

ACADEMIC PROGRAM DESCRIPTION FORM

Faculty/Institute: Baghdad College of Medical Sciences

SCIENTIFIC DEPARTMENT: Nursing Department

Academic or Professional Program Name :Bachelor of Nursing Sciences

Final Certificate Name :Bachelor

Academic System :Semester

Descriptione Preparation Data: 2025

File Completion Date:2025

Signature:



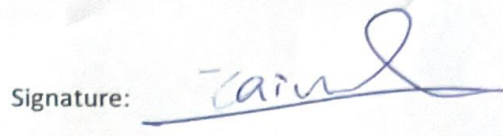
Head of Department Name:

Prof.Dr.Eqbal Ghanim Ali

Date : 2/2/2025



Signature:



Scientific Associate Name:

Lecturer.Dr.Zainab Jumaa Qasim

Date:2/2/2025

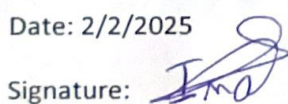
The file is checked by: Lecturer Dr. Imad Munib Malik

Department of Quality Assurance and University Performance

Department of Quality Assurance and University Performance Department

Date: 2/2/2025

Signature:



Signature:



Dean of Baghdad college of medical sciences

Prof.Dr.Ahmed Abbas Hussein

Date : 2/2/2025

Nursing Department Academic Program and Course Description Guide

Baghdad College of Medical Sciences

Introduction:

The educational program is a coordinated and structured package of courses that include procedures and experiences that are organized in the form of a vocabulary of study whose main purpose is to build and refine the skills of graduates to make them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone of obtaining program accreditation and is co-written by the teaching staff under the supervision of the scientific committees in the Department of Nursing.

This manual, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual and quarterly), as well as the adoption of the description of the academic program circulated under the letter of the Department of Studies (M2906/3) on 3/5/2023 with regard to the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only stress the importance of writing descriptions of academic programs and courses to ensure the smooth functioning of the educational process.

Concepts and Terms:

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

Course Description: It provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious vision of the future of the academic program to be a cutting-edge, inspiring, stimulating, realistic and viable program.

Program Mission: Briefly outlines the goals and activities needed to achieve them and outlines the program's development paths and directions.

Program Objectives: These are phrases that describe what the academic program intends to achieve over a specific period of time and are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the approved learning system (semester, yearly, future Bologna track) whether they are a requirement (ministry, college and scientific department) with the number of study units.

Learning Outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

Teaching and Learning Strategies: The strategies used by a faculty member to develop student teaching and learning, which are plans that are followed to reach learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

| | | | |
|--|-------------------|-------------------|--------------------------|
| 1. Program Vision | | | |
| <p>Excellence and leadership in nursing education, scientific research, and community service and awareness in accordance with the vision of the Baghdad College of Medical Sciences, and to occupy a department</p> <p>Nursing is a leading position among nursing faculties and departments in Iraqi and private universities and competes with its counterparts in Arab universities</p> | | | |
| 2. Program Mission | | | |
| <p>The Department of Nursing works diligently and diligently to prepare nursing staff that possess scientific qualifications to work in the public and private sector and have the ability to provide comprehensive nursing care: preventive, curative and rehabilitative to the individual, family and society by providing academic programs commensurate with the mission of the Baghdad College of Medical Sciences in working to prepare staff of graduates capable of taking responsibility in building and developing the Iraqi society.</p> | | | |
| 3. Program Objectives | | | |
| <p>The Department of Nursing seeks to achieve its vision through the following objectives:</p> <ul style="list-style-type: none"> ➤ Preparing qualified and scientifically trained nursing staff based on the latest technical technology ➤ Developing the capabilities of graduates by adopting the method of self-education, overcoming and solving problems ➤ Conducting scientific research and developing the motivation for nursing work in health institutions ➤ Enabling graduates to participate in society and spread health awareness among its members ➤ Follow-up of nursing procedures according to the rules of professional conduct ➤ Develop students' broad understanding of job description and job analysis ➤ Enable students to understand nursing theories and principles of nursing sciences and apply them in nursing care delivery and nursing management. ➤ Directing students' abilities towards initiating applied scientific research related to nursing care topics. | | | |
| 4. Program Accreditation | | | |
| <p>Is the program program-accredited? And from which side?</p> <p>No, he did not get the software accreditation</p> | | | |
| 5. Other External Influences | | | |
| <p>Is there a sponsor of the program?</p> <p>Ministry of Higher Education and Scientific Research / Department of Private Education / Baghdad College of Medical Sciences</p> | | | |
| 6. Program Structure | | | |
| Reviews* | Percentage | Study Unit | Number of Courses |
| Supporting Courses | % 10.15 | 14 | 10 |
| The college has departments of pharmacy and nursing | | | |
| Key Courses | % 88.40 | 122 | 32 |
| fundamental | % 0 | Updated | - |
| fundamental | % 1.45 | 2 | 1 |
| | % 100 | 138 | 43 |

Notes may include whether the course is basic or supportive.

| 7. Program Description | | | | | |
|------------------------------|------------|-------------|--|-----------------------|------------|
| Credit Hours | | | Course or course name | Course or course code | Year/Level |
| clinical | Laboratory | Theoretical | First Year / First Semester | | |
| 0 | 6 | 4 | Nursing Fundamentals (1) | NUR-101 | 1 |
| 0 | 2 | 3 | Biochemistry | CHM-102 | 2 |
| 0 | 2 | 3 | Anatomy of Nurses | ANT-103 | 3 |
| 0 | 0 | 2 | Nursing Ethics | ETH-104 | 4 |
| 0 | 0 | 1 | English (1) | ENG-105 | 5 |
| 0 | 0 | 1 | Computer (1) | COS-106 | 6 |
| 0 | 0 | 2 | Democracy and Human Rights | DHR-107 | 7 |
| First Year / Second Semester | | | | | |
| 12 | 0 | 4 | Nursing Essentials(2) | NUR-108 | 8 |
| 0 | 2 | 3 | Physiology for Nurses | PHY-109 | 9 |
| 0 | 0 | 2 | Terminology for Nurses | TER-110 | 10 |
| 0 | 0 | 1 | English(2) | ENG-111 | 11 |
| 0 | 2 | 0 | Computer(2) | COS-112 | 12 |
| 0 | 0 | 2 | Arabic(1) | ARB-113 | 13 |
| Second Year / First Semester | | | | | |
| 12 | 0 | 4 | Adult Nursing(1) | NUR-201 | 14 |
| 0 | 2 | 2 | Health Assessment | HAS-202 | 15 |
| 0 | 2 | 2 | Nurses' Microbiology (1) | MBN-203 | 16 |
| 0 | 0 | 2 | Pharmacology for Nurses(1) | PHR-204 | 17 |
| 0 | 2 | 0 | Computer(3) | COS-205 | 18 |
| 0 | 0 | 2 | The crimes of the Baath regime in Iraq | PRC-206 | 19 |

| Second Year / Second Semester | | | | | |
|-------------------------------|---|---|---|----------|----|
| 12 | 0 | 4 | Adult Nursing(2) | NUR-207 | 20 |
| 0 | 2 | 2 | Nurses Microbiology (2) | MBN-208 | 21 |
| 0 | 0 | 2 | Disease Therapy for Nurses | PTH -209 | 22 |
| 0 | 0 | 2 | Pharmacology for Nurses (2) | PHR-210 | 23 |
| 0 | 2 | 0 | Computer (4) | COS-211 | 24 |
| 0 | 0 | 2 | Arabic (2) | ARB-212 | 25 |
| 30 | 0 | 0 | Clinical Summer Training | SCT-213 | 26 |
| Third Year / First Semester | | | | | |
| 12 | 2 | 3 | Maternal and neonatal nursing | NUR301 | 27 |
| 0 | 0 | 2 | Research Methods in Nursing | RSM302 | 28 |
| 0 | 0 | 2 | Health Sociology | HSO303 | 29 |
| 0 | 0 | 2 | Nutrition and nutritional therapy | NUT304 | 30 |
| Third Year / Second Semester | | | | | |
| 12 | 2 | 3 | Pediatric Nursing | NUR305 | 31 |
| 6 | 0 | 3 | Human Growth and Development | HGD306 | 32 |
| 0 | 0 | 2 | Biostatistics | BST307 | 33 |
| 30 | 0 | 0 | Clinical Summer Training | SCT308 | 34 |
| Fourth Year / First Semester | | | | | |
| 12 | 0 | 3 | Community Health Nursing | NUR401 | 35 |
| 0 | 0 | 2 | Epidemiology | EPD402 | 36 |
| 3 | 0 | 2 | Leadership and Management in Nursing | NLM403 | 37 |
| 0 | 0 | 2 | Health Promotion | HPR404 | 38 |
| 0 | 0 | 2 | Professional Insights and Topics in Nursing | NPP405 | 39 |
| 3 | 0 | 0 | Graduation Research | GRP406 | 40 |
| Fourth Year / Second Semester | | | | | |
| 12 | 0 | 3 | Mental Health Nursing | NUR407 | 41 |
| 0 | 0 | 2 | Health Psychology for Nurses | PSN408 | 42 |
| 12 | 0 | 2 | Critical Care Nursing | CCN409 | 43 |

8. Expected Learning Outcomes of the Program

Knowledge

| | |
|-------------------------------|---|
| Academic Excellence | 1- Identify the basic principles of scientific clinical application 2 . Increasing students' knowledge of aspects related to professional and behavioral topics in nursing 3. Developing the student's awareness of the rights of the citizen to choose the methods of treatment, as well as the rights of the nurse in the Ministry of Health. 4. Understand the role of nurses in intensive care 5 - Developing the linguistic aspect of students through familiarity with the most important medical terms and proficiency in the English language 6. Educate the patient's family about the institutions in the community that provide assistance and support to the patient 7 - Knowledge of the scientific methods and methods to be followed in the process of health assessment |
| Skills | |
| Learning Outcomes Statement 2 | 1- Applying the basic nursing procedures of the patient. 2- Providing comprehensive nursing care to all adult patients (healthy and sick). 3. Continuous participation in the development and publication of research that contributes to the development of the profession 4- Participating in community programs and health institutions and practicing the role of integration in national programs aimed at the public health of the community. 5. Acquire skills related to professional topics and nursing behaviors 6- Assessing the patient's health and physical condition and diagnosing his needs through the therapeutic interview. 7. Developing an integrated plan for the application of nursing care in light of the patient's diagnosed needs. |
| Values | |

| | |
|--|--|
| Learning Outcomes Statement 4 | <p>1- Applying ethical and legal principles when caring for patients and their families.</p> <p>2- Cultivating the love of the nursing profession and honesty at work</p> <p>3- Sincere cooperation with the members of the health team and the workers in the health institutions, as the outcome of this cooperation leads to the improvement of health care services for citizens.</p> <p>4- It achieves healing for the patient, but it must at all times give its patients hope and relieve their pain, whether physical or psychological.</p> <p>5- The place of trust in which they placed the patients and their families, and for this purpose, the nurse must harness all his knowledge and knowledge to serve the patient, and he has the responsibility to exert his utmost efforts in order to heal the patient in order to achieve the desired result.</p> |
| 9. Teaching and Learning Strategies | |
| <p>The method of delivering lectures, discussion groups, asking questions during the theoretical subject, presenting seminars by students, and presenting a topic or hypotheses within the specialization of the practical training course in all units of hospitals, in addition to watching movies.</p> <p>Scientific information on patient care using writing on the board, screen presentation, PowerPoint slides, scientific films, in addition to training in specialized hospitals and field visits.</p> | |
| 10. Evaluation Methods | |
| <p>Conducting two written tests for the theoretical and practical material - and making a quick quiz after the theoretical lecture</p> <p>Presenting a seminar by the student in front of his colleagues related to the scientific subject - assigning the student to assign a specific topic Providing a nursing report according to the patient's manual</p> <p>Presenting the nursing care paper after completing the daily and weekly training for the patient and presenting a health topic in a seminar at the hospital.</p> | |

| 11. Faculty | | | | | | |
|------------------------------|-------|--------------------------------------|--|--|---------------------------------|---------------------|
| Faculty Members | | | | | | |
| Preparing the teaching staff | | Special requirements/skills (if any) | | Specialization | | Academic Rank |
| lecturer | angel | | | special | year | |
| | 1 | | | Doctor of Philosophy in Maternal and Neonatal Nursing Sciences | Nursing | teacher |
| | 1 | | | Master | Veterinary Medicine and Surgery | Assistant Lecturer |
| | 1 | | | Master | Biochemistry Master | Assistant Lecturer |
| 1 | | | | Doctor of Philosophy in Adult Nursing Science | Nursing | teacher |
| | 1 | | | Doctor of Pharmacy | Pharmacy | Assistant Professor |
| | 1 | | | Ph.D. in Zoology/Physiology | Life Sciences | teacher |
| | 1 | | | Master | Pharmacy | teacher |
| 1 | | | | Master of Community Health Medicine | General Medicine | Assistant Lecturer |
| 1 | | | | Doctor of Civil Law | law | Assistant Professor |
| 1 | | | | PhD | English | Professor |
| | 1 | | | Master | Calculators | Assistant Lecturer |
| | 1 | | | Doctor of Philosophy in Maternal and Neonatal Nursing Sciences | Nursing | Assistant Professor |
| 1 | | | | Doctor of Philosophy in Maternal and Neonatal Nursing Sciences | Nursing | teacher |

| | | | | | | |
|---|---|--|--|--|---------|--------------------|
| | 1 | | | Master of Science in Pediatric Nursing | Nursing | Assistant Lecturer |
| | 1 | | | Doctor of Philosophy in Community Health Nursing Sciences | Nursing | professor |
| | 1 | | | Doctor of Philosophy in Maternal and Neonatal Nursing Sciences | Nursing | professor |
| | 1 | | | Master of Science in Community Health Nursing | Nursing | Assistant Lecturer |
| 1 | | | | Master of Science in Community Health Nursing | Nursing | Assistant Lecturer |
| 1 | | | | Doctor of Philosophy in Mental Health Nursing Sciences and mentality | Nursing | professor |
| 1 | | | | Master of Science in Mental Health Nursing and mentality | Nursing | Assistant Lecturer |
| 3 | | | | Master of Science in Nursing | Nursing | Assistant Lecturer |
| | 1 | | | Bachelor of Science in Nursing | Nursing | technician |
| 5 | | | | Bachelor of Science in Nursing | Nursing | technician |
| 1 | | | | Master of Mathematics | Count | Assistant Lecturer |

Professional Development

Mentoring new faculty members

The faculty members who hold a new scientific degree participate in courses on teaching methods, competence of the Arabic language, and teaching competence, and the Deanship of the College nominates the faculty for courses held by private academic institutions for professional development, keeping pace with the educational practical developments.

Faculty Professional Development

The college sets its sights on developing and updating the curriculum and adheres to the decisions of the committees of the deans of the faculties of nursing held periodically, as well as the plan related to students' self-learning adopted by the faculty members, and the students' results are evaluated through the success rates achieved in the final exams and joint evaluation exams with other nursing colleges, where the success rates are adopted as one of the guides in evaluating the results of the academic program.

12. Acceptance Criteria

- The student must be a graduate of the preparatory school of the scientific branch, nursing preparations and the medical institute according to the central civil admission
- Be free of physical and mental disabilities
- Have a desire to practice the nursing profession
- The average should be above very good

13. The most important sources of information about the program

Methodological Book

1. Foundations of Nursing
2. Foundations of psychiatric Mental Health Nursing
3. Medical - Surgical Nursing
4. Essentials of Pathophysiology
5. General, Organic, and Biochemistry
6. Foundations of Nursing in the community
7. Essentials of Pediatric Nursing
8. Experience Human Development
9. Introduction to computers
10. Fundamentals of Nursing-
11. Maternity Nursing
12. Health promotion in Nursing
13. Health assessment & physical Examination
14. Sociology & Nursing
15. Nursing

Main References) (Sources)

1. Barrett KE, Barman SM, Boitano S, Brooks HL. Ganong's Review of Medical Physiology, 23rd ed. McGraw Hill, Boston, 2010.
 2. Drake RL, Vogl W, Mitchell AWM. Gray's Anatomy for Students. Elsevier, Philadelphia, 2005.
 3. Harvey RA and Champe PC. Pharmacology, 4th ed., Lippincott Williams and Wilkins Philadelphia, 2009.
 4. Ian Peate, Muralitharan Nair, Anatomy and Physiology for Nurses at a Glance, 2015, Wiley Blackwell, England .UK
- OpenStax book

J. Gordon Betts, Peter Desaix, Eddie Johnson, Jody E. Johnson, Oksana Korol, Dean Kruse, Brandon Poe, James A. Wise, Mark Womble, Kelly A. Young, Anatomy and Physiology ,2017.

5. Frederic H.Martini,Willam C.Ober,M.D,Claire W.Garrison,R.NKathleen Welch,M.D.and Ralph T.Huchinges, Fundamental Anatomy & Physiology ".fifth ed.2010.

6. Harold Ellis., CBE, MA, DM, MCh, FRCS, FRCP, FRCOG, FACS (Hon) Clinical Anatomist, Guy's, King's and St Thomas' School of Biomedical Sciences; Emeritus Professor of Surgery, Charing Cross and Westminster Medical School, London; Formerly Examiner in Anatomy, Primary FRCS (Eng) . Clinical Anatomy Applied anatomy for students and junior doctors., Eleventh Edition.,2006

7- Forbes, H., & Watt, E. (2015). Jarvis's Physical Examination and Health Assessment. Elsevier Health Sciences

8-Weber, J. R., & Kelley, J. H. (2013). Health assessment in nursing. Lippincott Williams & Wilkins.

9-Marlow, D., R., Text book of Pediatric Nursing, 5th ed., Philadelphia: W. B. Saunders Company, 1983.

10. Schulte, E., B.; Price, D., L., and James, S., R., An introductory Thompson's Pediatric Nursing Text Book, 7th ed., Philadelphia: W. B. Saunders Company, 1997.

11. Gupte, S., The short textbook of pediatrics, 5th ed., New Delhi: Jaypee Brothers, 1985

12. Ball, J., and Bindler, R., Pediatric nursing caring for children, 2nd ed., Stamford: Appleton and Lange, 2010.

13. Wong, D., L.; Hockenberry- Eaton, M.; Wilson, D.; Winkelstein, M., L. and Schwartz, P., Wong's Essential of Pediatric Nursing, sixth ed., St. Louis: Mosby 2013

4. Specialized and relevant websites

<http://cnx.org/content/col11496/1.8> <https://www.cb4a.com/>

<https://play.google.com/store/apps/details?id=salehagroup.guidetoneewborncare&hl=ar>

<https://play.google.com/store/apps/details?id=com.afra.maternalandnewbornnursingcareplans&hl=ar>

<https://play.google.com/store/apps/details?id=com.medicalapps.obstetrics.gynecology.mnemonics&hl=ar>

<https://play.google.com/store/apps/details?id=com.medpresso.Lonestar.saundersdx&hl=ar>

14. Program Development Plan

A. Use of advanced educational aids

B. Following up on the latest developments in the field of training and development to advance the reality of nursing to serve health institutions.

C. Use of modern evaluation tools such as electronic calendars

| Values | | | | Skills | | | | Knowledge | | | | Basic or Optional | Course Name | Course Code | Academic year |
|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|----|----|-------------------|--|-------------|---------------|
| 4 C | 3 C | 2 C | 1 c | 4 B | 3 B | 2 B | 1 B | 4a | 3 a | 2a | 1a | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Nursing Essentials(1) | NUR-101 | First Year |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Biochemistry | CHM-102 | |
| √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | fundamental | Anatomy of Nurses | ANT-103 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Nursing Ethics | ETH-104 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | English (1) | ENG-105 | |
| | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Computer(1) | COS-106 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Democracy and Human Rights | DHR-107 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Nursing Essentials(2) | NUR-108 | |
| | | | √ | | | √ | √ | | | √ | √ | fundamental | Physiology for Nurses | PHY-109 | |
| √ | | | | √ | | | | √ | | | | fundamental | Terminology for Nurses | TER-110 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | English(2) | ENG-111 | |
| | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Computer(2) | COS-112 | Second Year |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Arabic Language (1) | ARB-113 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Adult Nursing(1) | NUR-201 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Health Assessment | HAS-202 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Nurses' Microbiology (1) | MBN-203 | |
| | | | | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Pharmacology for Nurses(1) | PHR-204 | |
| | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Computer(3) | COS-205 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | The crimes of the Baath regime in Iraq | PRC-206 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Adult Nursing(2) | NUR-207 | |
| | | | | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Nurses' Microbiology(2) | MBN-208 | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | fundamental | Disease Therapy for Nurses | PTH-209 | |
| | | | | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Pharmacology for Nurses (2) | PHR-210 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | fundamental | Computer(4) | COS-211 | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|-------------|---|---------|---------------|
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Arabic (2) | ARB-212 | |
| | | √ | √ | | | √ | √ | | | √ | √ | fundamental | Clinical Summer Training | SCT-213 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Maternal and neonatal nursing | NUR-301 | Third Year |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Research Methods in Nursing | RSM-302 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Health Sociology | HSO-303 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Nutrition and nutritional therapy | NUT-304 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Pediatric Nursing | NUR-305 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Human Growth and Development | HGD-306 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Biostatistics | BST-307 | |
| | √ | √ | √ | | | √ | √ | √ | | √ | √ | fundamental | Summer Clinical Training | SCT-308 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Community Health Nursing | NUR-401 | Academic year |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Epidemiology | EPD-402 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Management and Leadership in Nursing | NLM-403 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Health Promotion | HPR-404 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Professional Insights and Topics in Nursing | NPP-405 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Graduation Research | GRP-406 | Fourth |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Mental Health Nursing | NUR-407 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Health Psychology for Nurses | PSN-408 | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | fundamental | Critical Care Nursing | CCN-409 | |



Course Description of the 1st Year

2024-2025

| |
|---|
| Course Name |
| Fundamentals of Nursing |
| Course Code: |
| NUR101 |
| Semester/ Year: |
| First Year / First Semester |
| Curriculum Preparation Date: |
| 2025 /1/ 28 |
| Available Forms of Attendance |
| Recording the student's attendance in theoretical lectures and practical laboratories |
| Number of Units and Hours per Course |
| Number of Units = 7 Units for the First Semester 4 theoretical hours (4 units) per week for 15 weeks / total theoretical hours = 60 hours 6 practical hours in the laboratory (3 units) per week for 15 weeks / total laboratory hours = 90 hours |
| Names of professors who have been removed from the course with their emails |
| Dr. Eman Abd Al-Razak Jaber + A team supervising nursing laboratories emanabdalrazak@bcms.edu.iq |

Course Objectives



Course Description of the 1st Year

2024-2025

| | |
|---|--|
| <p>The course aims to graduate students with knowledge and skills in how to deal with healthy people and patients in various health institutions through:</p> <ol style="list-style-type: none">1. Applying self-learning and developing scientific skills.2. Increasing students' knowledge of scientific information related to the basics of the nursing profession.3. Updating the scientific information about procedures and nursing care and how to deal with them from the physical and psychological aspects. and social.4. Preparing and publishing scientific research in various fields that contribute to the development of the profession.5. Preparing and presenting workshops and training courses for health institutions and exercising the role of integration in national programs aimed at the general health of the community. | |
| Teaching and Learning Strategies | |
| <ol style="list-style-type: none">1. Method of Lecture2. Discussion groups and questions during the theoretical course.3. Presenting seminars by students and presenting a topic or hypotheses within the specialization of the subject.4. Practical training in teaching hospitals (internal medicine, surgery, emergency and blood draw) and discussion of disease cases.5. Applying nursing procedures to puppets in the laboratory for students.6 - Watching scientific nursing films for nursing procedures.7. Presentation on the screen and PowerPoint slides and the use of all electronic communication methods.8. Use of electronic classes | |



Course Description of the 1st Year

2024-2025

. Course Structure

| Teaching Method | Evaluation Method | Unit Name (Theoretical) | Unit Name (Practical) | Required Learning Outcomes |
|------------------------------|--|--|--|--|
| Making quizzes Discussion | Theoretical Lecture Using a Program power point | Part I : Asepsis and infect control 1.1 Definition of term 1.2. Type of microorganism causing infection 1.3. Types of infection 1.4. Chain of infection 1.5. Body defense against infection 1.6. Factors increasing susceptibility to infection 1.7. Infection control for health care workers 1.8. Role of the infection control nurse. | Part I: 1. Hand washing 2. Isolation techniques (person protective equipment) | 1. Explain the concepts of medical and surgical asepsis. 2. Identify signs of localized and systemic infections and inflammation. 3. Identify risks for nosocomial and health care-associated Infections |



Course Description of the 1st Year

2024-2025

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|---|---|--|---|---|
| <p>- Making quizzes</p> <p>- Discussion</p> | <p>Theoretical</p> <p>Lecture</p> <p>Using a Program</p> <p>power point</p> | <p>Part II: Personal hygiene</p> <p>-daily care (skin, feet, na mouth, hair, ear, nose)</p> | <p>Part II: personal hygiene</p> <p>-bed bath</p> <p>-bed making</p> | <p>1. Describe assessments to make when providing hygiene care of the skin, feet, nails, mouth, hair, eyes, ears, and nose.</p> <p>2. Describe the following types of baths: complete, assist, partial, towel, bag, shower, tub, and therapeutic.</p> <p>3. Demonstrate nursing skills to promote patient hygiene (such as bathing, foot care, and bed making).</p> |
| <p>- Making quizzes</p> | <p>Theoretical</p> <p>Lecture</p> | <p>Part III : Safety and activity</p> | <p>Part II: Body mechanics</p> <p>1. movement</p> <p>2. posture</p> | <p>1. Discuss factors that affect individuals' ability to protect themselves from injury.</p> |



Course Description of the 1st Year

2024-2025

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|---|--|---|---|---|
| - Discuss ion | Using a Program power point | 1.Body mechanics 2. Maintaining good posture 3.Protective devices 4. Nursing implication 5.Theraputic exercise | | 2. Describe methods to assess a client's risk for injury. 3. Identify common potential hazards throughout the lifespan. 4. Plan strategies to maintain safety in the healthcare setting, home, and community, including prevention strategies across the lifespan for falls, seizures, thermal injury, fires, carbon monoxide and other types of poisoning. . 6.Explain interventions to prevent falls. |
| - Making quizzes - Discuss ion | Theoretical Lecture Using a Program power point | Part IV: Vital signs 1. Body temperature 2.Pulse 3.Respiration 4. Blood pressure 5. Oxygen saturation. | Part IV: Vital signs 1. Body Temperature. 2. Pulse. 3. Respiration. 4. Blood Pressure. | 1. Describe factors that affect vital signs and accurate measurement of them. 2. Identify the variations in normal body temperature, pulse, respirations, and blood pressure that occur from infancy to |



Course Description of the 1st Year

2024-2025

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| | | | | <p>old age.</p> <p>3. Describe appropriate nursing care for alterations in vital signs.</p> <p>4. Identify nine sites used to assess the pulse and state the reasons for their use.</p> <p>5. Recognize when it is appropriate to assign or delegate measurement of vital signs to assistive personnel. 6. Demonstrate appropriate documentation and reporting of vital signs</p> |
|--|--|--|--|---|

| | | | | |
|---|--|--|--|--|
| <p>- Making quizzes</p> <p>- Discussion</p> | <p>Theoretical Lecture Using a Program power point</p> | <p>Part V: Wound care and healing process</p> <p>1. skin integrity</p> <p>2. type of wound</p> <p>3. type of wound healing</p> <p>4. phases of wound healing</p> <p>5. kind of wound drainage</p> <p>6. complication of wound</p> <p>7. healing factors affecting of wound healing Pressure ulcer</p> | <p>Part V: Dressing</p> <p>1. wound dressing</p> <p>2. Bandage and binder</p> | |
| Exam (1) | | | | |



Course Description of the 1st Year

2024-2025

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| - Making quizzes - Discuss ion | Theoretical Lecture Using a Program power point | Part VI: Medication administration 1. Drug standard 2. Legal asepsis of drug administration 3. Effects and action of Drugs 4. Routes of administration include . Oral administration. . Parenteral administration (Subcutaneous injection, intradermal injection, intramuscular injection, Z tract injection, intravenous injection). . Intravenous medication 5 System of measurement. 6.. Medication orders | Part VI: -Oral Medication -Injection of medication 1. I.D Injection. 2. S.C injection. 3. I.M injection. 4. I.V Injection. | 1. Define selected terms related to the administration of medications. 2. Describe legal aspects of administering medications. 3. Describe actions of drugs on the body. 4. Identify factors affecting medication action. 5. Describe various routes of administration for medication, including opioids. 6. Identify essential parts of a medication order. 7. List examples of various types of medication orders. 8. State the "rights" to accurate medication administration. 9. Describe the physiological changes in older adults that alter medication administration and effectiveness. |
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Course Description of the 1st Year

2024-2025

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| | | | | 10. Verbalize the steps used in administering oral medications safely. Verbalize the steps used in administering parenteral medications by the following routes: |
| - Making quizzes Discuss ion | Theoretical Lecture Using a Program power point | Part VII: Intravenous Infusion | Part VII: Intravenous Infusion | |
| - Making quizzes - Discuss ion | Theoretical Lecture Using a Program power point | Part VIII: Blood transfusion: | Part VIII: Blood transfusion | |



Course Description of the 1st Year

2024-2025

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| - Making quizzes - Discuss ion | Theoretical Lecture Using a Program power point | part IX: Nursing process | Part IX: Physical examination | After completing this lecture, you will be able to: 1. Describe the phases of the nursing process. 2. Identify major characteristics of the nursing process. 3. Identify the purpose of assessing. 4. Identify the four major activities associated with the assessing phase. 5. Differentiate objective and subjective data and primary and secondary data. 6. Identify the components of a nursing diagnosis. 7. Compare nursing diagnoses, medical diagnoses, and collaborative problems 8. Explain how standards of care and |
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Course Description of the 1st Year

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| | | | | <p>redeveloped care plans can be individualized and used in creating a comprehensive nursing care plan.</p> <p>9. Identify essential guidelines for writing nursing care plans.</p> <p>10. Identify guidelines for implementing nursing interventions.</p> <p>11. Describe three components of quality evaluation: structure, process, and outcomes.</p> |
| <p>- Making quizzes</p> <p>- Discussion</p> | <p>Theoretical Lecture</p> <p>Using a Program</p> <p>power point</p> | <p>Part X: nursing documentation</p> <p>1. Definition of terms.</p> <p>2. Purpose of effective documentation.</p> <p>3. Principles of effective documentation.</p> <p>4. Elements of effectiveness of documentation</p> <p>5. Method of documentation</p> <p>a) Trends in documentation.</p> <p>b) Reporting</p> | <p>Part X: Admission, transfer, discharge.</p> | <p>After completing this lecture, you will be able to:</p> <p>1. List the measures used to maintain confidentiality and security of computerized client records.</p> <p>2. Discuss purposes for client records.</p> <p>3. Compare and contrast different</p> |



Course Description of the 1st Year

2024-2025

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| | | | | <p>documentation methods:</p> <p>source-oriented and problem-oriented medical records, PIE, focus charting, charting by exception, computerized records and case management model.</p> <p>4. Explain how various forms in the client record (e.g., critical pathways care plans, Kardexes, flow sheets, progress notes, discharge and transfer forms) are used to document steps of the nursing process (assessing, diagnosing, planning, implementing, and evaluating).</p> |
| - Making quizzes - | Theoretical Lecture Using a Program | Part XI: Hot and Cold Application | Part XI: Hot and Cold Application | <p>1. Describe factors affecting skin integrity.</p> <p>2. Identify physiological responses to and the purposes of heat and cold</p> <p>3. Demonstrate</p> |



Course Description of the 1st Year

2024-2025

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|---|----------------|--|--|--|
| Discuss ion | power point | | | appropriate documentation and reporting of skin integrity |
| <u>Evaluation Methods</u> | | | | |
| Conducting two written tests for the theoretical material | | | | |
| Making a quick quiz after each theoretical lecture | | | | |
| . Key sources of information about the program | | | | |
| Berman, A., Snyder, j. S. and Frandsen, G. (2022) 'Kozier & Erb's Fundamentals Nursing Concepts, Process, and Practice eleventh Edition' | | | | |



