

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



### Academic Program Description

University of Warith Al-Anbiyaa, College of nursing

2025

**University Name:** University of Warith Al-Anbiyaa

**Faculty/Institute:** College of nursing

**Scientific Department:** Nursing department

**Academic or Professional Program Name:** Bachelor of Nursing - Undergraduate Program

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

**Academic System:** Four-year program, two semesters per year (semiannual system)

**Description Preparation Date:** 28/9/2024

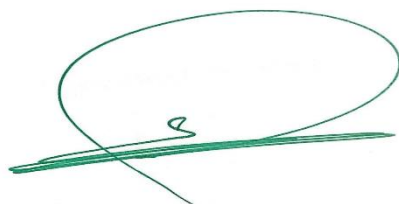
**File Completion Date:** 5/10/2024

**Signature**

**Head of I**

**Prof . Dr. Murtadha Kanim Adea**

**Date:** 20\10\2024



**Signature:**

**Scientific Associate Name:**

**Assist. Prof . Dr Nassem Samir saker**

**Date:** 20\10\2024



**The file is checked by:**

**Department of Quality Assurance and University Performance**


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

**Date:** 27\10\2024

**Signature:**



**Prof . Dr. Murtadha Kanim Adea**



### **1. Program Vision**

The academic program aims to prepare qualified nursing graduates through modern education and practical training, supporting the college's goal of leadership in nursing education, research, and community service.

### **2. Program Mission**

prepare distinguished nursing graduates with strong scientific, clinical, and professional competencies through advanced educational and training programs, effective partnerships with healthcare and academic institutions, and support for scientific research to enhance healthcare quality and community service.

### **3. Program Objectives**

1. Continuously improve and strengthen nursing education programs.
2. Develop collaborative relationships with academic and professional institutions.
3. supporting scientific research that is applicable and tend to serve community .
4. Enhance personal and professional growth by engaging in continuous learning, attending workshops, and pursuing advanced certifications to stay current with nursing practices and healthcare trends.
5. Demonstrate effective leadership skills by guiding and supporting nursing staff, promoting teamwork, and ensuring high standards of care are met in all clinical settings.

### **4. Program Accreditation**

The program has not been accredited by any official agency

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

The College of Nursing is a privet college and is sponsored by the Ministry of Higher Education and Scientific Research and the University of Warith Al- Anbyiaa.

<b>6. Program Structure</b>				
<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
<b>Institution Requirements</b>	<b>10</b>	<b>16</b>	<b>11.4%</b>	
<b>College Requirements</b>	<b>33</b>	<b>124</b>	<b>88.6</b>	
<b>Department Requirements</b>	<b>Requirements are combined as the College of Nursing is a single-department college</b>			
<b>Summer Training</b>	<b>240 Hours 2 stages</b>	<b>Pass/fail</b>		<b>Second stage (Adult Nursing) 120 hours,  Third stage (Pediatric Nursing - Maternal and Neonatal Nursing) 120 hours</b>

## 7. Program Description



Ministry of Higher Education and Scientific Research

University of wraith Al-Anbyiaa

College of nursing

The curriculum of undergraduate program 2024-2025

First Year	Course code	First Semester	L	P	T	Units	Course code	Second Semester	L	P	T	Units
	WNR-11-01	Fundamentals of Nursing (1)	4	6	0	7	WNR-12-01	Fundamentals of Nursing (2)	4	0	12	8
	WNR-11-02	Biochemistry	3	2	0	4	WNR-12-02	Physiology for Nurses	3	2	0	4
	WNR-11-03	Anatomy for Nurses	3	2	0	4	WNR-12-03	Medical Terminology	2	0	0	2
	WNR-11-04	Ethics of Nursing Profession	2	0	0	2	WNR-12-04	English Language (2)	1	0	0	1
	WNR-11-05	English Language (1)	1	0	0	1	WNR-12-05	Computer (2)	0	2	0	1
	WNR-11-06	Arabic Language (1)	2	0	0	2	WNR-12-06					
	WNR-11-07	Computer (1)	1	0	0	1						
		Democracy and Human Rights	2	0	0	2						

			Total Units			21			Total Units			18
Year	Course code	First Semester	L	P	T	Units	Course code	Second Semester	L	P	T	Units
Second Year	WNR-21-01	Adult Nursing (1)	4	0	12	8	WNR-22-01	Adult Nursing (2)	4	0	12	8
	WNR-21-02	Health Assessment	2	2	0	3	WNR-22-02	Microbiology for Nurses (2)	2	2	0	3
	WNR-21-03	Microbiology for Nurses (1)	2	2	0	3	WNR-22-03	Pathophysiology for Nurses	2	0	0	2
	WNR-21-04	Pharmacology for Nurses (1)	2	0	0	2	WNR-22-04	Pharmacology for Nurses (2)	2	0	0	2
	WNR-21-05	Computer (3)	0	2	0	1	WNR-22-05	Computer (4)	0	2	0	1
	WNR-21-06	Crimes of the Baath Regime in Iraq	2	0	0	2	WNR-22-06	Arabic Language (2)	2	0	0	2
			Total Units			19			Total Units			18
								Summer clinical training	30 days			PF
Year	Course code	First Semester	L	P	T	Units	Course code	Second Semester	L	P	T	Units
Third Year	WNR-31-01	Maternal and Neonatal Nursing	3	2	12	8	WNR-32-01	Pediatric Nursing	3	2	12	8
	WNR-31-02	Nursing Research Methods	2	0	0	2	WNR-32-02	Human Growth and Development	3	0	6	5
	WNR-31-03	Medical Sociology	2	0	0	2	WNR-32-03	Biostatistics	2	0	0	2

	WNR-31-04	Nutrition and Diet Therapy	2	0	0	2	WNR-32-04	Democracy	1	0	0	1
	WNR-31-05	Human Rights	1	0	0	1						
Year	Course code	First Semester	L	P	T	Units	Course code	Second Semester	L	P	T	Units
Fourth Year	WNR-41-01	Community Health Nursing	3	0	12	7	WNR-42-01	Mental and Psychiatric Health Nursing	3	0	12	7
	WNR-41-02	Epidemiology	2	0	0	2	WNR-42-02	Psychology for Nurses	2	0	0	2
	WNR-41-03	Nursing Leadership and Management	2	0	3	3	WNR-42-03	Critical Care Nursing	2	0	12	6
	WNR-41-04	Health Promotion	2	0	0	2						
	WNR-41-05	Professional Topics and Perspectives in Nursing	2	0	0	2	WNR-42-04	English Language (3)	1	2	0	2
	WNR-41-06	Arabic Language (1)	1	0	0	1	WNR-42-05	Arabic Language (2)	1	0	0	1
							WNR-42-06	Graduation Research				2
			Total Units			17			Total Units			20
								Summer clinical training	30 dys			P\F
Note: Graduation Research (2 units) has been counted in the second semester because no grade is awarded in the first semester.												

<b>8.Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
<b>A.1: knowledge Acquisition</b>	Identify foundational concept in anatomy , physiology , pharmacology and pathophysiology .
<b>A.2: comprehension</b>	Explain the rational behind intervention and treatments, describe the principle of patients safety and evidence -based practice
<b>A.3: Application of the Nursing Process</b>	Acquire knowledge of the nursing process and apply its steps effectively in patient care.
<b>A.4: Quality and Safety Awareness</b>	Understand the essential practices that promote patient safety and enhance the quality of nursing services.
<b>A.5: Foundations of Nursing Research</b>	Gain introductory knowledge of nursing research methodologies and differentiate between qualitative and quantitative studies.
<b>Skills</b>	
<b>B.1: Clinical Care Proficiency</b>	Deliver safe, effective, and holistic nursing interventions tailored to individuals across all life stages and medical conditions.
<b>B.2: Interpersonal Communication</b>	Utilize clear and empathetic communication strategies to engage with patients, families, and caregivers.
<b>B.3: Health Education Delivery</b>	Educate patients and their families about health conditions, treatments, and preventive practices in an understandable and supportive manner.
<b>B.4: Collaborative Practice</b>	Actively participate in interdisciplinary teams to enhance patient care and support integrated healthcare approaches.
<b>B.5: Efficient Care Management</b>	Demonstrate the ability to prioritize tasks and manage time effectively in providing responsive nursing services.
<b>Ethics</b>	
<b>C.1: Ethical Commitment</b>	Adhere to professional, ethical, and legal standards in nursing practice while demonstrating integrity and responsibility in patient care and teamwork.
<b>C.2: Respectful and Compassionate Care</b>	Provide individualized care that recognizes the uniqueness, cultural, and religious values of each patient, fostering empathy and respect.
<b>C.3: Advocacy and Collaboration</b>	Serve as a patient advocate by protecting their rights and well-being, while effectively communicating and collaborating with healthcare teams and community institutions to enhance care outcomes.

<b>9.Teaching and Learning Strategies</b>
<ul style="list-style-type: none"> <li>• <b>Lectures</b> using visual aids like smart boards and data shows.</li> <li>• <b>Group discussions</b> and <b>seminars</b> to promote critical thinking.</li> <li>• <b>Clinical and lab training</b> for hands-on skill development.</li> <li>• <b>Case studies</b> and <b>role-playing</b> for real-life scenario practice.</li> <li>• <b>Assignments and mini-projects</b> to encourage self-learning.</li> </ul>



## 10.Evaluation methods

**Theoretical exams:** midterm, final, and short quizzes.

**Practical evaluations:** clinical exams and performance in hospital settings.

**Daily participation:** including in-class interaction and activities.

**Assignments and reports:** written tasks and feedback-based assessments.

**Small projects:** conducted during lectures to apply learning.

11.		Faculty Members					
Academic Rank		Specialization			Special Requirements/Skills (if applicable)	Number of the teaching staff	
		General	Special	No.		Staff	Lecturer
Ph.D.	Professor	1	1	2	Post-graduate degree and methods of Learning Certificate &nursing skills for nursing specialization	1	1
	Assistant Professor	Nursing	Nursing	2		2	
		Basic science	Basic science				
	Lecturer	Nursing	Nursing	9		9	
		Basic science	Basic science	5		2	3
	Lecturer						
Master degree	Assistant lecturer		4		Post-graduate degree and methods of Learning Certificate	3	1

## Professional Development

### Mentoring new faculty members

Newly appointed faculty—whether permanent, visiting, full-time, or part-time—are supported through a structured mentoring process. Each new member is paired with an experienced colleague who offers personalized support in preparing lectures, conducting clinical sessions, participating in

departmental activities, and initiating research projects. This mentorship helps ensure a smooth transition into their academic responsibilities.

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

development is guided by an annual plan aimed at enhancing teaching effectiveness, research capacity, and student engagement. Regular workshops, peer evaluations, and training in modern teaching strategies are part of the process. Teaching performance is assessed through multiple tools, including student feedback and review of learning outcomes. Continuous improvement is encouraged through professional training, active participation in research, and collaboration in academic planning.

### **12. Acceptance Criterion**

The student is accepted into the program according to the instructions of the Ministry of Higher Education and Scientific Research, which are updated annually. No student can be admitted unless their account has been activated by the Ministry on the electronic system. However, there are general criteria should be available for each student to be illegible to apply for the nursing program which are:

1. Obtaining a high school certificate – Scientific Branch –
2. Iraqi nationality or a foreigner applying for the "Study in Iraq" scholarship.
3. **Educational Credentials:** Possess an Iraqi preparatory school certificate, supported by a certificate from the General Directorate of Education, or an equivalent certificate or school of nursing graduates after they have obtaining a study leave from the ministry of health .
4. **Medical Examination:** Successfully passed the medical examination.
5. **Graduation Status:**
  - Graduates from the current academic year.
  - Graduates from the previous academic year who were not centrally admitted to any college or institute and who meet the minimum requirements for their graduation year, provided they do not enroll in evening studies.
6. The final number of admitted students depends on the college's capacity.
7. Admission also takes into account the minimum GPA required by the program to ensure competitiveness.

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

1. The official website of the college( <https://uowa.edu.iq/english/nursing/scientific/> )
2. the college Guidebook( [https://uowa.edu.iq/store/filestorage/file\\_17457497020.pdf](https://uowa.edu.iq/store/filestorage/file_17457497020.pdf) )

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

1. The program is reviewed regularly to ensure alignment with national standards, healthcare advancements, and community needs. Development efforts focus on updating course content, enhancing teaching methods, integrating modern technology, and promoting research. Input from faculty, students, and stakeholders guides continuous improvement to maintain academic excellence and graduate competent nursing professionals.
2. An annual evaluation is conducted using SWOT analysis to identify strengths, weaknesses, opportunities, and threats, enabling a clear understanding of both challenges and achievements.
3. The program is subject to periodic development by the curriculum development committees emanating from the Committee of Deans of Iraqi Nursing Colleges.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First	WNR-11-01	Fundamentals of Nursing 1	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WNR-11-02	Biochemistry	Basic	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	WNR-11-03	English 1	Basic	✓	✓	✓	✓	✓	✓						
	WNR-11-04	Anatomy	Basic	✓	✓	✓									
	WNR-11-05	Code of Ethics	Basic	✓	✓	✓	✓					✓	✓	✓	✓
	WNR-11-06	Computer 1	Basic	✓	✓	✓	✓					✓	✓		
	WNR-11-07	Democracy and Human Rights	Basic	✓	✓	✓						✓	✓	✓	
	WNR-12-01	Fundamentals of Nursing2	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WNR-12-02	Physiology	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	
	WNR-12-03	English II	Basic	✓	✓	✓						✓	✓		
	WNR-12-04	Medical Terminology	Basic	✓	✓	✓						✓			

	WNR-12-05	Computer 2	Basic	✓	✓			✓	✓	✓					
	WNR-12-06	Arabic	Basic	✓	✓	✓						✓			
Second stage	WNR-21-01	Adult Nursing 1	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WNR-21-02	Pharmacology 1	Basic	✓	✓	✓						✓	✓	✓	✓
	WNR-21-03	Health Assessment	Basic	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	WNR-21-04	Microbiology 1	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
	WNR-21-05	Computer 3	Basic	✓	✓			✓	✓	✓					
	WNR-21-06	Baath Party Crimes	Basic	✓	✓										
	WNR-22-01	Adult Nursing 2	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WNR-22-02	Pathophysiology for Nurses	Basic	✓	✓	✓						✓			
	WNR-22-03	Microbiology 2	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
	WNR-22-04	Pharmacology 2	Basic	✓	✓	✓						✓	✓	✓	✓
	WNR-22-05	Computer 4	Basic	✓				✓	✓	✓					

	WNR-22-06	Arabic Language	Basic	✓	✓										
	WNR-22-6	Summer Clinical Training	Basic					✓	✓	✓	✓	✓	✓	✓	✓
Third stage	WNR-31-01	Maternal and Neonatal Nursing	Basic	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	WNR-31-02	Research Methods	Basic	✓	✓	✓	✓					✓	✓	✓	✓
	WNR-31-03	Health Sociology	Basic	✓	✓	✓						✓	✓	✓	
	WNR-31-04	Nutrition and Diet Therapy	Basic	✓	✓	✓						✓	✓	✓	
	WNR-31-05	Pediatric Nursing	Basic	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	WNR-32-01	Biostatistics	Basic	✓	✓	✓						✓	✓	✓	
	WNR-32-02	Human Growth and Development	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	
	WNR-32-03	Summer Clinical Training	Basic					✓	✓	✓	✓	✓	✓	✓	✓
	WNR-41-01	Community Health Nursing	Basic	✓	✓	✓	✓	✓	✓			✓	✓	✓	
Forth stage	WNR-41-02	Management and Leadership in Nursing	Basic	✓	✓	✓		✓	✓			✓	✓	✓	
	WNR-41-03	Issues in Nursing	Basic	✓	✓	✓						✓	✓	✓	✓

	<b>WNR-41-04</b>	Research Project 1	<b>Basic</b>	✓								✓	✓	✓	✓
	<b>WNR-41-05</b>	Health Promotion	<b>Basic</b>	✓	✓	✓						✓	✓	✓	
	<b>WNR-41-06</b>	Epidemiology	<b>Basic</b>	✓	✓	✓						✓	✓		
	<b>WNR-42-01</b>	Psychology	<b>Basic</b>	✓	✓	✓						✓	✓	✓	
	<b>WNR-42-02</b>	Critical Care	<b>Basic</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>WNR-42-03</b>	Psychiatric and Mental Health Nursing	<b>Basic</b>	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	<b>WNR-42-04</b>	Research Project 2	<b>Basic</b>	✓								✓	✓	✓	✓

# First stage

## **1.Course Name:**

Fundamental of nursing I

## **2.Course Code:**

WNR-11-01

## **3.Semester / Year:**

First Stage/First Semester

## **4.Description Preparation Date:**

1/10/2024

## **5.Available Attendance Forms:**

In-person lectures and practical laboratories (attendance forms)

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

4 hours Theoretical + 6 hours Lab (10 Hours Per Week), Number of Credits (7)

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

Name: Hussein Kadhim hussein

Email: [Hussein.Ka@uowa.edu.iq](mailto:Hussein.Ka@uowa.edu.iq)

## **8.Course Objectives**

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

1. Demonstrate knowledge of the foundational concepts of nursing, including scopes of practice, professional requirements, the nursing process, and relevant health and medical sciences.
2. Recognize and address the physiological, psychological, spiritual, and cultural needs of individuals, families, and communities through critical thinking and clinical judgment.
3. Apply nursing skills to develop and implement patient-centered, culturally sensitive, and evidence-based care plans, integrating principles of safety, quality assurance, and health promotion.
4. Communicate effectively and collaborate with patients, families, and interdisciplinary health care teams, using appropriate communication techniques and health technologies.
5. Exhibit professional values and ethical standards in nursing care delivery by fostering lifelong learning.

## **9. Teaching and Learning Strategies**

### **Strategy**

- Theoretical lectures.
- Discussions.
- Reports.
- Case Studies
- Lab (practical) training



10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4hT	Discuss the historical and philosophical foundations of nursing.	Introduction to Nursing, Foundations of Nursing Practice	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Short Essays, Class Participation
2	4hT	Describe the roles and responsibilities of the professional nurse.	The Professional Nurse, Roles in Nursing Practice	Lecture, Case Studies	Quizzes, Exams, Case Study Evaluation
3	4hT	Explain the importance of ethical and legal principles in nursing practice.	Nursing Ethics and Legal Considerations	Lecture, Case Studies, Group Discussions,	Quizzes, Exams, Case Study
4	4hT+6hP	Apply the nursing process (Assessment, Diagnosis, Planning, Implementation, Evaluation).	The Nursing Process	Lecture, , Case Studies,	Care Plans, Evaluation, Exams, Case Study
5	4hT+6hP	Demonstrate competency in performing basic physical assessments.	Health Assessment, Basic Physical Examination	Lecture Practice Labs,	Skills Checklists, Practical Exams, Evaluation
6		<b>Midterm Exam</b>			
7	4hT+6hP	Implement basic hygiene and comfort measures for patients.	Hygiene and Comfort Care	Lecture Practice Labs	Skills Checklists, Observation
8	4hT+6hP	Describe principles of infection control and apply standard precautions.	Infection Control and Asepsis	Lecture, Discussion, Practice 8(e.g., hand hygiene)	Quizzes, Exams, Skills Checklist (e.g., hand hygiene)
9	4hT+6hP	Administer medications safely via common routes.	Basic Pharmacology and Medication Administration	Lecture, Medication Calculation Practice, ,	Medication Calculation Exams, Skills Checklists (Medication Administration),
10	4hT+6hP	Document nursing care accurately and completely.	Documentation in Nursing Practice	Lecture, Examples, Practice Exercises	Review of Documentation Samples, Exams

11	4hT+6hP	Communicate effectively with patients, families, and the healthcare team.	Therapeutic Communication	Lecture, Practical	Evaluation, Observation,
12	4hT	Identify factors that influence health and wellness.	Concepts of Health and Wellness	Lecture, Discussion, Readings,	Quizzes, Exams, Presentations, Evaluation

### 11. Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Quizzes	10%	Mid-term theoretical exam	
5%	Participation			
		20%	Mid-term-practical evaluation	
		20%	Final practical exam	
		40%	Final theoretical exam	
10%		90%		

### 12. Learning and Teaching Resources

Required textbooks (curricular books if any)	<ul style="list-style-type: none"> <li>• Potter, P.A., &amp; Perry, A.G. (2019). Clinical Companion for Fundamentals of Nursing. Elsevier (10th edition).</li> <li>• Kathleen, K., &amp; Janice, S. (2020). Professional Nursing Practice: Concepts and Perspectives, Lippincott Company, Philadelphia, (7th Edition).</li> <li>• Crisp, J., Rebeiro, G., &amp; Waters, D., (2017).</li> <li>• Potter and Perry's Fundamentals of Nursing - Australian Version, 5th Edition.</li> <li>• Berman, A.T., Snyder, S. &amp; Frandsen, G. (2016).</li> </ul>
Main references (sources)	▪ Kozier & Erb's Fundamentals of Nursing, 10th edition Pearson.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Search engine: <a href="http://www.nursesworld.com/">http://www.nursesworld.com/</a> <a href="http://www.nursingascaring.com/">http://www.nursingascaring.com/</a> • Center of Disease Control: <a href="http://www.cdc.gov">http://www.cdc.gov</a> • ICN <a href="http://www.icn.ch/">http://www.icn.ch/</a> American Nurses Association: <a href="http://www.nursingworld.org">http://www.nursingworld.org</a>



• Joint Commission International Accreditation Standards for Hospitals(Latest Edition). • [www.fda.gov](http://www.fda.gov)

<b>1.Course Name:</b>	
Anatomy for nursing1	
<b>2.Course Code:</b>	
WNR-11-03	
<b>3.Semester / Year:</b>	
First Stage/First Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
In-person lectures and practical laboratories (attendance forms)	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
3 hours Theoretical + 2 hours Lab (5 Hours Per Week), Number of Credits (4)	
<b>7.Course administrator's name</b>	
Name: Abdulridha Mohammed Abdulridha Email: <a href="mailto:abdulridha.ba@uowa.edu.iq">abdulridha.ba@uowa.edu.iq</a>	
<b>8.Course Objectives</b>	
This course provides students with:	
<ol style="list-style-type: none"> <li>1. <b>A foundational understanding of human anatomy</b>, including the structure and organization of tissues and organs, and their functional roles in maintaining health and supporting effective patient care.</li> <li>2. <b>Essential clinical and observational skills</b>, such as accurate anatomical assessment, critical thinking, and application of anatomical knowledge in physical examinations and routine nursing practice.</li> <li>3. <b>Enhanced communication and teamwork abilities</b>, enabling effective interaction with patients and interdisciplinary healthcare teams in a professional and respectful manner.</li> <li>4. <b>Professional and ethical values</b>, emphasizing responsibility, compassion, respect for life, and commitment to providing equitable and high-quality care.</li> <li>5. <b>A platform for lifelong learning</b>, fostering self-directed education and integration of anatomical knowledge into future medical and health science studies such as physiology and pharmacology.</li> </ol>	
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Case Studies</li> </ul>

- Lab (practical) training				
<b>10. Course Structure</b>				
Week	Hours	Unit or subject name	Learning method	Evaluation method
1	3hT+2hP	Introduction to anatomy	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
2	3hT+2hP	Anatomy of skeletal sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
3	3hT+2hP	Anatomy of muscular sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
4	3hT+2hP	Anatomy of nervous sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
5	3hT+2hP	Anatomy of respiratory sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
6				
7	3hT+2hP	Anatomy of cardiovascular sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
8	3hT+2hP	Anatomy of GIT sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
9	3hT+2hP	Anatomy of urinary sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
10	3hT+2hP	Anatomy of reproductive sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
11	3hT+2hP	Anatomy of lymphatic sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
12	3hT+2hP	Anatomy of special seances	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
<b>11. Course Evaluation</b>				
Evaluation				Score standard
<b>Formative</b>		<b>Summative</b>		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
<b>Scores</b>	<b>Evaluation methods</b>	<b>Scores</b>	<b>Evaluation methods</b>	
5%	Quizzes	10%	Mid-term theoretical exam	
5%	Participation			
		20%	Mid-term-practical evaluation	
		20%	Final practical exam	
		40%	Final theoretical exam	
10%		90%		
<b>12. Learning and Teaching Resources</b>				
Required textbooks (curricular books if any)		<ul style="list-style-type: none"> <li>"Gray's Anatomy for Students" - Richard L. Drake</li> <li>"Human Anatomy" - Elaine N. Marieb &amp; Katja N. Hoehn</li> </ul>		

	<ul style="list-style-type: none"> <li>• "Netter's Anatomy Flash Cards" - Frank H. Netter</li> <li>• "Anatomy &amp; Physiology for Nurses" - Michael McKinley و Janice H. W. Smith</li> <li>• "Tortora's Principles of Anatomy and Physiology" - Gerard J. Tortora و Bryan H. Derrickson</li> <li>• "Clinical Anatomy" - Richard S. Snell</li> </ul>
Main references (sources)	▪ "Essential Clinical Anatomy" - Keith L. Moore و Arthur F. Dalley
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<p>Anatomy Master: This site offers a comprehensive 3D atlas of human anatomy, helping students understand anatomy more effectively through an interactive learning experience.</p> <p>Visible Body: Provides interactive 3D models of the human body, allowing students to explore various organs and systems in an engaging way.</p> <p>TeachMeAnatomy: A comprehensive educational site that offers detailed information about human anatomy, including illustrations and explanatory texts.</p> <p>Kenhub: Offers a variety of educational resources, including videos, articles, and interactive quizzes to help students learn anatomy in an enjoyable and effective manner.</p> <p>AnatomyZone: Provides diverse educational content on anatomy, including instructional videos and illustrations.</p> <p>YouTube: Hosts many educational channels that offer visual explanations of anatomy, making it easier to understand through video content.</p>



<b>1.Course Name:</b>	
Biochemistry	
<b>2.Course Code:</b>	
WNR-11-02	
<b>3.Semester / Year:</b>	
First Stage/First Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
In-person lectures and practical laboratories (attendance forms)	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
3 Theoretical + 2 Lab (5 Hours Per Week), Number of Credits (4)	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Name: Zahraa A. Althabet Email: <a href="mailto:zahraa.abdali@uowa.edu.iq">zahraa.abdali@uowa.edu.iq</a>	
<b>8.Course Objectives</b>	
<input type="checkbox"/> <b>Define</b> nutrients, properties, and classification. <input type="checkbox"/> <b>Illustrate</b> biochemical changes of nutrients and its metabolic pathway in the human body. <input type="checkbox"/> <b>Differentiate</b> the biochemical functions of different human organs in normal and abnormal conditions. <input type="checkbox"/> <b>Understand</b> the human biochemical reactions in normal situations and in cases of diseases. <input type="checkbox"/> <b>Use</b> laboratory methods for monitoring biochemical reactions in biological samples. <input type="checkbox"/> <b>Handle</b> the laboratory equipment properly. <input type="checkbox"/> <b>Realize</b> some important body constituents and their chemical changes in the laboratory. <input type="checkbox"/> <b>Demonstrate</b> responsibility in handling biological samples and lab equipment. <input type="checkbox"/> <b>Appreciate</b> the importance of biochemical balance in maintaining health. <input type="checkbox"/> <b>Commit</b> to ethical standards in biomedical analysis and diagnosis.	
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Lab training</li> </ul>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+2L	Learn the basic concepts of carbohydrate chemistry (definition and classification of carbohydrates and chemical properties of carbohydrates)	Chemistry of Carbohydrates (Definition of carbohydrates, Classification, Chemical properties of Carbohydrates)	-Lectures. - seminars. - Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
2	3T+2L	Learn the basic concepts of carbohydrate metabolism, glycolysis, Krebs cycle, Glycogenesis, glycogenolysis	Metabolism of Carbohydrate. -Glycolysis -Krebs Cycle -Glycogenesis -Glycogenolysis	- Lectures. - seminars. -Lab training.	Quizzes, student participation in the lecture, & Practical evaluation .
3	3T+2L	Learn the basic concepts of carbohydrate metabolism disorder (diabetes)	Metabolic disorder of carbohydrate metabolism. -Diabetes mellitus	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
4	3T+2L	Learn the basic concepts of fats and fatty acids, their classification and chemical properties	Chemistry of lipids Definition Fats, oil, Wax Fatty acids, Classification, Some important chemical properties	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
5	<b>Mid-term exam. No 1</b>				
6	3T+2L	Learn the basic concepts of fat metabolism	Lipids metabolism, Fats Oxidation	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
7	3T+2L	Understand the basic concepts of metabolic disorders in fat metabolism, including Ketosis.	Metabolic disorder of lipid metabolism, Ketosis	-Lectures. - seminars. -Lab training	Quizzes, student participation in the

					lecture, & Practical evaluation .
8	3T+2L	Understand the basic concepts of amino acids and proteins, their classification and chemical properties.	Chemistry of Amino Acids and Proteins, Classification, Properties	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
9	3T+2L	Understand the basic concepts of protein metabolism and metabolic disorders	Protein Metabolism, Metabolic Disorders	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
10	Mid-term exam. No 2				
11	3T+2L	Understand the basic concepts of blood protein and nitrogen products (urea, creatinine, uric acid).	Blood Proteins, Urea, Creatinine, Uric Acid Formation	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
12	3T+2L	Understand the basic concepts of enzymes and coenzymes.	Enzyme Definitions, Coenzymes, Zymogen	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
13	3T+2L	Understand the basic concepts of liver function tests and their classification.	Liver Function Tests, Classification, Dysfunction Assessment	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .
14	3T+2L	Learn the basic concepts of kidney function tests and dysfunction assessment.	Renal Function Tests, Kidney Functions, Assessment Methods	-Lectures. - seminars. -Lab training	Quizzes, student participation in the lecture, & Practical evaluation .



