
Communication Policy	The students oblige to respect the tutor and colleagues
Complaints/ Appealing Process	The students can present an appealing to the clinical nursing department if there is any grievance.
Academic Honesty and Plagiarism	Any breach of the academic honesty, the students will discipline.
Diversity	Non Acceptance
Disabilities	Non
Visitors	Non
Equipment/Materials	Stated above

Course Coordinator	Signature:	
Head of Curriculum Committee	Signature:	
Department Head	Signature:	
Dean Faculty	Signature:	

Course Description Form

Therapeutic Nutrition

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

1. Course Name:	
Therapeutic nutrition	
2. Course Code:	
NUR 305	
3. Semester / Year:	
Semester / Courses	
4. Description Preparation Date:	
2024 / 9 / 29	
5. Available Attendance Forms:	
In-person Presence and online.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
- 30 hours for the semester. - 15 hours a week	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Rayan Ibrahim khaleel Email: Rayanibrahim@uomosul.edu.iq Name: Hana abdulkader alsaeed Email: hanaalsaeed@uomosul.edu.iq	
8. Course Objectives	
Course Objectives 1. Define the concepts of nutrition and nutrients . 2. . Describe the factors which Affect Basal Metabolic Rate. 3. Discuss the term of Body weight and body mass standards. 5. Outline the classification of overweight and obesity by BMI and arm circumference. 6. Identify examples of energy requirements for people according to their daily activities and nature of work. 7. Discuss the Standards for a healthy diet. 8. Describe and draw the food guide pyramid. 9. Discuss the nutritional care process.	
9. Teaching and Learning Strategies	
Strategy	The educational strategy is planning the collaborative concept. Brainstorming educational strategy. Education strategy: a series of notes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First. w	2 theory	At the end of this unit , the student should be able to: 1. Define concepts. 2. Classified the nutrients and metabolism. 3. Identify the functions of nutrients. 4. Discuss the role of diet on health status. 5. Discuss the types of nutrients. 6. Compare between macronutrients and micronutrients. 7. Discuss the factors that affecting nutrition. 8. Identify the clinical signs of good nutritional status	Unit 1: Overview of nutrition	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second w.	2 Theory	At the end of this chapter, the student should be able to: 1. Discuss the Standards for a healthy diet. 2. Describe and draw the food guide pyramid. 3. Discuss the nutritional care process.	Unit 2: Dietary references and diet-planning guides	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third w.	2 Theory	At the end of this chapter, the student should be able to: 1. Define concepts 2. Discuss the energy balance . 3. Describe the factors which Affect Basal Metabolic Rate. 4. Discuss the term of Body weight and body mass standards. 5. Outline the classification of overweight and obesity by BMI and arm circumference. 6. Identify examples of energy requirements for people according to their daily activities and nature of work.	Unit 3: Metabolism of Nutrients and Energy Balance	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

Fourth w.	2 Theory	At the end of this chapter, the student should be able to: 1. Define concepts. 2. Identify the functions of carbohydrates. 3. Compare between soluble and insoluble dietary fibers. 4. Discuss the daily requirements for carbohydrates and fibers. 5. Describe the dietary sources of carbohydrates and fibers. 6. Outline the main therapeutic effect of rich-fiber diet	Unit 4 Carbohydrates (Sugar , starch , and fiber)	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth w.	2 Theory	At the end of this chapter, the student should be able to: 1. Define concepts 2. Identify the functions of lipids 3. Compare between saturated and unsaturated fat. 4. Differentiate between essential and nonessential fatty acids. 5. Discuss the sources of different types of fat.	Unit5: Lipids(Fats , Oil)	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth w.	First Midterm Exam				
Seventh w.	2Theory	At the end of this chapter, the student should be able to: 1. define concepts 2. discuss the roles of proteins in the body. 3. Compare between complete and incomplete proteins. 4. Mentions the sources for each type of proteins 5. Describe the effect of proteins on the body weight.	Unit 6 Proteins	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth w.	2 Theory	At the end of this chapter, the student should be able to: 1. Define vitamin 2. discuss the functions and metabolism of vitamins. 3. Compare between water-soluble protein and Fat-soluble vitamins. 4. Identify the main sources for each of water-soluble	Unit 7: Vitamins	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

		protein and Fat-soluble vitamins.			
Ninth w.	2 Theory	At the end of this chapter, the student should be able to: 1. Identify the functions of water. 2. Compare the various types, location, and subdivisions of body fluids. 3. Discuss the mechanisms of water balance. 4. Describe the functions of major minerals. 5. Compare between major and trace minerals. 6. Discuss the daily requirements, deficiency and toxic symptoms, and the	Unit 8 Water and minerals	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth w.	2 Theory	At the end of this chapter, the student should be able to: 1. discuss the effects of disease on body systems. 2. Identify the types of therapeutic diet. 3. Specify the objectives of each types of therapeutic diet. 4. Describe the internal feeding and vegetarian nutrition . 5. Mention the diet therapy for the more common problems in body systems.	Unit 9: The Healthiest and Special Diets	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh w.	2Theory	At the end of this chapter the student should be able to: 1. Identify the characteristics of healthy pregnancy. 2. Describe the Wight changes during the different stages of pregnancy. 3. Principles of Nutritional therapy during Pregnancy. 4. Discuss the general dietary problems during pregnancy and lactation.	Unit 10 pregnancy nutrition	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second Teen 12 w.	Second Midterm Exam				
Thirteen w.	2 Theory	At the end of this chapter, the student should be able to:	Unit 11: Infant Nutrition	Delivering the lecture using	Daily or weekly Exam

		1. Describe the energy and nutritional requirements for infant. 2. Identify the principles and advantages of breast feeding. 3. Discuss the indications of bottle feeding. 4. Identify the steps of formula preparation of bottle feeding.		audio-visual aids.	
Fourteen w.	2 Theory	At the end of this chapter, the student should be able to: 1. Discuss the daily nutritional requirement for different stages of human growth. 2. Describe the nutritional habits during the different stages of development. 3. Outline the dietary changes for elderly	Unit12 : Nutritional variation throughout the life cycle	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifteen w.	2 Theory	At the end of this chapter, the student should be able to: Define concepts Differentiate between type 1 and type 2 diabetes. Describe the metabolic changes in diabetic patients. Explain the dietary modifications used for management of people with diabetes, CVD. Cancer, and obesity.	Unit 13: The concept of western diseases	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

11. Course Evaluation

Distribution is as follows: 20% theoretical, 10% reports, 70% final exam.

12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	1. Width, M., & Reinhard, T. (2024). The essential pocket guide for clinical nutrition. Jones & Bartlett Learning. 2. Gloria Leifer , RN,MA,CNE 2019. Introduction to Maternity and pediatric Nursing 8 Edition 3. Boltz, M., Capezuti, E., & Fulmer, T. T. (Eds.). (2024). Evidence-based geriatric nursing 4. Brand, D. M. (2020). South African dietitians' practices and perceptions regarding food exchange lists, as part of the food exchange system, in the nutrition care process (Doctoral dissertation, University of the Free State).
Main references (sources)	5. Linsenmeyer, W., Garwood, S., & Waters, J. (2022). An examination of the sex-specific nature of nutrition assessment within the nutrition care process: considerations for nutrition and dietetics practitioners working with

	<p>transgender and gender diverse clients.</p> <p>6. Hiesmayr, M., Tarantino, S., Moick, S., Laviano, A., Sulz, I., Mouhieddine, M., ... & Schindler, K. (2019). Hospital malnutrition, a call for political action: a public health and nutritionday perspective. Journal of clinical medicine, 8(12), 2048.</p>
Recommended books and references (scientific journals, reports...)	Mahan, L. K. (2016). Krause's Food & the Nutrition Care Process-E-Book: Krause's Food & the Nutrition Care Process-E-Book. Elsevier Health Sciences.
Electronic References, Website	<p>https://books.google.iq/books?hl=en&lr=&id=qF3QEAAAQBAJ&oi=fnd&pg=PP1&dq=Advanced+nutrition+and+human+metabolism+&ots=S5obpVPAP&sig=ZpK9kGap8d4thh7Gmnt4jeXuj7Q&redir_esc=y#v=onepage&q=Advanced%20nutrition%20and%20human%20metabolism&f=false</p>

Course Description Form

Pediatric Nursing

This course will provide students with the basic knowledge, skills and important practice related to pediatric nursing and how to deal with the different cases that children are exposed to at different stages in addition to the methods of treating those cases.

1. Course Name:

Pediatric Nursing

2. Course Code:

NUR306

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

29/4/2025

5. Available Attendance Forms:

In-person Presence and online.