Course Description of the 1st Year

2024-2025

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|---|-------------------|
| 1. Course Name | |
| Nursing Biochemistry | |
| 2. Course Code | |
| CHM102 | |
| 3. Semester/Year | |
| First Semester of the First Stage | |
| 4. Date of preparation of this description | |
| 2025 /1/ 28 | |
| 5. Available forms of attendance | |
| Recording the student's attendance in theoretical lectures and practical laboratories | |
| 6. Total number of study hours/total number of units | |
| (3) hours per week for the theoretical material and (2) for the practical subject - for a period of 15 weeks - a total of 75 hours (number of units (4) | |
| 7. The name of the course administrator (if more than one name is mentioned) | |
| Name :Eng. Yousef Alwan Hussain | |
| 8. Course Objectives | |
| (1) A general definition of biochemistry, which is a science related to the chemical basis of life. 2) Identify the chemical components of living cells, their reactions, the course of biological processes in them, and their importance such as digestion, absorption, energy production processes, and other chemical compounds, and the extent of their importance for nursing students. 3) Definition of biochemical indicators and their general uses as a measure of tissue function, then measurement of biochemical indicators related to liver, kidney, and heart function from a pathological point of view. 4) A set of experiments designed to teach and train students on the methods and devices | Course Objectives |



Course Description of the 1st Year

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| <p>used in biochemistry, including clinical trials.</p> <p>5) Learn how to collect blood and urine samples for clinical trials.</p> <p>6) Identify the laboratory devices, materials, and instruments and how to use them by the student.</p> | | | | | |
|---|---|------------------------------|---|-------|-----------------|
| <p>1. The method of giving the lecture with the use of PowerPoint, films and illustrations related to biochemistry for various topics.</p> <p>2. Continuous discussion through asking questions and answers in the hall and motivating the student to think self-consciously and thus to self-learning.</p> <p>3. Calling for the writing of scientific reports in the specialty, discussing those reports, and pointing out their strengths and weaknesses to achieve their desired goal.</p> <p>4. Using the created educational means such as smart boards, data shows, films and scientific images that bring students closer to their minds.</p> | | | | | Strategy |
| <p>.10 A</p> <p>Course/Theoretical</p> <p>Structure</p> | | | | | |
| Evaluation Method | Teaching Method | Module Name / or Subject | Required Learning Outcomes | Hours | The week |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Introduction to Biochemistry | *Introduction to Biochemistry Medical Biochemistry Importance of biochemistry to nurses | 3 | .1 |



Course Description of the 1st Year

2024-2025

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|-----------------------------------|---|---------------|---|---|----|
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Carbohydrates | Carbohydrate Chemistry Biological importance Classification of Carbohydrates Isomerism Chemical properties of CHO's Carbohydrate Metabolism | 3 | .2 |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Carbohydrates | Digestion and absorption Metabolism of glucose in liver Energy production Regulation (homeostasis) of blood glucose level Abnormalities in blood glucose level Disorders in carbohydrates Metabolism | 3 | .3 |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Exam | | 3 | .4 |
| Short exams, semesters, and | Theoretical Lecture Using a Program | Lipids | Lipids Functions and importance of lipids Neutral lipid | 3 | .5 |



Course Description of the 1st Year

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| Final | power point | | Identification | | |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Lipids | Characterization of fats a Compound lipids Methods used for separation of lipoproteins Bile acid and Bile salts | 3 | .6 |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Lipids | Metabolism of lipids Pathway of Lipolysis and Lipogenesis B - Oxidation of fatty | 3 | .7 |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Lipids | Energetics (ATP produce) Ketone bodies Abnormalities in blood lipid | 3 | .8 |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Proteins | Proteins Functions of proteins Amino acid Classification Functions of amino acids | 3 | .9 |
| Short exams, semesters, | Theoretical Lecture Using a | | Digestion and Absorption of Proteins | 3 | .10 |



Course Description of the 1st Year

2024-2025

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| and Final | Program power point | | Dynamic Equilibrium Metabolism of amino acids Blood Proteins | | |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | | Disturbance in protein metabolism Non protein nitrogen compound Kidney functions (Urea, Creatinine, Uric acid, Ammonia | 3 | .11 |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Enzymes | General properties of enzymes Chemical composition of enzymes Classification of Enzymes Classification of Co- enzymes | 3 | .12 |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | | Enzymes specificity Enzymes activity Serum enzyme | 3 | .13 |
| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Exam | | 3 | .14 |



Course Description of the 1st Year

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| Short exams, semesters, and Final | Theoretical Lecture Using a Program power point | Urine and Calculi | Normal characteristic of urine Constituents of normal urine Urine Collection General urine examination | 3 | .15 |
|-----------------------------------|---|-------------------|---|---|-----|

10. B. Course

Structure

| Lab number | Study unit title | Hours |
|------------|-----------------------------------|-------|
| 1 | Introduction to Biochemistry | 2 |
| 2 | Colorimetry and spectrophotometry | 2 |
| 3 | Serum blood glucose | 2 |
| 4 | Serum blood cholesterol | 2 |
| 5 | Exam | 2 |
| 6 | . Serum blood protein | 2 |
| 7 | Serum blood urea | 2 |
| 8 | Serum blood creatinine | 2 |
| 9 | Serum blood creatinine clearance | 2 |
| 10 | Exam | 2 |
| 11 | Serum blood uric acid | 2 |
| 12 | Bilirubin | 2 |
| 13 | Urine | 2 |
| 14 | Urine | 2 |
| 15 | Exam | |

11. Evaluation of the Course

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

12. Learning and Teaching Resources

* Jacob Anthikad, Nutrition and Biochemistry for Nurses, Ed., 2009.

Required Textbooks) Methodology, if any.



Course Description of the 1st Year

2024-2025

| | |
|--|--|
| 1- Jaroslav Racek and Daniel Rajdl , Clinical Biochemistry, first ed ,2016 2- Herbert Fromm and Mark Hargrove, Essentials of Biochemistry, 2012 3- Vijay Kumar Kiran Dip Gill, Basic Concepts in Clinical Biochemistry: A Practical Guide,2018 4- Uma Bhardwaj & Ravindra Bhardwa, Biochemistry for Nurses,2012 5- DM Vasudevan , Sreekumari S &Kannan Vaidyanathan,Textbook of Biochemistry for Medical Students,2013 | Main References (Sources) |
| Scientific journals, periodicals and research in the discipline | Books and Supporting References Recommended by Journals |
| Web sites of Biochemistry | Electronic References, Websites |



Course Description of the 1st Year

2024-2025

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|---|-------------------|
| Course Title: | |
| Anatomy of Nurses | |
| Course Code | |
|)103) ANT | |
| Semester / Year : | |
| First Semester / First Phase | |
| Date this description was prepared: | |
| 2025 /1/ 28 | |
| Attendance Forms Available: Me | |
| Recording the student's attendance in theoretical lectures and general laboratories | |
| Number of Hours (Total) Number of Units (Total) | |
| (45 theoretical hours) i.e. 3 theoretical hours per week (and 30 working hours i.e. 2 hours of work per week for 15 weeks (Total number 75 hours) | |
| The name of the course administrator if more than one name is mentioned | |
| Name: Zahraa Yahya Hanoun zahraayahyahanoon98@gmail.com | |
| Course Objectives | |
| 1. The student should be widely aware of the structure of the human body and the organs and organs that make up it. 2. Clarify the anatomical and systematic structure of each organ in the human body and its constituent organs, leading to the precise structure of these tissues (the cell and its components). 3. Identify the cell, its components, shapes, and the exact structure in it, with the | Course Objectives |



Course Description of the 1st Year

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| <p>help of illustrations and films. 4. Identify how to use the microscope initially and display the tissue slides for the installation of certain organs in the human body 5. Display plastic models for the structure of the human body and identify the parts and components of this installation for the purpose of clarifying the image to the students.</p> <p>- Display preserved models of the skeleton and identify the types, shapes and structure of each bone.</p> <p>7. Identify the types of joints in the human body and the type of joint movement with the help of plastic models for each joint.</p> | |
| Teaching and Learning Strategies | |
| <p>1. The method of giving the lecture with the use of PowerPoint and explanatory films related to the human body.</p> <p>and the plastic organs and organs that make up the lab doll models.</p> <p>2. Continuous discussion through asking questions and answers in the hall and motivating the student to think on their own and thus to self-learning.</p> <p>3. Using the created educational means such as the electronic smart board, data show, movies, and science pictures that bring the material closer to the minds of students.</p> | Strategy |



Course Description of the 1st Year

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٢٢. بنية المقرر

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة أو الموضوع | طريقة التعلم | طريقة التقييم |
|---------|---------|---|---|--|---|
| Week 1 | ٣ | Introduction to the Anatomy, Definition of anatomy, Histology, The cell and Tissue. Division of anatomy The main Tissues of the body, Types of Epithelium | Introduction to the Anatomy | محاضرة نظرية باستخدام برنامج power point | الامتحانات القصيرة، و الفصلية، و النهائي |
| Week 2 | ٣ | The Digestive System The general structure of GIT, describe The Constituents of the GIT, The Structure of the elementary canal (The Oral Cavity , the larynx, Esophagus). describe Their structure , shape, location and functions. The Stomach ,Parts and structure of the stomach and the blood and nerve innervation | The Digestive System The general structure of GIT | محاضرة نظرية باستخدام برنامج power point | الامتحانات القصيرة، و الفصلية، و النهائي |
| Week 3 | ٣ | Small intestine ,The constituents of Small intestine Structure ,Innervation , Blood vessels of the small intestine , The constituents (parts) of Large Intestine , the Accessory organs (Salivary glands , Liver , Gall bladder and Pancreas), Describe The structure , shape, location and functions blood and nerve innervation | The Small intestine | محاضرة نظرية باستخدام برنامج power point | الامتحانات القصيرة، و الفصلية، و النهائي |
| Week 4 | ٣ | The Respiratory system Describe The anatomical structure of the Upper Respiratory tract and the lower Respiratory tract their structure , shape, location, functions and Clinical Disorders Structures of Nasal cavity , The nose, Paranasal Sinuses , The Structure of Pharynx, The Larynx or Voice Box , of Larynx, The Trachea, The Bronchi and the Bronchial Tree , The Lungs, The constituents of the Lungs) also describe the blood and nerve innervation | The Respiratory system | محاضرة نظرية باستخدام برنامج power point | الامتحانات القصيرة، و الفصلية، و النهائي |

| | | | | | |
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| Week 5 | ٣ | The skeletal system Describe The Types of bone, classifications of Bones, The component of the skeletal system, and the Division and functions of the Skelton, The constituents of axial Skelton and peripheral skeleton . classified of the skeleton according to their shape . Types of Bone Cells. The joints, their Definition characteristic features, types and classification of the Joints. | The skeletal system | محاضرة نظرية باستخدام برنامج power point | الامتحانات القصيرة، و الفصلية، و النهائي |
| Week 6 | ٣ | The Muscular system (Describe The Characteristic feature of Muscular Tissue, Types Of Muscles , Structural Organization of Skeletal Muscle, Structural Organization of Myofibrils and Myofilaments, Structures of Neuromuscular Junction (Chemical | The Muscular system | محاضرة نظرية باستخدام برنامج power point | الامتحانات القصيرة، و الفصلية، و النهائي |



Course Description of the 1st Year

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| | | | <p>ynapse and Motor End Plate) , Functions Of Skeletal Muscle, Development Of Skeletal Muscle, Cardiac Muscle Fibers, Specific structure of cardiac muscle ber, Characteristic features of Smooth Muscle Fiber, Types of Smooth Muscle , The Differences Between keletal Muscle, Cardiac Muscle And Smooth Muscle Tissues,</p> | | |
| <p>Exams Short, and Quarterly, and Final</p> | <p>Theoretical Lecture Using a program power point</p> | <p>The Nervous system</p> | <p>T he Nervous system , Describe The nervous tissue e Structure of the neuron ,types of neurons The main haracter features of the nerve cells, Types of neurons ccording to the shape and size of their processes and nctions , classification and Division of the nervous tem , The parts of the Central Nervous System, their location and functions , Brain ventricles, Blood brain rrier . The Brain, Parts of the brain, The Spinal Cord, he structure of the spinal cord, Division of the spinal cord,</p> | <p>3</p> | <p>Week 7</p> |



Course Description of the 1st Year

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| Quarterly, and Final | power point | | | | Week 8 |
| Exams Short, and | Theoretical Lecture Using a program power point | Endocrine system | ocrine system : describe the anatomical structure of e endocrine system The classifications of endocrine ds their structure ,location and functions ,Definitions off the glands and Hormones | 3 | Week 9 |
| Quarterly, and Final | | | | | |
| Exams Short, and Quarterly, and Final | Theoretical Lecture Using a program power point | The Circulatory system | <p>The Circulatory system (The Heart , valves and The Blood Vessels)</p> <p>Describe The location of the heart, parts and structure of the heart, Chambers of the Heart, The valves, Their structure, location and function ,the structure of the Cardiac Muscle, Sulci of the Heart , Fibrous skeleton of the Heart, Blood supply ,to the heart, Nerve Supply to the heart .</p> <p>. Describe The type of Blood Vessels structure, the Pericardium, the layers of blood vessels, study the differences between types</p> | 3 | week 10 |



Course Description of the 1st Year

2024-2025

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| | | | of Blood vessels . The Haemopoitic system ,the structure ,components and functions of the Haemopoitic system | | |
| Exams Short, and Quarterly, and Final | Theoretical Lecture Using program power point | The Lymphatic system | he Lymphatic system, Definition, Functions, and the Components of the Lymphatic System. The Lymph, mphatic Vessels,, Lymph Nodes, Structure of lymph Node, Cells of Lymph Nodes, Functions of Lymph des, Lymphatic Organs, (The Spleen and The thymus nd) their structure and functions . Organs of Immune ystem, Cells of Immune System, Types and functions of T- Lymphocytes | 3 | Week 11 |
| Exams Short, and Quarterly, and Final | Theoretical Lecture Using program power point | The Urinary system | Urinary system Describe The Structure , location , of the Kidneys , ureter ,urinary bladder and urethra so describe their , shape, and function. also describe | 3 | Week 12 |



Course Description of the 1st Year

2024-2025

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| | | | Blood and nerve innervation | | |
| Short, Semester, and Final Exams | Theoretical Lecture Using program power point | The Reproductive system :(The Female Reproductive system) | <p>The Reproductive system :(The Female Reproductive system)</p> <p>Describe the anatomical structure ,location and functions of the female reproductive organs ,The Parts of the female reproductive organs and the accessory sex glands also describe the blood and nerve innervation</p> | 3 | week 13 |
| Exams Short, and Quarterly, and Final | Theoretical Lecture Using program power point | The Reproductive system :(The Male Reproductive system) | <p>The Reproductive system :(The Male Reproductive system)</p> <p>Describe the anatomical structure, location and function of the male reproductive organs ,The Parts of the male reproductive organs and the accessory sex lands</p> | 3 | week 14 |



Course Description of the 1st Year

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| | | | also describe the blood and nerve innervation. | | |
| | | Special Sense Organs | describe the blood and nerve innervation. The Special Sense Organs : describe the anatomical structure ,location ,functions of the eye and ear . | | week 15 |

B Course Structure

| | | |
|--|--|---------------|
| | Describe the Parts of Microscope and how to use it | Week 1 |
| | <p>The compartment of the cell 1-plasma membranes</p> <p>2-cytoplasm 3-nucleus</p> <p>The organelles of the cell</p> | Week 2 |



Course Description of the 1st Year

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| | 1-Epithelial tissue 2- connective tissue 3- muscular tissue 4-nerves Tissue | Week 3 |
| | Anatomical terms are used for precise anatomical Description of mutual relationship of the various structures of the body | Week 4 |
| | Classification of bones Division of the skeletal system Appendicular skeleton al skeleton | Week 5 |
| | shoulder girdle and upper limbs Pelvic girdle and lower limbs e joints | Week 6 |
| | es of the Axial Skeleton (Bones of the Vertebral um , Ribs and The Skull | Week 7 |
| | The muscles of the upper and lower limbs The muscles of the abdominal region | Week 8 |
| | Demonstration the Gastrointestinal tract (GIT) component: Oral cavity, esophagus, stomach, Small and e Intestine also Demonstration the accessory organs and Pancreas) (using plastic models | Week 9 |
| | Demonstration the parts of the Respiratory system al cavity, trachea ,bronchi and lungs. (using plastic models | Week 10 |



Course Description of the 1st Year

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| | Demonstration the structure of the heart , chambers and valves (using plastic models) | Week 11 |
| | The Blood supply to the upper and lower limb The Blood supply to the head and neck | Week 12 |
| | Demonstration the structure of the kidney ,ureter and urinary bladder (using plastic models) | Week 13 |
| | Demonstration the structure of the Female sex organs (using plastic models) | Week 14 |
| | Demonstration the structure of the male sex organs (using plastic models) | Week 15 |

Course Evaluation

Conducting two written tests for the theoretical and practical subjects

Doing a quick quiz at least 3 times during the class Student Evaluation

First Semester

Theoretical Exam

15% First Semester

Theoretical Exam

15% Semester

Practical Exam 15%

Final Exam 60%

Total 100%

Learning and Teaching Resources



| | |
|---|--|
| <ul style="list-style-type: none">● Waugh, A., & Grant, A. (2018). Ross and Wilson: Anatomy and Physiology in Health and Illness. (13th edition). Churchill Livingstone.● Frederic H . Martini, Willam C.Ober,M.D,Claire W.Garrison,R.NK.athleen Welch,M.D.and Ralph T. Huchinges,Fundamental Anatomy & Physiology ".fifth ed.2010. IanPeate, Muralitharan Nair, Anatomy and Physiology for Nurses at a Glance,2015 , WileyBlack well,England .UK● Harold Ellis., CBE, MA, DM, MCh, FRCS, FRCP, FRCOG, FACS (Hon)● Clinical Anatomist, Guy's, King's and St Thomas' School of Biomedical Sciences; Emeritus Professor of Surgery, Charing Cross and Westminster Medical School, London; Formerly Examiner in Anatomy, Primary FRCS (Eng) . Clinical Anatomy Applied anatomy for students and junior doctors., Eleventh Edition.,2006. | Required Textbooks Methodology if available |
|---|--|



Course Description of the 1st Year

2024-2025

| | |
|---|------------------------|
| <p>lanPeate, Muralitharan Nair, Anatomy and Physiology for Nurses at a Glance, 2015, WileyBlack well, England .UK</p> <p>2. http://cnx.org/content/col11496/1.8 OpenStax book</p> <p>J. Gordon Betts, Peter Desaix, Eddie Johnson, Jody E. Johnson, Oksana Korol, Dean Kruse, Brandon Poe, James A. Wise, Mark Womble, Kelly A. Young, Anatomy and Physiology , 2017.</p> | Main References |
| web sites of Anatomy | References, Websites |



Course Description of the 1st Year

2024-2025

| |
|---|
| 1. Course Name: |
| Nursing Ethics |
| 2. Course Code: |
| ETH 104 |
| 3. Semester/Year: |
| First Year / First Semester |
| 4. Curriculum Preparation Date: |
| 2025 28 |
| 5. Available Forms of Attendance |
| Manual attendance recording Registration Lists + Attendance Books |
| 6. Number of units and hours per course |
| Credit hours: 2 credits/ One Semester: Theory 2 Hours (2) credits <u>Course Calendar:</u> (2) Hours Theory/ week for (15) weeks.. Total: 30 Hours |
| 7. The names of the professors who have been removed from the course along with their emails. |
| Dr. Eman Abdul Razzaq Jaber emanabdalrazak@bcms.edu.iq |



8. Course Objectives

1. This course aims to explain a brief history of nursing.
- 2 The course introduces nursing students to the basic principles and concepts of nursing ethics and their application to practice.
3. Identify ethical values and beliefs that are important in the provision and support of nursing care.
4. Describe the roles of nurses and the obligations that nurses must maintain.
5. Define patients' rights and responsibilities with respect to self-care and well-being.
6. Describe the basic principles of the law and the rights of nurses.
7. Describe the common theory of ethics.
8. Determining the role of associations in serving the nursing profession.

9. Teaching and Learning Strategies

1. Method of Lecture
2. Discussion groups and questions during the theoretical course.
3. Presenting seminars by students and presenting a topic or assignment within the competence of the course.
4. Practical training in all units of the hospital in addition to watching scientific films about patient care.
5. On-screen presentation and PowerPoint slides.
1. Use of electronic classes.



Course Description of the 1st Year

2024-2025

2. Structure of the course

| Teaching Method | Evaluation Method | Unit Name - Theoretical | Required Learning Outcomes |
|--|--|--|---|
| Making short quizzes in addition to the Discussion | Theoretical Lecture Using PowerPoint | Part One: Introduction to Ethics. 1 Definition of Terms 2. Professional Ethics 3. History of Ethics | 1. Definition of ethics and professional ethics 2. History of Ethics 3 The importance of ethics in the profession 4. Charter of Ethics and Purpose of Professional Conduct 5. Schools and Theories of Ethical Thought |
| Making short quizzes in addition to the Discussion | Theoretical Lecture Using a Program PowerPoint | Nursing Ethics 1. The importance of ethics in nursing 2. Ethical Issues in Clinical Practice | 1. Definition and importance of ethics 2. Nursing ethics and its participation in it are different branches. |



Course Description of the 1st Year

2024-2025

| | | | |
|---|--|--|--|
| | | <p>3. Ethical Principles Relating to Clinical Practice</p> <p>4. Strategies for nursing practice</p> <p>5. Professional relationship between nurse and patient</p> | <p>3. Nursing Ethics Charter</p> <p>4. Ethical Principles Related to Nursing.</p> <p>5. Statement of Ethical Responsibility</p> <p>6. Introducing the ethics of the profession and its ethics in nursing</p> |
| <p>Making short quizzes in addition to the Discussion</p> | <p>Theoretical</p> <p>Lecture</p> <p>Using a Program</p> <p>PowerPoint</p> | <p>Part Two: Code of Ethics.</p> <p>1 Definition</p> <p>2. Purposes of the Code of Ethics</p> <p>3. Nurses Code of Ethics from the International Council of Nurses</p> | <p>1. Define and discuss the Code of Ethics in detail.</p> <p>2. Explain the ethical principles in detail.</p> <p>3. Explanation of the Statement of Moral Responsibility.</p> <p>4. Discuss the relationship between professional ethics and its etiquette.</p> |



Course Description of the 1st Year

2024-2025

| | | | |
|---|--|--|---|
| <p>Making short quizzes in addition to the Discussion</p> | <p>Theoretical</p> <p>Lecture</p> <p>Using a Program</p> <p>PowerPoint</p> | <p>Moral dilemmas</p> <p>1. Ethical Dilemmas in Nursing</p> <p>2. Types of ethical dilemmas in nursing</p> <p>3. Ethical Decision-Making</p> <p>4. Guidelines for Ethical Decision-Making</p> <p>5. Role of the Ethics Committee</p> | <p>1. Definition of the ethical dilemma in nursing. 2. Types of ethical dilemma</p> <p>3. Ethical steps or processes are problematic</p> <p>4. The Ethical Dilemma in Critical Ethical Issues in Nursing</p> <p>5. Different Attitudes with Ethical Issues in Nursing</p> |
| <p>Making short quizzes in addition to the Discussion</p> | <p>Theoretical</p> <p>Lecture</p> <p>Using a Program</p> <p>PowerPoint</p> | <p>Patient</p> <p>Consent 1</p> <p>Definition</p> <p>2. Types of Approval.3</p> <p>Elements of Consent</p> <p>4. Purpose of obtaining consent</p> <p>5. Patient's Bill of Rights</p> | <p>.1 Definition, Meaning and Important Principles of Consent by the Patient</p> <p>2. Types, Elements, and Barriers to Consent</p> <p>3. Contents, Purpose and Areas Required for Approval</p> <p>4. Criteria for obtaining approval for conducting research on humans</p> |



Course Description of the 1st Year

2024-2025

| | | | |
|---|--|--|---|
| | | | 5. Principles involved and various forms of consent 6. The Nurse's Role in Obtaining Consent |
| Making short quizzes in addition to the Discussion | Theoretical Lecture Using a Program PowerPoint | Part III: Ethical Issues in Nursing 1. Ethical Issues in Nursing Research 2. Ethical considerations that preserve the rights of the subject 3. Ethical Issues in Practice | .1 History of ethical interest in research 2. The importance of ethics in nursing research. 3. Human rights and consideration in research 4. The Nuremberg Act (1947) 5. Ethical Principles Relating to Nursing Research |
| | | 4. The Nurse's Ethical Responsibilities | 6. Causes of unethical behavior |
| | | Bioethics Issues | .1 Definition and history of bioethics |



Course Description of the 1st Year

2024-2025

| | | | |
|--|-------------|---|---|
| Making short quizzes in addition to the Discussion | Theoretical | 1. | 2. Need, Purpose and Scope of Bioethics |
| | Lecture | Introduction.2 | |
| | Using a | Definition | 3. Principles of Bioethics |
| | Program | 3. Purpose of Bioethics | 4. Ethical Issues Vital in Practice |
| Making short quizzes in addition to the Discussion | PowerPoint | 4. Vital Ethical Issues in Medical Practice | Medical |
| | | 5. Principles of Bioethics | |
| 3. <u>Evaluation Methods</u> | | | |
| Conducting two written tests for the theoretical material | | | |
| Making a quick quiz after each theoretical lecture | | | |
| .4 . Key sources of information about the program | | | |
| Butts, J.B. and Rich, K.L., 2022. <i>Nursing ethics: Across the curriculum and into practice</i> . Jones & Bartlett Learning, LLC, an Ascend Learning Company. | | | |



Course Description of the 1st Year

2024-2025

| |
|---|
| Course Name |
| English (1) |
| Course Code |
| ENG- 105 |
| Semester/Year |
| First Semester / First Year |
| Date this description was prepared |
| 2025 /1/ 28 |
| Available Forms of Attendance |
| Manual attendance recording Registration Lists + Attendance Books |
| Total Hours / Total Number of Units |
| One hour per week / fifteen semester hours / one unit |
| The name of the course administrator if more than one name is mentioned |
| Name Dr. Anmar Adnan Al-Badri nmaro2001@yahoo.com |



Course Description of the 1st Year

2024-2025

Course Objectives

1. Improve basic speaking and listening skills in the English language.
2. Maha Art Enhancement of Reading Comprehension and Writing in English
3. Build confidence in the use of English in healthcare environmental conversations.

Course Objectives

Teaching and Learning Strategies

- o Lectures
- o Two-way work and conversations o Practice reading
- o Writing exercises
- o Quizzes
- o Multimedia

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours | Week |
|-------------------|-----------------|----------------------|----------------------------|-------|------|
|-------------------|-----------------|----------------------|----------------------------|-------|------|



Course Description of the 1st Year

2024-2025

| | | | | | |
|--|---|--|--|----------|--------|
| o Grammar tests o Assessment of Speaking Activity o Comprehension tests Reading | Direct Knowledge and Examples • Binary and Discussions • Reading and Comprehension Activities • | For Grammar/Tenses/Recognize You | - Understanding and using the basic tenses of verbs (past, present, and future) - Communicate effectively using tenses Conversations about personal information. - Read and understand simple texts, and answer questions related to content and tense usage. | One hour | First |
| o Grammar tests o Assessment of Speaking Activity Comprehension tests Reading | Direct Knowledge and Examples • For Duo and Discussions • Reading | Grammar/Tenses and "have" / present "have got" | - Use of the present tense for a word In the form of "have got" and "have" True the proven and the negative sentences and interrogative. - Fulfill "have" and "have got" in relation to | One hour | Second |



Course Description of the 1st Year

2024-2025

| | | | | | |
|---|--|--|--|-------------------------------|--------------|
| | and Comprehen sion Activities | | ownership and need. - Compose sentences using both the recap res in writing tasks and oral conversations. | | |
| Grammar Tests o Assessment of Speaking Activity Reading comprehensi on | Direct Knowledge and Examples * For Duo and Discussions * Reading and Comprehen sion Activities * | Grammar / Tenges / Word Formation | - Use the simple past Past to Continue Properly In context. - Identify and form new words Using prefixes and suffixes rumor. - Write and speak using past tense to describe past events Clearly. | On e ho ur | Third |



Course Description of the 1st Year

2024-2025

| | | | | | |
|---|--|--|---|---------------------|------------|
| Grammar Tests o Assessment of Speaking Activity Reading comprehension | Direct Knowledge and Examples • For Duo and Discussions • Reading and Comprehension Activities • | "much, / Rules many, some, any | "Many" and "much" hiring . In the form of "any" and "some" and True ⁱⁿ sentences. - Complement ^{the} enumerated nouns and g-y and determine the appropriate rates for each. - Apply these quantities ⁱⁿ Daily conversations and writing. | On e ho ur | Fourt h |
| o Grammar tests o Assessment of Speaking Activity Reading comprehension | Direct Knowledge and Examples • For Duo and Discussions | For Verb Rules/Patterns Part I | - Understand and apply basic verb patterns (e.g., verb + infinitive or verb + subject noun). (- Use verb patterns accurately in both written English and the spoken | On e ho ur | V |



Course Description of the 1st Year

2024-2025

| | | | | | |
|---|---|---|---|-----------------|----------------|
| | <ul style="list-style-type: none"> • Reading and Comprehension Activities • | | <p>word.</p> <ul style="list-style-type: none"> - Identify verb patterns in reading materials and apply them in context. | | |
| <ul style="list-style-type: none"> o Grammar tests o Assessment of Speaking Activity Reading comprehension | <p>Direct Knowledge and Examples •</p> <p>For Duo and Discussions •</p> <p>Reading and Comprehension Activities •</p> | <p>Rules / Comparisons and Preference</p> | <p>Properly formulate and use comparative and differential adjectives and conditions.</p> <p>Compare people, objects, and situations using the right structures.</p> <p>Use Comparisons and Preferences in Writing Exercises and Conversations</p> | One hour | Seventh |



Course Description of the 1st Year

2024-2025

| | | | | | |
|--|---|--|--|-----------------|---------------|
| <p>o Grammar tests</p> <p>o Assessment of Speaking Activity</p> <p>Reading comprehension</p> | <p>Direct Knowledge and Examples •</p> <p>For Duo and Discussions</p> <p>• Reading and Comprehension Activities</p> | <p>Grammar / Present Tense</p> <p>"for, / perfect since"</p> | <p>Correctly formatting and using present perfect tense "since".and "for" with</p> <p>Understand when to use the present perfect versus the simple past participle.</p> <p>"since" and "for" employment</p> <p>To describe the duration of time in sentences</p> | <p>One hour</p> | <p>Eighth</p> |
| <p>o Grammar tests</p> <p>o Assessment of Speaking Activity</p> <p>Reading comprehension</p> | <p>Direct Knowledge and Examples •</p> <p>For Duo & Discussions •</p> <p>Reading and comprehension activities •</p> | <p>/ Rules</p> <p>"Should" and "Must"</p> | <p>Use "should" and "must" to give advice,</p> <p>Expression of necessity,</p> <p>And talk about commitments.</p> <p>Understanding the Difference Between</p> | <p>One hour</p> | <p>Ninth</p> |



Course Description of the 1st Year

2024-2025

| | | | | | |
|---|--|---------------------------------|---|------------------------|--------------------------|
| | | | <p>Commitment</p> <p>("must") strong and suggestions("should").</p> <p>Apply these verbs</p> <p>Help with conversations and clerical tasks.</p> | | |
| <p>Grammar tests</p> <p>Speaking activity assessment</p> <p>Reading</p> | <p>Direct Knowledge and</p> <p>Examples •</p> <p>For Binary and</p> <p>Discussions •</p> <p>Reading and comprehension activities •</p> | <p>Grammar / Time Sentences</p> | <p>Understand and use tense sentences correctly using words like "when", "after" , "before" "while".and</p> <p>Forming sentences that connect two verbs using tense sentences.</p> <p>Use of tense sentences in oral discussions</p> <p>And writing to describe events.</p> | <p>One hour</p> | <p>X</p> |
| <p>Grammar tests</p> <p>Speaking activity assessment</p> | <p>Direct Knowledge and</p> <p>Examples •</p> | <p>Reading / Verb Patterns</p> | <p>Identify and understand verb patterns in reading</p> | <p>One hour</p> | <p>Elev ent h</p> |



Course Description of the 1st Year

2024-2025

| | | | | | |
|--|--|--|--|----------|---------|
| Reading | For Duo and Discussions • Reading and Comprehension Activities • | | materials. Apply the correct patterns of verbs when answering comprehension questions. - Write sentences using appropriate verb patterns based on the reading content. | | |
| Grammar tests Speaking activity assessment Reading | Direct Knowledge and Examples • For Duo and Discussions • Reading and Comprehension Activities | Reading / Things That Changed the World Grammar / Passive | - Read and understand texts that talk about inventions or events that changed the world. - Identifying the structures of the passive in the reading materials. - Use the passive to describe processes and events in speech and writing. | One hour | Twelfth |



Course Description of the 1st Year

2024-2025

| | | | | | |
|-----------------------------------|--|---|--|----------|------------|
| o Grammar tests | Direct Knowledge and Examples • For Duo and Discussions | Rules / Second Condition Compound verbs (phrasal verbs) | <ul style="list-style-type: none"> - Review and apply the correct use of different tenses (past, present, using the second condition correctly to talk about hypothetical situations). - Understanding and using verbs In the (phrasal verbs) the compound context. - Write sentences and engage in conversations using the second condition and compound verbs. | One hour | Thirteenth |
| o Assessment of Speaking Activity | • Reading and Comprehension Activities | | | | |
| Comprehension tests | | | | | |
| Reading | | | | | |
| o Grammar tests | Direct Knowledge and Examples • Binary ML and Discussion | Grammar / Tenses Reading / Recognition | <ul style="list-style-type: none"> - The future in speaking and writing. - Participate in "Get to Know You" conversations using appropriate tense structures. - Read and understand texts, and identify the | One hour | Fourteenth |
| o Assessment of Speaking Activity | | | | | |
| o Reading comprehension tests | • Reading and Comprehension | | | | |



Course Description of the 1st Year

2024-2025

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|--|-----------------------|--|-----------------------------------|--|--|
| | nsion Activities • | | use of tenses and key details. | | |
|--|-----------------------|--|-----------------------------------|--|--|

Course Evaluation

Daily Preparation 2 Points **Oral Engagement** 3 Points

Monthly Written Tests 15 Points **Short Tests** 5 Points

Reports/Written Tasks 5 Points

Final exam 70 points **Total** 100 points

Teaching and Learning Resources

- English for Nursing Students (Latest Edition) A textbook focusing on general English language skills for nurses, covering grammar, reading, writing, and speaking skills.
- Essential Grammar in Use by Raymond Murphy (Latest Edition)
A self-study reference and practice book for elementary learners of English, with a focus on basic grammar structures.