11. Course Evaluation					
Evaluation				Score standard	
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)	
Scores	Evaluation methods	Scores	Evaluation methods		
4%	Daily Quizzes	10%	First-Mid-term theoretical exam		
2%	Seminars	10%	Second-midterm exam		
2%	Reports	15%	Mid-term-practical evaluation		
2%	Participation	20%	Final practical exam		
		40%	Final theoretical exam		
5%		95%			
12. Learning and Teaching Resources					
Required textbooks (curricular books if any)		-Biochemistry (Lippincott's Illustrated Reviews Series), 6E -2017 - Basic Medical Biochemistry - A Clinical Approach - Biochemistry__Satyanarayana_Chakrapani			
Main references (sources)					
Recommended books and references (scientific journals, reports...)		-Nutrition and Biochemistry for Nurses (2018) (Anthikad) [PDF]			
Electronic References, Websites		- <a href="https://pubmed.ncbi.nlm.nih.gov/">https://pubmed.ncbi.nlm.nih.gov/</a> - <a href="https://www.ncbi.nlm.nih.gov/">https://www.ncbi.nlm.nih.gov/</a>			



<b>1.Course Name:</b>
Nursing Ethics

<b>2.Course Code:</b>					
WNR-11-04					
<b>3.Semester / Year:</b>					
First Stage/First Semester					
<b>4.Description Preparation Date:</b>					
1/9/2024					
<b>5.Available Attendance Forms:</b>					
In-person lectures (attendance forms)					
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 Theoretical (2 Hours Per Week), Number of Credits (2)					
<b>7.Course administrator's name (mention all, if more than one name)</b>					
Name: Dr. Amal Khalaf Kadhim Email: <a href="mailto:amel.kh@uowa.edu.iq">amel.kh@uowa.edu.iq</a>					
<b>8.Course Objectives</b>					
By the end of this course, the student will be able to:					
<ol style="list-style-type: none"> <li>1. Identify the principles of international law related to general nursing.</li> <li>2. Understand the general principles of patient care and interaction.</li> <li>3. Demonstrate effective communication and interaction with patients, their families, and the healthcare team.</li> <li>4. Recognize the Patient's Bill of Rights and the rights of nursing professionals.</li> <li>5. Understand professional codes of conduct in Iraq (Iraqi Health Council) and the legislations governing the nursing profession.</li> <li>6. Demonstrate the ability to present information and outcomes both orally and in writing using accurate scientific terminology.</li> <li>7. Analyze scientific research and academic sources related to nursing ethics.</li> <li>8. Apply fundamental concepts of professional ethics in both academic and clinical settings.</li> <li>9. Reinforce and uphold the core values of professional ethics in nursing practice.</li> <li>10. Identify modern techniques and contemporary trends in the field of nursing.</li> </ol>					
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Brian storm</li> </ul>			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	2Hours Theory	Discussing the History of the Nursing Profession	Introduction to Nursing Ethics	-Lectures. - seminars. -discussion	Quizzes, student participation in the lecture
2	2Hours Theory	"Ability to Understand the Principles of the Profession and the Responsibilities of the nurse	Principles of the Nursing Profession	- Lectures. - seminars. -discussion	Quizzes, student participation in the lecture
3	2Hours Theory	Identifying Modern Approaches to Develop the Profession in Compliance with International Nursing Laws	Development of the Nursing Profession and International Nursing Law	-Lectures. - seminars. -discussion	Quizzes, student participation in the lecture
4	2Hours Theory	Understanding the Functioning Mechanism of the International Council of Nurses	The Nursing Code of the International Council of Nurses	-Lectures. - seminars. -discussion	Quizzes, student participation in the lecture
5	2Hours Theory	Discussing All Islamic Figures Who Worked in the Field of Nursing	The Most Important Muslim Nursing Figures	-Lectures. - seminars. -discussion	Quizzes, student participation in the lecture
6	<b>Mid-term exam1</b>				
7	2Hours Theory	Applying Patient Rights and Responsibilities Towards the Patient	"Patient Rights Document	-Lectures. - seminars. -discussion	Quizzes, student participation in the lecture,
8	2Hours Theory	Identifying the Most Common Acts of Negligence	Harms in Nursing and the Most Common Acts of Negligence	-Lectures. - seminars. -discussion	Quizzes, student participation in the lecture
9	2Hours Theory	What Are the Legal Safeguards to Protect nurse Rights	Legal Safeguards for the Nurse	-Lectures. - seminars. -discussion	Quizzes, student participation in the lecture,
10	2Hours Theory	Analyzing the Psychological and Social Impact in Cases of Death and Grief	Death, Grief, and Loss	-Lectures. - seminars.	Quizzes, student participation in the lecture,
12	2Hours Theory	Discussing How to Maintain Nursing Confidentiality and Patient Privacy	Nursing Confidentiality Patient Privacy	-Lectures. - seminars. -discussion	Quizzes, student participation in the lecture,

13	Mid-term exam2		
11. Course Evaluation			
Evaluation			Score standard
Formative		Summative	
Scores	Evaluation methods	Scores	Evaluation methods
4%	Daily Quizzes	10%	First-Mid-term I exam
2%	Seminars	10%	Second-midterm exam
2%	Reports	70%	Final theoretical exam
2%	Participation		
10%		90%	
12. Learning and Teaching Resources			
Required textbooks (curricular books, if any)		<ul style="list-style-type: none"><li>Canadian Nurses Association (2017). Code of Ethics for Registered Nurses – Canada.</li><li>Stievano A., Tschudin V. The ICN Code of Ethics for Nurses: A Time for Revision (2018)</li></ul>	
Main references (sources)		•Karim A., et al. Code of Ethics for Nurse	
Recommended books and references (scientific journals, reports...)		•Nurse Outlook Code of Ethics for Nurses (2012), ICN – International Council of Nurses.]	
Electronic References, Websites		<ul style="list-style-type: none"><li>American Nurses Association (ANA) <a href="https://www.nursingworld.org">https://www.nursingworld.org</a></li><li>Canadian Nurses Association (CNA) <a href="https://www.cna-aiic.ca">https://www.cna-aiic.ca</a></li><li>Nursing Ethics Journal – SAGE Publications <a href="https://journals.sagepub.com/home/nej">https://journals.sagepub.com/home/nej</a></li><li>Bioethics Research Library – Georgetown University <a href="https://bioethics.georgetown.edu">https://bioethics.georgetown.edu</a></li><li>PubMed – Nursing Ethics Articles <a href="https://pubmed.ncbi.nlm.nih.gov/">https://pubmed.ncbi.nlm.nih.gov/</a></li><li>MedlinePlus – Medical Ethics <a href="https://medlineplus.gov/ethics.htm">https://medlineplus.gov/ethics.htm</a></li></ul>	



<b>1.Course Name:</b>					
English part 1					
<b>2.Course Code:</b>					
WNR-11-05					
<b>3.Semester / Year:</b>					
First Stage / First Semester					
<b>4.Description Preparation Date:</b>					
1\9\2024					
<b>5.Available Attendance Forms:</b>					
<ul style="list-style-type: none"> <li>In-person lectures.</li> </ul>					
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 hours of theoretical lectures					
<b>7.Course administrator's name (mention all, if more than one name)</b>					
Name			E-mail		
Lecturer .Zahraa A.ALthabet			<a href="mailto:Zahraa.abali@uowa.edu.iq">Zahraa.abali@uowa.edu.iq</a>		
<b>8.Course Objectives</b>					
1. Develop effective communication skills in nursing contexts. 2. Construct grammatically correct sentences in spoken and written English. 3. Deliver oral presentations and respond to feedback. 4. Improve listening comprehension in professional healthcare settings. 5. Expand vocabulary related to nursing and medical terminology. 6. Enhance reading fluency and professional writing skills.					
<b>9. Teaching and Learning Strategies</b>					
<ul style="list-style-type: none"> <li>Theoretical lectures.</li> <li>Listening.</li> <li>Speaking.</li> </ul>					
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	2T	Identify hospital staff and describe their roles	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• The Hospital Team</li> </ul>	-Lectures. - seminars. .reading &listening	Quizzes, students' participation in the lecture. Seminar .
2	2T	Use prepositions to describe hospital locations and give directions	<ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○ In and Around the Hospital</li> </ul>	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar .
3	2T	<ul style="list-style-type: none"> <li>○ Ask and answer questions to complete patient admission forms</li> </ul>	Admission	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
4	2T	<ul style="list-style-type: none"> <li>○ Describe and explain basic daily care routines</li> </ul>	Caring for Patients	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
5	<b>Mid-term exam. No 1</b>				
6	2T	<ul style="list-style-type: none"> <li>○ Discuss types, location, and intensity of</li> </ul>	Pain	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar

		<p>pain with patients</p>			
7	2T	<ul style="list-style-type: none"> <li>Record and report patients' vital signs accurately</li> </ul>	Observing Patients	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
8	2T	<ul style="list-style-type: none"> <li>Understand and communicate information about medications and dosages</li> </ul>	Drugs and Dosage	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
9	2T	<ul style="list-style-type: none"> <li>Provide personal care instructions respectfully and clearly</li> </ul>	<ul style="list-style-type: none"> <li>Personal Care</li> </ul>	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
10	Mid-term exam. No 2				
11	2T	<ul style="list-style-type: none"> <li>Talk about dietary needs and describe different hospital diets</li> </ul>	<ul style="list-style-type: none"> <li>Meals and Nutrition</li> </ul>	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
12	2T	Describe hygiene and infection control procedures using appropriate language	<ul style="list-style-type: none"> <li>Hygiene</li> </ul>	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
13	2T	Improve the Listening	<ul style="list-style-type: none"> <li>Instructions</li> </ul>	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar

14	2T	Using advice and Advice and polite requests polite request	<ul style="list-style-type: none"> <li>Advice and polite requests</li> </ul>	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
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### 11. Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
		70%	Final theoretical exam	
10%		90%		Total (100%)

### 12. Learning and Teaching Resources

Oxford English for career .Tony Grice  
English Grammar in use . Raymond Murphy





<b>1.Course Name:</b>					
<b>Computer Science 1</b>					
<b>2.Course Code:</b>					
WNR-11-06					
<b>3.Semester / Year:</b>					
First Stage/First Semester					
<b>4.Description Preparation Date:</b>					
1/10/2024					
<b>5.Available Attendance Forms:</b>					
In-person lectures (attendance forms)					
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>					
1 Theoretical \Number of Credits (1)					
<b>7.Course administrator's name (mention all, if more than one name)</b>					
Name: Hussein Kadhim Hussein Email: <a href="mailto:Hussein.Ka@uowa.edu.iq">Hussein.Ka@uowa.edu.iq</a>					
<b>8.Course Objectives</b>					
<p>This course equips students with:</p> <ol style="list-style-type: none"> <li>1.A fundamental understanding of computer science concepts, including hardware, software, operating systems, and the basics of networking and cybersecurity.</li> <li>2.Knowledge of e-commerce services, especially electronic banking, and an introduction to artificial intelligence (AI), its history, types, and everyday applications.</li> <li>3.Practical skills in using desktop operating systems (e.g., Windows), Microsoft Office applications, internet browsing, academic research, and basic computer troubleshooting.</li> <li>4.The ability to operate and analyze AI-based applications on smart devices and apply AI concepts in real-world scenarios.</li> <li>5.Awareness of ethical, legal, and security issues related to digital technology and AI, including digital privacy, discrimination, control, and monitoring.</li> <li>6.Development of critical thinking, digital collaboration, responsible technology use, and proactive problem-solving skills to enhance quality of life and professional practices.</li> </ol>					
<b>9.Teaching and Learning Strategies</b>					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>•Theoretical Lectures.</li> <li>Discussions.</li> <li>Reports</li> </ul>			
<b>13. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	1 theoretical hour	Introduce the concept of computers, their evolution, and importance in daily life	Computer Basics – Role of Computers – Device Evolution	Lecture + Visual Presentation	Written Test + In-Class Activity
2	1 theoretical hour	Distinguish between data and information; understand components of the computer	Electronic Computers – Data & Information – Components	Lecture + Visual Presentation	Written Test + In-Class Activity
3	1 theoretical hour	Distinguish different types of computers and their uses	Types of Computers	Lecture + Visual Presentation	Written Test + In-Class Activity
4	1 theoretical hour	Understand number systems and the limitations/advantages of computers	Number Systems – Personal Computers – Advantages	Lecture + Visual Presentation	Written Test + In-Class Activity
5	1 theoretical hour	Understand computer security and user privacy	Computer Security – Digital Ethics – User Privacy	Lecture + Visual Presentation	Written Test + In-Class Activity
6	1 theoretical hour	Recognize protection tools and intellectual property concepts	Protection Software – Types – Intellectual Property	Lecture + Visual Presentation	Written Test + In-Class Activity
7	1 theoretical hour	Identify cyberattacks and methods of protection	Hacking – Sources – Types – Risks	Lecture + Visual Presentation	Written Test + In-Class Activity
9	1 theoretical hour	Apply protection steps and understand health effects of computer use	Protection Steps – Health Effects	Lecture + Visual Presentation	Written Test + In-Class Activity
10	1 theoretical hour	Understand functions and types of operating systems	Operating Systems – Functions – Types	Lecture + Visual Presentation	Written Test + In-Class Activity

11	1 theorethour	Identify applications of AI in various fields	AI Applications	Lecture + Case Study	Written Test + Presentation
12	1 theorethour	Explain the impact of AI on society and global relations	AI and Society	Class Discussion + Video	Class Participation + Report

#### 10.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Quizzes	10%	First-Mid-term exam	
5%	Participation	10%	Second-midterm exam	
		70%	Final theoretical exam	
10%		90%		

#### 11.Learning and Teaching Resources

Required textbooks (curricular books if any)	-Graham Brown, David Watson, Cambridge Information Technology, 3rd Edition (2020) • Alan Evans, Kendall Martin, Mary Anne Poatsy, Technology In Action Complete, 16th Edition (2020) • Ahmed Banafa, Introduction to Artificial Intelligence (AI), 1st Edition (2024) • Curtis Frye & Lamb, Microsoft Office 2019 Step by Step • Dr. Adel Abdulnoor, Introduction to the World of AI, 5th Edition
Main references (sources)	Windows 7 Office 2010
Recommended books and references (scientific journals, reports...)	• Introduction to Computers and the Internet, 5th Edition
Electronic References, Websites	- <a href="https://www.kutub.info/library">https://www.kutub.info/library</a>



<b>1.Course Name:</b>	
Human Rights Course Description (2024-2025)	
<b>2.Course Code:</b>	
WNR-11-07	
<b>3.Semester / Year:</b>	
First Stage/First Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
Theoretical + (2 hours per week), 2 credits	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
3 Theoretical + (2 hours per week), 2 credits	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Name: Dr .Muhammad Yahya Makki Al-Waeli Email: . mohammed <a href="mailto:yaha@uowa.edu.iq">yaha @uowa.edu.iq</a>	
<b>8.Course Objectives</b>	
<input type="checkbox"/> 1: The student should be familiar with the basic concepts and terms in human rights  2: The student should understand what is the difference between human rights  3: The student should analyze the nature of his human rights, his meals, and what he should do.  4: The student should explain the importance of the electoral process and how to choose the best and represent his rights.  5: The student should evaluate the role of human rights in making a sophisticated and conscious society .	
<b>14. Teaching and Learning Strategies</b>	
<b>Strategy</b>	- Theoretical lectures. - Discussions. - Reports.
<b>15. Course Structure</b>	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+2L		Human rights	-Lectures. - seminars. -	Short quizzes, student participation in the lecture,
2	3T+2L		Human Rights of Developing Countries	- Lectures. - seminars. .	. Quizzes, student engagement
3	3T+2L		Human Rights of Developing Countries	-Lectures. - seminars.	Short quizzes, student participation in the lecture
4	3T+2L		Children's Rights	-Lectures. - seminars.	Short quizzes, student participation in the lecture
5	<b>Mid-term exam. No 1</b>				
6	3T+2L		Human Rights of Developing Countries	-Lectures. - seminars.	Quizzes, student engagement
7	3T+2L	.	and health rights in human rights	-Lectures. - seminars.	Short quizzes, student participation in the lecture,
8	3T+2L		And the politician and the human being	-Lectures. - seminars.	Short quizzes, and students' participation in the lecture
9	3T+2L		Forms of European Democracy and Human Rights	-Lectures. - seminars.	. Short quizzes, and students' participation in the lecture
10	<b>Mid-term exam. No 2</b>				
11	3T+2L		Classification of security in human rights	-Lectures. - seminars.	Short quizzes, and students' participation in the lecture
12	3T+2L		Freedom of Expression in Human Rights	-Lectures. - seminars. -	. Short quizzes, and students' participation in the lecture
13	3T+2L		Democracy of Rights and Knowledge in Human Rights	-Lectures. - seminars.	. Short quizzes, student participation in the lecture,
14	3T+2L		Human Rights Problems	-Lectures. - seminars. -	. Short quizzes, student participation in the lecture,

16. Course Evaluation				
Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	15%	Mid-term-practical evaluation	
2%	Participation	20%	Final practical exam	
		40%	Final theoretical exam	
5%		95%		
17. Learning and Teaching Resources				
Required textbooks (curricular books if any)		-- Blockade and its impact on human rights / A comparative study between Islamic thought and international humanitarian law.  Women's Political Rights in Algerian National Legislation / A Comparative Political Study in the Light of International Human Rights Covenants		
Main references (sources)				
Recommended books and references (scientific journals, reports...)		The right to freedom of religious practice and its controls under the provisions of international human rights law.		
Electronic References, Websites		<ul style="list-style-type: none"> <li>- Universal Declaration of Human Rights (UDHR) – UN.org</li> <li>- International Covenant on Civil and Political Rights (ICCPR) – OHCHR</li> <li>- International Covenant on Economic, Social and Cultural Rights (ICESCR) – OHCHR</li> <li>-</li> </ul>		



<b>1.Course Name:</b>					
Fundamental of nursing II					
<b>2.Course Code:</b>					
WNR-12-01					
<b>3.Semester / Year:</b>					
First Stage/Second Semester					
<b>4,Description Preparation Date:</b>					
1/10/2024					
<b>5.Available Attendance Forms:</b>					
In-person lectures and practical laboratories (attendance forms)					
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>					
4 hours Theoretical + 6 hours clinical + 6 hours practical (16 Hours Per Week), Number of Credits (8)					
<b>7.Course administrator's name (mention all, if more than one name)</b>					
Name: Hussein Kadhim Hussein Email: <a href="mailto:Hussein.Ka@uowa.edu.iq">Hussein.Ka@uowa.edu.iq</a>					
<b>8.Course Objectives</b>					
By the end of the course, students will be able to:					
<ol style="list-style-type: none"> <li>1. Understand the impact of diseases and conditions on body systems, pharmacology including safe medication administration, and the management of common acute and chronic illnesses.</li> <li>2. Demonstrate competency in preoperative, intraoperative, and postoperative care, pain physiology and management, fluid and electrolyte balance, and palliative care concepts.</li> <li>3. Apply advanced assessment skills, prioritize nursing interventions, and tailor individualized patient care based on clinical data analysis.</li> <li>4. Practice effective communication, infection control, safe medication administration, accurate documentation, and uphold patient dignity with ethical and cultural sensitivity.</li> <li>5. Exhibit professional nursing behavior, including accountability, teamwork, lifelong learning, and advocacy for patient rights and needs.</li> </ol>					
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Case Studies</li> <li>- Lab (practical) training</li> <li>- Clinical training</li> </ul>				
<b>10.Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	4hT6+ hP+6h C	Describe essential nursing interventions across the perioperative phases to promote patient safety and recovery.	Perioperative Nursing Care	Lecture	* Exams (theory) Skills checklists Care plan (perioperative patient)
2	4hT	Implement and evaluate appropriate nursing interventions for effective pain management.	Pain Management	* Lecture Case studies Medication calculation practice	Exams (theory, * Care plan (pain management)
3	4hT6+ hP+6h C	Apply principles of nutritional support to meet patients' diverse needs.	Nutrition	* Lecture * Demonstration (feeding techniques)	Exams (theory) Care plan (nutrition focus) * Diet plan assignment
4	4hT6+ hP+6h C	Manage common alterations in urinary elimination using safe and effective nursing interventions.	Urinary Elimination	Lecture Demonstration (catheterization)	Care Plans, Evaluation, Exams, Care plan (urinary elimination) Skills
5	4hT6+ hP+6h C	Implement nursing interventions to promote and maintain normal bowel elimination.	Bowel Elimination	Lecture Practice Labs, Demonstration (enema administration) Discussion on patient privacy/dignity	Skills checklist (enema administration) Practical Exams, Care plan (bowel elimination)
6		<b>Midterm Exam</b>			
7	4hT+6hC	Provide compassionate and holistic nursing care to patients and families experiencing death and dying.	Death and Dying	Lecture	* Exams (theory) communication skills)
8	4hT+6hC	Promote optimal rest and sleep for patients through appropriate nursing strategies.	Patient Need for Rest and Sleep	Lecture Case	Exams (theory) Care plan (sleep promotion)
9	4hT6+ hP+6h C	Describe basic concepts of fluid and electrolyte balance.	Fluid and Electrolyte Balance	Lecture, Practice	Quizzes, Exams, Observation



10	4hT6+ hP+6h C	Assess and manage fluid and electrolyte imbalances to maintain patient homeostasis.	Fluid and Chemical (Electrolyte) Balance	* Lecture Case studies (with lab values) Calculation practice (IV drip rates)	* Exams (theory, calculations) * evaluation * Care plan (fluid/electrolyte management)
11	4hT6+ hP+6h C	Explain the principles of oxygenation and respiratory function.	Oxygenation and Respiratory Care	Lecture, Practical	Quizzes, Exams, Skills Checklist
12	4hT6+ hP+6h C	Understand the fundamental principles of blood circulation and its importance for maintaining bodily functions relevant to basic nursing care.	Cardiovascular System and Circulation	Lecture, Practical	Quizzes, Exams, Skills Checklist

**T=Theory      P=Practical      C=Clinical**

### 11. Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Quizzes	10%	Mid-term theoretical exam	
5%	Participation			
		20%	Mid-term-Clinical evaluation	
		20%	Final Clinical exam	
		40%	Final theoretical exam	
10%		90%		

### 12. Learning and Teaching Resources

Required textbooks (curricular books if any)	<ul style="list-style-type: none"> <li>• Potter, P.A., &amp; Perry, A.G. (2019). Clinical Companion for Fundamentals of Nursing. Elsevier (10th edition).</li> <li>• Kathleen, K., &amp; Janice, S. (2020). Professional Nursing Practice: Concepts and Perspectives, Lippincott Company, Philadelphia, (7th Edition).</li> <li>• Crisp, J., Rebeiro, G., &amp; Waters, D., (2017).</li> <li>• Potter and Perry's Fundamentals of Nursing - Australian Version, 5th Edition.</li> <li>• Berman, A.T., Snyder, S. &amp; Frandsen, G. (2016).</li> </ul>
Main references (sources)	<ul style="list-style-type: none"> <li>▪ Kozier &amp; Erb's Fundamentals of Nursing, 10th edition Pearson.</li> </ul>

Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<p>Search engine: <a href="http://www.nursesworld.com/">http://www.nursesworld.com/</a></p> <p><a href="http://www.nursingascaring.com/">http://www.nursingascaring.com/</a></p> <p>• Center of Disease Control: <a href="http://www.cdc.gov">http://www.cdc.gov</a> • ICN <a href="http://www.icn.ch/">http://www.icn.ch/</a></p> <p>American Nurses Association: <a href="http://www.nursingworld.org">http://www.nursingworld.org</a></p> <p>• Joint Commission International Accreditation Standards for Hospitals(Latest Edition). • <a href="http://www.fda.gov">www.fda.gov</a></p>



<b>1.Course Name:</b>				
Physiology for nursing				
<b>2.Course Code:</b>				
WNR-12-02				
<b>3.Semester / Year:</b>				
First Stage/second Semester				
<b>4.Description Preparation Date:</b>				
1/10/2024				
<b>5.Available Attendance Forms:</b>				
In-person lectures and practical laboratories (attendance forms)				
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>				
3 hours Theoretical + 2 hours Lab (5 Hours Per Week), Number of Credits (4)				
<b>7.Course administrator's name (mention all, if more than one name)</b>				
Name: Abdulridha Mohammed Abdulridha Email: <a href="mailto:abdulridha.ba@uowa.edu.iq">abdulridha.ba@uowa.edu.iq</a>				
<b>8.Course Objectives</b>				
By the end of the course, students will be able to:				
<ol style="list-style-type: none"> <li>1. Understand the structure and function of body organs and systems, including vital physiological processes and their interactions.</li> <li>2. Apply physiological knowledge in clinical assessment, data analysis, and decision-making to manage patient health effectively.</li> <li>3. Demonstrate effective communication skills to explain physiological concepts to patients and healthcare teams.</li> <li>4. Respond rapidly and appropriately to emergencies by utilizing critical thinking and physiological understanding.</li> <li>5. Uphold professional values including respect for life, responsibility, empathy, teamwork, equity, and commitment to lifelong learning.</li> </ol>				
<b>9.Teaching and Learning Strategies</b>				
<b>Strategy</b>		<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Case Studies</li> <li>- Lab (practical) training</li> </ul>		
<b>10.Course Structure</b>				
<b>Week</b>	<b>Hours</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	3hT+2hP	Introduction to physiology	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
2	3hT+2hP	physiology of skeletal sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
3	3hT+2hP	physiology of muscular sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation

4	3hT+2 hP	physiology of nervous sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
5	3hT+2 hP	physiology of respiratory sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
6				
7	3hT+2 hP	physiology of cardiovascular sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
8	3hT+2 hP	physiology of GIT sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
9	3hT+2 hP	physiology of urinary sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
10	3hT+2 hP	physiology of reproductive sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
11	3hT+2 hP	physiology of lymphatic sys.	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
12	3hT+2 hP	physiology of special seances	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation

#### 11. Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Quizzes	10%	Mid-term theoretical exam	
5%	Participation			
		20%	Mid-term-practical evaluation	
		20%	Final practical exam	
		40%	Final theoretical exam	
10%		90%		

#### 12. Learning and Teaching Resources

Required textbooks (curricular books if any)	<ul style="list-style-type: none"> <li>"Human Physiology" - Stuart Fox</li> <li>"Physiology" - Linda S. Costanzo</li> <li>"Guyton and Hall Textbook of Medical Physiology" - John E. Hall</li> <li>"Principles of Physiology" - Michael L. Johnson</li> <li>"Human Physiology: From Cells to Systems" - Lauralee Sherwood</li> </ul>
Main references (sources)	"Essentials of Human Physiology" - Dee Unglaub Silverthorn
Recommended books and references (scientific journals, reports...)	

Electronic References, Websites

Access Physiology: A platform that includes a collection of textbooks and resources in physiology, along with interactive educational materials.

ClinicalKey: Provides comprehensive medical content, including research articles and books on physiology.

PubMed: A database containing research articles and reviews in the fields of medicine and physiology.

CINAHL Complete: A specialized database in nursing and health sciences, featuring articles and reviews related to physiology.

Khan Academy: Offers free educational content on physiology, including videos and interactive quizzes.

YouTube: Hosts many educational channels that provide visual explanations of physiology concepts.

Medscape: Provides articles and medical information related to physiology and clinical applications.



<b>1.Course Name:</b>					
Medical terminology					
<b>2.Course Code:</b>					
WNR-12-03					
<b>3.Semester / Year:</b>					
First Stage / Second Semeste					
<b>4.Description Preparation Date:</b>					
2024-2025					
<b>5.Available Attendance Forms:</b>					
<ul style="list-style-type: none"> <li>• In-person lectures.</li> <li>• Practical laboratory sessions</li> </ul>					
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 Hours Theory					
<b>7.Course administrator's name (mention all, if more than one name)</b>					
<p><b>Name:</b> Hayder Ghaleb Jebur</p> <p><b>Qualification:</b> PhD in Nursing</p> <p><b>Contact:</b> [hayder.gh@uowa.edu.iq]</p>					
<b>8.Course Objectives</b>					
<ul style="list-style-type: none"> <li>• Understand the importance and structure of medical terminology in nursing and healthcare.</li> <li>• Interpret medical terms related to body systems, diseases, treatments, and medical procedures.</li> <li>• Analyze the components of medical terms, including prefixes, roots, and suffixes.</li> <li>• Apply medical terminology accurately in professional documentation and communication.</li> <li>• Demonstrate respect and precision when using medical terminology in interactions with patients and colleagues.</li> </ul>					
<b>9.Teaching and Learning Strategies</b>					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> </ul>			
<b>10.Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit/Subject Name</b>	<b>Teaching Method</b>	<b>Assess ment Method</b>
1	2 T	Identify medical terms and their basic components	Introduction to Medical Terminology	Lectures, discussions, analytical exercises	Quizzes, participation

2	2 T	Understand word structures (prefix, root, suffix)	Terminology Analysis	Lectures, practical exercises	Quizzes, assignments
3	2 T	Interpret terms related to healthy and diseased states	Human Body: Health and Disease	Lectures, applications	Quizzes, reports
4	2 T	Recognize terminology of the skeletal system	Skeletal System	Lectures, classroom activities	Practical test
5	2 T	Use muscular terms to describe conditions	Muscular System	Lectures, analytical activities	Written test
6	2 T	Differentiate terms related to heart and circulation	Cardiovascular System	Lectures, exercises	Practical evaluative
7	2 T	Describe lymphatic and immune systems using medical terms	Immune System	Lectures, discussions	Quizzes
8	2 T	Formulate respiratory terms correctly	Respiratory System	Lectures and exercises	Written test
9	2 T	Identify digestive terminology	Digestive System	Lectures, clinical examples	Theoretical evaluative
10	2 T	Understand urinary system terms	Urinary System	Lectures and exercises	Quick test
11	2 T	Apply nervous system terminology	Nervous System	Lectures, practical examples	Test and participation evaluative

12	2 T	Review and apply terms across all systems	Medical Terminology Review	Group discussion	Comprehensive practical test
13	2 T	Present a practical project on terminology	Applied Project	Student presentations	Presentation evaluative
14	2 T	Prepare for final exam	General Review	Review, mock tests	Diagnostic evaluative
15	2 T	Perform theoretical and practical exams	Final Exam	-	Final exam

#### 11.course Evaluation

				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	70%	Final theoretical exam	
2%	Participation			
10%		90%		

#### 12.Learning and Teaching Resources

Required textbooks (curricular books if any)	Resources and references <ul style="list-style-type: none"> <li>Ehrlich and Schroeder, Medical Terminology for Health Professions,7th Edition., Delmar, 2013</li> </ul>
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Main references (sources)	<ul style="list-style-type: none"> <li>• Abrams, Anne Collins, Medical Terminology, 10 ed., New York, Lippincott, 2020.</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>• Ehrlich and Schroeder. <i>Medical Terminology for Health Professions</i>, 7th Ed., Delmar, 2013</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>- MedlinePlus: <a href="https://medlineplus.gov">https://medlineplus.gov</a></li> <li>- UpToDate (اشترك): <a href="https://www.uptodate.com">https://www.uptodate.com</a></li> <li>- CDC: <a href="https://www.cdc.gov">https://www.cdc.gov</a></li> </ul>



## وصف مقرر اللغة العربية (2024-2025)

وصف المقرر:	
1. المؤسسة التعليمية	جامعة وارث الانبياء / كلية التمريض
2. اسم رمز المقرر	اللغة العربية WNR-12-06
3. أشكال الحضور المتاحة	المحاضرات الحضورية (استمارات الحضور)
4. الفصل / السنة	:الكورس الأول / 2025
5. عدد الساعات الدراسية (الكلية)	2 نظري + (2 ساعات في الأسبوع)، عدد الوحدات الدراسية 2
6. تاريخ إعداد هذا الوصف	2024/10/1
7. مسؤول المقرر	م.د محمد يحيى مكي الوائلي mohammed .yaha @uowa.edu.iq

8. أهداف المقرر
<ul style="list-style-type: none"> <li>• تعريف الطلاب بالمفاهيم والمصطلحات الأساسية للغة العربية وأهميتها وجمالها.</li> <li>• تحليل اللغة العربية وتمييز الأخطاء اللغوية الشائعة فيها.</li> <li>• تطوير مهارات التعبير الكتابي والشفهي في الشعر والنثر والقصة القصيرة، مع دراسة بحور الشعر العربية.</li> <li>• بناء قاعدة معرفية قوية تمكن الطلاب من فهم واستيعاب موضوعات متقدمة في اللغة والحياة.</li> <li>• ترسيخ القيم الثقافية والاهتمام باللغة العربية، وفهم أساليب المخاطبات الإدارية واستخدامها.</li> </ul>
9. استراتيجيات التعليم والتعلم
<ul style="list-style-type: none"> <li>• المحاضرات التفاعلية</li> <li>• المناقشات الصفية</li> </ul>

10. بنية المقرر:					
طريقة التقييم	طريقة التعليم	اسم الوحدة / الموضوع	مخرجات التعلم المطلوبة	الساعات	الأسبوع
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات ،	محاضرة تعريفية	التعرف على خطة المقرر وأهدافه ومهارات النجاح فيه	2 نظري	الأول
الاختبارات القصيرة، ومشاركة الطلاب	المحاضرات ،	اهمية اللغة العربية في الشعر	تفسير أهمية اللغة العربية في الشعر العربي وأثرها الثقافي	2 نظري	الثاني
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات ،	أنواع الشعر العربية والبحور	التمييز بين أنواع الشعر العربي والتعرف على بحوره	2 نظري	الثالث

الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة.	المحاضرات ,	ممن تتكون الجملة الاسمية	تحليل مكونات الجملة الاسمية وتوظيفها في الجمل	2نظري	الرابع
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات ,	ممن تتكون الجملة الفعلية	تمييز عناصر الجملة الفعلية وبنائها بشكل صحيح	2نظري	الخامس
الاختبارات القصيرة، ومشاركة الطلاب	المحاضرات ,	المخاطبات الادارية	كتابة مخاطبات إدارية صحيحة من حيث الشكل والمضمون	2نظري	السادس
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة	المحاضرات,	الوصف القراني	تفسير معاني الوصف القرآني وأثره في البلاغة	2نظري	السابع
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات ,	جمال اللغة العربية من حيث الوصف	تحليل جماليات الوصف في اللغة العربية	2نظري	الثامن
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة	المحاضرات ,	اللغة العربية والشتبية	توضيح دور اللغة العربية في الخطاب والتشبيه	2نظري	التاسع
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات,	اهم شعراء في العصر الجاهلي	التعرف على أبرز شعراء العصر الجاهلي وأهم أعمالهم	2نظري	العاشر
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة	المحاضرات ,	اهم شعراء في العصر الأموي	التعرف على خصائص الشعر الأموي وأشهر شعرائه	2نظري	الحادي عشر
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة.	المحاضرات ,	اهم شعراء العصر العباسي	تحليل أسلوب شعراء العصر العباسي وإسهاماتهم	2نظري	الثاني عشر
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة	المحاضرات ,	مكاتبات السلاطين	فهم أساليب مكاتبات السلاطين وتوظيفها في الكتابة	2نظري	الثالث عشر
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات ,	النحو وعلامات الوقف	استخدام علامات الوقف بشكل صحيح في الكتابة والنصوص	2نظري	الرابع عشر
الاختبارات القصيرة، ومشاركة	-المحاضرة	الاعلامات التنقيط	التعرف على أهمية علامات الترقيم واستخدامها السليم	2نظري	الخامس عشر

					الطلاب في المحاضرة،
<b>11. تقييم المقرر</b>					
	(Summative)		(Formative)		
الدرجة	طريقة التقييم	الدرجة	طريقة التقييم		
10%	الامتحان النظري النصفي الأول	4%	الاختبارات اليومية القصيرة (Quizzes)		
10%	الامتحان النظري النصفي الثاني	2%	الندوات (Seminars)		
10%	التقييم العملي النصفي	2%	التقارير (Reports)		
20%	الامتحان العملي النهائي	2%	المشاركة (Participation)		
40%	الامتحان النظري النهائي				
90%		10%			
<b>12. مصادر التعليم والتعلم</b>					
<b>الكتب المقررة:</b>					
<ul style="list-style-type: none"> <li>• القرآن الكريم: كتاب الله المنزل على سيدنا محمد، وهو الأساس في الدين الإسلامي.</li> <li>• مختصر في تفسير القرآن الكريم: تفسير موجز للقرآن الكريم</li> </ul>					



وارث النبلاء  
جاء محلة 2017

<b>1.Course Title:</b>
Computer Science
<b>2.Course Code:</b>
WNR-12-05
<b>3.Semester/Year:</b>
First Stage / Second Semester
<b>4.Description Preparation Date:</b>
01/10/2024
<b>5.Available Attendance Modes:</b>
Live Lectures
<b>6.Total Credit Hours / Total Units:</b>
2 practical hours per week, total credit units (1)
<b>7.Course Coordinator:</b>
Name: Hussein Kadhim Hussein Email: <a href="mailto:Hussein.Ka@uowa.edu.iq">Hussein.Ka@uowa.edu.iq</a>
<b>8.Course Objectives</b>
<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and differentiate between the interfaces and key tools of Microsoft Word, PowerPoint, and Excel.</li> <li>2. Apply formatting techniques for texts, tables, presentations, and use basic Excel formulas and charts effectively.</li> <li>3. Create well-organized documents, presentations, and spreadsheets using templates, animations, and graphical data representation.</li> <li>4. Demonstrate professionalism, accuracy, and teamwork in using Microsoft Office tools for workplace tasks.</li> <li>5. Develop patience and problem-solving skills in handling technical issues, appreciating the role of technology in enhancing productivity and communication.</li> </ol>
<b>9.Teaching Strategy</b>
<ul style="list-style-type: none"> <li>• Practical lectures</li> <li>• Discussions</li> <li>• Report</li> </ul>

10.Course Structure						
W e e k	Ho u r s	Learn i n g O u t c o m e s	Unit/T o p i c N a m e	Teachin g M e t h o d	Assess ment M e t h o d	
1	2  Prac tical	Get to know Word interfa	Introd uction to Word	Theoreti cal explanat ion +	Oral and/or Practic al test	

	Hou rs	ce and its use	and User Interfa ce	Practica l demo	
2	2 Prac tical Hou rs	Ability to format texts (font, alignm ent, spacin g)	Text Forma tting (font, alignm ent, spacin g)	Practica l training	Assign ments + Practic al test
3	2 Prac tical Hou rs	Prepar e official reports in format ted style	Prepar ing and format ting officia l reports	Theoreti cal explanat ion + Practica l applicati on	Submit official report as assign ment
4	2 Prac tical Hou rs	Insert and format tables within the docum ent	Insert and format tables	Practica l training	Small project or practic al exercis e
5	2 Prac tical Hou rs	Insert images and media into docum ents	Insert images and media into docum ents	Applied explanat ion + Practica l training	Practic al evaluati on on a docum ent
6	2 Prac tical Hou rs	Use styles and headin gs to format the docum ent	Use Styles and Headin gs	Explana tion + Practica l applicati on	Practic al test on docum ent

7	2 Practical Hours	Create ready-made templates to facilitate work	Create and apply Templates	Practical demonstration + Application	Design a template as assignment
8	2 Practical Hours	Get to know Power Point interface and features	Introduction to Power Point and Program Interface	Theoretical explanation + Practical demo	Oral and/or Practical test
9	2 Practical Hours	Design slides and organize content	Slide design and content planning	Practical training	Presentation design project
10	2 Practical Hours	Add animation effects and transitions	Add animation effects and transitions	Applied explanation + Practical training	Practical evaluation on a presentation
11	2 Practical Hours	Insert multimedia such as images, audio, and video	Insert multimedia (images, audio, video)	Practical training	Multimedia presentation project
12	2 Practical Hours	Organize slides and prepare	Organize slides and prepare	Practical explanation + Training	Deliver practical presentation

		e final present ation	e final presen tation		
13	2 Prac tical Hou rs	Basics of Excel, dealin g with cells and tables	Dealin g with cells and tables (input and format ting)	Theoreti cal explanat ion + Practica l applicati on	Practic al test
14	2 Prac tical Hou rs	Use basic formul as and functio ns like SUM, AVER AGE, IF	Use basic formul as and functio ns	Practica l training	Assign ments + Practic al test
15	2 Prac tical Hou rs	Create charts and analyz e data	Create charts and data analysi s	Practica l training	Analyti cal project using charts

11.course Evaluation				
Type	Percentage	Assessment Methods	Grade Scale	
Formative	5%	Short quizzes	90-100 Excellent 80 - Less than 90 Very Good 70 - Less than 80 Good 60 - Less than 70 Acceptable 50 - Less than 60 Pass Less than 50 Fail	
	5%	Participation		
Summative	10%	First Midterm Practical Exam		
	10%	Second Midterm Practical Exam		
	70%	Final Practical Exam		
	10%			



12.Learning and Teaching Resources	
<b>Required Textbooks:</b>	<input type="checkbox"/> Graham Brown, David Watson, <i>Cambridge Information Technology</i> , 3rd Edition (2020) <input type="checkbox"/> Alan Evans, Kendall Martin, Mary Anne Poatsy, <i>Technology In Action Complete</i> , 16th Edition (2020) <input type="checkbox"/> Ahmed Banafa, <i>Introduction to Artificial Intelligence (AI)</i> , 1st Edition (2024) <input type="checkbox"/> Curtis Frye & Lamb, <i>Microsoft Office 2019 Step by Step</i> <input type="checkbox"/> Dr. Adel Abdel Nour, <i>Introduction to the World of Artificial Intelligence</i> , 5th Edition
<b>Main References (Resources):</b>	<input type="checkbox"/> Windows 7 <input type="checkbox"/> Office 2010
<b>Recommended Books and References (Journals, Reports, etc.):</b>	<ul style="list-style-type: none"> <li>• Approved computer science books</li> <li>• Reports, scientific journals, and other academic source</li> </ul>
<b>Electronic References and Websites:</b>	<ul style="list-style-type: none"> <li>• <i>Introduction to Computer and Internet</i>, 5th Edition</li> <li>• Trusted websites and electronic scientific journals</li> <li>• Recommended electronic reference link:  <a href="https://www.kutub.info/library">https://www.kutub.info/library</a> </li> </ul>

<b>1.Course Name:</b>					
English part 2					
<b>2.Course Code:</b>					
WNR-12-04					
<b>3.Semester / Year:</b>					
First Stage / second Semester					
<b>4.Description Preparation Date:</b>					
1\9\2024					
<b>5.Available Attendance Forms:</b>					
<ul style="list-style-type: none"> <li>In-person lectures.</li> </ul>					
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 hours of theoretical lectures , number of credit (2)					
<b>7.Course administrator's name (mention all, if more than one name)</b>					
Name			E-mail		
Lecturer .Zahraa A.ALthabet			<a href="mailto:Zahraa.abali@uowa.edu.iq">Zahraa.abali@uowa.edu.iq</a>		
<b>8.Course Objectives</b>					
<ol style="list-style-type: none"> <li>1. Use advanced medical vocabulary to describe complex patient conditions and treatments.</li> <li>2. Communicate effectively in high-pressure situations such as emergencies and triage.</li> <li>3. Interpret and respond appropriately to spoken medical instructions and patient reports.</li> <li>4. Write clear and accurate nursing notes, discharge summaries, and care plans.</li> <li>5. Demonstrate appropriate language and tone when discussing sensitive topics such as death and end-of-life care.</li> <li>6. Collaborate using professional English with healthcare team members in multidisciplinary settings</li> </ol>					
<b>9.Teaching and Learning Strategies</b>					
<ul style="list-style-type: none"> <li>Theoretical lectures.</li> <li>Listening.</li> <li>Speaking.</li> </ul>					
<b>10.Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	Talk about emergency admissions and describe patient conditions	Accident and Emergency (A&E)	-Lectures. - seminars. .reading &listening	Quizzes, students' participation in the lecture. Seminar

2	2T	Prioritize patients based on urgency using appropriate vocabulary	Triage	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
3	2T	Discuss needs, conditions, and care plans for elderly patients	Caring for the Elderly	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
4	2T	Present Perfect & Past Simple (to describe recovery progress)	Rehabilitation and Recovery	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
5	<b>Mid-term exam. No 1</b>				
6	2T	Passive voice (e.g. The patient is being monitored...) <b>Listening:</b> Listening to nurses discuss vital signs and machine readings.	Monitoring Patients	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
7	2T	Promote healthy habits and provide health education	Health Promotion	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
8	2T	Identify the skin and its disease	Dermatology	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
9	2T	Provide personal care instructions respectfully and clearly	• Personal Care	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
10	<b>Mid-term exam. No 2</b>				

11	2T	Talk about dietary needs and describe different hospital diets	<ul style="list-style-type: none"> <li>Meals and Nutrition</li> </ul>	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
12	2T	Discuss dietary issues, obesity, and patient education	<ul style="list-style-type: none"> <li>Nutrition and Obesity</li> </ul>	- Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
13	2T	Improve the Listening	<ul style="list-style-type: none"> <li>Instructions</li> </ul>	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar
14	2T	Explain discharge procedures and instructions for home care	<ul style="list-style-type: none"> <li>Discharge and Continuing Care</li> </ul>	Lectures. - seminars. -reading &listening	Quizzes, students' participation in the lecture. Seminar

### 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
		70%	Final theoretical exam	
10%		90%		Total (100%)

### 12.Learning and Teaching Resources

Oxford English for career .Tony Grice English Grammar in use . Raymond Murphy
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## Second stage

<b>1.Course Name:</b>
Adult nursing 1
<b>2.Course Code:</b>
WNR-21-01
<b>3.Semester / Year:</b>
Second Stage/First Semester
<b>4.Description Preparation Date:</b>
1/10/2024
<b>5.Available Attendance Forms:</b>
In-person lectures and clinical practice (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
4 Theoretical + 12 CLINICAL (16 Hours Per Week), Number of Credits (8)
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Mohammed Mahdi Saeed Email: <a href="mailto:mohammed.mah@uowa.edu.iq">mohammed.mah@uowa.edu.iq</a>
<b>8.Course Objectives</b>

Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.

Relate the pathophysiology of selected medical/ surgical alterations to the health □ illness continuum.

Discuss scientifically based rationale for performing selected diagnostic procedure, outcomes and nursing responsibilities.

Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.

Explain nutritional needs of patients with selected medical/ surgical alterations.

Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.

Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.

Apply the theoretical concepts, scientific principles in planning care of patients.

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

Demonstrate safe administration of drug and parenteral therapy.

Participate in teaching patients.

Demonstrate effective communication with patients, instructor and health members.

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

- **Clinical Procedures & Interventions:** Gaining competence in performing a wide range of nursing procedures, including wound care, vital signs monitoring, Foley catheter insertion, nasogastric tube insertion, intravenous therapy management, and basic life support.
- **Critical Thinking & Clinical Judgment:** Cultivating the ability to analyze complex patient situations, prioritize care, make sound clinical decisions, and adapt nursing interventions based on patient responses.
- **Therapeutic Communication & Education:** Enhancing skills in effective verbal and non-verbal communication with patients, families, and interprofessional teams, including patient education on health promotion, disease prevention, and self-management.
- **Safety & Quality Improvement:** Implementing principles of patient safety, infection control, and quality improvement initiatives to minimize risks and optimize patient outcomes.

- ❑ **Respect & Dignity:** Upholding the inherent worth, autonomy, and individuality of every patient, regardless of their background, beliefs, or health status.
- ❑ **Integrity & Accountability:** Acting honestly, ethically, and responsibly in all aspects of patient care, maintaining confidentiality, and taking ownership of one's actions.
- ❑ **Advocacy:** Championing the rights and needs of patients, ensuring their voices are heard, and working to optimize their health outcomes and well-being.
- ❑ **Excellence & Lifelong Learning:** Committing to continuous professional development, striving for the highest standards of evidence-based care, and embracing a spirit of inquiry and improvement.
- ❑ **Collaboration & Teamwork:** Valuing effective communication, mutual respect, and shared responsibility when working with interprofessional teams to achieve common patient care goals.

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Case Studies</li> <li>- Reports.</li> <li>- Clinical training</li> </ul>
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## 10. Course Structure

We ek	Hours	Unit or subject name	Required learning outcomes	Learning method	Evaluation method
1	4T+12C	<ul style="list-style-type: none"> <li>• Introduction to nursing adult.</li> <li>• Nursing process; Definition, objectives &amp; steps.</li> </ul>	Adult nursing Nursing process: Assessment Diagnosis Planning Intervention evaluation	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Case study</li> <li>-Discussions</li> <li>-Small groups</li> <li>-clinic training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation .
2	4T+12C	Nursing management for patients with blood disease. 1. Blood and its contents. 2. Diagnostic tests for blood disease.	Blood content: Erythrocyte Leukocyte Platelets Studies like CBC,	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Case study</li> <li>-Discussions</li> <li>-Small groups</li> <li>-clinic training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation .
3	4T+12C	Nursing care and rehabilitation for patient with these diseases: - Leukemia. -Hodgkin's disease. - Hemorrhagic disorder. -Anemia and its types.	Definitions Risk factors Causes Clinical manifestation Diagnostic studies Treatment Medical management Surgical management Nursing management	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Case study</li> <li>-Discussions</li> <li>-Small groups</li> <li>-clinic training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation .
4	4T+12C	Nursing Management for patient with heart and cardiovascular diseases 1. Diagnostic tests. 2. Sign and symptoms.	Anatomy and physiology Assessment of system Inspection Palpation	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Case study</li> <li>-Discussions</li> </ul>	Quizzes, students' participation in the lecture, & Practical

			Percussion Auscultation	-Small groups -clinic training	evaluation .
5	<b>Mid-term exam. No 1</b>				
6	4T+12C	Nursing care and rehabilitation for patient with: -Myocardial infarction.	Definitions Risk factors Causes Clinical manifestation Diagnostic studies Treatment Medical management Surgical management Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical evaluation .
7	4T+12C	Nursing care and rehabilitation for patient with: -Congestive heart failure.	Definitions Risk factors Causes Clinical manifestation Diagnostic studies Treatment Medical management Surgical management Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical evaluation .
8	4T+12C	Nursing care for patient with respiratory disease: Diagnostic test, sign, symptoms, and treatment.	Anatomy and physiology Assessment of system Inspection Palpation Percussion Auscultation	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical evaluation .
9	4T+12C	Nursing care and rehabilitation for patient with: -Bronchitis. -Pneumonia. -Bronchitis. -Emphysema. -Cancer of lung.	Definitions Risk factors Causes Clinical manifestation Diagnostic studies Treatment Medical management Surgical management Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical evaluation .
10	<b>Mid-term exam. No 2</b>				
11	4T+12C	Nursing management for patient with digestive system disease. 1. Sign and symptoms, and diagnostic measures.	Anatomy and physiology Assessment of system Inspection Palpation Percussion Auscultation	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical evaluation .
12	4T+12C	Nursing care for the patient with the followings: Intestinal obstruction. Hernia. Ulcerative colitis. Peptic ulcer. Cancer of stomach.	Definitions Risk factors Causes Clinical manifestation Diagnostic studies Treatment Medical management Surgical management Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical evaluation .



13	4T+12C	Assessment of endocrine system , signs and symptoms, liver functions	Anatomy and physiology Assessment of system Inspection Palpation Percussion Auscultation	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical evaluation .
14	4T+12C	Nursing management of patient with endocrine disorder, obesity, diabetes mellitus	Definitions Risk factors Causes Clinical manifestation Diagnostic studies Treatment Medical management Surgical management Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical evaluation .

## 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	5%	First-Mid-term theoretical exam	
2%	Seminars	5%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	
2%	Participation			
5%	Clinical Case studies	20%	Final practical exam	
5%	Clinical assessments	40%	Final theoretical exam	
20%		80%		

## 12.Learning and Teaching Resources

<b>Main references (sources)</b>	Hinkle, J., Cheever, K. (2018). Brunner and Suddarth's, Text book of medical surgical Nursing. 14th Edition. Wolters Kluwer, Lippincott co.
<b>Required textbooks (curricular books, if any)</b>	Williams, L., and hopper, P., (2015). Understanding medical surgical nursing, 5th edition, F.A. Davis company, USA.



<b>1.Course Name:</b>	
Health Assessment in Nursing	
<b>2.Course Code:</b>	
WNR-21-02	
<b>3.Semester / Year:</b>	
Second Stage / First Semester	
<b>4.Description Preparation Date:</b>	
2024-2025	
<b>5.Available Attendance Forms:</b>	
<ul style="list-style-type: none"> <li>• In-person lectures.</li> <li>• Practical laboratory sessions</li> </ul>	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
4 Credit (2 credit (2 Hours Theory) and 2credit practical ( 2 Hours Laboratory).	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
<p>Name: Hayder Ghaleb Jebur</p> <p>Qualification: PhD in Nursing</p> <p>Contact: [hayder.gh@uowa.edu.iq]</p>	
<b>8.Course Objectives</b>	
<ol style="list-style-type: none"> <li>1. <b>Identify</b> the components of health assessment.</li> <li>2. <b>Recognize</b> normal findings and abnormal in health assessment.</li> <li>3. <b>Explain</b> health assessment techniques for each body system.</li> <li>4. <b>Apply</b> assessment techniques (inspection, palpation, percussion, auscultation).</li> <li>5. <b>Document</b> health assessment findings accurately.</li> <li>6. <b>Integrate</b> anatomy and physiology knowledge into assessments.</li> <li>7. <b>Adhere</b> to safety and ethical standards during assessments.</li> <li>8. <b>Demonstrate</b> respect for patient privacy and dignity.</li> <li>9. <b>Appreciate</b> the role of accurate data collection in patient care.</li> </ol>	
<b>9.Teaching and Learning Strategies</b>	
Strategy	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Lab training</li> </ul>

## 10.Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T+2L	<b>Foundational Knowledge</b>	Explain the purpose, components, and sequence of a comprehensive health assessment. Differentiate between subjective (symptoms) and objective (signs) data collection methods.	-Lectures. - seminars. - Lab training .	Quizzes, students' participation in the lecture, & Practical evaluation .
2	2T+2L	<b>2. Assessment Techniques</b>	Demonstrate proficiency in the <b>four primary techniques</b> : <b>Inspection</b> (e.g., skin integrity, symmetry). <b>Palpation</b> (e.g., pulses, tenderness). <b>Percussion</b> (e.g., organ size, fluid detection). <b>Auscultation</b> (e.g., heart/lung sounds, bowel sounds).	- Lectures. - seminars. -Lab training.	Quizzes, students' participation in the lecture, & Practical evaluation .
3	2T+2L	<b>Cardiovascular:</b>	Assess apical pulse, heart sounds (S1/S2, murmurs), and jugular venous pressure.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
4	2T+2L	<b>Respiratory:</b>	Identify normal/abnormal breath sounds (e.g., wheezes, crackles).	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
5	<b>Mid-term exam. No 1</b>				
6	2T+2L	<b>Neurological:</b>	Perform cranial nerve tests and evaluate motor/sensory function.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .

7	2T+2L	<b>Abdomen:</b>	Document bowel sounds, palpate for masses, and recognize signs of peritoneal inflammation.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
8	2T+2L	<b>Musculoskeletal:</b>	Assess range of motion, gait, and joint abnormalities.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
9	2T+2L	<b>4. Clinical Judgment</b>	Analyze assessment findings to distinguish <b>normal vs. abnormal</b> results. Prioritize urgent findings (e.g., diminished breath sounds, irregular pulses). Link assessment data to potential nursing diagnoses (e.g., impaired gas exchange, acute pain).	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
10	Mid-term exam. No 2				
11	2T+2L	<b>5. Communication &amp; Documentation</b>	Obtain a <b>focused health history</b> using open-ended questions. Document findings using <b>SOAP</b> (Subjective, Objective, Assessment, Plan) or <b>DAR</b> (Data, Action, Response) formats. Report critical findings to the healthcare team concisely (e.g., SBAR technique).	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .

12	2T+2L	<b>6. Ethical &amp; Safety Practices</b>	Maintain patient privacy/dignity during physical exams. Use PPE and infection control protocols (e.g., hand hygiene, glove use). Recognize limitations and seek preceptor guidance when uncertain.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
13	2T+2L	<b>6. Ethical &amp; Safety Practices</b>	Maintain patient privacy/dignity during physical exams. Use PPE and infection control protocols (e.g., hand hygiene, glove use). Recognize limitations and seek preceptor guidance when uncertain.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
14	2T+2L	<b>7. Health Promotion</b>	Educate patients on self-assessment techniques (e.g., breast/testicular exams). Provide tailored health advice based on assessment results (e.g., smoking cessation for abnormal lung sounds).	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .

### 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	

2%	Participation	20%	Final practical exam	
		40%	Final theoretical exam	
10%		90%		

## 12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Resources and references <ul style="list-style-type: none"> <li>Jensen, Sharon, 1955. Nursing health assessment: a best practice approach/Sharon Jensen, MN, RN, Assistant Professor, Chaminade University, Honolulu, Hawaii. Third edition.   Philadelphia: Wolters Kluwer Health, [2019] LCCN 2018032854</li> </ul>
Main references (sources)	<ul style="list-style-type: none"> <li>Jarvis, C. (2020). Physical examination and health assessment, eighth edition ISBN: 978-0-323-51080-6 <a href="http://www.elsevier.com/permissions">www.elsevier.com/permissions</a>.</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>- Cozier, B. (2015). Fundamental of Nursing: Concepts, Process, and Practice (10 ed.). New Jersey: Pearson Education</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>- MedlinePlus (NIH)</li> <li>- <a href="https://medlineplus.gov/">https://medlineplus.gov/</a></li> <li>- Free patient-friendly guides on physical exams (e.g., heart/lung sounds, neurological tests).</li> <li>- UpToDate (Subscription Required)</li> <li>- <a href="https://www.uptodate.com/">https://www.uptodate.com/</a></li> <li>- Evidence-based protocols for advanced health assessments (e.g., abdominal palpation, pediatric screenings).</li> <li>- CDC Clinical Procedures</li> <li>- <a href="https://www.cdc.gov/">https://www.cdc.gov/</a></li> <li>- Infection control guidelines for safe assessment practices (e.g., PPE use, hand hygiene).</li> <li>-</li> </ul>

<b>1.Course Name:</b>	
Microbiology 1	
<b>2.Course Code:</b>	
WNR-6-02	
<b>3.Semester / Year:</b>	
Second Stage/First Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
In-person lectures and practical laboratories (attendance forms)	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
2 Theoretical + 2 Lab (4 Hours Per Week), Number of Credits (4)	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Name: Bahaa Alaa Farhan Email: Bahaa.farhan@uowa.edu.iq	
<b>8.Course Objectives</b>	
Knowledge	<p><b>A1:</b> The student will be introduced to the basic concepts and terminology of microbiology.</p> <p><b>A2:</b> The student will learn the most important pathogens that cause human disease.</p> <p><b>A3:</b> The student will learn the most important symptoms associated with each disease and the method of infection.</p> <p><b>A4:</b> Identify the most important methods used to prevent disease and control it.</p> <p><b>A5:</b> Distinguish between bacterial, viral, fungal, and parasitic infections and study the characteristics of each type.</p>
Skills	<p><b>B1:</b> The student will learn the methods and skills required for collecting specimens and determining the correct instrument and sample type for each infection.</p> <p><b>B2:</b> The student will learn the most important microscopic, serological, and molecular tests used for diagnosis.</p> <p><b>B3:</b> Learn the skills of optimal sample preparation, storage, and transport.</p> <p><b>B4:</b> Learn the skills of analysis and diagnosis.</p>
Value	<p><b>A1:</b> Consolidating the basic concepts of microbiology.</p> <p><b>A2:</b> Enhancing interest in scientific research.</p> <p><b>A3:</b> Identifying modern diagnostic techniques.</p> <p><b>A4:</b> Understanding the links with other sciences.</p>
<b>1.</b>	<b>9.Teaching and Learning Strategies</b>
Strategy	<p>- Theoretical lectures.</p> <p>- Discussions.</p> <p>- Reports.</p>

		- Lab trainin		
	10. Course Structure			
		Lecture title	Learning method	Evaluation method
.1	2h T +2 hP	Introduct ion to Microbiol ogy science	Lecture, Discussion, Readings, Presentatio ns	Quizzes, Exams, Presentations, Evaluation
.2	2h T +2 hP	Bacterial infection	Lecture, Discussion, Readings, Presentatio ns	Quizzes, Exams, Presentations, Evaluation
.3	2h T +2 hP	Sterilizati on	Lecture, Discussion, Readings, Presentatio ns	Quizzes, Exams, Presentations, Evaluation
.4	2h T +2 hP	Bacterial spores	Lecture, Discussion, Readings, Presentatio ns	Quizzes, Exams, Presentations, Evaluation
.5	2h T +2 hP	Staphyloc occus : SPP	Lecture, Discussion, Readings, Presentatio ns	Quizzes, Exams, Presentations, Evaluation
.6	2h T +2 hP	Streptoco ccus SPP.	Lecture, Discussion, Readings, Presentatio ns	Quizzes, Exams, Presentations, Evaluation
.7	2h T +2 hP	Genus Neisseria .	Lecture, Discussion, Readings, Presentatio ns	Quizzes, Exams, Presentations, Evaluation
.8	2h T +2 hP	Mycobact erium	Lecture, Discussion, Readings, Presentatio ns	Quizzes, Exams, Presentations, Evaluation
.9	2h T	Clostridi um SPP	Lecture, Discussion, Readings,	Quizzes, Exams, Presentations, Evaluation



	+2 hP		Presentations		
.10	2h T +2 hP	Enterobacteriaceae	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.11	2h T +2 hP	Salmonella SPP	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.12	2h T +2 hP	* Shigella SPP	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.13	2h T +2 hP	• Nosocomial infection	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.14	2h T +2 hP	Mycology	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
11. Course Evaluation					
Evaluation				Score standard	
Formative			Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) – Fail (less than 50)
Scores	Evaluation methods		Scores	Evaluation methods	
4%	Daily Quizzes		10%	First-Mid-term theoretical exam	
2%	Seminars		10%	Second-midterm exam	
2%	Reports		10%	Mid-term-practical evaluation	
2%	Participation		20%	Final practical exam	
			40%	Final theoretical exam	
	10%		90%		
12. Learning and Teaching Resources					
Resources and references: - Medical microbiology for nursing - Clinical microbiology					
● 1- Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Medical microbiology six edition. Elsevier Inc. ● 2- Louise Hawley, Richard J. Ziegler& Benjamin L. Clarke (2014): Microbiology and immunology, 6th edition. Lippincott Williams & Wilkins co. USA. ● 3- Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier.					