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

- 255 hours for the semester.
- 17 hours a week

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

Name: Dr. Rayyan Ibrahim Khaleel

Email: rayan.ibrahim@uomosul.edu.iq

Name: Dr. Luay Amjed Mahmood

Email: loay.amjed@uomosul.edu.iq

8. Course Objectives

Course Objectives

Upon completion of this course the students will be able to:

- 1- Identify the basic child's needs(age related needs and concerns)**
- 2- Assess the child and adolescents physically**
- 3- Outline the communication techniques to deal with the child and adolescents**

- 4- Discuss the types of accidents according to the stages of growth and development
- 5- Provide traumatic care for hospitalized child and adolescents
- 6- Identify the high risk infants and figure out their physical and psychological problems
- 7- Discuss nutritional assessment and figure out the child's and adolescent with nutritional problems
- 8- Utilize the nursing process to deal with child's health problems
- 9- Emphasis on preventive aspects of care to promote health for children and adolescents
- 10- Implement nursing care for children with:
 - ✓ Respiratory disease.
 - ✓ Gastrointestinal disease.
- 11- Demonstrate pediatric nursing procedures related to:
 - ✓ Restraining.
 - ✓ Blood withdrawal.
 - ✓ CFS.
 - ✓ Setting IV fluid.
 - ✓ Giving IM injection.
- 12- Analyze critically the condition of the child and adolescent with blood disease.
- 13- Applied scientific approach during practice of nursing care with children and adolescent.
- 14- Identify the needs of children and adolescent with special needs (Handicapped children).
- 15- Identify childhood and adolescence disease (medical and surgical disease) in relation to its causes, treatment, complications, and its nursing care.

9. Teaching and Learning Strategies

Strategy	<p>The educational strategy is planning the collaborative concept.</p> <p>Brainstorming educational strategy.</p> <p>Education strategy: a series of notes.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	3 Theory 12 Practical 2 Lab	The student should be able to understand the scientific perspective of the beginning of providing nursing care and its basics for children, in addition to all forms of care in its various types, and to provide a comprehensive scientific description of how to provide care for all	Introduction to Pediatric Nursing	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

		age groups for children.			
Second	3 Theory 12 Practical 2 Lab	Identify basic needs and learn communication techniques for each age group and discuss vaccines and their importance in child health.	Language of communication with children / Vaccines and Immunity Children	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Third	3 Theory 12 Practical 2 Lab	Learn how to assess a child's physical condition using different tools according to scientific and international standards.	Physical examination for children	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourth	3 Theory 12 Practical 2 Lab	Explaining the most important nursing interventions in the care of premature and newborn children and the role of the family in care.	Nursing Care for Newborns	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifth	3 Theory 12 Practical 2 Lab	Identify the risk factors associated with low weight for gestational age - Identify the concept and causes of respiratory distress and jaundice in children, while addressing the most important conditions that lead to low blood sugar.	Neonatal risks: which include gestational age/weight of the newborn /fetal distress syndrome/ jaundice/low sugar	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Sixth	First Midterm Exam				
Seventh	3 Theory 12 Practical 2 Lab	Explaining the most important nursing procedures for children with:- Upper respiratory diseases.	Respiratory diseases for children, part one	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eighth	3 Theory 12 Practical 2 Lab	Explaining the most important nursing procedures related to lower respiratory diseases	Respiratory diseases in children, part two	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

Ninth	3 Theory 12 Practical 2 Lab	Knowing the most important problems related to the reproductive system in children, in terms of their causes, treatment, complications, and special nursing care.	Reproductive system problems in children	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Tenth	3 Theory 12 Practical 2 Lab	Implementation of nursing care for children with: - Gastrointestinal diseases and congenital malformations (explaining pediatric nursing procedures related to: Intestinal obstructions in children Pyloric stenosis Congenital malformations (cleft palate or lip)	Gastrointestinal diseases and congenital malformations	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Eleventh	3 Theory 12 Practical 2 Lab	Explaining the most important medical conditions related to hereditary blood diseases, their types, and how to provide nursing care in each type.	Hereditary blood diseases	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Second Teen	Second Midterm Exam				
Thirteen	3 Theory 12 Practical 2 Lab	Introducing the student to the most important types of heart diseases that affect children, whether congenital or acquired, how they occur, their causes, diagnosis and treatment.	Heart diseases	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fourteen	3 Theory 12 Practical 2 Lab	Identifying children and adolescents with special needs and ways to provide them with special nursing care	Diseases related to the spine	Delivering the lecture using audio-visual aids.	Daily or weekly Exam
Fifteen	3 Theory 12 Practical 2 Lab	The student will be able to Know how to provide nursing care for patients with endocrine diseases	Endocrine diseases	Delivering the lecture using audio-	Daily or weekly Exam

		and the importance of guiding the family to follow up on the child's healthy development and growth by visiting health centers for family care		visual aids.	
11. Course Evaluation					
The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical and laboratory exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.					
12. Learning and Teaching Resources					
Required textbooks (curricular books any)	1. Wong's nursing care of infants and children /edited by Marilyn J. Hockenberry, David Wilson.11th edition. Copyright © 2019 by Mosby, an imprint of Elsevier Inc. 2. Essentials of Pediatric Nursing/ edited by Kyle Terri and Susan Carman. 4th ed. 2021. Philadelphia: Wolters Kluwer				
Main references (sources)					
Recommended books and references (scientific journals, reports...)	-Textbook of Neonatal Resuscitation -Pediatric Oncology Nursing: Advanced Clinical Handbook - Principles of Pediatric Nursing: Caring for Children - Certified Pediatric Emergency Nurse -Nursing Care of Children - Critical Care Nursing Care Plans				
Electronic References, Websites	https://scholar.google.com/				

1. اسم المقرر والمرحلة الدراسية	
Medical statistics/third class	
2. رمز المقرر	
BST307	
3. الفصل / السنة	
semester and scend of the third stage The first	
4. تاريخ إعداد هذا الوصف	
1/9/2024	
5. أشكال الحضور المتاحة	
Recording the student's attendance in practical .lectures	
6. عدد الساعات الدراسية (الكلية) / عدد الوحدات (الكلية)	
30 practical hours (2 hours per week for 15 weeks)	
7. اسم مسؤول المقرر الدراسي (إذا أكثر من اسم يذكر) واللقب العلمي	
الاسم: lecture : shaymaa riyadh الأيميل: shaymaa.riadh@uomosul.edu.iq	
8. اهداف المقرر	
1- Using advanced educational factors 2- We have introduced the latest developments in the field of advanced training to advance the statistical reality to serve health organizations 3- Use modern design such as electronic calendar 4- Using statistical methods	اهداف المادة الدراسية
9. استراتيجيات التعليم والتعلم	

Lecture Discussion Solve the examples The explanation Interpretation of laws	الاستراتيجية
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10. بنية المقرر

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
1	2	Solve the examples The explanation Interpretation of laws	<ul style="list-style-type: none"> Some Basic Definition :. Types of Variables. Scales Used to Measure Variables Representing Grouped & Ungrouped Data in Graphs 		Exams Short, and Quarterly and final
2	2	Solve the examples The explanation Interpretation of laws	Steps of construction a frequency distribution		Exams Short, and Quarterly and final
3	2	Solve the examples The explanation Interpretation	EX1 EX2 // and <u>Statistical Nation</u>		Exams Short, and Quarterly and final

			of laws		
Exams Short, and Quarterly and final		Mathematical Presentation	Solve the examples The explanation Interpretation of laws	2	4
Exams Short, and Quarterly and final		1- Arithmetic Mean. 2- Median	Solve the examples The explanation Interpretation of laws	2	5
Exams Short, and Quarterly and final		3- Mode. 4- Geometric Mean.	Solve the examples The explanation Interpretation of laws	2	6
Exams Short, and Quarterly and final		: Measures of dispersion (2) hrs. 1 – the range 2 – the variance	Solve the examples The explanation Interpretation	2	7

			of laws		
Exams Short, and Quarterly and final		3 – the standard deviation (2) hrs. 4 – the standard error of the mean 5 – the mean division.	Solve the examples The explanation Interpretation of laws	2	8
Exams Short, and Quarterly and final		Relative variation measure (2) hrs. Coefficient of variation and example.		2	9
Exams Short, and Quarterly and final		Correlation and linear regression (2) hrs. Introduction	Solve the examples The explanation Interpretation of laws	2	10
Exams Short, and Quarterly and final		Pearson's r and example	Solve the examples The explanation Interpretation of laws		11
Exams		<i>Spearman's</i>	Solve the	2	12