Required textbooks and methodology, if any.



Course Description of the 1st Year

2024-2025

| | |
|---|---|
| <ul style="list-style-type: none">English Grammar in Use by Raymond Murphy (Latest Edition) A practical guide for understanding and applying English grammar at intermediate levels.Oxford English for Careers: Nursing 1 & 2 by Tony Grice A specialized course book designed for nurses, focusing on language skills required in medical settings. | Main References (Sources) |
| <ul style="list-style-type: none">Cambridge English for Nursing by Virginia Allum & Patricia McGarrThis book provides nursing students with the vocabulary and structures necessary for their professional careers.Journal of English for Academic Purposes Offers research articles and studies on the role of English in academic and healthcare professions.Nursing Education PerspectivesIncludes articles and reports on improving communication and English language skills for nurses. | <ul style="list-style-type: none">Books and supporting references recommended by scientific journals, reports... |
| <ul style="list-style-type: none">British Council – Learn EnglishWebsite: www.learnenglish.britishcouncil.org Offers free grammar, vocabulary, and language practice resources, including interactive lessons and quizzes.ESL LibWebsite: www.esllibrary.com | <ul style="list-style-type: none">Electronic References, Websites |



Course Description of the 1st Year

2024-2025



Course Description of the 1st Year

2024-2025

| | |
|--|---|
| Course Name | |
| Computer (1) | |
| Course Code | 2 |
| COS-106 | |
| Semester/Year | 3 |
| First Semester/Phase I | |
| Date this description was prepared | 4 |
| 2025 /1/ 28 | |
| 5 Available Forms of Attendance | |
| Lectures using the computer lab | |
| 6 Total Academic Hours/Total Number of Credits | |
| One hour per week for 15 weeks 1/15 | |
| 7 Name of the course administrator (if more than one name mentioned) | |
| asraa.w89@gmail.com: Email | |
| M.M. Israa Waleed Abdullah | |
| 8. Course Objectives | |
| Upon completion of the practical and theoretical training of this curriculum, the student must be able to: | |



1. Excelling in the fields of computer and information technology for the students of the College of Nursing in research and education to reach a high quality level.
2. Establishing and developing academic programs in the field of computer science to keep pace with modern developments with the needs of the disciplines of speech and society.
3. Developing the qualitative, cognitive and practical skills of students.
4. Providing a stimulating environment for the students of the Faculty of Nursing to use computers and information technology in the fields of scientific research.
5. Developing Maha Art and the capabilities of students in line with scientific and technological development.

Education Strategy:

1. The student's knowledge of the different types of computers and their uses.
2. The student's knowledge of the computer generations and its physical and software components
3. Identify the most important requirements that must be met when examining the computer.
4. Knowledge of the student meant by electronic hacking and how to prevent it.

10. Course Structure

| Evaluation Method | Learning method | The name of the unit or Subject | Required Learning Outcomes | Hours | The week |
|--|---|---------------------------------|--|-------|----------|
| Exams Short, and Quarterly, and Final | Theoretical Lecture Using program power point | General Introduction | General Introduction Computer Life Cycle Phases. The evolution of computer generations | 1 | .1 |
| Exams | Theoretical Lecture | Computer Basics | Data and Information | 1 | .2 |



Course Description of the 1st Year

2024-2025

| | | | | | |
|--|---|--|---|---|----|
| Short, and Quarterly, and Final | Using program power point | | Computer Features Areas of Computer Use | | |
| Exams Short, and Quarterly, and Final | Theoretical Lecture Using program power point | Types of Computers | Classification of computers by Purpose of Use Classification of computers by Size and Performance Classification of computers by Quality of data entered Classification of computers by systems Operating | 1 | .3 |
| Exams Short, and Quarterly, and Final | Theoretical Lecture Using program power point | Physical Parts For Computer | Input Devices Output Devices Computer Box | 1 | .4 |
| Short exams, and | Theoretical Lecture Using a Program | Computer Hardware | Application Software Entity Operating Systems | 1 | 5 |



Course Description of the 1st Year

2024-2025

| | | | | | |
|--|--|---------------------------------------|--|---|-----|
| Quarterly, and Final | power point | | | | |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Setup Systems | Setup Systems in Your PC Computer Platform | 1 | 6 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Different features of computers | Factors to consider when buying a computer Key features of a personal computer. | 1 | .7 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Computer Security | The ethics of the electronic world. Forms of transgressions in the world Digital Computer Security | 1 | .8 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Computer Privacy | Computer Privacy Computer Software Licenses Types of Intellectual Property Licenses | 1 | .9 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using Power Point Program | Cyber hacking | Electronic hacking Types of electronic hacking | 1 | .10 |



Course Description of the 1st Year

2024-2025

| | | | | | |
|---------------------------------------|---|-----------------------------|---|---|-----|
| | | | Sources of Cyber Hacking | | |
| Short exams, and Quarterly, and final | Theoretical Lecture Using a Program power point | Computer Viruses | Computer Viruses Damage Caused by Computer Viruses Characteristics of Computer Viruses Components of Computer Viruses Types of Computer Viruses The Most Important Steps Needed to Protect of hacks | 1 | .11 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Operating Systems | Definition of Operating Systems Functions of Operating Systems Objectives of Operating Systems Classification of Operating Systems Examples of some operating systems | 1 | .12 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | 10Windows Operating Systems | Definition of Windows 10 operating systems | 1 | .13 |



Course Description of the 1st Year

2024-2025

| | | | | | |
|--|--|----------------------|---|---|-----|
| | | | Requirements for installing Windows 10 operating systems What's new in Windows | | |
| Short exams , and Quarterly, and final | Practical Lecture Using Computer Software | Desktop | Desktop Components Start List Notification Area Taskbar | 1 | .14 |
| Exams Short, and Quarterly, and Final | Practical Lecture Using program Computer | Folders and Files | Folders and Files Icons Performing operations on windows Desktop Wallpapers Control Panel | 1 | .15 |
| 11. Evaluation of the Course | | | | | |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams. Reports ... etc | | | | | |
| Learning and Teaching Resources 12 . | | | | | |
| Textbook approved by the Ministry of Higher Education and Research Scientific | | | Required Textbooks Methodology if available | | |



Course Description of the 1st Year

2024-2025

| | |
|--|---|
| Computer Basics and Software Applications/Part One | Main Reference(s) |
| | Recommended books and references / scientific journals, reports... |



Course Description of the 1st Year

2024-2025

| |
|--|
| Course Name |
| Democracy and Human Rights |
| Course Code |
| DHR107 |
| Semester/Year |
| First Semester / 2024-2025 |
| Date this description was prepared |
| 2025 /1/ 28 |
| Available Forms of Attendance |
| Attendance in the classroom and attendance registration |
| Total Hours / Total Number of Units |
| Two hours/one unit |
| Name of the course administrator) if more than one name is mentioned |
| Dr. Hussain Ali Mohsen |
| Course Objectives |



Help the student to know the meaning of democracy and the extent to which it is applied in his country.

Educate the student politically by knowing the political system followed in his country, as well as familiarizing himself with the Supreme Constitution and its content.

- This course helps the student in one way or another by making him politically aware so that he is aware of many political topics.

In addition, there are emotional and value goals for the course, represented in adopting the method of dialogue between the student and the professor, as well as adopting the method of

Discussion, exchange of opinions and knowledge matters.

Teaching and Learning Strategies

Identifying the main ideas and important information, retrieving the previous information and linking it to the current lecture and linking the ideas, in addition to summarizing the material in a correct way, i.e. in a way that preserves its integrity from deletion, as well as preserving the general form of the material

- Course Structure

| Evaluation Method | Learning method | The name of the unit or Subject | Learning Outcomes Required | Hours The week |
|----------------------------|-----------------|--|---|----------------|
| 1. Daily participation, 2. | | Individual systems of government Monarchy Dictatorial systems Evaluation of the dictatorial system | Knowledge and understanding through the | 2 1w |



Course Description of the 1st Year

2024-2025

| | | | | |
|-------------------------------|--|---|--|---------|
| Daily exams, 3. Reporting. | | | basic information that the student acquires from the lecturer as well as the mind skills Like a discussion. | |
| | | Ingredients Democracy in Society 1. Socialization Political | | 2 2w |
| | | - Elements of democracy in Society Political Culture | | 2 3w |
| | | - Images of Democracy Directness Parliamentary Democracy | | |
| | | Semi-direct democracy Manifestations of semi-direct democracy 1. The popular vote - 2 - the popular referendum - 3 - the dismissal of the voters of the deputies 5 The popular solution -Removal of the President of the Republic | | 2 5w |
| First month exam | | | | |



Course Description of the 1st Year

2024-2025

| | | | | |
|--------------------------|--|--|--|----------|
| | | Democracy and its Syndromes - The Constitution - Peaceful transfer of electoral power | | 2 W7 |
| | | - Democracy and its Syndromes - Multiparty and partisan rivalry Public opinion and its impact | | 2 W8 |
| | | Legal adaptation of election - Voting is a personal right - Election Function Election is a legal machine | | 2 9w |
| | | - Legal adaptation of elections Composition of the Electorate | | 2 10w |
| | | Pre-election procedures - preparation of a schedule Voters Constituencies | | 2 11w |
| Second Month Exam | | | | 2 12w |
| | | Types of Governments - Parliamentary system Characteristics of the parliamentary system | | 2 W13 |
| | | Cooperation and balance between the two powers Legislative and Executive | | 2 14w |
| Course Evaluation | | | | |



Course Description of the 1st Year

2024-2025

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc. Daily participation - attendance and commitment - daily exams - monthly exams - annual exams - reporting

Learning and Teaching Resources

Required Textbooks/Methodology, if Applicable

Main References/Sources

Books and supporting references recommended by scientific journals, reports...

Electronic References, Websites



Course Description of the 1st Year

2024-2025

| |
|--|
| Course Name: |
| Fundamentals of Nursing |
| Course Code : |
| NUR108 |
| Chapter/Year: |
| Second Semester / First Year |
| Curriculum Preparation Date: |
| 2025 /1/ 28 |
| Available Forms of Attendance |
| 7. Number of Units and Hours per Course |
| Credit hours: 7 credits/ One Semester: Theory 4 Hours (4) credits. hospitals 12 Hours (4) credit. <u>Course Calendar:</u> (4) Hours Theory/ week for (15) weeks.. Total: 60 Hours (6) Hours Laboratory/ week for (15) weeks.. Total: 90 Hours |
| 8. The names of the professors who have been removed from the course along with their emails. |
| Dr. Eman Abdul Razzaq Jaber emanabdalrazak@bcms.edu.iq |



9. Course Objectives

The branch aims to graduate students with knowledge and skills in how to deal with healthy people and patients in various health institutions through: the application of self-learning and the development of scientific skills. . Increasing students' knowledge with special scientific information

The basics of the nursing profession. Updating the scientific information related to procedures and nursing care and how to deal with them from the physical, psychological, and social aspects.

Preparing and publishing scientific research in various fields that contribute to the development of the profession. Preparing and presenting workshops and training courses for health institutions and practicing the role of integration in national programs aimed at the general health of the community.

10. Teaching and Learning Strategies

- Lecture Method.--Discussion groups and questions are asked during the theoretical course. --

Seminars are presented by students and a topic or assignment is presented within the competence of the course. (Practical training in teaching hospitals (internal medicine, surgery, emergency and blood draw lobbies) and discussion of medical cases. - Applying nursing procedures to puppies in the laboratory for students. - Watching nursing scientific films for nursing procedures.- Presenting on the screen and PowerPoint slides and using all communication methods.- Using electronic classes.



١١. بنية المقرر

| Week of theory | Subjects (theory) | Subjects (lab) | |
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| 1 & 2 | Part I: Pre and post-operative nursing care: 1. Type of surgery. 2. Preoperative phases. 3. Intraoperative phases. 4. Post-operative phases | Part I: Surgical asepsis (sterile field, scrubbing, gowning and gloving). Part II: Oxygen Therapy -nasal cannula -mask | 1. Discuss various types of surgery according to the purpose, degree of urgency, and degree of risk. 2. Describe the phases of the perioperative period. 3. Identify essential aspects of preoperative assessment. 4. Give examples of pertinent nursing diagnoses for surgical clients. 5. Identify nursing responsibilities in planning perioperative nursing care. 6. Describe essential preoperative teaching, including pain assessment and management, moving, leg exercises, and deep-breathing and coughing exercises. 7. Describe essential aspects of preparing a client for surgery. |
| | | | 8. Compare various types of anesthesia. 9. Identify essential nursing |



Course Description of the 1st Year

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| | | | assessments and interventions during the immediate postanesthetic phase. 10. Demonstrate ongoing nursing assessments and interventions for the postoperative client. |
| 3&4 | Part II: Oxygenation 1. Overview of anatomical and physiological breathing. 2. Assessing oxygenation. 3. Oxygen therapy. 4. Alternation in respiratory function | Part II: Gastric intubation -(gavage and lavage) Part III : - thoracentesis Abdominal Paracentesis | 1. Outline the structure and function of the respiratory system. 2. Describe the processes of breathing (ventilation) and gas exchange (respiration). 3. Explain the role and function of the respiratory system in transporting oxygen and carbon dioxide to and from body tissues. 4. Describe the mechanisms for respiratory regulation. 5. Identify factors influencing respiratory function. 6. Identify four major types of conditions that can alter respiratory |



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| | | | <p>function.</p> <p>7. Describe nursing assessments for oxygenation status.</p> <p>8. Describe nursing measures to promote respiratory function and oxygenation.</p> <p>9. Explain the use of therapeutic measures such as medications, inhalation therapy, oxygen therapy, artificial airways, airway suctioning, and chest tubes to promote respiratory function.</p> |
| 5& 6 | <p>Part III: Nutrition.</p> <ol style="list-style-type: none"> Human nutritional needs. Nutritional standards. Nutritional status assessment. | <p>Part IV:</p> <p>Catheterization</p> <p>& Exam</p> | <ol style="list-style-type: none"> Identify essential nutrients and their dietary sources. Describe normal digestion, absorption, and metabolism of carbohydrates, proteins, and lipids. |
| | <ol style="list-style-type: none"> Factors affecting nutrition. Management of problems interfering with nutrition. Common hospital diets | | <ol style="list-style-type: none"> Identify factors influencing nutrition. Identify nutritional variations throughout the lifecycle. Evaluate a diet using a food guide. |



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| | | | <p>6. Discuss essential components and purposes of nutritional assessment and nutritional screening. 7. Identify risk factors for and clinical signs of malnutrition.</p> <p>8. Describe nursing interventions to promote optimal nutrition. 9. Discuss nursing interventions to treat clients with nutritional problems.</p> |
| | | | <p>7. Teach clients measures to maintain fluid and electrolyte balance. 8. Implement measures to correct imbalances of fluids, electrolytes, acids, and bases, such as enteral or parenteral replacements and blood transfusions.</p> |



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| 9&10 | Part V: Patient's needs Rest and sleep. 1. Physiology of sleep. 2. Functions of sleep, sleep phases, sleep cycles. 3. Factors affecting sleep. 4. Sleep assessment. 5. Common sleep disorders | | 1. Explain the physiology and the functions of sleep. 2. Identify the characteristics of the NREM and REM sleep states. 3. Describe variations in sleep patterns throughout the lifespan. 4. Identify factors that affect sleep. 5. Describe common sleep disorders. |
| 11 &12 | Part VI: Urinary elimination 1. Urinary elimination. 2. Overview of urinary elimination. 3. Characteristics of urine. 4. Abnormal urinary elimination patterns. 5. Assisting clients with urinary elimination. | | 1. Describe the process of urination, from urine formation through micturition. 2. Identify factors that influence urinary elimination. 3. Identify common causes of selected urinary problems. 4. Describe nursing assessment of urinary function, including subjective and objective data. 5. Identify normal and abnormal characteristics and constituents of urine. 6. Develop nursing |



Course Description of the 1st Year

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| | | | diagnoses and desired outcomes related to urinary elimination. 7. Describe nursing interventions to maintain normal urinary elimination, prevent urinary tract |
| 7&8 | Part IV: Fluid and electrolyte. 1. Body fluid, electrolytes and acid-base balance. 2. Fluid volume assessment. 3. Factors affecting body fluid, electrolytes and acid-base balance. 4. Common fluid imbalance. | The other weeks in the hospital | 1. Discuss the function, distribution, composition, movement, and regulation of fluids and electrolytes in the body. 2. Describe the regulation of acid–base balance in the body, including the roles of buffers, the lungs, and the kidneys. 3. Identify factors affecting normal body fluid, electrolyte, and acid–base balance. 4. Discuss risk factors for, and causes and effects of, fluid, electrolyte, and acid– base imbalances. 5. Collect assessment data related to clients' fluid, electrolyte, and acid–base balances. 6. Identify examples of nursing diagnoses, |



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| | | | outcomes, and interventions for clients with altered fluid, electrolyte, or acid–base balance. |
| | | | infection, and manage urinary incontinence. |



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| 13 | <p>Part VII: Bowel Elimination:</p> <ol style="list-style-type: none">1. Physiology of defecation.2. Assessment of bowel elimination.3. Common alterations in bowel.4. Measures of promote bowel elimination.5. Ostomy care. | <ol style="list-style-type: none">1. Describe the physiology of defecation.2. Distinguish normal from abnormal characteristics and constituents of feces.3. Identify factors that influence fecal elimination and patterns of defecation.4. Identify common causes and effects of selected fecal elimination problems.5. Describe methods used to assess fecal elimination.6. Identify examples of nursing diagnoses, outcomes, and interventions for clients with elimination problems.7. Identify measures that maintain normal fecal elimination patterns. |
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| 14 | <p>Part VIII : Pain management:</p> <ol style="list-style-type: none">1. The process of pain2. Pain theories3. Types of pain4. Pain assessment5. Pain management | <ol style="list-style-type: none">1. Discriminate between nociceptive and neuropathic pain categories.2. Describe the four processes involved in nociception and how pain interventions can work during each process.3. Describe factors that can affect a client's perception of and reaction to pain.4. Identify subjective and objective data to collect and analyze when assessing pain.5. Identify examples of nursing diagnoses for clients with pain.6. Individualize a pain treatment plan based on clinical and personal goals, while setting objective outcome criteria by which to evaluate a client's response to interventions for pain.7. Compare barriers to effective pain management |
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Course Description of the 1st Year

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| | | | affecting nurses and clients. 8. Differentiate tolerance, physical dependence, and addiction. |
| 15 | Part X: Death and dying 1. Terminal illness and care 2. Stage of dying 3. Promoting acceptance 4. Grieving. | | 1. Describe types and sources of losses. 2. Discuss selected frameworks for identifying stages of grieving. 3. Identify clinical symptoms of grief. 4. Discuss factors affecting a grief response. 5. Identify measures that facilitate the grieving process. |
| Total | 15 weeks | | |
| 12. Evaluation Methods | | | |
| Conducting two written tests for the theoretical material and making a quick test (after each theoretical lecture) | | | |
| 13. The most important sources of information about the program | | | |
| Berman, A., Snyder, j. S. and Frandsen, G. (2022) 'Kozier & Erb's Fundamentals Nursing Concepts, Process, and Practice eleventh Edition' | | | |



Course Description of the 1st Year

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| Course Name |
| Human physiology for nurses |
| Course Code |
| PHYS-109 |
| . Semester/Year |
| Second Semester / First Year |
| Date this description was prepared |
| 2025 /1/ 28 |
| Available Forms of Attendance |
| Register the names of the students on a pre-prepared list in which the student's name, signature, the name of the course and the name of the teacher are written. |
| Total Hours / Total Number of Units |
| My eye hour is 3 hours per week And 30 hours of work which means 2 hours of work per week for 15 weeks Total number 75 hours |
| Course administrator name (if more than one name mentioned) |
| Name: Zahraa Yahya Hanoun zahraayahyahanoon98@gmail.com |



Course Objectives

- Basic concept and knowledge of the structure and functions of various systems in the body.
- Understand the integral aspect of the functioning of the individual and all systems in the body as a whole.
- Understand the integration of the combined knowledge of physiology, anatomy, and biochemistry.
- 4. Know all common clinical cases of normal organ function disorder in the body – the clinical benefit of physiology has done.
- Ability to solve simple clinical problems with the help of their knowledge of physiology.
- Promote and instill curiosity and skill for optional learning in the field of research.....

Teaching and Learning Strategies

Create a study plan: Creating a study plan is an essential part of mastering physiology. Creating a regular, customized study routine can help you a lot in staying on track and organized

Scheduling time for studying: Creating a study plan is the first step to successfully mastering physiology, but scheduling time for study is the next challenge 2-3 Use visual aids Taking notes effectively is an important part of mastering physiology. After taking effective notes, the next step in mastering physiology is the use of visual aids. Visual aids can help review and retain information effectively from relying solely on note-taking. The use of visual aids can range from reviewing diagrams or using flash cards.

| /Week | Hours | Required Learning Outcomes | The name of the unit or Subject | Learning Methods | Evaluation Methods |
|-------|-------|----------------------------|---------------------------------|------------------|--------------------|
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| 1 | 3 | Understand the functional principles, anatomical structures, biochemistry and genetic characteristics of the organs, organs and secretions of the human body | <p>Introduction to Human Physiology:</p> <p>1.1. Introduction of Physiology</p> <p>1.2. Physiology of Body fluids(water) and electrolyte</p> <p>1.2.1. Definitions, Composition of body fluids</p> <p>1.2.2. Types of body fluids,</p> <p>1.2.3. Electrolytes of the body fluids</p> <p>1.2.4. Movement of, body fluids</p> <p>1) Hydrostatic pressure 2) osmotic pressure.</p> <p>1.2.5 Regulation of Water Output</p> <p>1.2.6 Disorders of water</p> | Using paper lectures and smart boards.. video lectures and sending them via the electronic class, recorded scientific films and pictures related to the curriculum | Preparing reports. daily quiz mid and final assessments |
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Course Description of the 1st Year

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| | | such as enzym es, hormo nes and other bodily fluids | imbalance. | | |
| | | Composition and Functions of Salivary Secretion Swallowing, Gastric Secretion, Digestion and their Regulation Secretion, Digestion and Absorption in Small Intestine, | Physiology of Digestive System: 2.1. Composition and Functions of Salivary Secretion 2.2. Swallowing 2.3. Gastric Secretion. 2.4. Digestion and Regulate the Secretion. | Using paper lectures and smart boards. . video lectures and sending them via the | Prepa ring report s.. daily quiz mid and final assess ments |



Course Description of the 1st Year

2024-2025

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| W2 | 3 | Secretion, Digestion and Absorption in Large Intestinal, Function of Liver, Pancreas and Gallbladder , Movement of Digestive Material Control of Digestive Functions | 2.5. Digestion and Absorption in Small Intestine Secretion, Digestion and Absorption in Large Intestinal, 2.6. Function of Liver, Pancreas and Gallbladder 2.7. Movement of Digestive Material 2.8. Control of Digestive 2.9.Functions | electro nic class, recorde d scientific films and picture s related to the curricul um | |
| W3 | -3 | Study the genera l functio n of the Muscl es ,their types and functio | Physi ology of Musc ular Syste m: 3.1. Stu dy the general functio n of the Muscle | Using paper lectures and smart boards.. video lectures and sending them via the electronic class, recorded scientific films and pictures related to the curriculum | Prepa ring report s.. daily quiz mid and final assess ments |



Course Description of the 1st Year

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| | | ns of differe nt parts of these organs, contrac tion of skeletal muscle s, sliding theory and its steps, action potenti al and ions fluxes , muscul ar perfor mance, muscle tone ,source | s. 3.2. Ty pes and functions of different parts of these organs. 3.3. Contract ion of skeletal muscles. 3.4. S liding theory and its steps. 3.5. Ac tion potential and ions fluxes. 3.6. m uscular perform ance. | | |
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Course Description of the 1st Year

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| | | of energy stored in muscle s, hormo nes and muscle | 3.7. M uscle tone. 3.8. S ource of energy stored in muscles. 3.9. Hor mon es and muscle. | | |
| W4 | 3 | 1- u nders tand the Functi on of respir atory syste m 2- d istiquis h among the Pulmo nary | Physi ology of Respi rator syste m 4.1. T ypes of respi ratio n 4.2. Pul monary | Using paper lectures and smart boards.. video lectures and sending them via the electronic class, recorded scientific films and | Prepa ring report s.. daily quiz mid and final assess ments |



Course Description of the 1st Year

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| | | Ventilation, External Respiration, Transport of Respiratory Gases, Internal Respiration | ventilation or respiratory cycle 4.3. Factors Control Gases Pressure | | |
| | | 3- understand what are the factors which control the respiration Understand how can the pulmonary volumes measured | 4.4. Respiratory Muscles 4.5. Volume of pulmonary air space 4.6. Calculation of pulmonary ventilation in health and disease 4.7. Gases transport 4.8. Factors Affecting the | pictures related to the curriculum | |



Course Description of the 1st Year

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| | | | Affinity of Hemoglobin to Oxygen 4.9. control of respiration | | |
| W5 | | <ul style="list-style-type: none"> Describe the path of blood through the cardiac circuits Explain the cardiac conduction system Describe the process and purpose of an electro cardiogram Explain the cardiac cycle | Physiology of The Cardiovascular System Part1: 5.1. Study the functional properties of the heart. 5.2. Action potential of the cardiac muscle. 5.3. Conductivity and conducting system. 5.4. Rhythmicity. 5.5. Cardiac pacemaker. 5.6. Heart rate, | Using paper lectures and smart boards.. video lectures and sending them via the electronic class, recorded scientific films and pictures related to | Preparing reports.. daily quiz mid and final assessments |



Course Description of the 1st Year

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| | 3 | <ul style="list-style-type: none"> • Calculate cardiac output • Describe the effects of exercise on cardiac output and heart rate | factor effecting heart rate. 5.7. Cardiac cycle. 5.8. Heart sound. 5.9. Electrocardiogram | the curriculum | |
| W6 | 3 | 2--1 understand the mechanism of action of blood and the blood vessels recognize Factors that affecting blood flow 3-differentiate between Laminar blood flow: and Turbulent | Physiology of The Cardiovascular System Part II: General function of the Blood Vessels 6.2. Hemodynamic 6.3. Factor effecting of blood flow 6.4. Types of blood flow 6.5. Types of blood pressure 6.6. Regulation of blood pressure | Using paper lectures and smart boards. Video lectures and sending them via the electronic class, recorded scientific films and pictures related to | Preparing reports. daily quiz mid and final assessments |



Course Description of the 1st Year

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| | | <p>blood flow</p> <p>4-distributis</p> <p>m among</p> <p>the arterial</p> <p>blood</p> <p>pressure,</p> <p>systematic</p> <p>blood</p> <p>pressure,</p> <p>venous</p> <p>blood</p> <p>pressure</p> <p>5-Calcul</p> <p>ate</p> <p>cardiac</p> <p>output</p> <p>Describe the</p> <p>effects of</p> <p>exercise on</p> <p>cardiac</p> <p>output and</p> <p>heart rate</p> | <p>6.6.1. Neuronal</p> <p>Hormona</p> | <p>the</p> <p>curriculum</p> | |
| | | <p>1- studen</p> <p>t's</p> <p>knowled</p> <p>ge with</p> <p>compreh</p> | <p>Physiology of</p> <p>Nervous System:</p> <p>7.1. Membrane</p> <p>potential.</p> | <p>Using paper</p> <p>lectures and</p> <p>smart</p> <p>boards..</p> | <p>Preparin</p> <p>g</p> <p>reports.d</p> <p>aily quiz</p> |



Course Description of the 1st Year

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| W 7 | 3 | <p>ensive information about the of the organs of the human body and connect the theoretic al side with their work.</p> <p>2- En able the student to do some laborator y tests relating to the theoretic al side</p> <p>3- Ef fective contribut ion in the service of the citizen</p> | <p>7.2. Types of membrane channels.</p> <p>7.3. Action potential.</p> <p>7.4. Synapses and Conduction of Nerve Impulses – action potentials.</p> <p>7.4.1. Types of synapses.</p> <p>7.4.2. Synapses activity.</p> <p>7.5. Reflexes.</p> <p>7.5.1. Component of Neural Reflexes.</p> <p>7.5.2. Type of Reflexes.</p> <p>7.5.3. Example of Reflexes.</p> <p>7.6. Autonomic nervous system</p> <p>7.7. Support and the protection of the brain</p> | <p>video lectures and sending them via the electronic class, recorded scientific films and pictures related to the curriculum</p> | <p>mid and final assessme nts</p> |
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Course Description of the 1st Year

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| | | and health Institutio ns. 4- A cquire scientific and technical skills that will benefit graduate at graduati on and work in hospitals | | | |
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Course Description of the 1st Year

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| W8 | 3 | 1-inform students about the functions of parts of the urinary system (kidneys, ureters, urinary bladder and the urethra). 2- recognize steps of urine formation | Physiology of The Urinary System: 8.1. Study the general function of the urinary system 8.2. The blood and nerve supply of the kidney 8.3. The function of the kidney 8.4. Urine formation 8.4.1. Glomerular filtration 8.4.2. Tubular reabsorption and secretion. 5. The hormones that influence selective reabsorption. 8.6. Control of blood pressure. 7. Micturition | Preparing reports. daily quiz mid and final assessments |
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Course Description of the 1st Year

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| | | ion in diff ere nt par ts of the kid ney . 3-The role of differ ent horm ones in regul ation the forma tion of urine. 4- reco gnize micturi tion and how | | | |
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Course Description of the 1st Year

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| | | can the body control this process . | | | |
| | | 1- Identify the primary functions of blood, its fluid and cellular | Blood physiology: 9.1. Overview of Blood 9.2. Gaseous Exchange 9.3. Blood composition 1. Plasma 9.3.2. Red Blood Cells 9.3.3. White Blood Cells 4. Platelets 9.4. Hemostasis (Coagulation or Clotting) | Using paper lectures and smart boards.. video lectures and sending them via the electronic class, recorded scientific | Preparing reports. daily quiz mid and final assessments |



Course Description of the 1st Year

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| W9 | 3 | components, and its physical characteristics. Identify the most important proteins and other solutes present in blood plasma. Describe the format | 9.5. ABO Group System 6. Surface Antigens, Inheritance, Compatibility in Blood/Plasma Transfusions 9.7. Hemolytic Disease of the Newborn | films and pictures related to the curriculum | |
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Course Description of the 1st Year