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|--|--|
|  | <ul style="list-style-type: none"><li>• -4 Essential of medical microbiology, Apurbs et al., second edition (2019)</li></ul> |
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<b>1.Course Name:</b>	
Pharmacology I	
<b>2.Course Code:</b>	
WNR-21-04	
<b>3.Semester / Year:</b>	
Second Stage/First Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
In-person lectures	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
2 Theoretical . Number of Credits (2)	
<b>7.Course administrator</b>	
Name: Nassem Samir saker Email: <a href="mailto:nassem.sa@uowa.edu.iq">nassem.sa@uowa.edu.iq</a>	
<b>8.Course Objectives</b>	
<ul style="list-style-type: none"> <li>• Understanding fundamental pharmacology principles.</li> <li>• Knowing medications and their uses.</li> <li>• Defining basic pharmacological terms and explaining the classification and mechanism of action of various drugs.</li> <li>• Applying pharmacological knowledge in nursing practice.</li> <li>• Applying pharmacological principles in assessing a patient's condition before, during, and after medication administration.</li> <li>• <input type="checkbox"/> Improving the student's ability to provide health education to patients about the medications they are taking.</li> <li>• Developing a sense of professional responsibility and demonstrating commitment and accuracy in preparing and administering medications to patients.</li> <li>• Cultivating empathy and concern for patients' needs, showing understanding of their condition, and alleviating their medication-related fears.</li> <li>• Promoting ethical and professional conduct and adhering to ethical principles regarding patient information confidentiality and rights.</li> <li>• Demonstrating integrity and honesty in handling medications and their records.</li> </ul>	
<b>9.Teaching and Learning Strategies</b>	
Strategy	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> </ul>

## 10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 theory	explain Basic concept in pharmacology	Basic concept in pharmacology	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
2	2 theory	Define and discuss Pharmacodynamics and Drug metabolism	Pharmacodynamics and Drug metabolism	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
3	2 theory	Discuss different types Methods of drug administration	Methods of drug administration	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
4	2 theory	Enumerate Coronary artery disease treatment and its side effects	Coronary artery disease treatment	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
5	2 theory	Enumerate Coronary artery disease treatment and its side effects	Hypertension treatment	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
6	2 theory	Enumerate Heart failure drugs and its side effects	Heart failure drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
7	2 theory	Enumerate Upper respiratory diseases drugs treatment and its side effects	Upper respiratory diseases drugs 1	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
8	2 theory	Enumerate Upper respiratory diseases drugs treatment and its side effects	Upper respiratory diseases drugs 2	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
9	2 theory	Enumerate COPD disease treatment and its side effects	Lower respiratory diseases drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,

10	2 theory	Enumerate asthma treatment and its side effects	Asthma drugs		Quizzes, students' participation in the lecture,
11	2 theory	Enumerate anticoagulants treatment and its side effects	Anticoagulants I	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
12	2 theory	Enumerate anticoagulants treatment and its side effects	Anticoagulants 2	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
13	2 theory	Enumerate Peptic ulcer treatment and its side effects	Peptic ulcer treatment	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
14	2 theory	Enumerate Constipation and diarrhea drugs and its side effects	Constipation and diarrhea drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
15	2 theory	Enumerate Anti emesis its side effects	Anti emesis drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,

### 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scor es	Evaluation methods	Scor es	Evaluation methods	
10%	Daily Quizzes	5%	First-Mid-term theoretical exam	
5%	Seminars	5%	Second-midterm exam	
5%	Reports			
		70%	Final theoretical exam	
20%		80%		

### 12.Learning and Teaching Resources

Required textbooks (curricular books if any)	- Davis's Drug Guide for Nurses Nineteenth Edition  by <a href="#">April Hazard Vallerand PhD RN FAAN</a> (Author), <a href="#">Cynthia A. Sandberg BS PharmD BCPS FCCP</a>
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Main references (sources)	Nursing 2025-2026 Drug Handbook (Nursing Drug Handbooks) Forty-Fifth, North American Edition
Recommended books and references (scientific journals, reports...)	2025 Lippincott Pocket Drug Guide for Nurses Thirteenth, North American Edition
Electronic References, Websites	<ul style="list-style-type: none"> <li>- <a href="https://www.drugs.com/drug_information.html">https://www.drugs.com/drug_information.html</a></li> <li>- <a href="https://www.nhs.uk/medicines/">https://www.nhs.uk/medicines/</a></li> </ul>



<b>1.Course Name:</b>
Adult nursing 2
<b>2.Course Code:</b>
WNR-22-01
<b>3.Semester / Year:</b>
Second Stage/ Second Semester
<b>4.Description Preparation Date:</b>
1/10/2024
<b>5.Available Attendance Forms:</b>
In-person lectures and clinical practice (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
4 Theoretical + 12 CLINICAL (16 Hours Per Week), Number of Credits (8)
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Mohammed Mahdi Saeed Email: <a href="mailto:mohammed.mah@uowa.edu.iq">mohammed.mah@uowa.edu.iq</a>
<b>8.Course Objectives</b>



- Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.
- Relate the path physiology of selected medical/ surgical alterations to the health illness continuum.
- Discuss scientifically based rationale for performing selected diagnostic procedure, outcomes and nursing responsibilities.
- Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.
- Explain nutritional needs of patients with selected medical/ surgical alterations.
- Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.
- Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.
- Apply the theoretical concepts, scientific principles in planning care of patients.
- Demonstrate competence in implementing nursing interventions to meet client oriented goals.
- Demonstrate safe administration of drug and parenteral therapy.
- Participate in teaching patients.
- Demonstrate effective communication with patients, instructor and health members.
- Describe pre- operative nursing measures of avoiding the risk of infection and the expected post-operative complications.
- **Holistic Patient Assessment:** Mastering systematic physical, psychosocial, and spiritual assessment techniques to gather comprehensive patient data and identify health needs.
- **Medication Administration & Management:** Developing proficiency in safe and accurate medication calculations, preparation, administration (oral, parenteral, topical), and monitoring for therapeutic effects and adverse reactions.
- **Clinical Procedures & Interventions:** Gaining competence in performing a wide range of nursing procedures, including wound care, vital signs monitoring, Foley catheter insertion, nasogastric tube insertion, intravenous therapy management, and basic life support.
- **Critical Thinking & Clinical Judgment:** Cultivating the ability to analyze complex patient situations, prioritize care, make sound clinical decisions, and adapt nursing interventions based on patient responses.
- **Therapeutic Communication & Education:** Enhancing skills in effective verbal and non-verbal communication with patients, families, and interprofessional teams, including patient education on health promotion, disease prevention, and self-management.
- **Safety & Quality Improvement:** Implementing principles of patient safety, infection control, and quality improvement initiatives to minimize risks and optimize patient outcomes.
- **Documentation & Informatics:** Developing accurate and timely documentation skills (paper and electronic health records) and utilizing healthcare technology for information management and patient care delivery.
- **Interprofessional Collaboration:** Learning to effectively collaborate with physicians, pharmacists, therapists, and other healthcare professionals to ensure coordinated and comprehensive patient care.
- **Respect & Dignity:** Upholding the inherent worth, autonomy, and individuality of every patient, regardless of their background, beliefs, or health status.
- **Compassion & Empathy:** Demonstrating genuine care, understanding, and sensitivity towards patients' physical and emotional suffering, fostering a supportive and healing environment.
- **Integrity & Accountability:** Acting honestly, ethically, and responsibly in all aspects of patient care, maintaining confidentiality, and taking ownership of one's actions.



- **Advocacy:** Championing the rights and needs of patients, ensuring their voices are heard, and working to optimize their health outcomes and well-being.
- **Excellence & Lifelong Learning:** Committing to continuous professional development, striving for the highest standards of evidence-based care, and embracing a spirit of inquiry and improvement.
- **Collaboration & Teamwork:** Valuing effective communication, mutual respect, and shared responsibility when working with interprofessional teams to achieve common patient care goals.
- **Social Justice & Equity:** Recognizing and addressing health disparities, promoting equitable access to quality healthcare, and advocating for vulnerable populations.

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Case Studies</li> <li>- Reports.</li> <li>- Clinical training</li> </ul>
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## 10. Course Structure

Week	Hours	Unit or subject name	Required learning outcomes	Learning method	Evaluation method
1	4T+12C	Introduction to adult nursing specialist. Nursing management of patients with nervous system disorder: <ul style="list-style-type: none"> <li>• Assessment and diagnostic test</li> <li>• Intracranial pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy &amp; physiology of CNS/ neurological assessment/ diagnostic studies/ cardinal signs and symptoms/</li> <li>• Definition of ICP/ causes/ diagnosis/ treatment as medical and nursing management/ complications</li> </ul>	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Case study</li> <li>-Discussions</li> <li>-Small groups</li> <li>-clinic training</li> </ul>	Quizzes, students' participation in the lecture, & Practical Evaluation.
2	4T+12C	<ul style="list-style-type: none"> <li>• Brain tumor</li> <li>• Head injury</li> </ul>	Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic studies/ Treatment/ Medical management/ Surgical management/ Nursing management	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Case study</li> <li>-Discussions</li> <li>-Small groups</li> <li>-clinic training</li> </ul>	Quizzes, students' participation in the lecture, & Practical Evaluation.
3	4T+12C	Nursing management of patients with renal disorders: <ul style="list-style-type: none"> <li>• Assessment and diagnostic test</li> <li>• Cardinal signs and symptoms</li> <li>• Urinary tract infection</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy &amp; physiology of system/ urological assessment/ diagnostic studies/ cardinal signs and symptoms/</li> <li>• Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic studies/ Treatment/ Medical management/ Surgical management/ Nursing management</li> </ul>	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Case study</li> <li>-Discussions</li> <li>-Small groups</li> <li>-clinic training</li> </ul>	Quizzes, students' participation in the lecture, & Practical Evaluation.

4	4T+12C	<ul style="list-style-type: none"> <li>• Renal stone</li> <li>• Cancer of the bladder</li> </ul>	Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic studies/ Treatment/ Medical management/ Surgical management/ Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical Evaluation.
5	<b>Mid-term exam. No 1</b>				
6	4T+12C	Nursing management of patients with musculoskeletal disorders: <ul style="list-style-type: none"> <li>• Assessment and diagnostic test</li> <li>• Fracture</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy &amp; physiology of system/ musculoskeletal assessment/ diagnostic studies/ cardinal signs and symptoms/</li> <li>• Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic studies/ Treatment/ Medical management/ Surgical management/ Nursing management</li> </ul>	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical Evaluation.
7	4T+12C	<ul style="list-style-type: none"> <li>• Arthritis</li> <li>• Osteomyelitis</li> </ul>	Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic studies/ Treatment/ Medical management/ Surgical management/ Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical Evaluation.
8	4T+12C	Nursing management of patients with cardiovascular disorders: <ul style="list-style-type: none"> <li>• Assessment and signs and symptoms and diagnostic test</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy &amp; physiology of system/ cardiovascular assessment/ diagnostic studies/ cardinal signs and symptoms/</li> </ul>	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical Evaluation.
9	4T+12C	<ul style="list-style-type: none"> <li>• Valvular disorders (aortic stenosis and regurgitation)</li> <li>• Valvular heart disease (mitral stenosis and regurgitation)</li> </ul>	Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic studies/ Treatment/ Medical management/ Surgical management/ Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical Evaluation.
10	<b>Mid-term exam. No 2</b>				
11	4T+12C	Nursing management of patients with eye, nose and throat (ENT) <ul style="list-style-type: none"> <li>• Sinusitis</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy &amp; physiology of system/ ENT assessment/ diagnostic studies/ cardinal signs and symptoms/</li> <li>• Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic studies/ Treatment/ Medical management/ Surgical management/ Nursing management</li> </ul>	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical Evaluation.
12	4T+12C	<ul style="list-style-type: none"> <li>• Tonsillitis</li> <li>• Otitis media</li> </ul>	Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic	-Lectures. -Case study -Discussions	Quizzes, students' participation in the lecture, & Practical

			studies/ Treatment/ Medical management/ Surgical management/ Nursing management	-Small groups -clinic training	Evaluation.
13	4T+12C	Nursing management of patients with ophthalmic disorders • Assessment and diagnostic test	• Anatomy & physiology of system/ ophthalmic assessment/ diagnostic studies/ cardinal signs and symptoms/	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical Evaluation.
14	4T+12C	• Cataract • Glaucoma	Definitions/ Risk factors/ Causes/ Clinical manifestation/ Diagnostic studies/ Treatment/ Medical management/ Surgical management/ Nursing management	-Lectures. -Case study -Discussions -Small groups -clinic training	Quizzes, students' participation in the lecture, & Practical Evaluation.

### 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	5%	First-Mid-term theoretical exam	
2%	Seminars	5%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	
2%	Participation	20%	Final practical exam	
5%	Clinical case studies	40%	Final theoretical exam	
5%	Clinical assessment			
20%		80%		

### 12.Learning and Teaching Resources

<b>Main references (sources)</b>	Hinkle, J., Cheever, K. (2018). Brunner and Suddarth's, Text book of medical surgical Nursing. 14th Edition. Wolters Kluwer, Lippincott co.
<b>Required textbooks (curricular books, if any)</b>	Williams, L., and hopper, P., (2015). Understanding medical surgical nursing, 5th edition, F.A. Davis company, USA.



<b>1.Course Name:</b>	
Microbiology -2	
<b>2.Course Code:</b>	
WNR-22-02	
<b>3.Semester / Year:</b>	
Second Stage/ second Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
In-person lectures and practical laboratories (attendance forms)	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
2 Theoretical + 2 Lab (4 Hours Per Week), Number of Credits (4)	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Name: Bahaa Alaa Farhan Email: Bahaa.farhan@uowa.edu.iq	
<b>8.Course Objectives</b>	
A1: The student will be introduced to the basic concepts and terminology of parasitology. A2: The student will learn the most important pathogens that cause human disease. A3: The student will learn the most important symptoms associated with each disease and the method of infection. A4: Identify the most important methods used to prevent disease and control it. A5: Distinguish between viral and parasitic infections and study the characteristics of each type. B1: The student will learn the methods and skills required for collecting specimens and determining the correct instrument and sample type for each infection. B2: The student will learn the most important microscopic, serological, and molecular tests used for diagnosis. B3: Learn the skills of optimal sample preparation, storage, and transport. B4: Learn the skills of analysis and diagnosis. A1: Consolidating the basic concepts of microbiology. A2: Enhancing interest in scientific research. A3: Identifying modern diagnostic techniques. A4: Understanding the links with other sciences.	
<b>9.Teaching and Learning Strategies</b>	
<b>Strategy</b>	- Theoretical lectures. - Discussions. - Reports. - Lab trainin
<b>10.Course Structure</b>	

Week No.	Hours	Required learning outcomes	Unite name	Learning method	Evaluation methods
.1	2hT+2h P	2- Lecture Parasitology :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.2	2hT+2h P	3- Entamoeba coli :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.3	2hT+2h P	4- Balantidium coli :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.4	2hT+2h P	5- Class:Mastigophara(Flagellates) :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.5	2hT+2h P	6- Trichomonas vaginalis :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.6	2hT+2h P	7- Leishmania & Trypanosoma :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.7	2hT+2h P	8- Lece 8 Class: Sporozoa :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.8	2hT+2h P	9- Lecture 9 Toxoplasma gondii :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.9	2hT+2h P	11-Lecture 11 Trematoda :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.10	2hT+2h P	12- Lecture 12 Fasciola hepatica :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.11	2hT+2h P	13- Lecture 13 Helminthes :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.12	2hT+2h P	14- Lecture 14 Diagnosis fecal examination	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.13	2hT+2h P	15- Lecture 15 Ascaris lumbricoides	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	
.14	2hT+2h P	2- Lecture 2 Parasitology :	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation	

## 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	
2%	Participation	20%	Final practical exam	
		40%	Final theoretical exam	
10%		90%		

## 12.Learning and Teaching Resources

### Resources and references:

- Medical microbiology for nursing
- Clinical microbiology

- 1- Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Medical microbiology six edition. Elsevier Inc.
- 2- Louise Hawley, Richard J. Ziegler & Benjamin L. Clarke (2014): Microbiology and immunology, 6th edition. Lippincott Williams & Wilkins co. USA.
- 3- Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier.



<b>1.Course Name:</b>					
<b>Pharmacology II</b>					
<b>2.Course Code:</b>					
WNR-22-04					
<b>3.Semester / Year:</b>					
Second Stage/Second Semester					
<b>4.Description Preparation Date:</b>					
5/1/2025					
<b>5.Available Attendance Forms:</b>					
In-person lectures					
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 Theoretical . Number of Credits (2)					
<b>7.Course administrator</b>					
Name: Nassem Samir saker					
Email: <a href="mailto:nassem.sa@uowa.edu.iq">nassem.sa@uowa.edu.iq</a>					
<b>8.Course Objectives</b>					
<ul style="list-style-type: none"> <li>• Understanding fundamental pharmacology principles.</li> <li>• Knowing medications and their uses.</li> <li>• Defining basic pharmacological terms and explaining the classification and mechanism of action of various drugs.</li> <li>• Applying pharmacological knowledge in nursing practice.</li> <li>• Applying pharmacological principles in assessing a patient's condition before, during, and after medication administration.</li> <li>• Improving the student's ability to provide health education to patients about the medications they are taking.</li> <li>• Developing a sense of professional responsibility and demonstrating commitment and accuracy in preparing and administering medications to patients.</li> <li>• Cultivating empathy and concern for patients' needs, showing understanding of their condition, and alleviating their medication-related fears.</li> <li>• Promoting ethical and professional conduct and adhering to ethical principles regarding patient information confidentiality and rights.</li> <li>• Demonstrating integrity and honesty in handling medications and their records.</li> </ul>					
<b>9.Teaching and Learning Strategies</b>					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> </ul>			
<b>10.Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2 theory	1. Knowledge: Classification of analgesics (pain relievers)	Non opioid analgesics drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,



2	2 theory	2. Knowledge: Clinical uses of analgesics (pain relievers) 3. Understanding: Side effects and drug	Opioid analgesics drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
3	2 theory	1. Listing and classifying the main categories of antibiotics based on their mechanism of action (such as cell wall synthesis inhibitors). Explaining the mechanism of action of each category of antibiotics. 2. Distinguishing between broad-spectrum and narrow-spectrum antibiotics. 3. Comparing the different pharmacokinetic properties of antibiotics within the same category (such as absorption, distribution, metabolism, excretion). 4. Knowledge of the clinical uses and side effects of antibiotics.	Introduction to antibiotics	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
4	2 theory		Antibiotics I	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
5	2 theory		Antibiotics II	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
6	2 theory	1. understanding: Classification and mechanism of action of the main diuretics.	Diuretics I	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
7	2 theory	2. Identifying: The significant side effects and complications of diuretics and applying appropriate nursing	Diuretics II	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
8	2 theory	1. Understanding: Classification and mechanism of action of antihyperglycemic drugs. Identifying the significant side effects and complications of antihyperglycemic drugs and applying appropriate nursing interventions. 2. Determining the clinical uses and	Hypoglycemic drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
9	2 theory			-Lectures. - seminars..	Quizzes, students' participation in the lecture,
10	2 theory	1. Understanding: Classification and mechanism of action of antidepressant and anti-anxiety.	Antidepressants I	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
11	2 theory	2. Identifying the significant side effects and complications of antidepressant and anti-anxiety medications and applying appropriate nursing interventions. 3. Determining the clinical uses and therapeutic indications of antidepressant and anti-anxiety medications.	Antidepressants II	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
12	2 theory	1. The nurse should be able to identify and classify the different types of anesthesia (general, local, regional).	Anesthesia drugs I	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
13	2 theory	2. The nurse should be able to know the clinical uses and therapeutic indications	Anesthesia drugs II	-Lectures. - seminars..	Quizzes, students' participation in the lecture,



14	2 theory	of different anesthetic drugs in various surgical and diagnostic procedures.	Nursing role in anesthesia	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
15	2 theory	3. The nurse should understand the principles of safe administration of anesthetic drugs, including dosages, routes of administration, and potential drug interactions with other medications the patient is taking. 4. The nurse should be able to assess the patient's condition before, during, and after anesthesia, accurately document	Adjacent drugs of anesthesia	-Lectures. - seminars..	Quizzes, students' participation in the lecture,

## 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
10%	Daily Quizzes	5%	First-Mid-term theoretical exam	
5%	Seminars	5%	Second-midterm exam	
5%	Reports			
		70%	Final theoretical exam	
20%		80%		

## 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Davis's Drug Guide for Nurses Nineteenth Edition by <a href="#">April Hazard Vallerand PhD RN FAAN</a> (Author), <a href="#">Cynthia A. Sanoski BS PharmD BCPS FCCP</a>
Main references (sources)	Nursing2025-2026 Drug Handbook (Nursing Drug Handbooks) Forty-Fifth, North American Edition
Recommended books and references (scientific journals,	2025 Lippincott Pocket Drug Guide for Nurses Thirteenth, North American Edition
Electronic References Websites	- <a href="https://www.nhs.uk/medicines/">https://www.nhs.uk/medicines/</a> - <a href="https://www.drugs.com/drug_information.html">https://www.drugs.com/drug_information.html</a>

<b>1.Course Name:</b>							
Pathophysiology							
<b>2.Course Code:</b>							
WNR-22-03							
<b>3.Semester / Year:</b>							
Second Stage/ second semester							
<b>4.Description Preparation Date:</b>							
1/9/2024							
<b>5.Available Attendance Forms:</b>							
In-person lectures							
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>							
2 Theoretical , Number of Credits (2)							
<b>7.Course administrator's name (mention all, if more than one name)</b>							
Name: Zahraa A. Althabet Email: <a href="mailto:zahraa.abdali@uowa.edu.iq">zahraa.abdali@uowa.edu.iq</a>							
<b>8.Course Objectives</b>							
1. Explain the basic concepts and principles related to the development and progression of disease. 2. Identify different types of cellular injury, stressors, and infectious agents affecting the human body. 3. Describe the body's physiological responses to disease, including stress, inflammation, and neoplasia. 4. Recognize pathophysiological changes in major body systems, such as the cardiovascular, respiratory, and immune systems. 5. Apply knowledge of disease mechanisms to understand common disorders and their impact on body function.							
<b>9.Teaching and Learning Strategies</b>							
<table border="1"> <tr> <td><b>Strategy</b></td> <td>           - Theoretical lectures.            - Discussions.            - Reports.         </td> </tr> </table>						<b>Strategy</b>	- Theoretical lectures. - Discussions. - Reports.
<b>Strategy</b>	- Theoretical lectures. - Discussions. - Reports.						
<b>10.Course Structure</b>							
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>		

1	2T	Learn about the etiology classification pathogenesis, clinical manifestation, and implication for treatment.	Introduction and Definitions	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
2	2T	Learn about reversible cell injury, adaptation, and irreversible cell injury. Understand hypoxic, nutritional, infectious, chemical, physical, and cellular injuries.	Cell injury and etiology cellular injury	Lectures. -Discussion..	Quizzes, students' participation in the lecture, &Monthly exam
3	2T	Learn about the Definitions, General adaptation syndrome, Local adaptation syndrome, and Coping.	Stress, adaptation change	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
4	2T	Learn about the definitions, components of immune system, non-specific immunity of immune system, inflammatory process, inflammatory responses, specific immunity, change in the immune system during aging, and disorder of immune system.	Inflammation and immunity	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
5	<b>Mid-term exam. No 1</b>				
6	2T	Understand the basic definitions, principles of cancer biology, cancer host interaction, cancer therapy, and cancer risk factors	Neoplasia	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
7	2T	Understand the pathophysiology of leukemia, Hodgkin's disease, non-Hodgkin's disease, and multiple myeloma	Blood disorder	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
8	2T	Understand the types of microorganisms, host-parasite relationship, manifestation of infection, and host factors that decrease resistance to infection.	Infectious processes	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Practical evaluation .
9	2T	Understand the basic concepts of protein metabolism and metabolic disorders	Alteration in oxygen transport, homeostasis, and blood coagulation	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
10	<b>Mid-term exam. No 2</b>				

11	2T	Understand the pathophysiology of the brain disease ,stroke	Brian disorder	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
12	2T	Understand the pathophysiology of some kidney disease ,	Kidney disorder	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
13	2T	Understand the basic concepts of UTI , stones formation	Urinary tract infection	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam
14	2T	Understand the heart failure and cardiac dysrhythmias	Heart failure and dysrhythmias	-Lectures. -Discussion.	Quizzes, students' participation in the lecture, &Monthly exam

### 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Daily Quizzes	10%	First-Mid-term theoretical exam	
5%	Seminars	10%	Second-midterm exam	
		70%	Final theoretical exam	
10%		90%		

### 12.Learning and Teaching Resources

*Essentials of Pathophysiology for Nursing Practice* (Cook, Shepherd, Dunleavy & McCauley, 2nd ed., 2022)

McCance, K. L., & Huether, S. E. (2014). *Pathophysiology: The biological basis for disease in adults and children*. Elsevier Health Sciences.

SAGE Online Companion to *Essentials of Pathophysiology*: includes videos, quizzes, flashcards, and teaching guides

Barone, J., and Castro, M. A. *USMLE STEP 1 Lecture Notes: Pathology*. Kaplan Medical, 2016.

- Online learning Videos.
- Different Online Scientific Articles and Journals

<b>1.Course Name:</b>	
Computer 3	
<b>2.Course Code:</b>	
WNR-21-05	
<b>3.Semester / Year:</b>	
First Stage/First Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
In-person lectures and practical laboratories (attendance forms)	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
1 Theoretical + 1 Lab (2 Hours Per Week), Number of Credits (1)	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Name: Amjed M. Aljebury Email: <a href="mailto:amjed.mohammed@uowa.edu.iq">amjed.mohammed@uowa.edu.iq</a>	
<b>8.Course Objectives</b>	
<input type="checkbox"/> Define concepts, terms office programs.  <input type="checkbox"/> Illustrative the student with Microsoft office and its tools in the human body.  <input type="checkbox"/> Make the student to be able to operate new programs of different human organs in normal and abnormal conditions.  <input type="checkbox"/> Improve student skills in programs environment.  <input type="checkbox"/> Use laboratory methods for monitoring data and results in theatrical and practical form.  <input type="checkbox"/> Handle the report and research properly.  <input type="checkbox"/> To create a base acknowledgment of the student to make him able to understand and analysis the future objects changes in the laboratory.  <input type="checkbox"/> Enhance the care of computer programs samples and lab equipment.  <input type="checkbox"/> Define the new techniques of Microsoft office programs	
<b>9.Teaching and Learning Strategies</b>	
<b>Strategy</b>	- Theoretical lectures.

	<ul style="list-style-type: none"> <li>- Discussions.</li> <li>- Reports.</li> <li>- Lab training</li> </ul>
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## 10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1T+1L	Introduction to Microsoft Word 2010	Definition and Applications	-Lectures. - seminars. - Lab training .	Quizzes, students' participation in the lecture, & Practical evaluation .
2	1T+1L	Define how to open and close Word program	Operating the Main Window Microsoft Word 2010	- Lectures. - seminars. -Lab training.	Quizzes, students' participation in the lecture, & Practical evaluation .
3	1T+1L	Define the most important Tabs of Microsoft Word	Explain Orders of file tab in Microsoft Word	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
4	1T+1L	Define Home tab which are Clipboard and Font	Explain Orders of Clipboard and font Group in Home Tab	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
5	1T+1L	Define Home tab which are Paragraph	Explain Orders of Paragraph Group in Home Tab	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
6	1T+1L	Define Home tab which are Style Group	Explain Orders of Style Group in Home Tab	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
7	1T+1L	Define Insert tab in Microsoft Word 2010	Explain Orders of Insert Tab	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
8	1T+1L	Understand the basic concepts of Groups Orders in Insert Tab	Explain Orders of Insert Groups	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .

9	1T+1L	Define Insert tap which are Table Group	Explain Orders of Table Groups		
10	1T+1L	Define Insert tap which are Graphical explanation Group	Explain Orders of Graphical Groups	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
11	1T+1L	Understand the basic concepts of Groups Orders in Page Layout Tap	Explain Orders of Page Layout Groups	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
12	1T+1L	Understand the basic concepts of Groups Orders in Design Tap	Explain Orders of Design Groups	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
13	1T+1L	Understand the basic concepts of Groups Orders in Mail Merge Tap	Explain Orders of Mail Merge Groups	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
14	1T+1L	Tutorial and Review of the course material		-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .

## 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	
2%	Participation	60%	Final practical exam	
10%		90%		

## 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- اساسيات الحاسوب و تطبيقاته المكتبية الجزء الثاني/وزارة التعليم العالي و البحث العلمي – ا.م.زياد محمد عبود و اخرون 2010 -مايكروسوفت وورد – اكسل 2010 – محمد عبد عطية السراج
Main references (sources)	Bignning Microsoft Word 2010, By T.y Anderson, Guy Hart-Davi.

Recommended books and references (scientific journals, reports...)	ج الحاسوب
Electronic References, Website	-تقنيات الحواسيب في العصر الحديث



<b>1.Course Name:</b>
Computer 4
<b>2.Course Code:</b>
WNR-22-05
<b>3.Semester / Year:</b>
Second Stage/Second Semester
<b>4.Description Preparation Date:</b>
15/01/2025
<b>5.Available Attendance Forms:</b>
In-person lectures and practical laboratories (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
1 Theoretical + 1 Lab (2 Hours Per Week), Number of Credits (1)
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Amjed M. Jebur Email: <a href="mailto:amjed.mohammed@uowa.edu.iq">amjed.mohammed@uowa.edu.iq</a>
<b>8.Course Objectives</b>



- ☐ .Define concepts, terms office programs
- ☐ Illustrative the student with Microsoft office and its tools in the human body.
- ☐ Make the student to be able to operate new programs of different human organs in normal and abnormal conditions.
- ☐ .Improve student skills in programs environment
- ☐ . Use laboratory methods for monitoring data and results in theatrical and practical form
- ☐ Handle the report and research properly.
- \* To create a base acknowledgment of the student to make him able to understand and analysis the future objects changes in the laboratory.
- ☐ Enhance the care of computer programs samples and lab equipment.
- ☐ Define the new techniques of Microsoft office programs-in the laboratory.

## 9.Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Lab training</li> </ul>
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## 10.Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1T+1L	Definition and Applications	Introduction to Microsoft Excel 2010	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, &Practical evaluation .
2	1T+1L	Define how to open and close Excel program	Operating the Main Window of Microsoft Excel 2010	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, &Practical evaluation .

4	1T+1L	Define the most important Taps of Microsoft Excel	Explain Orders of file tap in Microsoft Excel	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
5	1T+1L	Define Home tap which are clipped, font and cells format	Explain Orders of Clipboard Group in Home Tap	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
6	1T+1L	Define Number format of Excel 2010	Explain Orders of Number Group in Home Tap	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
7	1T+1L	Define Styles which include Tables and cells format of Excel 2010	Explain Orders of Style Group in Home Tap	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
8	1T+1L	Define the Insert tap of Excel 2010	Orders of Insert Tap	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
9	1T+1L	Define the groups of Charts and its types and how to create it	Explain Orders of Chart Group in Insert Tap	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
10	1T+1L	Define the most important available functions and how to insert and use it	Explain Orders of Formula Tap in Microsoft Excel	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
11	1T+1L	Define how to separate and filter the data Ascending and descending	Explain Orders of Conditional format Group in Home Tap	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
12	1T+1L	Define the rules of write the mathematical formula	Explain Orders of Function Library Group in Formula Tap	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
13	1T+1L	Define how to setting worksheet view and how to freeze the columns and rows	Explain Orders of View Tap in Microsoft Excel	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .

14	1T+1L	Global Review of Course Material			Quizzes, students' participation in the lecture, & Practical evaluation .
15	1T+1L				Quizzes, students' participation in the lecture, & Practical evaluation .

