

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



Academic Program Description

University of Warith Al-Anbiyaa, College of nursing

Bachelor of Science in Nursing / Undergraduate
Stages (Second, third, fourth)

University Name: University of Warrith Al-Anbiyaa

Faculty/Institute: College of nursing

Scientific Department: Nursing department

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

Final Certificate Name: Bachelor of Science in Nursing

Academic System: semesters

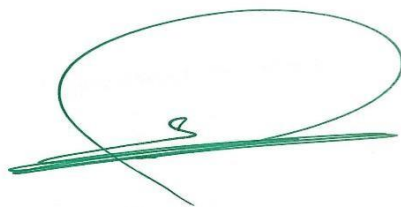
Description Preparation Date: 30/11/2025

File Completion Date: 7/12/2025

Signature

Head of D

Prof . Dr. Murtadha Kanim Adea



Date: 14\12\2025

Signature:

Scientific Associate Name:

Assist. Prof . Dr Nassem Samir saker



Date: 14\12\2025

The file is checked by:

Department of Quality Assurance and University Performance

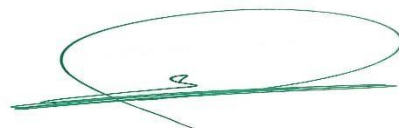
Director of the Quality Assurance and University Performance Department:

Date: 14\12\2025

Signature:



Prof . Dr. Murtadha Kanim Adea



1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

The program has not been accredited by any official agency

5. Other external influences

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

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

هيكلية المنهج الدراسي للدراسات الأولية / كلية التمريض / جامعة وارث الأنبياء (ع) / العام الدراسي 2025-2026

المرحلة الاولى	الفصل الدراسي الأول	ن	م	س	ECTS	الفصل الدراسي الثاني	ن	م	س	ECTS
	التشريح والفسلجة للممرضين 1	3	2	0	7	II التشريح والفسلجة للممرضين	3	2	0	8
	الكيمياء الحياتية	3	2	0	6	اخلاقيات مهنة التمريض	2	0	0	3
	اساسيات التمريض 1	4	6	0	11	II اساسيات التمريض	4	0	12	12
	المصطلحات الطبية	2	0	0	2	سلامة المرضى	2	0	0	2
	مبادئ الاسعافات الأولية	2	0	0	2	اللغة العربية I	2	0	0	2
	حقوق الانسان والديموقراطية	2	0	0	2	علم الحاسوب I	1	2	0	3
		Total			30	عدد الوحدات	30			
المرحلة الثانية	الفصل الدراسي الأول	ن	م	س	الوحدات	الفصل الدراسي الثاني	ن	م	س	الوحدات
	تمريض البالغين (1)	4	0	12	8	تمريض البالغين (2)	4	0	12	8
	التقييم الصحي	2	2	0	3	الأحياء المجهرية للممرضين (2)	2	2	0	3
	الأحياء المجهرية للممرضين (1)	2	2	0	3	فسلجة الأمراض للممرضين	2	0	0	2
	علم الأدوية للممرضين (1)	2	0	0	2	علم الأدوية للممرضين (2)	2	0	0	2
	الحاسوب (3)	0	2	0	1	الحاسوب (4)	0	2	0	1
	جرائم نظام البحث في العراق	2	0	0	2	اللغة العربية (2)	2	0	0	2
		عدد الوحدات			19	عدد الوحدات	18			
						التدريب السريري الصيفي	30 يوم		P/F	
المرحلة الثالثة	الفصل الدراسي الأول	ن	م	س	الوحدات	الفصل الدراسي الثاني	ن	م	س	الوحدات
	تمريض الأم والوليد	3	2	12	8	تمريض الأطفال	3	2	12	8
	طرائق البحث في التمريض	2	0	0	2	النمو والنماء البشري	3	0	6	5
	علم الأتجماع الصحي	2	0	0	2	الأحصاء الحيوي	2	0	0	2
	التغذية والعلاج الغذائي	2	0	0	2					
		عدد الوحدات			14	عدد الوحدات	15			
						التدريب السريري الصيفي	30 يوم		P/F	
المرحلة الرابعة	الفصل الدراسي الأول	ن	م	س	الوحدات	الفصل الدراسي الثاني	ن	م	س	الوحدات
المنهاج القديم	تمريض صحة المجتمع	3	0	12	7	تمريض الصحة النفسية والعقلية	3	0	12	7
	علم الوبائيات	2	0	0	2	علم النفس للممرضين	2	0	0	2
	القيادة والإدارة في التمريض	2	0	3	3	تمريض الحالات الحرجة	2	0	12	6
	تعزيز الصحة	2	0	0	2					
	الرؤى والموضوعات المهنية في التمريض	2	0	0	2	بحث التخرج				2

17	عدد الوحدات		16	عدد الوحدات		
تم جمع وحدات بحث التخرج في الفصل الدراسي الثاني (2 وحدة دراسية) لأنه لا توجد في الفصل الدراسي الاول درجة لبحث التخرج.						