Short, and Quarterly and final		correlation coefficient and example	examples The explanation Interpretation of laws		
Exams Short, and Quarterly and final		Linear regression and example +spss	Solve the examples The explanation Interpretation of laws	2	13

11. تقييم المقرر وتقسيمات الدرجة

توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير... الخ

Term Test	Laboratory	Final examination
03%		70%

12. مصادر التعلم والتدريس

الاحصاء واختبارات التشخيص الطبية الدكتور فرلس رشاد السامرائي/كلية الطب /جامعة بغداد/2015 Agrestic.A(2002).categorical data analysis.second	الكتب المقررة المطلوبة (المنهجية أن وجدت)
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ediction.john wiley&sons,inc	
<p>Zaki,R.,bulgiba A.,ismail,R., ismail, N.A. (2012) statistical methods yosed to test for agreement of medical instruments measuring continuous variables in method comparison studies: A systematic review.plos one,7,5:1-7.</p> <p>Kumar,R.,and indrayan,. A(2001).Reseiver operating characteristic(ROC) Curve for medical researchers.indian pediatrics.48:277-287</p>	المراجع الرئيسية (المصادر)
50%	نسبة تحديث المنهاج

اسم وتوقيع رئيس القسم او الفرع

اسم وتوقيع صاحب المقرر



Course Weekly Outline (2024-2025)

Course Instructor	Dr. Mohammed Ahmed Sultan Alwily
E. mail	mohammed.ahmed@uomosul.edu.iq
Title	Human Growth & Development
Course Coordinator	Dr. Mohammed Ahmed Sultan Alwily
Course Objective	<p>At the end of the course, the students will be able to:</p> <ul style="list-style-type: none"> - Define the concepts of growth, development, and maturation, and differentiate them. - Identify the patterns of growth and development. - Recognize the measurements of growth and development - Measure and records a particular Anthropometric measurement, growth chart for human growth, In addition to milestone, and Denver development screening test for human development - State the principles of child development with examples to show the understanding of the principles - Understand Human developmental theories related to growth and development - Explain the stages of growth and development throughout the human being life cycle and lifespan - Designate the physical, and physiological growth for each stage of the human being's life and lifespan. - Describe the physical, social-personal, emotional, cognitive, spiritual and mental development that take place during each stage of the human being's life and lifespan. - Clarify developmental needs and problems that face human during different stages of growth and development. - Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods. - Utilize the knowledge gained from the study of human growth and development in nursing care of individuals.
Course Description	This course will provide the students with basic knowledge, skills and practice related to human growth & development. It deepens their understanding about the human characteristics, needs, & their normal growth and developmental, and also the problems of growth and development with different stages of human life.
Text book	Hockenberry, M. J., Bryant, R., & Hellsten, M. B. (2023). Wong's Clinical Manual of Pediatric Nursing E-Book. Elsevier Health Sciences.
References	<ol style="list-style-type: none"> 1. Hockenberry, M. J., Wilson, D., & Rodgers, C. C. (2021). Wong's essentials of pediatric nursing-e-book. Elsevier health sciences. 2. Perry, S. E., Hockenberry, M. J., Cashion, K., Alden, K. R., Olshansky, E., &

	<p>Lowdermilk, D. L. (2022). Maternal Child Nursing Care-E-Book: Maternal Child Nursing Care-E-Book. Elsevier Health Sciences</p> <p>3. Hockenberry, M. J., Bryant, R., & Hellsten, M. B. (2023). Wong's Clinical Manual of Pediatric Nursing E-Book. Elsevier Health Sciences.</p> <p>4. Hockenberry, M. J., & Wilson, D. (2018). Wong's Nursing Care of Infants and Children-E-Book: Wong's Nursing Care of Infants and Children-E-Book. Elsevier Health Sciences .</p> <p>5. Beevi, A. (2019). Concise Text Book for Pediatric Nursing-E-Book. Elsevier Health Sciences .</p> <p>6. Leifer, G. (2022). Introduction to Maternity and Pediatric Nursing-E-Book: Introduction to Maternity and Pediatric Nursing-E-Book. Elsevier Health Sciences .</p> <p>7. McKinney, E. S., James, S. R., Murray, S. S., Nelson, K., & Ashwill, J. (2021). Maternal-child nursing-e-book. Elsevier Health Sciences</p> <p>8. Speedie, L., & Middleton, A. (2021). Wong's nursing care of infants and children Australia and New Zealand edition-E-book: For professionals. Elsevier Health Sciences</p> <p>9. Marcdante, K., & Kliegman, R. (2016). Nelson Essentials of Pediatrics-E-Book: First South Asia Edition. Elsevier Health Sciences</p> <p>10. Leifer, G., & Fleck, E. (2021). Growth and Development Across the Lifespan-E-Book: Growth and Development Across the Lifespan-E-Book. Elsevier Health Sciences</p> <p>11. Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). Human growth and development across the lifespan: Applications for counselors. John Wiley & Sons</p>				
Course Assessments	Term Test	Final examination	Final examination		
	% 40	% 20	% 40		
General Notes					



Course Weekly Outline (2024-2025)

Week	Date	Topics Covered	Lab. Experiment Assignments	Notes
1.	2024-2025	Overview of normal growth and development		
2.	2024-2025	Factors Influences on growth and development		
3.	2024-2025	Growth and development Measurement		
4.	2024-2025	Developmental theories (Part one)		
5.	2024-2025	Developmental theories (Part two)		
6.	2024-2025	Midterm Examination		
7.	2024-2025	Fetus Period		
8.	2024-2025	Infancy period		
9.	2024-2025	Early childhood Period (Toddler age)		
10.	2024-2025	Early childhood Period (Preschool age)		
11.	2024-2025	Middle childhood (School age)		
12.	2024-2025	Midterm Examination		
13.	2024-2025	Adolescence period		
14.	2024-2025	Adulthood period		

Instructor Signature:

Dean Signature:

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate

description of the targeted learning outcomes according to specific learning strategies.

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

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

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

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

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

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

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

Academic Program Description Form

University Name: . University of Mosul

Faculty/Institute: College of Nursing

Scientific Department: .
Academic or Professional Program Name: . Bachelor's.
Final Certificate Name: . Bachelor Science in Nursing
Academic System: One semester
Description Preparation Date: 2024-9-30
File Completion Date: 2024-9-30

Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Date:	Date:

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date:
Signature:

Approval of the Dean

1. Program Vision
The College of Nursing, University of Mosul, in its Health Promotion Program, seeks to excel in providing a comprehensive approach to preparing the

professional nurse in practical practice, education and research related to community health programs and providing comprehensive care for the family and community.

2. Program Mission

The program's mission includes preparing professional nurses capable of meeting the needs of the family and the community by providing safe and competent nursing competence in the philosophy of community health nursing.

3. Program Objectives

1. Describe the nature, philosophy, and scope of community health nursing.
2. Discuss the definitions, functions, roles, and trends of community health nursing.
3. Apply the concepts of family, family and community health, and community health to the practice of community health nursing.
4. Explore the factors affecting the health of families and describe nursing interventions to promote their health at different stages of life.
5. Benefit from the application of the nursing process to families, groups, communities, and societies in a variety of settings.
6. Define the concepts of primary health care and apply them to families, groups, communities, and societies.
7. Compare the roles, functions, and settings of different community health settings.
8. Nursing (public health nursing, school nursing, home health nursing, and occupational health nursing)

4. Program Accreditation

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

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5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	49	225		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	No			
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024-2025 Fourth		Community health nursing	theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Students learn about different community health programs.

Skills

Students will have the skills to deal

with health problems suffered by individuals, families and society through the application of community health programs.	
Ethics	
Developing students' abilities to deal with health problems within the family and society, focusing on promoting health and preventing diseases.	
Commitment to professional ethics and confidentiality of information when providing nursing care.	

9. Teaching and Learning Strategies

- 1– Explaining and clarifying the scientific material by using a display screen and drawing on the board for each topic within the study material.
- 2– Giving daily assignments regarding the scientific material and following up on the students' work and activity
- 3– Using the discussion method between students to provide a more comprehensive understanding of the material

10. Evaluation methods

Daily, weekly, monthly exams and the end-of-semester exam. The exam will be theoretical in the classrooms, laboratory in the college laboratories and practical in primary health care centers.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Science in Nursing	Community Health Nursing				
Assistant professor	Science in Nursing	Community Health Nursing				

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

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

13. The most important sources of information about the program

1. Nies, M. (2015). Community/public health nursing: Promoting the health of populations.
Clark, M. J. (2015). *Population and community health nursing*. Pearson.