## 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	
2%	Participation	60%	Final practical exam	
10%		90%		

## 12.Learning and Teaching Resources

Required textbooks (curriculum books, if any)	2- اساسيات الحاسوب و تطبيقاته المكتبية الجزء الثاني/وزارة التعليم العالي و البحث العلمي – ا.م.زياد محمد عبود و اخرون2010 2-مايكروسوفت وورد – اكسل 2010 – محمد عبد عطية السراج
Main references (sources)	.Bignning Microsoft Excel 2010, By T.y Anderson, Guy Hart-Davi.
Recommended books and references (scientific journals, reports...)	منهاج الحاسوب
Electronic References, Websites	- تقنيات الحواسيب في العصر الحديث



## **Third stage**



<b>1. Course Name:</b>					
Maternal and neonate nursing (Theory)					
<b>2. Course Code:</b>					
WNR-31—01					
<b>3. Semester / Year:</b>					
Third year					
<b>4. Description Preparation Date:</b>					
1\10\2024					
<b>5. Available Attendance Forms:</b>					
Paper during lecture Lectures					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3 hours\ (8)					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: DR.Fatimah Fadhil Jawad Email: <a href="mailto:fatimah.al@uowa.edu.iq">fatimah.al@uowa.edu.iq</a> Name: DR. Amal Kalaf Kadhim Email: <a href="mailto:amel.kh@uowa.edu.iq">amel.kh@uowa.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		<ol style="list-style-type: none"> <li>1. The pupil can be able to know the general information about the maternity nursing.</li> <li>2. Anatomy and physiology of reproductive system.</li> <li>3. Normal pregnancy, stages of pregnancy, normal labor and abnormal labor.</li> <li>4. Complication of labor.</li> <li>5. Puerperium and complication of puerperium.</li> <li>6. Obstetrical examination and gynecology.</li> <li>7. Newborn baby characteristics.</li> <li>8. Lactation and complication of lactation.</li> <li>9. Antenatal care.</li> </ol>			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		<ol style="list-style-type: none"> <li>1. Theoretical Lecture</li> <li>2. Group discussion</li> <li>3. Assignment</li> <li>4. Lab training</li> </ol>			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	3 hours	<b>Introduction to maternal &amp; neonatal nursing</b>	<ul style="list-style-type: none"> <li>· Philosophy of maternal and neonatal</li> <li>· Family center nursing role</li> </ul>	Lecture & discussion	Quiz & group discussion

2.	3 hours	<b>Introduction to maternal &amp; neonatal nursing</b>	Family Concept. · Family centered maternity care. · Care for family as part of community. · Preconception	Lecture and discussions	Quiz & grope discussion
3.	3 hours	<b>Reproductive system</b>	· Revision of anatomy & physiology of reproductive system (male & female) Menstrual cycle.	Lecture and discussions & Lab training	Quiz & grope discussion
4.	3 hours	<b>Family planning:</b>	· Objectives of family planning in Iraq. Ø. Contraceptive methods in Iraq, including emergency contraceptive. · Advantages and disadvantages of each method. · Role of nurse in family planning in primary health care centers and hospitals, including health education and counseling	Lecture and discussions	Quiz & grope discussion
5.	3 hours	<b>Pregnancy</b>	· Development & physiology of fetus. · physiological & psychological changes Prenatal care.	Lecture and discussions & Lab training	Quiz & grope discussion
6.	3 hours	Complications of pregnancy	· Nursing care during (Ant partum Hemorrhage, pregnancy Induced Hypertension, Gestational Diabetes, Urinary Tract Infection, anemia).	Lecture and discussions	Quiz & grope discussion
7.	3 hours	<b>Labor &amp; delivery</b>	· Theories of labor onset. · Signs of labor. · Components of labor. · Stages of labor. · Nursing management of each stage of labor.	Lecture and discussions & Lab training	Quiz & grope discussion
8.	3 hours	<b>Mid Exam(1)</b>			

9.	3 hours	<b>Labor &amp; delivery</b>	<ul style="list-style-type: none"> <li>· Role of the nurse in delivery room</li> <li>· Infection and pollution prevention &amp; control in the delivery Room.</li> <li>· Using of partograph in labor.</li> <li>· Using of partograph in labor.</li> <li>· Nursing management during complicated labor and delivery.</li> </ul>	Lecture and discussions & Lab training	Quiz & grope discussion
10.	3 hours	<b>Obstetrical operation</b>	<ul style="list-style-type: none"> <li>Nursing care during obstetrical operation</li> <li>· Episiotomy, forceps delivery</li> </ul>	Lecture and discussions	Quiz & grope discussion
11.	3 hours	<b>Puerperium1</b>	Physiologic and psychological changes during puerperium	Lecture and discussions	Quiz & grope discussion
12.	3 hours	<b>Puerperium2</b>	<ul style="list-style-type: none"> <li>Nursing management during normal puerperium.</li> <li>Nursing management during complicated puerperium (ppH)</li> </ul>	Lecture and discussions	Quiz & grope discussion
13.	3 hours	<b>Neonatal nursing care1</b>	<ul style="list-style-type: none"> <li>Neonatal nursing care:</li> <li>· Physiological changes and adaptation to extra uterine environment.</li> <li>· Nursing assessment and management of neonate.</li> <li>· Immediate and daily neonatal care.</li> </ul>	Lecture and discussions & Lab training	Quiz & grope discussion
14.	3 hours	<b>Neonatal nursing care2</b>	<ul style="list-style-type: none"> <li>Nursing assessment and management of high-risk neonate.</li> <li>Regulation of birth and death certificate for newborn and its importance</li> </ul>	Lecture and discussions	Quiz & grope discussion
15.	3 hours	<b>Gynecological disorders</b>	<ul style="list-style-type: none"> <li>· Nursing care for -common gynecological disorders</li> <li>-prolapsed of the genital tract</li> <li>benign and malignancy of genital tract</li> </ul>	Lecture and discussions	Quiz & grope discussion

			-menstrual disorders Infertility		
16.		Mid2			
<b>11.Course Evaluation</b>					
Methods of evaluation Methods of evaluation: Two mid-term exams. 20% Quizzes( theory) 5 % Seminar 10% Clinical reports 10% (Lab + clinical) evaluation 15% Degree percentages/ Final clinical exam. 10% Final theory exam. 20% Final lab exam 10% total 100%					
<b>12.Learning and Teaching Resources</b>					
Main references (sources)			<ul style="list-style-type: none"> <li>Silbert-Flagg, J. (2022). Maternal &amp; child health nursing: Care of the childbearing &amp; childrearing family. Lippincott Williams &amp; Wilkins.</li> </ul>		
Recommended books and references (scientific journals, reports...)			<ul style="list-style-type: none"> <li>. Maternal-Neonatal Nursing: Stephanie C. Butkus, Fort Worth, 2015, Texas</li> </ul>		
Electronic References, Websites			<ul style="list-style-type: none"> <li>Maternal &amp; Pediatric Nursing: Susan Scott Ricci, 2013, Lippincott Williams &amp; Wilkins</li> </ul>		





<b>1.Course Name:</b>	
Nursing Research Methods	
<b>2.Course Code:</b>	
WNR-31-02	
<b>3.Semester / Year:</b>	
Third Stage/First Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
In-person lectures	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
2 Theoretical (Per Week), Number of Credits (5)	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Name: Kholoud Hashem Salloum Email: <a href="mailto:kholoud.ha@uowa.edu.iq">kholoud.ha@uowa.edu.iq</a>	
<b>8.Course Objectives:</b> By the end of this course, students should be able to:	
	<p>By the end of the course, students will:</p> <ul style="list-style-type: none"> <li>- Define: key research terminology (e.g., hypothesis, variables, sampling, reliability/validity).</li> <li>- Explain the steps of the research process: (problem identification, literature review, design, data collection, analysis, dissemination).</li> <li>- Compare quantitative, qualitative, and mixed-methods research approaches.</li> <li>- Describe ethical principles in nursing research</li> <li>- Identify common research designs (e.g., cohort studies, phenomenology, grounded theory).</li> <li>- Recognize the role of evidence-based practice (EBP) in translating research to clinical settings.</li> </ul> <p>### **Assessment Methods**</p> <ul style="list-style-type: none"> <li>- **Exams**: MCQ/short answer on research concepts.</li> <li>- **Assignments**: Literature review, PICOT question development.</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>**Presentation**</b>: Research proposal defense.</li> <li>- <b>**Participation**</b>: Ethical case study discussions.</li> </ul>
	<p>By the end of the course, students will:</p> <ul style="list-style-type: none"> <li>- Formulate a research question/PICOT question aligned with nursing practice gaps.</li> <li>- Conduct a systematic literature search using databases.</li> <li>- Design a simple research proposal (including methodology, sampling, and data collection tools).</li> <li>- Apply basic statistical concepts (descriptive/inferential statistics) to interpret research findings.</li> <li>- Critically appraise published nursing research for validity, reliability, and applicability.</li> <li>- Use reference management tools (e.g., EndNote, Zotero) to organize scholarly sources.</li> </ul>
	<ul style="list-style-type: none"> <li>- Value research as a tool for improving patient outcomes and nursing practice.</li> <li>- Uphold ethical standards in research (e.g., confidentiality, honesty in data reporting).</li> <li>- Appreciate cultural sensitivity when conducting research with diverse populations.</li> <li>- Collaborate with peers/mentors to critique and refine research ideas.</li> <li>- Advocate for evidence-based policies in healthcare settings.</li> </ul>

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<p>Lectures on research fundamentals.</p> <ul style="list-style-type: none"> <li>- Workshops: Database searches.</li> <li>- Group projects: Develop/present a mini-research proposal.</li> </ul>
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## 10. Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1	2	<ul style="list-style-type: none"> <li>• Define key <b>scientific research terminology</b> (e.g., hypothesis, variables, reliability, validity, bias).</li> <li>• Explain the <b>importance of research</b> in advancing knowledge and evidence-based practice.</li> <li>• Describe the <b>scientific method</b> and its steps (observation, hypothesis, experimentation, analysis, conclusion).</li> </ul>	Introduction to scientific research	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> </ul>	Quizzes on research terminology and ethics
2	2	<ul style="list-style-type: none"> <li>• Accurately define fundamental research terminology, including:               <ul style="list-style-type: none"> <li>○ <b>Hypothesis</b> (testable prediction)</li> <li>○ <b>Variables</b> (independent, dependent, confounding)</li> <li>○ <b>Population</b> vs. <b>Sample</b></li> <li>○ <b>Reliability</b> (consistency) and <b>Validity</b> (accuracy)</li> <li>○ <b>Bias</b> (selection bias, recall bias)</li> </ul> </li> <li>2. <b>Classify Research Types</b> <ul style="list-style-type: none"> <li>• Differentiate between:                   <ul style="list-style-type: none"> <li>○ <b>Quantitative</b> (numerical data) vs. <b>Qualitative</b> (descriptive data) research</li> <li>○ <b>Experimental</b> (RCTs) vs. <b>Observational</b> (cohort, case-control) studies</li> <li>○ <b>Primary</b> (original data) vs. <b>Secondary</b> (existing data) research</li> </ul> </li> </ul> </li> <li>3. <b>Understand Research Design Components</b> <ul style="list-style-type: none"> <li>• Describe the purpose of:                   <ul style="list-style-type: none"> <li>○ <b>Control groups</b> (comparison baseline)</li> <li>○ <b>Randomization</b> (reducing bias)</li> </ul> </li> </ul> </li> </ul>	Basic Terminology in Research	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Matching quizzes</b> (term definitions)</li> </ul>

		<ul style="list-style-type: none"> <li>○ <b>Blinding</b> (single-blind/double-blind studies)</li> </ul> <b>4. Identify Data Collection Methods</b> <ul style="list-style-type: none"> <li>• Match terms to techniques:             <ul style="list-style-type: none"> <li>○ <b>Surveys</b> (questionnaires)</li> <li>○ <b>Interviews</b> (structured/semi-structured)</li> <li>○ <b>Focus groups</b> (qualitative discussions)</li> <li>○ <b>Systematic reviews</b> (evidence synthesis)</li> </ul> </li> </ul>			
3	2	<b>Define and Identify a Research Problem</b> <ul style="list-style-type: none"> <li>• Explain what constitutes a <b>research problem</b> in scientific inquiry.</li> <li>• Differentiate between a <b>research problem</b> and a <b>research topic</b>.</li> <li>• Recognize the characteristics of a well-defined research problem (clear, relevant, feasible).</li> </ul> <b>2. Sources of Research Problems</b> <ul style="list-style-type: none"> <li>• Identify common sources of research problems, such as:             <ul style="list-style-type: none"> <li>○ Gaps in existing literature</li> <li>○ Contradictions in prior studies</li> <li>○ Practical issues in professional settings</li> <li>○ Emerging trends or societal needs</li> </ul> </li> </ul> <b>3. Formulate a Research Problem Statement</b> <ul style="list-style-type: none"> <li>• Write a concise <b>problem statement</b> that:</li> </ul>	<b>Research Problem</b>	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> Draft a problem statement + research questions for a chosen topic.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Highlights the significance of the problem</li> <li>○ Specifies the context (population, setting)</li> <li>○ Justifies the need for investigation</li> </ul>			
4	2	<p><b>Define and Differentiate Types of Research Questions</b></p> <ul style="list-style-type: none"> <li>• Explain what constitutes a <b>research question</b> and its role in guiding a study.</li> <li>• Compare <b>qualitative</b> (exploratory, "how/why") and <b>quantitative</b> (measurable, "what/relationship") research questions.</li> <li>• Distinguish between <b>descriptive</b>, <b>comparative</b>, and <b>relationship-based</b> questions.</li> </ul> <p><b>2. Formulate Clear and Focused Research Questions:</b> Use the PICOT framework (Population, Intervention, Comparison, Outcome, Time) for clinical/research questions.</p> <p><b>3. Link Questions to Hypotheses</b> (Quantitative Focus)</p>	<b>Research Questions</b>	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment</b>: Submit a research proposal with 3-5 key questions + rationale.</li> </ul>
5	<b>Mid-term exam. No 1</b>				
7+6		<p><b>Define and Differentiate Hypothesis Types</b></p> <ul style="list-style-type: none"> <li>• Explain the <b>purpose of a hypothesis</b> in scientific research.</li> <li>• Compare <b>null (<math>H_0</math>)</b> and <b>alternative (<math>H_1</math>)</b> hypotheses.</li> <li>• Distinguish between: <ul style="list-style-type: none"> <li>○ <b>Directional</b> (one-tailed) vs. <b>non-</b></li> </ul> </li> </ul>	<b>Hypothesis Types</b>	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> </ul>	<p><b>Exercise:</b> Convert 5 research questions into null/alternative hypotheses.</p> <p><b>Peer Review:</b> Swap and</p>

		<p><b>directional</b> (two-tailed) hypotheses</p> <ul style="list-style-type: none"> <li>○ <b>Simple</b> (one variable) vs. <b>complex</b> (multiple variables) hypotheses</li> </ul> <p><b>2. Formulate Testable Hypotheses</b></p> <ul style="list-style-type: none"> <li>• Construct hypotheses that are: <ul style="list-style-type: none"> <li>○ <b>Clear:</b> Unambiguous variables and relationships</li> <li>○ <b>Measurable:</b> Operationally defined terms</li> <li>○ <b>Falsifiable:</b> Capable of being disproven</li> </ul> </li> <li>• Apply the "<b>If...then...</b>" format for experimental hypotheses.</li> </ul> <p><b>3. Align Hypotheses with Research Questions</b></p> <ul style="list-style-type: none"> <li>• Derive hypotheses from well-structured research questions.</li> <li>• Ensure consistency between hypotheses and <b>study design</b> (e.g., correlational vs. experimental).</li> </ul> <p><b>4. Apply in Real Research Scenarios</b></p>			<p>evaluate hypotheses using a checklist.</p>
8		<p><b>Define and Classify Research Designs</b></p> <ul style="list-style-type: none"> <li>• Explain the <b>purpose of research design</b> in structuring a study.</li> <li>• Compare major types: <ul style="list-style-type: none"> <li>○ <b>Experimental</b></li> </ul> </li> </ul>	<p><b>Research Designs</b></p>	<p>- Lectures. - seminars.</p>	<ul style="list-style-type: none"> <li>• <b>Design Proposal:</b> Submit a structured research plan.</li> </ul>

		<ul style="list-style-type: none"> <li>○ <b>Observational</b></li> <li>○ <b>Qualitative</b></li> <li>○ <b>Mixed-methods</b></li> </ul> <p><b>2. Select an Appropriate Design</b></p> <ul style="list-style-type: none"> <li>• Match research designs to: <ul style="list-style-type: none"> <li>○ <b>Study objectives</b> (e.g., exploration, description, causation)</li> <li>○ <b>Research questions/hypotheses</b></li> <li>○ <b>Practical constraints</b> (time, resources, ethics)</li> </ul> </li> <li>• Justify design choices based on strengths/limitations (e.g., internal vs. external validity).</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Case Study Analysis:</b> Identify design strengths/weaknesses in published papers.</li> </ul>
9	Mid-term exam. No 2				
10		<p><b>Define Key Sampling Concepts</b></p> <ul style="list-style-type: none"> <li>• Explain the <b>purpose of sampling</b> in research.</li> <li>• Differentiate between <b>population, sample, and sampling frame</b>.</li> <li>• Define terms: <b>representativeness, sampling error, and sampling bias</b>.</li> </ul> <p><b>2. Compare Sampling Techniques</b></p> <ul style="list-style-type: none"> <li>• <b>Probability Sampling:</b> <ul style="list-style-type: none"> <li>○ Simple random</li> <li>○ Stratified</li> <li>○ Cluster</li> <li>○ Systematic</li> </ul> </li> <li>• <b>Non-Probability Sampling:</b> <ul style="list-style-type: none"> <li>○ Convenience</li> <li>○ Purposive</li> <li>○ Snowball</li> <li>○ Quota</li> </ul> </li> </ul>	<b>Sampling Concepts</b>	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sampling Plan Assignment</b> : Develop sampling strategy for a case study.</li> <li>• <b>Calculation Exercises:</b> Determine sample sizes for various scenarios.</li> </ul>

		<b>3. Select Appropriate Sampling Methods</b> <ul style="list-style-type: none"> <li>Choose sampling strategies based on: <ul style="list-style-type: none"> <li>Research objectives (exploratory vs. confirmatory)</li> <li>Population characteristics (homogeneous vs. heterogeneous)</li> <li>Resource constraints (time, budget, accessibility)</li> </ul> </li> </ul>			
12+1		<b>Understand Data Collection Fundamentals</b> <ul style="list-style-type: none"> <li>Define <b>data collection</b> and its role in the research process.</li> <li>Differentiate between <b>primary</b> (first-hand) and <b>secondary</b> (existing) data sources.</li> <li>Explain the importance of <b>reliability</b> and <b>validity</b> in data collection.</li> </ul> <b>2. Compare Major Data Collection Methods</b> <b>Quantitative Methods</b> <ul style="list-style-type: none"> <li>Surveys &amp; Questionnaires:</li> <li>Experiments:</li> <li>Observational Studies</li> </ul> <b>Qualitative Methods</b> <ul style="list-style-type: none"> <li>Interviews:</li> <li>Focus Groups.</li> <li>Document Analysis:</li> <li>Select Appropriate Methods</li> <li>Match data collection methods to: <ul style="list-style-type: none"> <li>Research questions</li> <li>Study design</li> </ul> </li> </ul>	<b>Data Collection</b>	- Lectures. - seminars.	<b>Tool Design:</b> Draft a questionnaire/interview guide. <b>Role-Play:</b> Conduct mock interviews/focus group



		<ul style="list-style-type: none"> <li>• Practical constraints.</li> </ul> <b>3. Develop Data Collection Tools</b> <ul style="list-style-type: none"> <li>• Design effective instruments:</li> <li>• Questionnaires (avoid leading/double-barreled questions).</li> <li>• Interview/focus group guides.</li> <li>• Observation protocols.</li> <li>• Pilot-test tools to refine clarity and usability.</li> </ul>			
13+14		<b>Understand the Purpose and Structure of a Research Proposal</b> <ul style="list-style-type: none"> <li>• Explain the <b>role of a research proposal</b> (e.g., securing approval, funding, or ethical clearance).</li> <li>• Identify <b>key components</b>: <ul style="list-style-type: none"> <li>◦ Title</li> <li>◦ Abstract/Summary</li> <li>◦ Introduction/Background</li> <li>◦ Literature Review</li> <li>◦ Research Questions/Hypotheses</li> <li>◦ Methodology</li> <li>◦ Ethical Considerations</li> <li>◦ Timeline/Budget (if applicable)</li> <li>◦ References</li> </ul> </li> </ul> <b>2. Develop a Compelling Introduction</b> <ul style="list-style-type: none"> <li>• Articulate the <b>research problem</b> and its significance.</li> <li>• Provide <b>context</b> (theoretical, practical, or policy relevance).</li> <li>• State clear <b>objectives</b> and <b>research questions/hypotheses</b>.</li> </ul>	<b>Research Proposal</b>	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Proposal Draft:</b> Submit a complete research proposal.</li> <li>• <b>Peer Review:</b> Evaluate classmates' proposals using a rubric.</li> <li>• <b>Oral Defense:</b> Present and justify the proposal (simulated or real).</li> </ul>

		<p><b>13. Conduct and Synthesize a Literature Review</b></p> <ul style="list-style-type: none"> <li>Summarize <b>key studies</b> related to the topic.</li> <li>Identify <b>gaps in knowledge</b> that the study will address.</li> <li>Organize content <b>thematically</b> or <b>chronologically</b>.</li> </ul> <p><b>14. Design a Rigorous Methodology</b></p> <ul style="list-style-type: none"> <li>Select appropriate <b>research design</b> (quantitative, qualitative, or mixed-methods).</li> <li>Describe <b>participant selection</b> (sampling strategy, inclusion/exclusion criteria).</li> <li>Outline <b>data collection methods</b> (surveys, interviews, experiments).</li> <li>Explain <b>data analysis plans</b> (statistical tests, qualitative coding).</li> </ul> <p><b>15. Address Ethical and Practical Considerations</b></p> <ul style="list-style-type: none"> <li>Discuss <b>informed consent, confidentiality, and risk management</b>.</li> </ul>			
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11.Course Evaluation				
Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports			
2%	Participation	70%	Final theoretical exam	

				-Acceptable (50- less than 60) - Fail (less than 50)
10%		90%		
<b>12.Learning and Teaching Resources</b>				
Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> <li>• <b>Nursing Research: Generating and Assessing Evidence for Nursing Practice"</b> (11th Ed.) <ul style="list-style-type: none"> <li>◦ <i>Polit &amp; Beck</i></li> <li>◦ <b>Focus:</b> Comprehensive guide to quantitative/qualitative research methods.</li> <li>◦ <b>Strengths:</b> Clear examples, step-by-step SPSS tutorials, critical appraisal tools.</li> </ul> </li> <li>• <b>"Evidence-Based Practice in Nursing &amp; Healthcare"</b> (4th Ed.) <ul style="list-style-type: none"> <li>◦ <i>Melnyk &amp; Fineout-Overholt</i></li> <li>◦ <b>Focus:</b> Translating research into clinical practice.</li> <li>◦ <b>Strengths:</b> EBP models, case studies, implementation strategies.</li> </ul> </li> </ul> <p><b>The Research Process in Nursing"</b> (7th Ed.)</p> <ul style="list-style-type: none"> <li>• <i>Gerrish &amp; Lathlean</i></li> <li>• <b>Focus:</b> UK/EU perspective with global relevance.</li> <li>• <b>Strengths:</b> Mixed-methods focus, ethics, real-world case studies.</li> </ul>			
Electronic References, Websites	<ul style="list-style-type: none"> <li>- <a href="https://www.osmosis.org/learn/The_research_process:_Nursing">https://www.osmosis.org/learn/The_research_process:_Nursing</a></li> <li>- <a href="https://nursingeducation.org/insights/importance-of-research/#:~:text=The%20Process%20of%20Nursing%20Research%20Nursing%20research,it's%20important%20to%20understand%20its%20key%20components.">https://nursingeducation.org/insights/importance-of-research/#:~:text=The%20Process%20of%20Nursing%20Research%20Nursing%20research,it's%20important%20to%20understand%20its%20key%20components.</a></li> <li>- <a href="https://www.ncbi.nlm.nih.gov/books/NBK218540/">https://www.ncbi.nlm.nih.gov/books/NBK218540/</a></li> </ul>			

<b>1. Course Name:</b>					
Nutrition and Diet therapy					
<b>2. Course Code:</b>					
WNR-31-04					
<b>3. Semester / Year:</b>					
3stage \First semester					
<b>4. Description Preparation Date:</b>					
1\10\2024					
<b>5. Available Attendance Forms:</b>					
Paper and electronic Lectures					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
Total (2) Hours weekly \ theory (2)					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: DR. Fatimah Fadil Jawad Email: fatimah.al@uowa.edu.iq					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		Students should be able to apply knowledge gained from the class to support a healthy lifestyle for themselves and their families. They should gain experience in critical thinking, reading scientific literature, communicating ideas in nutrition and understanding how it affects daily life. Students should be able to understand the difference between science and pseudoscience in nutrition, between facts and wild extrapolations that pass for			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		1. Lecture 2. Group discussion 3. Assignment			
<b>10. Course Structure</b>					
Week	Hours	Unit or subject name	Required Learning Outcomes	Learning method	Evaluation method
1.	2 hour	An Overview of Nutrition	introduction	lecture	Quiz
2.	2 hour	Digestion, Absorption and Transport	This lecture explores the various nutrients, their sources, metabolism, interaction, storage, and excretion.	Lecture and discussions	Quiz
3.	2 hour	Carbohydrates: Sugars, Starches, and Fibers	Topics include body systems, ,dietary restrictions and guidelines, diet and disease,	Lecture and discussions	Quiz
4.	2 hour	Carbohydrates: health, diabetes, athletic performance	Topics include body systems, ,dietary restrictions and guidelines, diet and disease	Lecture and discussions	Quiz

5.	2 hour	Protein: Amino Acids	Topics include body systems, dietary restrictions and guidelines, diet and disease, recipe modifications, menu planning	Lecture and discussions	Quiz
6.	2 hour	The Lipids: Triglycerides, Phospholipids, and Sterols	Special emphasis is placed on understanding the role nutrition plays in the current health care delivery system, on evaluating fads and fallacies	Lecture and discussions	Quiz
7.	2 hour	(mid exam)1			
8.	2 hour	Energy Balance and Body Composition	Energy balance and body composition are intricately tied to energy intake and expenditure.	Lecture	Quiz
9.	2 hour	Weight Management: Overweight, Obesity, and Underweight/athletic performance	Special emphasis is placed on understanding the role nutrition plays in the current health care delivery system, on evaluating fads and fallacies	Lecture	Quiz
10.	2 hour	The Water-Soluble Vitamins: B Vitamins and Vitamin C	This lecture identify the vitamins and two type of vitamins	Lecture	Quiz
11.	2 hour	The Fat-Soluble Vitamins: A, D, E, and K	This lecture identify the vitamins and two type of vitamins	Lecture	Quiz
12.	2 hour	Water and Major Minerals / The Trace Minerals	Some minerals are essential to your health.	Lecture	Quiz
13.	2 hour	Planning a Healthy Diet/ (mid term )2	Identify individuals r population groups at risk of becoming malnourished	Lecture	Mid2
14.	2 hour	World Hunger/Food sustainability	Identify individuals r population groups at risk of becoming malnourished	Lecture and discussions	Quiz
15.	2 hour	Selected Topics from remaining chapters including food safety, food additives, nutrition impact on aging and disease risk.	Identify individuals r population groups at risk of becoming malnourished	discussions	Quiz
16.		Mid2			
<b>11.Course Evaluation</b>					
1 <sup>st</sup> month exam.		10%			
2 <sup>nd</sup> month exam.		10%			

Class activities and attendance	5 %
Assignment	5%
Final theory exam.	70%
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Total	100%
<b>12.Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> <li>Whitney/Rolfes - Bundle: Understanding Nutrition, Loose-leaf Version, 15th + MindTap® Nutrition, 1 term (6 months) Printed Access Card</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>ISBN 9781305616707 (Note: MindTap is not required. Also, if expense is an issue, you may use an older version of the book. The thirteenth edition of Understanding Nutrition is a perfectly acceptable alternative text.</li> </ul>



1. Course Name:	
medical sociology	
2. Course Code:	
WNR-31-03	
3. Semester / Year:	
third stage/ First Semester	
4. Description Preparation Date:	
14-9-2024	
5. Available Attendance Forms:	
Full time	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2hours per week/ Total (30) hours per 15 Week.	
7. Course administrator's name (mention all, if more than one name)	
Name: Hadeel sahib ali Email: hadeel saheeb@uowa.edu.iq	
<b>8.Course Objectives</b>	
<p>1. Identify introduction medical sociology</p> <p>2. Identify The study of social relationships</p> <p>3. Identify The Nurse – Patient Relationship</p> <p>4. Identify Sociology of Health ,Health, Illness, and Healing.</p> <p>5. Identify the Illness behavior and the sick role</p> <p>6. Identify the healing process</p> <p>7. Identify Social Stress</p> <p>8. Identify The Social Demography of Health</p> <p>9. Identify The Social Implications of Advanced Health Care.</p> <p>Demonstrate responsibility in dealing with the community, especially the hospital community.</p> <p>Adhere to ethical standards in dealing with patients and the community.</p>	
<b>8. Teaching and Learning Strategies</b>	
Strategy	1. Lectures

	2. Group Discussion 3. Brain storming.
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## 9. Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	Identify introduction medical sociology	medical sociology	-Lectures - Discussio -Brain storming.	Quizzes, students' participation in the lecture,
2	2T	Learn the study of social relationships	The study of social relationships	- Lectures -Discussio -Brain storming.	Quizzes, students' participation in the lecture,
3	2T	Learn The Nurse – Patient Relationship	The Nurse – Patient Relationship	- Lectures -Discussio -Brain storming.	Quizzes, students' participation in the lecture, .
4	2T	Understanding the Sociology of Health ,Health, Illness, and Healing.	Identify Sociology of Health ,Health, Illness, and Healing.	-- Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture
5	<b>Mid-term exam. No 1</b>				
6	2T	Learn the Illness behavior and the sick role.	the Illness behavior and the sick role	Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture,
7	2T	Understand the basic concepts of the healing process	Identify healing process	Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture, .
8	2T	Understand the Social Stress	Identify the Social Stress	- Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture,
9	2T	Identify The Social Demography of Health	Identify The Social Demography of Health	- Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture.



10	Mid-term exam. No 2				
11	2T	Identify The Social Implications of Advanced Health Care	The Social Implications of Advanced Health Care	Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture.

### 10.Course Evaluation

Evaluation: Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc				Score standard
<b>Formative</b>		<b>Summative</b>		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
<b>Scores</b>	<b>Evaluation methods</b>	<b>Scores</b>	<b>Evaluation methods</b>	
5%	Daily Quizzes	20%	First-Mid-term theoretical exam	
5%	Participation	70%	Final theoretical exam	
10%		90%		

### 11.Learning and Teaching Resources

weiss, G. L., & Copelton, D. A. (2020). The sociology of health, healing, and illness. Routledge' 2nd edition'

<b>1.Course Name:</b>	
<b>Description of Democracy</b>	
<b>2.Course Code:</b>	
WNR-11-07	
<b>3.Semester / Year:</b>	
First Stage/First Semester	
<b>4.Description Preparation Date:</b>	
1/10/2024	
<b>5.Available Attendance Forms:</b>	
Attendance Lectures (Attendance Forms)	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
3 Theoretical + (2 hours per week), 2 credits)	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Assoc. Prof. Dr. Muhammad Yahya Makki Al-Waeli mohammed .yaha @uowa.edu.iq	
<b>8.Course Objectives</b>	
<ul style="list-style-type: none"> <li>• : The student should be familiar with the basic concepts and terms in human rights</li> <li>2: The student should understand what is the difference between human rights</li> <li>3: The student should analyze the nature of his human rights, his meals, and what he should do.</li> <li>4: The student should explain the importance of the electoral process and how to choose the best and represent his rights.</li> <li>5: The student should evaluate the role of human rights in making a sophisticated and conscious society</li> </ul>	
<b>9.Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>- The student must show the ability to express the correct opinion</li> <li>- Human Rights and Duties</li> <li>- The student must apply human rights</li> <li>- The student must have a solid knowledge base that qualifies him to understand and absorb advanced topics in life.</li> </ul>

10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+2L	.	Democracy and its Emergence	Lectures,.	Short quizzes, student participation in the lecture,
2	3T+2L		Democracy and Development in Countries	- Lectures.	. Quizzes, student engagement
3	3T+2L		Children's Rights and Democracy	-Lectures.	Short quizzes, student participation in the lecture,
4	3T+2L		Suffrage and Democracy	-Lectures.	. Short quizzes, student participation in the lecture,
5	<b>Mid-term exam. No 1</b>				
6	3T+2L		The Right to Life in Human Rights	-Lectures. - seminars. -	. Quizzes, student engagement
7	3T+2L	.	The right to education in democratic human rights	-Lectures. - seminars. -	. Short quizzes and students' participation in the lecture
8	3T+2L		Health rights in democratic human rights	-Lectures. - seminars. -	Short quizzes, student participation in the lecture,
9	3T+2L		And the politician and the human being democracy	-Lectures. - seminars. -	Short quizzes and students' participation in the lecture
10	<b>Mid-term exam. No 2</b>				
11	3T+2L		Human Rights in Wartime in Democracy	-Lectures. - seminars.	Short quizzes and students'

					participation the lecture.
12	3T+2L		Freedom of Expression, Human Rights in Democracy	-Lectures. - seminars. -	Short quizzes and students' participation the lecture
13	3T+2L	.	Democracy of Rights and Knowledge in Human Rights	-Lectures. - seminars. -	. Short quizzes student participation the lecture,
14	3T+2L		Human Rights Problems Democracy	-Lectures. - seminars.	. Short quizzes student participation the lecture,

### 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	15%	Mid-term-practical evaluation	
2%	Participation	20%	Final practical exam	
		40%	Final theoretical exam	
5%		95%		

### 12.Learning and Teaching Resources

Required textbooks (curricular books if any)	-- Democracy and its crises - Democracy in the Arab World - Democracy and Human Rights
Main references (sources)	
Recommended books and references (scientific journals, reports...)	- <b>Democracy and Political Transformation in the Arab World</b> – Center for Arab Unity Studies, Beirut
Electronic References, Websites	<ul style="list-style-type: none"> <li>• <b>Democracy in America</b> – Alexis de Tocqueville.</li> <li>• <b>The Spirit of Democracy: The Struggle to Build Free Societies Throughout the World</b> – Larry Diamond.</li> <li>• <b>Democracy and Its Critics</b> – Robert A. Dahl.</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"><li>• <b>The Future of Freedom: Illiberal Democracy at Home and Abroad</b> – Fareed Zakaria.</li></ul> |
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فرع تمريض  
صحة الأم والوليد



1.Course Name:
Pediatric Nursing
2.Course Code:
WNR-32-01
3.Semester / Year:
Third Stage / Second Semester/ 2024-2025
4.Description Preparation Date:
15/1/2025
5.Available Attendance Forms:
In-person lectures and practical laboratories (attendance forms)
6.Number of Credit Hours (Total) / Number of Units (Total)
18 ours/ 8 unite
7.Course administrator's name
Name: Dr. Murtadha Abbas Abdul- Hamza Email: <a href="mailto:Murtadha.ab@uowa.edu.iq">Murtadha.ab@uowa.edu.iq</a>
8.Course Objectives

- ✓ **Describe** the normal growth and developmental milestones of infants, children, and adolescents.
- ✓ **Explain** the pathophysiology, clinical manifestations, and management of common pediatric health conditions.
- ✓ **Demonstrate** understanding of immunization schedules, nutrition, and preventive health strategies specific to pediatric populations.
- ✓ **Interpret** pediatric assessment data and relate findings to age-appropriate norms and clinical conditions.
- ✓ **Apply** legal and ethical principles relevant to the care of children and their families.
- ✓ **Perform** comprehensive and age-appropriate physical and developmental assessments on pediatric patients.
- ✓ **Implement** safe and effective nursing interventions based on the child's condition, developmental stage, and family dynamics.
- ✓ **Administer** medications and therapies safely and accurately, adhering to pediatric dosing guidelines and safety protocols.
- ✓ **Communicate** effectively with children of various developmental stages and with their families, using appropriate language and teaching techniques.
- ✓ **Collaborate** with multidisciplinary healthcare teams to plan, implement, and evaluate pediatric nursing care
- ✓ **Demonstrate** empathy, compassion, and respect in interactions with children and their families.
- ✓ **Uphold** ethical principles and advocate for the rights, safety, and well-being of pediatric patients.
- ✓ **Value** family-centered care by involving parents and caregivers in decision-making and care planning.
- ✓ **Exhibit** cultural sensitivity and inclusivity in delivering pediatric nursing care.
- ✓ **Commit** to continuous learning and professional development to ensure high standards in pediatric nursing practice.

