

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



Al-Qadisiyah University



College of Nursing



Academic Program and Course Description Guide

2026-2025

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

1. Program Vision

The college aspires to achieve the global academic accreditation and prominent positions in the national and international rankings, with excellence and leadership in nursing education, scientific research, and community service and awareness in accordance with the vision of Al-Qadisiyah University.

2. Program Mission

Preparing nursing staff with a solid professional and academic level that enable them to offer comprehensive preventive, therapeutic, and rehabilitative nursing care to individuals, families, and communities. This can be achieved by providing academic programs that align with the mission of Al-Qadisiyah University.

3. Program Objectives

1. Prepare qualified and scientifically trained nursing staff using the latest technological advancements.
2. Conduct scientific research to foster motivation for nursing work in healthcare institutions.
3. Empower graduates to participate in the community and raise their health awareness.
4. Enable students to understand nursing theories and principles of nursing science to apply them when providing nursing care and managing nursing affairs.
5. Develop graduates' capabilities by adopting self-directed learning and problem-solving approach.

4. Program Accreditation

5. Other external influences

- ✓ Ministry of Higher Education and Scientific Research
- ✓ Al-Qadisiyah University
- ✓ Committee of Deans the Nursing Colleges in Iraq

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	49	141	100%	Basically
College Requirements	49	141	100%	Basically
Department Requirements				Basically
Summer Training	2	60	21%	Basically
Other				

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

7. course description							
Academic Year	Semester	Course NO	Subject	T	L	C	Credit Hours
Second Year	Semester-1	NUR 201	Adult Nursing I	4	0	12	8
Second Year	Semester-1	PHR202	Pharmacology for Nurses I	2	0	0	2
Second Year	Semester-1	HAS203	Health Assessment	2	2	0	3
Second Year	Semester-1	MBN204	Microbiology for Nurses	2	2	0	3
Second Year	Semester-1	COS205	Computer science III	0	2	0	1
Second Year	Semester-1	CDB206	Baath party crimes	2	0	0	2
Total	Semester-1	Total	Second Year - First Semester				19
Second Year	Semester-2	NUR 207	Adult Nursing II	4	0	12	8
Second Year	Semester-2	PAT208	Pathophysiology for Nurses	2	0	0	2
Second Year	Semester-2	MBN209	Microbiology for Nurses II	2	2	0	3
Second Year	Semester-2	PHR210	Pharmacology for Nurses II	2	0	0	2
Second Year	Semester-2	COS211	Computer Science IV	0	2	0	1
Second Year	Semester-2	ARB212	Arabic language for Nurses	2	0	0	2
Second Year	Semester-2	NUR213	Preceptorship (summer clinical training)	0	0	30	Pass
Total	Semester-2	Total	Second Year - Second Semester				18
Third Year	Semester-1	NUR301	Maternal and Neonatal Nursing	3	2	12	8
Third Year	Semester-1	RSM302	Research method in Nursing	2	0	0	2
Third Year	Semester-1	HOS303	Health Sociology	2	0	0	2
Third Year	Semester-1	NUT304	Nutritional and Diet therapy	2	0	0	2
Total	Semester-1	Total	Third Year - First Semester				14
Third Year	Semester-2	NUT 305	Pediatric Nursing	3	2	12	8

Third Year	Semester-2	BST306	Biostatistics	2	0	0	2
Third Year	Semester-2	PHR307	Human Growth and Development	3	0	6	5
Third Year	Semester-2	NUR308	Preceptorship(summer clinical training)	0	0	30	Pass
<i>Total</i>	<i>Semester-2</i>	<i>Total</i>	<i>Third Year - Second Semester</i>				15
Fourth Year	Semester-1	NUR401	Community Health Nursing	3	0	12	7
Fourth Year	Semester-1	NUR402	Nursing Management and Leadership	2	0	3	3
Fourth Year	Semester-1	NUR403	Professional Perspective and Issue in Nursing	2	0	2	2
Fourth Year	Semester-1	NUR404	Graduation Research Project	0	0	1	1
Fourth Year	Semester-1	HPR405	Health Promotion	2	0	2	2
Fourth Year	Semester-1	EPID406	Epidemiology	2	0	2	2
<i>Total</i>	<i>Semester-1</i>	<i>Total</i>	<i>Fourth Year - First Semester</i>				17
Fourth Year	Semester-2	NUR407	Psychiatric and Mental Health Nursing	3	0	12	7
Fourth Year	Semester-2	NUR408	Critical Care Nursing	2	0	12	6
Fourth Year	Semester-2	HPH409	Health Psychology for Nurses	2	0	0	2
Fourth Year	Semester-2	NUR410	Graduation Research Project	0	0	3	1
<i>Total</i>	<i>Semester-2</i>	<i>Total</i>	<i>Fourth Year - Second Semester</i>				16

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes

Learning Outcomes:

1. Understanding basic medical sciences and adult nursing: Students are expected to gain a deep understanding of basic sciences related to nursing such as anatomy, physiology, biochemistry and computer technology.
2. Acquire the necessary knowledge in pathological microbiology, health assessment and diagnosis, in addition to adult nursing and the nature of nursing ethics.
3. Knowledge in obstetrics and gynecology nursing: Students are expected to gain a deep understanding in maternal and neonatal health, disease prevention methods, healthy nutrition and deep knowledge in growth and development.
4. Knowledge in mental health and community health nursing sciences: Students gain knowledge in understanding mental health disorders, care and treatment, deep understanding of public health, disease prevention and preventive measures, how to promote community health and health education. Nursing leadership and management in health institutions.

Learning Outcomes Statement 1
Academic Excellence

Skills	
Learning Outcomes 1. Laboratory skills in the use of basic computer technology and basic skills. 2. Assessment and diagnosis skills: the ability to assess the patient's condition, identify health problems, and make an accurate diagnosis based on signs and symptoms and treat them skillfully and safely, such as cleaning wounds, changing bandages, and administering medications and according to ethical principles. 3. Clinical care skills for mothers and newborns: the ability to perform various clinical procedures related to providing nursing care for mothers and newborns, administering medications and nutrition. 4. Critical thinking skills, health education, leadership skills and teamwork skills: communication skills with patients and the ability to organize care for patients, direct the medical team, and make correct clinical decisions independently. The ability to analyze information logically, evaluate evidence, and make clinical decisions based on evidence.	Learning Outcomes Statement High practices skill
Ethics	
Learning Outcomes 1. Care and Empathy: the ability to express care and empathy towards patients and their families, and provide emotional and moral support to them in difficult times and to make the best use of technology. 2. Integrity and honesty: Act with integrity and honesty at all times, and adhere to ethical and professional standards in the practice of nursing, including: respecting each individual as a unique person with	Learning Outcomes Statement 4 Ethical considerations in academic education and human professional ethics

their own rights and dignity, and working to promote privacy and mutual respect in every interaction. 3. Justice and equality: Working to provide care fairly and equally to all patients regardless of gender, race, religion, or economic status and the newborn's right to receive superior nursing care. Humility and respect for cultural diversity: Acquire the values of humility and respect for cultural, religious and linguistic diversity in the provision of health care, and continuous learning: Dedication to continuous learning and development of skills and knowledge, and seeking opportunities for learning and professional improvement, Responsibility and dedication, and the ability to take responsibility for their decisions and actions, and dedication to providing the best possible care for patients and the community.	
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9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in implementing the program in general.

- ✓ Using the Power Point slide show program in presenting the theoretical material
- ✓ Using video lectures
- ✓ Self-learning method
- ✓ Simulation of laboratory dolls in acquiring clinical nursing skills
- ✓ Using laboratory dolls in providing care

Active Learning

Encourages students to engage directly with the material.

- ✓ Case Studies: Real-life scenarios that enhance critical thinking and decision-making.
- ✓ Group Discussions: Help students explore multiple viewpoints.

Clinical Teaching Strategies

Applied in hospitals or lab settings.

- ✓ Preceptorships: One-on-one teaching with experienced nurses.
- ✓ Clinical reports: discussion after clinical shifts.
- ✓ Bedside Teaching: Providing direct patient care under guided supervision.

10. Evaluation methods

Formative evaluation and summative evaluation

Implemented in all stages of the program in general.

1. Written Examinations

Types: Multiple choice questions (MCQs), short-answer questions (SAQs), and long-answer/essay questions.

Purpose: Assess theoretical understanding of nursing concepts

2. Practical Examinations (Skill Checklists)

Lab-based assessments: Students demonstrate clinical skills like administering injections, wound care, and vital signs . . . etc., using mannequins or simulators.

Objective Structured Clinical Examination (OSCE): Stations are set up where students perform specific tasks under observation.

3. Clinical Evaluation

Case Studies: Students assess and present cases they've handled during clinical rotations.

4. Oral Examinations

Conducted to assess depth of understanding, decision-making, and application of knowledge.

5. Continuous Internal Assessment (CIA)

Regular tests, quizzes, attendance, class participation, seminars, and practical work contribute to internal marks.

6. Simulation-Based Assessment

Advanced simulations with high-fidelity mannequins to mimic real-life scenarios, testing critical thinking and emergency response.

11.Faculty							
Faculty Members							
Academic Rank	Specialization			Special Requirements/Skills (if applicable)		The number of teaching staff	
	General	Special	no.			Staff	Lecturer
Professor	Nursing	Adult Nursing	1			2	
	microbiology		1				
Assistant Professor	Nursing	Mental Health Nursing	1			6	
	Nursing	Gynecology Nursing	1				
	medicine	Urology	1				
	medicine		1				
	veterinary		1				
	microbiology		1				
Instructor	Nursing	Adult Nursing	5			14	
	Nursing	Community Health Nursing	5				
	Nursing	Management Nursing	1				
	Nursing	Mental Health Nursing	1				
	Physiology		1				
	microbiology		1				

Assistant Lecturer	Nursing	Community Health Nursing	5			34	
	Nursing	Adult Nursing	5				
	Nursing	Pediatric Nursing	3				
	Nursing	Gynecology Nursing	2				
	Nursing	Mental Health Nursing	2				
	Basic science		17				

12. Professional Development

Mentoring new faculty members

Regarding new faculty members: Faculty members who have recently obtained a scientific degree participate in teaching methods courses and achievement tests. The college deanship recruits and nominates faculty members for courses evaluated by official academic institutions regarding professional development, and this is done in accordance with educational practical developments.

Professional development of faculty members

The college sets its sights on the plan to develop and update the curricula and adheres to the decisions of the committees of the deans of the nursing colleges held periodically.

As well as the plan related to self-learning for students adopted by faculty members.

Students' results are evaluated through the success rates achieved in the final exams.

And joint evaluation exams with other colleges, as the success rates are adopted as one of the evidences in evaluating the results of the academic program

13.Acceptance Criterion

The College of Nursing at Al-Qadisiyah University complies with the regulations and instructions issued by the Ministry of Education and Scientific Research regarding the admission of students according to the Central Admission Guide issued annually by the Ministry. The Central Admission Channels include: General Channel - Private Expense Channel - Martyrs' Families - Distinguished Channel

14.The most important sources of information about the program

An electronic link to the program file is published on the official website of the College of Nursing.

Official social media pages and websites of the College of Nursing, Al-Qadisiyah University.

The academic program document is published in the scientific branches, the Quality Assurance Division, and the Media and Government Communication Division

15.Program Development Plan

The curriculum decisions are developed after submitting the proposals to the Deans Committee of Nursing Colleges.

According to the latest developments in medical cases in hospitals, which are the main element in developing the curriculum, and this is done based on solid scientific research and studies.

Follow up on the latest developments in technological educational methods and work to provide and use them in the best possible way.

Program Skills Outline

				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
	NUR101	Fundamentals Of Nursing(1)	Basic	√				√				√			
	CHM102	Biochemistry	Basic	√				√				√			
	ANT103	Anatomy for nurse	Basic	√				√				√			
	COS104	Computer Science(1)	Basic	√				√				√			
	ETH 105	Code of Ethics	Basic	√				√				√			
	ENG 106	English part 1	Basic	√				√				√			
	SPO	sport	Basic	√				√				√			
	NUR107	Fundamentals Of Nursing(2)	Basic	√				√				√			
	PHY108	Physiology for nurse	Basic	√				√				√			
	ENG109	English part 2	Basic	√				√				√			
	TER110	Medical Terminology	Basic	√				√				√			
	COS111	Computer Science(2)	Basic	√				√				√			

	SPO	sport	Basic	√				√				√			
	NUR201	Adult Nursing(1)	Basic	√	√			√	√			√	√		
	PHR302	Pharmacology for nurses	Basic	√	√			√	√			√	√		
	MBN203	Microbiology For Nursing(1)	Basic	√	√			√	√			√	√		
	COS204	Computer Science(1)	Basic	√	√			√	√			√	√		
	HAS205	Health Assessment	Basic	√	√			√	√			√	√		
	NUR206	Adult Nursing(2)	Basic	√	√			√	√			√	√		
	PAT207	Pathophysiology For Nursing	Basic	√	√			√	√			√	√		
	MBN208	Microbiology For Nursing (2)	Basic	√	√			√	√			√	√		
	PHR29	Pharmacology for nurses	Basic	√	√			√	√			√	√		
	COS210	Computer Science(2)	Basic	√	√			√	√			√	√		
	NUR211	Preceptorship (Summer Training Adult Nursing)	Basic	√	√			√	√			√	√		
	NUR301	Maternal and Newborn Health	Basic	√	√	√		√	√	√		√	√	√	
	NUR302	Research Methods in Nursing	Basic	√	√	√		√	√	√		√	√	√	

	PHR303	health Sociology	Basic	√	√	√		√	√	√		√	√	√	
	NUT305	Nutrition And diet therapy	Basic	√	√	√		√	√	√		√	√	√	
	PHR306	Human Growth and Development	Basic	√	√	√		√	√	√		√	√	√	
	NUR307	Infant, Child And Adolescents Health	Basic	√	√	√		√	√	√		√	√	√	
	DEM308	Democracy	Basic	√	√	√		√	√	√		√	√	√	
	BST309	Biostatistics	Basic	√	√	√		√	√	√		√	√	√	
	ENG310	English part 2	Basic	√	√	√		√	√	√		√	√	√	
	NUR311	Preceptorship (Summer Training)	Basic	√	√	√		√	√	√		√	√	√	
	NUR401	Family And Community Health Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	EPD402	Epidemiology	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR403	Nursing Management and Leadership	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR404	Professional Perspectives and Issues	Basic	√	√	√	√	√	√	√	√	√	√	√	√

	NUR405	Research Project	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	HPR407	Health promotion	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR408	Mental Health and Illness	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR409	Critical Care Nursing(2)	Basic	√	√	√	√	√	√	√	√	√	√	√	√

Academic Program and Course Description

Academic Program Description Specification

- **University Name:** University of Al-Qadisiyah
- **Faculty / Institute:** College of Nursing
- **Academic or Professional Program Name:** Bachelor of Science in Nursing
- **Final Certificate Name:** Bachelor of Science in Nursing (Graduation Certificate)
- **Academic System:** Semester System
- **Description Preparation Date:** 2025/9/19
- **File Completion Date:** 2026/1/20

Head of Adult Nursing Department:

Lecturer Dr. Haider Abdul-Amir Tweer

Signature:

**Head of Community Health Nursing Department:**

Assistant Professor Dr. Haider Amir Jaber

Signature:

**Head of Fundamentals of Nursing Department:**

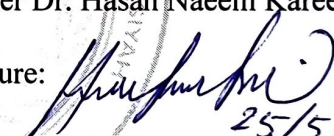
Lecturer Dr. Sabri Shadher Hadi

Signature:

**Director of Quality Assurance and University Performance Division check the file:**

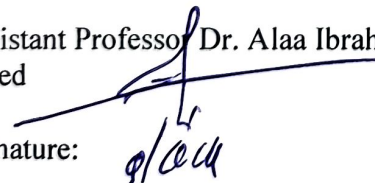
Lecturer Dr. Hasan Naeem Kareem

Signature:


25/5/2026**Scientific Associate (Associate Dean for Scientific Affairs):**

Assistant Professor Dr. Alaa Ibrahim Saeed

Signature:



Approved by Dean of the College:

Professor Dr. Dhergham Majeed Al-Fatlawi

(Dean of the College of Nursing)

Adult Nursing I



Course Name	Adult Nursing I
Course Code	NUR201
Semester / Year	First Semester / Second Year
Description Preparation Date	29/09/2025
Available Attendance Forms	In-person (Theoretical Lectures + Practical Clinical Training)
Number of Credit Hours (Total) / Number of Units (Total)	16 Hours Total (4 Theoretical Hours + 12 Clinical Hours) / 8 Credit Units
Course Administrator's Name (mention all, if more than one name)	• Prof. Dr. Dergham Majjed Hameed — Email: dergham.majjed@qu.edu.iq • Dr. Haider Abdul-Amir Tweer — Email: haider.alhamad@qu.edu.iq • Dr. Alaa Ibrahim Saeed — Email: alaa.saeed@qu.edu.iq • Asst. Lect. Sabri Shather Hadi — Email: sabri.shather@qu.edu.iq • Dr. Israa Hassan Shebel — Email: israa.hassan@qu.edu.iq

Course Objectives
• Identify risk factors and nursing interventions in promoting and maintaining health in a selected group of clients. • Correlate path-physiology of selected medical/surgical alterations to the continuum of health and illness. • Discuss scientific rationale for performing selected diagnostic procedures, their results, and nursing responsibilities. • Describe relevant drug therapies and outcomes for clients undergoing medical/surgical interventions. • Explain nutritional needs for patients with selected medical/surgical alterations. • Discuss principles of teaching-learning processes as related to the adult/older adult patient. • Utilize health assessment skills in identifying physical, psychological, spiritual, and educational needs of adult patients. • Apply theoretical concepts and scientific principles in planning patient care via the Nursing Process.