14. Program Development Plan

1. Using simulation laboratories to develop students' knowledge and skills
2. Enhancing field visit programs to various community institutions and reviewing community health programs

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
2024-2025 Fourth		Communit y health nursing	Basic												

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

Course Description Form

1. Course Name:	
Community Health Nursing	
2. Course Code:	
3. Semester / Year:	
One semester	
4. Description Preparation Date:	
30-9-2024	
5. Available Attendance Forms:	
In-person and online	
6. Number of Credit Hours (Total) / Number of Units (Total)	
225 hours per semester. 15 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Nasir Muwfaq Younis Dr. Mahmoud Mohammad Ahmed Email: mahmood.ahmed@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> 1. Describe the nature, philosophy, and scope of community health nursing. 2. Discuss the definitions, functions, roles, and trends of community health nursing. 3. Apply the concepts of family, family and community health, and community health to the practice of community health nursing. 4. Explore the factors affecting the health of families and describe nursing interventions to promote their health at different stages of life. 5. Benefit from the application of the nursing process to families, groups, communities, and societies in a variety of settings.

	<ul style="list-style-type: none"> • 6. Define the concepts of primary health care and apply them to families, groups, communities, and societies. • 7. Compare the roles, functions, and settings of community health. • 8. Nursing (public health nursing, school nursing, home health nursing, and occupational health nursing)
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9. Teaching and Learning Strategies

Strategy	1- Teaching Strategy Collaborative Concept Planning. 2- Teaching Strategy Brainstorming. 3- Teaching Strategy Notes Series
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hour	Ability to describe the nature, philosophy and scope of community health nursing.	Community Health Nursing	Explaining the scientific material by displaying it on the screen with an educational video for students	Daily, weekly, monthly examination and end-semester examination (theoretical, laboratory and practical primary care centers).
2	3 hour				
3	3 hour				
4	3 hour				
5	3 hour				
6	3 hour				
7	3 hour				
8	3 hour				
9	3 hour	Discuss the definitions, functions, roles and trends of community health nursing.		2- Giving an assignment at the end of the lecture for direct answer	
10	3 hour				
11	3 hour				
12	3 hour				
13	3 hour				
14	3 hour				
15	3 hour			Able to apply the concepts of family, family and community health and community	

		<p>health to the practice of community health nursing.</p> <p>Explore the factors affecting the health of families and describe nursing interventions to promote the health of different stages of life.</p>		<p>thinking among students</p>	
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11. Course Evaluation

Distribution as follows: 20 marks for the semester theory and student activity, 20 marks for the semester practical, 20 marks for the final practical, and 40 marks for the final theory.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Nies, M. (2015). Community/public health nursing: Promoting the health of populations.
Main references (sources)	Clark, M. J. (2015). <i>Population and community health nursing</i> . Pearson.
Recommended books and references (scientific journals, reports...)	Allender, J. A. (2010). Community health nursing: promoting and protecting the public's health.
Electronic References, Websites	

Course Description Form

Management and leadership in Nursing

This course will seek to provide a comprehensive approach to preparing the professionally and administratively competent nurse in how to manage hospital departments, education and research related to this aspect in a way that serves the development of health care services.

1. Course Name:

Management and leadership in Nursing

2. Course Code:

NUR 402

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

2024 / 9 / 29

5. Available Attendance Forms:

In-person Presence and online.

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

- 75 hours for the semester.
- 5 hours a week (2 Hours theory, 3 hours practice)

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

Name: lecturer. Ahmed Zuhair Al-Nuaiemy

Email: Ahmad.zuhair@uomosul.edu.iq

8. Course Objectives

Course Objectives

1. Understand the principles and functions of management.
2. Understand the elements of administration.
3. Appreciate the management of nursing services in the hospital.
4. Apply the concepts, theories and techniques of organizational behavior, communication and public relations.
5. Develop skills in planning and organizing.
6. Understand the management of nursing educational institutions.

7. Describe the ethical and legal responsibilities of a professional nurse.

8. Understand the various opportunities for professional advancement in electronic Management such as elect

9. Understand the Research in management.

10. Understand Risk management.

9. Teaching and Learning Strategies

Strategy

1. Deliver lectures through presentations and structured teaching.

2. Use modern technology and interactive activities to enhance comprehension through video presentation materials.

3. Implement discussion techniques by posing questions and topics for students to debate, with opportunity to respond and provide real-life examples, thereby enhancing classroom interaction.

4. Activate daily assignments, tests, and oral questions to stimulate student motivation.

5. Organize discussion sessions to deepen understanding and awareness of course topics.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	E
The First.	2 Theory 3 Practical	<ul style="list-style-type: none"> ■ Define the term management. ■ Distinguish scientific management and human relations–based management. ■ Explain servant leadership. ■ Discuss the qualities and behaviors that contribute to effective management. 	Management in nursing	Delivering the lecture using audio-visual aids.	
Second	2 Theory 3 Practical	Define the term administration . <ul style="list-style-type: none"> ■ Explain servant leadership. ■ Discuss the qualities and behaviors that contribute to effective administration. 	Nursing Administration	Delivering the lecture using audio-visual aids.	
Third	2 Theory 3 Practical	<ul style="list-style-type: none"> ■ Define the terms leadership and followership. ■ Discuss the importance of effective leadership and followership for the new nurse. 	Leadership in Nursing	Delivering the lecture using audio-visual aids.	
Fourth	2 Theory			Delivering the	

	3 Practical	<ul style="list-style-type: none"> ■ Discuss the qualities and behaviors that contribute to effective leadership. ■ Discuss the qualities and behaviors that contribute to effective followership 		lecture using audio-visual aids.	
Fifth	2 Theory 3 Practical	<p>Explain the components necessary for effective interpersonal communication.</p> <ul style="list-style-type: none"> ■ Identify barriers to effective interpersonal communication. ■ Discuss the importance of inter professional collaboration. ■ Apply components of interpersonal communication to Inter professional collaboration. ■ Discuss strategies to promote inter professional collaboration. ■ Describe effective strategies to build inter professional teams 	Communication and public relations	Delivering the lecture using audio-visual aids.	
Sixth	First Midterm Exam				
Seventh	2 Theory 3 Practical	<p>identify common sources of conflict in the workplace.</p> <ul style="list-style-type: none"> ■ Guide an individual or small group through the process of problem resolution. ■ Participate in informal negotiations. ■ Discuss the purposes of collective bargaining 	Risk Management	Delivering the lecture using audio-visual aids.	
Eighth	2 Theory 3 Practical	<ul style="list-style-type: none"> □ identify contemporary nurse-leaders who exemplify thought leadership and the innovative ideas they have suggested □ describe why quantum leaders need flexibility in 	Nursing services administration	Delivering the lecture using audio-visual aids.	

		<p>responding to the complex relationships that exist</p> <ul style="list-style-type: none"> <input type="checkbox"/> between environment and context in work environments <input type="checkbox"/> describe complexities that exist in the relationship between followers and leaders <input type="checkbox"/> provide examples of the 21st-century shift from industrial age leadership to relationship age leadership 			
Ninth	2 Theory 3 Practical	<p>open up new opportunities by helping you streamline your current workload.</p> <p>Identify the principles of how to manage the time</p>	Time management	Delivering the lecture using audio-visual aids.	
Tenth	2 Theory 3 Practical	<ul style="list-style-type: none"> <input type="checkbox"/> differentiate between problem solving, decision making, critical thinking, and clinical reasoning <input type="checkbox"/> describe how case studies, simulation, and problem-based learning can be used to improve the quality of decision making <input type="checkbox"/> explore strengths and limitations of using intuition and heuristics as adjuncts to problem solving and decision making <input type="checkbox"/> identify characteristics of successful decision makers <input type="checkbox"/> use a PICO (patient or population, intervention, comparison, and outcome) format to search for current best evidence or practices to address a problem <input type="checkbox"/> identify strategies the new nurse might use to promote evidence-based practice <input type="checkbox"/> select appropriate 	Critical thinking and decision making	Delivering the lecture using audio-visual aids.	