## 9. Teaching and Learning Strategies

- Theoretical lectures.
- Discussions.
- Reports and Seminars
- Lab and Hospital training

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+12P	• Gain the knowledge to become a	Introduction to Child Health Nursing	-Lectures. - seminars.	Quizzes, students participation in the lecture, & Practical

		successful pediatric nurse in the future • Follow up on the child's adherence to the vaccination schedule	Pediatric Nursing Perspective Effective Communication with Children Immunization and Immunization	- Lab and hospital training.	evaluation.
2	3T+12P	Providing the student with the ability to conduct a physical assessment of the child, monitor the child's development, and examine for congenital deformities in the child's body.	Child health assessment	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
3	3T+12P	• How to provide immediate care for newborns • Classify babies according to their weight and age in terms of risk	Newborn Care High-Risk Newborns Birth Injuries	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
4	3T+12P	Providing the student with sufficient information about the anatomy and diseases of the upper respiratory system.	Upper respiratory tract infections Common colds Tonsillitis	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
5	3T+12P	Providing the student with sufficient information about the anatomy and diseases of the lower respiratory system.	Lower respiratory tract infection Pneumonia Asthma	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
6	3T+12P	Providing the student with sufficient information about	Genitourinary failure Urinary tract infection Nephritic syndrome	-Lectures. - seminars.	Quizzes, students participation in the lecture, & Practical evaluation.



		the anatomy and diseases of the genitourinary system that affect children.		- Lab and hospital training.	
<b>7</b>	<b>Mid-term exam. No 1</b>				
<b>8</b>	3T+12P	Providing the student with sufficient information about the anatomy and diseases of the genitourinary system that affect children.	Glomerulonephritis undescended testicle	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
<b>9</b>	3T+12P	Providing the student with sufficient information about the anatomy and diseases of the digestive system that affect children.	Gastrointestinal diseases and abnormalities Gastroenteritis Cleft lip and cleft palate	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
<b>10</b>	3T+12P	Providing the student with sufficient information about blood diseases that affect children and the reasons for their occurrence.	Pediatric blood diseases	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
<b>11</b>	3T+12P	Anatomy and diseases of the heart and blood vessels that affect children and the cause of their occurrence	Cardiovascular Dysfunction	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
<b>12</b>	<b>Mid-term exam. No 2</b>				
<b>13</b>	3T+12P	Anatomy and diseases of the nervous system that affect children and the reasons for their occurrence	Nervous System Failure	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.

14	3T+12P	Endocrine functions and disorders that affect children and the reason for their occurrence	Endocrine Dysfunction	-Lectures. - seminars. - Lab and hospital training.	Quizzes, students participation in the lecture, & Practical evaluation.
15	3T+12P	Review			

### 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		- Excellent (90-100) - Very Good (80-less than 90) - Good (70-less than 80) - Fair (60-less than 70) - Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	
1%	Participation	20%	Final practical exam	
		40%	Final theoretical exam	
10		90%		

### 12.Learning and Teaching Resources

1. Wong's Essentials of Pediatric Nursing (2021).
2. Maternity and Pediatric Nursing (2020).
3. Davis Advantage for Pediatric Nursing (2018).
4. Principles of Pediatric Nursing: Caring for Children (2016).



<b>1.Course Name:</b>	
Growth and Development	
<b>2.Course Code:</b>	
WNR-32-02	
<b>3.Semester / Year:</b>	
Third Stage/First & second Semester	
<b>4.Description Preparation Date:</b>	
15/1/2025	
<b>5.Available Attendance Forms:</b>	
In-person lectures and practical (attendance forms)	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
3 Theoretical + 6 practical training (Per Week), Number of Credits (5)	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Name: Kholoud Hashem Salloum Email: <a href="mailto:kholoud.ha@uowa.edu.iq">kholoud.ha@uowa.edu.iq</a>	
<b>8.Course Objectives:</b> By the end of this course, students should be able to:	
	<ul style="list-style-type: none"> <li>• Explain the principles, stages, and milestones of normal growth and development across the lifespan (infancy to old age).</li> <li>• Describe the physiological, cognitive, emotional, and social changes associated with each developmental stage.</li> <li>• Identify factors influencing growth and development, including genetics, nutrition, environment, and culture.</li> <li>• Recognize common deviations from normal growth and development (e.g., developmental delays, genetic disorders).</li> <li>• Understand the theories of development (e.g., Piaget, Erikson, Freud, Kohlberg) and their application in nursing practice.</li> <li>• Discuss the impact of illness, hospitalization, and chronic conditions on a patient's growth and development.</li> </ul>
	<ul style="list-style-type: none"> <li>• Assess growth and development using standardized tools (e.g., growth charts, Denver Developmental Screening Test).</li> <li>• Monitor developmental milestones and identify potential delays or abnormalities.</li> <li>• Adapt nursing care plans: based on a child's developmental stage (e.g., communication techniques for children vs. elderly).</li> <li>• Educate families: on promoting healthy growth and development at different life stages.</li> <li>• Apply developmental theories: when planning patient-centered interventions.</li> <li>• Document and report developmental observations accurately in patient records.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate :respect and empathy for individuals at all developmental stages.</li> <li>• Recognize the importance of family and cultural influences on growth and development.</li> <li>• Uphold ethical principles when dealing with sensitive developmental issues (e.g., informed consent for adolescents, end-of-life care for elderly patients).</li> <li>• Show patience and adaptability when communicating with patients of different ages and cognitive abilities.</li> <li>• Commit to lifelong learning in pediatric and gerontological nursing to stay updated on best practices.</li> </ul>
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#### 9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- clinical training</li> </ul>
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#### 10. Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+6C	Learn the basic concepts of growth and development Definition of growth (quantitative changes, e.g., height, weight) vs. development (qualitative changes, e.g., motor skills, cognition). Importance of.	Introduction to growth and development	- Lectures. - seminars. -clinical training.	Quizzes, students' participation in the lecture, & Practical evaluation .
2	3T+6C	Learn how to monitoring growth and development in clinical practice: Anthropometric Measurements. Growth Charts	Measurements of growth and development	- Lectures. - seminars. -clinical training.	Quizzes, students' participation in the lecture, & Practical evaluation .
3+4	3T+6C	Define core concepts of major developmental theories (Piaget, Erikson, Freud). Compare stages of development across theories (e.g., Erikson's "Identity vs. Role Confusion" vs. Piaget's "Formal Operational Stage").	Theories related to human growth and development. \ Part I	- Lectures. - seminars. -clinical training.	Quizzes, students' participation in the lecture, & Practical evaluation .

4	3T+6C	Explain how biological, psychological, and social factors interact in each developmental stage. Critique the cultural limitations of classical theories in diverse patient populations. Link developmental milestones to nursing assessments (e.g., assessing abstract thinking in adolescents per Piaget).	Theories related to human growth and development. \ Part II	- Lectures. - seminars. -clinical training.	Quizzes, students' participation in the lecture, & Practical evaluation .
5	Mid-term exam. No 1				

6+7	3T+6C	<p><b>A. Theoretical Understanding (Knowledge):</b></p> <ol style="list-style-type: none"> <li>Describe key physical growth milestones (e.g., weight doubling by 5 months, tripling by 1 year).</li> <li>Explain developmental domains: <ul style="list-style-type: none"> <li>Motor (head control, rolling, crawling, pincer grasp).</li> <li>Cognitive (object permanence, sensory exploration).</li> <li>Language (cooing, babbling, first words).</li> <li>Social-Emotional (attachment, stranger anxiety, social smiling).</li> </ul> </li> <li>Compare theories applicable to infancy (e.g., Piaget's sensorimotor stage, Erikson's trust vs. mistrust).</li> </ol> <p><b>Practical Application (Skills)</b></p> <ol style="list-style-type: none"> <li>Accurately measure and plot infant growth (weight, length, head circumference) on WHO growth charts.</li> <li>Assess developmental milestones using standardized tools (e.g., Denver II, Ages &amp; Stages Questionnaire [ASQ]).</li> <li>Demonstrate age-appropriate nursing interventions: <ol style="list-style-type: none"> <li>Promoting bonding (e.g., kangaroo care, responsive feeding).</li> <li>Encouraging motor skills (tummy time, grasping toys).</li> </ol> </li> </ol>	Infant growth and development stage	- Lectures . - seminars . -clinical training.	Quizzes, student participation in the lecture, & Practical evaluation .
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		<ul style="list-style-type: none"> <li>c. Supporting cognitive growth (high-contrast visuals, interactive play).</li> <li>4. Educate parents on:               <ul style="list-style-type: none"> <li>a. Nutrition (breastfeeding/formula, introducing solids at 6 months).</li> <li>b. Safety (safe sleep, baby-proofing).</li> <li>c. Stimulation (reading, singing, responsive interactions).</li> </ul> </li> <li>5. Document and report deviations from normal growth/development for early intervention.</li> </ul>			
8+9	3T+6C	<p>Theoretical Understanding (Knowledge)</p> <ul style="list-style-type: none"> <li>1. Describe key physical growth patterns (e.g., slower weight gain, increased height, brain development).</li> <li>2. Explain developmental milestones across domains:               <ul style="list-style-type: none"> <li>a. Gross Motor (walking, running, climbing).</li> <li>b. Fine Motor (stacking blocks, scribbling, self-feeding).</li> <li>c. Language (2-word phrases, 50+ words by age 2, following simple commands).</li> <li>d. Cognitive (symbolic play, object permanence, curiosity).</li> <li>e. Social-Emotional (autonomy, tantrums, parallel play).</li> </ul> </li> <li>3. Apply relevant developmental theories (e.g., Erikson's autonomy vs. shame/doubt, Piaget's preoperational stage).</li> <li>4. Identify risk factors for delays (e.g., speech disorders, autism red flags, neglect).</li> <li>5. Recognize normal vs. abnormal behaviors (e.g., temper tantrums vs. extreme aggression).</li> </ul>	Toddler Stage	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- seminars</li> <li>- clinical training.</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation .

		<b>Practical Application (Skills)</b> <ol style="list-style-type: none"> <li>1. Assess growth using pediatric growth charts (CDC/WHO) and track BMI trends.</li> <li>2. Screen development using tools (e.g. chart, Denver II).</li> <li>3. Implement age-appropriate nursing interventions: <ol style="list-style-type: none"> <li>a. Safety education.</li> <li>b. Nutrition guidance (transition to table foods, preventing picky eating).</li> <li>c. Toilet training readiness (signs, parent coaching).</li> </ol> </li> <li>4. Engage toddlers in therapeutic play.</li> <li>5. Educate parents on: <ol style="list-style-type: none"> <li>a. Discipline strategies (positive reinforcement, setting limits).</li> <li>b. Sleep routines</li> </ol> </li> </ol>			
10	Mid-term exam. No 2				
11+	3T+6C	<b>Theoretical Understanding (Knowledge)</b> <ol style="list-style-type: none"> <li>1. Describe key physical growth patterns (e.g., steady height/weight gain, improved coordination).</li> <li>2. Explain developmental milestones across domains: <ol style="list-style-type: none"> <li>a. Gross Motor (hopping, skipping, throwing/catching balls).</li> <li>b. Fine Motor (using scissors, drawing shapes, dressing independently).</li> <li>c. Language (complex sentences, storytelling)</li> <li>d. Cognitive.</li> <li>e. Social-Emotional (cooperative play, sharing, identifying emotions).</li> </ol> </li> </ol>	<b>Preschool Stage</b>	- Lectures - seminars - clinical training.	<b>Knowledge:</b> Quizzes on milestones, case studies on developmental delays. <b>Skills:</b> Simulation: Conducting a preschool developmental assessment. Role-play: Counseling parents about behavior challenges. Clinical Integration

		<ol style="list-style-type: none"> <li>3. Apply developmental theories (e.g., Erikson's initiative vs. guilt, Piaget's preoperational stage).</li> <li>4. Identify risk factors for delays (e.g., speech disorders, ADHD signs, social withdrawal).</li> </ol> <p><b>B. Practical Application (Skills)</b></p> <ol style="list-style-type: none"> <li>1. Assess growth using pediatric growth charts and monitor BMI trends.</li> <li>2. Screen development</li> <li>3. Implement age-appropriate nursing interventions: <ol style="list-style-type: none"> <li>a. School readiness (pre-literacy/numeracy skills).</li> <li>b. Safety education (stranger danger, traffic safety).</li> <li>c. Nutrition guidance (healthy snacks, preventing obesity).</li> </ol> </li> <li>4. Educate parents/teachers on: <ol style="list-style-type: none"> <li>a. Behavior management (positive reinforcement, time-outs).</li> <li>b. Social skill-building (turn-taking, conflict resolution).</li> <li>c. Sleep hygiene (consistent bedtime routines).</li> </ol> </li> </ol>			Students will apply these skills in pediatric clinics, preschools, and community health settings to support healthy development.
13	3T+6C	<p><b>Theoretical Understanding (Knowledge)</b></p> <ol style="list-style-type: none"> <li>1. Describe key physical growth patterns (e.g., slower, steady growth; puberty onset in later stage).</li> <li>2. Explain developmental milestones across domains: <ol style="list-style-type: none"> <li>o Motor Skills: Refined coordination (riding bikes, writing cursive)</li> </ol> </li> </ol>	School Age Stage	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- seminars</li> <li>- clinical training.</li> </ul>	<p><b>Knowledge:</b> Quizzes on milestones, case studies on developmental delays.</p> <p><b>Skills:</b> Simulation: Conducting a developmental assessment.</p>



		<ul style="list-style-type: none"> <li>○ Cognitive: Concrete operational thinking (logic, conservation)</li> <li>○ Language: Complex grammar, reading comprehension</li> <li>○ Social-Emotional: Peer relationships, self-concept development</li> </ul> <ol style="list-style-type: none"> <li>3. Apply relevant theories (Erikson's industry vs. inferiority, Piaget's concrete operational stage).</li> <li>4. Identify risk factors (e.g., learning disabilities, bullying, obesity).</li> <li>5. Differentiate normal behavior (e.g., peer conflicts) from red flags (e.g., social isolation, academic struggles).</li> </ol> <p><b>B. Practical Application (Skills)</b></p> <ol style="list-style-type: none"> <li>1. Assess growth using pediatric growth charts (tracking BMI for obesity prevention).</li> <li>2. Screen for developmental/behavioral concerns</li> <li>3. Implement age-appropriate interventions: <ul style="list-style-type: none"> <li>○ Health education (hygiene, nutrition, exercise)</li> <li>○ Safety guidance (internet safety, stranger awareness)</li> <li>○ Academic support (recognizing signs of learning difficulties)</li> </ul> </li> <li>4. Communicate effectively with school-age children (open-ended questions, active listening).</li> <li>5. Educate parents/teachers on: <ul style="list-style-type: none"> <li>○ Promoting self-esteem</li> <li>○ Managing screen time</li> <li>○ Supporting emotional regulation</li> </ul> </li> </ol>			<p><b>Role-play:</b> Counseling parents about behavior challenges. <b>Clinical Integration</b> Students will apply these skills in pediatric clinics, and community health settings to support healthy development.</p>
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14	3T+6C	<p>Theoretical Understanding (Knowledge)</p> <ol style="list-style-type: none"> <li>1. Describe key physical changes (pubertal development, growth spurts, sexual maturation).</li> <li>2. Explain developmental milestones across domains: <ul style="list-style-type: none"> <li>○ Biological: Hormonal changes, brain development</li> <li>○ Cognitive: Abstract thinking, risk assessment, identity formation</li> <li>○ Psychosocial: Independence vs. dependence, peer influence, romantic relationships</li> </ul> </li> <li>3. Apply developmental theories (Erikson's identity vs. role confusion, Piaget's formal operational stage).</li> <li>4. Identify health risks (e.g., mental health disorders, substance use, risky sexual behavior).</li> <li>5. Recognize cultural/societal influences on development (sex roles, media impact, family dynamics).</li> </ol> <p>B. Practical Application (Skills)</p> <ol style="list-style-type: none"> <li>1. Assess growth and development</li> <li>2. Provide anticipatory guidance on: <ul style="list-style-type: none"> <li>○ Physical health (nutrition, sleep, exercise)</li> <li>○ Sexual/reproductive health</li> <li>○ Mental health (stress management, coping strategies)</li> </ul> </li> <li>3. Communicate effectively using youth-friendly, nonjudgmental approaches.</li> <li>4. Screen for high-risk behaviors (self-harm, substance use, eating disorders).</li> </ol>	Adolescent Stage	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> <li>-clinical training.</li> </ul>	<p>Knowledge: Quizzes on milestones, case studies on developmental</p> <p>Skills: Simulation: Conducting a developmental assessment.</p> <p>Role-play: Counseling parents about behavior challenges.</p> <p>Clinical Integration Students will apply these skills in pediatric clinics, and community health settings to support healthy development.</p>
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		5. Educate parents/caregivers on supporting adolescents (balancing autonomy with guidance).				
11.Course Evaluation						
Evaluation					Score standard	
Formative		Summative			-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)	
Scores	Evaluation methods	Scores	Evaluation methods			
4%	Daily Quizzes	10%	First-Mid-term theoretical exam			
2%	Seminars	10%	Second-midterm exam			
2%	Reports	10%	Mid-term-practical evaluation			
2%	Participation	20%	Final practical exam			
		40%	Final theoretical exam			
10%		90%				
12.Learning and Teaching Resources						
Required textbooks (curricular books, if any)		<div>1. "Wong's Essentials of Pediatric Nursing" (11th Ed.)<ul style="list-style-type: none"><li><i>Hockenberry &amp; Wilson</i></li><li>Focus: Covers developmental stages (infancy to adolescence) with nursing applications.</li><li>Strengths: Milestone charts, family-centered care, clinical case studies.</li></ul></div> <div>2. "Growth and Development Across the Lifespan" (3rd Ed.)<ul style="list-style-type: none"><li><i>Gloria Leifer &amp; Eve Fleck</i></li><li>Focus: Lifespan approach (prenatal to aging) with theory integration (Piaget, Erikson).</li><li>Strengths: NCLEX-style questions, cultural considerations.</li></ul></div> <div>3. Nursing Care of Children" (5th Ed.) - <i>Susan James et al.</i><ul style="list-style-type: none"><li>Focus: Clinical pediatric nursing with developmental milestones.</li><li>Strengths: Care plans, safety alerts, family education tips.</li></ul></div>				
Electronic References, Website		<div>- <a href="https://study.com/learn/lesson/developmental-domains-child-development.html">https://study.com/learn/lesson/developmental-domains-child-development.html</a></div> <div>- <a href="https://choc.org/primary-care/ages-stages/">https://choc.org/primary-care/ages-stages/</a></div> <div>- <a href="https://medlineplus.gov/ency/article/002456.htm">https://medlineplus.gov/ency/article/002456.htm</a></div> <div>- <a href="https://www.cdc.gov/ncbddd/watchmetraining/module2.html">https://www.cdc.gov/ncbddd/watchmetraining/module2.html</a></div> <div>- <a href="https://www.healthlinkbc.ca/healthwise/growth-and-development-milestones">https://www.healthlinkbc.ca/healthwise/growth-and-development-milestones</a></div>				

1. Course Name: <b>Biostatistics</b>	
1. Course Code: WNR-32-03	
2. Semester / Year: Second semester / 3d year	
3. Description Preparation Date: 2025	
4. Available Attendance Forms: Spreadsheet	
5. Number of Credit Hours (Total) / Number of Units (Total): 2 Hours	
6. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Hadi Faiz Jazan Email: hadi.ja@uowa.edu.iq	
7. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate the statistical methods for collecting data, summarization, tabulation, presentation and analysis.</li> <li>• Apply manual calculation for descriptive and inferential tests.</li> <li>• Apply certain statistical program as excel or SPSS which are used for data analysis in computer.</li> <li>• Deal with different data sets such as hospital records.</li> </ul>
8. Teaching and Learning Strategies	
<b>Strategy</b>	Lecture Discussion Demonstration Solving Exercises
9. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<p>The students define biostatistics</p> <p>The student list some areas where biostatistics is important</p> <p>The student discuss importance of biostatistics in research</p>	Introduction	Lecture Discussion	Quiz
Second	2	<p>The student define biostatistics elements</p> <p>The student list source of data required in nursing research</p>	Definitions/ Source of Data	Lecture Discussion	Quiz
Third	2	<p>Define quantitative variable</p> <p>Distinguish between countable and measurable variables</p> <p>Distinguish between dependent and independent variables</p>	Variable I(Quantitative)	Lecture Discussion	Quiz
Fourth	2	<p>Define qualitative variable</p> <p>Distinguish between countable and measurable variables</p> <p>Distinguish between dependent</p>	Variable II (Qualitative)	Lecture Discussion	Quiz

		and independent variables			
Fifth	2	Example of nominal scale Example of ordinal scale Example of interval scale Example of ratio scale	Measurement scale	Lecture Discussion	Quiz
Sixth	2	Construct table	Descriptive Statistics I (tables)	Lecture Discussion Exercises solution	Exercises solution
Seventh	2	Construct graphs	Descriptive Statistics II (graphs)	Lecture Discussion Exercises solution	Exercises solution
Eighth	2	Calculate mean List its Find out Median and list its characteristics Find out mode characteristics	Descriptive Statistics III (measurements of central tendency)	Lecture Discussion Exercises solution	Exercises solution Quiz
Ninth	2		Monthly exam		
Tenth	2	Calculate variance of data Calculate standard deviation of data	Descriptive Statistics IV (measurements of dispersion) I	Lecture Discussion Exercises solution	Exercises solution
Eleventh	2	Calculate coefficient variance of data Calculate coefficient skewness of data	Descriptive Statistics IV (measurements of dispersion) II	Lecture Discussion Exercises solution	Exercises solution
Twelfth	2	Define normal distribution data	Descriptive Statistics V Normal distribution	Lecture Discussion	Exercises solution Quiz

		List normal distribution characteristics		Exercises solution	
Thirteenth	2	Define hypothesis Construct two main type of hypothesis Define main concept related to testing hypothesis	Test of hypothesis	Lecture Discussion Exercises solution	Exercises solution
Fourteenth	2		Monthly exam		
Fifteenth	2	Define Variable and Entrance Data	Introduction to SP	Lecture Discussion Exercises solution Demonstration	Redemonstration

#### 10. Course Evaluation:

Quizzes	10
Assignments	10
Written exam	10
Final exam	70
Total Mark: 100	

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

#### 11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lectures
Main references (sources)	Daniel W. Biostatistics A foundation for analysis In the health sciences. 9 <sup>th</sup> ed. John Wiley & Sons, Inc.2019
Recommended books and references (scientific journals, reports...)	Aljandali A. Quantitative Analysis and IBM SPSS Statistics. Springer International Publishing Switzerland 2016  Salkind N. Statistics for people who (th they) hate statistics. 5 <sup>th</sup> ed. Los Ange Sage. 2014.
Electronic References, Websites	<a href="http://www.datatab.net">www.datatab.net</a>

## وصف مقرر الديمقراطية (2024-2025)

12. وصف المقرر:	
1. المؤسسة التعليمية	جامعة وارث الانبياء / كلية التمريض
2. القسم العلمي	فرع العلوم الأساسية
3. اسم رمز المقرر	WNR-32-04
4. أشكال الحضور المتاحة	المحاضرات الحضورية (استثمارات الحضور)
5. الفصل / السنة	الكورس الأول / 2025
6. عدد الساعات الدراسية (الكلية)	2 نظري + (2 ساعات في الأسبوع)، عدد الوحدات الدراسية 2
7. تاريخ إعداد هذا الوصف	2024/10/1
8. مسؤول المقرر	م.د محمد يحيى مكي الوائلي mohammed .yaha @uowa.edu.iq

## 9. اهداف المقرر

1: أن يعرف الطالب المفاهيم والمصطلحات الأساسية في الديمقراطية وحقوق الانسان
2: ان يفهم الطالب ما هو الفرق بين حقو الانسان والديمقراطية
3: أن يحلل الطالب طبيعة حقوقه وواجباته وما يجب عليه فعله.
4: ن يفسر الطالب اهمية العملية الانتخابية وكيفه اختيار الاصلاح
5: أن يقيم الطالب دور الديمقراطية في جعل مجتمع راقي وواعي .
6: أن يُظهر الطالب قدرة على التعبير عن الرائي صحيح .
7: الديمقراطية وحقوقه وواجباته
8: أن يطبق الطالب في حقوق الانسان
9: أن يُكوّن الطالب قاعدة معرفية متينة تؤهله لفهم واستيعاب موضوعات متقدمة في الحياة.
10: ترسيخ مفاهيم الديمقراطية.
11: تعزيز الاهتمام للانتخابات.
12: معرفة سبل الديمقراطية للنتخابات.



## 10. استراتيجيات التعليم والتعلم

### 11. بنية المقرر:

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة / الموضوع	طريقة التعليم	طريقة التقييم
الأول	2 نظري		ديمقراطية	□ المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،
الثاني	2 نظري		ديمقراطية الدول النامية	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب
الثالث	2 نظري		ديمقراطية حقوق الطفل	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،
الرابع	2 نظري		ديمقراطية منذ الولادة	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،
الخامس	2 نظري		حق الانتخاب	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،
السادس	2 نظري		الديمقراطية وحق الحياة	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب
السابع	2 نظري		الديمقراطية حق التعليم	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة
الثامن	2 نظري		الديمقراطية وحقوق الصحة	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،
التاسع	2 نظري		الديمقراطية والسايسة	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة
العاشر	2 نظري		اشكال الديمقراطية الاروبية	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،
الحادي عشر	2 نظري		ديمقراطية زمن الحروب	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة
الثاني عشر	2 نظري		تصنيف الأحماض الأمانية	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،
الثالث عشر	2 نظري		حرية التعبير	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة
الرابع عشر	2 نظري		ديمقراطية الحقوق والمعرفة	المحاضرات ,	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،
الخامس عشر	2 نظري		اشكال الديمقراطية	-المحاضرة	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،

### 12. تقييم المقرر

(Summative)		(Formative)	
الدرجة	طريقة التقييم	الدرجة	طريقة التقييم
10%	الامتحان النظري النصف الأول	4%	الاختبارات اليومية القصيرة (Quizzes)

10%	الامتحان النظري النصف الثاني	%2	الندوات (Seminars)
10%	التقييم العملي النصف الثاني	%2	التقارير (Reports)
20%	الامتحان العملي النهائي	%2	المشاركة (Participation)
40%	الامتحان النظري النهائي		
%90		%10	

مصادر التعليم والتعلم	
الكتب المقررة:	
-	1. - إعادة بناء النوع الاجتماعي في الشرق الأوسط: التقاليد والهوية والسلطة مطبعة جامعة كولومبيا. ١٩٩٥.
-	2. ايدلوجية التضاهر دراسة مقارنة بين الفقه والقانون
-	-



The background of the slide features a large, faint watermark of the University of Warith al-Anbiya logo. The logo is circular with a yellow border. Inside the circle, there is a stylized minaret at the top, followed by the university's name in English, "UNIVERSITY OF WARITH AL-ANBIYA", and in Arabic, "جامعة وارث الأنبياء". Below the name is the year "2017" and the word "جامعة" (University).