الوحدات الدراسية : 1 ساعة نظرية = وحدة واحدة ، 2 ساعة مختبرية = وحدة واحدة،
 3 ساعات سريرية = وحدة واحدة

التدريب السريري الصيفي = 6 ساعات يومياً، 30 ساعة أسبوعياً، 120 ساعة شهرياً

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

9.Teaching and Learning Strategies
• Lectures using visual aids like smart boards and data shows. • Group discussions and seminars to promote critical thinking. • Clinical and lab training for hands-on skill development. • Case studies and role-playing for real-life scenario practice. • Assignments and mini-projects to encourage self-learning.

10.Evaluation methods

Theoretical exams: midterm, final, and short quizzes.

Practical evaluations: clinical exams and performance in hospital settings.

Daily participation: including in-class interaction and activities.

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

Small projects: conducted during lectures to apply learning.

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

Professional Development

Mentoring new faculty members

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

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

Professional development of faculty members

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

12. Acceptance Criterion

The student is accepted into the program according to the instructions of the Ministry of Higher Education and Scientific Research, which are updated annually. However, there are general criteria should be available for each student to be illegible to apply for the nursing program which are:

1. Have high school (scientific branch) with GPA not less than 69.5 .
2. **Iraqi nationality.**
3. **Educational Credentials:** Possess an Iraqi preparatory school certificate, supported by a certificate from the General Directorate of Education, or an equivalent certificate or school of nursing graduates after they have obtaining a study leave from the ministry of health .
4. **Medical Examination:** Successfully passed the medical examination.
5. **Graduation Status:**
 - Graduates from the current academic year.
 - Graduates from the previous academic year who were not centrally admitted to any college or institute and who meet the minimum requirements for their graduation year, provided they do not enroll in evening studies.

13. The most important sources of information about the program

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

14. Program Development Plan

1. The program is reviewed regularly to ensure alignment with national standards, healthcare advancements, and community needs. Development efforts focus on updating course content, enhancing teaching methods, integrating modern technology, and promoting research. Input from

faculty, students, and stakeholders guides continuous improvement to maintain academic excellence and graduate competent nursing professionals.

2. An annual evaluation is conducted using SWOT analysis to identify strengths, weaknesses, opportunities, and threats, enabling a clear understanding of both challenges and achievements.
3. The program is subject to periodic development by the curriculum development committees emanating from the Committee of Deans of Iraqi Nursing Colleges.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Second stage	WNR-21-01	Adult Nursing 1	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WNR-21-04	Pharmacology 1	Basic	✓	✓	✓						✓	✓	✓	✓
	WNR-21-02	Health Assessment	Basic	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	WNR-21-03	Microbiology 1	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
	WNR-21-05	Computer 3	Basic	✓	✓			✓	✓	✓					
	WNR-21-06	Baath Party Crimes	Basic	✓	✓										
	WNR-22-01	Adult Nursing 2	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WNR-22-03	Pathophysiology for Nurses	Basic	✓	✓	✓						✓			
	WNR-22-02	Microbiology 2	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓

Third stage	WNR-22-04	Pharmacology 2	Basic	✓	✓	✓						✓	✓	✓	✓
	WNR-22-05	Computer 4	Basic	✓				✓	✓	✓					
	WNR-22-06	Arabic Language	Basic	✓	✓										
	WNR-22-6	Summer Clinical Training	Basic					✓	✓	✓	✓	✓	✓	✓	✓
	WNR-31-01	Maternal and Neonatal Nursing	Basic	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	WNR-31-02	Research Methods	Basic	✓	✓	✓	✓					✓	✓	✓	✓
	WNR-31-03	Health Sociology	Basic	✓	✓	✓						✓	✓	✓	
	WNR-31-04	Nutrition and Diet Therapy	Basic	✓	✓	✓						✓	✓	✓	
	WNR-31-05	Human Right	Basic	✓	✓										
	WNR-32-01	Pediatric Nursing	Basic	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	WNR-32-03	Biostatistics	Basic	✓	✓	✓						✓	✓	✓	
	WNR-32-02	Human Growth and Development	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	
	WNR-32-04	Summer Clinical Training	Basic					✓	✓	✓	✓	✓	✓	✓	✓

Fourth stage	WNR-41-01	Community Health Nursing	Basic	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	WNR-41-03	Management and Leadership in Nursing	Basic	✓	✓	✓		✓	✓			✓	✓	✓	
	WNR-41-05	Issues in Nursing	Basic	✓	✓	✓						✓	✓	✓	✓
	WNR-41-04	Health Promotion	Basic	✓	✓	✓						✓	✓	✓	
	WNR-41-02	Epidemiology	Basic	✓	✓	✓						✓	✓		
	WNR-42-02	Psychology	Basic	✓	✓	✓						✓	✓	✓	
	WNR-42-03	Critical Care	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WNR-42-01	Psychiatric and Mental Health Nursing	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	WNR-42-04	Research Project 2	Basic	✓								✓	✓	✓	✓