Course Objectives

- **Demonstrate competency in implementing nursing interventions to achieve client-centered goals.**
- **Demonstrate safe administration of medications and intravenous therapies.**
- **Participate effectively in patient education and discharge instructions.**
- **Demonstrate effective communication with patients, instructors, and healthcare team members.**
- **Describe pre-operative nursing measures to avoid infection risks and anticipated post-operative complications.**

Teaching and Learning Strategies

- **Lectures and Group Discussions:** Interactive classroom presentations to convey fundamental theoretical knowledge.
- **Clinical Training & Clinical Discussions:** Direct bedside teaching and skills application in hospital wards and clinical labs.
- **Group Reports & Clinical Seminars:** Student-led case study presentations, research projects, and group problem-solving sessions.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	4	Understand fundamental concepts of adult nursing, professional ethics, and nursing roles.	Introduction to Adults Nursing	Lectures, Discussion & Clinical Training	Mid-term exams & Quizzes
2	8	Master the nursing process steps and apply them in assessment, diagnosis, planning, and implementation.	Nursing process: definition, objectives, and steps	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Care plan evaluation
3, 4	8	Comprehend principles of nursing rehabilitation and	Rehabilitation in Nursing	Lectures, Discussion &	Mid-term exams, Quizzes &

Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
		restoring functions for chronic patients.		Clinical Training	Clinical evaluation
5, 6	8	Understand oncology nursing, cancer patient care, chemotherapy/radiotherapy support, and psychological care.	Care of Patients with Cancer	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Seminars
7	4	Knowledge of nursing care for breast cancer patients, surgical interventions, and emotional support.	The Patient with Breast Cancer	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Practical assessment
8	4	Apply comprehensive nursing management for patients with gastrointestinal diseases.	Nursing Management for Patient with Digestive System Diseases	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Clinical skill evaluation
9	4	Understand and evaluate nursing management for hepatobiliary and gallbladder disorders.	The Patient with Hepatobiliary Disorders	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Oral exams
10	4	Manage nursing care for endocrine disorders including diabetes mellitus and thyroid diseases.	Nursing Care for Patients with Endocrine System Disorders	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Clinical reports

Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
11, 12	8	Implement nursing interventions, blood transfusions, and monitoring for patients with hematological disorders.	Nursing Management for Patients with Blood Disorders	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Clinical performance
13	4	Comprehend nursing management for cardiovascular diseases and hypertension.	Nursing Management for Patients with Cardiovascular Disorders	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Clinical measurements
14	4	Apply nursing care for patients with respiratory disorders, asthma, and pneumonia.	Nursing Care for Patients with Respiratory Disorders	Lectures, Discussion & Clinical Training	Mid-term exams, Quizzes & Final clinical exam

Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student:	
Mid-term Theoretical Exams	20%
Clinical Assessment (Practical)	20%
Final Theoretical Exam	40%
Final Practical Exam	20%
Total Score	100%

Learning and Teaching Resources	
Required Textbooks (curricular books, if any)	• Hinkle, J., & Cheever, K. (2018). <i>Brunner and Suddarth's Textbook of Medical-Surgical Nursing</i>. 14th Edition. Wolters Kluwer, Lippincott Williams & Wilkins. • Williams, L., & Hopper, P. (2015). <i>Understanding Medical-Surgical Nursing</i>. 5th Edition, F.A. Davis Company, USA. • Cooper, K., & Gosnell, K. (2022). <i>Foundations and Adult Health Nursing</i>. Elsevier Health Sciences.
Main References (sources)	• Ignatavicius, D. D., & Workman, M. L. (2020). <i>Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care</i>. 10th Edition. Elsevier. • Lewis, S. L., Bucher, L., Heitkemper, M. M., & Harding, M. M. (2017). <i>Medical-Surgical Nursing: Assessment and Management of Clinical Problems</i>. Mosby.
Recommended Books and References (scientific journals, reports...)	• Perry, A. G., Potter, P. A., Ostendorf, W. R., & Laplante, N. (2021). <i>Clinical Nursing Skills and Techniques</i>. Elsevier Health Sciences. • International Journal of Nursing Studies & American Journal of Nursing (AJN).
Electronic References, Websites	• PubMed / MEDLINE Database for Nursing Research. • Evidence-Based Nursing Resources (Wiley Online Library / ScienceDirect). • World Health Organization (WHO) Clinical Practice Guidelines.



Pharmacology 1

Course Name	Pharmacology 1
Course Code	PHR202
Semester / Year	Second Year / First Semester
Description Preparation Date	10/9/2025
Available Attendance Forms	In-person (Theoretical Lectures, Tutorials, and Seminars)
Number of Credit Hours (Total) / Number of Units (Total)	30 Total Hours (2 Hours Weekly over 15 Weeks) / 2 Credit Units
Course Administrator's Name	Asst. Prof. Dr. Abdulameer K. Leelo Al-Obaidy — Email: abdulameer.leelo@qu.edu.iq

Course Objectives

1. Learn the types of medications used to treat human diseases.
2. Understand methods of drug administration according to clinical indications and disease pathophysiology.
3. Identify potential therapeutic drug targets.
4. Identify main drug candidates for clinical use.
5. Understand drug stability, quality assurance, safety, and efficacy parameters.
6. Recognize therapeutic benefits, adverse effects, warnings, contraindications, and emergency applications.
7. Discuss the mechanisms of drug action within the human body.
8. Classify drugs according to pharmacodynamics effects and administration routes.
9. Determine dosage timing and administration routes affecting major organ systems (respiratory, cardiovascular, and nervous).
10. Evaluate drug courses, administration techniques, and dosage-dependent organ responses.

Course Materials for the Second Stage

Teaching and Learning Strategies

1. Interactive theoretical lectures and classroom discussions.
2. Problem-solving sessions and clinical case scenario analyses.
3. Student seminars and oral presentations.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Understand drug sources, appearances, chemical properties, biological effects, mechanisms of action, and therapeutic uses.	Introduction to Pharmacology	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
2	2	Understand dosage calculation, administration routes, and clinical applications of pharmacokinetics and pharmacodynamics.	Pharmacokinetics and Pharmacodynamics in Clinical Practice	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
3	2	Understand drug absorption, metabolism, elimination pathways, and	Routes of Drug Administration	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation

Course Structure					
		physiological body reactions.			
4	2	Understand autonomic nervous system physiology, neurotransmitters, and sympathetic/parasympathetic responses.	Sympathomimetic and Parasympathetic System Concepts	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
5	2	Identify neurotransmitter classifications, receptor subtypes, and pharmacological interaction mechanisms.	Types of Neurotransmitters and their Receptors	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
6	2	Understand autonomic drug effects on vital signs and their clinical applications in disease management.	Sympathetic and Parasympathetic Medications	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
7	2	Understand blood pressure regulation and clinical pharmacology of antihypertensive and	Anti-Hypotensive and Anti-Hypertensive Medications	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation

Course Structure					
		antihypotensive agents.			
8	2	Understand cardiac output physiology, peripheral vascular resistance, and heart failure management protocols.	Treatment of Heart Failure	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
9	2	Understand normal cardiac rhythm, dysrhythmias, and antiarrhythmic pharmacological/non-pharmacological therapies.	Treatment of Arrhythmia	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
10	2	Identify types and etiology of shock and pharmacological management algorithms for each type.	Treatment of Shock	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
11	2	Understand antimicrobial principles, historical discovery, and classification of antibiotics.	Introduction to Antibiotics	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation

Course Structure					
12	2	Understand cell wall synthesis inhibitors, clinical indications, side effects, precautions, and alternatives.	Antibiotics Acting on the Cell Wall	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
13	2	Understand protein synthesis inhibitors and nucleic acid (DNA) synthesis inhibitors.	Antibiotics Acting on Protein & DNA Synthesis	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
14	2	Understand antitubercular regimen selection, drug mechanisms, side effects, and treatment protocols.	Treatment of Tuberculosis	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
15	2	Comprehensive evaluation of pharmacological knowledge, drug administration safety, and course outcomes.	Final Assessment / End-of-Course Exam	Final Examination	Final Comprehensive Exam

Course Evaluation	
Midterm Exams	30%
Final Examination	70%
Total Score	100%
Learning and Teaching Resources	
Required Textbooks (curricular books, if any)	• Chippewa Valley Technical College. (2020). <i>Nursing Pharmacology</i>. WI Technical Colleges Open Press. ISBN-13: 9781734914115. • Elsevier. (2024). <i>Mosby's 2025 Nursing Drug Reference</i>. 38th Edition. Mosby / Elsevier.
Main References (sources)	• <i>Nursing Pharmacology</i> (Core Reference Textbook).
Recommended Books and References (scientific journals, reports...)	• <i>MCN: The American Journal of Maternal/Child Nursing</i> (Open Access Journal). • <i>Journal of the American Pharmacists Association (JAPhA)</i>.
Electronic References, Websites	• SCImago Journal & Country Rank (Pharmacology Category): https://www.scimagojr.com/journalrank.php?category=2920

Health Assessment



Course Title	Health Assessment
Course Code	HAS 203
Semester / Year	Second Stage / Second Year
Description Preparation Date	1/09/2025
Available Attendance Forms	Class Attendance & Lab Attendance
Total Credit Hours / Total Units	4 hours weekly over 15 weeks: Theory (2) hrs, Practical/Lab (2) hrs
Course Administrator Name	Asst. Lect. Bahaa Marzah Sakhil

Course Objectives

1. Apply Fundamental Physical Examination Techniques: Practice and master the four core clinical examination techniques: Inspection, Palpation, Percussion, and Auscultation efficiently and accurately.
2. Measure and Interpret Vital Signs: Accurately measure vital signs and interpret physiological indicators to differentiate between normal and abnormal patient conditions.
3. Perform a Comprehensive Physical Examination of Body Systems: Conduct a systematic and structured clinical assessment of major vital body systems (Integumentary, Head and Neck, Respiratory, Cardiovascular, Gastrointestinal/Abdominal, Musculoskeletal, and Neurological).

Teaching and Learning Strategies

1. Interactive theoretical lectures and classroom discussions.
2. Seminars and student presentations.
3. Use of simulation mannequins for practical learning.

Course Structure					
Week	Hours	Unit / Topic Title	Required Learning Outcomes	Teaching Method	Assessment Method
1	4	Introduction to Health Assessment & Health History	Understand the fundamentals of health history taking, patient communication skills, and establishing a therapeutic nurse-patient relationship.	Interactive lectures, Role Play	Attendance, class participation , and short quiz
2	4	Basic Physical Assessment Techniques	Master the four examination techniques: Inspection, Palpation, Percussion, and Auscultation.	Theoretical lecture + Practical application in the lab	Direct evaluation of practical performance & short quizzes
3	4	Assessment of Vital Signs & Anthropometric Measurements	Measure and interpret vital signs (blood pressure, pulse, temperature, respiration) and calculate growth and mass metrics.	Lab training using mannequins and simulation	Evaluation of practical skills in the lab

Course Structure					
Week	Hours	Unit / Topic Title	Required Learning Outcomes	Teaching Method	Assessment Method
4	4	Assessment of Skin, Hair, and Nails	Differentiate between normal and pathological skin signs, evaluate skin integrity, hydration, and skin lesions.	Case study presentation and practical application	Evaluation of reports and lab performance
5	4	Assessment of Head, Neck, & Lymphatic System	Examine the skull, lymph nodes, and thyroid gland to identify any enlargement or abnormalities.	Direct peer-to-peer practical application (Peer Assessment)	Practical short quiz and participation assessment
6	4	First Midterm Exam (First Exam)	Evaluate knowledge and skill outcomes for the first five weeks.	Written exam + Practical skills assessment	Midterm exam (Written and Practical)
7	4	Assessment of Respiratory System & Lungs	Master chest examination, identify normal and adventitious breath sounds, and detect signs of	Lecture + Training on breath sound simulation	Field and lab assessment evaluation

Course Structure					
Week	Hours	Unit / Topic Title	Required Learning Outcomes	Teaching Method	Assessment Method
			respiratory distress.		
8	4	Assessment of Cardiovascular System	Examine heart sounds (S1, S2), evaluate peripheral pulses, and measure Jugular Venous Pressure (JVP).	Lab training on precise heart sound auscultation	Evaluation of clinical skills and practical exam
9	4	Assessment of Abdomen & Digestive System	Apply abdominal examination steps (Inspection, Auscultation before Palpation, Percussion, and Palpation) to evaluate organ integrity.	Simulated practical application and case discussions	Evaluation of practical steps and participation
10	4	Assessment of Musculoskeletal System	Examine joints and bones, evaluate Range of Motion (ROM), muscle	Movement training and practical lab application	Assessment of motor performance and short quizzes

Course Structure					
Week	Hours	Unit / Topic Title	Required Learning Outcomes	Teaching Method	Assessment Method
			strength, and balance.		
11	4	Assessment of Musculoskeletal System	Examine joints and bones, evaluate Range of Motion (ROM), muscle strength, and balance.	Movement training and practical lab application	Assessment of motor performance and short quizzes
12	4	Assessment of Neurological System	Examine Cranial Nerves, involuntary reflexes, and sensory and motor functions.	Training on using reflex hammers and direct examination	Assessment of neurological examination accuracy
13	4	Assessment of Endocrine & Urinary Systems	Evaluate clinical signs of hormonal disorders, examine the bladder and kidneys, and assess urinary output rate.	Clinical case study discussions and lab application	Problem-solving evaluation of clinical cases
14	4	Assessment of	Examine eyes and ears	Illustrative lectures and tool	Performance evaluation

Course Structure					
Week	Hours	Unit / Topic Title	Required Learning Outcomes	Teaching Method	Assessment Method
		Reproductive System & Sense Organs	(Sense Organs) and understand the fundamentals of physical assessment for the reproductive system.	utilization (Otoscope / Ophthalmoscope)	and discussion panels
15	4	Second Midterm Exam	Evaluate knowledge and skills acquired from Week 7 to Week 10.	Written exam + Practical skills assessment	Midterm exam (Written and Practical)

Course Evaluation	
Monthly Exams (Theory)	20%
Practical Exam	20%
Comprehensive Final Exam	Theory 40% - Practical 20%
Total Score	100%

Learning and Teaching Resources	
Required Core Textbooks	Bickley, L. S., Szilagyi, P. G., & Hoffman, R. M. (2021). Bates' Guide to Physical Examination and History Taking (13th ed.). Lippincott Williams & Wilkins.
Main References	Jensen, S. (2019). Nursing Health Assessment: A Best Practice Approach (3rd ed.). Wolters Kluwer.
Recommended Supporting Books & Periodicals	(Not specified)
Electronic References & Websites	• RegisteredNurseRN (Physical Assessment Modules): https://www.registerednursern.com • OSCE Skills & Health Assessment Videos: https://www.geekymedics.com

Microbiology I



Course Name	Microbiology I
Course Code	MBN204
Semester / Year	Second Academic Year / First Semester
Description Preparation Date	16/09/2025
Available Attendance Forms	In-person (Recording student attendance in theoretical lectures and practical laboratories)
Number of Credit Hours (Total) / Number of Units (Total)	60 Total Hours (4 Hours/Week: 2 Theory + 2 Practical) / 3 Credit Units
Course Administrator's Name (mention all, if more than one name)	• Prof. Dr. Baheeja Abees Hmood — Email: baheeja.alkhalidi@qu.edu.iq • Asst. Prof. Dr. Ihsan Khudhair Abbas — Email: ihsan.khudhair@qu.edu.iq
Course Objectives	
1. To be familiar with the types, structures, and morphology of microorganisms. 2. To understand the principles of physiological, chemotherapeutic, biochemical, and genetic characteristics of microorganisms. 3. To master using the light microscope, slide preparation, staining techniques, and laboratory examination. 4. To understand the natural history of microbial diseases and the management of epidemics and pandemics. 5. To understand how to apply microbiological science and preventive measures to control microbial infections in nursing practice.	

Teaching and Learning Strategies

Actively engaging student participation in the educational process and enabling them to acquire practical and clinical competencies through:

1. Interactive theoretical lectures and classroom discussions.
2. Problem-solving sessions and clinical case studies.
3. Hands-on practical laboratory training.
4. Scientific report writing, assignments, and presentations.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	4	Understand the definition, historical development, classification of microorganisms, and epidemiology in nursing.	Introduction and historical development of microbiology, classification of microorganisms, and epidemiology	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
2	4	Understand the nutritional requirements and environmental factors for bacterial growth and reproduction.	Nutritional requirements of bacteria	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation

Course Structure					
3	4	Understand theoretical and practical differences between sterilization, disinfection, and infection control.	Sterilization and Disinfection	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
4	4	Understand natural characteristics, morphology, and diseases associated with Gram-positive bacteria.	Gram-positive bacteria (Cocci and Bacilli)	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
5	4	Understand characteristics, pathogenesis, and diseases caused by Gram-negative cocci.	Gram-negative cocci	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
6	4	Understand characteristics, spore formation, and clinical significance of Bacillus species.	Bacillus species	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation

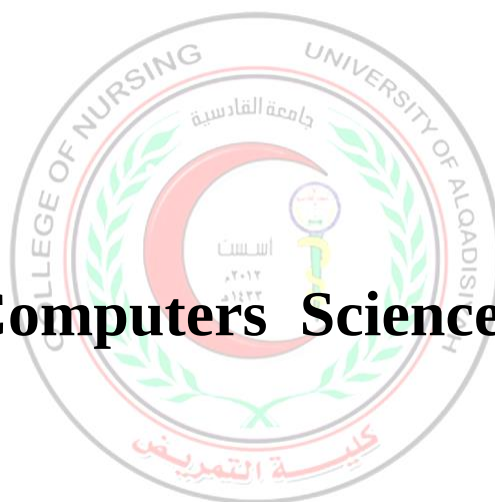
Course Structure					
7	4	Understand characteristics, transmission, diagnosis, and treatment of Gram-positive acid-fast bacterial diseases.	Mycobacteria (diseases, properties, transmission, pathogenesis, clinical findings, diagnosis, and treatment)	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
8	4	Understand pathogenesis, clinical findings, and treatment of Gram-negative enteric bacilli.	Escherichia, Klebsiella, Pseudomonas (properties, transmission, pathogenesis, diagnosis, and treatment)	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
9	4	Understand properties, clinical manifestations, and management of pathogenic Gram-negative organisms.	Proteus, Vibrio, Helicobacter (properties, transmission, pathogenesis, diagnosis, and treatment)	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
10	4	Understand gastroenteritis, enteric fever, and respiratory infections caused by Gram-	Salmonella, Shigella, Bordetella, Pasteurella (properties, pathogenesis, diagnosis, and treatment)	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation

Course Structure					
		negative bacilli.			
11	4	Understand fungal classification, Candida infections, and molecular diagnostics (PCR & ELISA).	Introduction to Mycology, Candida, Classification of Fungi, Laboratory diagnosis (PCR & ELISA)	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
12	4	Understand hospital-acquired (nosocomial) infections, prevention protocols, and early diagnosis.	Introduction to Hospital-Acquired Infection (Nosocomial infection)	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
13	4	Understand principles of immunology, immune system components, and specific host defense mechanisms.	Introduction to Immunology, Mechanisms of specific host defense	Lecture, discussion, problem solving	Theory exam, practical exam & performance evaluation
14	4	Understand antibody-mediated (humoral) immunity, immunoglobulin	Antibody-Mediated (Humoral) immunity	Lecture, discussion, problem solving	Theory exam, practical exam &

Course Structure					
		lin types, and immune responses.			performanc e evaluation
15	4	Comprehensi ve evaluation of theoretical concepts, laboratory techniques, and final course outcomes.	End-of-course review and Final Examination	Comprehensiv e review & final exam	Final theoretical and practical examination
Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student:					
Task / Evaluation Type					Score / Percentage
First Midterm Theory Exam					15%
Second Midterm Theory Exam					15%
Practical Exam & Lab Performance					20%
Reports & Assignments					5%
Quizzes & Daily Participation					5%
Final Exam (Theory & Practical)					40%

Course Evaluation	
Total Score	100%
Learning and Teaching Resources	
Required Textbooks (curricular books, if any)	• Gillies, R. R. & Dodds. (1984). <i>Bacteriology Illustrated</i>. 5th Edition. Longman Group Limited, USA. • Jawetz, Melnick, & Adelberg. (1998/Recent Eds). <i>Medical Microbiology</i>. 21st Edition (or updated). Appleton & Lange / McGraw-Hill.
Main References (sources)	• <i>Microbiology for Nurses</i> (Standard Nursing Curricular Textbooks).
Recommended Books and References (scientific journals, reports...)	• Harvey, R. A., Champe, P. C., & Fisher, B. D. (2007). <i>Lippincott's Illustrated Reviews: Microbiology</i>. 2nd Edition. Lippincott Williams & Wilkins, USA. • <i>Medical Journal of Microbiology / Journal of Clinical Microbiology</i>.
Electronic References, Websites	• College of Nursing - University of Baghdad: http://www.conursing.uobaghdad.edu.iq/

Computers Science 2



. Course Title	Computers Science 2
Course Code	COS111
Semester / Year	First Semester / Second Stage
Description Preparation Date	1/9/2025
Available Attendance Forms	In-Person Class Attendance
Total Credit Hours / Units	Total of 30 practical hours (2 hours weekly over 15 weeks)
Course Administrator	Lect. Salah Mahdi Ali

2. Course Objectives

No.	Objective Statement
1	Enrich student knowledge and increase their comprehension through learning Microsoft Word.
2	Use Microsoft Word to develop the student's research efficiency and capabilities.
3	Enable the student to input data, work with tabs, and create and format tables.
4	Provide the student with skills in using Header & Footer and preparing scientific reports and research papers.