## **Fourth stage**

<b>1. Course Name:</b>	
Community Health Nursing	
<b>2. Course Code:</b>	
WNR-41-01	
<b>3. Semester / Year:</b>	
First and Second Semester / 2024-2025	
<b>4. Description Preparation Date:</b>	
06/01/2024	
<b>5. Available Attendance Forms:</b>	
In-person attendance, no reliance on electronic lectures	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
3 theoretical hours (3 credit) + 12 practical hours (4 credit) = 15 hours * 15 weeks = 225 / (7 credit)	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> Name: Dr. Haqi Ismael Mansoor </div> <div style="text-align: center;"> Email: <a href="mailto:Haqi.i@uokerbala.edu.iq">Haqi.i@uokerbala.edu.iq</a> </div> </div>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>a. Understand the dimensions of community health and how to assess community needs.</li> <li>b. Gain knowledge of primary health care services and family health services.</li> <li>c. Explore health services for specific population groups such as children, adolescents, women, men, and the elderly.</li> <li>d. Develop practical skills in community assessment, home visits, and environmental safety.</li> <li>e. Address public health topics such as school health, nutrition, occupational health, and maternal and child health.</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>a. Lectures</li> <li>b. Group discussions</li> <li>c. Case studies</li> <li>d. Presentations</li> <li>e. Practical training in real community settings</li> </ul>

<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6 hours	- Understand the determinants of public health in communities	Dimensions of Community Health	Lectures, Group Discussions	Written Exam
3-4	6 hours	- Use methods and techniques for community health assessment	Community Assessment	Lectures, Presentations, Case Studies	Written Exam
5-6	6 hours	- Apply the principles of primary health care in community settings	Primary Health Care	Lectures, Group Discussions	Written Exam
7	3 hours	- Understand the role of the family in maintaining individual health	Family Health Services	Lectures, Presentations, Case Studies	Report Submission
8	3 hours	- Identify the health care needs of children and adolescents	Child and Adolescent Health	Lectures, Group Discussions	Written Exam
9	3 hours	- Understand the health and preventive care differences between genders	Women's and Men's Health	Lectures, Presentations, Case Studies	Written Exam
10	3 hours	- Understand the healthcare needs of the elderly	Elderly Health	Lectures, Presentations, Case Studies	Written Exam

11	3 hours	- Analyze the concepts of maternal and child health and apply them in community care	Maternal and Child Health	Lectures, Group Discussions	Report Submission
12	3 hours	- Apply health promotion and disease prevention strategies in schools	School Health	Lectures, Group Discussions	Written Exam
13	3 hours	- Evaluate the role of nutrition in maintaining individual and community health	Nutrition	Lectures, Presentations, Case Studies	Written Exam
14	3 hours	- Apply strategies for maintaining health and safety in work environments	Occupational Health	Lectures, Presentations, Case Studies	Written Exam
15	3 hours	- Apply techniques of home health care and enhance home safety	Home Visits and Home Health Care	Lectures, Group Discussions, Field Visits	Report Submission
Throughout the course	180 practical hours	- Evaluate the application of health care practices in various community settings	Practical Applications	Practical Training in Community, Practical Demonstrations	Final Exam (Theory and Practical)

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### 11. Course Evaluation

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

Practical Performance: 5%

Seminar Presentation: 5%

Practical Exam: 10%

Final Theory Exam: 40%

Final Practical Exam: 20%

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**Total: 100%**

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Clark, M. J. (2015). Population and community health nursing. six edition, Pearson.
Main references (sources)	Allender, J., Rector, C., Rector, C., & Warner, K. (2013). Community & public health nursing: Promoting the public's health. lippincott williams & wilkins.
Recommended books and references (scientific journals, reports...)	Public Health Nursing (PHN): A leading journal in community nursing that publishes research and case studies on community health and the role of nursing in public health care.  Community Health Nursing Journal: Focuses on topics related to community health nursing, including disease prevention and health promotion.  Journal of Advanced Nursing (JAN): Covers various nursing topics, including recent developments in community health care.
Electronic References, Websites	World Health Organization (WHO) Centers for Disease Control and Prevention (CDC)

<b>1.Course Name:</b>
Epidemiology
<b>2.Course Code:</b>
WNR-41-02
<b>3.Semester / Year:</b>
Fourth Stage/First Semester
<b>4.Description Preparation Date:</b>
1/10/2024
<b>5.Available Attendance Forms:</b>
In-person lectures (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
(2) hours Weekly Of (15) weeks. Theory (30) hrs.
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Murtadha Ghanim Aday Email: <a href="mailto:murtadha.gh@uowa.edu.iq">murtadha.gh@uowa.edu.iq</a>
<b>8.Course Objectives</b>



- ☐ Understand the basic concepts and theories of epidemiology.
- ☐ Explain the natural history of diseases and the different types of diseases and their methods of transmission.
- ☐ Describe the methods of preventing diseases and their occurrence or transmission.
- ☐ Discuss the concepts of epidemiological surveillance and the incubation period for diseases.
- ☐ Differentiate between the epidemiology of communicable and non-communicable diseases.
- ☐ Explain the various measurement tools used in epidemiology.
- ☐ Understand the principles of risk studies and the different methods of epidemiological studies.
- ☐ Develop skills in designing epidemiological studies and applying statistical methods for data analysis.
- ☐ Acquire data analysis skills to make informed decisions and develop health policies.
- ☐ Apply epidemiological principles and methods to nursing and public health practice.
- ☐ Appreciate the importance of epidemiology in the field of nursing and public health.
- ☐ Demonstrate a commitment to evidence-based practice and the use of epidemiological data to inform clinical decision-making.
- ☐ Foster a sense of responsibility in contributing to the overall health and well-being of the population through the application of epidemiological knowledge and skills.

## 1. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Reports.</li> <li>- Seminars.</li> </ul>
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## 2. Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	<input type="checkbox"/> Define the basic concepts and principle epidemiology. <input type="checkbox"/> Understand the importance of epidemiology in the field of nursing and public health.	Introduction to Epidemiology	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
2	2T	Explain the various theories and models in epidemiology.	Epidemiology Theories	- Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
3	2T	Describe the natural history and progression of diseases.	Natural History of Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
4	2T	Differentiate between the types of diseases and their methods of transmission.	Types of Diseases and Transmission	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
5	<b>Mid-term exam. No 1</b>				
6	2T	Identify the methods for preventing diseases and their occurrence or transmission.	Disease Prevention and Control	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
7	2T	Understand the concepts and importance of epidemiological surveillance.	Epidemiological Surveillance	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

8	2T	Explain the concept of incubation period for diseases.	Incubation Period	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
9	2T	Discuss the epidemiology of communicable diseases.	Epidemiology of Communicable Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
10	<b>Mid-term exam. No 2</b>				
11	2T	Discuss the epidemiology of non-communicable diseases.	Epidemiology of Non-Communicable Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
12	2T	Identify the various measurement tools and techniques used in epidemiology.	Measurement Tools in Epidemiology	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
13	2T	Understand the principles and applications of risk studies in epidemiology.	Risk Studies	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
14	2T	Describe the different methods and approaches used in epidemiological studies.	Epidemiological Study Methods	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

## 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	70%	Final theoretical exam	
2%	Participation			

10%	90%		
12.Learning and Teaching Resources			
Required textbooks	<p>"Epidemiology" by Leon Gordis (6th Edition, 2019), Elsevier, ISBN: 978-0-323-55159-4</p> <p>"Epidemiology for Public Health Practice" by Robert H. Friis and Thomas A. Sellers (5th Edition, 2013), Jones &amp; Bartlett Learning, ISBN: 978-1-4496-3468-3</p> <p>"Principles of Epidemiology in Public Health Practice" by Centers for Disease Control and Prevention (CDC) (3rd Edition, 2012)</p>		
Electronic References, Websites	<p><input type="checkbox"/> World Health Organization (WHO) Epidemiology website: <a href="https://www.who.int/topics/epidemiology/en/">https://www.who.int/topics/epidemiology/en/</a> May 23, 2023</p> <p><input type="checkbox"/> Centers for Disease Control and Prevention (CDC) Epidemiology and Prevention website: <a href="https://www.cdc.gov/epidemiology/index.html">https://www.cdc.gov/epidemiology/index.html</a> May 23, 2023</p> <p><input type="checkbox"/> Epidemiology and Health Informatics (EHI) Journal: <a href="https://www.ejhi.net/">https://www.ejhi.net/</a> May 23, 2023</p> <p><input type="checkbox"/> Journal of Epidemiology and Community Health (JECH): <a href="https://jech.bmj.com/">https://jech.bmj.com/</a></p>		

<b>1.Course Name:</b>
Administration and Leadership in Nursing
<b>2.Course Code:</b>
WNR-41-03
<b>3.Semester / Year:</b>
Fourth Stage/First Semester
<b>4.Description Preparation Date:</b>
1/10/2024
<b>5.Available Attendance Forms:</b>
In-person lectures and practical laboratories (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
Credit Hours 3 Course Calendar: Total ( 5 ) hours Weekly (Theory (2) hrs. Clinical (3) hrs.).
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Hussam Y. Youssef Email: <a href="mailto:hussam.yousif@uowa.edu.iq">hussam.yousif@uowa.edu.iq</a>
<b>8.Course Objectives</b>

- ☐ Distinguish the different roles of various nurse administrators.
- ☐ Understand the organizational structure of the hospital and the hierarchical relationships.
- ☐ Explain the major functions in the management process, including planning, organizing, staffing, directing, and controlling.
- ☐ Define the concepts of leadership, leadership styles, and their characteristics.
- ☐ Describe the stages and components of the staffing process.
- ☐ Understand the principles of team building, interprofessional collaboration, and effective interprofessional healthcare teams.
- ☐ Explain the concepts of delegation, prioritization, conflict, change, quality, safety, and time management in nursing management.
- ☐ Observe and accurately identify leadership styles in selected nurse administrators.
- ☐ Complete a one-month staffing schedule for a theoretical unit.
- ☐ Observe nursing care given to a group of patients and critically evaluate the care.
- ☐ Resolve conflicts when given pertinent data.
- ☐ Effectively evaluate and make positive suggestions for improving nursing services in an assigned unit.
- ☐ Demonstrate the ability to allocate work to colleagues, fill administration reports, make handoff reports, and calculate staffing needs.
- ☐ Apply technical skills, conceptual skills, and human/interpersonal skills in nursing management.
- ☐ Develop an appreciation for the different roles and responsibilities of nurse administrators.
- ☐ Foster a commitment to effective leadership and management practices in nursing.
- ☐ Promote interprofessional collaboration and teamwork in healthcare settings.

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|  | <ul style="list-style-type: none"><li><input type="checkbox"/> Cultivate a sense of responsibility for ensuring quality and safety in nursing care.</li><li><input type="checkbox"/> Develop a proactive approach to managing change and adapting to evolving healthcare challenges.</li></ul> |
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## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Clinical training</li> </ul>
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## 10. Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+2L	<p>Define the key concepts and principles of administration.</p> <p>Understand the organizational structure and hierarchy of the hospital.</p>	Introduction to Administration	<p>-Lectures.</p> <p>- seminars.</p> <p>- Clinical training</p>	Quizzes, students' participation in the lecture, & Practical evaluation.
2	3T+2L	<p>Explain the major functions of the management process (planning, organizing, staffing, directing, and controlling).</p> <p>Differentiate between the levels of management and their respective roles.</p>	Management Process Functions	<p>- Lectures.</p> <p>- seminars.</p> <p>- Clinical training</p>	Quizzes, students' participation in the lecture, & Practical evaluation.
3	3T+2L	<p>Define the concept of leadership.</p> <p>Identify and describe the different leadership styles and their characteristics.</p>	Leadership Styles	<p>-Lectures.</p> <p>- seminars.</p> <p>- Clinical training</p>	Quizzes, students' participation in the lecture, & Practical evaluation.
4	3T+2L	<p>Explain the eight steps of the staffing process, including human resource planning, recruitment, selection, orientation, development, performance appraisal, transfers, and separations.</p>	Staffing Process	<p>-Lectures.</p> <p>- seminars.</p> <p>- Clinical training</p>	Quizzes, students' participation in the lecture, & Practical evaluation.



5	<b>Mid-term exam. No 1</b>				
6	3T+2L	<ul style="list-style-type: none"> <li>- Develop skills in being an effective team player.</li> <li>- Understand the principles of building a working team and an interprofessional healthcare team.</li> <li>- Identify the characteristics of an effective interprofessional healthcare team.</li> </ul>	Team Building and Interprofessional Collaboration	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.
7	3T+2L	Define the concept of delegation, its rights, criteria, and potential barriers.	Delegation of Client Care	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.
8	3T+2L	Understand the concept of prioritization and its role in coordinating nursing assignments.	Prioritization	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.
9	3T+2L	Define the concept of conflict, its sources, and strategies for resolving problems.	Conflict Management	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.
10	<b>Mid-term exam. No 2</b>				
11	3T+2L	Identify factors that influence the comfort zone, resistance to change, and the role of position and power in leading change.	Managing Change	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.

		Develop strategies for leading and managing change effectively.			
12	3T+2L	Understand the principles and importance of quality improvement in nursing management.	Quality Improvement	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
13	3T+2L	Explain the concepts of risk management, medical errors, physical environment, and burnout in nursing management.	Safety and Risk Management	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
14	3T+2L	Define the concept of time management, its nature, and purpose.  Describe the process of effective time management.	Time Management	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation .

## 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100)  -Very Good (80-less than 90)  -Good (70-less than 80)  -Fair (60-less than 70)  -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	
2%	Participation	20%	Final practical exam	
		40%	Final theoretical exam	
10%		90%		

## 12.Learning and Teaching Resources

Required textbooks	<p>"Leadership roles and management functions in nursing: theory and application" (9th Edition, 2017) by Marquis B. and Huston C., published by Wolters Kluwer Health   Lippincott Williams &amp; Wilkins.</p> <p>"Essentials for Nursing Assistants" (4th Edition, 2017) by Carter P., published by Wolters Kluwer Health   Lippincott Williams &amp; Wilkins.</p> <p>"Introduction to management and leadership: Concepts, Principles and Practices" by Darr K., published by Jones &amp; Bartlett Learning, LLC.</p> <p>"Nursing Leadership and Management" (2017) by Murray E., published by F. A. Davis Company.</p>
Electronic References, Websites	<p><input type="checkbox"/> American Nurse Association (ANA) website:</p> <p>"Nursing Administration Scope of Practice" (2nd Edition, 2016)</p> <p>URL: <a href="https://www.nursingworld.org/">https://www.nursingworld.org/</a> (Accessed on May 23, 2023)</p> <p><input type="checkbox"/> Centers for Disease Control and Prevention (CDC) website:</p> <p>"Nurse Manager Leadership Development Program"</p> <p>URL: <a href="https://www.cdc.gov/">https://www.cdc.gov/</a> (Accessed on May 23, 2023)</p> <p><input type="checkbox"/> Joint Commission International (JCI) website:</p> <p>"Effective Leadership and Management in Nursing"</p> <p>URL: <a href="https://www.jointcommissioninternational.org/">https://www.jointcommissioninternational.org/</a> (Accessed on May 23, 2023)</p>

<b>1.Course Name:</b>
Health Promotion
<b>2.Course Code:</b>
WNR-41-04
<b>3.Semester / Year:</b>
Fourth Stage/First Semester
<b>4.Description Preparation Date:</b>
1/10/2024
<b>5.Available Attendance Forms:</b>
In-person lectures (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
(2) hours Weekly Of (15) weeks. Theory (30) hrs.
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Hussam Y. Youssef Email: <a href="mailto:hussam.yousif@uowa.edu.iq">hussam.yousif@uowa.edu.iq</a>
<b>8.Course Objectives</b>

- ☐ Identify concepts, principles, and definitions of health and health promotion.
- ☐ Overview models of health and illness.
- ☐ Discuss health promotion models.
- ☐ Understand levels of measurement of health and health promotion.
- ☐ Differentiate between health promotion and health protection.
- ☐ Describe the stages of health behavior changes.
- ☐ Apply approaches to health promotion and disease prevention.
- ☐ Develop skills in delivering health promotion interventions for different populations (infants, toddlers, preschoolers, school-aged children, adolescents, and older adults).
- ☐ Utilize the nursing process in health promotion and nursing management.
- ☐ Appreciate the importance of embedding health promotion aims and values within nursing practice.
- ☐ Recognize the role of nurses in contributing to the improvement and maintenance of population health.
- ☐ Demonstrate a commitment to promoting and protecting the health of diverse populations.
- ☐ Foster a holistic and person-centered approach to health promotion.
- ☐ Develop a sense of responsibility and ethical practice in the field of health promotion.

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Seminars.</li> </ul>
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<b>10.Course Structure</b>					
<b>We ek</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2T	<input type="checkbox"/> Identify concepts, principles, and definitions of health and health promotion. <input type="checkbox"/> Differentiate between health promotion health protection.	Introduction to Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
2	2T	<input type="checkbox"/> Apply approaches to health promotion and disease prevention. <input type="checkbox"/> Distinguish between personal and community approaches to health promotion.	Approaches to Health Promotion and Disease Prevention	- Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
3	2T	Overview models of health and illness, including the health-illness continuum model, health belief model, holistic health model, and health promotion model.	Models of Health and Illness	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
4	2T	<input type="checkbox"/> Understand the stages of health behavior changes (precontemplation, contemplation, preparation, action, maintenance, and termination). <input type="checkbox"/> Discuss the levels of measurement of health and health promotion.	Measurement of Health and Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
5	<b>Mid-term exam. No 1</b>				
6	2T	Recognize the role of nurses in health promotion activities	Nurses' Role in Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
7	2T	Develop strategies for promoting and protecting the health of infant, toddler, and preschool populations.	Promoting and Protecting the Health of Infant, Toddler, and Preschool Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

8	2T	Develop strategies for promoting and protecting the health of school-aged and adolescent populations.	Promoting and Protecting the Health of School-aged and Adolescent Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
9	2T	Develop strategies for promoting and protecting the health of older adult populations.	Promoting and Protecting the Health of Older Adult Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
10	<b>Mid-term exam. No 2</b>				
11	2T	Apply the nursing process in health promotion and nursing management.	Nursing Process in Health Promotion and Nursing Management	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
12	2T	Discuss and apply various health promotion models	Health Promotion Models	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
13	2T	Differentiate between personal and community approaches to health promotion	Approaches to Health Promotion.	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
14	2T	Describe the stages of health behavior changes.	Stages of Health Behavior Changes.	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

## 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	70%	Final theoretical exam	
2%	Participation			

10%	90%		
<b>12.Learning and Teaching Resources</b>			
Required textbooks	<p>"Health Promotion in Nursing Practice" (7th Edition), by Nola J. Pender, Carolyn L. Murdaugh, and Mary Ann Parsons, published in 2019.</p> <p>"Health Promotion Throughout the Life Span" (9th Edition), by Edith Maville and Janice E. Huerta, published in 2020.</p> <p>"Introduction to Community and Public Health" (6th Edition), by Manoj Sharma and Paul W. Branscum, published in 2019.</p> <p>"Foundations of Health Promotion and Education" (6th Edition), by Ralph Hingson and Jonathan Howland, published in 2018.</p>		
Electronic References, Websites	<ul style="list-style-type: none"> <li><input type="checkbox"/> World Health Organization (WHO) Health Promotion website: <a href="https://www.who.int/health-topics/health-promotion">https://www.who.int/health-topics/health-promotion</a> (accessed on May 23, 2023)</li> <li><input type="checkbox"/> Centers for Disease Control and Prevention (CDC) Health Promotion website: <a href="https://www.cdc.gov/healthpromotion/index.html">https://www.cdc.gov/healthpromotion/index.html</a> (accessed on May 23, 2023)</li> <li><input type="checkbox"/> National Institutes of Health (NIH) Health Promotion resources: <a href="https://www.nih.gov/health-information/health-promotion">https://www.nih.gov/health-information/health-promotion</a> (accessed on May 23, 2023)</li> <li><input type="checkbox"/> Health Promotion Journal of Australia: <a href="https://onlinelibrary.wiley.com/journal/18361980">https://onlinelibrary.wiley.com/journal/18361980</a> (accessed on May 23, 2023)</li> <li><input type="checkbox"/> Health Promotion International journal: <a href="https://academic.oup.com/heapro">https://academic.oup.com/heapro</a> (accessed on May 23, 2023)</li> <li><input type="checkbox"/> The Community Guide (from the CDC): <a href="https://www.thecommunityguide.org/">https://www.thecommunityguide.org/</a> (accessed on May 23, 2023)</li> <li><input type="checkbox"/> Healthy People 2030 (from the U.S. Department of Health and Human Services): <a href="https://health.gov/healthypeople">https://health.gov/healthypeople</a> (accessed on May 23, 2023)</li> </ul>		



<b>1.Course Name:</b>
Professional Perspectives and Issues in Nursing
<b>2.Course Code:</b>
WNR-41-05
<b>3.Semester / Year:</b>
Second Semester / Fourth -Year
<b>4.Description Preparation Date:</b>
17/1/2025
<b>5.Available Attendance Forms:</b>
Paper in the classroom, and electronic on the university website
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
(2) Credit hours
(2) Units
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Asst. Lect. Shady Shafeek Dowarah
Email: <a href="mailto:shady.do@uowa.edu.iq">shady.do@uowa.edu.iq</a>
<b>8.Course Objectives</b>

	<ul style="list-style-type: none"> <li>• Understand the professional nursing practice.</li> <li>• Interpret socialization issues to professional nursing.</li> <li>• Realized legal issues in nursing and healthcare</li> <li>• Identify the ethical dimension of nursing and health care.</li> <li>• Realize different models related to nursing practice.</li> <li>• Understand using the research result in practice (EBP).</li> <li>• Apply the computer science in nursing practice.</li> <li>• Use nursing models in solving nursing problems.</li> <li>• Apply effective communication skills.</li> <li>• Discuss the client's individual, family, and community systems.</li> <li>• Deepening and strengthening interest in scientific research and its ethical and professional requirements.</li> <li>• Identifying the modern technology.</li> <li>• Knowing the importance of other sciences and their interconnectedness.</li> </ul>
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## 9. Teaching and Learning Strategies

<b>Strategy</b>	<b>Theory:</b> <ol style="list-style-type: none"> <li>1. Classroom lectures.</li> <li>2. Online discussions and explanations via Moodle and forums.</li> <li>3. Brainstorming.</li> <li>4. Group discussions.</li> </ol>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2 Hours	1. An understanding of the development of the nursing profession through history. 2. Identify the role of Florence Nightingale in nursing as a profession. 3. Identify important leaders and events that have	<b>Introduction</b>	Lecture	Daily Quiz

		<p>significantly affected the development of professional nursing practice.</p> <p>4. Mention the first nurse in Islam and their role.</p> <p>5. Enumerate the criteria for caring in nursing.</p>			
2.	2 Hours	<p>1. Distinguish between the profession and occupation.</p> <p>2. Identify the criteria of the profession.</p> <p>3. Describe the personal qualities of a nurse.</p> <p>4. Discuss the Roles of a Professional nurse.</p> <p>5. Discuss the Dimensions of Nursing Practice.</p> <p>6. Identify the Characteristics of a Profession.</p> <p>7. Numerate Characteristics of Nursing.</p>	<b>Professional nursing practice</b>	Lecture + Discussion	Daily Quiz
3.	2 Hours	<p>1. Define Concepts</p> <p>2. Describe the means of Socialization.</p> <p>3. Discuss the process of Nursing Socialization.</p> <p>4. List the characteristics of the long-life process of nursing socialization.</p> <p>5. Identify and explain the standards of professional association.</p>	<b>Nursing Socialization</b>	Lecture + Discussion	Daily Quiz

4.	2 Hours	<ol style="list-style-type: none"> <li>1. Appreciate the importance of legal issues in nursing.</li> <li>2. Describe sources of law that affect nursing practice.</li> <li>3. Identify principles and related laws that should be reflected in nursing practice.</li> <li>4. Know and apply legal aspects in their many different roles.</li> </ol>	<b>Legal Issues in Nursing /I/ (Nursing Practice and the Law)</b>	Lecture	Daily Quiz
5.	2 Hours	<ol style="list-style-type: none"> <li>1. Define the related terms.</li> <li>2. Enumerate the classifications of crime and tort.</li> <li>3. Differentiate between assault and battery.</li> <li>4. Explain the elements needed to prove nursing malpractice.</li> </ol>	<b>Legal Issues in Nursing and Healthcare II (Crimes and Torts)</b>	Lecture	Daily Quiz
6.	2 Hours	<ol style="list-style-type: none"> <li>1. Define the related concepts.</li> <li>2. Appreciate the importance of ethics in nursing.</li> <li>3. Identify core ethical principles.</li> </ol>	<b>Ethical dimensions of nursing and health care I.</b>	Lecture	Daily Quiz
7.	2 Hours	<ol style="list-style-type: none"> <li>1. Define the related concepts</li> <li>2. Understand core ethical principles and apply these to practice.</li> <li>3. Understand the importance of confidentiality.</li> </ol>	<b>Ethical dimensions of nursing II.</b>	Lecture + Discussion	Daily Quiz
8.	2 Hours		<b>Exam (1)</b>		Written exam
9.	2 Hours	<ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Illustrate the importance of communication.</li> <li>3. Knowing the purpose of communication.</li> <li>4. Explain communication components or elements</li> <li>5. Discuss the communication types.</li> </ol>	<b>The communication</b>	Lecture	Daily Quiz

		6. Elaborate the Principles of effective communication. 7. Discuss barriers to effective communication.			
10.	2 Hours	1. Identify the Importance of nursing theories in clinical practice 2. Discuss the Models of the following Nursing Theories: A. Roger. B. Orem 3. Identify the concepts of the following Nursing Theories: A. Roger. B. Orem.	<b>Nursing models I.</b>	Lecture	Daily Quiz
11.	2 Hours	1. Discuss the common concepts of Nursing Theory. 2. Discuss the Models of the following Nursing Theories: A. Roy B. Neuman. 3. Identify the concepts of the following Nursing Theories: A. Roy B. Neuman.	<b>Nursing models II.</b>	Lecture	Daily Quiz
12.	2 Hours	1. Discuss common ethical dilemmas in nursing practice. 2. Find out the available resources to help in dealing with ethical dilemma. 3. Explore best ways to deal with ethical dilemmas in nursing practice.	<b>Ethical dilemmas in nursing.</b>	Lecture	Daily Quiz
13.	2 Hours	1. Define the nursing research 2. Evaluate the research in nursing 3. Assess the research priorities 4. Recognize the Components of the research process	<b>Nursing research and evidence-based practice (EBP).</b>	Lecture	Daily Quiz

		5. Find out the relation between Evidence-based practice and research. 6. Utilize the Evidence-based practice in research.			
14.	2 Hours	1. Utilize the electronic health records. 2. Understand the point-of-care technology 3. Discuss the available consumer health information technology. 4. Engaged in the future health information technology trends.	<b>Information technology.</b>	Lecture	Daily Quiz
15.	2 Hours		Exam (2)		Written exam

### 11.Course Evaluation

1 <sup>st</sup> month exam.	10%
2 <sup>nd</sup> month exam.	10%
Class activities and attendance	5 %
Assignment	5%
Final theory exam.	70%
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Total	100%

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Not available
Main references (sources)	Grace, P. J. (2022). Nursing ethics and professional responsibility in advanced practice. Jones & Bartlett Learning. Black, B. (2022). Professional nursing-e-book: concepts & challenges. Elsevier Health Sciences.

	Nunnery, R. K. (2019). Advancing your career: Concepts of professional nursing. FA Davis.
Recommended books and references (scientific journals, reports...)	BRYKCZYNSKI, C. L. M. K. A. (2022). Role development of the advanced practice nurse. Hamric & Hanson's Advanced Practice Nursing- E-Book: An Integrative Approach, 98 Cherry B, Jacob S. (2014). Contemporary nursing, issues trends and management, ELSEVIER, 6th ed, China.
Electronic References, Websites	American nursing association (ANA), The Power of Nurses. Retrieved from: <a href="https://www.nursingworld.org/">https://www.nursingworld.org/</a> Nursing Times: Resources for the Nursing Profession. Retrieved from: <a href="https://www.nursingtimes.net/">https://www.nursingtimes.net/</a> McKenna, H. P., Pajnikihar, M., & Vrbnjak, D. (2025). Fundamentals of nursing models, theories and practice. John Wiley & Sons. <a href="https://books.google.iq/books?hl=en&amp;lr=&amp;id=2w9SEQAAQBAJ&amp;oi=fnd&amp;pg=PP12&amp;dq=nursing+theory&amp;ots=0DDgoLrnYH&amp;sig=p00FbIQpu-o9e5EYz2tG6bqOEE&amp;redir_esc=y#v=onepage&amp;q=nursing%20theory&amp;f=false">https://books.google.iq/books?hl=en&amp;lr=&amp;id=2w9SEQAAQBAJ&amp;oi=fnd&amp;pg=PP12&amp;dq=nursing+theory&amp;ots=0DDgoLrnYH&amp;sig=p00FbIQpu-o9e5EYz2tG6bqOEE&amp;redir_esc=y#v=onepage&amp;q=nursing%20theory&amp;f=false</a> Alligood, M. R. (2013). <i>Nursing theory: Utilization &amp; application</i> . Elsevier Health Sciences. <a href="https://books.google.iq/books?hl=en&amp;lr=&amp;id=adLsAwAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=nursing+theory&amp;ots=qvfKThd84t&amp;sig=a8gkIQQzyrjLnBZRsjuj2SNZ4g&amp;redir_esc=y#v=onepage&amp;q=nursing%20theory&amp;f=false">https://books.google.iq/books?hl=en&amp;lr=&amp;id=adLsAwAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=nursing+theory&amp;ots=qvfKThd84t&amp;sig=a8gkIQQzyrjLnBZRsjuj2SNZ4g&amp;redir_esc=y#v=onepage&amp;q=nursing%20theory&amp;f=false</a>

Course teacher: Shady Shafeek Dowarah

Signature:



1. اسم المقرر:					
اللغة العربية					
2. رمز المقرر:					
WNR-41-06					
3. الفصل الدراسي/السنة:					
المرحلة الرابعة					
4. تاريخ إعداد الوصف:					
2024/10/1					
5. أشكال الحضور المتاحة :					
محاضرات مباشرة ( التعليم الحضوري )					
6. عدد الساعات المعتمدة (الإجمالي) / عدد الوحدات (الإجمالي)					
2 ساعات نظري 2 ساعة أسبوعياً، عدد الوحدات المعتمدة (1)					
7. اسم مسؤول المقرر الدراسي					
الاسم: جاسم عبد الزهرة المسلماوي					
البريد الإلكتروني <a href="mailto:jasim.abd@uowa.edu.iq">jasim.abd@uowa.edu.iq</a>					
8. أهداف المقرر					
1. تنمية روح الاعتزاز باللغة العربية . 2. تطوير مهارات الطلاب اللغوية . 3. الارتقاء بمستوى الطلبة المهني والبحثي . 4. تنمية القابليات النحوية والأدبية لدى الطالب الجامعي.					
9. استراتيجيات التعليم والتعلم					
<ul style="list-style-type: none"> <li>• محاضرات نظرية.</li> <li>• مناقشات.</li> <li>• الاستماع</li> <li>• التحدث</li> </ul>					
10. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة أو الموضوع	طريقة التعلم	طريقة التقييم
1	2 ساعة نظري	1- ما الغاية من دراسة العربية وما أهميتها 2- لماذا سميت بلغة القرآن	( مقدمة عن اللغة العربية )	المحاضرات القراءة والاستماع.	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،



			3. ما أهم علومها ؟		
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو ( الكلام وما يتألف منه )	ما الكلام ؟ ما الفرق بين الكلام والكلم والكلمة ؟ ما أقسام الكلمة ؟  ما علامات الاسم والفعل والحرف ؟	2 ساعة نظري	2
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو ( أقسام الأفعال ( ما أقسام الفعل من حيث الزمن ؟ ما أقسام الفعل من حيث التركيب ؟	ما أنواع الفعل من حيث الصيغة ؟ ما أقسام الفعل من حيث الزمن ؟ ما أقسام الفعل من حيث التركيب ؟	2 ساعة نظري	3
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو (التعريف والتنكير)	ماذا نعني بالنكرة ؟ ماذا نعني بالمعرفة ؟	2 ساعة نظري	4
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو (البناء والإعراب)	ما مفهوم المبني والمعرف ؟ ما علامات البناء ؟	2 ساعة نظري	5

			ما علامات الإعراب الأصلية والفرعية ؟		
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو (الفاعل)	ما حد الفاعل ؟ ما أنواع الفاعل ؟ ما أحكام الفاعل ؟	2 ساعة نظري	6
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو (نائب الفاعل)	ما حد نائب الفاعل ؟ كيف نصيغ فعلا مبنيا للمجهول ؟ ما أحكام نائب الفاعل ؟ ما أنواع نائب الفاعل ؟	2 ساعة نظري	7
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	الإملاء ( الفرق بين الضاد والظاء )	ما نعني بظاهرة الفرق بين الضاد والظاء؟ لماذا سميت اللغة العربية بلغة الضاد؟ ما هي مواضع الفرق بين الضاد	2 ساعة نظري	8

			والظاء من (حيث الاسم والرسم والنطق والمعنى) ؟		
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة، والسمنارات	المحاضرات السمنار.القراءة والاستماع.	الإملاء (قواعد كتابة التاء التاء المربوطة والمفتوحة	ما نعني بالتاء المربوطة والمفتوحة؟ ما الضابط لتفريق بين كتابة التاء المربوطة والمفتوحة؟ ما مواضع كتابة التاء المربوطة والمفتوحة في الأسماء؟ ما مواضع كتابة التاء المفتوحة في الأفعال؟ ما مواضع كتابة التاء المفتوحة في الحروف؟ ما هو الفرق بين الهاء والتاء؟	2 ساعة نظري	9
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات.القراءة والاستماع.	الإملاء (قواعد كتابة الهمزة)	ما معنى همزة الوصل؟ ما معنى همزة القطع؟	2 ساعة نظري	10

			ما مواضع همزة الوصل والقطع؟		
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في التعبير ( علامات الترقيم )	ما نعني بالترقيم لغة واصطلاحاً؟ ما هي أنواع علامات الترقيم؟ ما شكل كل نوع؟ ما مواضع كل علامة من علامات الترقيم؟	2 ساعة نظري	11

#### 11. تقييم المقرر

	تجميعي		تكويني	
	طرق التقييم	الدرجات	طرق التقييم	الدرجات
(90-100) ممتاز جيد جداً (80- أقل من 90) جيد (70- أقل من 80) مقبول (60- أقل من 70) مقبول (50- أقل من 60) - راسب (أقل من 50)	امتحان الشهر الأول	%10	اختبارات قصيرة	%5
	امتحان الشهر الثاني	%10	سمنارات	%5
	الامتحان النظري النهائي	%70		
		%90		%10

#### 1. مصادر التعلم والتدريس

1.القران الكريم 2.الصرف الواضح في قواعد اللغة العربية 3.ديوان كل من (المنتبي , ابي فراس الحمداني , إبراهيم ناجي )
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<b>1. Course Name:</b>	
Psychiatric & Mental Health Nursing	
<b>2. Course Code:</b>	
WNR-42-01	
<b>3. Semester / Year:</b>	
Fourth year/ First Semester	
<b>4. Description Preparation Date:</b>	
1/10/2024	
<b>5. Available Attendance Forms:</b>	
Class attendance forms	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
Number of Credits Hours (7) = (4) Theoretical (3 Hours Per Week) + (3) Clinical (12 Hours Per Week)	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Assist. Prof. Dr. Dhafer Ameen Jabbar Al-Mossawy Email: <a href="mailto:dhafer.ameen@uowa.edu.iq">dhafer.ameen@uowa.edu.iq</a>	
<b>8. Course Objectives</b>	

- **At the end of this course, students will be able to:**
- Discuss the trends, foundations, and concepts of mental health nursing.
- Identify the community based nursing care (mental health promotion and mental illness prevention.)
- Describe the ethical and legal issues in nursing.
- Identify the mental health nursing theories.
- Differentiate between neurotic and psychotic disorders.
- Demonstrate professional interview and identify patient's problems.
- Identify and assist in providing special treatment modalities.
- Describe different types of psychiatric disorders.
- Recognize client behaviors and problems.
- Change the student's attitudes toward mental health and mental illness nursing.
- Appraise the nurse's role in the community mental health nursing.
- Assess the mental health status of the client.
- Identify the terminology relate to mental health and mental illness.
- Demonstrate verbal and non-verbal therapeutic communication skills.
- Demonstrate critical thinking skills to assess the needs for patients with mental disorders.
- Identify and assist in providing special treatment modalities.
- Apply therapeutic strategies to protect themselves and maintain patients' safety.
- Implement therapeutic communication and interpersonal relationship.
- Work collaboratively with mental health team to care for patients with mental disorders.
- Understand the indications, contraindications, and side effects of the basic psychopharmacological treatments.
- Apply the nursing process when providing nursing care for the client.
- Create nursing care plan to address the mental health needs of the patients and their families.
- Demonstrate responsibility in handling with psychiatric patients.
- Appreciate the importance of mental health in maintaining general health.
- Commit to ethical standards in Psychiatric Assessment.