1.Course Name:					
Pharmacology I					
2.Course Code:					
WNR-21-04					
3.Semester / Year:					
Second Stage/First Semester 2025 -2026					
4.Description Preparation Date:					
21/9/2025					
5.Available Attendance Forms:					
In-person lectures					
6.Number of Credit Hours (Total) / Number of Units (Total)					
2 Theoretical weekly total 30 hours . Number of Credits (2)					
7.Course administrator					
Name: Nassem Samir saker Email: nassem.sa@uowa.edu.iq					
8.Course Objectives					
• Understanding fundamental pharmacology principles. • Knowing medications and their uses. • Defining basic pharmacological terms and explaining the classification and mechanism of action of various drugs. • Applying pharmacological knowledge in nursing practice. • Applying pharmacological principles in assessing a patient's condition before, during, and after medication administration. • Improving the student's ability to provide health education to patients about the medications they are taking. • Developing a sense of professional responsibility and demonstrating commitment and accuracy in preparing and administering medications to patients. • Cultivating empathy and concern for patients' needs, showing understanding of their condition, and alleviating their medication-related fears. • Promoting ethical and professional conduct and adhering to ethical principles regarding patient information confidentiality and rights. • Demonstrating integrity and honesty in handling medications and their records.					
9. Teaching and Learning Strategies					
Strategy		- Theoretical lectures. - Discussions. - Reports.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 theory	explain Basic concept in pharmacology	Basic concept in pharmacology	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
2	2 theory	Define and discuss Pharmacodynamics and Drug metabolism	Pharmacodynamics and Drug metabolism	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
3	2 theory	Discuss different types of Methods of drug administration	Methods of drug administration	Lectures. seminars.	Quizzes, students' participation in the lecture,
4	2 theory	Enumerate Coronary artery disease treatment and its side effects	Coronary artery disease treatment	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
5	2 theory	Enumerate Coronary artery disease treatment and its side effects	Hypertension treatment	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
6	2 theory	Enumerate Heart failure drugs and its side effects	Heart failure drugs	-Lectures. - seminars	Quizzes, students' participation in the lecture,

7	2 theory	Enumerate Upper respiratory diseases drugs treatment and its side effects	Upper respiratory diseases drugs 1	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
8	2 theory	Enumerate Upper respiratory diseases drugs treatment and its side effects	Upper respiratory diseases drugs 2	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
9	2 theory	Enumerate COPD disease treatment and its side effects	Lower respiratory diseases drugs	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
10	2 theory	Enumerate asthma treatment and its side effects	Asthma drugs	Lectures. - seminars	Quizzes, students' participation in the lecture,
11	2 theory	Enumerate anticoagulants treatment and its side effects	Anticoagulants I	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
12	2 theory	Enumerate anticoagulants treatment and its side effects	Anticoagulants 2	-Lectures. -seminars.	Quizzes, students' participation in the lecture,
13	2 theory	Enumerate Peptic ulcer treatment and its side effects	Peptic ulcer treatment	-Lectures. - seminars.	Quizzes, students' participation in the lecture,
14	2 theory	Enumerate Constipation and diarrhea drugs and its side effects	Constipation and diarrhea drugs	-Lectures. - seminars	Quizzes, students' participation in the lecture,
15	2 theory	Enumerate drugs that treat endocrinal diseases	Endocrine system drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-
Main references (sources)	Nursing2025-2026 Drug Handbook (Nursing Drug Handbooks) Forty-Fifth, North American Edition
Recommended books and references (scientific journals, reports...)	2025 Lippincott Pocket Drug Guide for Nurses Thirteenth, North American Edition
Electronic References, Websites	- https://www.drugs.com/drug_information.html - https://www.nhs.uk/medicines/

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs." EPSLO-4	• Understanding fundamental pharmacology principles. • Knowing medications and their uses. • Defining basic pharmacological terms and explaining the classification and mechanism of action of various drugs.	These learning outcomes build the student's foundational knowledge and scientific vocabulary. A nurse cannot achieve the highest level of competence (the overall objective) without a deep understanding of fundamental concepts, drug classifications, and how medications work within the body (pharmacology). This is the essence of "nursing science." Practical application is proof of that high level of understanding. This outcome demonstrates the practical application of the knowledge and understanding required to achieve the overall objective. The ability to explain complex medication information to patients in a safe and clear manner (patient education) is

Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.		conclusive evidence that the student has mastered the material at the highest level. It transforms theoretical knowledge into a crucial nursing skill.
Skills EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care. EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	• Applying pharmacological knowledge in nursing practice. • Applying pharmacological principles in assessing a patient's condition before, during, and after medication administration.	Safe and effective patient care cannot be achieved without the accurate and evidence-based application of pharmaceutical knowledge. This includes ensuring the right dose, the right route of administration, the right drug, and the right time (the five rights of medication administration), all of which require in-depth pharmaceutical knowledge. Applying evidence, technology, and scientific reasoning—such as assessing the patient before administering medication (to identify drug interactions or contraindications) and during administration (to monitor therapeutic and adverse effects)—is the essence of evidence-based practice. This requires the use of quantitative reasoning (for calculating dosages) and the application of scientific principles (to understand the physiological response to the drug).
Values EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	• Developing a sense of professional responsibility and demonstrating commitment and accuracy in preparing and administering medications to patients. • Cultivating empathy and concern for patients' needs, showing understanding of their condition, and alleviating their medication-related fears. • Promoting ethical and professional conduct and adhering to ethical principles regarding patient information confidentiality and rights. • Demonstrating integrity and honesty in handling medications and their records.	The relationship between emotional and ethical learning outcomes is clear and strong, as it focuses on protecting and ensuring the patient's safety, and respecting their beliefs and feelings.