3. Teaching and Learning Strategies

No.	Strategy
1	Delivering theoretical and practical lectures.
2	Direct practical application using computers in the laboratory.
3	Using modern and innovative educational tools such as Smart Boards and Data Show devices to illustrate concepts.

4. Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
1	2	Understanding the program window	Word 2013 window	By computer / Practical application	In-class and homework assignments
2	2	Launching the program and using the interface	Launching the program, Word interface, title bar, quick access toolbar, ribbon, and tabs	By computer / Practical application	In-class and homework assignments
3	2	Formatting and controlling fonts	Font group	By computer /	In-class and homework assignments

Week	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
				Practical application	
4	2	Formatting paragraphs and text	Paragraph group	By computer / Practical application	In-class and homework assignments
5	2	Using advanced tabs and commands	Contextual tabs, box launcher, commands	By computer / Practical application	In-class and homework assignments
6	2	Managing files, opening, and closing them	File tab, close, open	By computer / Practical application	In-class and homework assignments
7	2	Mastering typing skills and saving documents	Typing skills, Save, Save as	By computer / Practical application	In-class and homework assignments
8	2	Assessing midterm practical skills	Midterm Exam (Mid exam)	By computer / Practical exam	In-class and homework assignments
9	2	Editing, cutting, copying, and numbering operations	Clipboard, cut, copy, format painter, bullets & numbering	By computer / Practical application	In-class and homework assignments

Week	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
10 / 11	2	Inserting pages and cover pages	Insert tab, cover page, blank page	By computer / Practical application	In-class and homework assignments
12	2	Designing and creating tables	Create table, add cell / row / column	By computer / Practical application	In-class and homework assignments
13	2	Editing tables and deleting elements	Select row / column, delete cell	By computer / Practical application	In-class and homework assignments
14	2	Splitting and merging within tables	Split cells, split table, insert cell	By computer / Practical application	In-class and homework assignments
15	2	Setting up header/footer and page numbering	Header & footer, page numbering, number types	By computer / Practical application	In-class and homework assignments

5. Course Evaluation

Evaluation Component	Details
Daily Exams (Quizzes)	Oral tests, speed in executing commands, and lecture vocabulary.
Assignments & Practical Work	Performance in the lab and direct application of computer skills.

Evaluation Component	Details
Midterm Exam (Mid Exam)	Practical/Theoretical exam for the middle of the semester.
Final Exam (Final Exam)	Comprehensive final exam covering both practical and theoretical material.

6. Learning and Teaching Resources

Resource Category	Bibliographic Details
Required Core Textbooks	• Computer Fundamentals and Office Applications (Part One)
Main References	(Not specified)
Recommended Supporting Books & Journals	(Not specified)
Electronic References & Websites	.



Adult Nursing 2

Course Title	Adult Nursing 2
Course Code	NUR207
Semester / Year	Second Semester / Second Year
Description Preparation Date	17/01/2026
Available Attendance Forms	In-Person Class Attendance
Total Credit Hours / Units	Total of 16 hours weekly over 15 weeks / 8 credit units
Course Administrators	• Prof. Dr. Dergham Majeed Hameed — Email: dergham.majjed@qu.edu.iq • Lect. Dr. Haider Abd AL Ameer Twair — Email: haider.alhamad@qu.edu.iq • Lect. Dr. Alaa Ibraheem Saeed — Email: alaa.saeed@qu.edu.iq • Asst. Lect. Sabri Shather Hadi — Email: sabri.shather@qu.edu.iq • Lect. Dr. Israa Hassan Shebel — Email: israa.hassan@qu.edu.iq

Course Objectives	
1	Identify risk factors and nursing interventions to promote and maintain health in selected client populations.
2	Relate the pathophysiology of selected medical/surgical alterations to health and illness.
3	Discuss scientifically based rationales for performing selected diagnostic procedures, their outcomes, and nursing responsibilities.
4	Describe drug therapies and their related outcomes for clients undergoing medical or surgical interventions.
5	Explain the nutritional needs of patients with selected medical/surgical alterations.
6	Discuss principles of teaching-learning processes as they relate to adult and older adult patients.
7	Utilize health assessment skills to determine the physical, psychological, spiritual, and learning needs of adult patients.
8	Apply theoretical concepts and scientific principles in planning patient nursing care.
9	Demonstrate competence in implementing nursing interventions to achieve patient-centered goals.
10	Demonstrate safe administration of medications and parenteral therapy.
11	Actively participate in patient education and health awareness.
12	Demonstrate effective communication skills with patients, instructors, and healthcare team members.

Course Objectives	
13	Describe preoperative nursing measures to prevent infection risks and expected postoperative complications.

Teaching and Learning Strategies	
1	Theoretical Lectures
2	Group Projects
3	Laboratory and Clinical Setting Training

Course Structure					
Week	Hours	Unit / Topic Name	Required Learning Outcomes	Teaching Method	Evaluation Method
1	4	Nervous System Disorders: Assessment and diagnostic tests	Understand neurological assessment principles and diagnostic evaluation.	Lectures, Discussions, and Clinical Training	Monthly Exams and Quizzes
2	8	Nervous System Disorders (Cont.): Intracranial pressure, Head	Apply nursing care for increased ICP, head trauma, and brain neoplasms.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Care Plan Evaluation

Course Structure					
Week	Hours	Unit / Topic Name	Required Learning Outcomes	Teaching Method	Evaluation Method
		injury, Brain tumor			
3, 4	8	Nervous System Disorders (Cont.): Meningitis, Brain abscess, Epilepsy, Care for unconscious patients	Manage central nervous system infections, seizures, and comatose patient care.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Clinical Assessment
5, 6	8	Renal Disorders: Assessment & diagnostics, Cardinal signs & symptoms, Urinary Tract Infection (UTI), Renal stones	Evaluate renal function and formulate care for lower/upper urinary tract conditions.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Seminars
7	4	Renal Disorders (Cont.): Prostatic hyperplasia, Bladder cancer, End-Stage Renal Disease (ESRD), Renal replacement therapy	Plan care for chronic renal failure, dialysis, prostate, and bladder pathologies.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Practical Evaluation

Course Structure					
Week	Hours	Unit / Topic Name	Required Learning Outcomes	Teaching Method	Evaluation Method
8	4	Musculoskeletal Disorders: Assessment & diagnostics, Fractures, Amputation, Osteomyelitis	Implement nursing management for bone fractures, limb amputations, and bone infections.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Clinical Skills
9	4	Musculoskeletal Disorders (Cont.): Osteoporosis, Arthritis, Joint replacement	Understand degenerative joint diseases, metabolic bone disorders, and arthroplasty care.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Oral Exams
10	4	Cardiovascular Disorders: Assessment & diagnostics, Valvular heart disease (Mitral stenosis & regurgitation)	Conduct cardiac assessment and plan interventions for mitral valve diseases.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Clinical Reports
11, 12	8	Cardiovascular Disorders (Cont.): Valvular heart disease (Aortic valve disorders), Congenital heart	Recognize aortic valve pathologies and congenital cardiac anomalies in adults.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Clinical Performance Evaluation

Course Structure					
Week	Hours	Unit / Topic Name	Required Learning Outcomes	Teaching Method	Evaluation Method
		defects (ASD, VSD, ToF)			
13	4	Integumentary Disorders: Integumentary system assessment, Dermatitis, Autoimmune diseases	Assess skin integrity and manage inflammatory and autoimmune dermatological conditions.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Clinical Measurements
14	4	Ear, Nose, and Throat (ENT) Disorders: Sinusitis, Tonsillitis, Otitis media, Laryngeal cancer	Describe nursing care for upper respiratory infections and laryngeal malignancies.	Lectures, Discussions, and Clinical Training	Monthly Exams, Quizzes, and Final Clinical Exam

Course Evaluation	
Mid-term Theoretical Exams	20%
Monthly Clinical Practical Assessment	20%
Final Theoretical Exam	40%
Final Practical Exam	20%

Course Evaluation	
Total Score	100%

Learning and Teaching Resources	
Required Core Textbooks	• Hinkle, J., & Cheever, K. (2018). Brunner and Suddarth's Textbook of Medical-Surgical Nursing (14th ed.). Wolters Kluwer, Lippincott Williams & Wilkins.
Main References	• Williams, L., & Hopper, P. (2015). Understanding Medical-Surgical Nursing (5th ed.). F.A. Davis Company, USA. • Cooper, K., & Gosnell, K. (2022). Foundations and Adult Health Nursing (E-Book). Elsevier Health Sciences.
Recommended Supporting Books & Journals	• Perry, A. G., Potter, P. A., Ostendorf, W. R., & Laplante, N. (2021). Clinical Nursing Skills and Techniques (E-Book). Elsevier Health Sciences.
Electronic References & Websites	(Not specified)



Pathophysiology

1. Course Name:	
Pathophysiology	
2. Course Code:	
PAT208	
3. Semester / Year:	
Second Semester / 2025-2026	
4. Description Preparation Date:	
February 1, 2026	
5. Available Attendance Forms:	
In-person (Attended)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 Theoretical Hours (2 hours per week for 15 weeks)	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Hasanain Riyadh AbdulKadhim	
Email: (hasanin.riyadh@qu.edu.iq)	
8. Course Objectives	
Course Objectives	1. Identify diseases, understand their causes, mechanisms of development, and progression within the body, as well as their impacts on the body. 2. Understand and recognize the causes of clinical signs and symptoms in various diseases. 3. Ability to analyze the variations in clinical symptoms and signs between different diseases. 4. Ability to identify and comprehend the various complications and effects associated with diseases. 5. Ability to understand and analyze alterations or dysfunction in tissues, organs, and body systems during illness.

Course Materials for the Second Stage

9. Teaching and Learning Strategies	
Strategy	1. Weekly lectures and classroom discussions in lecture halls. 2. Weekly and monthly reports, as well as seminars presented by students. 3. Displaying scientific reports on electronic projection screens.



Course Materials for the Second Stage

Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	* Definition, diseases, causes of diseases, pathogenesis, clinical manifestations, diagnostic methods and treatment.	Introduction to Pathophysiology	power point	Final exams Monthly exams quizzes
2.	2	* Cell, Cellular adaptation, injury, reversible and irreversible cell injury, cell death, types of cell death, necrosis (types causes and sequel of necrosis).	:Changes at cellular level	power point	Final exams Monthly exams quizzes
3.	2	Component and function of gene, mutation, chromosome, genetic and chromosomal disorders (single gene disorders and alteration in autosomal and sex chromosomes), causes, diagnosis.	Genes and genetic diseases :	power point	Final exams Monthly exams quizzes
4.	2	Definition, causes, acute inflammation, signs, hematological and cellular responses, beneficial and harmful effects and outcome of acute inflammation, chronic	Inflammation	power point	Final exams Monthly exams quizzes

Course Materials for the Second Stage

		inflammation, characteristic features. Repair and tissue healing.			
5.	2	Definition, types, nomenclature, characteristics of each type ‘ carcinogenesis and causes of cancer, diagnosis and treatment.	Neoplasia	power point	Final exams Monthly exams quizzes
6.	2	Defense mechanisms in the body, component of immune system ‘ immune responses, hypersensitivity, types of hypersensitivity ‘) mechanism of development of each type), transplantation immunopathology. Autoimmune diseases, immunodeficiency diseases ‘ AIDS.	Alteration in immune responses :	power point	Final exams Monthly exams quizzes
7.	2	Origin of blood cells, neutropnea, infectious mononucleosis, leukemia ‘ Hodgkin's lymphoma(HL), NHL, Burkitt's lymphoma, and multiple myeloma.	Disorders in white blood cells and lymphoid tissue :	power point	Final exams Monthly exams quizzes

Course Materials for the Second Stage

8.	2	Red cell metabolism, hemoglobin oxidation, anemia, causes ‘ haemolytic anemia classification, hereditary Spherocytosis ‘ thalassemia, glucose-6-phosphate Dehydrogenase deficiency (G6PD), other types of anemia megaloplastic anemia ‘ Plycythemia.	Alterations in RBC and oxygen transport :	power point	Final exams Monthly exams quizzes
9.	2	Structure of blood vessels, alteration in arterial blood flow ‘ atherosclerosis, mechanism of atherosclerosis development, aneurysm ‘ dissecting aneurysm, hypertension, orthostatic hypotension, assessment of arterial flow. Alteration in venous flow; varicose, venous thrombosis.	Disturbances in blood flow	power point	Final exams Monthly exams quizzes
10.	2	Disorder in the epicardium, coronary heart disease, ischemic heart	Alteration in cardiac function :	power point	Final exams Monthly exams quizzes

		disease (angina). Myocardial infarction, myocardial disease, infective myocarditis, rheumatic heart disease, mitral valve disorders, stenosis ‘ congenital heart defects, heart failure and circulatory shock.			
11.	2	Congenital anomalies, polycystic kidney, nephritis, acute proliferative glomerulonephritis, nephrosis, diabetic nephropathy ‘ hypertensive glomerular disease, tubular disorders, pyelonephritis ‘ renal failure.	Alteration in kidney :	power point	Final exams Monthly exams quizzes
12.	2	Diseases of oral cavity, esophagus, stomach, intestine	GIT Disorders	power point	Final exams Monthly exams quizzes
13.	2	Disorders in the salivary glands, liver and pancreas	Disorders in the Accessory organs of the GIT	power point	Final exams Monthly exams quizzes
14.	2	Disorders in the nasal cavity, trachea, larynx, pneumonia, pleuritis	Disorders in the Respiratory System	power point	Final exams Monthly exams quizzes
15.	2	Overview about main disorders of central	Disorders in the Nervous System	power point	Final exams Monthly

Course Materials for the Second Stage

		nervous system and peripheral nervous system			exams quizzes

10. Course Evaluation

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

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	C Simon Herrington: Muir's Textbook Pathology 15th ed 2014
Main references (sources)	1. Kumar, Abbas and Aster: Robbins Basic Pathology 10th ed 2018 2. C Simon Herrington: Muir's Textbook of Pathology 15th ed 2014 Porth: Pathophysiology of altered health
Recommended books and references (scientific journals, reports...)	Scientific journals and scientific research
Electronic References, Websites	www.pubmed.gov



Pharmacology 2

Course Name	Pharmacology 2
Course Code	RHP210
Semester / Year	Second Year / Second Semester
Description Preparation Date	20/1/2026
Available Attendance Forms	In-person (Theoretical Lectures)
Number of Credit Hours (Total) / Number of Units (Total)	30 Total Hours (2 Hours Weekly over 15 Weeks) / 2 Credit Units
Course Administrator's Name	Asst. Prof. Dr. Abdulameer K. Leelo Al-Obaidy — Email: abdulameer.leelo@qu.edu.iq

Course Objectives
1. Learn the types of medications used to treat human diseases. 2. Understand methods of drug administration according to clinical indications and disease pathophysiology. 3. Identify potential therapeutic drug targets. 4. Identify main drug candidates for clinical use. 5. Understand drug stability, quality assurance, safety, and efficacy parameters. 6. Recognize therapeutic benefits, adverse effects, warnings, contraindications, and emergency applications. 7. Discuss the mechanisms of drug action within the human body. 8. Classify drugs according to pharmacodynamic effects and administration routes. 9. Determine dosage timing and administration routes affecting major organ systems (respiratory, cardiovascular, nervous). 10. Evaluate drug courses, administration techniques, and dosage-dependent organ responses.