### 13. Teaching and Learning Strategies

<b>Strategy</b>	<b>Methods of teaching (Theoretical)</b> <b><u>Learning Resources :</u></b> Whiteboard, Posters, Handouts, video-films
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	<p><b><u>Teaching / Learning Strategies :</u></b></p> <p>Interactive lecture, Small group's discussion, Demonstration, Assignments, Video-based learning.</p> <p>-----</p> <p>----</p> <p><b>Methods of teaching (Clinical)</b></p> <p><b><u>Learning Resources :</u></b></p> <p>Psychiatric clinics and Psychiatric teaching hospitals.</p> <p><b><u>Teaching / Learning Strategies :</u></b></p> <p>Writing reports, Case study, Clinical practice and scientific visitations, Role playing.</p>
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#### 14. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	<ul style="list-style-type: none"> <li>- Discuss the trends, foundations, and concepts of mental health nursing.</li> <li>- Identify the community based nursing care (mental health promotion and mental illness prevention.)</li> <li>- Describe the ethical and legal issues in nursing.</li> </ul>	<b>Foundations of Psychiatric–Men Health Nursing</b>	<ul style="list-style-type: none"> <li>- Interactive Lecture.</li> <li>- Presentation using audiovisuals.</li> <li>- Video-based learning.</li> <li>- Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily or weekly quiz.</li> <li>- Students' participation in the lecture, &amp; Practical evaluation.</li> <li>- Seminars.</li> <li>- Daily oral test</li> </ul>
2 & 3	6	<ul style="list-style-type: none"> <li>- Identify the mental health nursing theories.</li> <li>- Explain the basic beliefs and approaches of the main psychosocial theories.</li> <li>- Identify the psychosocial theory on which each treatment strategy is based.</li> <li>- Identify how several of the theoretical perspectives have</li> </ul>	<b>Theories in mental health nursing</b>	<ul style="list-style-type: none"> <li>- Interactive Lecture.</li> <li>- Presentation using audiovisuals.</li> <li>- Video-based learning.</li> <li>- Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily or weekly quiz.</li> <li>- Students' participation in the lecture, &amp; Practical evaluation.</li> <li>- Seminars.</li> <li>- Daily oral test</li> </ul>

		influenced current nursing practice.			
<b>4</b>	<b>3</b>	<ul style="list-style-type: none"> <li>– Identify and discuss the components of therapeutic relationship</li> <li>– Discuss inappropriate techniques that impact the communication between psychiatric nurses and their clients.</li> <li>– Appropriately demonstrate therapeutic communication with clients who experience mental health problems.</li> <li>– Implement therapeutic communication and interpersonal relationship.</li> </ul>	<b>Building the Nurse–Client Relationship</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning.</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students’ participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>
<b>5</b>	<b>3</b>	<ul style="list-style-type: none"> <li>– Summarize the similarities and differences in diagnostic criteria, etiology, and treatment options between post-traumatic stress disorder and other disorder.</li> </ul>	<b>Trauma and Stressor-Related Disorders PTSD</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning.</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students’ participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>
<b>6 &amp; 7</b>	<b>6</b>	<ul style="list-style-type: none"> <li>– Describe anxiety as a response to stress.</li> <li>– Describe the levels of anxiety with behavioral changes related to each.</li> <li>– Types of anxiety disorders.</li> <li>– Apply the nursing process to the care of</li> </ul>	<b>Anxiety disorders</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students’ participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>



		clients with anxiety and anxiety disorders. - Treatment Modalities.		learning · - Role playing.	
8	3	<ul style="list-style-type: none"> <li>- Discuss etiologic theories of obsessive-compulsive disorder (OCD).</li> <li>- Apply the nursing process to the care of clients and families with OCD.</li> <li>- Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of OCD and related disorders.</li> <li>- Evaluate your feelings, beliefs, and attitudes regarding OCD and related disorders.</li> </ul>	<b>Obsessive-Compulsive and related Disorders</b>	<ul style="list-style-type: none"> <li>- Interactive Lecture.</li> <li>- Presentation using audiovisuals.</li> <li>- Video-based learning</li> <li>- Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily or weekly quiz.</li> <li>- Students' participation in the lecture, &amp; Practical evaluation.</li> <li>- Seminars.</li> <li>- Daily oral test</li> </ul>
9&10	6	<ul style="list-style-type: none"> <li>- Identify the schizophrenia.</li> <li>- Differentiated between positive and negative seen</li> <li>- Identify two other psychotic disorders.</li> <li>- Identify treatment modalities for people with schizophrenia.</li> <li>- Identify nursing care for people with schizophrenia.</li> </ul>	<b>Schizophrenia</b>	<ul style="list-style-type: none"> <li>- Interactive Lecture.</li> <li>- Presentation using audiovisuals.</li> <li>- Video-based learning</li> <li>- Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily or weekly quiz.</li> <li>- Students' participation in the lecture, &amp; Practical evaluation.</li> <li>- Seminars.</li> <li>- Daily oral test</li> </ul>
11&12	6	<ul style="list-style-type: none"> <li>- Explain of core concept of mood and affect.</li> <li>- Apply the nursing process to the care of clients and families with mood disorders.</li> </ul>	<b>Mood disorder (depression &amp; mania and Suicide)</b>	<ul style="list-style-type: none"> <li>- Interactive Lecture.</li> <li>- Presentation using audiovisuals.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily or weekly quiz.</li> <li>- Students' participation in the lecture, &amp; Practical evaluation.</li> <li>- Seminars.</li> <li>- Daily oral test</li> </ul>

		<ul style="list-style-type: none"> <li>– Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of mood disorders.</li> <li>– Define the Suicide and Suicidal behavior and nursing intervention.</li> </ul>		<ul style="list-style-type: none"> <li>– Video-based learning .</li> <li>– Role playing.</li> </ul>	
13	3	<ul style="list-style-type: none"> <li>– Discuss the new trends in substance abuse and explain the need for related prevention programs.</li> <li>– Discuss the nurse's role in dealing with the chemically impaired professional.</li> <li>– Evaluate your feelings, attitudes, and responses to clients and families with substance use and abuse.</li> </ul>	<b>Addiction</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning .</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students' participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>
14	3	<ul style="list-style-type: none"> <li>– Describe the characteristics of and risk factors for cognitive disorders.</li> <li>– Distinguish between delirium and dementia in terms of symptoms and other related issues.</li> <li>– Apply the nursing process to the care of clients with cognitive disorders.</li> </ul>	<b>Cognitive Disorders</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning .</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students' participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>
15	3	<ul style="list-style-type: none"> <li>– Describe somatic symptom illnesses and identify their three central features.</li> <li>– Discuss the characteristics and dynamics of specific</li> </ul>	<b>Somatic Symptom Illnesses</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students' participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>

		somatic symptom illnesses. - Distinguish somatic symptom illnesses from factitious disorders and malingering. - Evaluate your feelings, beliefs, and attitudes regarding clients with somatic symptom disorders.		- Video-based learning - Role playing.	
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### 15. Course Evaluation

Evaluation		Score standard			
Formative	Summative				
Scores	Evaluation methods	Scores	Evaluation methods	Rating	Range
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	Excellent	(90-100)
2%	Seminars	10%	Second- Mid-term exam	Very Good	(80-89)
2%	Reports	10%	Mid-term-practical evaluation	Good	(70-79)
2%	Participation	20%	Final practical exam	Moderate	(60-69)
		40%	Final theoretical exam	Fair	(50-59)
10%	90%			Fail	(less than 50)

### 16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Videbeck, S. (2020). Psychiatric-mental health nursing. Lippincott Williams & Wilkins. 2. Gorman, L. M., & Anwar, R. (2014). Neeb's Fundamentals of Mental Health Nursing. FA Davis.
Main references (sources)	Videbeck, S. (2018). Psychiatric-mental health nursing Lippincott Williams & Wilkins.
Recommended books and references	

(scientific journals, reports...)	
Electronic References Websites	<ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=WEG6fiRj6OA&amp;list=PL0sx7dVJFLEDQMF8334V6rFPc37R_ZTp6&amp;index=9">https://www.youtube.com/watch?v=WEG6fiRj6OA&amp;list=PL0sx7dVJFLEDQMF8334V6rFPc37R_ZTp6&amp;index=9</a></li> <li>- <a href="https://www.cdc.gov/mental-health/">https://www.cdc.gov/mental-health/</a></li> </ul>



<b>1.Course Name:</b>
health psychology
<b>2.Course Code:</b>
WNR-42-02
<b>3.Semester / Year:</b>
Fourth Stage \ second semester
<b>4.Description Preparation Date:</b>
15\1\2025

<b>5.Available Attendance Forms:</b>					
Full time					
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>					
/ Total (30) hours per 15 Week. 2hours per week					
<b>7.Course administrator's name (mention all, if more than one name)</b>					
Name: Hadeel sahib ali Email: hadeel <a href="mailto:saheeb@uowa.edu.iq">saheeb@uowa.edu.iq</a>					
<b>8.Course Objectives</b>					
<p>At the end of this course the students will able to:</p> <p>Identify basic needs age-related needs and concerns.</p> <p>Identify communication techniques for dealing with children, adolescents and the elderly.</p> <p>Use the nursing process to deal with health problems.</p> <p>Focus on the preventive aspects of mental health care.</p> <p>Demonstrate responsibility in dealing with the community and mentally disturbed patients.</p> <p>Commitment to ethical standards in dealing with mentally ill patients and the community.</p>					
<b>9.Teaching and Learning Strategies</b>					
<b>Strategy</b>		1. Lectures 2. Group Discussion 3. Brain storming.			
<b>10.Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	2T	Identify introduction of health psychology	introduction of health psychology	-Lectures - Discussio -Brain storming.	Quizzes, students' participation in the lecture,
2	2T	Learn the Stress and stress management	Stress and management	- Lectures -Discussio -Brain storming.	Quizzes, students' participation in the lecture,
3	2T	Identify The Emotions	Learn The human Emotions	- Lectures -Discussio -Brain storming.	Quizzes, students' participation in the lecture,
4	2T	Learn the memory and forgetting	Identify memory and forgetting.	-- Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture
5	<b>Mid-term exam. No 1</b>				
6	2T	Learn the Motivations.	Identify the Motivatio	Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture,
7	2T	Understand the basic concepts of thinking	Identify thinking	Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture,
8	2T	Understand the personality	Identify the personalit	- Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture,
9	2T	Understand the Psychology and Attention	Identify Psychology and Attention	- Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture.
10	<b>Mid-term exam. No 2</b>				
11	2T	Understand Psychology and Perception	Identify Psychology and Perception	Lectures -Discussio -Brain storming	Quizzes, students' participation in the lecture.
<b>11.Course Evaluation</b>					
Evaluation: Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					Score standard
<b>Formative</b>			<b>Summative</b>		-Excellent (90-100)

Scores	Evaluation methods	Scores	Evaluation methods	-Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
5%	Daily Quizzes	20%	First-Mid-term theoretical exam	
5%	Participation	70%	Final theoretical exam	
10%		90%		

## 12.Learning and Teaching Resources

1-Shives, Louise Rebraca; Basic Concepts of Psvchiatric-Mental Health

Nursing,6th Edition

2-Lippincott Williams & Wilkins 2fi)5

3-Sadock, Benjamin James; Sadock, Virginia Alcott: Kaplan & Sadock's S1'nopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, 10th Edition.

4- Lippincott Williams & Wilkins 2007

5-Frank J. Bruno; Psychologl' A Self-Teaching Guide 2002u1-

6-Huffman, Karenl Pschologl.in action, Tth ed., John Wilcr,& Sons, Inc,2004



1.Course Name:

Critical Care Nursing- Fourth-year- First semester- Course code: WNR-42-03

2.Available Attendance Forms:

Spread- sheet
3.Number of Credit Hours (Total) / Number of Units (Total)
(6) Hours, (2) theory and (4) practice.
4.Course administrator's name (mention all, if more than one name)
Name: Lecturer Roula Mohammad Abboud & Asst. Lect. Hadi Jazan Email: <a href="mailto:roula.ab@uowa.edu.com">roula.ab@uowa.edu.com</a> & <a href="mailto:hadi.ja@uowa.edu.com">hadi.ja@uowa.edu.com</a>
5.Course Objectives
<p><b><u>Upon completion of this course, the student will be able to:</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the critical care Nursing Roles</li> <li>2. Distinguish and manage the different type of shock and stroke</li> <li>3. Interpret the ventilator parameters.</li> <li>4. Assess and manage the ventilated patients.</li> <li>5. Distinguish the different types and degree of burns</li> <li>6. Able to identify and manage (Pulmonary embolism, pleural effusion and pneumothorax).</li> <li>7. Interpret the ABGs values</li> <li>8. Interpret the (ECG waves)</li> <li>9. Apply basic and advanced life support techniques</li> <li>10. Monitor the patient hemodynamically</li> </ol>
6.Teaching and Learning Strategies and methods
<p><b>Methods of teaching (theory)</b></p> <ol style="list-style-type: none"> <li>1. Lectures</li> </ol>



2. Group Discussion
3. Assignments
4. Brain storming.
5. Case studies

### **Clinical teaching methods**

- 1) Lab Lectures
- 2) -Demonstration of Critical Skills
- 3) Group discussion
- 4) Practical sessions in Hospital
- 5) Assignments and Case studies

### **10.Course Structure**

Theory (Weeks: 12, Hours: 2\ week), Practice (Weeks: 12, Hours: 8\ week)

### **13. Required Learning Outcomes**

- 1- Describe the critical care and emergency environment.
- 2- Explain the critical care machines (mechanical ventilator, heart monitoring, DC shock, ABG's machine and pulse oximeter).
- 3- Identify the medications used in critical care and emergency department.
- 4- Analyse laboratory test and diagnostic test.
- 5- Assess the patient (patient's interview, physical examination and file).
- 6- Formulate nursing care plane.
- 7- Apply nursing care plane for critically ill patient.

8- Evaluate the provided care and its effect (pre- post).

#### 14.Course Evaluation

##### Methods of evaluation

-Clinical Performance:

- |                                 |     |
|---------------------------------|-----|
| ➤ Hospital                      | 10% |
| ➤ Lab                           | 5%  |
| - Assignments                   | 5%  |
| - Quiz                          | 5%  |
| - Months exam                   | 10% |
| - Class activity and Attendance | 5%  |

-----  
**Total** **40%**

- **Final exam** **60%** (40% theory and 20% practice)

##### Degree percentages/ divisions:

Theory: 60%

Clinical (hospital+ lab): 40%

#### 15.Learning and Teaching Resources

**Resources and References:**

- Burns S. AACN Essentials of Critical Care Nursing (2014), 3rd ed. McGraw-Hill Education, Toronto.
- Morton P and Fontain D. Critical care nursing: A holistic approach (2013), 10th ed. Wolters Kluwer Health | Lippincott Williams & Wilkins, Sydney.
- Lynn P. and LeBon M. Skill checklists for clinical nursing skills (a nursing process approach) 2011, 3rd ed. Lippincott Williams & Wilkins, London.

**List of contents:**

<b>N</b>	<b>Lecture Title</b>	<b>Main Contents</b>	<b>Date/</b>
<b>1.</b>	<b>Introduction (2) hrs.</b>	- Introduction	<b>18\1\2025</b>
<b>2.</b>	<b>Critical Care Nursing. (2) hrs.</b>	- Critical Care Nursing Roles - Classification of critically ill patients - Characteristics of Critical Care Units	<b>25\1\2025</b>
<b>3.</b>	<b>Arterial blood gases values, compensatory mechanisms and management(2) hrs.</b>	-Describe the normal values for ABG's -Explain the compensatory mechanism. -The possible causes and signs & Symptoms of Acid–Base disorders. -Nursing Management	<b>1\2\2025</b>
<b>4.</b>	<b>ABG's Interpretation. (2) hrs.</b>	-Interprate the ABGs results) Respiratory- Acidosis & Alkalosis)) Metabolic- Acidosis & Alkalosis) and compensation.	<b>8\2\2025</b>

5.	<b>Mechanical Ventilation.</b> (2) hrs.	Definition the Mechanical ventilation  Indications, the criteria of institution of ventilatory support, Modes, Setting and Complications of Mechanical Ventilation	15\2\2025
6.	<b>Weaning from Mechanical Ventilation.</b> (2) hrs.	-Weaning from mechanical ventilation.  -Nursing care plane of patient on mechanical ventilation.	22\2\2025
7.	<b>Hemodynamic monitoring.</b> (2) hrs.	-Hemodynamic parameters and its procedures.	1\3\2025
8.	<b>First aid.</b> (2) hrs.	-Basic Life support  -Advance Life support	8\3\2025
9.	<b>Review of Conduction System .</b> (2) hrs.	-Basics of ECG Interpretation (ECG waves) -Normal sinus Rhythm -Heart rate measurement methods -Proper ECG placement - Cardiac axis -Dysrhythmia (Shockable-and Non-Shockable)	15\3\2025
10.	<b>Shock.</b> (2) hrs.	- Classification of Shock  -Stages of Shock  -Clinical Alert of Shock  -Medical Management  -Nursing Management	22\3\2025
11.	<b>Acute Renal Failure/Acute Kidney Injury</b>	-Anatomy and Physiology Review -Causes of ARF  -Categories of Acute Renal Failure  -Phases of Acute Renal Failure - Diagnosis of ARF	29\3\2025

		-Medical Management of Acute Kidney Injury -Nursing Management of Acute Kidney Injury	
12.	<b>Cerebral Vascular Accident. Stroke</b> <b>(2) hrs.</b>	-Stroke Classification: 1- Ischemic strokes -Risk factors for transient ischaemic attack/stroke -Diagnostic Criteria - Early Management -2-Haemorrhagic stroke -Types of hemorrhagic strokes: ICH and SAH -Causes and Risk factors -Clinical Presentation of Intracerebral Hemorrhage -Diagnosis of Haemorrhagic stroke -Medical and nursing management	5\4\2025
13.	<b>Burns. (2) hrs.</b>	o Stages and Degree o Types (Inhalation Burn, Electrical Burns, Radiation Burns and Chemical Burns) o Primary and secondary survey guidelines (assessment and management guidelines) o Healing process	12\4\2025
14.	<b>Pulmonary Embolism.</b> <b>Pleural Effusion</b> <b>Hemo &amp;Pneumo thorax.</b> <b>(2) hrs.</b>	Definition , Pathophysiology, Etiology Signs and Symptoms, Diagnostic study Complications, Prevention Therapeutic measures, Nursing care plan	19\4\2025



1. اسم المقرر:					
اللغة العربية					
2. رمز المقرر:					
WNR-41-06					
3. الفصل الدراسي/السنة:					
المرحلة الرابعة					
4. تاريخ إعداد الوصف:					
2024/10/1					
5. أشكال الحضور المتاحة:					
محاضرات مباشرة ( التعليم الحضوري )					
6. عدد الساعات المعتمدة (الإجمالي) / عدد الوحدات (الإجمالي)					
2 ساعات نظري 2 ساعة أسبوعياً، عدد الوحدات المعتمدة (1)					
7. اسم مسؤول المقرر الدراسي					
الاسم: جاسم عبد الزهرة المسلماوي					
البريد الإلكتروني: <a href="mailto:jasim.abd@uowa.edu.iq">jasim.abd@uowa.edu.iq</a>					
8. أهداف المقرر					
1. تنمية روح الاعتزاز باللغة العربية .					
2. تطوير مهارات الطلاب اللغوية .					
3. الارتقاء بمستوى الطلبة المهني والبحثي .					
4. تنمية القابليات النحوية والأدبية لدى الطالب الجامعي.					
9. استراتيجيات التعليم والتعلم					
<ul style="list-style-type: none"> <li>• محاضرات نظرية.</li> <li>• مناقشات.</li> <li>• الاستماع</li> <li>• التحدث</li> </ul>					
10. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة أو الموضوع	طريقة التعلم	طريقة التقييم
1	2 ساعة نظري	1- ما الغاية من دراسة العربية وما أهميتها 2- لماذا سميت بلغة القرآن	( مقدمة عن اللغة العربية )	المحاضرات القراءة والاستماع.	الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،

			3. ما أهم علومها ؟		
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو ( الكلام وما يتألف منه )	ما الكلام ؟ ما الفرق بين الكلام والكلم والكلمة ؟ ما أقسام الكلمة ؟ ما علامات الاسم والفعل والحرف؟	2 ساعة نظري	2
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو ( أقسام الأفعال ( ما أقسام الفعل من حيث الزمن؟ ما أقسام الفعل من حيث التركيب ؟	ما أنواع الفعل من حيث الصيغة؟ ما أقسام الفعل من حيث الزمن؟ ما أقسام الفعل من حيث التركيب ؟	2 ساعة نظري	3
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو (التعريف والتنكير)	ماذا نعني بالنكرة ؟ ماذا نعني بالمعرفة؟	2 ساعة نظري	4
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في علم النحو (البناء والإعراب)	ما مفهوم المبني والمعرف ؟ ما علامات البناء ؟	2 ساعة نظري	5

			ما علامات الإعراب الأصلية والفرعية ؟		
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	<b>المحاضرات. القراءة والاستماع.</b>	قواعد في علم النحو (الفاعل)	ما حد الفاعل ؟ ما أنواع الفاعل ؟ ما أحكام الفاعل ؟	2 ساعة نظري	6
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	<b>المحاضرات. القراءة والاستماع.</b>	قواعد في علم النحو (نائب الفاعل)	ما حد نائب الفاعل ؟ كيف نصيغ فعلا مبنيا للمجهول ؟ ما أحكام نائب الفاعل ؟ ما أنواع نائب الفاعل ؟	2 ساعة نظري	7
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	<b>المحاضرات. القراءة والاستماع.</b>	الإملاء ( الفرق بين الضاد والظاء )	ما نعني بظاهرة الفرق بين الضاد والظاء؟ لماذا سميت اللغة العربية بلغة الضاد؟ ما هي مواضع الفرق بين الضاد	2 ساعة نظري	8



			والظاء من (حيث الاسم والرسم والنطق والمعنى) ؟		
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة، والسمنارات	المحاضرات السمنار. القراءة والاستماع.	الإملاء (قواعد كتابة التاء التاء المربوطة والمفتوحة	ما نعني بالتاء المربوطة والمفتوحة؟ ما الضابط لتفريق بين كتابة التاء المربوطة والمفتوحة؟ ما مواضع كتابة التاء المربوطة والمفتوحة في الأسماء؟ ما مواضع كتابة التاء المفتوحة في الأفعال؟ ما مواضع كتابة التاء المفتوحة في الحروف؟ ما هو الفرق بين الهاء والتاء؟	2 ساعة نظري	9
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	الإملاء (قواعد كتابة الهمزة)	ما معنى همزة الوصل؟ ما معنى همزة القطع؟	2 ساعة نظري	10

			ما مواضع همزة الوصل والقطع؟		
الاختبارات القصيرة، ومشاركة الطلاب في المحاضرة،	المحاضرات. القراءة والاستماع.	قواعد في التعبير ( علامات الترقيم )	ما نعني بالترقيم لغة واصطلاحاً؟ ما هي أنواع علامات الترقيم؟ ما شكل كل نوع؟ ما مواضع كل علامة من علامات الترقيم؟	2 ساعة نظري	11

#### 11 . تقييم المقرر

	تجميعي		تكويني	
	طرق التقييم	الدرجات	طرق التقييم	الدرجات
(90-100) ممتاز جيد جداً (80- أقل من 90) جيد (70- أقل من 80) مقبول (60- أقل من 70) مقبول (50- أقل من 60) - راسب (أقل من 50)	امتحان الشهر الأول	%10	اختبارات قصيرة	%5
	امتحان الشهر الثاني	%10	سمنارات	%5
	الامتحان النظري النهائي	%70		
		%90		%10

#### 12 . مصادر التعلم والتدريس

- 1- القرآن الكريم
- 2- الصرف الواضح في قواعد اللغة العربية
- 3- ديوان كل من (المتنبي , ابي فراس الحمداني , إبراهيم ناجي )

<b>1.Course Name:</b>
English for nursing
<b>2.Course Code:</b>
<b>3.Semester / Year:</b>
Fourth Stage
<b>4.Description Preparation Date:</b>
1/10/2024
<b>5.Available Attendance Forms:</b>
In-person lectures
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
2 hours Theoretical, Number of Credits (2)
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Abdulridha Mohammed Abdulridha Email: <a href="mailto:abdulridha.ba@uowa.edu.iq">abdulridha.ba@uowa.edu.iq</a>
<b>8.Course Objectives</b>

- ☐ **Medical Terminology:** Understanding and using medical vocabulary relevant to nursing and healthcare.
- ☐ **Communication Skills:** Developing effective verbal and written communication skills for patient interaction and documentation.
- ☐ **Patient Education:** Learning how to explain medical concepts and procedures to patients in a clear and compassionate manner.
- ☐ **Professional Writing:** Mastering skills for writing reports, care plans, and research papers.
- ☐ **Listening Skills:** Enhancing active listening skills to better understand patient needs and concerns.
- ☐ **Cultural Competence:** Gaining awareness of cultural differences in communication and how to address them effectively.
- ☐ **Critical Thinking:** Improving analytical skills through reading and interpreting medical literature and case studies.
- ☐ **Team Collaboration:** Learning to communicate effectively within healthcare teams to ensure coordinated patient care.
- ☐ **Medical Vocabulary:** Mastery of terminology specific to healthcare and nursing.
- ☐ **Effective Communication:** Ability to communicate clearly and concisely with patients and colleagues.
- ☐ **Patient Education Techniques:** Skills for teaching patients about their health conditions and treatments.
- ☐ **Professional Writing:** Proficiency in writing care plans, reports, and documentation accurately.
- ☐ **Active Listening:** Enhancing the ability to listen carefully to patients and respond appropriately.
- ☐ **Cultural Sensitivity:** Understanding and respecting cultural differences in communication styles.
- ☐ **Critical Reading:** Skills for analyzing and interpreting medical literature and research articles.

- ❑ **Team Collaboration:** Ability to work effectively within interdisciplinary teams, ensuring clear communication.
- ❑ **Improved Patient Care:** Enhances communication skills, leading to better understanding and satisfaction among patients.
- ❑ **Professional Development:** Prepares students for effective documentation and reporting, essential in nursing practice.
- ❑ **Cultural Competence:** Fosters awareness and respect for diverse communication styles, improving interactions with patients from various backgrounds.
- ❑ **Critical Thinking:** Encourages analytical skills through reading and interpreting medical texts, aiding in clinical decision-making.
- ❑ **Collaboration:** Promotes teamwork and effective communication within healthcare teams, improving overall patient outcomes.
- ❑ **Empathy:** Develops the ability to communicate with compassion and understanding, crucial for building trust with patients.
- ❑ **Lifelong Learning:** Instills a commitment to ongoing education and professional growth in the field of nursing.

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"><li>- Theoretical lectures.</li><li>- Discussions.</li><li>- Reports.</li><li>- home works</li><li>- practical training</li></ul>
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## 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2hT	Medical Terminology	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
2	2hT	Communication Skills	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
3	2hT	Patient Education	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
4	2hT	Professional Writing	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
5	2hT	Active Listening	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
6	2hT	Critical Reading and Analysis	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
7	2hT	Interpersonal Communication	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
8	2hT	Conflict Resolution	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
9	2hT	Public Speaking and Presentation Skills	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation

<b>10</b>	<b>2hT</b>	Ethics in Communication	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation
<b>11</b>	<b>2hT</b>	Research and Evidence-Based Practice	Lecture, Discussion, Readings, Presentations	Quizzes, Exams, Presentations, Evaluation

#### 11. Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Quizzes	30%	Mid-term theoretical exam	
25%	Participation			
		70%	Final theoretical exam	

#### 12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	<ul style="list-style-type: none"> <li>• "Medical Terminology for Health Professions" by Ann Ehrlich and Carol L. Schroeder</li> <li>• "English for Nursing" by Virginia Allum and Patricia O'Neill</li> <li>• "Communication Skills for Nurses" by Sarah A. B. Smith</li> <li>• "Nursing Communication: A Guide for Nurses" by Roberta L. M. Jones</li> <li>• "Professional Nursing: Concepts &amp; Challenges" by Beth Black</li> </ul>
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	<ul style="list-style-type: none"> <li>• "The Language of Medicine" by Davi-Ellen Chabner</li> </ul>
Main references (sources)	<ul style="list-style-type: none"> <li>▪ "Nursing Documentation: A Guide to Good Practice" by Mary H. Hays</li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<p><b>AccessMedicine:</b> This platform provides a wide range of medical textbooks and resources, including materials on medical terminology and communication skills relevant to nursing.</p> <p><b>PubMed:</b> A comprehensive database of biomedical literature that includes articles on nursing communication and patient education, which can enhance English language skills in a medical context.</p> <p><b>Medscape:</b> Offers articles and resources on various medical topics, including communication strategies for healthcare professionals.</p> <p><b>Khan Academy:</b> Provides free educational content, including videos on medical terminology and effective communication, which can be beneficial for nursing students.</p> <p><b>NursingWorld.org:</b> The American Nurses Association website offers resources and articles that can help nursing students improve their professional writing and communication skills.</p> <p><b>YouTube:</b> Contains numerous educational channels that provide visual explanations of medical terminology and communication techniques in nursing.</p>