Teacher name

Nassim Samir Saker

Branch head name

1.Course Name:					
Pharmacology II					
2.Course Code:					
WNR-22-04					
3.Semester / Year:					
Second Stage/Second Semester					
4.Description Preparation Date:					
5/10/2025					
5.Available Attendance Forms:					
In-person lectures					
6.Number of Credit Hours (Total) / Number of Units (Total)					
2 Theoretical . Number of Credits (2)					
7.Course administrator					
Name: Nassem Samir saker					
Email: nassem.sa@uowa.edu.iq					
8.Course Objectives					
1. Knowing medications and their uses. 2. Applying pharmacological knowledge in nursing practice. 3. Applying pharmacological principles in assessing a patient's condition before, during, and after medication administration. 4. Improving the student's ability to provide health education to patients about the medications they are taking. 5. Cultivating empathy and concern for patients' needs, showing understanding of their condition, and alleviating their medication-related fears. 6. Promoting ethical and professional conduct and adhering to ethical principles regarding patient information confidentiality and rights. 7. Demonstrating integrity and honesty in handling medications and their records.					
.9 Teaching and Learning Strategies					
Strategy		- Theoretical lectures. - Discussions. - Reports.			
. 10 Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 theory	1. Knowledge: Classification of analgesics (pain relievers) 2. Knowledge: Clinical uses of analgesics (pain relievers) 3. Understanding: Side effects and drug interactions of analgesics (pain relievers) 4. Applying knowledge in: Clinical scenarios	Non opioid analgesics drugs	-Lectures. - seminars..	Quizzes, students’ participation in the lecture,
2	2 theory		Opioid analgesics drugs	-Lectures. - seminars..	Quizzes, students’ participation in the lecture,
3	2 theory	1. Listing and classifying the main categories of antibiotics based on their mechanism of action (such as cell wall synthesis inhibitors). Explaining the mechanism of action of each category of antibiotics.	Introduction to antibiotics	-Lectures. - seminars..	Quizzes, students’ participation in the lecture,
4	2 theory		Antibiotics I	-Lectures. - seminars..	Quizzes, students’ participation in the lecture,
5	2 theory	2. Distinguishing between broad-spectrum and narrow-spectrum antibiotics. 3. Comparing the different pharmacokinetic properties of antibiotics within the same category (such as absorption, distribution, metabolism, excretion). 4. Knowledge of the clinical uses and side effects of antibiotics.	Antibiotics II	-Lectures. - seminars..	Quizzes, students’ participation in the lecture,
6	2 theory	1. understanding: Classification and mechanism of action of the main diuretics.	Diuretics I	-Lectures. - seminars..	Quizzes, students’ participation in the lecture,

7	2 theory	2. Identifying: The significant side effects and complications of diuretics and applying appropriate nursing interventions. 3. Determining the clinical uses and therapeutic indications of diuretics.	Diuretics II	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
8	2 theory	1. Understanding: Classification and mechanism of action of antihyperglycemic drugs. Identifying the significant side effects and complications of antihyperglycemic drugs and applying appropriate nursing interventions. 2. Determining the clinical uses and therapeutic indications of antihyperglycemic drugs.	Hypoglycemic drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
9	2 theory			-Lectures. - seminars..	Quizzes, students' participation in the lecture,
10	2 theory	1. Understanding: Classification and mechanism of action of antidepressant and anti-anxiety. 2. Identifying the significant side effects.	Antidepressants I	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
11	2 theory	3. Understanding: Classification and mechanism of action. 4. Identifying the significant side effects.	Lipids lowering drugs	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
12	2 theory	1. The nurse should be able to identify and classify the different types of anesthesia (general, local, regional).	Anesthesia drugs I	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
13	2 theory	2. The nurse should be able to know the clinical uses and therapeutic indications of different anesthetic drugs in various surgical and diagnostic procedures.	Anesthesia drugs II	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
14	2 theory	3. The nurse should understand the principles of safe administration of anesthetic drugs, including dosages, routes of administration, and potential drug interactions with other medications the patient is taking.	Nursing role in anesthesia	-Lectures. - seminars..	Quizzes, students' participation in the lecture,
15	2 theory	4. The nurse should be able to assess the patient's condition before, during, and after anesthesia, accurately document observations, and provide the necessary education and support to the patient and their family.	Adjunct drugs of anesthesia	-Lectures. - seminars..	Quizzes, students' participation in the lecture,