Teaching and Learning Strategies

1. Interactive theoretical lectures and classroom discussions.
2. Problem-solving sessions and clinical case scenario analyses.
3. Student-led seminars and oral presentations.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Understand drug sources, appearances, chemical properties, biological effects, mechanisms of action, and therapeutic uses.	Introduction to Pharmacology	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
2	2	Understand dosage calculation, administration routes, and clinical applications of pharmacokinetics and pharmacodynamics.	Pharmacokinetics and Pharmacodynamics in Clinical Practice	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
3	2	Understand drug absorption, metabolism, elimination pathways, and physiological body reactions.	Routes of Drug Administration	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
4	2	Understand autonomic nervous system physiology, neurotransmitters, and sympathetic/parasympathetic responses.	Sympathomimetic and Parasympathomimetic System Concepts	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
5	2	Identify neurotransmitter classifications, receptor subtypes, and	Types of Neurotransmitters and their Receptors	Lecture, discussion, problem	Daily quiz & performance evaluation

Course Materials for the Second Stage

		pharmacological interaction mechanisms.		solving, seminar	
6	2	Understand autonomic drug effects on vital signs and their clinical applications in disease management.	Sympathetic and Parasympathetic Medications	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
7	2	Understand blood pressure regulation and clinical pharmacology of antihypertensive and antihypotensive agents.	Anti-Hypotensive and Anti-Hypertensive Medications	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
8	2	Understand cardiac output physiology, peripheral vascular resistance, and heart failure management protocols.	Treatment of Heart Failure	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
9	2	Understand normal cardiac rhythm, dysrhythmias, and antiarrhythmic pharmacological/non-pharmacological therapies.	Treatment of Arrhythmia	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
10	2	Identify types and etiology of shock and pharmacological management algorithms for each type.	Treatment of Shock	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
11	2	Understand antimicrobial principles, historical discovery, and classification of antibiotics.	Introduction to Antibiotics	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
12	2	Understand cell wall synthesis inhibitors, clinical indications, side effects, precautions, and alternatives.	Antibiotics Acting on the Cell Wall	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
13	2	Understand protein synthesis inhibitors and nucleic acid (DNA) synthesis inhibitors.	Antibiotics Acting on Protein & DNA Synthesis	Lecture, discussion, problem solving, seminar	Daily quiz & performance evaluation
14	2	Understand antitubercular regimen selection, drug	Treatment of Tuberculosis	Lecture, discussion, problem	Daily quiz & performance evaluation

Course Materials for the Second Stage

		mechanisms, side effects, and treatment protocols.		solving, seminar	
15	2	Comprehensive evaluation of pharmacological knowledge, drug administration safety, and course outcomes.	Final Assessment / End-of-Course Exam	Final Examination	Final Comprehensive Exam

Course Evaluation	
Midterm Exams & Daily Quizzes	30%
Final Examination	70%
Total Score	100%
Learning and Teaching Resources	
Required Textbooks (curricular books, if any)	• Chippewa Valley Technical College. (2020). <i>Nursing Pharmacology</i>. WI Technical Colleges Open Press. ISBN-13: 9781734914115. • Elsevier. (2024). <i>Mosby's 2025 Nursing Drug Reference</i>. 38th Edition. Mosby / Elsevier.
Main References (sources)	• <i>Nursing Pharmacology</i> (Core Reference Textbook).
Recommended Books and References (scientific journals, reports...)	• <i>MCN: The American Journal of Maternal/Child Nursing</i> (Open Access Journal). • <i>Journal of the American Pharmacists Association (JAPhA)</i>.
Electronic References, Websites	• SCImago Journal & Country Rank (Pharmacology Category): https://www.scimagojr.com/journalrank.php?category=2920

Microbiology for Nursing II



Course Name	Microbiology for Nursing II
Course Code	MBN209
Semester / Year	Second Semester / 2025–2026
Description Preparation Date	20/01/2026
Available Attendance Forms	In-person (Lecture Halls for Theory + Scientific Laboratories for Practical Work)
Number of Credit Hours (Total) / Number of Units (Total)	60 Total Hours (30 Theoretical Hours + 30 Practical Hours) / 2 Credit Units
Course Administrator's Name (mention all, if more than one name)	• Theory: Asst. Prof. Dr. Safaa Rasan Abdullah Al-Kaabi (safaa.abdullah@qu.edu.iq), Prof. Dr. Baheeja Obeys Hammood • Practical: Dr. Safaa Rasan Abdullah, Asst. Prof. Dr. Ehsan Khodair, Asst. Lect. Haneen Habib

Course Objectives
Cognitive and Knowledge Objectives: • Identify medically important parasites and viruses. • Understand human-pathogenic parasites, viruses, and zoonotic infections shared between animals and humans.

Course Objectives

- Understand the pathogenesis of each parasite and virus, including primary infection sites.
- Identify clinical signs and symptoms associated with parasitic and viral infections.
- Learn antiparasitic/antiviral treatments, nursing interventions, and preventive strategies.
- Recognize viruses that cause chronic and infectious diseases and strategies to control them in healthcare environments.

Teaching and Learning Strategies

- **Weekly Lectures & Class Discussions:** Interactive theoretical delivery in classroom settings.
- **Weekly and Monthly Reports:** Student assignments and reports to encourage self-learning and research skills.
- **Digital & Multimedia Presentations:** Utilizing electronic display screens for instructional delivery.
- **Visual Aids:** Microscopic slides, images, and educational videos demonstrating parasites, viruses, and disease mechanisms.

Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	4	Understand fundamental concepts, definitions, and terminology in medical parasitology.	Parasitology: Some terms of parasitology	Lectures, electronic slides, visual aids & reports	Quizzes, monthly exams & report evaluation

Course Structure					
2	4	Differentiate types of hosts and classify medical protozoa.	Types of hosts, Classification of Protozoa	Lectures, lab slides, electronic presentations	Quizzes, monthly exams & reports
3	4	Identify dysentery-causing and commensal amoebae and their pathogenic mechanisms.	Entamoeba histolytica, Entamoeba coli	Lectures, microscopic slides, reports	Quizzes & practical assessment
4	4	Study Balantidium coli morphology, life cycle, and microscopic diagnosis.	Balantidium coli	Lectures, visual media & lab slides	Daily quizzes & reports
5	4	Understand intestinal flagellates, Giardia lamblia structure, and mode of infection.	Intestinal Flagellates: Giardia lamblia	Lectures, microscopic slides & reports	Quizzes & lab evaluation
6	4	Study clinical manifestations, laboratory diagnosis, and treatment of Giardia lamblia.	Intestinal Flagellates: Giardia lamblia (Clinical & Diagnosis)	Lectures, multimedia presentations & videos	Monthly & theoretical exams

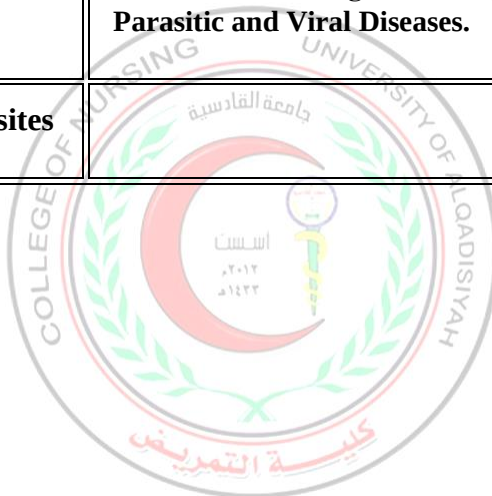
Course Structure					
7	4	Understand urogenital and blood/tissue protozoa causing trichomoniasis, leishmaniasis, malaria.	Trichomonas vaginalis, Leishmania spp., Trypanosoma spp., Plasmodium	Lectures, lab slides & visual displays	Oral/daily quizzes & reports
8	4	Classify medical helminths (Cestodes and Trematodes) and identify clinical features.	Helminthes (Metazoa): Class I: Cestoda, Class II: Trematoda	Lectures, specimen inspection & slides	Monthly exams & practical evaluation
9	4	Understand viral structure/components and study measles, HIV/AIDS, and influenza.	Virus components, Measles, AIDS, Influenza virus	Theoretical lectures, video demonstrations	Quizzes & monthly exams
10	4	Differentiate between hepatitis viruses (A, B, C, D, E), transmission, and management.	Hepatitis A, B, C, D, E	Lectures, electronic displays & reports	Quizzes & group discussions
11	4	Study Coronaviruses, transmission dynamics, and	Corona virus	Lectures, reports &	Quizzes & monthly exams

Course Structure					
		nursing preventive protocols.		multimedia presentations	
12	4	Recognize Mumps virus characteristics, clinical signs, and potential complications.	Mumps virus	Theoretical lectures & digital presentations	Quizzes & report evaluation
13	4	Study Rubella virus, congenital rubella syndrome, and vaccination protocols.	Rubella virus	Lectures, digital media & readings	Quizzes & monthly exams
14	4	Understand Rotavirus pathogenesis, childhood gastroenteritis, and nursing rehydration care.	Rota virus	Lectures, electronic slides & presentation	Quizzes & report evaluation
15	4	Study Poliovirus, Herpesviruses (HSV, VZV), and Cytomegalovirus (CMV).	Polio virus, Herpes virus & CMV	Lectures, visual displays & oral discussions	Monthly & comprehensive exams

Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student:	
Task / Evaluation Type	Score / Percentage
Mid-term Theoretical Exam	20%
Mid-term Practical Evaluation	20%
Final Practical Exam	20%
Final Theoretical Exam	40%
Total Score	100%

Learning and Teaching Resources	
Required Textbooks (curricular books, if any)	• Murray, P. R., Rosenthal, K. S., & Pfaller, M. A. (2021). Medical Microbiology. 9th Edition. Elsevier. • Hawley, L., Ziegler, R. J., & Clarke, B. L. (2014). Microbiology and Immunology. 6th Edition. Lippincott Williams & Wilkins, USA. • Murray, P. R. (2018). Basic Medical Microbiology. Elsevier. • Sastry, A. S., & Bhat, S. (2019). Essentials of Medical Microbiology. 2nd Edition. Jaypee Brothers Medical Publishers.

Learning and Teaching Resources	
Main References (sources)	• Brooks, G. F., Carroll, K. C., Butel, J. S., & Morse, S. A. (2019). Jawetz, Melnick, & Adelberg's Medical Microbiology. 28th Edition. McGraw-Hill Education. • Ryan, K. J. (2018). Sherris Medical Microbiology. 7th Edition. McGraw-Hill Education.
Recommended Books and References (scientific journals, reports...)	• Journal of Medical Microbiology & Clinical Microbiology Reviews. • World Health Organization (WHO) Technical Reports on Parasitic and Viral Diseases.
Electronic References, Websites	



Arabic Language



1. Course Name:	
Arabic Language	
2. Course Code:	
ARB 212	
3. Semester / Year:	
Second	
4. Description Preparation Date:	
1/2/2026	
5. Available Attendance Forms:	
Attendance in class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours/ 2 credit	
7. Course administrator's name (mention all, if more than one name)	
Name: Ali Shaker Kadhim	
Email: ali.shakir.kadhim@qu.edu.iq	
8. Course Objectives	
Course Objectives	• 1. Savor the eloquence of God's words, and understand His secrets. • 2. Getting to know the Arab heritage and being proud of it. • 3. Developing language skills. • 4. The edges of the grammatical and literary culture available linguistically are wide.
9. Teaching and Learning Strategies	
Strategy	Lectures, videos, photos , infographic

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1w	2h		The Holy Quran and the Noble Prophetic Hadith	Weekly lecture and classroom discussions	Quiz
2w	...				..
3w	..		From Surah Yusuf: (1-7)		..
4w	..				..
5w	..		From the Noble Prophetic Hadith		..
6w	..		Arabic Literature		..
7w	..				..
8w	..		Verses from Al-Mutanabbi's Mimiyyah:		..
9w	..				..
10w	..		Verses from Ibn Al-Farid's Jimiyyah		..
11w	..		Verses by: A- Mustafa Jamal Al-Din (his Ra'iyyah) Baghdad B- Muhammad Mahdi Al-Jawahiri from the poem (Declension of Nouns: A- The noun in terms of masculine and feminine. B- The noun in terms of being simple and augmented.		..

			C- The noun in terms of singular, dual, and plural. Numbers and their rules Dependent words Arabic Dictionaries - The methodology of my schools (Al-Muqayis) and (Al-Sahah), and practice in extracting words. Arabic Rhetoric The science of rhetoric and its effect on the eloquence of speech A- Semantic embellishments (ambiguity, antithesis, contrast, good reasoning, emphasizing praise by what resembles blame). B- Verbal embellishments (paronomasia, rhyme, quotation, and allusion). Some common linguistic errors. - Exam		
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11. Course Evaluation

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

Midterm : 30

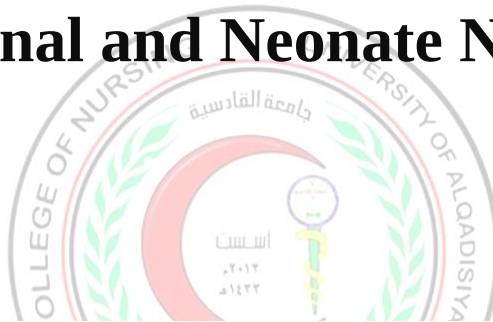
Final : 70

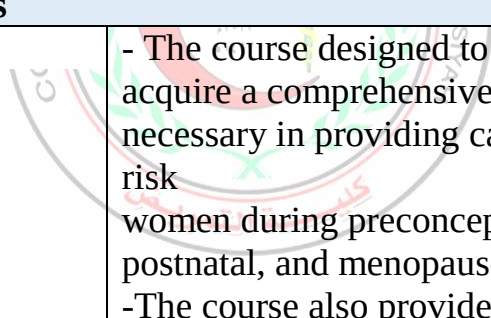
12. Learning and Teaching Resources

Required textbooks (curricular books any)	
Main references (sources)	The Holy Quran. - Bahaa al-Din Abdullah bin Aqeel al-Hamdhani, Explanation of Ibn Aqeel on the Alfiyyah of Ibn Malik, ed.: Muhammad Muhyi al-Din Abdul Hamid, vol. 4, Al-Maktabah Al-Asriyah, Beirut, 2007. The History of Arabic Literature, Hanna Al-Fakhoury, twentieth edition, Publications of the Pauline Library, Beirut, 2008. - Clear Grammar in Arabic Grammar, Ali Al-Jarim Mustafa Amin, first edition, Beirut, 2016.
Recommended books and references (scientific journals, reports...)	Reports
Electronic References, Websites	www.youtuob.com



Maternal and Neonate Nursing



1. Course Name:					
Maternal and Neonate Nursing					
2. Course Code:					
NUR301					
3. Semester / Year:					
Third Year					
4. Description Preparation Date:					
12/9/2025					
5. Available Attendance Forms:					
Physical attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total (17) hours weekly /8 units					
7. Course administrator's name (mention all, if more than one name)					
Name: PhD. Fadia Hussein Ali Email: fadia.ali@qu.edu.iq Name :Hiba jassim hafedh aljber Email :hiba.jasim@qu.edu.iq Name: Hamida Najm Abd Al-Abadi Email: hamida.najm@qu.edu.iq					
8. Course Objectives					
Course Objectives		 - The course designed to assist nursing students to acquire a comprehensive knowledge & skills necessary in providing care for normal and high risk women during preconception, prenatal, intranatal, postnatal, and menopause periods. -The course also provides knowledge and skills relative to neonates’ care.			
9. Teaching and Learning Strategies					
Strateg	Lectures, Small groups work, Discussion, lab. presentations & Clinical Training.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	-Describe the structure & function of female & male	Anatomy female & male reproductive system	Lectures, Discussion, lab.	-mid-term exams -Quizzes Clinical

		reproductive system -Explain the phases of menstrual cycle		Demonstrations & clinical Training	reports
2	3	-Identify stages of embryonic & fetal development -Describe growth & development of fetus by gestational weeks	Fertilization & development of fetus	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams - Quizzes -Clinical reports
3	3	-Discuss physiologic & psychological adaptation to pregnancy -Describe nutritional needs of pregnant woman -Explain causes & nursing intervention for common discomfort of pregnancy -Describe potential complications of pregnancy & its management	Normal Pregnancy	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams - Quizzes -Clinical reports

4	3	- Describe complications of pregnancy that place a pregnant woman and her fetus at high risk. - Assess a woman who is experiencing a complication of pregnancy. -Formulate nursing diagnoses that address the needs of a woman and her family. -Plan nursing interventions for a woman and her family during a complication of pregnancy. -Implement nursing care . - Evaluate expected outcomes for effectiveness and achievement of care.	Complications of Pregnancy (Early and Late Bleeding Disorders During Pregnancy)	Lectures, Discussion, lab. demonstrations & clinical Training.	mid-term exams - Quizzes -Clinical reports
5	3	- Describe complications of pregnancy that place a pregnant woman and her fetus at high risk. - Assess a woman who is experiencing a complication of pregnancy.	Complications of Pregnancy (Hypertensive Disorders during pregnancy Gestational Diabetes during pregnancy Anemia during pregnancy)	Lectures, Discussion, lab. demonstrations & clinical Training.	mid-term exams. -Quizzes -Clinical reports

		-Formulate nursing diagnoses that address the needs of a woman and her family. -Plan nursing interventions for a woman and her family during a complication of pregnancy. -Implement nursing care . - Evaluate expected outcomes for effectiveness and achievement of care.			
6	3	-Describe common theories explaining the onset of labor and the role of passenger, passage, and powers in labor -Assess a family in labor, identifying the woman's readiness, stage, and progression. -list signs of labor -Distinguish between false & true labor -Describe a pregnant physiologic & psychological responses to labor	Labor & delivery	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams -Quizzes - Clinical reports

		-Discuss nursing responsibilities towards woman & her family before, during & after normal vaginal delivery.			
7	3	-Define the terms dystocia and dysfunctional labor and how common deviations in the power (force of labor), the passage, or the passenger can cause dystocia or dysfunctional labor. -Assess a woman in labor and during birth for deviations from the normal labor process. - Formulate nursing diagnoses related to deviations in labor - Identify expected outcomes associated with deviations resultant complications.	Complications of labor	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams -Quizzes Clinical reports

		- Implement nursing care related to complications of labor or birth .			
8	3	-Explain types , indications, benefits, risk , precautions & contra-indications for obstetric operation (Episiotomy, forceps, C/S , aminotomy & induction of labor) -Identify possible complications of labor & deliver	Obstetrical operation	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams -Quizzes Clinical reports
9-10	6	-Describe physiological & psychological changes that normally occur during puerperium. -Discuss nursing management for normal & complicated puerperium -Describe nursing assessment & intervention for common problems in breast feeding	Normal & Abnormal Puerperium	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams -Quizzes Clinical reports

11-12	6	-Describe normal physical & neurological characteristics of neonate -Explain nursing management for immediate & daily newborn baby -Identify potential complications & it's management for high risk neonate	Neonatal nursing care	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams -Quizzes Clinical reports
13	3	Compare & contrast the advantage & disadvantages & risk factors associated with each methods of family planning	Family planning methods	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams -Quizzes Clinical reports
14-15	6	Identify nursing management for common gynecological disorder	Gynecological disorders	Lectures, Discussion, lab. demonstrations & clinical Training.	-mid-term exams -Quizzes -Clinical reports

11.Course Evaluation

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

- Two mid- term exams & Quizzes 20%
- Lap evaluation 10 %
- Clinical reports 5%
- Clinical evaluation 5%
- Final clinical exam. 10%
- Final Lab. exam. 10%

Final theory exam. 40%	
12.Learning and Teaching Resources	
Required textbooks (curricular books, if any)	- Leifer, G. (2019). Introduction to Maternity and Pediatric Nursing: 8th Edition. Elsevier, 1–1756.
Main references (sources)	- Pillitteri, A. (2018). Maternal & child health nursing: care of the childbearing & childrearing family. Lippincott Williams & Wilkins. - Ricci, S., S. (2019). Essentials of maternity, newborn, & women's health nursing. Wolters Kluwer Health, Lippincott Williams & Wilkins
Recommended books and references (scientific journals, reports...)	- Olds, S., et.al, Maternal – Newborn Nursing & Women's Health Care, 7 th ed., New Jersey, Pearson Education Inc., 2004,2008,2012. - Pillitters, Adele, Maternal & Child Health Nursing Care of the Childbearing & childrearing Family, 6 th ed., New York, Lippincott Williams & Wilkins, 2010 - Pillitters, Adele, Maternal & Child Health Nursing Care of the Childbearing & Family, 4 th ed., New York, Lippincott Williams & Wilkins, 2003
Electronic References, Websites	http:// www.research.com http://www.sciencedirect.com