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| | | ion of the forme d eleme nt comp onents of blood. | | | |
| | | 1- identif y types of defense mechani sms of the immune system and the role of each type. 2- to identify organs of the | Physiology of The lymphatic and immune system 10.1. Lymph flow 10.1.1 , Lymph flow in the lymphatic vessels 10.1.2. Lymph flow in the lymph nodes, 10.2. Function of lymph nodes 10.3. Function of spleen and thymus 10.4. The Defense Mechanisms and Immunity 10.4.1. Non | Using paper lectures and smart boards. video lectures and sending them via the electronic class, recorded scientific films and pictures related to the curriculum | Preparin g reports.d aily quiz mid and final assessme nts |



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| W10 | 3 | immune system (thymus, bone marrow, spleen and lymph nodes and the role of each organ in immunity) 3- to inform students about cellular immunity and types of cells that take part in the immune response | Specific Defense Mechanisms (Innate Immunity =Native Immunity 10.4.1.1. First line 10.4.1.2. Second line 10.5. Specific Defense Mechanisms (Acquired immunity = Adaptive immunity) 10.6. Humeral Immunity (Antibody Mediated Immunity) | | |
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Course Description of the 1st Year

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| W11 | 3 | <p>1- Discuss the chemical composition of hormones and the mechanisms of hormone action.</p> <p>2- Summarize the site of production, regulation, and effects of the hormones of the pituitary, thyroid, parathyroid, adrenal, and pineal glands.</p> <p>3- Discuss the</p> | <p>Physiology of The Endocrine System:</p> <p>11.1. Types of Glands</p> <p>11.2. Function of endocrine system</p> <p>11.3. Hormones:</p> <p>11.3.1 Characteristics of Hormones</p> <p>11.3.2. Functions of hormones</p> <p>11.3.3. Classification of hormones</p> <p>11.4. Mechanism of Hormone Action</p> <p>11.4.1. Internal receptors</p> <p>11.4. 2. External receptors</p> <p>11.5. Endocrine Glands & functions (Hypothalamus, Pituitary Gland, Thyroid Gland, pancreas, Adrenal Glands, Parathyroid</p> | <p>Using paper lectures and smart boards.. video lectures and sending them via the electronic class, recorded scientific films and pictures related to the curriculum</p> | <p>Preparing reports.. daily quiz mid and final assessments</p> |
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Course Description of the 1st Year

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| | | hormonal regulation of the reproductive system. | Glands, Pineal glands, Gonads Male gonads are known as the testes, and ovaries in case of females. Testes, The placenta. | | |
| W12 | 3 | 1-describe the structure and function of the organs of the female reproductive system 2-List the steps of oogenesis 3-Describe the hormonal changes that | Physiology of female reproductive System 12.1. The functions of the female reproductive system 12.2. Oogenesis 12.3, Hormonal control of ♀ secondary sex characteristic 12,4, Ovarian cycle | Using paper lectures and smart boards.. video lectures and sending them via the electronic class, recorded scientific films and pictures related to the curriculum | Preparing reports. daily quiz mid and final assessments |



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| | | occur during the ovarian and menstrual cycles | 12,5, Uterine Cycle (Menstrual Cycle) and Menstruation | | |
| | | 4- Trace the path of an oocyte from ovary to fertilization | 12,6, Fertilization | | |
| | | 5- identify the requirements for pregnancy to occur. | 12,7, Pregnancy 12,8, labor process 12,9, lactation | | |



Course Description of the 1st Year

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| W13 | 3 | Distinguish among the parts and functions of the male reproductive system | Physiology of Male Reproductive System 13.1. Function 13.1.1, Spermatogenesis Formation of sperm 13.1.2. Hormonal factors that stimulate spermatogenesis 13,2, Maturation of sperm in the epididymis 13.3. Storage of sperms 13,4, Secretion and function of Male glands 13,4, 1. | Using paper lectures and smart boards. video lectures and sending them via the electronic class, recorded scientific films and pictures related to the curriculum | Preparing reports. daily quiz mid and final assessments |
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| | | | Function of the seminal vesicles 13,4, 2, Function of the prostate gland 13,5, Semen – the fluid & sperm from the vas deferens 13,6, Capacitation of the spermatozoa 13,7, Testosterone and other male sex hormones | | |
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Course Description of the 1st Year

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| W14 | 3 | recognize and appreciate the five senses (touch, taste, sight, smell and hearing). These five senses make it possible for people to interact with others and get around in their lives. This lesson will also | Sens physiology 14.1. Cutaneous sensation 14.2. physiology of vision 14.3. physiology of hearing 14.4. Taste bud physiology 14.5. Smell physiology | Using paper lectures and smart boards. video lectures and sending them via the electronic class, recorded scientific films and pictures related to the curriculum | Preparing reports. daily quiz mid and final assessments |
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Course Description of the 1st Year

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| | | help students develop the oral communication skills. | | | |
| Course Evaluation | | | | | |
| <p>The distribution of the grade is from 100, the theoretical semester exam is from 20, the practical semester is from 20, i.e. the quest is from 40, and the final exam is from 60.</p> <p>Thus, the total is from 100</p> | | | | | |
| Learning and Teaching Resources | | | | | |
| -Waugh, A and Grant, A. (2018) . Ross & Wilson Anatomy & physiology in health and Illness.13 ed. Elsevier Ltd.pp537. | | | | Required Textbooks Methodology, if available | |
| 2- Ahmad, A. I. (2014). Overview Anatomy & Physiology. The ministry of higher education and scientific research, University of Baghdad, college of Nursing. | | | | (Main References) | |



Course Description of the 1st Year

2024-2025

| | |
|--|--|
| Guyton and Hall (2016). A text book of medical physiology. 13 ed. Elsevier. Inc. | Books and Supporting References Recommended (Scientific journals, Reports....) |
| | Electronic References, and the Internet |



Course Description of the 1st Year

2024-2025

| |
|--|
| Course Name: |
| Medical Terminology |
| Course Code : |
| TER-110 |
| Semester/ Year: |
| First Year / Second Semester |
| Curriculum Preparation Date: |
| 2025 /1/ 28 |
| . Available Forms of Attendance |
| Classroom attendance and manual attendance registration lists |
| Attendance Books |
| Number of Units and Hours per Course |
| Credit hours: 2 credits/ One Semester: Theory 2 Hours (2) credits |
| <u>Course Calendar:</u> |
| (2) Hours Theory/ week for (15) weeks.. Total: 30 Hours |
| Names of professors who have been removed from the course with their emails |
| Dr. Iqbal Majeed Abbas |
| iqbalmajeed1900@bcms.edu.iq |
| Course Objectives |



Course Description of the 1st Year

2024-2025

| <p>1- Explain medical word construction techniques using keyword elements.</p> <p>2- It categorizes major surgical, diagnostic, and grammatical accessories.</p> <p>3- Recognizes anatomical, physiological, and pathological terms.</p> <p>4- Describe general diagnostic and therapeutic terms and provide a solid foundation for specific terminology.</p> <p>Consume in the body's system.</p> | | | |
|--|--|---|--|
| Teaching and Learning Strategies | | | |
| <p>1- Lecture Method</p> <p>2- Discussion groups and asking questions during the theoretical course</p> <p>3- On-screen presentation and PowerPoint slides</p> <p>4- Use of e-Classes</p> | | | |
| Course Structure | | | |
| Teaching Method | Evaluation Method | Unit Name/Theoretical | Required Learning Outcomes |
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Introduction to Medical Terminology - Word parts - Prefixes - Combining shapes and suffixes | Students will be able to recognize: Introduction to Medical Terminology - Word parts - Prefixes - Combining shapes and suffixes |
| Making Tests Short Plus | Theoretical Lecture Using a Program PowerPoint | Determining the meaning of body skeletal terms | Students will be able to recognize: the meaning of body structure terms in general |



Course Description of the 1st Year

2024-2025

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|---|--|---|---|
| To the style of discussion | | | |
| It worked Quizzes In addition to the style of Discussion | Theoretical Lecture Using a program PowerPoint | Terminology of diagnostic procedures and photography - Basic Examination Procedure Terminology - Endoscopy Terminology | Students will be able to learn about: Diagnostic and Imaging Procedures Terminology - Basic Screening Procedure Terminology - Endoscopy Terminology |
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Laboratory Testing Terminology - Basic Tests Functions - Radiography - Nuclear Medicine - Additional imaging techniques positioning and radiographs | Students will be able to learn about the following terms: Laboratory tests - Basic Examination Functions - Radiography |



Course Description of the 1st Year

2024-2025

| | | | |
|--|--|--|---|
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Integrative System Terminology - Integrative System Structures - Biopsy procedures - Diseases of the Integrative System Integrative System Procedures | Students will be able to learn about the following terms: Integrative System Terminology - Integrative System Structures - Biopsy procedures - Diseases of the Integrative System Integrative System Procedures |
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Cardiovascular System - Structure of Cardiovascular System Bloody - Pulmonary and systemic circulation | Students will be able to learn about the following terms: Cardiovascular system - Structure of the cardiovascular system - pulmonary and systemic circulation |
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Pulmonary system (respiration, diagnostic procedure of the respiratory system) | Students will be able to learn about the following terms: Pulmonary system (respiration, diagnostic procedure of the respiratory system) |



Course Description of the 1st Year

2024-2025

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|--|--|---|---|
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Gastrointestinal Terminology - Structure of the Digestive System Gastrointestinal diagnostic procedure | Students will be able to learn about the following terms: Digestive - Gastrointestinal Structure: The diagnostic procedure of the gastrointestinal tract |
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Urinary System Terminology - Urinary System Structure - Urology Diagnostic Procedure. | Students will be able to learn about the following terms: Urinary - Urinary System Structure - Diseases of the Urinary System Diagnostic procedure. |
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Muscular Terminology - Muscle Structure - Movement type Diagnostic procedure of the device Muscular. | Students will be able to learn about the following terms: Muscular system - muscle structure - Movement Type Diagnostic procedure of the muscular system |



Course Description of the 1st Year

2024-2025

| | | | |
|---|--|--|--|
| Making Tests Short Plus To the style of discussion | Theoretical Lecture Using a Program PowerPoint | Skeletal System - Skeletal System Diagnosis of the skeletal system. | Students will be able to learn about the following terms: Skeletal System - Skeletal System Diagnosis of the skeletal system. |
| <u>Evaluation Methods</u> | | | |
| Conducting two written tests for the theoretical material | | | |
| Making a quick quiz after each theoretical lecture | | | |
| . Key sources of information about the program | | | |
| <p>1- Nath, Judi; Lindsley, Kelsey: A short course in medical terminology, Fourth edition, Philadelphia: Wolters Kluwer Health, 2019.</p> <p>2- Barbara A. Gyls; Mary Ellen Wedding: Medical terminology systems : a body systems approach, Sixth edition, Philadelphia: F. A. Davis Company, 2009.</p> | | | |



Course Description of the 1st Year

2024-2025

Course Description Form

| |
|--|
| Course Name |
| English (1) |
| Course Code |
| ENG- 111 |
| Semester/Year |
| Second Semester / First Year |
| Date this description was prepared |
| 2025 /1/ 28 |
| Available Forms of Attendance |
| Manual attendance registration lists Attendance Books |
| Total Hours / Total Number of Units |
| One hour per week / fifteen semester hours / one unit 30 hours during class |
| Course administrator name (if more than one name mentioned) |
| Name: Dr. Anmar Adnan Al-Badri nmaro2001@yahoo.com |
| Course Objectives |



4. Improve basic speaking and listening skills in English. 5. Enhance Mahaart's reading comprehension and writing in general English. Build confidence in the use of English in everyday conversations and in healthcare.

Teaching and Learning Strategies

- Lectures
- Two-way work and conversations o Practice reading
- Writing exercises
- Quizzes
- Multimedia

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | W / H |
|--|---|--|---|-------|
| o Grammar tests o Assessment of Speaking Activity o Comprehension tests Reading | Direct Knowledge and Examples • For Duo and Discussions Reading and | Course Overview and Review Curriculum | <ul style="list-style-type: none"> - Understanding and using the base tenses of past tenses, future verbs (in sentences). - Communicate effectively using tenses in conversations about Personal Information. - Read and understand simple texts, and answer questions related to content and tense usage. | W1 /1 |



Course Description of the 1st Year

2024-2025

| | | | | |
|---|---|---|---|-------|
| | Comprehension Activities | | | |
| o Grammar tests o Assessment of Speaking Activity Reading comprehension | Direct Knowledge and Examples • Binary and Discussions Reading and Comprehension Activities | The present tense is simple and continuous | <ul style="list-style-type: none"> - Using the present tense of the word "t" and "got" "have" correctly satisfies affirmed, negated, and interrogative sentences. "Have got" and "have" excellence - With regard to ownership and need. - Compose sentences using both syntaxes Written assignments and oral conversations. | W2 /1 |
| o Grammar tests o Assessment of Speaking | Direct Knowledge and | Present perfect and present tense | <ul style="list-style-type: none"> - Use the past simple light to properly continue the context. - Identify and form new words using | W3 /1 |



Course Description of the 1st Year

2024-2025

| | | | | |
|---|--|---|--|-------|
| Activity and Reading Comprehension | Examples • Binary and Discussions • Reading and Comprehension Activities • | Continuous Perfection | Common prefixes and suffixes. - Write and speak using past tense to clearly describe past events | |
| o Grammar tests o Assessment of Speaking Activity Reading comprehension | Direct Knowledge and Examples • Binary and Discussions • Reading and Comprehension | The simple past tense and the past Continuous | "Many" and "much" hiring . and "some" and "any" correctly Sentences. - Distinguish the enumerated names and the enumerated and the appropriate rates for each. - Apply these quantities to conversations Journal and writing. | W4 /1 |



Course Description of the 1st Year

2024-2025

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|---|--|--|--|-------|
| | n Activiti es * | | | |
| o Grammar tests o Assessme nt of Speaking Activity Reading comprehe nsion | Direct Knowle dge and Exempl es * Binary and Discuss ions * Readin g and Compr ehensio n Activiti es * | The perfect past tense and the perfect past Continuous | - Understanding and applying basic verb patterns (e.g., verb + infinitive or verb + subject noun). (- Use verb patterns accurately in both written and spoken English. Identify verb patterns for reading materials and apply them to context. | W5 /1 |
| Semester Exam | | | | W 6 |
| o Grammar tests o Assessment of Speaking Activity | Direct Knowledg e and | The Simple Future Time and the Future | - Properly formulate and use comparative and differential adjectives and conditions. | W7 /1 |



Course Description of the 1st Year

2024-2025

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|---|---|--|--|-------|
| Reading comprehension | Examples • Binary and Discussion ns • Reading and Comprehension Activities • | Continuous | - Compare people, objects, and situations using the right structures. - Use comparisons and preferences in writing exercises and conversations. | |
| o Grammar tests o Assessment of Speaking Activity Reading comprehension | Direct Knowledge and Examples • Binary and Discussion ns • Reading and | The time of the future and the future Continuous Perfection | - Correctly formatting and using the present perfect tense with "for" and "since". - Understand when to use the present perfect versus the simple past tense. - Use "for" and "since" to describe the duration of time in sentences. | W8 /1 |



Course Description of the 1st Year

2024-2025

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|-----------------------------------|--------------------------------------|----------|---|------|
| | Comprehension Activities | | | |
| o Grammar tests | Direct Knowledge and Examples | property | "must" and "should" use | W9/1 |
| o Assessment of Speaking Activity | Binary and Discussions | | To offer advice, express necessity, and talk about commitments. | |
| Reading comprehension | Reading and Comprehension Activities | | - Understand the difference between strong commitment ("should"). Suggestions("must") | |
| | | | - Apply these auxiliary verbs in conversations and writing tasks. | |



Course Description of the 1st Year

2024-2025

| | | | | |
|---|---|--|---|--------|
| o Grammar tests o Assessment of Speaking Activity Reading comprehension | Direct Knowledge and Examples • Binary and Discussions Reading and Comprehension Activities | Vocabulary used in Hospitals & About Hospitals | <ul style="list-style-type: none"> - Understand and use tense sentences correctly using words such as "after" , "before" , "when" "while". and - Forming sentences that connect two verbs using tense sentences. - Use tense sentences in oral discussions and writing to describe events. | W10/1 |
| o Grammar tests o Assessment of Speaking Activity Reading comprehension | Direct Knowledge and Examples • Binary and Discussions | Prepositions | <ul style="list-style-type: none"> - Identify and understand the patterns of verbs in the reading materials. - Apply the correct patterns of actions when answering comprehension questions. - Write sentences using appropriate verb | W11 /1 |



Course Description of the 1st Year

2024-2025

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|---|--|---|--|-------|
| | ns • Reading and Compreh ension Activities • | | patterns based on the reading content. | |
| o Grammar tests o Assessment of Speaking Activity Reading comprehension | Direct Knowledg e and Examples • Binary and Discussio ns • Reading and Compreh ension | Patient Record (How to Write a Record The patie nt is in the hospi tal. | - Read and understand texts that talk about inventions or events that changed the world. - Identifying the structures of the passive in the reading materials. - Use the passive to describe processes and events in speech and writing. | W12/1 |



Course Description of the 1st Year

2024-2025

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|-----------------------------------|-------------------|--------|---|--------|
| | Activities | | | |
| | • | | | |
| o Grammar tests | Direct | Review | - Review and apply the correct usage of different tenses (past, present, using the second condition correctly to talk about hypothetical situations). | W13 /1 |
| o Assessment of Speaking Activity | Knowledg e and | | - Understanding and using compound verbs | |
| Reading comprehension | Examples | | Context in (phrasal verbs) | |
| | • For Duo | | - Write sentences and engage in conversations using the second condition and compound verbs. | |
| | and | | | |
| | Discussio | | | |
| | ns • | | | |
| | Reading | | | |
| | and | | | |
| | Compreh | | | |
| | ension | | | |
| | Activities | | | |
| | • | | | |
| Course Evaluation | | | | |



Course Description of the 1st Year

2024-2025

- **Daily Preparation** 2 points
- **Oral Participation** 3 Points
- **Monthly written tests** 15 points
- **Quizzes** 5 points
- **Reports/Written Tasks** 5 Points
- **Final exam** 70 points

Total 100 points

. Learning and Teaching Resources

- English for Nursing Students (Latest Edition)

A textbook focusing on general English language skills for nurses, covering grammar, reading, writing, and speaking skills.

- Essential Grammar in Use by Raymond Murphy (Latest Edition)

A self-study reference and practice book for elementary learners of English, with a focus on basic grammar structures.

Required Textbooks (Methodology, if any)

- English Grammar in Use by Raymond Murphy (Latest Edition)
A practical guide for understanding and applying English grammar at intermediate levels.

- Oxford English for Careers: Nursing 1 & 2 by Tony Grice
A specialized course book designed for nurses, focusing on language skills required in medical settings.

Lead References/Sources



Course Description of the 1st Year

2024-2025

| | |
|--|-------------------|
| <ul style="list-style-type: none">• Cambridge English for Nursing by Virginia Allum & Patricia McGarr This book provides nursing students with the vocabulary and structures necessary for their professional careers.• Journal of English for Academic Purposes Offers research articles and studies on the role of English in academic and healthcare professions• Nursing Education Perspectives Includes articles and reports on improving communication and English language skills for nurses. | Recommended books |
| <ul style="list-style-type: none">• British Council – Learn English Website: www.learnenglish.britishcouncil.org Offers free grammar, vocabulary, and language practice resources, including interactive lessons and quizzes. ESL Lib Website: www.esllibrary.com | Websites |



Course Description of the 1st Year

2024-2025

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|---|
| Course Name 1 |
| Calculators2 |
| Course Code |
| COS-112 |
| Semester/Year 3 |
| Second Semester/Phase I |
| Date this description was prepared |
| Course Objectives |
| <p>Upon completion of the practical and theoretical training of this curriculum, the student must be able to:</p> <p>Excellence in the fields of computer and information technology for the students of the College of Nursing in research and education to reach a high level of quality.</p> <p>Establish and develop academic programs in the field of computer science to keep pace with modern developments with needs.</p> <p>Nursing and community specializations.</p> <p>Developing qualitative, cognitive and practical skills for students.</p> <p>Providing a stimulating environment for the students of the College of Nursing to use computers and information technology in the fields of scientific research.</p> <p>Developing students' skills and abilities in line with scientific and technological developments.</p> |
| Teaching and Learning Strategies |
| Explain the scientific material to students in detail. |



Course Description of the 1st Year

2024-2025

2. Participation of students in the use of computers in a practical way 3. Discussion and dialogue on vocabulary related to the topic

4. Lectures using PowerPoint. Practical application using computers.

Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours & Weeks |
|---------------------------------------|---|--|----------------------------|---------------|
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | General Introduction | Run Microsoft Word | 2 /w1 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | File Tab File | Microsoft Word interface. | 2/w2 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | Clipboard Set. - Line set - Paragraph Group - Set patterns. - Group Edit | Home tab | 2/w3 |
| Short, Semester, and Final Exams | Practical Lecture Using Computer Software | -Format group - Page setup group - Page background group -Paragraph group. -Arrangement Group | Page Layout tab | 2/w4 |



Course Description of the 1st Year

2024-2025

| | | | | |
|---|---|---|-------------------------------------|-------|
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | - Demonstration group. -Zoom range -Window Set - Instructions | Document view group | /w5 2 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | -Insert tab -Tab set pages -Tab group tables | Insert Objects in Micro.Word 201 | 2/w6 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | -How to format tables in Microsoft WordPress. | Table Design Tab | 2/w7 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | - How to implement the instructions | Table Layout tab | 2/w8 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | Tab Image Tools . Ertiat Group | Illustration Collection | 2/w9 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | Header and Footer - | Header and footer set | 2/w10 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | -Text Set and Symbol Set - | How to insert a text box | 2/w11 |



Course Description of the 1st Year

2024-2025

| | | | | |
|--|---|--|---|-------|
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | General Introduction | Run Microsoft Software PowerPoint 2010 | 2/w12 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | File Tab File | Microsoft Software Interface PowerPoint 2010 | 2/w13 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | -Save a new presentation - Save a presentation In other words. | Open File)Presentation (Serious) | 2/w14 |
| Short exams , and Quarterly, and final | Practical Lecture Using Computer Software | Insert objects and add animations in Microsoft PowerPoint. | Insert objects and add animations in Microsoft PowerPoint. | 2/w15 |
| Course Evaluation | | | | |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc | | | | |
| Learning and Teaching Resources | | | | |
| Textbook approved by the Ministry of Higher Education and Research Scientific | | | Required Textbooks (Methodology, if any) | |



Course Description of the 1st Year

2024-2025

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|--|--|
| Computer Basics and Software Applications / Part Two | Main References (Sources) |
| | Books and supporting references recommended by scientific journals, reports... |
| | Electronic References, Websites |



Course Description of the 1st Year

2024-2025

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|--|
| Course Name Arabic Language (1) |
| Course Code ARB-113 |
| Semester/Year Second Semester / First Semester |
| Date this description was prepared 2025 /1/ 28 |
| Available Attendance Forms / Manual Attendance Registration Lists Closing Books |
| Total Hours / Total Number of Units Two hours per week / thirty semester hours / two units |
| The name of the course administrator if more than one name is mentioned Dr. Hussain Ali Mohsen |
| Course Objectives |



- Taste the eloquence of the words of God Almighty and the realization of the SR
- Seeing and cherishing the Arab heritage
- Developing language skills.
- Expanding the grammatical and literary culture and increasing linguistics.
- Taste the eloquence of the words of God Almighty and realize

Teaching and Learning Strategies

The student will learn about the most important grammatical and rhetorical meanings of some surahs

- 1- The Noble Qur'an . The student should distinguish between the nominal and the actual sentence**
- 2- The student should get acquainted with eras and literature and their poets.**
- 3- The student should be familiar with the most important spelling rules.**
- 4- The student will learn about the most important grammatical and rhetorical meanings of some surahs of the Holy Qur'an.**

Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours/Weeks |
|---|-----------------|--|--|-------------|
| - Asking questions - Discussion of the | Lecture | Surah Al-Fatihah/ Recitation - Rulings - Names | • Taste the eloquence of the words of God Almighty | 2/w1 |



Course Description of the 1st Year

2024-2025

| | | | | |
|---|--|--|---|-------|
| reports of the | | | and realize the captivity • Knowledge of Arab heritage and pride • Developing language skills. Expanding grammatical and literary culture and increasing linguistics. Taste the eloquence of the words of God Almighty and realize the secrets of the Almighty | |
| - Ask questions and discuss Student Erir | | | Tasting the eloquence of the words of God Almighty, | W2 /2 |



Course Description of the 1st Year

2024-2025

| | | | | |
|--|------------|---|--|------|
| | Survey | Connection and Cutting | <p>understanding the families of the Arab heritage and pride, developing language skills.</p> <p>Expanding the grammatical and literary culture and increasing linguistics.</p> <p>Taste the eloquence of the words of Allah Almighty and the realization of captivity</p> | |
| <p>- Ask questions and discuss</p> <p>Student Erir</p> | Discussion | <p>Poet/ Badr Shaker Al-Sayyab/ His Life and Poetry</p> | <p>Tasting the eloquence of the words of God Almighty, understanding the families of the Arab heritage and pride,</p> | W3/2 |



Course Description of the 1st Year

2024-2025

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|--|-------------------|---|---|------|
| | | | <p>developing language skills.</p> <p>Expanding the grammatical and literary culture and increasing linguistics.</p> <p>Taste the eloquence of the words of Allah Almighty and the realization of captivity</p> | |
| <p>- Ask questions and discuss</p> <p>Student Erir</p> | Discussion Groups | <p>The poet / Al-Rasafi/</p> <p>His life and poetry</p> | <p>Tasting the eloquence of the words of God Almighty,</p> <p>understanding the families of the Arab heritage and pride, developing language skills.</p> <p>Expanding grammatical and literary culture and</p> | W4/2 |



Course Description of the 1st Year

2024-2025

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|------------------|--|--|--|--|
| | | | <p>increasing linguistics.</p> <p>Taste the eloquence of the words of God Almighty and realize the secrets of the Almighty</p> | |
| W5 Semester Exam | | | | |

| | | | | |
|---|---------|------------------------------|--|-------|
| - Layout Students | Lecture | Speech Sections | <p>Tasting the eloquence of the words of God Almighty, understanding the families of the Arab heritage and pride, developing language skills.</p> <p>Expanding the grammatical and literary culture and increasing linguistics.</p> <p>Taste the eloquence of the words of Allah Almighty and the realization of His secrets</p> | W6 /2 |
| - Ask questions and reports Students | Survey | The Beginner and the News | <p>Tasting the eloquence of the words of God Almighty, understanding the families of the Arab heritage</p> | W7/2 |



Course Description of the 1st Year

2024-2025

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|--|---------|-------------|--|------|
| | | | <p>and pride, developing language skills.</p> <p>Expanding the grammatical and literary culture and increasing linguistics.</p> <p>Taste the eloquence of the words of Allah Almighty and the realization of His secrets</p> | |
| <p>- Ask questions and reports on Students</p> | Lecture | Punctuation | <p>Taste the eloquence of the words of Allah Almighty and the realization of captivity</p> <p>Knowledge of Arab heritage and pride.</p> <p>Language skills development.</p> <p>Expanding grammatical and literary culture and increasing Linguistics.</p> <p>Taste the eloquence of the words of Allah Almighty and the realization of His secrets</p> | W8/2 |
| <p>- Asking questions and reports Students</p> | Survey | Number | <p>Taste the eloquence of the words of Allah Almighty and the realization of His secrets</p> <p>Knowledge of the Arab heritage and pride and the development of language skills.* Expanding the</p> | W9/2 |



Course Description of the 1st Year

2024-2025

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|--|----------------|---------------------------|--|--------|
| | | | grammatical and literary culture and increasing linguistics. | |
| Second Semester Exam | | | | W10/2 |
| - Asking questions and reports Students | Lecture | He and her sisters | Taste the eloquence of the words of Allah Almighty and the realization of His secrets Knowledge of Arab Heritage and Pride Developing language skills. Expanding grammatical and literary culture and increasing linguistics. Taste the eloquence of the words of Allah Almighty and the realization of captivity | W11 /2 |
| - Ask questions and reports Students | Survey | N and her sisters | Taste the eloquence of the words of Allah Almighty and the realization of His secrets Knowledge of Arab Heritage and Pride Developing language skills . Expanding the grammatical and literary culture and increasing the | W12 /2 |



Course Description of the 1st Year

2024-2025

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|--|---------|---------------------------|--|---------------------|
| | | | <p>Linguistics.</p> <p>Taste the eloquence of the words of Allah Almighty and the realization of His secrets</p> | |
| <p>- Ask questions and reports</p> <p>Students</p> | Lecture | Medium and extreme Hamza. | <p>Taste the eloquence of the words of Allah Almighty and the realization of His secrets</p> <p>Knowledge of Arab Heritage and Pride</p> <p>Developing language skills.</p> <p>Expanding the grammatical and literary culture and increasing the linguistic</p> <p>Taste the eloquence of the words of Allah Almighty and the realization of His secrets</p> | <p>W13</p> <p>2</p> |
| <p>- Asking questions and discussing students' reports</p> | Survey | Comprehensive Review | <p>Tasting the eloquence of the words of God Almighty and understanding His captives • Seeing the Arab heritage and pride</p> <p>• Developing language skills.</p> <p>• Expanding the grammatical and literary culture and increasing the linguistic</p> | W14 /2 |



Course Description of the 1st Year

2024-2025

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|--|--|--|---|-----|
| | | | • Taste the eloquence of the words of God Almighty and understand His secrets | |
| Final Exam | | | | W15 |
| Course Evaluation | | | | |
| <ul style="list-style-type: none"> • Daily Preparation 2 points o • Oral Participation 3 Points • Monthly written tests 15 points o Short tests 5 points • Reports/Written Tasks 5 Points <p>Final exam 70 points</p> <p>100 points Total</p> | | | | |
| Learning and Teaching Resources | | | | |
| 1. The Holy Qur'an 2. Abda Al-Rajhi, Lessons in the Explanation of the Millennium, Dar Al-Nahda Al-Arabi, Beirut, 1988. | | | Required Textbooks (Methodology, if any) | |
| 1. Bahaa Al-Din Abdullah Bin Aqeel Al-Hamadhani, Explanation of Aqeel on the Alfiah of Ibn Malik, d. Muhammad M. Al-Din Abd al-Hamid, vol. 4, Al-Asri Library, Beirut, 2007. | | | Lead References/Sources | |
| 1. Bahaa Al-Din Abdullah Bin Aqeel Al-Hamadhani, Explanation of Aqeel on the Alfiah of Ibn Malik, d. Muhammad M. Al-Din | | | Recommended Books & References / Scientific Journals, Reports... | |



Course Description of the 1st Year

2024-2025

| | |
|---|--|
| Abd al-Hamid, vol. 4, Al-Asri Library, Beirut, 2007. | |
| Al Jazeera Arabic Learning Website: This website offers interactive courses and tools for learning Arabic, including reading, writing and listening skills. The site is suitable for all levels beginner to advanced. Doroob is an educational platform that provides multiple courses in Arabic and other skills. The site has free courses and certified certificates for beneficiaries | Electronic References, Websites |



| Course Name | | | | |
|---|-------------------------------------|---------------------------------|---|-----------------|
| Adult Nursing (1) | | | | |
| Course Code | | | | |
| NUR201 | | | | |
| Semester/Year | | | | |
| The first semester of the second phase of the academic year 2024-2025 | | | | |
| Date this description was prepared | | | | |
| 2025 /1/ 28 | | | | |
| Available Forms of Attendance | | | | |
| Registration of the student's attendance in theoretical lectures and clinical practical training in the training hospitals | | | | |
| Total Hours / Total Number of Units | | | | |
| 60 theoretical hours / 4 hours per week for 15 weeks (and 180 practical hours) 12 hours per week for 15 weeks | | | | |
| The name of the course administrator if more than one name is mentioned | | | | |
| Name: Wafa Abdul Karim Abbas Email: wafaabdulkarim@bcms.edu.iq | | | | |
| Course Objectives | | | | |
| <ul style="list-style-type: none">Increasing students' knowledge of information related to internal medicine and the methods of nursing care for these diseasesIncreasing students' skills in nursing care for problems related to internal and surgical diseases. | | | | |
| Teaching and Learning Strategies | | | | |
| Lectures, Blended Learning, Discussions, Seminars, Case Studies | | | | |
| Course Structure | | | | |
| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours The week |
| - Holding exams | Theoretical Lecture Using a Program | Introduction to Adult Nursing - | Analysis of the five steps of the nursing process | 4 /Hours Week 1 |