. 11 Course Evaluation					
Evaluation				Score standard	
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)	
Scores	Evaluation methods	Scores	Evaluation methods		
10%	Daily Quizzes	5%	First-Mid-term theoretical exam		
5%	Seminars	5%	Second-midterm exam		
5%	Reports				
		70%	Final theoretical exam		
20%		80%			
. 12Learning and Teaching Resources					
Required textbooks (curricular books, if any)		- Davis's Drug Guide for Nurses Nineteenth Edition by April Hazard Vallerand PhD RN FAAN (Author), Cynthia A. Sanoski BS PharmD BCPS FCCP			
Main references (sources)		Nursing2025-2026 Drug Handbook (Nursing Drug Handbooks) Forty-Fifth, North American Edition			
Recommended books and references (scientific journals,		2025 Lippincott Pocket Drug Guide for Nurses Thirteenth, North American Edition			
Electronic References, Websites		- https://www.nhs.uk/medicines/ - https://www.drugs.com/drug_information.html			

Teacher name

Nassim Samir Saker

Branch head name

1. Course Name:					
Health Assessment in Nursing					
2. Course Code:					
WNR-21-02					
3. Semester / Year:					
Second Stage / First Semester					
4. Description Preparation Date:					
2025/2026					
5. Available Attendance Forms:					
• In-person lectures. • Practical laboratory sessions					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 Credit [2 credit Theory (2 Hours) and 1 credit practical (2 Hours Laboratory)].					
7. Course administrator's name (mention all, if more than one name)					
Name: Shady Shafeek Dowarah Email: shady.do@uowa.edu.iq					
8. Course Objectives					
Course Objectives		• Identify the components of health assessment. • Use communication skills efficiently during the interview. • Recognize normal findings and abnormal in health assessment. • Explain health assessment techniques for each body system. • Apply assessment techniques (inspection, palpation, percussion, auscultation). • Document health assessment findings accurately. • Integrate anatomy and physiology knowledge into assessments. • Adhere to safety and ethical standards during assessments. • Demonstrate respect for patient privacy and dignity. • Appreciate the role of accurate data collection in patient care.			
9. Teaching and Learning Strategies					
✓ Theoretical lectures. ✓ Discussions. ✓ Reports. ✓ Lab training. ✓ Electronic via Moodle platform					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T+2L	11. Explain the purpose, components, and sequence of a comprehensive health assessment. 12. Differentiate between subjective (symptoms) and objective (signs) data collection methods.	Introduction to health assessment	-Lectures. -Seminars. -Lab training.	Quizzes, students' participation in the lecture, & Practical evaluation.
2	2T+2L	13. Demonstrate proficiency in the four primary techniques: - o Inspection (e.g., skin integrity, symmetry). - o Palpation (e.g., pulses, tenderness). - o Percussion (e.g., organ size, fluid detection). - o Auscultation (e.g., heart/lung sounds, bowel sounds).	Assessment Techniques	- Lectures. - Lab training.	Quizzes, students' participation in the lecture, & Practical evaluation.
3	2T+2L	14. Assess apical pulse, heart sounds (S1/S2, murmurs), and jugular venous pressure	• Assessment of Cardiovascular System	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
4	2T+2L	15. Identify normal/abnormal breath sounds (e.g., wheezes, crackles).	• Assessment of Respiratory System.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.

5	First Mid-term exam.				
6	2T+2L	16. Perform cranial nerve tests and evaluate motor/sensory function, 17. Demonstrate Glasgow Coma Scale for evaluating the level of consciousness.	Assessment of Neurological System.	-Lectures. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
7	2T+2L	18. Identify the four quadrants and the organs in each quadrant. 19. Document bowel sounds, palpate for masses. 20. Recognize signs of peritoneal inflammation.	Assessment of Gastrointestinal System.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
8	2T+2L	21. Identify the key landmarks of each joint. 22. Obtain an accurate history of the musculoskeletal system, inspect and palpate the joints, bones, and muscles. 23. Describe the range of motion of the major joints. 24. Assess muscle strength using the muscle strength grading scale.	Assessment of Musculoskeletal System.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
9	2T+2L	25. Obtain an accurate history of the integumentary system. 26. Correctly perform an integumentary examination. 27. Accurately describe primary, secondary, and vascular lesions.	Assessment of Skin, Hair, and Nails.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
10	Second Mid-term exam.				
11	2T+2L	28. Describe the physical examination techniques performed to evaluate the renal system. 29. Explain appropriate technique in inspecting and palpating external reproductive structures.	Assessment Genitourinary System	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
12	2T+2L	30. Identify the structures and function of the head and neck and, the purpose of each. 31. Perform the physical examination techniques to evaluate the head and neck.	Assessment of Head and Neck.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
13	2T+2L	32. Collect an accurate health history of the eye. 33. Describe the physical examination techniques performed to evaluate the eye. 34. Demonstrate how to use the ophthalmoscope. 35. Perform a complete eye examination.	Assessment of eyes.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
14	2T+2L	36. Perform the physical examination techniques to evaluate the ears. 37. Demonstrate how to use the otoscope.	Assessment of ears.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
15	2T+2L	38. Describe the physical examination techniques performed to evaluate the nose, mouth, and throat. 39. Identify the measures for prevention or early detection of sinus and throat infections; hearing loss; change in balance; and maintenance of oral health.	Assessment of nose, mouth, and throat	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.