Nursing Research Methods



1. Course Name:	
Nursing Research Methods	
2. Course Code:	
RSM 302	
3. Semester / Year:	
First Semester / Third Stage / 2025-2026	
4. Description Preparation Date:	
September 10, 2025	
5. Available Attendance Forms:	
In-class Theoretical Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 Hours / 2 Credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Lecturer Dr. Hassan Naeem Kareem Email: hassan.naeem@qu.edu.iq	
8. Course Objectives	
Course Objectives	1. Equip nursing students with fundamental concepts and methodological terminology of scientific research in clinical and health fields. 2. Enable students to differentiate between quantitative, qualitative, and mixed-methods research designs. 3. Train students practically on formulating clinical research questions using the (PICO) framework and constructing precise research hypotheses. 4. Develop students' skills in conducting comprehensive literature reviews using advanced search strategies and database filters. 5. Enable students to understand sampling mechanisms (probability and non-probability) and data collection instruments while ensuring data quality (reliability and validity). 6. Build students' capacity to interpret descriptive and inferential statistical analyses

9. Teaching and Learning Strategies					
Strategy	1. Interactive lectures using visual presentations and brainstorming sessions.				
	2. Panel discussions and student-led seminars to enhance critical thinking.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	2	Define nursing research; summarize its history, future trends, and roles of nurses.	Lecture 1: Introduction to Nursing Research (Basic vs. Applied).	Interactive Lecture + Open Discussion	Classroom Participation (Oral Evaluation)
Week 2	2	Differentiate between quantitative, qualitative, and mixed-methods	Lecture 2: Types of Research and Methodological Steps.	Interactive Lecture + Open Discussion	Quiz
Week 3	2	Formulate a clinical research question using PICO and identify variables.	Lecture 3: Steps of Quantitative Research	Interactive Lecture + Open Discussion	Homework Assignment (Title Formulation)
Week 4	2	Search databases (PubMed, Google Scholar) and manage citations via software.	Lecture 4: Conducting a Literature Review	Interactive Lecture + Open Discussion	Oral Evaluation+ Homework Assignment
Week 5	2	Distinguish between experimental, quasi-experimental, descriptive, and correlational designs.	Lecture 5: Quantitative Research Designs	Interactive Lecture + Open Discussion	Quiz+ Homework Assignment

Week 6	2	Identify target/accessible populations and select appropriate sampling methods.	Lecture 6: Sampling Methods	Interactive Lecture + Open Discussion	Quiz+ Homework Assignment
Week 7	2	Design data collection tools; understand reliability, validity, and ethics.	Lecture 7: Data Collection	Interactive Lecture + Open Discussion	Quiz+ Homework Assignment
Week 8	2	First Midterm Exam	First Midterm Exam	First Midterm Exam	First Midterm Exam
Week 9	2	Process data numerically, understand levels of measurement, and interpret P-values.	Lecture 8: Data Analysis (Descriptive & Inferential Statistics).	Interactive Lecture + Open Discussion	Oral Evaluation
Week 10	2	Interpret findings in context, identify study limitations, and write conclusions.	Lecture 9: Discussing Results, Conclusions, and Recommendations.	Interactive Lecture + Open Discussion	Oral Evaluation
Week 11	2	Construct a well-structured, academically sound research proposal.	Lecture 10: Writing a Research references.	Interactive Lecture + Open Discussion	Oral Evaluation
Week 12	2	Present group project outlines and receive academic feedback to guide progress.	Panel Discussion: Reviewing Student Assignments.	Interactive Group Presentations	Presentation & Content Evaluation
Week 13	2	Critically appraise a published study, identifying strengths and weaknesses.	Lecture 11: Research Formatting	Interactive Lecture + Open Discussion	

Week 14	2	Defend the final research report, demonstrating collaborative and scientific discussion skills.	Panel Discussion: Final Presentation of Student Reports.	Interactive Group Presentations	Presentation & Content Evaluation
Week 15	2	Second Midterm Exam	Second Midterm Exam	Second Midterm Exam	Second Midterm Exam

11. Course Evaluation

Grading Distribution (Out of 100%):

- **Formative Assessment (30%):**
 1. **Written Monthly Exams:** 20 Marks (10 marks for the first exam in Week 8 + 10 marks for the second exam in Week 15).
 2. **Active Classroom Participation:** 5 Marks.
 3. **Educational Activities (Assignments & Reports):** 5 Marks.
- **Summative Assessment (70%):** Final Examination.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Polit, D. F., & Beck, C. T. (2022). Essentials of Nursing Research: Appraising Evidence for Nursing Practice (10th Ed.). Wolters Kluwer.
Main references (sources)	Gray, J. R., Grove, S. K., & Sutherland, S. (2021). Burns & Grove's The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence (9th Ed.). Elsevier.
Recommended books and references (scientific journals, reports...)	Nieswiadomy, R. M., & Bailey, C. (2022). Foundations of Nursing Research (7th Ed.). Pearson Education.
Electronic References, Websites	

Health Sociology



Course Name:	Health Sociology
Course Code:	PHR303
Semester / Year:	First Semester / Third Stage (Department of Obstetrics & Gynecology) / 2024-2025
Description Preparation Date:	1/8/2024
Available Attendance Forms:	In-person (Mandatory)
Number of Credit Hours (Total) / Number of Units (Total)	30 Hours / 2 Units
Course administrator's name (mention all, if more than one name)	Name: Dalal Zomat Hamzah Email: dalal.zomat@qu.edu.iq

Course Objectives

Course Objectives	1. General Objectives: • Enable students to understand health sociology as a vital link connecting social sciences, health, and medicine, highlighting its application in nursing science to protect health and design research. • Understand and apply the concepts of health sociology and nursing within the local community. • Focus on patients' qualitative experiences in public health, social work, demography, and gerontology to explore intersecting social and clinical phenomena. • Apply sociological knowledge to prevent communicable and non-communicable diseases locally, regionally, and globally. • Analyze medical institutions, knowledge production, healthcare practices, and interactions between social and health professionals. 2. Course Learning Outcomes: A- Knowledge and Understanding: - A1. Prepare nurses who grasp the essence and scope of health sociology. - A2. Qualify and educate healthcare workers socially alongside their medical training. - A3. Enable nurses to conduct community health diagnosis. - A4. Learn and teach screening methods for early detection of chronic diseases. - A5. Understand community culture and social determinants of organic diseases and their behavioral impacts. B- Subject-Specific & Practical Skills: - B1. Recognize the role of medical sociology in advancing medical and preventive care services. - B2. Master research methodologies related to family health issues (e.g., consanguinity, breastfeeding, birth spacing, maternal/child care, health literacy). - B3. Improve clinical practices by recognizing social and cultural impacts on healthcare. C- Thinking and Value Objectives: - C1. Prepare professional, ethically grounded nurses. - C2. Build confidence in executing nursing tasks and scientific procedures. - C3. Instill professional ethics and job integrity. D- General and Transferable Skills: - D1. Advanced nursing care skills. - D2. Problem-solving and clinical decision-making skills. - D3. Scientific research execution and data analysis skills.
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Teaching and Learning Strategies

Strategy	• Teaching Methods: Interactive lectures, class discussions, and case studies to foster student engagement and communication skills. • Evaluation Methods: Daily quizzes, active classroom discussions, and continuous performance evaluation.
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Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Define the scope and goals of sociology in nursing practice	Introduction to Health Sociology (Part I)	Regular lecture & problem discussions	Daily quiz & performance evaluation
2	2	Examine healthcare professionals' roles within broader social contexts	Introduction to Health Sociology (Part II)	Regular lecture & problem discussions	Daily quiz & performance evaluation
3 - 4	4	Understand the impact of social relationships on physical and mental health	Social Interaction and Health	Regular lecture & problem discussions	Daily quiz & performance evaluation
5 - 6	4	Explore the socio-economic impacts of illness on individuals, families, and communities	Socio-Economic Impacts of Disease	Regular lecture & problem discussions	Daily quiz & performance evaluation
7	2	Evaluate knowledge acquisition for the first half of the semester	First Mid-term Written Exam	Written examination	Mid-term exam evaluation

Academic Program Description
Course Materials for the Third Stage

College of Nursing – University of Al-Qadisiyah

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
8	2	Identify disease risk factors (genetic, lifestyle, and environmental)	Disease and Illness Concepts	Regular lecture & problem discussions	Daily quiz & performance evaluation
9 - 10	4	Develop interventions and support services to improve quality of life for chronic patients	Quality of Life and Support Services	Regular lecture & problem discussions	Daily quiz & performance evaluation
11	2	Educate families on healthy lifestyles, disease prevention, and chronic care	Family Health Nursing	Regular lecture & problem discussions	Daily quiz & performance evaluation
12	2	Analyze how beliefs, attitudes, and coping strategies affect health outcomes	Illness Behavior	Regular lecture & problem discussions	Daily quiz & performance evaluation
13	2	Promote health literacy, empower individuals, and encourage healthy behaviors	Health, Wellness, and Well-being	Regular lecture & problem discussions	Daily quiz & performance evaluation
14	2	Facilitate clear and effective information exchange in healthcare settings	Communication in Health Care	Regular lecture & problem discussions	Daily quiz & performance evaluation
15	2	Evaluate knowledge acquisition for the second half of the semester	Second Mid-term Written Exam	Written examination	Mid-term exam evaluation

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	• Mid-term Written Exams (1st & 2nd): 30 Marks • Final Written Exam: 70 Marks Total Score: 100 Marks
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Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Cockerham, W. (2017). <i>Medical Sociology</i>. Routledge. DOCX
Main references (sources)	• Tuckett, D. (2013). <i>An Introduction to Medical Sociology</i>. Routledge.
Recommended books and references (scientific journals, reports...)	• Hollingshead, A. B. (1973). Medical Sociology: A Brief Review. <i>The Milbank Memorial Fund Quarterly. Health and Society</i>, 531-542.
Electronic References, Websites	• Cockerham, W. C., & Scambler, G. (2021). Medical Sociology and Sociological Theory. <i>The Wiley Blackwell Companion to Medical Sociology</i>, 22-44.

Nutritional and Diet therapy



Course Name:	Nutritional and Diet therapy
Course Code:	NUT304
Semester / Year:	First Semester / Third Stage
Description Preparation Date:	1/2/2026
Available Attendance Forms:	In-person (Mandatory)
Number of Credit Hours (Total) / Number of Units (Total)	30 Hours / 2 Units
Course administrator's name (mention all, if more than one name)	Name: Asst. Lect. Sahbaa Majeed Kadhim Email: sahbaa.majeed@qu.edu.iq

Course Objectives

Course Objectives	1. Provide students with the necessary theoretical and practical knowledge regarding a healthy diet. 2. Enable students to identify the different components of human nutrition and their physiological roles. 3. Understand the significance of an adequate and well-balanced diet across different life stages (pregnancy, infancy, childhood, and aging). 4. Comprehend the relationship between nutrition, disease prevention, and the management of malnutrition conditions.
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Teaching and Learning Strategies

Strategy	1. Interactive lectures and direct teaching accompanied by group discussions. 2. Encouraging active student participation to enhance communication and analytical skills. DOCX 3. Utilizing multimedia presentations (Data Show) and mind maps to illustrate complex concepts. 4. Problem-based learning through the analysis of real-life nutritional case studies.
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Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Acquire a general overview of nutrition and nutritional status assessment	Overview of Nutrition & Nutritional Assessment	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
2	2	Understand dietary guidelines, planning standards, and reference intakes	Dietary Reference Intakes (DRIs) & Meal Planning Guides	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
3	2	Understand nutrient metabolism and energy balance mechanisms	Nutrient Metabolism & Energy Balance	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
4	2	Gain a comprehensive overview of carbohydrates and their functions	Carbohydrates (Sugars, Starches, and Dietary Fiber)	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
5	2	Understand the nature and physiological impacts of lipids and fats	Lipids: Fats, Oils, Phospholipids, & Sterols	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments,

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
					and mid-term exams
6	2	Learn the characteristics of proteins, amino acids, and their structural roles	Proteins and Amino Acids	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
7	2	Understand types of vitamins and their vital roles in human nutrition	Vitamins (Water-Soluble and Fat-Soluble)	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
8	2	Recognize the roles of water and minerals in maintaining homeostasis	Water and Essential Minerals	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
9	2	Understand how to plan and achieve a balanced, healthy diet	Planning a Healthier Balanced Diet	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
10	2	Understand nutritional requirements during pregnancy and lactation	Nutrition during Pregnancy and Lactation	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
11	2	Understand the nutritional needs and growth requirements for infants	Infant and Pediatric Nutrition	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
12	2	Understand the role of nutrition and dietary care in aging and older adults	Nutrition and Aging	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
13	2	Identify concepts related to chronic lifestyle diseases and western diets	Concepts of Western Diseases & Dietary Patterns	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
14	2	Comprehend the causes, impacts, and management of malnutrition	Malnutrition (Under-nutrition and Over-nutrition)	Regular lecture with discussion using Data Show	Daily quizzes, homework assignments, and mid-term exams
15	2	Evaluate overall academic attainment and comprehension of the course	Final Semester Examination	Comprehensive Written Exam	Final Semester Written Examination

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	✓ Monthly Written Exams: 30 Marks ✓ Final Written Exam: 60 Marks ✓ Total Score: 100 Marks
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Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Essentials of Nutrition and Diet Therapy.
Main references (sources)	• Grodner, M., Long, S., & DeYoung, S. (2000). <i>Foundations and Clinical Applications of Nutrition: A Nursing Approach</i> (2nd ed.). Mosby. • Grodner, M., Long, R., & DeYoung, S. (2004). <i>Foundations and Clinical Applications of Nutrition: A Nursing Approach</i>. St. Louis: Mosby Inc. • Williams, S. R., & Schlenker, E. D. (2003). <i>Essentials of Nutrition and Diet Therapy</i> (8th ed.). London: Mosby Inc.
Recommended books and references (scientific journals, reports...)	• <i>The American Journal of Clinical Nutrition</i> (AJCN). • World Health Organization (WHO) and UNICEF publications on Nutrition and Malnutrition.
Electronic References, Websites	• World Health Organization (WHO) Nutrition section: www.who.int/nutrition • USDA FoodData Central: fooddata.nal.usda.gov

Pediatric Nursing



Course Name:	Pediatric Nursing
Course Code:	Nur305
Semester / Year:	Second Semester / Third Stage / 2025-2026
Description Preparation Date:	20/2/2026
Available Attendance Forms:	Mandatory: On-campus lectures, interactive lab sessions, and hospital clinical training
Number of Credit Hours (Total) / Number of Units (Total)	255 Hours (3 Theory + 2 Lab + 12 Clinical Hours/Week) / 8 Units
Course administrator's name (mention all, if more than one name)	1. Lect. Aqeel Abd Al-Hamza Marhoon (Course Lead) – 2. Email: aqeel.abd@qu.edu.iq 3. Lect. Dr. Mohammed Fakhri Aziz - Lect. Enas Ahmed Abdul-Karim 4. Asst. Lect. Hajar Haider Saadoon

Course Objectives

Course Objectives	• Introduce students to pediatric nursing sciences and principles of pediatric healthcare. • Familiarize students with advanced clinical nursing applications and procedures specific to pediatric care. • Enhance acquired student skills through integrating theoretical knowledge with practical and clinical hospital training. • Enable students to perform comprehensive health assessments for neonates and pediatric patients and formulate appropriate nursing care plans.
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Teaching and Learning Strategies

Strategy	Theory: Interactive lectures using presentations, group work, case study discussions, and brainstorming sessions. Laboratory: Utilizing interactive simulation labs and pediatric mannequins to train students on practical skills prior to clinical exposure. Clinical Training: Direct clinical practice in pediatric hospitals to train students on various clinical procedures and direct patient care.
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Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	4	Understand the foundations of child health nursing, communication, and immunization	Part 1: Introduction to Child Health Nursing (Perspectives, Communication with children, Immunization & immunity)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
2	4	Master immediate newborn care procedures and physical assessment	Part 2: Newborn Care (Immediate newborn care & assessment)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
3	4	Identify high-risk neonates according to gestational age and weight	Part 2: High-risk neonate according to gestational age and birth weight	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
4	4	Recognize birth injuries and formulate nursing management plans	Part 2: Birth injuries (Cerebral palsy, facial paralysis, cephalohematoma, brachial plexus, caput succedaneum)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
5	4	Manage upper respiratory tract infections in pediatric patients	Part 3: Child with Respiratory dysfunctions - Upper Airway Infections (Common cold, tonsillitis, otitis media)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
6	4	Plan nursing management for	Part 3: Child with Respiratory dysfunctions - Lower Airway Infections	Lectures, Simulation Lab, &	Daily quizzes and clinical evaluation

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
		lower airway respiratory diseases	(Pneumonia, asthma, bronchitis, bronchiolitis)	Clinical Practice	
7	4	Evaluate student theoretical and clinical attainment for the first half	Mid-Term Examinations (Theoretical & Clinical Mid-term Exams)	Written Exam & Clinical OSCE Exam	Mid-term exam evaluations
8	4	Implement nursing process for children with genitourinary conditions	Part 4: Child with Genitourinary dysfunction (UTI, Nephrotic syndrome, Glomerulonephritis, Undescended testis)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
9	4	Manage pediatric GI disorders and acute gastroenteritis	Part 5: Child with Gastrointestinal dysfunction (Gastroenteritis, cleft lip and palate, pyloric stenosis)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
10	4	Handle congenital GI anomalies and malabsorption conditions	Part 5: Hirschsprung disease, imperforate anus, intussusception, celiac disease	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
11	4	Provide nursing care for hematological disorders and anemias	Part 6: Child with Blood dysfunction (Iron deficiency anemia, thalassemia, hemophilia)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
12	4	Manage genetic blood disorders and enzyme deficiencies	Part 6: Sickle cell anemia, Glucose-6-phosphate dehydrogenase deficiency (G6PD)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
13	4	Plan nursing care for cyanotic and acyanotic congenital heart defects	Part 7: Child with Cardiovascular dysfunction (Cyanotic & acyanotic heart diseases)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation
14	4	Apply nursing process to pediatric neurological conditions	Part 8: Child with Neurological dysfunction (Spina bifida, hydrocephalus, meningitis)	Lectures, Simulation Lab, & Clinical Practice	Daily quizzes and clinical evaluation

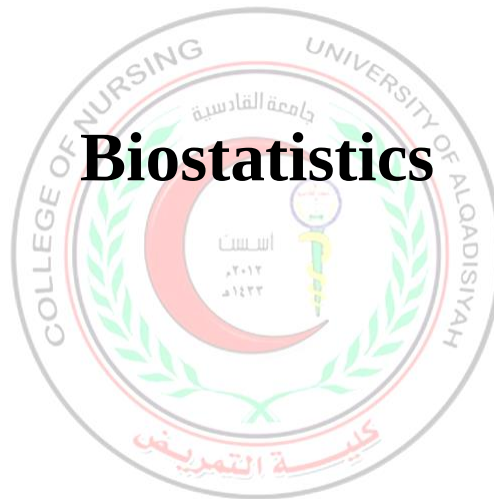
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
15	4	Manage endocrine dysfunctions and evaluate overall semester performance	Part 9: Child with Endocrine dysfunction (Diabetes mellitus, growth hormone deficiency, hypothyroidism)	Lectures, Simulation Lab, & Clinical Practice	Final Theoretical & OSCE Examinations

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.... etc	• Theoretical Continuous Assessment (Midterms, Quizzes, Assignments): 20 Marks • Clinical Continuous Assessment (Hospital Evaluations, Lab Quizzes): 20 Marks • Final Clinical/OSCE Exam: 20 Marks • Final Written Exam: 40 Marks Total Score: 100 Marks
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Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Hockenberry, M. J., & Wilson, D. (2014). <i>Wong's Essentials of Pediatric Nursing</i> (9th ed.). Mosby.[cite: 2]
Main references (sources)	• Hockenberry, M. J., & Wilson, D. (2014). <i>Wong's Essentials of Pediatric Nursing</i> . Elsevier Health Sciences.[cite: 2]
Recommended books and references (scientific journals, reports...)	• Hockenberry, M. J., et al. (2015). <i>Wong's Nursing Care of Infants and Children</i>. • Tappero, E. P., & Honeyfield, M. E. (2019). <i>Physical Assessment of the Newborn</i>. • Pillitteri, A. <i>Maternal and Child Health Nursing</i>. • Kyle, T., & Carman, S. (2021). <i>Essentials of Pediatric Nursing</i> (4th ed.). • NANDA International (2024). <i>Nursing Diagnoses: Definitions and Classification 2024–2026</i> (13th ed.).
Electronic References, Websites	• NCLEX Pediatric Nursing Review Guides.