		<p>models for decision making in specific situations</p> <ul style="list-style-type: none"> □ describe the importance of individual variations in the decision making process □ identify critical elements of decision making □ identify strategies that help decrease individual subjectivity and increase objectivity in decision making 			
Eleventh	<p>2 Theory</p> <p>3 Practical</p>	<p>Recognize the various ways in which health-care organizations differ.</p> <ul style="list-style-type: none"> ■ Explain the importance of organizational culture. ■ Define power and empowerment. ■ Identify sources of power in a health-care organization. ■ Describe several ways in which nurses can be empowered. 	Empowering Nurses	Delivering the lecture using audio-visual aids.	
Second Teen	Second Midterm Exam				
Thirteen	<p>2 Theory</p> <p>3 Practical</p>	<p>Discuss the norms and values of teamwork</p> <p>Identify the role of team in nursing management</p> <p>Recognize team accomplishments,</p>	Building and Managing Nursing Team	Delivering the lecture using audio-visual aids.	
Fourteen	<p>2 Theory</p> <p>3 Practical</p>	<p>Define the term delegation.</p> <ul style="list-style-type: none"> ■ Define the term prioritization. ■ Differentiate between delegation and prioritization. ■ Define the term nursing assistive personnel. ■ Discuss the legal implications of making assignments to other health-care personnel. ■ Discuss barriers to 	Delegation	Delivering the lecture using audio-visual aids.	

		successful delegation. ■ Make appropriate assignments to team members. ■ Apply priority setting guidelines to patient care.			
Fifteen	2Theory 3Practical	REVIEW THE COURSE	Preparation to the final exam	Delivering the lecture using audio-visual aids.	

11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the laboratory exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books if any)	1.Liebler JG, McConnell CR. Management Principles for Health Professionals. Burlington,MA: Jones & Bartlett Learning; 2017 2. Houston,-C.J.-(2020)-Professional Issues in Nursing: Challenges and Opportunities-(5th-ed.),-Melbourne,-Australia:-Wolters-Kluwer. 3.James,-A.H.-&-Bennett,-C.L.-(2022b)-Chapter19:-From-empowerment-to-leadership---Developing-self-leadership,-in-Stanley,-D.,-James,-A.H.-&-Bennett,-C.L.-(eds.),-Clinical Leadership in Nursing and Healthcare-(3rded.),-London:-Wiley,-pp.-403–420.-https://doi.org/10.1002/9781119869375.ch19.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Ellis, J.R., & Hartley, C.L. (2022). Nursing in today's world: trends, issues and management, 8th ed. Philadelphia: Lippincott, Williams & Wilkins
Electronic References, Websites	https://scholar.google.com/ https://www.youtube.com/watch?v=7Rts70S_X3A https://www.youtube.com/watch?v=UJS9JrFDuRo

Course Description Form

Professional perspectives and Issues in Nursing

Each Class Session identifies the content that will be covered in that class and the activities expected by the students.

During the Class Session, ask for explanations of term that are not clear.

You are advised to participate in class room discussion.

You are advised to complete the study Questions given at the end of each unit that will help you to fully understand the course material

1. Course Name:

Community Nursing

2. Course Code:

NUR403

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

3\ 10\ 2024

5. Available Attendance Forms:

In-person Presence and online.

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

- 60 hours for the semester.

- 2 hours a week

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

Name: Dr. Shatha Abdul Rahman Hasso

Email: dr.shatha.hasso@uomosul.edu.iq

8. Course Objectives

Course Objectives

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

Apply health teaching in nursing practice

9. Teaching and Learning Strategies

Strategy	1. Explaining and clarifying the scientific material by using a display screen and drawing on the blackboard for each topic 2- Giving daily assignments regarding the scientific subject and following up on students' work and activity 3- Using the discussion method among students to give a more comprehensive understanding of the material.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 , 2	4 hrs	1. Nursing as a profession. 2.Dimensions of nursing practice 3.Characteristics of a profession	Professional nursing practice	Lectures, Group discussion, demonstration	Quiz, Exam
3	2hrs	4.Socialization. 5.Issues in socialization. 6.Professional associations. 7.General systems theory. 8.Systems theory and the individual.	Socialization to professional nursing	Lectures, Group discussion, demonstration	Quiz, Exam
4	2 hrsd	9.Family systems. 10.Community/population-focused systems	Client systems	Lectures, Group discussion, demonstration	Quiz, Exam
5 , 6	2 hrs	11.Subject matters of ethics. 12.Values. 13.Moral concepts in nursing practice.	Complexity and Chaos	Lectures, Group discussion, demonstration	Quiz, Exam
7 , 8	4 hrs	14.Ethical nursing principles. 15.Application of ethics to nursing practice. 16.Research on nursing ethics.	Change	Lectures, Group discussion, demonstration	Quiz, Exam
9 , 10	4 hrs	17.Computer in health care delivery and nursing. 18.Computer in clinical practice. 19. Computer for professional growth/	Computer Science in Nursing Practice	Lectures, Group discussion, demonstration	Quiz, Exam
11 , 12	4 hrs	networking. 20.Computer in nursing administration. 21.Computer in nursing research. 22.Computer in professional and patient's education.	Nursing Practice	Lectures, Group discussion, demonstration	Quiz, Exam
13	2 hrs	24.Computer and the role of the nurse. 25.Concept of change.	Future Perspectives	Lectures, Group discussion, demonstration	Quiz, Exam
14	2 hrs	26. Mandates for health teaching. 27.Assessment of learning abilities. 28. Planning health teaching.	Nursing Models	Lectures, Group discussion, demonstration	Quiz, Exam
15	2 hrs	29. Concepts of Chaos and complexity. 30.Intervention of complexity and chaos in the change 31.Changing demography.	Health Teaching	Lectures, Group discussion, demonstration	Quiz, Exam
		32.Health care costs. 33.Shift to community. 34.Nursing models and their use in practice. 35.Conceptual models `and theories. 36.Nursing conceptual models. 37.Cognitive, psychological and psychomotor abilities. 38. Teaching strategies 39. Evaluation of teaching and learning.			

11. Course Evaluation

20% Midterm examination

10% quiz

70% final examination

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	No special textbook
Main references (sources)	1.Jensen: http://easy web.easynet.co.uk/zac/chapter17.htm .2013 2.Lucas: http://www.calresco.org/sos/sosfaq.htm 1.1.2013 3.Rosenhead: http://www.human-nature.com/science-as-culture/rosenhead.html .2012.
Recommended books and references (scientific journals, reports...)	http://www.wcer.wisc.edu/nise/1/CL/doingcl/advlec.htm .2012
Electronic References, Websites	Internet

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate

description of the targeted learning outcomes according to specific learning strategies.

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

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

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

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

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

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

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

Academic Program Description Form

University Name: . University of Mosul

Faculty/Institute: College of Nursing

Scientific Department: .
Academic or Professional Program Name: . Bachelor's.
Final Certificate Name: . Bachelor Science in Nursing
Academic System: One semester
Description Preparation Date: 2024-9-30
File Completion Date: 2024-9-30

Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Date:	Date:

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date:
Signature:

Approval of the Dean

1. Program Vision
The College of Nursing, University of Mosul, in its Health Promotion Program seeks to excel in providing a comprehensive approach to preparing the

professional nurse in practical practice, education and research related to health promotion programs and providing comprehensive care for the family and community through health promotion and disease prevention programs.

2. Program Mission

The program's mission includes preparing professional nurses capable of enhancing the health status of the individual, family and community by providing safe and competent nursing competence.

3. Program Objectives

The program includes several objectives.

1. Ensure excellent academic performance and comprehensive development of students in practical and theoretical aspects towards health promotion programs.
2. Motivate students to be self-motivated with the characteristics of critical thinking, judgment and leadership abilities in the practical aspect.
3. Apply innovative teaching strategies with high technology that enhance students' learning outcomes.
4. Participate in preparing students who possess skills within appropriate ethical boundaries.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	49	225		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	No			
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024–2025 Fourth		Health Promotion	theoretical	

8. Expected learning outcomes of the program

Knowledge	
Students learn about programs and approaches to promoting health for the individual, family, and community.	
Skills	
Students will have the skills to deal with health promotion programs by applying health promotion theories and diagnosing health needs.	
Ethics	
Developing students' abilities to deal with health problems within the community and maintaining the privacy and confidentiality of information.	
Adhering to professional ethics and laws	

when providing nursing care.

9. Teaching and Learning Strategies

- 1– Explaining and clarifying the scientific material by using a display screen and drawing on the board for each topic within the study material.
- 2– Giving daily assignments regarding the scientific material and following up on the students' work and activity
- 3– Using the discussion method between students to provide a more comprehensive understanding of the material

10. Evaluation methods

Daily, weekly, monthly exams and the end-of-semester exam. The exam is theoretical in the classrooms.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Science in Nursing	Community Health Nursing				
Assistant professor	Science in Nursing	Community Health Nursing				

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

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

13. The most important sources of information about the program

Maurer, F. A., & Smith, C. M. (2012). *Community/public health nursing practice: Health for families and populations*. Elsevier Health Sciences.