Course Description of 2nd year

2024-2025

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|---|--|---|--|------------------------|
| Journal - Discussion | power point & Events | The Nursing Process. | | |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care for a patient with cancer | Pathophysiological analysis of the disease Signs, symptoms, treatment and nursing care | 4/ Hours Week 2 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care of a patient with breast cancer | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of a patient with breast cancer | 4/Hours Week 3 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care of a patient with an endocrine disorder | /Pathophysiological Analysis of the Disease, Signs and Symptoms, Treatment, and Nursing Care of a Patient with Endocrine Disorders | 4/Hours Week 4 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care of a patient with cardiovascular problems Nursing care of patients with hypertension and ischemic heart disease | Pathophysiological Analysis of the Disease Signs and Symptoms, Treatment, and Nursing Care of a Patient with Cardiac Ischemia | 4/Hours Week 5 |
| - Holding exams | Theoretical Lecture | Nursing care of patients with | Pathophysiological analysis of heart | 4/Hours |



Course Description of 2nd year

2024-2025

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| Journal - Discussion | Using a Program power point & Events | myocardial infarction, congestive heart failure and endocarditis | failure Disease, signs and symptoms, treatment and nursing care of a patient with heart problems | Week6 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing for peripheral vascular disorders, aneurysms, arterial occlusion, vein thrombosis, chronic venous insufficiency, foot ulcers, varicose veins | Pathophysiological analysis of vascular disorders disease, signs and symptoms, treatment and nursing care of a patient with blood vessel problems | 4/Hours Week 7 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care for patients with gastrointestinal disorder , hernia , ulcerative colitis , peptic ulcer , colon disorder , appendicitis , intestinal obstruction | Pathophysiological analysis of the disease Signs and symptoms, treatment, and nursing care for a patient with gastrointestinal disorders | 4/Hours Week 8 |
| - Holding exams | Theoretical Lecture | Nursing care for patients with | Pathophysiological analysis of the disease , | 4/ Hours |



Course Description of 2nd year

2024-2025

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| Journal - Discussion | Using a Program power point & Events | liver and pancreatic disorders, pancreatic cancer, cirrhosis, cholelithiasis and cholecystitis. | signs and symptoms, treatment, and nursing care of a patient with liver disorders | Week 9 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care for patients with hyperthyroid hormone disorders, | Pathophysiological analysis of the disease Signs and symptoms, treatment, and nursing care for patients with thyroid hormone disorders | 4/ Hours week 10 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care for patients with blood disorders, anemia, and leukemia | Pathophysiological analysis of the disease Signs and symptoms, treatment, and nursing care for patients with blood disorders | 4/ Hours Week11 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care of patients with haematological lymphoma and hemorrhagic diseases | Pathophysiological analysis of the disease Signs and Symptoms, Treatment, and Nursing Care of a Patient with Hematological Disorders | 4/ Hours Week 12 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Nursing care for patients with bronchitis, pneumonia, and chronic obstructive | Pathophysiological analysis of the disease Signs and symptoms, treatment, and nursing care for patients with respiratory disorders | 4/ Hours Week 13 |



Course Description of 2nd year

2024-2025

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| | | pulmonary disease | | |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Final Practical Exam | Last week | 4/ Hours Week 14 |
| - Holding exams Journal - Discussion | Theoretical Lecture Using a Program power point & Events | Theoretical final exam | Last week | 4/Hours Week 15 |
| Course Evaluation | | | | |
| 15% Theoretical Semester Exams + 5% Daily Exams + 20% Practical Hospital Assessment + 60% Final Exam 20% Final Practical + 40% Final Theoretical The final practical exam is (20) marks and the final theoretical exam is (40) marks | | | | |
| Learning and Teaching Resources | | | | |
| | | | Required Textbooks Methodology Found | |
| <ul style="list-style-type: none"> Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2022). Textbook of medical surgical nursing Brunner and Suddarth. China.: Lippincott Williams and Wilkins.15th ed | | | Lead References/Sources | |
| <ul style="list-style-type: none"> Urden, L. D., Stacy, K. M., & Lough, M. E. 2014. Critical care nursing, diagnosis and management, 7: critical care nursing. Elsevier Health Sciences. | | | Recommended books and references /scientific journals, reports... | |



Course Description of 2nd year

2024-2025

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| <ul style="list-style-type: none">● https://www.aacn.org/clinical-resources● https://www.nursingcenter.com/clinical-resources/practice-specialties● https://www.baccn.org/about/why-join/nicc/ | Electronic References, Websites |
|---|------------------------------------|



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|---|
| Course Name |
| Health Assessment |
| Course Code |
| HAS-202 |
| Semester/Year |
| First Semester / Second Year |
| Date this description was prepared |
| 2025 /1/ 28 |
| Available Forms of Attendance |
| Manual attendance registration lists Attendance Books |
| Total Hours / Total Number of Units |
| Four hours per week, sixty semester hours, four study units. |
| Course administrator name (if more than one name mentioned) |
| Name: Dr. Iman Abdul Razzaq Jaber emanabdalrazak@bcms.edu.iq Email: |
| Course Objectives |
| <ol style="list-style-type: none">1. By the end of this course, the student will be able to describe the components of health history.2. Apply interview skills and techniques for a successful interview.3. Assess the person's overall health status.4. Use various tools and techniques to measure and collect information (interview, observation, listening, physical examination, review of records), and review of diagnostic test results.5. ▪ Explain the systematic sequence of physical examination of body systems.6. ▪ Presentation of basic techniques for physical examination. |



7. • Describe physical examination techniques such as visual examination, palpation, percussion, and auscultation.
8. • Identify common instruments used during the physical examination.
9. • Analyze the effectiveness of clinical decisions using critical thinking skills in relation to the medical and surgical conditions covered.

Teaching and Learning Strategies

Lecture, group discussion, learning stations, demonstration and small lab work.

Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours/Weeks |
|---|--|---|------------------------------------|-----------------|
| Share Effective, Offers Presentations , Duties Biblical, Exams design Health Assessment comprehensive .And more | Video cassette, CD video lamp Pen, tape measure, scale, tissues Paper, cotton balls, scale Heat. Whiteboard, Flyers, .and the overhead projector | Duvet system | Disease Biology and Anatomy | 4 /Hours Week 1 |
| | | Head and Neck Assessment | Disease Biology and Anatomy | 4 /Hours Week2 |
| | | Ear Assessment | Pathology and anatomy | 4 /Hours Week 3 |
| | | Oral and Nose Evaluation Eye Assessment Chest Assessment | Disease Biology and Anatomy | 4 /Hours Week 4 |
| | | | Disease Biology and Anatomy | 4 /Hours Week 5 |
| | | | Disease Biology and Anatomy | 4/Hours Week 6 |
| | | Abdominal Evaluation | Disease Biology and Anatomy | 4/Hours Week 7 |
| | | Cardiovascular System Assessment | Disease Biology and Anatomy | 4 /Hours Week 8 |
| | | Musculoskeletal system | Pathology and anatomy | 4 hours Week 9 |



Course Description of 2nd year

2024-2025

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| | | - | | |
| | | Assessment of Parties | Pathology and anatomy | 4 hours Week 10 |
| | | Nervous System Assessment | Pathology and anatomy | 4 hours Week 11 |
| | | - | | |
| | | Practical Exam Group A | Pathology and anatomy | 4 hours Week 12 |
| | | Practical Exam Group A | | 4 hours Week 13 |
| | | Practical Exam Group B | | 4 hours Week 14 |
| | | Final Theoretical Exam | | 4 hours Week 15 |
| | | - | | |

Course Evaluation

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

Learning and Teaching Resources

| | |
|--|--|
| Fuller Jill & Schaller- Ayers Jennifer, He Assessment: A Nursing Approach, 2nd Philadelphia, J.B. Lippincott company, 1994. | Required Textbooks (Methodology, if any) |
| -Springhouse, New Photo Book Assessing Patie Springhouse Corporation, 1996. -Weber Jnet and Jane Kelley, Health Assessmen Nursing, 2nd ed., Philadelphia, Lippincott Willia Wilkins, 2003. | Principal References/Sources. |
| Required Textbooks and Other Mater (Lab.) Jaime Stockslager Buss. Health Assessm made Incredibly Visual. 2 nd Ed. Lippin Williams & Wilikins. 2011. | Books and supporting references recommended by scientific journals and reports. |



Course Description of 2nd year

2024-2025

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| | References, Websites |
|--|----------------------|



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|---|
| Course Name |
| Nurses' Microbiology (1) |
| Course Code |
| MBN 203 |
| Semester/Year |
| First Semester of the Second Year |
| Date this description was prepared |
| 2025 /1/ 28 |
| Available Forms of Attendance |
| Student Attendance Form / Lecture Attendance Record / Practical Laboratory Attendance Form / Clinical Course Attendance Form / Absence Notice Form |
| Total Hours / Total Number of Units |
| (2) Two hours per week for the theoretical subject and (two hours) for the practical subject/ (3) study units |
| Course administrator name (if more than one name mentioned) |
| Name: Zainab Uday Zainab_uday@bcms.edu.iq |
| Course Objectives |
| 1. Have a thorough understanding of the exact types and structures of the complete structure. |
| 2. Understand the physiological principles, anatomical structures, biochemical properties, and traits of microorganisms. |
| 3. Identify how to use the microscope and blindness related to the preparation of microscopic slides for laboratory tests, in addition to various diagnostic tests. |
| 4. Understand the principles and methods of sterilization and disinfection. |
| Nursing care procedures. |
| 5. Identify the different types of microorganisms and the differences between them, in addition to the diseases and infections that occur to humans, and how to diagnose and treat them. |
| 6. Collecting clinical samples and contaminated materials, identifying their types and understanding the methods of disposal thereof. |
| Teaching and Learning Strategies |

**.1 Lectures and Presentations.2 Lab Sessions****3. Interactive discussions and teamwork.4. Clinical simulations.****5. Scientific reports and presentations, 6. Use of educational technology, 7. Self-learning and research. 8. Continuous Evaluation**

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours/Weeks |
|--|---|--|--|--------------------|
| Quizzes - Written assignments - Presentations. | - Al-Maha Dirrah and the offer. - Recognition and Discussions Collective. –Multimedia resources. - Scientific reports and presentations. | Introduction and the historical development of microbiology. | Understand the definition and scope of biology Microscopy. Identify key historical figures and their contributions to the field of microbiology. Describe the major milestones in the development of microbiology as a scientific science. Learn about the evolution of microscopic technologies and technology over time. Explain the impact of microbiology on medicine and public health, and other scientific fields. | 2 S/1W |
| Quizzes - Written assignments - Presentations. | - Delete and Display. - Recognition and Discussions Collective. | Morphology @ Classification of Bacteria | Understanding the shape of bacteria – Describe the different shapes and structures of bacteria such as: (cookie, bacil, spiral). | 2 Q/W2 |



Course Description of 2nd year

2024-2025

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| | <p>–Multimedia resources.</p> <p>- Scientific reports and presentations.</p> | | <p>Classification of bacteria based on the characteristics of Dye – Explaining the importance of gram dye</p> <p>Gram-positive vs. negative bacteria</p> <p>Grams.</p> <p>Understanding the classification of bacteria based on oxygen requirements – differentiating between aerobic and anaerobic bacteria, and optional.</p> <p>Classification of bacteria based on characteristics</p> <p>Metabolic –</p> <p>Identification of bacteria for their biochemical and metabolic pathways.</p> <p>Recognize the clinical significance of the classification</p> <p>Bacteria –</p> <p>Understanding How to Direct a Classification</p> <p>Bacteria for diagnosing infections</p> | |
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Course Description of 2nd year

2024-2025

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| | | | and its treatment. | |
| Quizzes - Written Assignments - Presentations | - Delete and Display. - Recognition and Discussions Collective. –Multimedia resources. - Scientific reports and presentations. | Systematic Bacteriology (Gram Positive cocci) | Grade Positive Cookie Rating Structure”based on its shape and characteristics Dye. Identification of common gram-positive cookies, such as species Staphylococcus Streptococcus. and pathogenic mechanisms understood For Gram-positive spherical organisms and its role in human infection. Describe the diagnostic laboratory methods used to identify Gram-positive cookies. Identify the clinical significance of Gram-positive cocci in infection and treatment options, including antibiotic allergy Vitality. | 2 Q/ W3 |
| Quizzes - Written Assignments - Presentations | - Delete and Display. - Recognition and Discussions Collective. | Systematic Bacteriology (Gram Negative cocci) | Grade Negative Cookie Structure”based on its shape and characteristics Dye. Identification of common Gram-negative | 2Q/ W4 |



Course Description of 2nd year

2024-2025

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| | <p>–Multimedia resources.</p> <p>- Scientific reports and presentations.</p> | | <p>cookies, such as</p> <p>Neisseria</p> <p>gonorrhoeae</p> <p>Neisseria and meningitidis.</p> <p>Understand the mechanism of Gram-negative cocci disease and its role in causing human diseases.</p> <p>Describe the diagnostic methods used to detect Gram-negative cookies in clinical settings.</p> <p>Recognize the clinical significance of Gram-negative cookies in health care settings and appropriate treatment modalities, including concerns</p> <p>Antibiotic resistance.</p> | |
| First Semester Exam | | | | 2x/ W5 |
| Quizzes - Written assignments - Presentations. | <p>- Delete and Display.</p> <p>- Recognition and Discussions Collective.</p> <p>–Multimedia resources.</p> | Spore-Forming Gram-Positi Bacilli (Bacillus and Clostridium), | <p>Determination of Bacillus Characteristics</p> <p>Gram positivity that forms</p> <p>Spores.</p> <p>Differentiating between types Bacillus</p> <p>Clostridium.</p> | 2Q/ W6 |



Course Description of 2nd year

2024-2025

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| | - Scientific reports and presentations. | | Understanding the mechanism of disease types Bacillus Clostridium.and Describe the role of spores in the survival of Bacteria and disease transmission. Clinical Diagnosis Discussion and the treatment of infections caused by | |
| Quizzes - Written assignments - Presentations. | - Delete and Display. - Recognition and Discussions Collective. —Multimedia resources. - Scientific reports and presentations. | Non-Spore forming Gram Positive (Diphtheria, listeria and TB) | 1. Understand the shape and classification of Gram-positive nonsporidic bacteria. 2. Identify the mechanism of diphtheria, listeria and tuberculosis. 3. Identify the clinical symptoms of infections caused by diphtheria, listeria and tuberculosis. 4. Understand diagnostic methods for non-sporadic Gram-positive bacteria. 5. Discuss prevention options and treatment. | 2S/ W7 |



Course Description of 2nd year

2024-2025

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| Quizzes - Written assignments - Presentations. | - Delete and Display. - Recognition and Discussions Collective. –Multimedia resources. - Scientific reports and presentations. | Gram Negative Bacilli (Enterobacteriaceae) | 1. Family Classification Enterobacteriaceae. 2. Understand the structural and staining properties of Gram- negative bacilli. 3. Explanation of the mechanism of the disease and its factors. Ferocity. 4. Recognize the clinical significance of the family Enterobacteriaceae. 5. Understand diagnostic techniques for infection Enterobacteriaceae. 6. Discuss treatment options Antibiotic resistance | 2S/W8 |
| Quizzes - Written assignments - Presentations. | - Delete and Display. - Recognition and Discussions Collective. –Multimedia resources. - Scientific reports and presentations. | Gram Negative Bacilli (Enterobacteriaceae- Pseudomonas, Brucella, vibrio and H.pylori? | 1. Classification of different Gram-negative bacilli - understanding the differences between Pseudomonas Species , aeruginosa vibrio and Brucella Helicobacter cholerae and Pylori in terms of classification, shape, and gram stain properties. 2. Understanding the mechanisms of disease for each bacterium. | 2S/W9 |



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| | | | <p>-Explain how Pseudomonas cause Vibrio, Brucella, and and H. pylori in disease, including virulence factors and modes of transmission.</p> <p>3. Identify clinical presentations – identify diseases caused by these bacteria, such as opportunistic infections (e.g. in Pseudomonas Immunocompromised Patients (Brucella, Cholera) Vibrio and ulcers, cholerae) Gastrointestinal/gastric cancer (H. pylori).</p> <p>4. Describe diagnostic methods – Understand laboratory techniques for identifying these bacteria, including culture methods, biochemical testing, immunology, and molecular diagnosis of each pathogen.</p> <p>5. Discuss prevention and treatment strategies – explain prevention measures, vaccines (if</p> | |
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Course Description of 2nd year

2024-2025

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| | | | available), and treatment options for infections caused by these Gram-negative bacilli, taking into account antibiotic resistance in the H. The Pseudomonas pylori. | |
| Second Semester Exam | | | | 2S/W10 |
| Quizzes - Written assignments - Presentations. | - Delete and Display. - Recognition and Discussions Collective. —Multimedia resources. - Scientific reports and presentations. | Introduction to immunity | 1. Understand the basic concepts of a device Immunity. 2. Identify the components of a device. Immunity. 3. Explain the function of immune cells. 4. Description of the response process immunotherapy. 5. Understanding the concept of immune memory. and vaccination. | 2S/W11 |
| Quizzes - Written assignments - Presentations. | - Delete and Display. - Recognition and Discussions Collective. —Multimedia resources. - Scientific reports and presentations. | Hypersensitivity | 1. Understand the different types of allergic reactions. 2. Identify clinical examples of allergic reactions. 3. Describe the role of immune cells and media. 4. Explanation of diagnostic methods | 2S/W12 |



Course Description of 2nd year

2024-2025

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| | | | For sensitization. 5. Discuss the management and treatment of allergic reactions. | |
| Quizzes - Written assignments - Presentations. | - Delete and Display. - Recognition and Discussions Collective. —Multimedia resources. - Scientific reports and presentations. | hospital-acquired infections (HAIs) | 1. Understand the concept of acquired infection in Hospitals(HAIs) 2. Identify common pathogens that cause hospital-acquired infections. 3. Understand the modes of transmission in health care settings. 4. Understand infection prevention and control measures. 5. Explanation of the clinical effect of infection Acquired in hospitals. | 2S/W13 |
| Quizzes - Written assignments - Presentations. | - Delete and Display. - Recognition and Discussions Collective. —Multimedia resources. - Scientific reports and presentations. | Precaution Measurements and Infection control | 1 Understand the principles of control Infection. 2. Identify the different types of precautionary measures. 3. Identify the use of personal protective equipment (PPE). 4. Explain hand hygiene practices. | 2S/W14 |



Course Description of 2nd year

2024-2025

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| | | | 5. Understand environmental infection control measures. 6. Identify the role of vaccination and antimicrobial management. | |
| Course Evaluation | | | | |
| 1. Daily preparation: 5 degrees 2. Daily oral engagement: 5 degrees 3. Monthly written tests: 10 marks 4. Laboratory Rating: 5 Grade 5. Practical Experiences: 5 Grades. 6. Practical Exam: 10 Degrees 7. Practical Final Exams/Laboratories: 20 Grades. 8. Final Theoretical Exam: 40 Marks Final score = 100 degrees | | | | |
| Learning and Teaching Resources | | | | |
| Required Textbooks (Methodology, if any) | Gillies R.R. & Dodds, 1984: Bacteriology illustrated, 5th edition. Long man group limited. USA. (Text book). | | | |
| Main References / Sources | Rowland, P. H. (2020). Microbiology for Nursing and Healthcare Students. Wiley-Blackwell. Gillespie, S. H., & Bamford, K. (2022). Medical Microbiology and Infection at a Glance. Wiley-Blackwell. Pinckney, J. A. (2021). Microbiology: Clinical Approach for Nurses and Allied Health Professionals. Jones & Bartlett Learning. Pommerville, J. C. (2021). Fundamentals of Microbiology: Body Systems Edition. Jones & Bartlett Learning. | | | |



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|--|--|
| Recommended books and references / scientific journals, reports. | <p>Recommended Books:</p> <ol style="list-style-type: none">1. "Microbiology for Nurses" by L. G. McCance and J. E. Huether2. "Microbiology: A Clinical Approach" by William W. W. L. Chai and Michael J. Pelczar3. "Medical Microbiology" by Murray, P. R., Rosenthal, K. S., & Pfaller, M. A.4. "Bergey's Manual of Determinative Bacteriology" by John G. Holt5. "Microbiology: An Introduction" by Tortora, G. J., Funke, B. R., & Case, C. L. <p>Recommended Scientific Journals</p> <ol style="list-style-type: none">1. Journal of Clinical Microbiology2. Clinical Microbiology Reviews3. Infection Control & Hospital Epidemiology4. American Journal of Infection Control5. . 5. Nursing Research Reports and Guidelines6. Centers for Disease Control and Prevention (CDC) Guidelines6. World Health Organization (WHO) Reports77. Infection Prevention and Control in Healthcare Settin |
| Electronic References, Websites | <p>Electronic References CDC - Centers for Disease Control and Prevention WHO - World Health Organization PubMed. MedlinePlus Khan Academy - Microbiology Educational Websites ... Microbiology Society American Society for Microbiology (ASM) The Merck Manual Clinical Microbiology Online National Center for Biotechnology Information (NCBI).</p> |



| Course Description: Pharmacology | | | | |
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| Pharmacology (1) PHR204 Pharmacology for Nurses | | | Course Name/Code | |
| Recording the student's attendance in theoretical lectures | | | Available Forms of Attendance | |
| The first semester of the second stage | | | Semester/Year | |
| 30 theoretical hours 2/hours per week for 15 weeks. | | | Total number of study hours | |
| 2025/1/20 | | | Date this description was prepared | |
| Dr. Amir Ali Ghazal Ameer.92alobeidi@gmail | | | Course administrator name (if more than one name mentioned) | |
| Hours/ week | Required learning outcomes | Unit or Topic Title | Teaching Method | Assessment Method |
| W1/2H | Introduction to pharmacology -Know general aspect of pharmacology | Principles of pharmacology, Drugs names, OTC Drugs | Smart Whit board, Lecture by using PowerPoint | Making quizzes Discussion |
| W2/2H | -How to drug absorption - Know the drug distribution Know the metabolism and excreation | Pharmacokinetic | Smart Whit board, Lecture | Making quizzes Discussion |



Course Description of 2nd year

2024-2025

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| W3/2H | How the drug produced effect by interaction with enzymes and receptors | Pharmacodynamics and drug response | Smart Whit board, Lecture | Making quizzes - Discussion |
| W4/2H | Classification of Drugs acting on autonomic and somatic nervous system ,effects and properties | Drugs acting on autonomic and somatic nervous system | Smart Whit board, Lecture | Making quizzes Discussion |
| W5/2H | Classification of Drugs acting on CNS, effects and properties | Drugs acting on central nervous system Drug affecting gastrointestinal function | Smart Whit board, Lecture | Making quizzes - Discussion |
| W6/2H | Classification of Drugs acting on GIT , effects and properties | Mid-term Exam. | Theory and practical exam | Making quizzes Discussion |
| W7/2H | Autacoids and anti-inflammatory drugs | Autacoids and anti-inflammatory drugs | Smart Whit board, Lecture | - Makin g quizzes - Discussion |
| W8/2H | Know the general properties of Dermato pharmacology drugs | Dermatopharmacology | Smart Whit board, Lecture | Making quizzes Discussion |
| W9/2H | Evaluation of drug safety methods | Evaluation of drug safety | Smart Whit board, Lecture | Making quizzes Discussion |



Course Description of 2nd year

2024-2025

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| W10/2 H | Know the interaction between drug and drug and with food | Drug interaction | Smart Whit board, Lecture | Making quizzes - Discussion |
| W11/2 H | Introduction of antimicrobials | Chemotherapy of microbial diseases | Smart Whit board, Lecture | Making quizzes - Discussion |
| W12/2 H | Classification and mechanism of action , spectrum, adverse effects. | Antibacterial drugs | Theory and practical exam | Making quizzes - Discussion |
| W13/2 H | Classification and mechanism of action , spectrum, adverse effects. | Antifungal drugs | Smart Whit board, Lecture, case study | Making quizzes - Discussion |
| W14/2 H | Classification and mechanism of action , spectrum, adverse effects. | Antifungal drugs | Smart Whit board, Lecture, case study | Making quizzes - Discussion |



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| Course Name | |
| Calculators3 | |
| Course Code | |
| COS-205 | |
| Semester/Year | |
| First Semester/Second Phase | |
| Date this description was prepared | |
| 2025/1/08 | |
| Available Forms of Attendance | |
| Lectures using the computer lab | |
| Total Hours / Total Number of Units | |
| 1/30 | |
| Course administrator name (if more than one name mentioned) | |
| asraa.w89@gmail.com: Email | Israa Waleed Abdullah |
| Course Objectives | |
| <p>Upon completion of the practical and theoretical training of this curriculum, the student must be able to excel in the fields of computer and information technology for the students of the College of Nursing in research and education to reach a high level of quality. Establish and develop academic programs in the field of computer science to keep pace with modern developments with the needs of nursing disciplines and society. Develop qualitative, cognitive and practical skills for students. Provide a stimulating environment for students to use computers and information technology in the fields of scientific research. Developing skills and students' abilities in line with scientific and technological developments.</p> | |



| Teaching and Learning Strategies | | | | |
|---|---|---|----------------------------|-------------|
| <ul style="list-style-type: none">1- Explain the scientific material to students in detail.2- Participation of students in the use of computers in a practical way.3- Discussion and dialogue on vocabulary related to the topic.4- Lectures with PowerPoint5- Practical application using computers. | | | | |
| Evaluation Method | Teaching Method | Module Name / or Subject | Required Learning Outcomes | Hours/Weeks |
| Short, semester, and final exams. | Practical Lecture Using Software Computer | General Introduction | Run Microsoft Excel | 2 /w1 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Explain all the components of a file list in terms of opening, saving, and creating file | File tab | W2/2 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Tool Components Explained Clipboard clipboard Which is copying texts and formats | Home Tab | w3/2 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Explanation of the components | Font Tool | W4/2 |



Course Description of 2nd year

2024-2025

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|-----------------------------------|--|---|------------------------|------|
| | | of the font tool involved in changing the type and size of the font and etc | | |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Explain the components of the alignment tool included such as site formats Paragraph and rotate the text and others | Alignment Tool | 2/w5 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Explain the components of the number tool involved in changing number formats Listed | Number Tool | 2/w6 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | How to create a conditional format for a group of cells | Conditional Formatting | W7/2 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Explain how to arrange cells as table and change Format | Style Tool | W8/2 |



Course Description of 2nd year

2024-2025

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| Short, semester, and final exams. | Practical Lecture Using Software Computer | Insertion Cell Insertion Row Column Insertion | Insert Tool | W9/2 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Delete Cell Delete Row Delete Column | Delete Tool | W10/2 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | How to Insert and Configure Mathematical Equations | Equations | W11/2 |
| Short, semester, and final exams. | Practical Lecture Using Software Computer | Explain the components of the editing tool including search, replace, etc. | Editing Tool | W12/2 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Insert Table Insert Format Insert a slot chart Insert a picture and a text | Insert table, Text and Illustration | W13/2 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Insert Chart Insert Equation Insert Symbol | Insert Chart and Symbols | W14/2 |
| Short, semester, and final exams. | Practical Lecture Using Computer Software | Theme Page setup Sheet option | Page Layout Tab | W15/2 |

9. Evaluation of the Course

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

10. Learning and Teaching Resources



Textbook approved by the Ministry of Higher Education and Scientific Research

Computer Basics and Software Applications / Part Four.

Required Textbooks (Methodology, if any)

Principal References/Sources.

Recommended books and references /scientific journals, reports...

Electronic References, Websites



| | |
|--|--|
| 1. Course Name | |
| The crimes of the Baath regime in Iraq | |
| Course Code .2 | |
| PRC206 | |
| .3 Semester/Year | |
| First Semester / 2024-2025 | |
| 4. Date of preparation of this description | |
| 2025 \ 1\28 | |
| 5 Available Forms of Attendance | |
| Attendance Books | |
| Manual attendance registration lists | |
| .6 Total Academic Hours/Total Number of Credits | |
| 2 hours per week for 15 weeks = 30 hours i.e. 2 units | |
| .7 Name of the course administrator (if more than one name mentioned) | |
| Name: Hussain Ali Mohsen | |
| <ul style="list-style-type: none">● Knowledge of the nature of the Iraqi political system before 2003 and how the executive institution dominates the rest of the institutions.● This course helps the student in one way or another to master the writing of social and political essays, in addition to mastering political discussions, not to mention that it helps to develop the student's political awareness and political culture. | <p>Course Objectives. Introduce the student to the types of crimes committed by the previous regime, especially mass grave crimes and environmental crimes.</p> <ul style="list-style-type: none">● In addition, there are emotional and value goals for the course, represented in adopting the method of dialogue between the student and the professor, as well as adopting the method of discussion and exchange of opinions and knowledge matters. |



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| Course Name |
| /Adult Nursing (2) |
| Course Code |
| NUR207 |
| Semester/Year |
| Second Semester of the Second Phase of the Academic Year 2024-2025 |
| Date this description was prepared |
| 2025 /1 /28 |
| Available Forms of Attendance Registration of the student's attendance in theoretical lectures and clinical practical training in the training hospitals |
| Total Hours / Total Number of Units 60 theoretical hours / 4 hours per week for 15 weeks (and 180 practical hours) 12 hours per week for 15 weeks |
| Course administrator name (if more than one name mentioned) Name: Wafa Abdel Karim Email: wafaabdulkarim@bcms.edu.iq |
| Course Objectives |
| <ul style="list-style-type: none">▪ Increasing students' knowledge of information related to internal and external diseases and methods of nursing care for these diseases▪ Increasing students' skills in nursing care for problems related to internal and surgical diseases. |
| Teaching and Learning Strategies |
| Lectures, Blended Learning, Discussions, Seminars, Case Studies |
| Course Structure |



Course Description of 2nd year

2024-2025

| method Evaluation | method Learning | Unit Name or Subject | Required Learning Outcomes | Hours/Weeks |
|--|--|--|---|-------------|
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Introduction to Adult Nursing Nursing care of a patient with nervous system disorders Evaluation and laboratory testing procedures | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W1/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Intracranial pressure Head injuries Brain tumors | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W2/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Meningitis Brain abscess Epilepsy Care for the unconscious patient | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W3/4 |



Course Description of 2nd year

2024-2025

| | | | | |
|--|--|--|--|------|
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Meningitis Brain abscess Epilepsy Care for the unconscious patient | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W4/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Benign Mega Prostate Bladder cancer Final stages of kidney failure | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W5/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Nursing care of patients with gastrointestinal and muscular disorders Introduction | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W6/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Fractions Osteomyelitis | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of | W7/4 |



Course Description of 2nd year

2024-2025

| | | | the affected patient | |
|---|--|--|---|-------|
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Rheumatoid arthritis Amputation | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W8/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Nursing care of a patient with heart disorders <ul style="list-style-type: none"> • Patient Assessment, Signs and Symptoms, and Laboratory Diagnosis ● Mitral valve regurgitation (Tightness and reflux) ● Aortic aneurysm (Blood Retrieval) Cardiac catheterization | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W9/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Quadruple Fallot Congenital heart disease (ASD, VSD) | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of | W10/4 |



Course Description of 2nd year

2024-2025

| | | | the affected patient | |
|--|---|--|--|-------|
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Nursing care of patients with skin disorders: <ul style="list-style-type: none"> • Anatomy and physiology of the skin • Evaluation and Physiology of the Dermatological System Skin infections and immune infections | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W11/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Nursing care of patients with problems in the mouth, nose and throat: <ul style="list-style-type: none"> • Sinusitis • Tonsillitis Otitis media and laryngeal cancer | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of the affected patient | W12/4 |
| - Conducting daily exams - Discussion | Discussion Theory Lecture Case Study | Caring for a patient with eye disorders: Assessment and diagnosis of the | Pathophysiological analysis of the disease, signs and symptoms, treatment, and nursing care of | W13/4 |



Course Description of 2nd year

2024-2025

| | | | | |
|--|---|--|-----------------------------|--------------|
| | | <p>patient's condition</p> <p>Cataracts and glaucoma in the eye</p> | <p>the affected patient</p> | |
| <p>- Conducting daily exams</p> <p>- Discussion</p> | <p>Discussion</p> <p>Theory Lecture</p> <p>Case Study</p> | <p>Final Practical Exam</p> | <p>Last week</p> | <p>W14/4</p> |
| <p>- Conducting daily exams</p> <p>- Discussion</p> | <p>Discussion</p> <p>Theory Lecture</p> <p>Case Study</p> | <p>Final Theoretical Exam</p> | <p>Last week</p> | <p>W15/4</p> |
| <p>Evaluation</p> <p>15% Theoretical Semester Exams + 5% Daily Exams + 20% Practical Assessment in the Hospital + 60% Final Exam 20% Final Practical + 40% Final Theoretical</p> <p>Final Practical Exam 20) Final Theoretical Exam Grade 20</p> | | | | |
| <p>108 Learning and Teaching Resources</p> | | | | |
| <p>● Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2022). Textbook of medical surgical nursing Brunner and Suddarth. China.: Lippincott Williams and Wilkins.15th ed</p> | | <p>Required Textbooks (Methodology, if any)</p> <p>Main References/Sources</p> | | |
| <p>Urden, L. D., Stacy, K. M., & Lough, M. E. 2014. Critical care nursing, diagnosis and management, 7: critical care nursing. Elsevier Health Sciences.</p> | | <p>Recommended books and references /scientific journals, reports...</p> | | |
| <p>● https://www.aacn.org/clinical-resources</p> <p>● https://www.nursingcenter.com/clinical-resources/practice-specialties</p> <p>https://www.baccn.org/about/why-join/nicc/</p> | | <p>Electronic References, Websites</p> | | |



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|---|
| Course Name |
| Nurses Microbiology (II) |
| Course Code |
| MBN2 208 |
| Chapter/Year: |
| Second Semester of the Second Phase 2023-2024 |
| Date this description was prepared |
| 2025-1-28 |
| Available Forms of Attendance Weekly: Student Attendance Form / Lecture Attendance Record / Practical Lab Attendance Form / Absence Notice Form |
| Total Hours / Total Number of Units |
| 30 theoretical hours (2 hours per week for 15 weeks) and 2 hours of practical work per week (3) study units |
| Course administrator name (if more than one name mentioned) Name: Zainab Uday Zainab_uday@bcms.edu.iq |
| Course Objectives |
| <ul style="list-style-type: none">• Building scientific pillars for the student of the Faculty of Nursing in relation to microbiology in its various branches.• Convey a clear idea to students about the most important microorganisms (viruses, parasites, etc.) that cause diseases, and identify their life cycles, methods of diagnosis, treatment, prevention and control.• Identify and distinguish between different types of microorganisms, as well as the diseases and infections they cause for humans, and how to diagnose and treat them. |
| Teaching and Learning Strategies |



Lectures and Presentations.- Lab Sessions- Interactive Discussions and Teamwork, Scientific Reports and Presentations.- Use of Educational Technology.- Self-Learning and Research, Daily and Quarterly Continuous Assessment.