Biostatistics

Course Name:	Biostatistics
Course Code:	BST306
Semester / Year:	Second Semester / Third Stage / 2025-2026
Description Preparation Date:	16/1/2026
Available Attendance Forms:	Mandatory In-Person Attendance (Classroom Lectures)
Number of Credit Hours (Total) / Number of Units (Total)	30 Study Hours (2 Hours/Week for 15 Weeks) / 2 Units
Course administrator's name (mention all, if more than one name)	Name: Asst. Lect. Hadeel Kamil Habeeb Email: hadeel.kamil@qu.edu.iq

Course Objectives

Course Objectives	1. Provide students with a foundational and applied understanding of biostatistics and its applications in medical, nursing, and health research. 2. Develop students' skills in data collection, descriptive statistics (central tendency and dispersion measures), probability, and hypothesis testing. 3. Enable students to utilize statistical software (such as SPSS) for medical and health data analysis. 4. Link statistical concepts to public health and medical sciences for interpreting results and informed decision-making in clinical research.
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Teaching and Learning Strategies

Strategy	✓ Direct & Interactive Instruction: Conducting theoretical lectures using PowerPoint presentations and interactive discussions. ✓ Modern Learning Strategies: Implementing flipped classroom strategies, e-learning tools, and inquiry-based learning to foster students' roles as researchers. ✓ Developing Statistical Thinking: Engaging students in practical problem-solving activities related to medical research. ✓ Discussion & Brainstorming: Stimulating students' analytical and statistical sense through real-world healthcare case studies.
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Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Understand biostatistics, its medical significance, data collection, and types of data	Introduction & Basic Concepts: Definition, data collection, quantitative vs. qualitative data	Theoretical lecture using PowerPoint & discussion	Quizzes and interactive discussions
2	2	Organize and present health data using graphical methods and frequency tables	Descriptive Statistics: Graphical presentation & frequency distribution tables	Theoretical lecture using PowerPoint & discussion	Quizzes and interactive discussions
3	2	Calculate and interpret measures of central tendency in health data	Descriptive Statistics: Measures of Central Tendency (Mean, Median, Mode)	Theoretical lecture using PowerPoint & inquiry	Quizzes and interactive discussions

4	2	Calculate measures of dispersion to evaluate data variability	Descriptive Statistics: Measures of Dispersion (Range, Variance, Standard Deviation)	Theoretical lecture using PowerPoint & applications	Quizzes and interactive discussions
5	2	Understand basic concepts of probability and their applications in medical diagnosis	Inferential Statistics: Concept of Probability and Basic Rules	Theoretical lecture using PowerPoint & discussion	Quizzes and interactive discussions
6	2	Understand probability distributions, Normal Distribution, and Binomial Distribution	Inferential Statistics: Probability Distributions (Normal & Binomial Distributions)	Theoretical lecture using PowerPoint & discussion	Quizzes and interactive discussions
7	2	Evaluate student academic achievement for the first half of the semester	Mid-Term Semester Written Examination	Comprehensive written exam	Evaluation of written exam marks
8	2	Understand the methodology of statistical hypothesis formulation and testing	Inferential Statistics: Introduction to Hypothesis Testing	Theoretical lecture using PowerPoint & discussion	Quizzes and interactive discussions
9	2	Apply statistical tests to compare sample means (t-Test)	Statistical Tests of Significance: Student's t-Test (Independent & Paired)	Theoretical lecture using PowerPoint & applications	Quizzes and interactive discussions
10	2	Draw valid conclusions and generalize findings to target populations	Statistical Inference & Generalizing Results to Target Populations	Theoretical lecture using PowerPoint & inquiry	Quizzes and interactive discussions
11	2	Understand experimental design principles for collecting	Design of Experiments & Medical Studies:	Theoretical lecture using PowerPoint & discussion	Quizzes and interactive discussions

		reliable health data	Principles and Control		
12	2	Read, interpret, and present results from statistical analyses in research	Interpretation of Statistical Analysis & Experimental Results	Theoretical lecture using PowerPoint & applications	Quizzes and interactive discussions
13	2	Learn statistical software basics for healthcare data entry and analysis	Introduction to Statistical Software (SPSS) for Health Data Analysis	Theoretical lecture using PowerPoint & software demo	Quizzes and interactive discussions
14	2	Apply statistical methods to actual nursing and health research studies	Practical Statistical Applications on Health Literature & Course Review	Theoretical lecture using PowerPoint & practical application	Quizzes and interactive discussions
15	2	Assess overall academic attainment in Biostatistics	Final Semester Examination	Comprehensive final written exam	Evaluation of final examination

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	✓ Mid-term Written Examinations: 30 Marks ✓ Final Written Examination: 70 Marks ✓ Total Score: 100 Marks
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Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Al-Rawi, K. M. Principles of Statistics. DOCX • Al-Zubeidi, T. H. Principles of Statistics and Applications. DOCX
Main references (sources)	• Hanna, A. <i>Mathematical Statistics</i>. • Wayne W. Daniel, <i>Biostatistics: A Foundation for Analysis in the Health Sciences</i>, Wiley.
Recommended books and references (scientific journals, reports...)	• Specialized scientific journals and periodicals in Medical and Health Statistics.
Electronic References, Websites	



Growth and Development



Course Name:	Human Growth and Development
Course Code:	307 HGD
Semester / Year:	Second Semester / Third Stage / 2026-2025
Description Preparation Date:	2026/1/17
Available Attendance Forms:	Mandatory In-Person Attendance (Classroom lectures and clinical training)
Number of Credit Hours (Total) / Number of Units (Total)	135 Hours (45 Theoretical Hours / 90 Clinical Hours) / 5 Units
Course administrator's name (mention all, if more than one name)	Theory Instructor: Asst. Lect. Hajar Haider Sadoon Clinical Instructors: Asst. Lect. Dalal Zomat Hamza, Lect. Bashar Sabah Sahib, Asst. Lect. Ali Kazem Karim Email: hajar.haider@qu.edu.iq

Course Objectives

Course Objectives	1. Recognize the concepts of growth and development and distinguish between them. 2. Understand psychological and social theories related to human development. 3. Identify patterns and principles of child growth and development with practical examples. 4. Understand the principles of physical, social, emotional, and cognitive development. 5. Measure weight, height, head, and chest circumference and plot them on growth charts. 6. Explain the stages of human growth and development across the lifespan and identify developmental problems. 7. Discuss the role of peers, play, friends, and school in socialization. 8. Utilize knowledge gained from studying growth and development in delivering holistic nursing care.
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Teaching and Learning Strategies

- **Theoretical Learning:** Lectures, illustrative diagrams, explanatory videos, PowerPoint presentations, and reports.

DOCX

Strategy

- **Clinical Practice:** Clinical observations in pediatric units, practical utilization of growth charts, and implementing nursing care.

DOCX

Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	3 Theory + 6 Clinical	Differentiate between growth and development concepts	Introduction in growth and development	Lecture & Clinical training	Class Activity DOCX
2	3 Theory + 6 Clinical	Acquire knowledge regarding growth patterns	Patterns in growth and development	Lecture + Pictures	Class Activity DOCX
3	3 Theory + 6 Clinical	Understand the principles of development across various domains	Basic principles in growth and development	Diagrams	Assignment DOCX
4	3 Theory + 6 Clinical	Differentiate theories from the perspective of each scientist	Theories in growth and development	Interactive Lecture	Daily Exam DOCX
5	3 Theory + 6 Clinical	Learn growth chart contents and plotting procedures	Growth chart	Chart demonstration & practice	Report DOCX
6	3 Theory + 6 Clinical	Distinguish between different stages of growth and development	Stages of growth and development throughout life	Lecture + Discussion	Class Activity DOCX
7	3 Theory + 6 Clinical	Evaluate theoretical and clinical knowledge for the mid-semester	Mid-term Examination	Mid-term Written & Clinical Exam	Mid-term exam evaluation DOCX
8	3 Theory + 6 Clinical	Know developmental red flags and indicators for each age group	Red flags for each stage in growth and development	Diagrams	Report DOCX
9	3 Theory + 6 Clinical	Identify common developmental problems for each age group	Developmental problems for each age group	Lecture + Video	Class Activity DOCX

Academic Program Description
Course Materials for the Third Stage

College of Nursing – University of Al-Qadisiyah

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
10	3 Theory + 6 Clinical	Know endocrine glands and their impact on growth	Endocrine glands and their impact on growth and development	Lecture + Pictures	Daily Exam
11	3 Theory + 6 Clinical	Know the extent of peer influence on individual socialization	The role of peers and their influence on socialization	Interactive Lecture	DOCX Class Activity
12	3 Theory + 6 Clinical	Distinguish malnutrition diseases and their developmental impacts	Malnutrition diseases & impact on physical/mental growth	Lecture + Pictures + Video	DOCX Report
13	3 Theory + 6 Clinical	Understand autism spectrum disorder, key signs, and management	Autism spectrum disorder: signs, symptoms, and methods	Lecture	DOCX Assignment
14	3 Theory + 6 Clinical	Know attention deficit hyperactivity disorder, types, and causes	Attention deficit hyperactivity disorder (ADHD) in children	Lecture	DOCX Assignment
15	3 Theory + 6 Clinical	Assess overall academic and clinical attainment	Final Examination	Comprehensive Written & Clinical Exams	DOCX Final examination evaluation

Course Evaluation



Mid-Semester Grade (40 Marks):

- **Theoretical (20 Marks): 10 Exams + 3 Activities + 5 Assignments/Reports + 2 Attendance.**

DOCX

- **Clinical (20 Marks): 10 Exams + 5 Attendance + 5 Reports/Clinical evaluation.**

DOCX

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

End-of-Semester Final Grade (60 Marks):

- **Final Theoretical Exam: 40 Marks.**

DOCX

- **Final Clinical Exam: 20 Marks.**

DOCX

Total Score: 100 Marks (40 + 60 = 100).

DOCX

Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Beierlein, M. A., et al. (2024). <i>Nelson Textbook of Pediatrics</i> (25th ed.). Philadelphia: Elsevier.
Main references (sources)	DOCX
	• Human Development Teaching and Learning Group (2021). <i>Human Development</i>. Portland State University Library.
	DOCX
	• Powell, J. L., et al. (2023). The Impact of Nutrition on Cognitive Development in Early Childhood. <i>Lancet Child Adolescent Health</i>, 7(1), 35-44.
Recommended books and references (scientific journals, reports...)	DOCX
	• Garcia-Esquinas, M. M., et al. (2024). Association Between Early-Life Exposures and Childhood Growth. <i>Int J Epidemiol</i>, 53(1), 247-258.
	DOCX
	• Frazier, T. D. (2022). <i>Developmental Milestones: A Parent's Guide</i>. Springer Publishing Company.
Electronic References, Websites	DOCX
	• Centers for Disease Control and Prevention (CDC): www.cdc.gov
	DOCX
	• Johns Hopkins Bloomberg School of Public Health: publichealth.jhu.edu
	DOCX

Community Health Nursing



1. Course Name:	
Community Health Nursing	
2. Course Code:	
NUR 401	
3. Semester / Year:	
First 2026-2025	
4. Description Preparation Date:	
2025/9/20	
5. Available Attendance Forms:	
Attendance in class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
45 theoretical hours - 180 practical hours / 7 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: instructor, Dr Haider Kadhum Raddam Email: haider.kadhum@qu.edu.iq	
8. Course Objectives	
Course Objectives	• Understand the foundations and importance of community health nursing in public health. • Understand community assessments to identify health needs and plan interventions. • Explore the dimensions of community health nursing, including roles, responsibilities, and competencies. • Analyze the structure and content of community health nursing curricula in nursing education. • Apply principles of primary health care to improve population health outcomes. • How to implement family health service strategies to support well-being. • Understand the organization and delivery of community health care services. • Know maternal and child health services and programs.

	• Examine the role of nurses in school health services to promote the well-being of students and staff. • Explore occupational health nursing, including workplace hazards, prevention, and interventions. • Learn the importance of home visits in community nursing practice. • Evaluate the role and function of home health care services in providing continuity of care. • Evaluate the impact of environmental health on community well-being and nursing interventions.
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9. Teaching and Learning Strategies

Strategies	1. Lectures and Interactive Discussions Objective: To provide basic knowledge on key concepts of community health nursing. Methodology: Engaging PowerPoint presentations, video materials and real-life case examples. Interactive Component: Encourage student participation through question and answer sessions, problem-solving activities and real-life case discussions. 2. Case-Based and Problem-Based Learning (CBL/PBL) Objective: To develop critical thinking and decision-making skills in community health practice. Students are presented with realistic community health scenarios. Work individually or in groups to evaluate problems, develop strategies and propose solutions. Case presentations allow students to apply theoretical knowledge to practical situations.
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3. Field Visits and Community Learning

Objective: To provide practical exposure to real-world community health settings.

Visits to primary health care centers, maternal and child health clinics, occupational health units, and school health programs.

4. Simulation and Role-Playing Activities

Objective: To enhance students' clinical and communication skills in community health nursing.

Simulation exercises for home visits, family counseling, and patient education.

Role-play scenarios to engage with individuals, families, and community leaders.

5. Community Health Projects and Service-Learning

Objective: To enable students to design and implement evidence-based health interventions in real communities.

Identify a health problem in a given community.

Develop and implement health promotion interventions.

6. Guest Lectures and Panels

Objective: To expose students to diverse perspectives from experienced professionals.

Invite community health nurses, public health officials, environmental health professionals, and policy makers.

Interactive Q&A sessions to gain real-world insights and professional networking.

Academic Program Description
Course Materials for the Second Stage

College of Nursing – University of Al-Qadisiyah

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	3	This Community Health Nursing course aims to provide students with the knowledge, skills, and attitudes necessary to provide comprehensive, evidence-based care to individuals, families, and communities. Key areas are covered, such as community assessment, primary health care, family health services, school health, occupational health, environmental health, and home health care services.	1. Introduction to Community Health Nursing	✓ Theoretical lectures	1. Classroom questions(Oral after each lecture) 2. Short daily exams(after every two lectures) 3. Monthly exams (Two exams during the semester)
Week 2	3		2. Community Assessment	✓ Interactive discussions	
Week 3	3		3. Dimensions of Community Health Nursing	✓ Case study	
Week 4	3		4. Approaches to Community Health Nursing	✓ Field visits	
Week 5	3		5. Primary Health Care		
Week 6	3		6. Family Health Services		
Week 7	3		7. Health Care of Aggregates in the Community		
Week 8	3		8. Maternal and Child Health Care		
Week 9	3		9. School health services		
Week 10	3		10. Occupational Health		
Week 11	3	At the end of the course, students will be able to:	11. Home visit		
Week 12	3		12. Home Health Care Services		
Week 13	3		13. Environmental Health		
Week 14	3				
Week 15	3				
		1. Understand the principles of community health nursing and apply them in diverse settings.			
		2. Conduct community health assessments and develop health promotion programs.			
		3. Demonstrate effective communication, critical thinking, and problem solving in public health.			
		4. Work collaboratively in multidisciplinary teams to address health disparities and improve population health outcomes.			
		5. Prepare nursing students to become competent, ethical, and culturally sensitive community health			

		practitioners, contributing to the well-being of the community through preventive and promotive health care strategies.			
11. Course Evaluation					
The student is evaluated in studying this course in two ways 1. Formative assessment 2. Summative assessment The assessment score is out of 100 distributed as follows: 1. The effort score out of (40) which represents the formative assessment: 20 degree for the theoretical material by conducting monthly written exams 20 degree for the practical material by conducting daily exams, oral questions and submitting reports 2. The final exam score out of (60) which represents the formative assessment: 40 degree for the theoretical exam by conducting written exams at the end of the semester 20 degree for the practical exam by conducting oral exams and questions					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Stanhope, M., & Lancaster, J. (2022). Public Health Nursing: Population-Centered Health Care in the Community (11th ed.). Elsevier. Allender, J. A., Rector, C., & Warner, K. (2023). Community & Public Health Nursing: Promoting the Public's Health (10th ed.). Lippincott Williams & Wilkins. Nies, M. A., & McEwen, M. (2022). Community/Public Health Nursing: Promoting the Health of Populations (7th ed.). Elsevier.			

	Clark, M. J. (2018). Population and Community Health Nursing (6th ed.). Pearson.
Main references (sources)	World Health Organization (WHO). (2021). Primary Health Care: Now More Than Ever. Geneva: WHO. American Public Health Association (APHA). (2022). Community-Based Public Health Nursing Interventions. Centers for Disease Control and Prevention (CDC). (2023). Community Health Assessment: A Guide for Public Health Practitioners.
Recommended books and references (scientific journals, reports...)	Journal of Community Health Nursing – Covers research on community-based interventions, public health policies, and global health issues Public Health Nursing Journal – Publishes articles on epidemiology, Health promotion and disease prevention. American Journal of Public Health (AJPH) – Provides research on public Health policies, social determinants of health, and community health initiatives.
Electronic References, Websites	Community health assessments, disease prevention strategies, and epidemiological updates. National Institutes of Health (NIH) – www.nih.gov. Public health education materials and policy updates. The Cochrane Library – www.cochranelibrary.com.