1. 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.

Formative		Summative		Score standard
Evaluation methods	Scores %	Evaluation methods	Scores %	Excellent (90-100) Very Good (80-less than 90) Good (70-less than 80) Fair (60-less than 70) Acceptable (50-less than 60)
Quizzes, students' participation in the lecture, & Practical evaluation.	10%	First midterm theoretical exam	10%	
		Second midterm theoretical exam	10%	

		Midterm practical evaluation	10%	Fail (less than 50)
		Final practical exam	20%	
		Final theoretical exam	40%	
2. Learning and Teaching Resources				
Required textbooks (curricular books, if any)	• Jensen, Sharon, 1955. Nursing health assessment: a best practice approach/Sharon Jensen, MN, RN, Assistant Professor, Chaminade University, Honolulu, Hawaii. Third edition. Philadelphia: Wolters Kluwer Health, [2019] LCCN 2018032854			
Main references (sources)	• Jarvis, C. (2020). Physical examination and health assessment, eighth edition ISBN: 978-0-323-51080-6 www.elsevier.com/permissions .			
Recommended books and references (scientific journals, reports...)	• Berman A., Snyder S., and Frandsen G., 2022, Kozier & Erb's Fundamentals of Nursing - Concepts, Process, and Practice, 11th Ed, Pearson Education, United Kingdom • Calleja, P., Theobald, K., &Harvey, T. 2024. Estes Health Assessment & Physical Examination. 4th Edition. National Library of Australia Cataloguing in-Publication Data ISBN: 9780170463140. • Berger N, et al. (2011). Health assessment made incredibly Easy. 2nd ed. Lippincott Williams & Wilkins. Philadelphia. • Quigley, B. Palm, M. Bickley, L. (2012). B A T E S ' Nursing Guide to Physical Examination and History Taking. Lippincott Williams & Wilkins. Philadelphia.			
Electronic References, Websites	–MedlinePlus (NIH) – https://medlineplus.gov/ –Free patient-friendly guides on physical exams (e.g., heart/lung sounds, neurological tests). –UpToDate (subscription required) – https://www.uptodate.com/ –Evidence-based protocols for advanced health assessments (e.g., abdominal palpation, pediatric screenings). –CDC Clinical Procedures – https://www.cdc.gov/ –Infection control guidelines for safe assessment practices (e.g., PPE use, hand hygiene).			
End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO		
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.” EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.	• Identify the components of health assessment. • Recognize normal findings and abnormal in health assessment. • Explain health assessment techniques for each body system. • Integrate anatomy and physiology knowledge into assessments.	These learning outcomes build the student's foundational knowledge and scientific vocabulary. A nurse cannot achieve the highest level of competence (the overall objective) without a deep understanding of fundamental concepts, anatomy and physiology of the body systems, and how each disease affects the individual health by producing specific clinical manifestations (signs and symptoms). This is the essence of "nursing science." Practical application is proof of that high level of understanding. This outcome demonstrates the practical application of the knowledge and understanding required to achieve the overall objective. The ability to obtain history and perform physical examination with interpreting the findings and make clinical design, form a right nursing diagnose with priority, effective planning and demonstrate interventions including explain complex information to patients in a safe and clear manner (patient education), and evaluate the goal achievement is conclusive evidence that the student has mastered the material at the highest level. It transforms theoretical knowledge into a crucial nursing skill.		
Skills EPSLO-5: Apply evidence-based knowledge and	• Use communication skills efficiently during the interview. • Apply assessment techniques (inspection, palpation, percussion, auscultation).	Safe and effective patient care cannot be achieved without the accurate and evidence-based application of health assessment knowledge. This includes ensuring the right technique used, the right sequence of physical		

technology in the provision of safe and effective nursing care. EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	• Document health assessment findings accurately.	examination techniques, the right patient position during the examination, and the interpretation of the findings. all of which require in-depth knowledge regarding health assessment and clinical examination. Applying evidence, technology, and scientific reasoning—such as collecting subjective and objective data from the patient during the interview with interpreting, analyzing, and synthesizing this information before judgment—is the essence of evidence-based practice. This requires the use of quantitative reasoning (for calculating some values such as BMI) and the application of scientific principles (to understand the structure physiological, and pathophysiological response to the disease).
Values EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	• Adhere to safety and ethical standards during assessments. • Demonstrate respect for patient privacy and dignity. • Appreciate the role of accurate data collection in patient care.	The relationship between emotional and ethical learning outcomes is clear and strong, as it focuses on protecting and ensuring the patients' safety, and respecting their beliefs and feelings.