Course Evaluation

9. Oral participation and daily tests for the theoretical subject: 5 marks. 10. Monthly written tests for the theoretical subject: 20 marks
11. Oral participation and daily tests in the laboratory: 5 grades. 12. Practical test: 10 degrees
13. Practical Final Exams/Laboratories: 20 Grades. 14. Final Theoretical Exam: 40 Marks
Final score = 100 degrees

119. Learning and Teaching Resources

1- Microbiology for nursing I and 2
Professor Dr. Nada Khazal Kadhimi Hindi Ph.D in Medical Microbiology
Babylon University- College of Nursing 2018
2- Microbiology for Nurses
V. Deepa Parvathi, R. Sumitha and S. Smitha (2014)

Required Textbooks

3- Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller (2021).
Medical microbiology ninth edition. E lsever Inc.
4- V. Deepa Parvathi, R. Sumitha and S. Smitha (2014) : Microbiology for Nurses. Copyright © 2014 Dorling Kindersley (India) Pvt. Ltd.
5- Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier.

2. Main References/Sources

.1 A. Theoretical Course
Structure

| Evaluation Method | Teaching Method | Module Name | Required Learning Outcomes | Hours The week |
|-------------------|-----------------|-------------|----------------------------|----------------|
|-------------------|-----------------|-------------|----------------------------|----------------|



Course Description of 2nd year

2024-2025

| | | me / or Su bje ct | | |
|--|--|-------------------------------------|---|------|
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments • Final Exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources Educational Videos | Introduction to Parasitology | *Introduction *Introduction to Parasitology Some terms of * parasitology, types of parasites, Routes and modes of infections, types of hosts, relationships between parasite and host, some ,epidemiological terms Classification of Protozoa* *General characters of protozoa | W1/2 |
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments • Final Exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources Educational Videos | Entamoeba spp. And ciliophora | *Entamoeba histolytica, Entamoeba coli Ciliophora Balantidium coli | W2/2 |



Course Description of 2nd year

2024-2025

| | | | | |
|--|--|--|--|------|
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments • Final Exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources Educational Videos | Atrial flagellates and Tissue flagellates | Atrial flagellates <i>Trichomonas vaginalis</i> and <i>Trichomonas spp</i> *Intestinal Flagellates/ <i>Giardia lamblia</i> *Tissue flagellates/ Leishmania spp. Blood and tissue flagallates (<i>Leishmania</i> spp. and <i>Trepanosoma</i> spp.) | W3/2 |
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments for the final exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources Educational Videos | Apicomplexa | *apicomplexa: include 1- <i>Plasmodium Spps</i> 2- <i>Toxoplasmas gondii</i> *Class sporozoa <i>Malaria</i> parasites (<i>Plasmodium</i> spp.) <i>Toxoplasma gondii</i> | W4/2 |
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments for the final exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources (Educational Videos) | Helminthes Cestoda | *Helminthes Cestoda 1-Helminthes-class cestoda <i>Taenia solium</i> , <i>T. Saginata</i> , <i>Echinococcus granulosus</i> , <i>Hymenoleps nana</i> | W5/2 |



Course Description of 2nd year

2024-2025

| | | | | |
|---|--|---------------------------------|--|------|
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments for the final exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources (Educational Videos) | Trematoda | 2-Trematoda <i>Fasciola hepatica</i> , <i>Schistosoma haematobium</i> , <i>Schistosoma mansoni</i> , <i>Shistosoma japonicum</i> | W6/2 |
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments for the final exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources (Educational Videos) | Nematoda | 3- Nematoda Ascaris lumbricoides, Anchylostoma duodenale, Enterobius vermicularis, Trichuris trichiura | W7/2 |
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments for the final exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources | <u>Introduction to Virology</u> | <u>* Virology</u> General properties of viruses <u>Persistent Viral Infections</u> <u>Common routes of viral infection in human</u> | W8/2 |



Course Description of 2nd year

2024-2025

| | | | | |
|---|---|---|---|-------|
| | (Educational Videos) | | | |
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments for the final exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources • Educational Videos | Measles, AIDS, Influenza virus | Measles, AIDS, Influenza virus (general structure of virus, symptoms, method of transmissions and prevention) | W9/2 |
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments for the final exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources • Educational Videos | - Hepatitis virus and Coronavirus disease 2019 (COVID-19) | <ul style="list-style-type: none"> * Hepatitis A, B, C, D, E (general structure of virus, method of transmissions and prevention) * Corona virus -General structure -Three types of human coronavirus cause severe symptoms - Coronavirus disease 2019 (COVID-19) | W10/2 |



Course Description of 2nd year

2024-2025

| | | | | |
|---|--|----------------------|---|-------|
| | | | <ul style="list-style-type: none"> - Prevention and control - How does it spread <p>Diagnosis and treatment</p> | |
| | | Mumps and rubella | <p>*Mumps (general structure of virus, symptoms, method of transmissions and prevention)</p> <p>* Rubella (general structure of virus, symptoms, method of transmissions and prevention).</p> | W11/2 |
| <ul style="list-style-type: none"> • Short Tests • Semester Exams • Written Assignments for the final exam | <ul style="list-style-type: none"> • Lecture and presentation • Group discussions • Multimedia Resources (Educational | Rota and polio virus | <p>*Rota (general structure of virus, symptoms, method of transmissions and prevention).</p> <p>*polio virus (general structure of virus, symptoms,</p> | W12/2 |



Course Description of 2nd year

2024-2025

| | Videos) | | method of transmissions and prevention). | |
|---------------------------------------|--|-------------------------------------|--|-------|
| | | *Herpes virus and CMV | *Herpes virus and CMV *general structure of virus, symptoms, method of transmissions and prevention). | W13/2 |
| | | comprehensive review for curriculum | comprehensive review for curriculum | W14/2 |
| exam | | | | W15/2 |
| Course/Practical Structure 10B | | | | |
| Lab Nu + Hour | Study unit title | | | |
| | Introduction to Parasitology Protozoa and flagellates Classification of human parasites Protozoa Phylum: sarcomastigophora Subphylum: sarcodina Entamoeba histolytica Subphylum: mastigophora Giardia lamblia Phylum: Ciliophora/ Balantidium coli Phylum: Apicomplexa | | | 2 /1 |
| | Entamoeba histolytica Entamoeba coli Phylum: Ciliophora/ Balantidium coli | | | 2/2 |
| | Phylum: Mastigophora Atrial and intestinal flagellates Trichomonas vaginalis and Trichomonas spp Giardia lamblia | | | 2/3 |



Course Description of 2nd year

2024-2025

| | |
|---|---------------------------|
| 2- Blood and tissue flagellates Leishmania spp. and Trepanosoma spp. | 2/4 |
| Apicomplexa: include 1-Plasmodium Spps 2- Toxoplasma gondii | 2/5 |
| Helminthes Structure and classification Phylum: platyhelminthes Class: Cestode Class: Trematoda Phylum: Nemathelminthes Class: Nematoda | 2/6 |
| - Cestoda Taenia solium, T. Saginata | 2/7 |
| Cestoda Echinococcus granulosus Hymenoleps nana | 2/8 |
| Semester Exam | 2/9 |
| -Trematoda Fasciola hepatica Schistosoma haematobium Schistosoma mansoni Shistosoma japonicum | 2/10 |
| - Nematoda Ascaris lumbreciod, Anchylostoma duodenale, | 2/11 |
| comprehensive review | 2/12 |
| Exam final | 2/13 |
| Learning and Teaching Resources | |
| Microbiology for nursing I and 2 Professor Dr. Nada Khazal Kadhimi Ph.D in Medical Microbiology Babylon University- College of Nursing 2018 Microbiology for Nurses V. Deepa Parvathi, R. Sumitha and S. Smitha (2014) | Required Textbooks |



| | |
|---|---|
| <p>Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller (2021). Medical microbiology ninth edition. E lsever Inc.</p> <p>V. Deepa Parvathi, R. Sumitha and S. Smitha (2014) : Microbiology for Nurses. Copyright © 2014 Dorling Kindersley (India) Pvt. Ltd.</p> <p>Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier.</p> | <p>Main References/Resources</p> |
|---|---|



| | | | | |
|---|----------------------------|-----------------------------|---------------------------------------|---------------------------------------|
| Course Name | | | | |
| Disease Physiology | | | | |
| Course Code | | | | |
| PAT 209 | | | | |
| Semester/Year | | | | |
| Second Semester of the Second Phase | | | | |
| Date this description was prepared | | | | |
| 2025-1-28 | | | | |
| Available Forms of Attendance | | | | |
| Recording the student's attendance in the theoretical lecture | | | | |
| Total Hours / Total Number of Units | | | | |
| 30 hours at the rate of two hours per week/ Number of units (2) | | | | |
| Name of the course administrator (if more than one name mentions) Zainab Nizar zainab.nazar@bcms.ed | | | | |
| Course Objectives | | | | |
| <p>Identify diseases and understand their causes, their mechanical occurrence, the course of the disease within the body, as well as their effects on the body.</p> <p>Understanding and understanding why bitter symptoms and clinical signs appear in dysthymial diseases It is possible to analyze the difference in bitter symptoms and clinical signs from disease to disease.</p> <p>. Access to awareness of the various effects that accompany the disease.</p> <p>. The ability to follow up on the impairment or alteration of the functions of diseased tissues , organs , and organs.</p> | | | | |
| Course Structure | | | | |
| method Evaluation n | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours & Week s |



Course Description of 2nd year

2024-2025

| | | | | |
|---------------------------------------|---|--|---|------|
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point and Smart Board | Introduction to Pathophysiology | "The student becomes familiar with the science of pathophysiology and some of the terms used in it, and becomes aware of the importance of this science to the pathologist. The student also learns what the disease is, its causes, the course of the disease in the body, the difference between symptoms and signs, and the ways in which the disease is Diagnosis & Excellence | 1/2 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point and Smart Board | Changes at cellular : level | The student recognizes the changes that occur at the cell level when any change occurs abnormal and thus becomes aware of these changes and their effects at the tissue level And the device in particular and the body in general | /2 2 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program | Genes and genetic :diseases | Identify the gene and cellular components of action control Cell vitality. Identify what genetic mutations are, how they | 2/3 |



Course Description of 2nd year

2024-2025

| | | | | |
|---|--|------------------------------------|---|-----|
| | power point and Smart Board | | occur, their types, and methods of diagnosis. and its treatment | |
| Short exams, and Quarterly , and Final | Theoretical Lecture Using a Progra m power point and Smart Board | Inflammation | The student becomes aware of the general defensive line that addresses the various changes that Any part or tissue of the body tissue is exposed to it in different ways | 2/4 |
| Short exams, and Quarterly , and Final | Theoretical Lecture Using a Progra m power point 6and Smart Board | Neoplasia | Identify what tumors are, how they occur, their types, how to differentiate between them, their causes, effects on the body, and their complications. To the methods of cloning and treatment | 2/5 |
| Short exams, and Quarterly , and Final | Theoretical Lecture Using a Progra m power point | Alteration in immune :responses | The student becomes aware of the pathological changes in which the immune system is at play The main ones are allergies of all kinds and autoimmun e diseases | 2/6 |



Course Description of 2nd year

2024-2025

| | | | | |
|---|---|---|---|-----|
| Exams Short, Quarterly, and Final | Theoretical Lecture Using program power point | Disorders in white blood cells and | The student can know and understand diseases caused by a defect in blood cells | 2/7 |
| | | :lymphoid tissue | Albaydha in terms of its increase or decrease | |
| | | | What are the effects they have on the body? | |
| | | | The student also becomes able to distinguish between | |
| | | | The most common tumors that affect this type of | |
| | | | Body cells | |
| Exams Short, Quarterly, and Final | Theoretical Lecture Using | Alterations in RBC :and oxygen transport | The student can know and understand diseases caused by a defect in blood cells | 2/8 |
| | program | | Red in terms of its increase or decrease | |
| | power point | | What are the effects they have on the body? | |
| | | | The student also becomes able to distinguish between | |
| | | | The most common genetic diseases that affect these | |
| | | | Type of body cells | |
| Exams Short, Quarterly, and Final | Theoretical Lecture Using | Disturbances in blood flow | The student becomes aware of the most important diseases Affects blood flow in the body | 2/9 |



Course Description of 2nd year

2024-2025

| | | | | |
|---|---------------------------------|------------------------------------|--|------|
| | program | | And he becomes able to differentiate between diseases | |
| | power point | | Affects blood vessels of all kinds | |
| | | | | |
| Exams Short, Quarterly, and Final | Theoretical Lecture Using | Alteration in cardiac :function | The student becomes able to differentiate between the that affect the heart and how each of them occurs and | 2/10 |
| | program | | Diagnosis and treatment. | |
| | power point | | | |
| | | | | |
| Exams Short, Quarterly, and Final | Theoretical Lecture Using | :Alteration in kidney | The student becomes aware of the changes that affect the The college and how it occurs and its importance at the level of | 2/11 |
| | program | | Body. | |
| | power point | | | |
| | and Smart | | | |
| | Board | | | |
| Exams Short, Quarterly, and Final | Theoretical Lecture Using | GIT Disorders | The student becomes aware of the changes that are taking place In the digestive tract and how it occurs | 2/12 |
| | program | | And its importance at the body level | |
| | power point | | | |
| | Smart Board | | | |



Course Description of 2nd year

2024-2025

| | | | | |
|---|---|--|---|------|
| Short exams, and quarterly, and | Theoretical Lecture Using a Program power point | Disorders in the Accessory organs of the GIT | The student becomes aware of the changes that occur in the glands that accompany the digestive system and how its occurrence and importance at the body level | 2/13 |
| Final | and Smart | | | |
| | Board | | | |
| Short exams, and | Theoretical Lecture Using program | Disorders in the Respiratory System | The student becomes aware of the changes that occur in the respiratory system, how they occur and their importance At the body level | 14/2 |
| quarterly, and | power point | | | |
| Final | and Smart | | | |
| | Board | | | |
| Short exams, and | Theoretical Lecture Using program | Disorders in the Nervous System | The student becomes aware of the changes that occur in the nervous system and how they occur And its importance at the body level | 15/2 |
| quarterly, and | power point | | | |
| Final | and Smart | | | |
| | Board | | | |
| 130. Evaluation of the Course | | | | |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams. | | | | |



| 131 - Learning Resources and Teaching | |
|--|--|
| Porth's Essentials of Pathophysiology 2020 | Required Textbooks (Methodology, if any) |
| 1. Kumar, Abbas and Aster: Robbins Basic Pathology 10th ed 2018 2. C Simon Herrington: Muir's Textbook of Pathology 15th ed 2014 3. Porth: Pathophysiology of altered health | Main References/Sources |
| Scientific Journals and Scientific Research | Recommended books and references /scientific journals, reports... |
| www.pubmed.gov | Electronic References, Websites |
| Course Development Plan | |
| A. Use of advanced educational aids B- Following up on the latest developments in the field of training and development to improve the reality of nursing to serve health institutions C- Using modern evaluation methods such as electronic calendar D. Attention to professional ethics and practice behaviors | |



| | | | | |
|---|--|--|---|-----------------------------|
| Course Description: Pharmacology | | | | |
| Baghdad College of Medical Sciences | | 1 Educational Institution | | |
| Department of Nursing | | 2 Scientific Department/Center | | |
| Pharmacology (2) PHR210 Pharmacology for Nurses I () | | 3 Course Name/Code | | |
| Recording the student's attendance in theoretical lectures | | 4 Available Forms of Attendance | | |
| Second Semester of the Second Phase | | 5 Semester/Year | | |
| 30 Theoretical Hours 2 (Hours per Week for 15 Weeks) | | 6 Total number of study hours | | |
| 2024/8/15 | | 7 Date of preparation of this description | | |
| Dr. Amir Ali Ghazal Ameer.92alobeidi@gmail | | 8 Administrator's name and email | | |
| Course Structure | | | | |
| Hours/week | Required learning outcomes | Unit or Topic Title | Teaching Method | Assessment Method |
| 2h/1w | Classification and mechanism of action , spectrum, adverse effects | Antiprotozoal drugs | Smart Whit board, Lecture by using PowerPoint | Making quizzes - Discussion |
| 2h/2w | Classification and mechanism of action , spectrum, adverse effects | Antiviral drugs | Smart Whit board, Lecture | Making quizzes - Discussion |



Course Description of 2nd year

2024-2025

| | | | | |
|-------|---|--|---------------------------|-----------------------------|
| 2h/3w | Classification and mechanism of action , spectrum, adverse effects | Anticancer drugs | Smart Whit board, Lecture | Making quizzes - Discussion |
| 2h/4w | Classification and mechanism of action , spectrum, adverse effects | Antimycobacterial drugs | Smart Whit board, Lecture | Making quizzes - Discussion |
| 2h/5w | Classification and mechanism of action , spectrum, adverse effects Classification of Drugs acting on CVS ,effects and properties | Antiparasite drugs Drug acting on cardiovascular system and blood | Smart Whit board, Lecture | Making quizzes Discussion |
| 6w | Mid-term Exam. | | | |
| 2h/7w | Classification of Drugs acting on blood ,effects and properties | Drug acting on and blood | Smart Whit board, Lecture | Making quizzes - Discussion |
| 2h/8w | Classification of Drugs acting on lipid profile, effects and properties | Antihyperlipidemic drugs | Smart Whit board, Lecture | Making quizzes - Discussion |
| 2h/9w | Drug affecting renal function and fluid-electrolyte therapy | Drug affecting renal function and fluid-electrolyte therapy | Smart Whit board, Lecture | Making quizzes - Discussion |



Course Description of 2nd year

2024-2025

| | | | | |
|--------|---|---------------------------------------|---------------------------------------|--------------------------------|
| 2h/10w | Classification and mechanism of action , adverse effects. | Drug affecting the respiratory system | Smart Whit board, Lecture | Making quizzes - Discussion |
| 2h/11w | Classification and mechanism of action , adverse effects. | Endocrine pharmacology and hormones | Smart Whit board, Lecture | Making quizzes - Discussion |
| 2h/12w | Classification and mechanism of action , adverse effects. | Thyroid and antithyroid | Theory and practical exam | Making quizzes - Discussion |
| 2h/13w | Classification and mechanism of action , adverse effects. | Vitamins | Smart Whit board, Lecture, case study | Making quizzes - Discussion |
| 2h/14w | - Classification and mechanism of action, treatment | Introduction to toxicology | Smart Whit board, Lecture, case study | Making quizzes - Discussion |



| |
|---|
| Course Name |
| Calculators4 |
| Course Code |
| COS-211 |
| Semester/Year |
| Second Semester/Phase II |
| Date this description was prepared |
| 2025/1/28 |
| Available Forms of Attendance |
| Lectures using the computer lab |
| Total Hours / Total Number of Units |
| 1/30 |
| Course administrator name (if more than one name mentioned) |
| asraa.w89@gmail.com : Israa Waleed Abdullah |
| Course Objectives |
| <p>Upon completion of the practical and theoretical training of this curriculum, the student must be able to:</p> <p>Excellence in the fields of computer and information technology for the students of the Faculty of Nursing in research and education to reach the level of High quality.</p> <p>Establishing and developing academic programs in the field of computer science to keep pace with the needs of modern developments Nursing and community specializations.</p> <p>Developing qualitative, cognitive and practical skills for students.</p> <p>Providing a stimulating environment for the students of the College of Nursing to use computers and information technology in the fields of scientific research.</p> <p>Developing students' skills and abilities in line with developments Scientific and Technological.</p> |

**Teaching and Learning Strategies**

Explain the scientific material to students in detail.

Participation of students in the use of computers in a practical way - Discussion and dialogue on vocabulary related to the topic - Lectures using PowerPoint - Practical application using computers.

Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours The week |
|---------------------------------------|---|---|-------------------------------------|----------------|
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | General Introduction | Introduction to Computer Networking | 2/1 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | and Ingredients Explaining the benefits of a computer | Benefits of Computer Networking | 2/2 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Explain all types of networks | Types of Computer Networks | 2/3 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Explanation of machine methods, protocols, and mobile addresses | Internet Connection Methods | 2/4 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Explanation of applications, components, types of cloud computing | Cloud Computing | 2/5 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program | Explaining the areas of | Use of the Internet | 2/6 |



Course Description of 2nd year

2024-2025

| | | | | |
|--|---|---|---------------------------------------|------|
| | power point | internet use, pros Cons | | |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | General Introduction | The Ethics of the Internet World | 2/7 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Explain what is Internet law | Internet Law | 2/8 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using PowerPoint Software | Explain the types of encroachments in the digital space, etiquette and ethics of dealing with the Internet | Encroachments in the digital space | 2/9 |
| Short exams, and Quarterly, and Final | Theoretical Lecture Using a Program power point | Explain browser interface components and site types | Web Browsers | 2/10 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | Explain how to use search engines, ways to customize the search field | Search Online | 2/11 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | Explain how search engines use advanced search | Advanced Search | 2/12 |
| Short exams, and | Practical Lecture | Features of email and how to create it | Email | 2/13 |



Course Description of 2nd year

2024-2025

| | | | | |
|--|---|---|--------------------------|------|
| Quarterly, and Final | Using Software Computer | | | |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | How to send and receive messages | Email | 2/14 |
| Short exams, and Quarterly, and Final | Practical Lecture Using Software Computer | How to install the software, the main parts of the program | Conversation Software | 2/15 |
| Course Evaluation | | | | |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc | | | | |
| Learning and Teaching Resources | | | | |
| Textbook approved by the Ministry of Higher Education and Research Scientific | | Required coursebooks/methodology, if available. | | |
| Computer Basics and Software Applications / Part Four | | Main References/Sources | | |



| |
|--|
| Course Name |
| Arabic Language (1) |
| Course Code |
| ARB-212 |
| Semester/Year |
| Second Semester / Second Semester |
| Date this description was prepared |
| 28/1/2025 |
| Available Forms of Attendance Manual Attendance Registration Lists Attendance Books |
| Total Hours / Total Number of Units Two hours per week / thirty semester hours / two units |
| Course administrator name (if more than one name mentioned) Name: Dr. Hussein Ali Mohsen |
| Course Objectives Taste the eloquence of God's words and realize His secrets Viewing and cherishing the Arab heritage, Linguistics. ▪ Language Skills Development . ▪ Expanding grammatical and literary culture and increasing wealth ▪ Taste the eloquence of the words of Allah Almighty and realize the essence of His Lord. |
| Teaching and Learning Strategies |



The student should be familiar with the most important grammatical and rhetorical meanings of some surahs of the Holy Qur'an.

The student should distinguish between the nominal and the actual sentence.

The student should get to know the eras and literature and their poets.

The student should be familiar with the most important spelling rules.

The student should be familiar with the most important grammatical and rhetorical meanings of some surahs of the Holy Qur'an.

Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours/Weeks |
|--|-----------------|--|---|---------------------|
| - Asking questions - Discussion of the reports of the | | | Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the Language skills development. Expanding the grammatical and literary culture and linguistic wealth. Taste the eloquence of the words of God Almighty and His secrets. | Two hours /1 |
| | Lecture | Warah Al-Fatiha / its recitation - rulings - names | | |
| - Asking questions and discussing student reports | Survey | Connection and Cutting | Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the | 2 Hours/2 |



Course Description of 2nd year

2024-2025

| | | | | |
|--|------------|---|---|--------------|
| | | | Language skills development. Expanding the grammatical and literary culture and linguistic wealth. Taste the eloquence of the words of God Almighty and His secrets. | |
| Asking questions Discussing student reports | Discussion | The poet Badr Shaker Al-Sayyab, his life and poetry | Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the Language skills development. Expanding the grammatical and literary culture and linguistic wealth. Taste the eloquence of the words of God Almighty and His secrets. | Two hours /3 |
| Asking questions Discussing student reports | Discussion | The poet Al-Rasafi his life and poetry | Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the Language skills development. Expanding the grammatical and literary culture and linguistic wealth. | Two hours /4 |



Course Description of 2nd year

2024-2025

| | | | | |
|--|----------------|----------------------------------|--|---------------------|
| | | | Taste the eloquence of the words of Allah and His secrets. | |
| First Semester Exam | | | | 5 |
| Asking questions and discussing students' reports | Lecture | Speech Sections | Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the Language skills development. Expanding the grammatical and literary culture and linguistic wealth. Taste the eloquence of the words of Allah and His secrets. | Two hours /6 |
| Asking questions and discussing students' reports | Survey | The Beginner and the News | Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the Language skills development. Expanding the grammatical and literary culture and linguistic wealth. Taste the eloquence of the words of Allah and His secrets. | Two hours /7 |



Course Description of 2nd year

2024-2025

| | | | | |
|---|---------|-------------|--|--------------|
| Asking questions and discussing students' reports | Lecture | Punctuation | Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the Language skills development. Expanding the grammatical and literary culture and linguistic wealth. Taste the eloquence of the words of Allah and His secrets. | Two hours /8 |
| Asking questions and discussing students' reports | Survey | Number | Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the Language skills development. Expanding the grammatical and literary culture and linguistic wealth. Taste the rhetoric of words Almighty and Realizing His Secrets | 2 Hours/9 |
| Second Semester Exam | | | | 10 |



Course Description of 2nd year

2024-2025

| | | | | |
|---|---------|-------------------------------|--|---------------|
| - Asking questions and discussing students' reports | Lecture | He and her sisters | <p>Taste the eloquence of the words of God Almighty and His secrets</p> <p>Viewing and cherishing the heritage of the Language skills development.</p> <p>Expanding the grammatical and literary culture and linguistic wealth.</p> <p>Taste the eloquence of the words of Allah Almighty and His secrets.</p> | 2 hours/11 |
| - Asking questions and discussing students' reports | Survey | N and her sisters | <p>Taste the eloquence of the words of God Almighty and His secrets*</p> <p>Viewing and cherishing the heritage ,* Language Skills Development</p> <p>.Expanding grammatical and literary culture and linguistic wealth . Taste the eloquence of the words of Allah and His secrets.</p> | 2 hours/12 |
| - Asking questions and discussing students' reports | Lecture | The medium and extreme Hamza. | <p>* Taste the eloquence of the words of God Almighty and His secrets *</p> <p>Familiarize with the heritage and pride in it *</p> <p>Develop language skills -</p> <p>Expand the grammatical and literary culture and</p> | Two hours /13 |
| | | | | |



Course Description of 2nd year

2024-2025

| | | | | |
|--|--------|----------------------|---|------------|
| | | | linguistic wealth - Taste the eloquence of the words of God Almighty and His secrets. | |
| - Asking questions and discussing students' reports | Survey | Second semester exam | <ul style="list-style-type: none"> Taste the eloquence of the words of God Almighty and His secrets Viewing and cherishing the heritage of the Language skills development. Expanding the grammatical and literary culture and linguistic wealth Getting a taste of the eloquence of the words of God Almighty and His secrets | 2 hours/14 |
| Final Exam | | | | 15 |
| Course Evaluation | | | | |
| Daily Preparation 2 points o Oral participation 3 points Monthly written exams 15 points Short Tests 5 points Reports/Written Tasks 5 points Final Exam 70 points 100 points Total | | | | |
| Learning and Teaching Resources | | | | |
| - The Holy Quran Abda Al-Rajhi , Lessons in the Explanation of the Millennium , Dar Al-Nahda Al-Arabi , Beirut , 1988 | | | Required Textbooks/Methodology, if Applicable | |
| Bahaa al-Din Abdullah ibn 'Aqeel al-Hamadhani , Ibn 'Aqeel's explanation of the millennium | | | Main References (Sources | |



| | |
|---|---|
| Malik, T: Mohamed Mohieddin Abdel Hamid, Vol. 4, Al-Asr Library, Beirut, 2007. | |
| Bahaa al-Din Abdullah ibn Aqeel al-Hamadhani, Ibn Aqeel's commentary on al-Alfiyya Malik, d: Muhammad Mohieddin Abd al-Hamid, vol. 4, Al-Asr Library, Beirut, 2007. | Supporting References Recommended by Scientific Journals, Reports... |
| Jazeera Arabic Learning: Arabic Jazeera offers interactive courses and tools for learning Arabic, including reading, writing, and listening skills. The site is suitable for all levels from beginner to advanced. Al Jazeera Arab Learning Website Doroob website : It is an educational platform that provides multiple courses in Arabic language and other skills. The website contains free courses and approved certificates for the beneficiaries. | Electronic References, Websites |



| |
|---|
| Course Name: Maternal and Neonatal Nursing |
| Course Code NUR301 |
| Semester/Year Chapter One – and Second / Phase Three |
| Date this description was prepared 2025 / 1 /28 |
| Available Forms of Attendance My practical and theoretical presence |
| Total Hours / Total Number of Units 17 hours per week / 7 units |
| Course administrator name (if more than one name mentioned) Name: Wafa Abdul Karim Abbas Email: wafaabdulkarim@bcms.edu.iq |
| Course Objectives |
| <ol style="list-style-type: none">1. Keeping pace with society's need to create a generation armed with knowledge and skills2. Seeking to develop the scientific level in primary and postgraduate studies and focusing on qualitative outputs |



3. Contributing to the training of the functional cadres of the various state institutions
4. Working to bring about qualitative and quantitative development in the scientific movement through scientific research that contributes to the implementation of plans for the advancement and scientific and professional development of the nursing profession

Teaching and Learning Strategies

1. Collaborative Learning Style - It is a learning style in which students are divided into small, heterogeneous groups with different levels of knowledge, the number of members of each group ranges between 4 – 6 people, and the students of the same group cooperate to achieve a common goal or goals.
2. Self-learning is one of the methods of acquiring experiences in a self-guided way without the help of anyone or guidance from anyone, that is, the individual teaches himself by himself, and subjectivity is the characteristic of learning, as learning occurs within the learned individual, if it is the result of experiences he has prepared himself, then the learning is self-taught, even if it is the result of experiences prepared for him by a person, and there are many ways of self-learning, including programmatic learning, learning with models, and undirected scouting learning... And so on.
3. Practical /clinical training is a process that aims to apply the theoretical principles and ideas of a field or work in actual reality to link the theoretical and practical aspects of this field or work and training is of great importance in the educational field, especially for educational institutions of a practical and professional nature, as it is very necessary in the educational laboratory.
4. Lectures Group discussion.

Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours/Weeks |
|-------------------|-----------------|----------------------|----------------------------|-------------|
|-------------------|-----------------|----------------------|----------------------------|-------------|



Course Description of 3rd year

2024-2025

| | | | | |
|---|--|---|--|-------------|
| Cob about the addition lecture Monthly Tests | Lectures on it Explainer Videos +Discussion | Introduction to the Maternal and Neonatal Nursing Course Definition Goals Philosophy of the Maternal and Neonatal Nursing Course The Role of Nursing as a Family Center Framework The concept of the family Family-centered maternity care Family care as part of the community before conceiving pregnancy Reproductive Review of the Anatomy of the Reproductive System of Women and Men | The Philosophy of Maternal and Neonatal Nursing and the Philosophy of the Family in the Community | 3/w1 |
|---|--|---|--|-------------|



Course Description of 3rd year

2024-2025

| | | | | |
|--|--|---|---|------|
| | | Women's menstrual cycle | | |
| | | Natural Pregnancy Fetal Growth and Development Physiologically Physical and psychological changes in pregnant women Taking care of the woman during pregnancy | Key signs and changes that occur in the mother's body | 3/w2 |
| | | High blood pressure during pregnancy , High blood sugar during pregnancy , Urinary | Able to all nursing with | 3/w3 |



Course Description of 3rd year

2024-2025

| | | | | |
|---------------------|--|---|--|------|
| | | tract infections , Anemia during pregnancy | Pregnancy complicatio ns | |
| First Semester Exam | | | | W4 |
| | | <p>Childbirth and natural labor</p> <p>Theories of the onset of birth</p> <p>Elements of Childbirth</p> <p>Stages of Birth</p> <p>Nursing care for each stage of delivery</p> | <p>• Understa nd the mechanic s of childbirt h, its true signs, and the nursing care to be provided during the stages of childbirt h, able to apply birth well</p> | 3/w5 |
| | | <p>● The role of the nurse in the delivery hall</p> <p>Preventing and controlling infections in the delivery hall</p> | | W6/3 |



Course Description of 3rd year

2024-2025

| | | | | |
|--|--|--|---|------|
| | | <ul style="list-style-type: none"> ● Using a birth chart in the delivery hall ● Nursing care for labor and labor complications | | W7/3 |
| | | <p>Obstetric Operations</p> <p>Nursing care during obstetrics operations</p> <p>Cutting the perineum, birth with forceps</p> <p>Cesarean sections, induction and acceleration of childbirth</p> | | W8/3 |
| | | <p>Postpartum period</p> <p>Physical and psychological changes during the postpartum period</p> | <p>Changes during the postpartum period and how to deal with Complications that occur</p> | W9/3 |



Course Description of 3rd year

2024-2025

| | | | | |
|-----------------------------|--|--|--------------------------|-------|
| | | | during this period | |
| | | <p>Nursing care during the normal period of the puerperium</p> <p>Nursing care during postpartum complications (postpartum hemorrhage).</p> | | W10/3 |
| | | <p>Newborn Care</p> <p>Physiological changes of extrauterine adaptation</p> <p>Nursing evaluation, immediate postnatal care and daily care</p> | | W11/3 |
| | | <p>Evaluation and nursing care of a high-risk child</p> <p>How to organize a birth certificate and its importance</p> | | W12/3 |
| Second Semester Exam | | | | W13/3 |



Course Description of 3rd year

2024-2025

| | | | | | |
|-------------------|-----------|--|------|---|------------|
| | | Family Planning Goals of Family Planning in Iraq Contraceptives in Iraq Emergency contraception Advantages and disadvantages of each type of contraceptive The Nurse's Role in Family Planning in state health centers, hospitals, in addition to education and counseling. | | Types of contraceptives It is the Awad Nabih that occurs when using each type | W14/3 |
| | | Women's gynecological disorders Uterine prolapse Benign and malignant tumors of the female reproductive system Menstrual disorders Infertility | | Classificat ion and Distinctio n of Lifetime Condition s | W15/3 |
| Course Evaluation | | | | | |
| Semester Exam | Hand s | Health Assessmen t | Lab. | Daily Tests | Final Exam |



Course Description of 3rd year

2024-2025

| | | | | | |
|--|-----|----|----|---|-------|
| | | | | and attendees | |
| 10% | 15% | 5% | 5% | 5% | (60%) |
| Learning and Teaching Resources | | | | | |
| <ul style="list-style-type: none">• Ricci,S.S.: Essentials Of Maternity, Newborn, & Women's Health Nursing, 2nd edition, Lippincott Williams & Wilkins, Philadelphia,2013.• Keith D. Edmonds.2007, Dewhurst's Textbook of Obstetrics & Gynaecology ,seven edition, by Blackwell .• Publishing in Australia, 2- Leifer G, Maternity Nursing an introduction text, 11 ed.2012. | | | | Required Textbooks/Methodology, if Applicable | |



| |
|--|
| 1. Course Name Research Methods in Nursing |
| 2. Course Code RSM 3 02 |
| 3. Semester/Year First Semester / Third Stage |
| 4. Date of preparation of this description 2025 /1/28 |
| 5. Available forms of attendance My presence in the classroom |
| 6. Total number of study hours/total number of units 2 hours per week i.e. 30 hours during class = 2 units |
| 7. The name of the course administrator (if more than one name is mentioned) Name: Sura Younis Majeed Soura.majeed@gmil.com |
| 8. Course Objectives |



Course Description of 3rd year

2024-2025

1- Helping the student to obtain information about the scientific research methodology

2. Teaching the student the basic steps and procedures of scientific research.

3. Helping the student to know the objectives of scientific research.

4. Helping the student how to write scientific research sources

5. Training students to write scientific research.

6. Assisting students in conducting their research projects, which are part of the graduation requirements.

7. Enhancing the self-confidence of students when presenting scientific research .

8. Emphasizing the avoidance of plagiarism and plagiarism.

9 - Instilling a spirit of cooperation in conducting

9. Teaching and Learning Strategies

.1. Explain the scientific material to the students in detail.

2. Participation of students in solving problems that may face them when writing scientific research topics.

3. Discuss and dialogue with students about the vocabulary of the scientific research curriculum.

Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours/Weeks |
|-------------------|-----------------|----------------------|----------------------------|-------------|
|-------------------|-----------------|----------------------|----------------------------|-------------|



Course Description of 3rd year

2024-2025

| | | | | |
|--|--|---|--|-----|
| | | Nursing and Scientific Research - The Development of Scientific Research in Nursing and its Importance - The Relationship between Scientific Research and Practice in Nursing - The Relationship between Scientific Research and Nursing Management and Education - The Resigned Prospects of Nursing Research | | 1/2 |
| | | The concept of scientific research and the basic steps in the scientific research process | | 2/2 |



Course Description of 3rd year

2024-2025

| | | | | |
|--|--|---|--|-----|
| | | <p>The Concept of Scientific Research</p> <ul style="list-style-type: none">•Configure and define the research problem•Formation of the theoretical framework for the research•Identifying research variables•Hypothesis formation• Measurement of research variables• Collecting, analyzing and interpreting the results | | 3/2 |
| | | <p>Non-independent scientific research variables, dependent variables, contingency</p> | | 4/2 |



Course Description of 3rd year

2024-2025

| | | | | |
|--|--|---|--|-----|
| | | variables, and extraneous variables | | |
| | | . Pilot Study Its Understandings, Objectives, and Method of Designing and Conducting This Study | | 5/2 |
| | | . Research Problem Its Concept, The Most Important Sources of Research Problems, Composition and Construction of Research Topics and the Most Important Specifications of Evaluation of Research Problems Personal Experience Nursing Literature Theories | | 6/2 |
| | | . Previous literature The most important | | 2/7 |



Course Description of 3rd year

2024-2025

| | | | | |
|--|--|--|--|-----|
| | | goals in reviewing previous literature How to write previous literature How to write sources in scientific research | | |
| | | Hypothesis Formation Hypothesis Objectives of Hypotheses in Scientific Research A Brief Explanation of the Research Hypothesis and Identifying the Most Important Hypotheses Adopted in Nursing The Most Important Types of Hypotheses | | 8/2 |



Course Description of 3rd year

2024-2025

| | | | | |
|--|--|---|--|------|
| | | Inductive Hypothesis, Inferential Hypothesis | | |
| | | The concept of experimental research and the most important characteristics of that research How to develop the framework of experimental research The most important benefits of experimental research | | 9/2 |
| | | The concept of quasi- experimental research The importance of experimental research This type of research * | | 10/2 |



Course Description of 3rd year

2024-2025

| | | | | |
|-------------|--|---|--|------|
| | | the way in which that research is conducted | | |
| | | <p>The concept of survey research * The most important functions of survey research * Contents of survey research * Techniques used in conducting survey research</p> | | 2/11 |
| examination | | | | 2/12 |
| | | <p>The Concept of Relational Research * Types of Relational Research * Weaknesses and Strengths in Relational Research</p> | | 2/13 |
| | | <p>Data Collection Method * Comprehensive</p> | | 14/2 |



Course Description of 3rd year

2024-2025

| | | | | |
|------------------------------|--|--|--|------|
| | | <p>Inventory Method *</p> <p>Sampling Method</p> <p>Information Collection</p> <p>Methods *</p> <p>Observational</p> <p>Information</p> <p>Collection</p> | | |
| | | <p>Collecting information through a questionnaire *</p> <p>Characteristics of the questionnaire The two questionnaires *</p> <p>The qualities and contents of the questions included in the questionnaire</p> <p>Interview style *</p> <p>The concept of the interview *</p> <p>The most important advantages and disadvantages of the interview</p> | | 15/2 |
| 11. Evaluation of the Course | | | | |



Course Description of 3rd year

2024-2025

Monthly exam = 10 marks Daily exams: 5 grades Homework: 5 grades Semester grade of 30% and final exam grade of 70% Final grade = 100%

12. Learning and Teaching Resources

Required Textbooks Methodology if available

Scientific Research in Nursing Methodology and

Methodology, Dr. Badia

Mohamed Naguib

Dr. Jawdat Ezzat Abdel

Hadi, Scientific

Research Methods

Dr. Abdel Moati Assaf et

al., Methodological

Developments and the

Scientific Research

Process - 4 Dr. Marwan

Abdel Majeed Ibrahim,

Methods and Methods

of Scientific Research in

Physical Education and

Sport Dr. Rabhi Mustafa

Alayan, Scientific

Research - Dr. Abdel

Qader Abbas, Nature of

Scientific Research and

Statistical Evidence

Main References/Sources

Recommended books and references /scientific journals, reports...



Course Description of 3rd year

2024-2025

Electronic References, Websites



| |
|---|
| .1 Course Name |
| Health Sociology |
| 2. Course Code |
| HSO303 |
| 3. Semester/Year |
| Chapter One / Stage Three |
| 4. Date of preparation of this description |
| 2025\1\28 |
| 5. Available forms of attendance |
| Came |
| 6. Total number of study hours/total number of units |
| 30 hours 2 hours per week / 30 hours during class – 2 units |
| 7. The name of the course administrator (if more than one name is mentioned) |
| nawrasjamil5@gmail.com |
| Dr. Nawras Jameel |
| 8. Course Objectives |



Course Description of 3rd year

2024-2025

The student should be able to understand the impact of social and economic factors on health, recovery, and illness. To demonstrate the impact of health and illness on. .Society, Behavior and Lifestyle.

9. Teaching and Learning Strategies

1. The traditional method such as an in-person lecture, 2. The electronic method through communication platforms with students, and 3. The method of open discussion.

10. Course Structure

| Evaluation Method | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours/week |
|-------------------|-----------------|-------------------------------------|----------------------------|------------|
| | | Introduction to medical Sociology: | | 1 |
| | | Social interaction and health | | 2 |
| | | Social condition causes of diseases | | 3 |
| | | Illness and disease | | 4 |
| | | Illness behaviors | | 5 |
| | | Effects of Social illness | | 6 |



Course Description of 3rd year

2024-2025

| | | | | |
|-------------------------------------|---------------|--|---|------------|
| | | Impact of Social illness on the family | | 7 |
| | | Mid exam | | 8 |
| | | changes that can occur in the family include | | 9 |
| | | Lifestyle | | 10 |
| | | Elements of social structure | | 11 |
| | | Quality of life | | 12 |
| | | Stress and stressors | | 13 |
| | | Stress Management | | 14 |
| TEST | | | | 15 |
| 11. Evaluation of the Course | | | | |
| Monthly exam | Daily Exam | Daily Exam | Discussions | final exam |
| 10 | 5 | 5 | 10 | 70 |
| 12. Learning and Teaching Resources | | | | |
| Health Sociology Book | | | Required Textbooks Methodology if available | |



Course Description of 3rd year

2024-2025

| | |
|--|---------------------------------|
| Recent Studies Regarding Sociology and Health | Main References/Sources |
| Books and supporting references recommended by scientific journals, reports... | |
| Approved Websites | Electronic References, Websites |



| |
|--|
| .1 Course Name |
| Nutrition and therapeutic food |
| 2. Course Code |
| NUT304 |
| 3. Semester/Year |
| Second Semester / Third Year |
| 4. Date of preparation of this description |
| 2025/1/28 |
| 5. Available forms of attendance |
| Came |
| 6. Total number of study hours/total number of units |
| 2 hours per week / 30 hours during class = 2 units |
| 7. The name of the course administrator (if more than one name is mentioned) |
| Name: Iqbal Majeed Abbas Email iqbalmajeed1900@bcms..edu.iq |
| 8. Course Objectives |



At the end of this course, nursing students will be able to: A generation of qualified graduates with high levels of nutritional knowledge and raise the level of diet and health among community members on healthy food, nutritional care, special diet, malnutrition diseases and epidemiology during local and international conferences, workshops, and seminars Raise the skills of the graduate nurse regionally and globally through outstanding scientific research performance. Participation in various activities to improve knowledge and nutrition education during the four years of study. Acquire sufficient knowledge about good nutrition, eating disorders and the characteristics of a balanced diet A graduate of nursing staff possesses the skills and scientific and practical information that qualifies her to work in hospitals

9. Teaching and Learning Strategies

Lecture and Lecture – Discussion – Visual and Audio Means of the Lecture

10. Structure of the course

| Evaluation Method | Learning method | Unit Name or Subject | Learning Outcomes Required | Hours The week |
|------------------------------------|--|---------------------------------|----------------------------|----------------|
| Daily and oral exam and discussion | Lectures Discussions Lecture and Lecture Discussion - Visual and Audio Means of Lecture | Fundamentals of Human Nutrition | | 2/1 |



Course Description of 3rd year

2024-2025

| | | | | |
|----------------------|--|--|--|------|
| | | Planning a Healthy Diet | | 2/2 |
| | | Planning a Healthy Diet | | 3/2 |
| | | Carbohydrate digest, absorption metabolism | | 4/2 |
| | | Lipids or Fats digest, absorption metabolism | | 5/2 |
| | | Proteins (digest ,absorption metabolism) | | 6/2 |
| | | Vitamins(water-soluble and insoluble) | | 7/2 |
| Examination 1 | | | | 8/2 |
| | Minerals (Bulk and Trace) | | | 9/2 |
| | Diet during Pregnancy and Lactation | | | 10/2 |
| | Water and metabolic | | | 11/2 |
| | The Effects of Nutrition on Chronic Conditions (diabetes, obesity, disease, and stroke) | | | 12/2 |
| | Malnutrition | | | 13/2 |



Course Description of 3rd year

2024-2025

| | | | |
|---|--------------------|--|------|
| | Reports discussion | | 14/2 |
| Examination 2 | | | 2/15 |
| 11. Evaluation of the Course | | | |
| Monthly exam number two 10 grades Daily exams: 5 homeschool: 5 grades – semester grade of 30%, final exam from 70% and final grade = 100% – study unit | | | |
| 12. Learning and Teaching Resources | | | |
| Required Textbooks Methodology if available | | | |
| - The Central Library and the Faculty Library. - Internet Information Network. The experiences of Arab and international universities. Current Curriculum | | Recommended books and references/scientific journals, reports... | |
| Electronic References, Websites | | | |
| <p>1- Dudek, S.G. (2014). Nutrition Essentials for Nursing Practice (7th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins. ISBN 978-1-4511-8612-3</p> <p>2- Mudambi, S. R. (2007). <i>Fundamentals of foods, nutrition and diet therapy</i>. New Age International.</p> <p>Mahan, L. K., & Raymond, J. L. (2016). <i>Kraus Food & the Nutrition Care Process, Mea Edition Book</i>. Elsevier</p> | | Main References Sources | |



Course Description of 3rd year

2024-2025

Course Name:

Pediatric Nursing

Course Code :

NUR305

Chapter/Year:

Third Year / Second Semester

Curriculum Preparation Date:

20254/1/28

Available Attendance Forms:

Attending Practical and Theoretical

Number of Units and Hours per Course

Credit hours: 8 credits/ One Semester: Theory 3 Hours (3) credits. Laboratory 2 Hours (1))8

credit. Practice at Pediatric Hospitals 12 Hours (4) credits.

Course Calendar:

(3) Hours Theory/ week for (15) weeks.. Total: 45 Hours

(2) Hours Laboratory/ week for (15) weeks.. Total: 30 Hours

(12) Hours Clinical/ week for (15) weeks.. Total: 180 Hours

Names of professors who have been removed from the course with their emails

Azra Ehsan Ahmed

Athraaalazzawi11@gmail.com



Course Objectives

- | | |
|---|---|
| <ol style="list-style-type: none">1. Applying self-learning and developing scientific skills.2. Increasing students' knowledge of scientific information about children's growth and development throughout different stages of life.3. Updating the scientific information related to pediatric nursing care and how to deal with it from the physical, psychological, and social aspects.4. Preparing and publishing scientific research in various fields on the health care of children and their parents. | <p>The branch aims to graduate students with knowledge and skills in how to deal with healthy and sick children in various health institutions that care for children through: the application of self-learning and the development of scientific skills. Increasing students' knowledge of scientific information about children's growth and development throughout different stages of life. Updating the scientific information on pediatric nursing care and how to deal with it from the physical, psychological, and social aspects. Preparing and publishing scientific research in various fields on the health care of children and their parents</p> |
|---|---|

Teaching and Learning Strategies

- Lecture Method - Discussion Groups and Asking Questions During the Theoretical Course - Presenting Seminars by Students and Presenting a Topic or Assignment within the Discipline of the Subject Practical Training in Children's Teaching Hospitals (Internal and Surgical Lobbies, Neonatal Unit, Hematology and Emergencies) and Discussing Disease Cases - Applying Nursing Procedures to Children's Dolls in the Laboratory for Students
- Watching scientific nursing films for children - Presentation on the screen and PowerPoint slides and using all electronic communication methods



Course Description of 3rd year

2024-2025

| Week | Date of Class | Unit to be Covered and/or Activity | Assigned Readings to be Completed Before Class |
|-------------|---------------|--|---|
| Week 1 & 2 | 06-9-2024 | Part 1. Introduction to Child Health Nursing. Perspectives of Pediatric Nursing Health promotion and assessment of the child Communication, immunization | UNIT I \ Children, Their Families, and the Nurse\ p 8-12 UNIT II \ Childhood and Family Assessment\ p 91-147, 195 |
| Week 3 & 4 | | Newborn Care Immediate newborn care Care during the neonatal period High risk neonates Birth injuries | UNIT III\ Family- Centered Care of the Newborn\ p 294- 336 |
| Week 5 & 6 | | Respiratory dysfunctions: Upper Airway Infections Lower Airway Infections | UNIT XI \ Childhood Oxygenation Problems\ p 1129-1213 |
| Week 7 & 8 | | Genitourinary dysfunction: Electrolyte Balance U.T.I. Glomerulonephritis Nephrotic Syndrome Hypospadias Wilm's Tumor Renal Failure | UNIT X\ Childhood Nutrition and Elimination Problems\ p 996-1049 |
| Week 9 & 10 | | Circulation of Blood Problems of Child: Hematologic or Immunologic dysfunction: Red blood cell disorders Defect in hemostasis Neoplastic disorder Cardiovascular dysfunction: Acquired Vascular Disorders Congenital Heart Defects Heart Failure | UNIT XII \ Childhood Blood Production and Circulation Problems P 1251- 1367 |



Course Description of 3rd year

2024-2025

| | | | |
|--|--|---|---|
| Week 11 & 12 | | gastrointestinal dysfunction: Inflammatory disorders Structural disorders Obstructive disorders | UNIT X\ Childhood Nutrition and Elimination Problems\ p 1051- 1107 |
| Week 13 | | Endocrine dysfunction: Pituitary function disorder Thyroid and parathyroid disorder Growth hormone deficiency precocious puberty | UNIT XIII Childhood Regulatory Problems P 1493-1510 |
| Week 14 & 15 | | nursing care of neurological system Diseases: spina bifida scoliosis meningomyelocele meningitis | UNIT XIII Childhood Regulatory Problems P 1655-1676 |
| Evaluation Methods | | | |
| Conducting two written tests for the theoretical material | | | |
| Making a quick quiz after each theoretical lecture | | | |
| . Key sources of information about the program | | | |
| <p>Marlow, D., R., Text book of 1. Pediatric Nursing, 5th ed., Philadelphia: W. B. Saunders Company, 2013</p> <p>2. Schulte, E., B.; Price, D., L., and James, S., R., An introductory Thompson's Pediatric Nursing Text Book, 7th ed., Philadelphia: W. B. Saunders Company, 2017</p> | | | Required Methodological Books |
| <p>Hockenberry, & D. Wilson. Wong's Essentials of Pediatric Nursing. (pp. 71- 96). St. Louis, Missouri: Mosby Elsevier. 2015. Wong,</p> | | | Main Source |



Course Description of 3rd year

2024-2025

| | |
|--|-------------------------|
| L.; Hockenberry- Eaton, M.; Wilson, D.; Winkelstein, M., L. and Schwartz, P., ng's Essential of Pediatric Nursing, sixth ed., St. Louis: Mosby, 2012 | Other Resources |
| https://libguides.nvcc.edu/ped_nur/books | Electronic Links |



Course Description of 3rd year

2024-2025

| |
|---|
| Course Name: |
| Human Growth and Development |
| Course Code : |
| HGD306 |
| Chapter/Year: |
| Third Year / Second Semester |
| Curriculum Preparation Date: |
| 2025/1/28 |
| Available Forms of Attendance |
| Attending Practical and Theoretical |
| Number of Units and Hours per Course |
| credits/ One Semester: Theory 3 Hours (3) 5Credit hours:)5Number of Credit Hours: credits, nurseries, schools and geriatric home care. |
| Course Calendar: |
| (3) Hours Theory/ week for (15) weeks.. Total: 45 Hours |
| (3) Hours Clinical/ week for (15) weeks.. Total: 45 Hours |
| Names of professors who have been removed from the course with their emails |
| M.M. Azra Ehsan Ahmed Athraaalazzawi11@gmail.com |
| Course Objectives |



| <p>Identify the concept of growth and development for all age stages and maturity and distinguish between them.</p> <p>. Understand psychosocial theories related to growth and development and for different ages.</p> <p>. Knowledge of human growth and development patterns for all age stages.</p> <p>Describe the physical, psychological, social, spiritual, emotional, and mental development that is formed during the different stages of a person's life.</p> | <p>. Identify the concept of growth and development for all age stages and maturity and distinguish between them.</p> <p>. Understand psychosocial theories related to growth and development and for different ages.</p> <p>. Knowledge of human growth and development patterns for all age stages.</p> <p>Describe the physical, psychological, social, spiritual, emotional, and mental development that is formed during the different stages of a person's life.</p> <p>Emphasis on preventive measures during nursing care to improve the health status of children and adolescents</p> <p>. Clarification of nursing procedures for children such as blood draws, nasopharyngeal intubation, and administration of medications through venous and intramuscular glaucoma.</p> |
|--|---|
| Teaching and Learning Strategies | |
| <p>1. Method of Lecture.2. Discussion groups and asking questions during the theoretical course.3. Presentation of seminars by students and presentation of a topic or assignment within the competence of the subject.4. Electronic classes using the method of lecture on the method of Cookie Mate and discussion groups, asking questions during the theoretical course, presenting seminars by students, and presenting a topic or assignment within the competence of the subject.5. Practical training/electronic</p> | |



Course Description of 3rd year

2024-2025

class (understanding the characteristics and requirements of each age group and what their needs are, in addition to watching scientific films about human growth)6- Using the presentation on the screen, PowerPoint slides and scientific films .Use of e-classes.

Course Structure

| Week | Unit to be Covered and/or Other Activity | Assigned Readings to be Completed. Before Class |
|---------|--|---|
| W1 & 2 | Part 1: I. Historical Review of Child Care Through the Ages II. Developmental Theories : Theories related to human growth and development. | |
| W 3 & 4 | Part 2: I. Biological Development Throughout the Life Span <ul style="list-style-type: none"> • Development of the brain and nervous system • Motor development • Nutritional influences • Prenatal influences Physical growth and maturation | |
| W 4 & 5 | II. Language Development <ul style="list-style-type: none"> • Development of syntax • Environmental, cultural, and genetic influences • Language and thought • Vocalization and sound | |
| W6 | II. Family, Home, and Society Throughout the Life Span <ul style="list-style-type: none"> • Family relationships • Family structures • Parenting styles • Media and technology • Multicultural perspectives • Social and class influences • Abuse and neglect • Death and dying | |



Course Description of 3rd year

2024-2025

| | | |
|-------------|--|--|
| W7 & 8 | <p>Part 4:</p> <p>I. Infancy and Early Childhood</p> <ul style="list-style-type: none">Physical, cognitive, and socio-emotional changes during infancy and early childhood.Various concepts of parents and parental caregivers.The different parenting styles and their influence on development during infancy and early childhood.Early childhood education and its influence on cognitive development. | |
| W 9 & 10 | <p>II. Early and Middle Adulthood</p> <ul style="list-style-type: none">Physical, cognitive, and socio-emotional changes during early and middle adulthood.The impact of health habits during early and middle adulthood.The evolution of social and intimate relationships during early and middle adulthood.Early and middle adulthood development of an individual in relationship to their psychological adjustment to aging and life style. | |
| W11 & 12 | <p>III. Middle Childhood and Adolescence</p> <ul style="list-style-type: none">Physical, cognitive, and socio-emotional changes during middle childhood and adolescence.Family dynamics and their affect on development during middle childhood and adolescence.Additional pressures faced in middle childhood to adolescence.The influence of peers, both positive and negative, | |



Course Description of 3rd year

2024-2025

| | | |
|--|---|------------------|
| | during middle childhood and adolescence. | |
| W13 & 14 | IV. Late Adulthood and Death <ul style="list-style-type: none"> Physical, cognitive, and socio-emotional changes during late adulthood. Late adulthood and death of an individual as a culmination of the life span developmental process. Ageism and stereotypes associated with late adulthood. | |
| Evaluation Methods | | |
| Making two written tests for the theoretical material and making a quick quiz after each theoretical lecture | | |
| . Key sources of information about the program | | |
| 1. Marlow, D., R., Text book of Pediatric Nursing, 5th ed., Philadelphia: W. B. Saunders Company, 2013 .2- Schulte, E., B.; Price, D., L., and James, S., R., An introductory Thompson's Pediatric Nursing Text Book, 7th ed., Philadelphia: W. B. Saunders Company, 2017 | | |
| ckenberry, & D. Wilson. Wong's Essentials of Pediatric Nursing. (pp. 71-96).St. Louis, Missouri: Mosby Elsevier.2015. Wong, | | Main Source |
| D., L.; Hockenberry- Eaton, M.; Wilson, D.; inkel stein, M., L. and Schwartz, P., Wong's Essential of Pediatric Nursing, sixth ed., St. Louis: Mosby, 2012 | | Other sources |
| https://libguides.nvcc.edu/ped_nur/books | | Electronic Links |



| |
|--|
| .1 Course Name |
| Biostatistics |
| .2 Course Code |
| BST 307 |
| .3 Semester/Year |
| Third Year\ Second Semester |
| .4 Date of preparation of this description |
| 2025/1/28 |
| 5. Available forms of attendance |
| Came |
| 6. Total number of study hours/total number of units |
| 30 hours a week / 2 units |
| 7. The name of the course administrator (if more than one name is mentioned) |
| Name: Sura Younis Majeed Email: soura.majeed@gmail.com |
| 8. Course Objectives |
| Giving students a basic idea of the basic principles of statistics and the possibility of using it in the achievement of scientific research in the field of nursing and medical research in order to come out and reach accurate scientific results In this semester, the student learns from theoretical lectures such as performing statistical operations in nursing research. |



9. Teaching and Learning Strategies

A-1 Identifying the Foundations of Statistics 2 Identifying Statistical Equations A-3 Identifying the Types of Research and Knowing the Appropriate Statistics B-1 Applying Knowledge in Analyzing Research Results B-2 Using Optimal Statistics in Data Analysis B-3 Extracting Results Consistent with Research Objectives C-1 Nursing Research Affecting Human Health C-2 Identifying the Importance of Human Health and the Safety of Human Health

10. Evaluation of the Course

Daily and monthly exams

11. Learning and teaching resources

Biostatistics / Adnan Shamkhi Book of the Shoum Series /
Statistics Biostatistics / Dr., Ziad Al-Rawi

**Required Textbooks Methodology if
available**

Main References/Sources

Recommended books and references /scientific journals, reports...

Electronic References, Websites



| |
|--|
| 1. Course Name |
| Community Health Nursing |
| 2. Course Code |
| NUR401 |
| 3. Semester/Year |
| First Semester / Fourth Year |
| 4. Date of preparation of this description |
| 28/5/2025 |
| 5. Available forms of attendance |
| Came |
| 6- Total number of study hours/total number of units |
| Credit hours: One Semester: Theory 3 Hours (3) Number of Credit Hours: (7) credits. Clinic 12 Hours (4) credit. Course Calendar: (3) Hours Theory/ week for (15) weeks. Total: 45 Hours (12) Hours Clinic hospital/ week for (15) weeks. Total: 180 Hours |
| .7 Course administrator name (if more than one name mentioned) Name: Dr. Iqbal Ghanem Ali |
| 8. Course Objectives 1. Students learn about the history and development of nursing in the community in general. 2. Students will learn about the history of the development of nursing in Iraq. 3. Students learn about the importance of the role of the community nurse in maintaining the general health of the individual, the community, and the community. 4. Students will learn about the basic concepts of community nursing care. 5. Students learn about the factors that affect the society. 6- Students will learn about what health care is and its components. 7. Students are introduced to basic health services. 8. Students learn about communicable diseases and how to prepare them for the required program outcomes, teaching and evaluation methods. |
| 9. Teaching and Learning Strategies Knowledge of aspects related to community health. Knowledge of aspects related to community health nursing. Knowledge of the roles of community health nursing. Knowledge of the factors affecting community health. |



Know the actions required to improve the health of the community Knowing the health problems that the community suffers from. Acquire skills related to assessment, measurement and evaluation. Ability to perform an assessment of skills.

Strengthening the teaching and learning mechanism.

| Evaluation Method | Learning method | The name of the unit or Subject | Learning Outcome s Required | Hours | The week |
|----------------------------------|---|---|-----------------------------|-------|----------|
| 1. Units exams | 1. The use of data shown for lecture presentation 2.The use of immediate discussion. . The use of ily, monthly, nd seasonal xaminations | Introduction to Community Health Nursing Community Assessment Roles of Community Health Nurse Maternal and child Health care primary Health Care school health nursing Family health nursing dolescent's health | | 3 | 1 |
| 2. Quizzes . Group discussion | | Home Visit | | 3 | 11 |



Course Description of 4rth Year

2024-2025

| | | | | | |
|--|--|--|--|---|----|
| 4. Seminars | | Care of the Older Adults Nutrition in The Community Occupational Health and Safety | | 3 | 12 |
| 10. Course Evaluation | | | | | |
| <p>Theory Weightage: Seasonal exams (2)10% Quizzes5% Seminar 5%, Final exam 20%= Total 40%</p> <p>Practical weightage Ongoing clinical evaluation 40%+ Internal practical examination20%= Total 60%</p> | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| <p>1. Clark, M. J. (2015). Population and community health nursing (6 ed.). Boston, USA:Pearson.</p> <p>2. DeMarco, R. F., & Healey-Walsh, J. (2020). Community and public health nursing (3 ed.). Philadelphia, PA, USA: Wolters Kluwer.</p> <p>3. Nies, M. A., & McEwen, M. (2019). Community/public health nursing: Promoting the health of populations (7 ed.). St. Louis, Missouri, USA: Elsevier, Inc.</p> | | | Required coursebooks/methodology, if available. | | |
| | | | Main References/Sources | | |
| | | | Recommended Books & References / Magazines Scientific, Reports... | | |
| | | | Electronic References, Websites | | |



| |
|---|
| Course Name Epidemiology |
| Course Code EPD402 |
| Semester/Year First Semester / Fourth Year |
| Date this description was prepared 2025\1\28 |
| Available Forms of Attendance Came |
| Total Hours / Total Number of Units Credit hours: first Semester: Theory 2 Hours (2) Number of Credit Hours: (2) credits. Course Calendar: (2) Hours Theory/ week for (15) weeks. Total: 30 Hours |
| Course administrator name (if more than one name mentioned) Name: Marwa Jalil marwajalil@bcms.edu.iq |
| Course Objectives ✓ Increasing students' knowledge related to the concept of epidemiology. ✓ Increasing students' knowledge of basic concepts related to epidemiology. ✓ Enable students to apply concepts related to the course. ✓ Enable students to deal with topics related to epidemiology. |
| Teaching and Learning Strategies |



Course Description of 4rth Year

2024-2025

1. Increasing students' knowledge of the details related to the concept of epidemiology. 2. Increasing students' knowledge of the basic concepts related to epidemiology. 3. Acquire skills relevant to the concept of health promotion. 4 The possibility of skills assessment. 5. Strengthening the teaching and learning mechanism.