Nursing Management and Leadership



Course Name:	Nursing Management and Leadership
Course Code:	NUR402
Semester / Year:	first Semester / Fourth Stage / 2025–2026
Description Preparation Date:	01/02/2026
Available Attendance Forms:	Mandatory In-Person Attendance (College lectures & clinical practice in hospitals)
Number of Credit Hours (Total) / Number of Units (Total)	75 Hours (2 Theory + 3 Clinical Practical Hours/Week) / 3 Units
Course administrator's name (mention all, if more than one name)	Lecturer: Atheer Mohammed Mutashar Email: atheer.mutashar@qu.edu.iq

Course Objectives

Course Objectives	1. Provide students with knowledge and skills in basic medical and nursing management sciences. 2. Prepare qualified nursing personnel capable of delivering efficient healthcare and managerial services 3. Prepare future nursing educators and leaders by qualifying top graduates for academic and health institutions. 4. Develop specialized nursing personnel skilled in the use of advanced healthcare management technologies. 5. Conduct nursing and administrative research contributing to profession advancement and risk management.
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Teaching and Learning Strategies

Strategy	• Theoretical Instruction: Use PowerPoint presentations to deliver key managerial concepts • Active Learning: Apply active learning through structured discussions, small group work, and brainstorming • Clinical Field Training: Implement clinical practice in specialized hospitals to enhance administrative and leadership skills
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Course Structure

Week	Hours	Intended Learning Outcomes (ILOs)	Unit / Topic	Teaching & Learning Methods	Assessment Methods
1	5 (2Th+3 Cl)	Comprehend fundamental management principles in nursing	Part I: Management in Nursing (Concepts & Principles)	Lecture & Group Discussion	Quizzes & Clinical assessment.
2	5 (2Th+3 Cl)	Understand organizational structures and	Part II: Nursing Administration (Functions & Structures)	Lecture & Discussion	Quizzes & Clinical assessment.

		administrative functions			
3	5 (2Th+3 Cl)	Identify leadership styles, theories, and managerial roles	Part III: Leadership (Styles, Theories, and Skills)	Lecture & Group Discussion	Quizzes & Clinical assessment.
4	5 (2Th+3 Cl)	Master effective communication and public relations in healthcare	Part IV: Communication and Public Relations	Lecture & Group Work	Quizzes & Clinical assessment.
5	5 (2Th+3 Cl)	Understand hospital systems and interdepartmental management	Part V: Hospital Management (Hospital Systems)	Lecture & Clinical Training	Quizzes & Clinical assessment.
6	5 (2Th+3 Cl)	Administer nursing services, staffing, and scheduling	Part VI: Nursing Services Administration	Lecture & Clinical Training	Quizzes & Clinical assessment.

7	5 (2Th+3 Cl)	Assess mid-term theoretical and clinical learning achievement	Mid-Term Examination (Theoretical & Clinical)	Written & Clinical OSCE Exam	Mid-term exam evaluations.
8	5 (2Th+3 Cl)	Utilize health informatics and electronic management systems	Part VII: Electronic Management (Health Informatics)	Lecture & System Demo	Quizzes & Clinical assessment.
9	5 (2Th+3 Cl)	Apply professional ethics and legal aspects in leadership	Part VIII: Professional Ethics (Ethics & Legal Aspects)	Lecture & Case Studies	Quizzes & Clinical assessment.
10	5 (2Th+3 Cl)	Implement decision-making and problem-solving methodologies	Part VIII: Decision Making & Problem Solving	Lecture & Discussion	Quizzes & Clinical assessment.
11	5 (2Th+3 Cl)	Integrate research findings with healthcare	Part IX: Research and Management (Evidence-	Lecture & Literature Review	Quizzes & Clinical assessment.

		administration	Based Management)		
12	5 (2Th+3 Cl)	Apply quality improvement techniques in nursing services	Part IX: Quality Improvement and Nursing Research	Lecture & Practical Practice	Quizzes & Clinical assessment.
13	5 (2Th+3 Cl)	Identify, assess, and categorize clinical and operational risks	Part X: Risk Management (Identification & Assessment)	Lecture & Clinical Training	Quizzes & Clinical assessment.
14	5 (2Th+3 Cl)	Formulate risk mitigation strategies and patient safety protocols	Part X: Patient Safety and Crisis Management	Lecture & Group Discussion	Quizzes & Clinical assessment.
15	5 (2Th+3 Cl)	Evaluate overall theoretical knowledge and clinical leadership skills	Final Examination (Theoretical & Clinical)	Comprehensive Final Exams	Final examination evaluation.

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, and written exams, and reports	• Continuous Semester Grade (40 Marks): • Theoretical (20 Marks) • Clinical Practical (20 Marks) • Final Clinical Exam (OSCE/Hospital): 20 Marks. • Final Theoretical Written Exam: 40 Marks. • Total Score: 100 Marks (40 + 60 = 100).
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Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Huber, D. L. <i>Practical Nursing Management</i>.. • Marquis, B. L., & Huston, C. J. <i>Leadership Roles and Management Functions in Nursing</i>..
Main references (sources)	• Yoder-Wise, P. S. <i>Leading and Managing in Nursing</i>. Elsevier Health Sciences..
Recommended supporting books and references (scientific journals, reports...)	• Finkelman, A. <i>Essentials of Nursing Leadership & Management</i>.. • Journal of Nursing Management & Healthcare Leadership Reports..
Electronic References, Websites	

Professional Perspective and Issue in Nursing



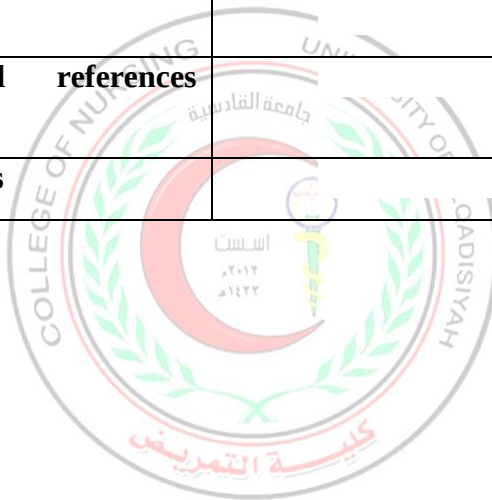
1. Course Name:	
Professional perspectives and Issues	
2. Course Code:	
NUR403	
3. Semester / Year:	
Fourth /2025-2026	
4. Description Preparation Date:	
16/9/2025	
5. Available Attendance Forms:	
Actual	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) hours weekly of 15 week (2) credits	
7. Course administrator's name (mention all, if more than one name)	
Name: A.L ammar abdul hamza	
8. Course Objectives	
Course Objectives	• Understand the professional nursing practice. • Interpret socialization issues to professional nursing. • Discuss the client's individual, family, and community systems. • Identify the ethical dimension of nursing and health care. • Understand concepts of change, complexity, and chaos. • Apply the computer science in nursing practice. • Predict the future perspectives in nursing. • Realize different models related to nursing practice. • Use nursing models in solving nursing problems. Apply health teaching in nursing practice.
9. Teaching and Learning Strategies	
Strategy	Lectures, group discussion, demonstration, field visit, role playing, brainstorming, and group work. overhead projector, handout, and data show

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Understand Nursing as a profession	Professional nursing practice	Lectures, group discussion
2	2		Understand Socialization Professional associations	Socialization to professional nursing	Lectures, group discussion
3	2		Understand General/systems theory Community/	Client systems	Lectures, group discussion
4	4		Understand ethics. •Values. Moral concepts in nursing practice. Ethical/nursing principles •Application Ethical dimensions of nursing and health care	Ethical dimensions of nursing/and health care	Lectures, group discussion

5	4		Understand Computer in health care delivery clinical practice. Computer for professional growth/ networking. Computer in nursing administration. •Computer in nursing research. •Computer in professional and patient's education. •Computer and the role of the nurse	Computer science in nursing practice	Lectures, group discussion
6	2		Understand Concept of change. Elements of change. Planned change. Unplanned change. Concepts of Chaos and complexity	Change, complexity and chaos	Lectures, group discussion
7	2		Understand Changing demography. Health care costs. Technology. Health promotion. Shift to community	Future perspective	Lectures, group discussion
8	2		Understand Nursing models and their use in practice.	Nursing models	Lectures, group discussion

			Conceptual models and theories. Nursing conceptual models. • Models of Roger, Orem, Roy, and Neuman		
9	3		Understand Mandates for health teaching. • Assessment of learning abilities. - Health status. - Health values. - Cognitive, psychological and psychomotor abilities. • Planning health teaching. • Teaching strategies • Evaluation of teaching and learning. • Demonstration of health teaching	Health teaching in/nursing practice	Lectures, group discussion
11. Course Evaluation					
Med theory exam.			30%		
Final theory exam			70%		
Total		100%			
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			• Creasia, J and Parker B, Conceptual Foundations of Professional Nursing Practice, 2nd ed., Mosby, New York, 1996		

	• Oermann, Marilyn H., Professional Nursing Practice, 10th ed., New York, Appleton & Lange, 1997. • Stanfield, S. Peggy, Introduction to the Health Profession, 4th ed., Jones and Bartlett Publisher, 2002. • Volbrecht. R. M., Nursing ethics, New York, prentice hall, 2001. • Zerwekh, J. & J. Claborn, Nursing Today Transition and Trends, 4th ed., London, Sanders, 2000.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



Health Promotion



Course Name:	Health Promotion
Course Code:	HPR405
Semester / Year:	First Semester / Second Stage / 2025-2026
Description Preparation Date:	1/9/2025
Available Attendance Forms:	Mandatory In-Person Attendance (Classroom Lectures)
Number of Credit Hours (Total) / Number of Units (Total)	30 Study Hours (2 Hours/Week for 15 Weeks) / 2 Units
Course administrator's name (mention all, if more than one name)	Name: Asst. Prof. Dr. Sajida Khamis Abdullah Email: sajida.abdullah@qu.edu.iq

Course Objectives

Course Objectives	1. Increase students' knowledge of basic health promotion and disease prevention concepts. 2. Enable students to apply behavior change concepts from unhealthy to healthy lifestyles. 3. Acquire health skills that qualify students to work with individuals and communities to improve overall health. 4. Enable students to apply health promotion strategies to achieve optimal health and control chronic conditions. 5. Support students in performing their health education and preventive roles in healthcare and community institutions.
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Teaching and Learning Strategies

Strategy	• Direct Interaction: Direct discussion, interactive dialogue, and PowerPoint / Data Show presentations. • Feedback Strategy: Utilizing feedback at the beginning of each lecture to review previous topics. • Inquiry-Based Learning: Continuous evaluation and research assignments on modern health promotion concepts. • Assessment Strategies: Enhancing teaching via continuous monthly and semester examinations to evaluate student outcomes.
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Course Structure

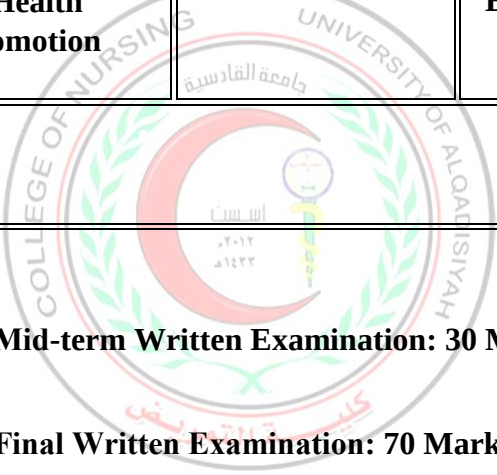
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Understand concepts of health promotion vs. disease prevention	Introduction to Health Promotion (Concepts & Principles)	Direct Discussion + Data Show + Feedback	Quizzes & Class participation
2	2	Understand theoretical models of health behavior change	Health Behavior Models (Health Belief Model & Transtheoretical Model)	Direct Discussion + Data Show + Feedback	Quizzes & Class participation

3	2	Identify social, economic, and environmental determinants of health	Determinants of Health (Social & Environmental Factors)	Direct Discussion + Data Show + Feedback	Quizzes & Class participation
4	2	Master principles of health communication and education design	Health Education & Communication Strategies	Direct Discussion + Data Show + Feedback	Written Report Submission
5	2	Conduct community health needs assessment	Community Health Needs Assessment	Direct Discussion + Data Show + Feedback	Quizzes & Class participation
6	2	Promote healthy nutrition and active lifestyle practices	Promoting Healthy Nutrition & Physical Activity	Direct Discussion + Data Show + Feedback	Quizzes & Class participation
7	2	Assess academic knowledge for the first half of the semester	Mid-Term Examination	Comprehensive Written Exam	Mid-term exam evaluation
8	2	Learn strategies for	Mental Health Promotion &	Direct Discussion	Quizzes & Class

		mental health promotion and stress management	Stress Management	+ Data Show + Feedback	participation
9	2	Understand health promotion applications in schools and workplaces	Settings for Health Promotion (Schools & Workplaces)	Direct Discussion + Data Show + Feedback	Home Assignment
10	2	Apply lifestyle modification strategies for NCD prevention	Prevention and Management of Non-Communicable Diseases (NCDs)	Direct Discussion + Data Show + Feedback	Quizzes & Class participation
11	2	Understand nurses' roles in environmental health and safety	Environmental Health & Community Protection	Direct Discussion + Data Show + Feedback	Written Report Submission
12	2	Implement health promotion strategies for specific target groups	Health Promotion for Vulnerable Populations (Maternal & Child)	Direct Discussion + Data Show + Feedback	Quizzes & Class participation
13	2	Understand health policies and community	Health Policy, Advocacy, and Community Empowerment	Direct Discussion + Data Show + Feedback	Home Assignment

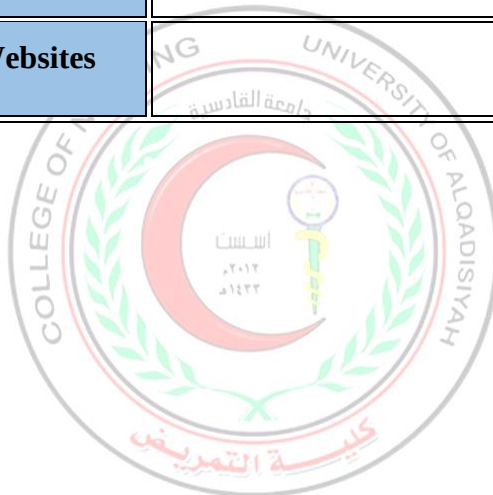
		empowerment strategies			
14	2	Design and evaluate effective health promotion programs	Planning, Implementation & Evaluation of Health Programs	Direct Discussion + Data Show + Feedback	Quizzes & Class participation
15	2	Measure overall student achievement in Health Promotion	Final Semester Examination	Comprehensive Final Written Exam	Final examination evaluation

Course Evaluation

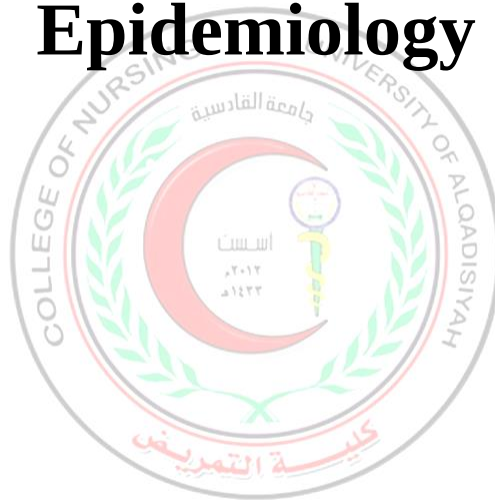
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	 • Mid-term Written Examination: 30 Marks • Final Written Examination: 70 Marks D Total Score: 100 Marks
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Learning and Teaching Resources

Required textbooks (curricular books, if any)	• Edelman, C. L., & Kudzma, E. C. (2021). <i>Health Promotion Throughout the Life Span</i> (10th ed.). Elsevier.
Main references (sources)	• Fertman, C. I., & Allensworth, D. D. (2017). <i>Health Promotion Programs: From Theory to Practice</i>. Jossey-Bass.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



Epidemiology



1. Course Name:	
Epidemiology	
2. Course Code:	
EPD 406	
3. Semester / Year:	
First 2025-2026	
4. Description Preparation Date:	
22/09/2024	
5. Available Attendance Forms:	
Attendance in class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 theoretical hours / 2 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: assist. Instructor, Zainalabideen Yasser Jumaa	
Email: zainalabideen.yasser@qu.edu.iq	
8. Course Objectives	
Course Objectives	• Understanding the basic principles of epidemiology and its role in public health. • Classifying disease prevention levels and applying them in clinical and community practice. • Analyzing the epidemiology of communicable and non-communicable diseases, including viral hemorrhagic fevers and coronaviruses. • Applying disease identification strategies such as screening, active case finding, and epidemiological surveillance. • Evaluating strategies for controlling communicable and non-communicable diseases.