14. Program Development Plan

Enhancing field visits to learn about health promotion programs in the community.

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
2024-2025 Fourth		Health promotion	Basic												

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

Course Description Form

1. Course Name:	
Health promotion	
2. Course Code:	
3. Semester / Year:	
One semester	
4. Description Preparation Date:	
30-9-2024	
5. Available Attendance Forms:	
In-person and online	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours per semester. 2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Nasir Muwfaq Younis Dr. Mahmoud Mohammad Ahmed Email: mahmood.ahmed@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> 1. Identify concepts, principles and definitions related to health and health promotion. 2. Apply approaches to health promotion and disease prevention. 3. Distinguish between health promotion and health protection. 4. Overview models of health and disease. 5. Discuss the health promotion model. 6. Understand levels of health measurement and health promotion. 7. Perform the nurse's role in health promotion

9. Teaching and Learning Strategies

Strategy	<p>1- Teaching Strategy Collaborative Concept Planning.</p> <p>2- Teaching Strategy Brainstorming.</p> <p>3- Teaching Strategy Notes Series</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Ability to identify concepts, principles and definitions related to health and health promotion. Apply methods used in health promotion and disease prevention. Able to discuss the health promotion model. Understand the levels of health measurement and health promotion. Perform the nurse role in health promotion	Health promotion	1-Explaining the scientific material by displaying it on the screen with an educational video for the students.	Daily, weekly, monthly exams and end of semester exam (theoretical).
2	2 hour			2- Giving an assignment at the end of the lecture for direct answering.	
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				

11. Course Evaluation

Distribution as follows: 30 points for the semester theory and 70 points for the final student activity.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Maurer, F. A., & Smith, C. M. (2012). <i>Community/public health nursing practice: Health for families and populations</i> . Elsevier Health Sciences.
Main references (sources)	Maurer, F. A., & Smith, C. M. (2012). <i>Community/public health nursing practice: Health for families and populations</i> . Elsevier Health Sciences.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

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

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

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

Academic Program Description Form

University Name: . University of Mosul

Faculty/Institute: College of Nursing

Scientific Department: .
Academic or Professional Program Name: . Bachelor's.
Final Certificate Name: . Bachelor Science in Nursing
Academic System: One semester
Description Preparation Date: 2024-9-30
File Completion Date: 2024-9-30

Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
Date:	Date:

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date:
Signature:

Approval of the Dean

1. Program Vision
The College of Nursing, University of Mosul, in its Epidemiology Program, seeks excellence in providing a comprehensive approach to preparing the professionally

competent nurse in the practice, education and research related to epidemiology.

2. Program Mission

The program's mission includes preparing professional nurses capable of meeting the needs of health institutions and the community by providing safe and competent nursing competence.

3. Program Objectives

1. Ensure excellent academic performance and comprehensive development of students in practical and theoretical aspects towards epidemiology and epidemiological studies.
2. Motivate students to be self-motivated with the attributes of critical thinking, judgment and leadership abilities in practical aspect.
3. Apply innovative teaching strategies with high technology that enhances the learning outcomes of students.
4. Participate in preparing students who possess skills within appropriate ethical boundaries.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of	Credit hours	Percentage	Reviews*
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	Courses			
Institution Requirements	49	225		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	No			
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024–2025 Fourth		Epidemiology	theoretical	

8. Expected learning outcomes of the program	
Knowledge	
Students learn the basic concepts of epidemiology and its studies in order to monitor health problems in society..	
Skills	
Students should have the skills to deal with epidemics and apply epidemiological studies to monitor, control and prevent the occurrence of diseases.	
Ethics	
Developing students' abilities to deal with health problems in the community and maintaining the privacy and confidentiality of patient information	
Commitment to professional ethics when providing nursing care.	

9. Teaching and Learning Strategies

- 1– Explaining and clarifying the scientific material by using a display screen and drawing on the board for each topic within the study material.
- 2– Giving daily assignments regarding the scientific material and following up on the students' work and activity
- 3– Using the discussion method between students to provide a more comprehensive understanding of the material

10. Evaluation methods

Daily, weekly, monthly exams and the end-of-semester exam. The exam is theoretical in the classrooms.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Science in Nursing	Community Health Nursing				
Assistant professor	Science in Nursing	Community Health Nursing				
lecturer	Community medicine	Community medicine				

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

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

13. The most important sources of information about the program

Stadtlander, C. T. H. (2017). Essentials of Epidemiology in Public Health. *Epidemiology, Biostatistics, and Public Health*, 14(1).

14. Program Development Plan

Enhancing the use of applied epidemiological studies to increase the simulation of the health reality of society

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
2024-2025 Fourth		Epidemiology	Basic												

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

Course Description Form

1. Course Name:	
Epidemiology	
2. Course Code:	
3. Semester / Year:	
One semester	
4. Description Preparation Date:	
30-9-2024	
5. Available Attendance Forms:	
In-person and online	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours per semester. 2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Nasir Muwfaq Younis Dr. Mahmoud Mohammad Ahmed Dr. Shatha Ahmed Email: mahmood.ahmed@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> 1. Knowledge of the basic concepts of epidemiology 2. Ability to apply epidemiological studies and epidemiological monitoring. 3. Ability to use epidemiology to provide health care services in maintaining health and preventing diseases.
9. Teaching and Learning Strategies	
Strategy	1- Teaching Strategy Collaborative Concept Planning. 2- Teaching Strategy Brainstorming.

3- Teaching Strategy Notes Series

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Apply a knowledge base of epidemiological principles and methods.	Epidemiology	1-Explaining the scientific material by displaying it on the screen with an educational video for the students.	Daily, weekly, monthly exams and end of semester exam (theoretical).
2	2 hour				
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour	Ability to apply epidemiological studies for the benefit of society.		2- Giving an assignment at the end of the lecture for direct answering.	
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				

11. Course Evaluation

Distribution as follows: 30 points for the semester theory and 70 points for the final student activity.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Stadtlander, C. T. H. (2017). Essentials of Epidemiology in Public Health. <i>Epidemiology, Biostatistics, and Public Health</i> , 14(1).
Main references (sources)	Allender, J., Rector, C., Rector, C., & Warner, K. (2013). <i>Community & public health nursing: Promoting the public's health</i> . lippincott williams & wilkins.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

Psychiatric and Mental Health Nursing

This course will provide students with basic knowledge, skills and practice related to psychiatric and mental health. This course will provide students with basic knowledge related to psychiatric and mental health nursing and the provision of comprehensive child- and adult-centered psychiatric care.

1. Course Name:

Psychiatric and Mental Health Nursing

2. Course Code:

NUR 408

3. Semester / Year:

Semester / Courses First Semester / 2024-2025

4. Description Preparation Date:

2024 / 10 / 6

5. Available Attendance Forms:

Mixed: In-person Presence and online.

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

- 225 hours for the semester.
- 15 hours a week

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

Name: Dr. Nawaf Mohammed Dhahir.

Email: nawaf.mohammed@uomosul.edu.iq

Name: Lecturer. Eman Salim Mohammed

Email: Eman.salim@uomosul.edu.iq

8. Course Objectives

Course Objectives

1. Define the concepts of psychiatric and mental health and differentiate them.
2. Identify the patterns and principle of psychiatric and mental health nursing.
3. Provide the procedures for a comprehensive mental health assessment and I.Q measurements.

4. State the principles of psychiatric and mental health nursing with examples to show the understanding of the principles
5. Understand psychiatric and mental health theories related to psychiatric and mental health nursing.
6. Describe the psychological, emotional, cognitive, spiritual and mental development that take place during each stage of the human being's life and lifespan.
7. Utilize the knowledge gained from the study of psychiatric and mental health in nursing care of individuals.

9. Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Explaining the theoretical concepts and laws related to nursing work ethics. 2. Practical application. 3. Working in groups and monitoring students' behavior during group work. 4. Applying mental health nursing forms to the patient to know how the student deals with the patient. 5. The educational strategy is planning the collaborative concept. 6. Brainstorming educational strategy.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	3 Theory 6 Practical	<ol style="list-style-type: none"> 1. Understanding the meaning of mental illness and health Psychological. 2. Understanding the basic principles of nursing Mental health. 	Foundations of Mental Health	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Second week	3 Theory 6 Practical	<ol style="list-style-type: none"> 1. Understanding the meaning of mental illness and health Psychological. 2. Understanding the basic principles of nursing Mental health. 	Foundations of Mental Health	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Third Week	3 Theory 6 Practical	<ol style="list-style-type: none"> 1. Review of mental health theories. 2. Understand the relevance of these theories to practice Nursing. 	Theories in mental health nursing	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Fourth Week	3 Theory 6 Practical	<ol style="list-style-type: none"> 1. Learn how to promote mental health. 2. Understand the ethical and legal issues in Mental health nursing 	Legal and Ethical issues	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.