Course administrator

Date: 27/9/2025



Head of department

1. Course Name					
computer					
2. Course Code:					
WNR-21-04					
3. Semester / Year :					
First Semester 2025 – 2026					
4. Date of preparation of description:					
21/ 9 / 2025					
5. Available Forms of Attendance:					
Physical Lectures					
6. Number of Hours (Total) Number of Units (Total)					
Number of Weekly Hours 2 Semester 30 Number of Units 2					
7. Course administrator name					
Name: Mohamed Yahya Makki Email: mohammed.yahya@uowa.edu.iq					
8. Course Objectives					
At the end of the course, the student will be able to: 1- Understand the basic principles of computer science. 2- Understands how computers work and the most important programs 3- Define basic terms in computer science 4- Explains the generations of the calculator and how it evolved 5- How the most important computer programs work 6- Generations of Calculator and How to Choose a Computer 7- Getting to know your flower program and its most important terms 8- Learn about Excel and how to create functions 9- Benefits of the Rose Program in Practical Life 10- The benefits of laziness in practical life . 11- Artificial Intelligence and How to Deal with Intelligence Programs					
9. Teaching and Learning Strategies					
• Theoretical Lectures • Discussion • Reports					
10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit Name or Subject	Learning method	Evaluation Method
1	Two hours	Understanding and explaining the basic principles of science Calculator	Basic Principles in Computer Science	Lecture and discussion	Quizzes, student participation in the lecture,
2	Two hours	Explanation of the mechanisms of computer work	Computer Science	Lecture and discussion	Quizzes, student participation in the lecture,
3	Two hours	Learn about the most important computer programs	Software	Lecture and discussion	Quizzes, student participation in the lecture,
4	Two hours	Roses and their tools and the most important uses of the flower program	Word Program	Lecture and discussion	Quizzes, student participation in the lecture,
5	Two hours	Warda tools and how to make a printed document	Word Tools	Lecture and discussion	Quizzes, student participation in the lecture,
6	Two hours	How to Punctuate Paginations Cross-sectional intervals	Quotient breaks	Lecture and discussion	Quizzes, student participation in the lecture,
7	Two hours	Excel Introduction Program	Excel	Lecture and discussion	Quizzes, student participation in the lecture,

8	Two hours	Determining the use of Excel in life	Medicines for diseases	Lecture and discussion	Quizzes, student participation in the lecture,
9	Two hours	The most important Excel functions in the largest and smallest	Excel Functions	Lecture and discussion	Quizzes, student participation in the lecture,
10	Two hours	Artificial Intelligence and How to Create Software	Artificial Intelligence	Lecture and discussion	Quizzes, student participation in the lecture,
11	Two hours	The most important artificial intelligence programs	Artificial Intelligence Software	Lecture and discussion	Quizzes, student participation in the lecture,
12	Two hours	How AI software works	Fluid Medications 2	Lecture and discussion	Quizzes, student participation in the lecture,
13	Two hours	What to benefit from artificial intelligence	Benefits of AI Software	Lecture and discussion	Quizzes, student participation in the lecture,
14	Two hours	Explaining how the algorithm works in computer and artificial intelligence	Khwarmia	Lecture and discussion	Quizzes, student participation in the lecture,
15	Two hours	What after a hundred uncles from the computer work	The Evolution of the Computer	Lecture and discussion	Quizzes, student participation in the lecture,

11. Course Evaluation

Cluster Assessment 80%			Final Evaluation 20%		Grade Standard
t	Grade Distribution	Grade %	Grade Distribution	Grade %	Privilege (90-100) Very Good (80-Less than 90) Good (70-under 80) Medium (60-under 70) Acceptable (50-less than 60) Weak (less than 50)
1	First Month Exam (Theoretical)	5 %	Daily exams	5 %	
2	Second Month Exam (Theoretical)	5%	Seminars	5%	
3	Quarterly Practical Assessment	-	Reports	5%	
4	Final practical exam	-	Share	5 %	
5	Final Theoretical Exam	70%	Volunteer work	-	

12. Learning and Teaching Resources

Textbooks (Methodology, if any)	There isn't any	
Key References	Davis Medication Guide for Nurses Nineteenth Edition 1. by Sue Centans , Eric Barensen, and Carsten Schulte (2018). <i>Teaching Computer Science: Perspectives on Teaching and Learning in School</i> . London: Bloomsbury. ISBN 978-1-350-05711-1 . OCLC 999588195 .	
Books and Supporting References	Computer Science: A Literary Review. <i>Contemporary Educational Technology</i> 12.	
References, Websites	• Brockman, Amy, Baggers, Maureen, Erickson, Barbara, MacLean, Tom, Daymond, Jill, DiSalvo, Betsy, Hunter, Mike, Nee, Lejeune, Yardi, Sarita (2009). "Georgia counts! Improving the Computing Education Pathway". <i>ACM Bulletin SIGCSE</i> , 41(1):86. Two:10.1145/1539024.1508899 .	
Program Objectives	Learning Outcomes for the Course (Learning Outcomes)	Linking Student Learning Outcomes to Program Objectives (SLO)
Knowledge EPSLO-1: Demonstrate the highest level of	✓ Understanding the basic principles of computer science ✓ Definition of basic terms in computer science and explanation of	These outputs build the student's knowledge base and scientific language. A nurse cannot possess the "highest level of awareness" (the overall goal) without a deep understanding of