	• Discussing ethical and professional considerations in epidemiological research. • Differentiating between types of epidemiological studies (experimental and non-experimental). • Calculating and interpreting basic epidemiological rates (prevalence, incidence, and mortality rates). • Exploring the principles of environmental and occupational epidemiology, including risk assessment. • Applying the principles of nutritional epidemiology and accident and injury epidemiology. • Learning how to formulate a research problem in epidemiology.
9. Teaching and Learning Strategies	
Strategies	1. Lectures and Interactive Discussions Objective: Provide foundational knowledge of key epidemiological concepts. Method: Engaging PowerPoint presentations, real-life examples, and epidemiological case studies. Interactive Component: Encourage student participation through Q&A sessions, problem-solving activities, and discussions of real-world cases. 2. Case-Based Learning and Problem-Based Learning (CBL/PBL) Objective: Develop critical thinking skills in applying epidemiological principles to infectious disease outbreaks. Students are presented with outbreak scenarios (e.g., cholera, influenza) to analyze, identify sources, and propose control interventions. 3. Problem Solving and Epidemiological Calculations Objective: Master the calculation and interpretation of epidemiological measures. Practical exercises to calculate prevalence, incidence, mortality, and morbidity rates using real data. 4. Student Presentations Objective: Enhance research and presentation skills in epidemiology. Each student is assigned to apply the natural history of disease model and levels of prevention to a specific disease and present it in Week 14.
10. Course Structure	

Academic Program Description
Course Materials for the Second Stage

College of Nursing – University of Al-Qadisiyah

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	2	This Epidemiology course aims to provide an understanding of definitions and levels of disease prevention, as well as the description and differentiation between the epidemiology of communicable and non-communicable diseases. It focuses on the application and analysis of screening, detection, and surveillance strategies, and discusses professional and ethical considerations in epidemiology. The course also enables students to distinguish between epidemiological study designs (experimental and non-experimental) and to integrate epidemiology with statistical concepts, including the calculation and interpretation of prevalence, incidence, mortality, and morbidity rates. In addition, it covers the analysis of principles of environmental and occupational epidemiology, and the application of nutritional epidemiology and injury epidemiology.	1. Introduction to Epidemiology	• Theoretical Lectures • Interactive Discussions • Solving Epidemiological Exercises • Conducting Discussion Sessions for Problem-Solving • Forming Small Groups to Present Epidemiological Problems, Identify Appropriate Study Designs, and Apply Suitable Statistical Methods	4. Classroom Questions (oral, after each lecture) 5. Short Quizzes (after every two lectures) 6. Exercises on Statistical Concepts in Epidemiology 7. Monthly Exams (two exams during the semester)
Week 2	2		2. Understanding Definitions and Levels of Prevention		
Week 3	2		3. Epidemiology of Communicable and Non-Communicable Diseases		
Week 4	2		4. Control of Communicable Diseases		
Week 5	2		5. Identification of Screening, Detection, and Surveillance Strategies		
Week 6	2		6. Disease Control Strategies		
Week 7	2		7. First Midterm Exam		
Week 8	2		8. Professional and Ethical Considerations in Epidemiology		
Week 9	2		9. Epidemiological Studies (Experimental and Non-Experimental)		
Week 10	2		10. Biostatistics in Epidemiology		
Week 11	2		11. Epidemiological Measures (Prevalence, Incidence, Mortality, and Morbidity Rates)		
Week 12	2				
Week 13	2				
Week 14	2				
Week 15	2				
		Each student is assigned to apply the natural history of			

		disease model and levels of prevention to a specific disease and present their work.. At the end of the course, students will be able to: 6. Understand the principles of community health nursing and apply them in diverse settings. 7. Conduct community health assessments and develop health promotion programs. 8. Demonstrate effective communication, critical thinking, and problem solving in public health. 9. Work collaboratively in multidisciplinary teams to address health disparities and improve population health outcomes. 10. Prepare nursing students to become competent, ethical, and culturally sensitive community health practitioners, contributing to the well-being of the community through preventive and promotive health care strategies.	12. Environmental and Occupational Epidemiology 13. Nutritional Epidemiology and Injury Epidemiology 14. Student Project Presentations 2.● Second Midterm Exam		
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At the end of the course, students will be able to:

1. Understand the basic principles of epidemiology and levels of disease prevention, and apply them in clinical and community practice.

2. Analyze the epidemiology of communicable diseases (including viral hemorrhagic fevers and anthrax) and non-communicable diseases, and classify diseases according to epidemiological patterns.
3. Apply disease identification strategies (screening, active case finding, and epidemiological surveillance) and control measures to limit disease spread in the community.
4. Perform and interpret basic epidemiological calculations (prevalence, incidence, mortality, and morbidity rates) to support evidence-based decision-making in public health.
5. Differentiate between types of epidemiological studies (experimental and non-experimental) and discuss ethical and professional considerations in epidemiological research.
6. Evaluate the impact of environmental, occupational, and nutritional factors on population health, and apply epidemiological principles in the analysis of injuries and accidents.
7. Prepare nursing students to become competent practitioners capable of using epidemiological approaches to assess health problems, plan preventive interventions, and contribute to improving community health.

11. Course Evaluation

The student is evaluated in studying this course in two ways

1. Formative assessment
2. Summative assessment

The assessment score is out of 100 distributed as follows:

1. The effort score out of (30) which represents the formative assessment:
30 degree for the theoretical material by conducting monthly written exams
2. The final exam score out of (70) which represents the formative assessment:
70 degree for the theoretical exam by conducting written exams at the end of the semester

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

R. Bonita, R. Beaglehole, and T. Kjellstrom (2006).
Basic Epidemiology. Second Edition.

	Clark, M. (1999). Nursing in the Community: Dimensions of the Community Health Nursing. 3rd ed. USA: Appleton Lange Co. Celentano, D. D., Szklo, M., & Farag, Y. M. K. (2025). Gordis epidemiology (7th ed.). Elsevier. · Savage, C. L., Gillespie, G. L., & Whitehouse, E. R. (2024). Public/community health and nursing practice: Caring for populations (3rd ed.). F.A. Davis Company.
Main references (sources)	Nies, M. A., & McEwen, M. (2024). Community/Public health nursing: Promoting the health of populations (8th ed.). Elsevier . · Sood, N., & Chaturvedi, S. (2025). Comprehensive textbook of community health nursing including environmental science & epidemiology (1st ed., Vols. 1-2). Elsevier. .
Recommended books and references (scientific journals, reports...)	R. Bonita, R. Beaglehole, and T. Kjellstrom (2006). Basic Epidemiology. Second Edition. Clark, M. (1999). Nursing in the Community: Dimensions of the Community Health Nursing. 3rd ed. USA: Appleton Lange Co.
Electronic References, Websites	·Centers for Disease Control and Prevention (CDC). (2025). Epidemiology Resources. Available from: https://www.cdc.gov/eis/field-epi-manual/index.html · World Health Organization (WHO). (2024). Epidemiology and Disease Control. Available from: https://www.who.int/health-topics/epidemiology

Psychiatric and Mental Health Nursing



1. Course Name:	
Psychiatric and mental health	
2. Course Code:	
NUR407	
3. Semester / Year:	
Second Semester 2025-2026	
4. Description Preparation Date:	
19/1/2026	
5. Available Attendance Forms:	
Actual	
6. Number of Credit Hours (Total) / Number of Units (Total)	
45 hours theory / 180 hours clinical /Credit hours 8	
7. Course administrator's name (mention all, if more than one name)	
Name: hayder ameer jabor	
Email: hiader.Jabor@qu.edu.iq	
8. Course Objectives	
Course Objectives	1- Identify the concept of mental health and psychological disorder 2- Identify the basic principles or theories in mental health nursing 3- Definition of the main psychological disorders classified according to DSM-5 4- Types of therapeutic and non-therapeutic relationships in communicating with the patient 5- What are the ethical and legal issues in the field of mental health 6- What is schizoaffective disorder and what are the criteria for diagnosing schizoaffective disorder?

	7- How to distinguish between anxiety disorder and fear, and what are the levels and types of anxiety 8- 8- Identify various types of mood disorders, such as depression and mania, and the criteria for diagnosing each type 9- Identify personality disorders and their three main types 10-What are the types of treatment for psychological disorders? 11-The most important organic disorders. What is the difference between dementia and delirium
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9. Teaching and Learning Strategies

Strategy	-Using the interactive lecture method in delivering weekly lectures - Adopting the objective method is the basis of the lecture - Focus on using self-learning to make the student the focus of process - Using the visual and auditory senses while giving lectures
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Can distinguish between mental health and mental illness	-Learn about the concept of mental health and psychological disorder	Discussion method	Quizz
the second	3		2- Identify the basic principles or	Interactive lecture	

the third	3	The student can define the theories that explain the cause of mental illness	theories in mental health nursing		
Fourth	3	Students learn about the classifications of mental disorders according to DSM5	3- Definition of the main psychological disorders classified according to DSM-5	Discussion method	
Fifth	3	Uses the therapeutic relationship and avoids the non-therapeutic relationship	4- Types of therapeutic and non-therapeutic relationships in communicating with the patient	Interactive lecture	Application of relationship in clinical aspect
Sixth	3	Learns about the most important legal aspects in dealing with the mentally ill	5-What are the ethical and legal issues in the field of mental health	elocution	Quizz

Seventh	3		6-What is schizoaffective disorder and what are the criteria for diagnosing schizoaffective disorder?		
Eighth	3	The student can diagnose schizoaffective disorder through diagnostic criteria			Mid exam
Ninth	3		7-How to distinguish between anxiety disorder and fear, and what are the levels and types of anxiety	Discussion method	
tenth	3	The student can distinguish between anxiety and fear, in addition to the ability to determine the level of anxiety			
eleventh	3	Students are able to know the diagnostic criteria for depression and how to deal with the patient, in addition to knowing the diagnosis of mania and bipolar disorder	8- Identifying all types of mood disorders, such as depression and mania, and the criteria for diagnosing each type 9- Identify personality disorders and their three main types 10- Identify treatment patterns for psychological disorders	Interactive lecture	Quizz
twelfth	3			Discussion	Mid exam
thirteenth	3				

fourteenth	3	Recognizing personality disorder	11- What is the difference between dementia and delirium?	Diction	Quizz
fifteenth		Students can use methods of treating various psychological disorders		Discussion	Clinical exam
		Students can distinguish between dementia and delirium		Discussion	Final exam

11. Course Evaluation

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

Mid exam 40% Final exam 60% 40 theory and 20 clinical

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	PSYCHIATRIC-MENTAL Jeffrey S. Jones, DNP, PMHCNS, BC, LNC Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN Vickie L. Rogers,
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Academic Program Description
Course Materials for the Second Stage

College of Nursing – University of Al-Qadisiyah

	DNP, Psychiatric Mental Nursing 2012 Springer Publishing Company. Neeb's fundamentals of mental health nursing / Linda M. Gorman, Robynn F. Anwar. — Fourth edition, 2014, Publisher, Nursing: Lisa B. Houck. ،
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://psychiatryonline.org/books/guidelines



Critical Care Nursing



1. Course Name:
Critical Care Nursing
2. Course Code:
NUR 408
3. Semester / Year:
Second Semester 2025-2026
4. Description Preparation Date:
19/1/2026
5. Available Attendance Forms:
Actual
6. Number of Credit Hours (Total) / Number of Units (Total)
135 Hours per semester (8 Hours/Week: 2 Theory + 6 Clinical Practical) / 5 Units
7. Course administrator's name (mention all, if more than one name)
Name: Mohameed Jaloop Murad
Email:

Course Objectives

Course Objectives	1. Understand the effects of critical illness and the critical care environment on clients and their families. 2. Discuss current monitoring techniques, hemodynamic, and cardiac monitoring in critical care settings. 3. Relate human responses in critical illness to underlying pathophysiology and manage multisystem trauma. 4. Provide safe, quality nursing care for clients with cardiovascular, respiratory, and renal-urinary dysfunctions. 5. Utilize effective communication, deliver education to clients/families, and demonstrate professional team behavior.
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Teaching and Learning Strategies

Strategy	• Theoretical Delivery: Interactive lectures using audio-visual aids, PowerPoint, and whiteboards. • Interactive Learning: Group discussions, clinical conferences, and collaborative laboratory work. • Practical Experience: Clinical training in intensive care units paired with individual learning strategies.
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Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	8 (2Th+6Cl)	Describe client/family experiences, environmental impact, pain relief, and ethics	Overview of critical care nursing	Audio-visual aids, PowerPoint, Whiteboard	Daily or weekly quiz
2	8 (2Th+6Cl)	Describe pathophysiology, manifestations, and care of ACS, MI, and cardiogenic shock	Cardiogenic shock, MI, angina	Audio-visual aids, PowerPoint, Whiteboard	Daily or weekly quiz
3	8 (2Th+6Cl)	Compare ARDS and pneumothorax risk factors, pathophysiology, and management	Pneumothorax, acute respiratory distress (Part I)	Audio-visual aids, PowerPoint, Whiteboard	Daily or weekly quiz

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4	8 (2Th+6Cl)	Describe diagnostic studies used to evaluate upper and lower respiratory tract functions	Pneumothorax, acute respiratory distress (Part II)	Audio-visual aids, PowerPoint, Whiteboard	Daily or weekly quiz
5	8 (2Th+6Cl)	Discuss major risk factors, pathophysiology, and prevention for pulmonary embolism	Pulmonary Embolism	Audio-visual aids, PowerPoint	Daily or weekly quiz
6	8 (2Th+6Cl)	Evaluate student learning outcomes for the first half of the course	First Midterm Exam	Theoretical & Clinical Exam	Midterm evaluation
7	8 (2Th+6Cl)	Discuss risk factors, pathophysiology, and nursing interventions for renal disorders	Acute Kidney Injury	Audio-visual aids, PowerPoint	Daily or weekly quiz
8	8 (2Th+6Cl)	Manage multisystem trauma, facial trauma, and spinal cord injuries	Facial Trauma & Spinal Cord Injury	Audio-visual aids, Clinical Demonstration	Daily or weekly quiz
9	8 (2Th+6Cl)	Describe etiology, manifestations, and management of thyroid storm and myxedema	Thyroid Storm & Myxedema	Audio-visual aids, Clinical Training	Daily or weekly exam

10	8 (2Th+6Cl)	Apply the nursing process for diabetes coma and diabetic ketoacidosis (DKA)	Diabetes Coma & Ketoacidosis	Audio-visual aids, PowerPoint	Daily or weekly quiz
11	8 (2Th+6Cl)	Compare types, causes, diagnostic procedures, and management of stroke	Stroke	Audio-visual aids, Clinical Demonstration	Daily or weekly quiz
12	8 (2Th+6Cl)	Evaluate student learning outcomes for the second section of the course	Second Midterm Exam	Theoretical & Clinical Exam	Midterm evaluation
13	8 (2Th+6Cl)	List types, manifestations, lab tests, and nursing management for poisoning	Poisoning	Audio-visual aids, Case Studies	Daily or weekly quiz
14	8 (2Th+6Cl)	Classify burn injuries, calculate fluid resuscitation, and outline 3 phases of burn care	Burn Care	Audio-visual aids, PowerPoint	Daily or weekly quiz
15	8 (2Th+6Cl)	Differentiate trauma mechanics and nursing management of spinal cord & chest injuries	Spinal Cord Injury & Chest Trauma	Audio-visual aids, Clinical Training	Daily or weekly quiz

Course Evaluation

Distributing the score out of 100 according to assigned tasks	• Midterm Exams: 20 Marks theoretical -20 practical Final Examination: 60 Marks (20 Marks Final Practical/OSCE + 40 Marks Final Written Exam). Total Score: 100 Marks.
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Learning and Teaching Resources

Required Textbooks	• Urden, L. D., Stacy, K. M., & Lough, M. E. Critical Care Nursing: Diagnosis and Management. Mosby/Elsevier.
Main References	• Morton, P. G., & Fontaine, D. K. <i>Critical Care Nursing: A Holistic Approach</i>. Lippincott Williams & Wilkins.
Recommended Supporting Books & Reports	• AACN Standards for Acute and Critical Care Nursing Practice & Scientific Journals.
Electronic References	

Health Psychology for Nurses



Course Name:
Psychology
Course Code:
HPN410
Semester / Year:
second Semester / 2025–2026
Description Preparation Date:
20/1/2026
Available Attendance Forms:
In-Person Attendance (Classroom Lectures)[
Number of Credit Hours (Total) / Number of Units (Total)
30 Theoretical Hours (2 Hours/Week for 15 Weeks) / 2 Units
Course administrator's name (mention all, if more than one name)
Lecturer: Asst. Lect. Murtdha Abdulridha Ajeel Email: Murtdha.abdulridha@qu.edu.iq

Course Objectives

Course Objectives	• Understanding Human Behavior: Introduce basic psychological principles, motivation, and emotional drivers of patient behaviors. • Analyzing Cognitive Processes: Study perception, memory, and learning roles in health-related responses. • Enhancing Therapeutic Communication: Develop effective communication tailored to individual psychological characteristics. • Stress Management: Enable students to identify stress sources and implement psychological coping mechanisms. • Mind-Body Relationship: Understand psychosomatic connections and their impact on patient recovery. • Health Behavior Change & Professional Growth: Acquire tools for health behavior modification, professional self-development, and ethical psychological care.
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Teaching and Learning Strategies

Strategy	• Interactive Lectures & Discussions: Delivering theoretical content via PowerPoint, real-life case examples, and Q&A sessions. • Case-Based & Problem-Based Learning (CBL/PBL): Presenting clinical psychological scenarios for analysis and intervention planning. • Small Group Workshops: Facilitating group activities, discussions, and student project presentations.
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Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Explain basic psychological concepts and their relevance to nursing	Introduction to Psychology	Theoretical Lecture & Discussion	Classroom Oral Q&A
2	2	Identify theories of motivation and their impact on patient behavior	Motivation	Lecture & Real-Life Examples	Classroom Oral Q&A
3	2	Understand emotions, affect, and associated psychophysiology	Emotion & Affect	Lecture & Case Discussion	Quiz 1
4	2	Analyze psychological responses to frustration and conflict	Frustration & Conflict	Interactive Discussion & Scenarios	Classroom Oral Q&A
5	2	Describe the role of sensation and perception in health responses	Sensation & Perception	Lecture & Interactive Presentations	Classroom Oral Q&A

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6	2	Understand factors influencing health behaviors and compliance	Health Behavior	Lecture & Group Discussion	Quiz 2
7	2	Assess students' knowledge for the first half of the semester	First Midterm Exam	Comprehensive Written Exam	Midterm Exam Evaluation
8	2	Understand psychological adaptation to chronic illness and disease	Disease & Illness Management	Clinical Case Discussion (CBL)	Classroom Oral Q&A
9	2	Explain stress psychophysiology and apply coping strategies	Stress Management & Coping	Lecture & Relaxation Exercises	Quiz 3
10	2	Describe memory functions and forgetting in patient education	Memory & Forgetting	Lecture & Practical Applications	Classroom Oral Q&A
11	2	Differentiate intelligence levels to provide individualized care	Intelligence & Individual Differences	Lecture & Example Analysis	Quiz 4

12	2	Apply learning and thinking theories to design patient education	Thinking & Learning	Lecture & Data Show	Classroom Oral Q&A
13	2	Explore psychological learning resources and initial support	Learning Resources & Support	Workshop & Group Work	Activity Assessment
14	2	Present student projects linking psychology to clinical practice	Student Projects Presentation	Student Presentations	Project Evaluation
15	2	Evaluate overall theoretical knowledge for the second half of the course	Second Midterm Exam	Comprehensive Written Exam	Midterm Exam Evaluation

Course Evaluation

Distributing the score out of 100 according to assigned tasks	• Semester Continuous Assessment (30 Marks - Formative Evaluation):- Written Monthly Exams: 20 Marks (Two written midterms during the semester). - Quizzes & Student Activities: 10 Marks (Short quizzes, oral participation, and student projects). • Final Examination (70 Marks - Summative Evaluation):- Final Written Theoretical Exam: 70 Marks. Total Score: 100 Marks (30 + 70 = 100).
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Learning and Teaching Resources

Required Textbooks	• Walker, J. <i>Psychology for Nursing and Healthcare</i>. Routledge. • Ayers, S., & de Visser, R. <i>Psychology for Medicine and Healthcare</i>. SAGE Publications.
Main References	• Niven, N. <i>The Psychology of Nursing Care</i>. Palgrave Macmillan.
Recommended Supporting Books & Reports	• Ogden, J. <i>Health Psychology: A Textbook</i>. McGraw-Hill Education.
Electronic References, Websites	