Course Structure

| Evaluation Method | Learning method | The name of the unit or Subject | Learning Outcomes Required | Hours | The week |
|-------------------|---|---------------------------------|----------------------------|-------|----------|
| 1-Unit | 1. The use of data shown for lecture presentation 2. The use of immediate discussion. The use of \ ly monthly, seasonal examinations | Introduction to epidemiology | | 2 | 1 |
| exam(s),group | | | | | |
| discussions,2- | | | | | |
| assignments | | | | | |
| about the | | | | | |
| applications of | | | | | |
| epidemiology in | | | | | |
| health related | | | | | |
| problems | | | | | |
| 3- adoption of | | | | | |
| the quizzes for | | | | | |
| each lecture | | Natural history | | | |
| | | of health-related | | 2 | 2 |
| | | conditions and | | | |
| | | prevention | | | |



Course Description of 4rth Year

2024-2025

| | | | | | |
|--|--|--------------------|--|---|----|
| | | Epidemiology of | | | |
| | | diseases | | 2 | 3 |
| | | Strategies for | | | |
| | | identifying | | 2 | 4 |
| | | diseases | | | |
| | | Strategies of | | 2 | 5 |
| | | disease control | | | |
| | | | | 2 | 6 |
| | | Professional and | | | |
| | | ethical | | | |
| | | consideration in | | | |
| | | epidemiology | | | |
| | | Epidemiological | | 2 | 7 |
| | | studies | | | |
| | | | | 2 | 8 |
| | | Epidemiology | | | |
| | | and | | | |
| | | statistic | | | |
| | | | | 2 | 10 |
| | | rates in | | | |
| | | epidemiology | | | |
| | | | | 2 | 11 |
| | | environmental | | | |
| | | and | | | |



Course Description of 4rth Year

2024-2025

| | | | | | |
|--|--|--------------|---|--|--|
| | | occupational | | | |
| | | epidemiology | | | |
| Course Evaluation | | | | | |
| First midterm exam 10% Second midterm exam 10% - Assignment and quizzes 10% Total 30% | | | | | |
| Final exam 70% | | | | | |
| Learning and Teaching Resources | | | | | |
| 1-R.Bonita,Beaglehok,and T. Kjellstrom (2006). Basic Epidemiology. second Edition. WHO. 2-Clark, M. Nursing in the community: Dimensions of the community Health Nursing,3ed USA: Appleton Lange Co.1999. | | | Required Textbooks (Methodology, if any) | | |
| | | | | | |
| Main References/Sources | | | | | |
| Recommended Books & References / Magazines | | | | | |
| Scientific, Reports... | | | | | |
| Electronic References, Websites | | | | | |



| |
|---|
| Course Name: |
| Leadership and Management in Nursing |
| Course Code |
| : NLM403 |
| Chapter/Year: |
| First Semester / Fourth Year |
| Date this description was prepared: |
| 2025/1/28 |
| Available Forms of Attendance: |
| Came |
| Total Hours / Total Number of Units |
| 75 Hours15 Hours/Unit |
| Course administrator name (if more than one name mentioned) |
| Asaad.jassem110@conursing.uobaghdad.edu.iq Dr. Asad Jassim |
| Course Objectives |
| <ul style="list-style-type: none">• The course is designed to cover two main topics. Leadership in Nursing and Nursing Management.• To guide students on concepts related to management, the management process, and how to be a good manager in nursing.• Discuss the types of leadership and how to be a leader in the workplace. |
| Teaching and Learning Strategies |
| 1. Use the presented data to present the lecture. 2. Use the instant discussion. 3. Use of daily, monthly and seasonal checkups |
| Course Structure |



Course Description of 4rth Year

2024-2025

| Hours | Week | Unit or subject name | Required Learning Outcomes | Learning method | Evaluation Method |
|-------|------|---------------------------|--|---|---|
| 5 | 1 | Management | <p>1.1 What is Management?</p> <p>1.2 What do managers do?</p> <p>1.3 Basic management skills</p> <p>1.4 How to be a better manager?</p> <p>1.5 Levels</p> | <p>2. Use the data presented to present the lecture. 3. Use of daily, monthly and seasonal checkups</p> | <p>Unit Exam/Exams, Group Discussion , and the tasks of scenarios related to the application of Theory in Practice, Management Issues in .Nursing</p> |
| 5 | 2 | management Skills Pyramid | <p>Management.</p> <p>Level I:</p> <p>Management Skills for Beginners. Plan</p> <p>b. Organize c. Direct</p> <p>d. Control</p> <p>Level II:</p> <p>Management Skills for Tem Building</p> <p>Motivation b.</p> <p>Training and</p> | | |



Course Description of 4rth Year

2024-2025

| | | | | | |
|---|---|---------------------------------|--|--|--|
| | | | Coaching Level III: Management Skills for Personal | | |
| 5 | 3 | Manager's Roles | Development Skills for Managers Level IV: Managem Skills for Leaders Skills 3.1. Coach 3.2. Mentor 3.3. Teacher 3.4. Parent 3.5. Mediator | | |
| 5 | 4 | pegs of management Theory | 4.1. System Theory 4.2. Chaos Theory 4.3. Freedom-based Theory 4.4. Management Theory 4.5. Contingency Theory 4.6. Global Theory | | |



| | | | | | |
|---|---|----------------------|--|--|--|
| 5 | 5 | How to Manage? | Top Ten Things to be A Better Manager | | |
| 5 | 6 | Strategic Management | <p>6.1. Definition</p> <p>6.2. Levels</p> <p>6.3. Stages and activities in the strategic Management process</p> <p>6.4. Strategy Formulation</p> <p>6.5. Strategy Implementation</p> <p>6.6. Strategy Evaluation</p> | | |
| 5 | 7 | Time Management | <p>7.1. Define the process of time management.</p> <p>7.2. Identify the benefits of time management.</p> <p>7.3. Identify bad time management.</p> <p>7.4. Know the skills needed for time management</p> | | |



| | | | | | |
|---|----|---------------------------------------|--|--|--|
| 5 | 8 | Job Description and Job Analysis | 8.1. Definition of Job Description 8.2. Steps in Developing Job Description. 8.3. How to Write a Job description 8.4.Definition of Job Analysis 8.5.Activities of Job Analysis 8.6. Ten Top Concerns of Today's Managers | | |
| 5 | 9 | Change Management and Risk Management | 9.1. Why Do We Manage the Change 9.2. What is the Goal of Change Management 9.3. What is Risk Management9.4.Methods of Risk Management .9.5.Principles of Risk Management 9.6.Process | | |
| 5 | 10 | Leadership | 11.1. Definition 11.2. What is a Leader 1.3.Traits and Skills of a Leader .11.4.Why Leaders Don not Always Lead | | |



Course Description of 4rth Year

2024-2025

| | | | | | |
|-------------------|----|---|---|--|--|
| | | | .11.5.Leaders are Always Positive 11.6. Secrets of Leadership Success | | |
| 5 | 11 | Leadership Theories | Theories 13.2. Trait Theories 13.3. Contingency Theories 13.4. Situational Theories 13.5. Behavioral Theories 13.6. Participative Theories 3.7.Management Theories 14.8. Relationship Theories | | |
| 5 | 12 | Time Management and Electronic Management | 1.Definitions .2.Personal Time .3.Management Skills .4.Top Five Time Management Tips 5.Components of Electronic Management | | |
| Course Evaluation | | | | | |



Exam(s) (module, group discussion, scenario tasks related to the application of theory in practice, and management issues in nursing).

Theoretical

First Midterm

Exam15% Second

Midterm Exam

15% Scenarios

10%

Total 40%

Final 60% Theoretical 40% Practical 20%

Learning and Teaching Resources

Weiss, A. S.; Tappen, M. R. (2015). Essentials of Nursing Leadership and Management. Sixth Edition, F. A. Davis Company.

1- Carroll, P (2006): Nursing Leadership and Management; A Practical Guide, Cengage Learning.

Required coursebooks / methodology, if available.

Principal References / Sources.

Recommended books and references/ journals

Scientific, Reports...

Electronic References, Websites



| |
|---|
| 1 Course Name |
| Health Promotion |
| 2 Course Code |
| HPR404 |
| 3 Semester/Year |
| First Semester / Fourth Year |
| 4 Date of preparation of this description |
| 28\1\2025 |
| 5 Available Forms of Attendance |
| Came |
| 6 Total Hours / Total Units |
| Credit hours: first Semester: Theory 2 Hours (2) <u>Number of Credit Hours:</u> (2) credits. <u>Course Calendar:</u> (2) Hours Theory/ week for (15) weeks. Total: 30 Hours |
| 7 Course administrator name (if more than one name mentioned) |
| Name: Marwa Jalil Email: marwajalil@bcms.edu.iq |
| 8 Course Objectives |
| Increasing students' knowledge related to the concept of health promotion. Enable students to apply concepts related to the course. Enable students to deal with topics related to health promotion. |
| 9. Teaching and learning strategies |
| Increase students' knowledge of details related to the concept of health promotion. Supporting students' performance of their roles by addressing the concept of health promotion. Enable students to deal with everything related to the concept of health promotion. Acquire skills relevant to the concept of health promotion. Ability to perform an assessment of skills. Strengthening the teaching and learning mechanism. |
| 10 Course Structure |



Course Description of 4rth Year

2024-2025

| Evaluation Method | Learning method | The name of the unit or Subject | Learning Outcomes Required | Hours | The week |
|---|---|---|----------------------------|-------|----------|
| 1. Unit exam(s) 2. Group discussions 3. Quizzes | 1. The use of data shown for lecture presentation 2. The use of immediate discussion. 3. The use of \ aily monthly, and seasonal examinations | An overview of health and health promotion | | 2 | 1 & 2 |
| | | Theories of human behavior and health | | 2 | 3 |
| | | Protection Motivation Theory | | 2 | 4 |
| | | Developing a health promotion - preventive plan | | 2 | 5 |
| | | Trans theoretical Model of Behavior | | 2 | 6 |



Course Description of 4rth Year

2024-2025

| | | | | | |
|--|--|--|--|---|----|
| | | Change | | | |
| | | Use of multiple Theories in behavior change | | 2 | 7 |
| | | Health Promotion Models | | 2 | 8 |
| | | O'Donnell Model of Health Promotion Behavior | | 2 | 9 |
| | | Mixed models and theories of health promotion and prevention | | 2 | 10 |
| | | Assessment and data collection | | 2 | 11 |



Course Description of 4rth Year

2024-2025

| | | | | |
|---|--|--------------------------------------|---|----|
| | | Defining health outcomes | 2 | 12 |
| | | Developing health promotion programs | 2 | 13 |
| 11. Course Evaluation | | | | |
| Unit exam 20% Quizzes10 % Total 30% Final exam 70% | | | | |
| 12. Learning and teaching resources | | | | |
| Edelman, C. L., & Kudzma, E. C. (2018). Health promotion throughout the life span (9ed.). St. Louis, Missouri, USA: Elsevir Inc. Snelling, A. (2014). Introduction to health promotion. San Francisco, CA, USA: John Wiley & Sons, Inc. | | | Required coursebooks/methodology, if available. | |
| Main References/Sources. | | | | |
| Recommended Books & References/Journals | | | | |
| Scientific, Reports... | | | | |
| Electronic References, Websites | | | | |



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|--|
| 1. Course Name |
| Professional Perspectives and Topics in Nursing |
| 2. Course code |
| NPP405 |
| 3. Chapter/Year |
| First Semester / Fourth Year |
| 4. Date of preparation of this description |
| 2025\1\28 |
| .5Available forms of attendance |
| Physical & Online |
| .6Total Hours / Total Units |
| <u>Number of Credit Hours:</u> (2) Credit hours: first Semester: Theory 2 Hours (2) credits. <u>Course Calendar:</u> (2) Hours Theory/ week for (15) weeks. Total: 30 Hours |
| 7. Name of the course administrator (if more than one name mentioned) |
| Name: Dr. Iqbal Majeed Abbas Email: iqbalmajeed1900@bcms.edu.iq |
| .8Course Objectives |
| .9Teaching and learning strategies |
| 1. Increasing students' knowledge of aspects related to professional and behavioral topics in nursing. 2. Enhancing students' performance of their roles by dealing with professional and behavioral issues in nursing. 3. Enabling students to deal with professional and behavioral topics in nursing. 4. Acquire skills related to professional and behavioral topics in nursing. 5. The possibility of conducting an evaluation for skills. 6. Strengthening the teaching and learning mechanism. |
| 10. Structure of the Course |



Course Description of 4rth Year

2024-2025

| Evaluation Method | Learning method | The name of the unit or Subject | Learning Outcomes Required | Hours | The week |
|--|--|---------------------------------|----------------------------|-------|----------|
| nits exam group discussion quizzes | 1. The use of data shown for lecture presentation 2. The use of immediate discussion. . The use of daily, monthly, and seasonal examinations | Introduction to | | 2 | 1&2 |
| | | Professional | | | |
| | | perspective and | | | |
| | | issues in Nursing | | | |
| | | characteristics of a | | | |
| | | Profession | | 2 | 3 |
| | | Standards of | | | |
| | | Professional | | 2 | 4 |



Course Description of 4rth Year

2024-2025

| | | | | | |
|--|--|-----------------------|--|---|---|
| | | Nursing | | | |
| | | Practice | | | |
| | | Professional | | | |
| | | nursing Practice | | 2 | 5 |
| | | Standards of | | 2 | 6 |
| | | Professional | | | |
| | | Performance | | | |
| | | | | 2 | 7 |
| | | The Function of | | | |
| | | competencies in | | | |
| | | Standards | | | |
| | | | | 2 | 8 |
| | | care and Caring in | | | |
| | | Nursing | | | |
| | | Practice | | | |
| | | | | 2 | 9 |



Course Description of 4rth Year

2024-2025

| | | | |
|-------------------|--|---|----|
| Healthy Work | | | |
| environments for | | | |
| using Practice | | | |
| Workplace | | 2 | 10 |
| Violence | | | |
| | | 2 | 11 |
| Code of Ethics | | | |
| for Nurses | | | |
| | | 2 | 12 |
| Professional | | | |
| Competence in | | | |
| using Practice | | | |
| Information | | 2 | 13 |
| technology in the | | | |
| clinical Setting | | | |



Course Description of 4rth Year

2024-2025

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|---|--|--|--|---|----|--|--|--|
| | | Quality improvement and Patient Safety | | 2 | 14 | | | |
| 11. Evaluation of the Course | | | | | | | | |
| 20% Theoretical Semester Exams + 5% Daily Exams + 5% Seminar + 70% Final Exam | | | | | | | | |
| Final Grade = 100% | | | | | | | | |
| .12Learning and Teaching Resources | | | | | | | | |
| 1. Zerwekh, J., & Garneau, A. (2018). Nursing today: Transition a trends (9 ed.). St. Louis, Missouri, USA: Elsevier Inc. | | | Required Textbooks (Methodology, if any) | | | | | |
| Main References/Sources | | | | | | | | |
| Recommended Books & References/Journals | | | | | | | | |
| Scientific, Reports... | | | | | | | | |
| Electronic References, Websites | | | | | | | | |



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|---|
| Course Name: |
| Mental Health Nursing |
| Course Code |
| NUR 407 |
| Chapter/Year: |
| Second Semester / Fourth Year |
| Date this description was prepared |
| 2025/1/28 |
| Available Forms of Attendance: |
| Came |
| Total Hours / Total Number of Units |
| 3 Theoretical Hours + 12 Practical Hours Total Units: 7 |
| Course administrator name (if more than one name mentioned) |
| Assoc. Prof. Dr. Kawthar Salman Dawood dr.kawther.salman@mtu.edu.iq |
| Course Objectives |
| Academic Program Objectives: The program aims to enable the student to: 1. Knowing and discussing the principles, trends and concepts of mental health nursing and nursing 2. Identifying nursing care within the community, which aims to promote psychological well-being and prevent mental disorders. 3. Describe the ethical and legal aspects of psychological and mental nursing. 4. Identify the most important theories of psychiatric nursing and mental illness. 5. Applying therapeutic communication methods and therapeutic relationships with the patient. Identify the types of treatments used to treat mental disorders. 7. Describe the types of earth conscious and the psychological and mental characteristics of the depressants. 8 Applying nursing care for each type of mental disorder |
| Teaching and Learning Strategies |
| 1. Knowledge of aspects related to mental and psychological health. 2. Knowledge of aspects related to mental health nursing. Knowledge of the roles of mental health nursing 3. Knowing the factors affecting mental health |



4. Know the actions required to improve community health in relation to mental health
5. Knowledge of the health problems that the community suffers from related to mental health.
6. Acquire skills related to assessment, measurement and evaluation. Ability to perform an assessment of skills.

Strengthening the teaching and learning mechanism.

Course Structure

| Evaluation Method | Learning method | The name of the unit or Subject | Required Learning Outcomes | Hours | The week |
|--|---|----------------------------------|---|----------------------------|----------|
| Practical Exams Short Exams Scientific Semester Exams Practical Evaluation - Scientific Seminars Seminars | Giving Lectures Practical application in the hospital – Educational videos – Role play | Psychological and Mental Nursing | A. Cognitive Objectives A.1 Identify the principles and concepts of mental health nursing A-2 Identify therapeutic and therapeutic communication techniques with the psychiatric patient A-3 Identifying Theories of Psychosocial Development in Mental Health and Mental Illness A.4 Identification of Types of Mental Disorders and Their Classifications A.5 Identify the types of treatments used for each type of mental disorder | 3 Theoretical 12 Practical | 15 weeks |



Course Description of 4rth Year

2024-2025

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|--|--|--|--|--|--|
| | | | A-6 Identifying the methods of transitional care for the psychiatric patient and how to deal with it B. Special Skills Goals In the program | | |
| | | | B-1 Assessment of the patient's psychological state and diagnosis of the patient's needs through the therapeutic interview B-2 Develop an integrated plan for the application of nursing care in the light of the diagnosed needs B-3 Application of Therapeutic Communication Skills with the Psychiatric Patient B-4 Application of Behavioral Care Skills for the Psychiatric Patient C. Emotional and Ethical Goals. C-1 Consolidating human values in the care of the mentally ill | | |



| | | | | | |
|--|--|--|---|--|--|
| | | | C-2 Establishing and focusing on religious values in dealing with and caring for the psychiatric patient C-3 Establishing ethical values in dealing with patients with mental disorders C-4 Consolidating national values in providing health and nursing services to patients with mental disorders | | |
| Course Evaluation | | | | | |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc | | | | | |
| Learning and Teaching Resources | | | | | |
| Required Textbooks (Methodology, if any) | | | | | |
| <ul style="list-style-type: none">● Schultz, Judih & Videbeck Sheila, Manual of Psychiatric Nursing Care Plans, seventh edition, New York, Lippincott Williams Wilkins, 2005● Gial W. Start, Psychiatric Nursing, fifth Edition, New York, Mosby, 2002● Stuart.G.W, Principles and Practice of Psychiatric Nursing, seventh edition, New York, Mosby, 2001.● Jonson, B.S, Psychiatric Mental Health Nursing, Fourth edition, Lippincott William and welkins, 1999.● Shives, L.R, Basic Concepts of Psychiatric Mental Health Nursing, 6th edition, New York, Lippincott William and welkins, 2005. Articles related to different topics from nursing journals. | | | | | |
| Books and supporting references recommended by scientific journals, reports... | | | | | |
| Electronic References, Websites | | | | | |



Course Description of 4rth Year

2024-2025



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|---|
| Course Name: |
| Psychology of Patients |
| Course Code |
| PSN408: |
| Chapter/ |
| Second Semester / Fourth Year |
| Date this description was prepared: |
| 2025 / 1 / 28 |
| Available Forms of Attendance: |
| Manual Attendance Register Registration Lists & Attendance Books |
| Total Hours / Total Number of Units |
| 2 Theoretical Hours Number of Units 2 = Units |
| Course administrator name (if more than one name mentioned) |
| Assoc. Prof. Dr. Kawthar Salman Dawood dr.kawther.salman@mtu.edu.iq |
| Course Objectives |
| Academic Program Objectives: The program aims to enable the student to: 1. Knowledge and discussion of principles and concepts related to health psychology.2. Distinguish human motivations and their classifications.3. Identify and develop emotions.4. Distinguish between frustration and psychological conflict.5. Discuss theories related to personality development 6. Identify mental processes such as thinking, memory, learning, and intelligence.7 Describe human behavior based on principles and concepts in psychology.8. Apply the principles of psychology in daily life. |
| Teaching and Learning Strategies |
| Knowing the aspects related to the psychological aspect. Knowing the factors affecting mental health Knowing the procedures required to improve the health of the community in relation to mental health Knowing the health problems that the community suffers from related to mental health. Acquire skills related to assessment, measurement and evaluation. Ability to perform an assessment of skills. |
| Course Structure |



Course Description of 4rth Year

2024-2025

| Evaluation Method | Learning method | The name of the unit or Subject | Required Learning Outcomes | Hours | The week |
|--|---|---------------------------------|---|---------|----------|
| Practical Exams - Short Exams - Semester Exams - Scientific Reports | Educational Videos Scientific Visits to Psychiatric Laboratories | Health Psychology | A. Cognitive Objectives A.1 Introduction to the principles and concepts of psychology A-2 Recognition of theories related to personality development A.3 Recognition of human behaviour and motivations and their types A.4 Recognition and types of emotions A.5 Identify mental | 2 hours | 15 weeks |



Course Description of 4rth Year

2024-2025

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|--|--|--|--|--|--|
| | | | processes such as thinking, memory, learning, and intelligence A-6 Identifying the Impact of Psychological Stress on Health and Illness B. Skill Goals Program | | |
| | | | B-1 Application of Principles of Psychology in Everyday Practical Life B-2 Applying the principles of health psychology to the patient's life and minimizing health risks B.3 Description of the behaviour and the identification of its motives | | |



Course Description of 4th Year

2024-2025

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|--|--|--|--|--|--|
| | | | <p>C. Emotional and Ethical Goals.</p> <p>C-1 Consolidating Human Values in Health Psychology and its Impact on Psychological and Social Life</p> <p>C-2 Focus on religious values in psychotherapy for people who need it</p> <p>C-3 Application of ethical standards in dealing with those in need of psychotherapy</p> <p>C.4 Consolidation of national values</p> <p>Providing health care and dates to patients with mental disorders</p> | | |
| Course Evaluation | | | | | |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc | | | | | |
| Learning and Teaching Resources | | | | | |
| Required Textbooks (Methodology, if any) | | | | | |



Main References/Sources

- Ogden, J.. *Health Psychology: A textbook 4th edition*. Open University Press: Berkshire, England, 2007.
- Taylor, S. E. *Health psychology*. American Psychologist, 45(1), 1990, p. 40-50.
- rtin, G., N., Carlson, N., R. and Buskist, W.:
ychology, 4th edition, Pearson Education Limited, 2010.

Recommended books and references /scientific journals, reports...

Electronic References, Websites



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|---|
| Course Name |
| Critical Care Nursing |
| Course Code |
| CCN 409 |
| Semester/Year |
| The first and second semesters of the fourth stage |
| Date this description was prepared |
| 2025/1/28 |
| Available Forms of Attendance |
| Registration of the student's attendance in theoretical lectures and clinical practical training in the training hospitals |
| Total Hours / Total Number of Units |
| 30 theoretical hours / two hours per week for 15 weeks (and 180 practical hours) 12 hours per week for 15 weeks |
| Course administrator name (if more than one name mentioned) |
| Name: Dr. Asaad Jassim |
| Email Asaad.jassem110@conursing.uobaghdad.edu.iq |
| Course Objectives |
| <ul style="list-style-type: none">• Understand the impact of critical illnesses on the patient and their families.• Describe the impact of the patient's environment and critical care.• Discuss current monitoring techniques in the critical care facility.• Discuss psychological evaluation and related interventions for patients with chronic conditions and their families.• Utilizing knowledge from the humanities and science in planning for adults with critical illnesses.• Demonstrate safe nursing care for critically ill patients.• Utilizing effective communication technologies for patients• Implement therapeutic communication and relationship with others.• Applying the nursing process in the nursing care of the patient. |



| Teaching and Learning Strategies | | | | | |
|--|--|---|--|-------|-------------|
| <p>A. Cognitive Objectives:</p> <ul style="list-style-type: none"> ▪ Definitions of Nursing in Intensive Care ▪ Understand the role of nurses in intensive care ▪ Evaluation of critically ill patients ▪ Planning nursing work for critically ill patients <p>B. Program-specific Skill Objectives</p> <ul style="list-style-type: none"> ▪ Nursing Diagnosis Nursing care for critically ill patients | | | | | |
| Course Structure | | | | | |
| method Evaluation n | Learning method | Unit Name or Subject | Required Learning Outcomes | Hours | The week |
| - Making quizzes Discussion | Theoretical Lecture Using PowerPoint Software | Introduction to Critical Care Nursing | <p>Introduction to Critical Care Nursing</p> <p>-Critical Care Nursing Roles</p> <p>-Critical care nurse's work in a wide variety of settings, filling many roles including</p> <p>-Level of Education for Critical Care Nurses</p> <p>-Characteristics of Critically Ill Patients</p> | 2 | 1 |



Course Description of 4rth Year

2024-2025

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|--------------------------------|--|---|---|---|---|
| | | | -classification of critically ill patients - Characteristics of Critical Care Units | | |
| - Making quizzes Discussion | Theoretical Lecture Using a Program power point | Shock -Classification of Shock | - Shock -Classification of Shock -Stages of Shock -Clinical Alert of Shock -Medical Management -Nursing Management | 2 | 2 |
| - Making quizzes Discussion | Theoretical Lecture Using a Program power point | Sepsis -Severe Sepsis and Septic Shock | Sepsis -Severe Sepsis and Septic Shock -Sepsis Management Bundle -Multisystem Organ Dysfunction Syndrome | 2 | 3 |



Course Description of 4rth Year

2024-2025

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|--------------------------------|---|---|---|---|---|
| - Making quizzes Discussion | Theoretical Lecture Using a Program power point | Acute Renal Failure/Acute Kidney Injury | Acute Renal Failure/Acute Kidney Injury - Anatomy and Physiology Review - Acute Renal Failure/Acute Kidney Injury -Causes of ARF -Categories of Acute Renal Failure -Phases of Acute Renal Failure -Diagnosis of ARF -Medical Management of Acute Kidney Injury -Nursing Management of Acute Kidney Injury | 2 | 4 |
|--------------------------------|---|---|---|---|---|



Course Description of 4rth Year

2024-2025

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|----------------------------------|--|----------------------------|---|---|---|
| - Making quizzes - Discussion | Theoretical Lecture Using program power point | Cerebral Vascular Accident | Cerebral Vascular Accident - Stroke Classification -Ischemic strokes - Risk factors for transient ischemic attack/stroke -Diagnostic Criteria -Early Management | 2 | 5 |
| Mid-term Exam | | | | | 6 |
| - Making quizzes - Discussion | Theoretical Lecture Using a Program power point | Haemorrhagic stroke | Hemorrhagic 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 | 2 | 7 |



Course Description of 4rth Year

2024-2025

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|--|---|---|---|---|----|
| - Making quizzes Discussion | Theoretical Lecture Using a Program power point | Burns | Burns | 2 | 8 |
| - Making quizzes Discussion | Theoretical Lecture Using a Program power point | Management of Unconscious Patient | Management of Unconscious Patient | 2 | 9 |
| - Making quizzes - Discussion | Theoretical Lecture Using a Program power point | Review of Cardiac Conduction System: | Review of Cardiac Conduction System: -Basics of ECG Interpretation (ECG waves). -Normal sinus Rhythm. - Heart rate measurement methods. - Cardiac axis. | 2 | 10 |
| - Making quizzes Discussion | Theoretical Lecture Using a Program power point | Cardiac Dysrhythmia: | - Cardiac Dysrhythmia: - Shockable - Non-Shockable | 2 | 11 |



Course Description of 4rth Year

2024-2025

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|---|--|-------------------------|---|---|----|
| | | | -Basic and Advance cardiac Life Support (Australian version) guideline. | | |
| - Making quizzes Discussion | Theoretical Lecture power point | Hemodynamic monitoring- | -Hemodynamic monitoring. - Vital signs - Central venous line | 2 | 12 |
| - Making quizzes - Discussion | Theoretical Lecture power point | arterial line (IBP) | - arterial line (IBP) -Nursing management For client undergoing Cardiac Surgery. | 2 | 13 |
| - Making quizzes Discussion | Theoretical Lecture power point | Respiratory Disorders | Respiratory Disorders: -ABGs Interpretations -Pulmonary embolism | 2 | 14 |
| - Making Quizzes | Theoretical Lecture Using | Respiratory Disorders | -Pleural Effusion &Pneumothorax. | 2 | 15 |



Course Description of 4rth Year

2024-2025

| | | | | | |
|---|------------------------|--|--|--|--|
| Discussion | program power point | | -Nursing intervention and management | | |
| Course Evaluation | | | | | |
| <p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc</p> <p>Theoretical Requirements (20 marks): Includes: Quarterly Theoretical Test (15) marks, Daily Tests (5) Grades</p> <p>Practical Requirements (40) Degrees: Includes: Practical Training (20) Degrees, Patient Evaluation File (5) Degrees, Patient Education Brochure (5) Degrees, Seminars (5) Degrees, Discussion of Disease Cases (5) Degrees. Final Practical Exam (20) marksFinal Theoretical Exam (20) marks</p> | | | | | |
| Learning and Teaching Resources | | | | | |
| <ul style="list-style-type: none"> ● Suzanne C.,Brenda G., Janice L., Kerry H., Brunner & Suddarths: Textbook of medical surgical nursing , Twelfth edition ,2010. ● Perrin, K.O. and MacLeod, C.E., 2018. Understanding the essentials of critical care nursing, Third edition. Boston : Pearson, 2018. ● Ronaldo, C. G., 2019. Critical Care Examination and Board Review, y McGraw-Hill Education. ● Sole, M.L., Klein, D.G. and Moseley, M.J., 2020. Introduction to Critical Care Nursing E-Book. Elsevier Health Sciences. | | | | <ul style="list-style-type: none"> ● Required Textbooks/Methodology found | |
| <ul style="list-style-type: none"> ● Mallett, J., Albarran, J. and Richardson, A. eds., 2013. Critical care manual of clinical procedures and competencies. John Wiley & Sons. ● Varon, J., Acosta, P. and Varon, J., 2021. Handbook of critical and intensive care medicine, Fourth Edition. New York: Springer. Springer Nature Switzerland AG 2021. | | | | Principal References/Sources. | |



| | |
|---|--|
| <ul style="list-style-type: none">● Urden, L. D., Stacy, K. M., & Lough, M. E. 2014. Critical care nursing, diagnosis and management, 7: critical care nursing. Elsevier Health Sciences.● Ahmed, M., 2015. Evidence-Based Critical Care Protocols. 185 Trauma and surgical ICU, Kasralainy School of Medicine. Cairo University. | Recommended books and references /scientific journals, reports... |
| <ul style="list-style-type: none">● https://www.aacn.org/clinical-resources● https://www.nursingcenter.com/clinical-resources/practice-specialties/critical-care-nursing● https://opencriticalcare.org/● https://www.baccn.org/about/why-join/nicc/ | Electronic References, Websites |