Fifth Week	3 Theory 6 Practical	1. Description of the therapeutic environment. 2. Describe the types of treatment for mental illness. 3. Understanding the nurse's role in providing treatment Psychological.	Treatment Modalities	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Sixth Week	3 Theory 6 Practical	1. Description of the therapeutic environment. 2. Describe the types of treatment for mental illness. 3. Understanding the nurse's role in providing treatment Psychological.	Anxiety Disorder	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Seventh Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Traumatic Disorder	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Eighth Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Somatic Disorder	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Ninth Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Mood Disorder	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Tenth Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Mood Disorder	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Eleventh Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Schizophrenia	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.

				visual aids.	
Twelve Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Neurodevelopmental Disorder	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Thirteen Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Neurocognitive Disorder	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Fourteen Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Personality Disorder.	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.
Fifteen Week	3 Theory 6 Practical	1. Identify the disorder. 2. Identify symptoms and signs and disorder classifications. 3. Learn about treatment methods and interventions Nursing care of the disorder.	Substance Abuse	Delivering the lecture using audio-visual aids.	Discussion evaluation, seminars, and attendance exams.

11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical and laboratory exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	<p>1. Neeb's Fundamentals of Mental Health Nursing, Linda M. Gorman and Robynn F. Anwar F.A. Davis Company, Philadelphia, (USA), 4th edition, 2014.</p> <p>2. Psychiatric-Mental Health Nursing Sheila L.Videbeck M., Wolters Kluwer, 8 th ed., 2020.</p>
Main references (sources)	<p>1.https://www.who.int/publications/i/item/9789240049338</p> <p>https://screening.mhanational.org/screening-tools/</p> <p>https://quizlet.com/71433559/psychiatric-mental-healthnursing-nclex-review-questions-set-1-flash-cards/</p> <p>4.https://www.proprofs.com/quizschool/topic/psychiatricnursing</p>

	https://nursing.com/pop-quiz/mental-health-nclex-questions
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. www.nursingworld.org/scopeandstandardspractice 2. Nursing Standards www.ncsbn.org/regulation/boardsofnursing 3. The Nurse Practice Act www.nursingworld.org/MainMenuCategories/Tools/ 4. Beck Depression Inventory, www.ibogaine.desk.nl/graphics/3639_b1c2_3.pdf 5. Hamilton Depression Rating Scale, www.psyworld.com/online_hamd.htm 6. http://www.integration.samhsa.gov/clinicalpractice/sbirt/CAGE_questionnaire.pdf 7. www.nanda.org
Electronic References, Websites	<ol style="list-style-type: none"> 1. www.nursingworld.org/scopeandstandardspractice 2. Nursing Standards www.ncsbn.org/regulation/boardsofnursing 3. The Nurse Practice Act www.nursingworld.org/MainMenuCategories/Tools/ 4. Beck Depression Inventory, www.ibogaine.desk.nl/graphics/3639_b1c2_3.pdf 5. Hamilton Depression Rating Scale, www.psyworld.com/online_hamd.htm 6. http://www.integration.samhsa.gov/clinicalpractice/sbirt/CAGE_questionnaire.pdf 7. www.nanda.org

Course Description Form

Critical Care Nursing

This course will provide the students with basic knowledge related to critical care unit, critical care nursing and critical care nurse due to critical ill patients. Areas of emphasis include advanced assessment and management of critically ill adult with cardiovascular, respiratory, and renal problems, as well as multisystem trauma.

1. Course Name:

Critical Care Nursing

2. Course Code:

NUR4

3. Semester / Year:

Semester / Courses

4. Description Preparation Date:

2024 / 9 / 29

5. Available Attendance Forms:

In-person Presence and online.

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

- 135 hours for the semester.
- 8 hours a week

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

Name: Lect. Ali Mohammed Fathi

Email: ali.m.fathi@uomosul.edu.iq

Name: Dr. Saad Hussien Murad

Email: dr.saad.nursing@uomosul.edu.iq

8. Course Objectives

1. Understand the effect of the critical illness on the clients and their families.
2. Describe the impact of the critical care environment on the clients.
3. Discuss current monitoring techniques used in critical care settings.
4. Relate the human responses to critical illness to the underlying path physiology.
5. Discuss psychosocial assessment and interventions relevant to critically ill clients and their families

6. Utilize knowledge from the humanities and science in planning the care of critically ill adults.
7. Demonstrate safe nursing care of critically ill adults.
8. Utilize effective communication techniques with clients.
9. Demonstrate competence in hemodynamic and cardiac monitoring.
10. Provide quality nursing care for clients with respiratory dysfunction.
11. Assess and manage client with renal - urinary dysfunctions.
12. Deal efficiently with cases of multisystem trauma.
13. Interpret assessments findings in relation to the underlying critical illness.
14. Participate in educating critically ill clients and their families.
15. Demonstrate professional behavior in relation to clients and members of the health team.

9. Teaching and Learning Strategies

Strategy	Lectures, group discussion, clinical conference, group lab. work, individual learning, and clinical training.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The First.	2 Theory 6 Practical	The student should be able to Describe the experience of patient and family with critical care. Discuss the impact of critical care environment on the client. List the methods of relieving pain. Formulate teaching plan for patient and family in critical care. Describe the ethical issues in critical care nursing.	Overview of critical care nursing	Delivering the lecture using audio-visual aids. Power point, white board	Daily or weekly quiz
Second	2 Theory 6 Practical	Define Concepts Describe the pathophysiology, clinical manifestations, and treatment of acute coronary artery. Use the nursing process as a framework for care of	Cardiogenic shock , MI, angina	Delivering the lecture using audio-visual aids. Power point, white	Daily or weekly quiz

		<p>patients with angina pectoris.</p> <p>Describe the pathophysiology, clinical manifestations, and treatment of myocardial infarction.</p> <p>Describe the causes, clinical manifestation, diagnostic test, medical management and care of cardiogenic shock.</p> <p>Describe the nursing care of a patient who has undergone cardiac surgery.</p>		board	
Third	2 Theory 6 Practical	<p>Compare the various ARDS with regard to causes, clinical manifestations, nursing management, complications, and prevention.</p> <p>Discuss the major risk factors for developing pneumothorax and nursing interventions to minimize or prevent these risk factors.</p>	Pneumothorax, acute respiratory distress,	Delivering the lecture using audio-visual aids. Power point, white board	Daily or weekly quiz
Fourth	2 Theory 6 Practical	<p>Compare and contrast the pathophysiology, clinical manifestations, medical management, and nursing management of acute respiratory distress syndrome, pneumothorax and acute respiratory syndrome.</p> <p>Describe the diagnostic studies used to determine upper and lower respiratory tract functions.</p>		Delivering the lecture using audio-visual aids. Power point, white board	Daily or weekly quiz
Fifth	3 Theory 6 Practical	Discuss the major risk factors for developing pulmonary embolism and	pulmonary embolism	Delivering the lecture	Daily or weekly quiz

		nursing interventions to minimize or prevent these risk factors. Compare and contrast the pathophysiology, clinical manifestations, medical management		using audio-visual aids. Power point	
Sixth	First Midterm Exam				
Seventh	2 Theory 6 Practical	Understanding and Discuss the major risk factors for developing renal disorder and nursing interventions to minimize or prevent these risk factors. Compare and contrast the pathophysiology, clinical manifestations, medical management.	Acute kidney injury	Delivering the lecture using audio-visual aids. Power point	Daily or weekly quiz
Eighth	2 Theory 6 Practical	Understanding and Discuss the major risk factors for developing Multisystem Trauma and nursing interventions to minimize or prevent these risk factors. Compare and contrast the pathophysiology, clinical manifestations, medical management.	facial trauma. Spinal cord injury	Delivering the lecture using audio-visual aids.	Daily or weekly quiz
Ninth	2 Theory 6 Practical	Describe etiologic factors associated with diabetes coma, Ketoacidosis, and thyroid storm. 3. Relate the clinical manifestations of diabetes to the associated pathophysiologic alterations. 4. Identify the diagnostic and clinical significance of laboratory tests results for patient with diabetes coma, Ketoacidosis, and thyroid storm.	Thyroid Storm. Myxedema.	Delivering the lecture using audio-visual aids.	Daily or weekly Exam

		5. Use the nursing process as a framework for care of patients with diabetes coma, Ketoacidosis, and thyroid storm.			
Tenth	2 Theory 6 Practical	Describe etiologic factors associated with diabetes coma, Ketoacidosis, and thyroid storm. 3. Relate the clinical manifestations of diabetes to the associated pathophysiologic alterations. 4. Identify the diagnostic and clinical significance of laboratory tests results for patient with diabetes coma, Ketoacidosis, and thyroid storm. 5. Use the nursing process as a framework for care of patients with diabetes coma, Ketoacidosis, and thyroid storm.	diabetes coma, Ketoacidosis	Delivering the lecture using audio-visual aids.	Daily or weekly quiz
Eleventh	2 Theory 6 Practical	Compare the various types , their causes, clinical manifestations, diagnostic procedures and medical management and pathophysiology for stroke	stroke	Delivering the lecture using audio-visual aids.	Daily or weekly quiz
Second Teen	Second Midterm Exam				
Thirteen	2Theory 6 Practical	Define poisoning. List the types, causes, clinical manifestations, laboratory tests for poisoning , List the nursing management for patient with poisoning.	Poisoning.	Delivering the lecture using audio-visual aids.	Daily or weekly quiz
Fourteen	2 Theory 6 Practical	Discuss the classification system used for burn injuries.	burn	Delivering the lecture	Daily or weekly quiz

		Describe the local and systemic effects of a major burn injury. Describe the formula used to calculate fluid replacement therapy. Use the nursing process as a framework for care of the patient during the three phases of burn care.		using audio-visual aids.	
Fifteen	2 Theory 6 Practical	Differentiate among patients with spinal cord , chest trauma injuries according to mechanism of injury, clinical signs and symptoms, diagnostic testing, and treatment options. Discuss the stages of spinal cord injury, chest , and cervical traumas. Describe the nursing management of patients with spinal cord injury.	spinal cord injury	Delivering the lecture using audio-visual aids.	Daily or weekly quiz

11. Course Evaluation

The distribution is as follows: 20 points for the midterm theoretical exam and student activities, 20 points for the midterm practical and laboratory exam, 20 points for the final practical exam, and 40 points for the final theoretical exam.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	1. American Association of Critical-Care Nurses. AACN Essentials of Critical Care Nursing. 5th ed. St. Louis, MO: Elsevier; 2023. 2. Brunner LS, Suddarth DS. Bruner & Suddarth's Textbook of Medical-Surgical Nursing. 15th ed. Philadelphia, PA: Wolters Kluwer; 2023. 3. American Association of Critical-Care Nurses. AACN Essentials of Critical Care Nursing. 4th ed. St. Louis, MO: Elsevier; 2020
Main references (sources)	4. Titler MG, Kleiber C, Steelman VM, et al. Critical

	<p>Care Nursing: A Holistic Approach. 9th ed. St. Louis, MO: Elsevier; 2020.</p> <p>5. Drain CB. Inhalation anesthesia. In: Odom-Forren J, ed. <i>Drain's Perianesthesia Nursing: A Critical Care Approach</i>. 6th ed. St. Louis: Elsevier; 2013.</p>
Recommended books and references (scientific journals, reports...)	Critical Care Nursing: Diagnosis and Management (7th Edition 2020):
Electronic References, Websites	https://scholar.google.com/

Course Description Form

The College of Nursing at the University of Mosul, through its Medical Psychology program, seeks excellence in providing a comprehensive approach to preparing professionally specialized nurses in practical practice, education, and research related to the subject of psychology. This subject is part of the Mental and Psychological Health Nursing course, aimed at understanding psychoanalysis, psychological needs, and ways of providing patient care.

1. Course Name:
Health Psychology for Nurses
2. Course Code:
HPN410
3. Semester / Year:
2024 – 2025 / Fourth
4. Description Preparation Date:
29 September 2024
5. Available Attendance Forms:
Personal Attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours weekly / 30 hours for (15) weeks
7. Course administrator's name (mention all, if more than one name)
Name: Lect. Dr. Nawaf Mohammed Nawaf.Mohammed@uomosul.edu.iq Lect. Eman Salim Eman.khaffaf@uomosul.edu.iq
8. Course Objectives
<ol style="list-style-type: none"> 1. Understanding the psychological foundations of human behavior: Students learn how psychological factors affect behavior and overall health, such as anxiety, depression, stress, and more. 2. Understanding the mind-body connection: Understanding how mental health intersects with physical health, and how psychological disorders can affect physical conditions and vice versa. 3. Developing communication skills: Equipping students with the ability to communicate effectively with patients, including using active listening techniques and understanding patients' psychological and emotional needs. 4. Caring for patients with psychological needs: Learning how to provide psychological support to patients suffering from mental disorders or experiencing stress due to illness or medical treatment. 5. Developing psychological coping strategies: Helping patients adapt to chronic illnesses and medical procedures by providing psychological support. 6. Learning ways to promote mental health: Studying strategies that help promote mental health in patients, such as stress management, relaxation techniques, and therapeutic psychological interventions.

7. **Managing mental health disorders:** Learning how to identify psychological symptoms and guide patients to appropriate care in cases of depression, anxiety, and other mental health disorders.
8. **Training on global standards for psychological assessment of patients:** Acquiring knowledge of international standards for patient psychological analysis.

9. Teaching and Learning Strategies

1. **Interactive Lectures:** Providing lectures that encourage discussion and inquiry into psychological and health-related concepts, helping students to deeply understand the material and apply it to real-life cases.
2. **Case-based Learning:** Using real or simulated patient cases to study the psychological and physical interactions, develop treatment solutions, and communicate with patients based on these cases.
3. **Collaborative Learning:** Dividing students into groups to work together on studying specific topics or solving psychological medical problems, which promotes knowledge sharing and collective learning.
4. **Presentations and Research Projects:** Assigning students to prepare presentations or research projects on topics related to mental health, helping them develop scientific research skills and critical thinking.
5. **Simulation:** Using simulated scenarios to expose students to complex psychological cases and assist them in developing skills to effectively manage patients in a risk-free environment.
6. **Communication Skills Training:** Through focused training sessions on developing active listening skills, empathy, and building trust with patients, students practice these skills in supervised learning environments.
7. **Continuous Assessment and Feedback:** Conducting short tests and continuous assessment activities, with immediate feedback to help students improve their skills and apply concepts correctly.
8. **Reflective Practice Strategies:** Encouraging students to review their experiences and learning through reflective journaling, helping them assess their performance and identify areas for improvement.

10. Course Structure

Week	Hour	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 , 2	4 hrs	1. Enrich students with the fundamental theories related to nursing psychology. 2. Integrate psychological theories and practical skills by having students apply theoretical knowledge to distinguish between normal and abnormal emotions, thoughts, and behaviors during patient	Introduction Psychology	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test
3 , 4	4 hrs		Motivation,Thinking and Learning	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test
5 , 6	4 hrs		Emotion	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test
7 , 8	4 hrs		Conflict and Frustration	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test
9 , 10	4 hrs		Personality	Lecture	Assessment of Discussion Seminar , and In-Person Test

		education and care provision.		Discussion	Seminar , and In-Person Test
11	2 hrs	3. Equip students with the necessary skills to manage conflicts	Stress	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test
12	2 hrs	arising from professional or therapeutic	Memory and Forgetting	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test
13	2 hrs	relationships with patients.	Behavior	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test
14	2 hrs	4.Highlight the importance of a holistic and humanistic approach in nursing	Relaxation	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test
15	2 hrs	care planning, utilizing key psychological concepts and theories to enhance therapeutic communication with individuals, families, and the healthcare team.	Self-Concept	Lecture Discussion	Assessment of Discussion Seminar , and In-Person Test

11. Course Evaluation

• Discussion and Seminar, Quizzes	10 %
• First Midterm Exam	10 %
• Second Midterm Exam	10 %
• Final Exam	70 %

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	None
Main references (sources)	<ol style="list-style-type: none"> 1. Essen, M.W, Psychology, East Sussex, Psychology Press, 2000. 2. Huffman, Karen, Psychology in Action, 7th ed., John Wiley & Sons, Inc, 2004. 3. Michael W. Passer and Ronald E. Smith. Psychology: the science of mind and behavior. 3rd ed. New York,USA. (2007).
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. Wade, Carole and Carole Tavris, Psychology, 7th ed., New Jersey, Perentic Hall, 2003. 2. Jacob Anthikad. Psychology for graduate nurses. 4th ed. Sanat printers, Kundli. (2007).
Electronic References, Websites	<ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=DcCmTnKk-i8 2. https://www.youtube.com/watch?v=BR5GBCNIDDK