understanding and awareness of computer science.	the classification of different drugs and their mechanism of action. ✓ Improving the student's ability to provide computer science education	the basic concepts, classification, and how they operate within the institution (this is the essence of the "science related to the nursing profession"). Practical application is a guide to high comprehension. This output is the practical application of awareness and understanding required in the overall goal. The ability to explain complex information about medications to patients in a safe and clear manner (health education) is conclusive evidence that the student has grasped the material at the highest level. It transforms theoretical knowledge into a crucial nursing skill.
EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrating Knowledge and Self-Development.	✓ Application of Computer Knowledge in Nursing Practice: ✓ Applying the principles of artificial intelligence at work.	
EPSLO-4: Using Structured Research and Research Technique to Reach the Best Results	✓ Enhancing the patient's self-esteem	
Skills skills. EPSLO-5: Application of evidence-based knowledge and technology. EPSLO-6: Demonstrate quantitative thinking and apply relevant scientific principles to nursing practice. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across different stages of life. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with approved standards.	✓ Applying Knowledge in Nursing Practice: ✓ Applying the principles of computer science and artificial intelligence in the evaluation of a patient's condition	The application of evidence, technology and scientific thinking: Evaluation of artificial intelligence and non-reliance on papers is a practical guide to the cause of the health of the patient and the correct therapeutic work to prevent the correct nursing principle.
Values Values EPSLO-8: Demonstrate respect, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Demonstrate high efficiency by handling technology and information. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of a nurse when interacting with patients, members of the multidisciplinary health team, and health and professional professions.	✓ Develop a sense of professional responsibility and demonstrate commitment and precision in the preparation of ✓ Promote ethical and professional conduct and adhere to ethical principles related to the confidentiality of patient information and rights. ✓ Demonstrate integrity and honesty in dealing with the Securities and its records.	
Linking Student Learning Outcomes to Program Objectives (SLO)	Learning Outcomes for the Course (Learning Outcomes)	Program Objectives
These outputs build the student's knowledge base and scientific language. A nurse cannot possess the "highest level of awareness" (the overall goal) without a deep understanding of the basic concepts, classification, and how they operate within the institution (this is the essence of the "science related to the nursing profession"). Practical application is a guide to high comprehension. This output is the practical application of awareness and understanding required in the overall goal. The ability to explain complex information about medications to patients in a safe and clear manner (health education) is conclusive evidence that the student has grasped the material at the highest level. It transforms theoretical knowledge into a crucial nursing skill.	✓ Understanding the basic principles of computer science ✓ Definition of basic terms in computer science and explanation of the classification of different drugs and their mechanism of action. ✓ Improving the student's ability to provide computer science education	Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of computer science.
	✓ Application of Computer Knowledge in Nursing Practice: ✓ Applying the principles of artificial intelligence at work.	EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrating Knowledge and Self-Development.
	✓ Enhancing the patient's self-esteem	EPSLO-4: Using Structured Research and Research Technique to Reach the Best Results
		Skills skills.

The application of evidence, technology and scientific thinking: Evaluation of artificial intelligence and non-reliance on papers is a practical guide to the cause of the health of the patient and the correct therapeutic work to prevent the correct nursing principle.	✓ Applying Knowledge in Nursing Practice: ✓ Applying the principles of computer science and artificial intelligence in the evaluation of a patient's condition	EPSLO-5: Application of evidence-based knowledge and technology. EPSLO-6: Demonstrate quantitative thinking and apply relevant scientific principles to nursing practice. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across different stages of life. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with approved standards.
	✓ Develop a sense of professional responsibility and demonstrate commitment and precision in the preparation of ✓ Promote ethical and professional conduct and adhere to ethical principles related to the confidentiality of patient information and rights. ✓ Demonstrate integrity and honesty in dealing with the Securities and its records.	Values Values EPSLO-8: Demonstrate respect, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Demonstrate high efficiency by handling technology and information. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of a nurse when interacting with patients, members of the multidisciplinary health team, and health and professional professions.

Teaching Subject Head of the Branch



Assoc. Prof. Dr. Mohamed Yahya Makki Eng. Dr. Mohamed Mahdi Saeed

Pediatric Course Description Form 2026-2025

40.	Course Name:				
	Pediatric Nursing				
41.	Course Code:				
	WNR-32-01				
42.	Semester / Year:				
	First Semester/ 2025-2026				
43.	Description Preparation Date:				
	25/9/2025				
44.	Available Attendance Forms:				
	Paper lectures in college halls, and electronic lectures on the university website				
45.	Number of Credit Hours (Total) / Number of Units (Total)				
	18 Hours/ 8 unite				
46.	Course administrator's name (mention all, if more than one name)				
	Name: Dr. Murtadha Abbas Abdul- Hamza Email: Murtadha.ab@uowa.edu.iq Name: khoulood Hashim Saloom				
47.	Course Objectives				
	• Describe the concepts and stages of normal growth and development for children, from neonates through adolescence. • Identify the aetiologies, signs, symptoms, and therapeutic interventions for the most common acute and chronic Pediatric illnesses. • Explain the nurse's role in promoting child health, preventing diseases, and advocating for care in various healthcare settings. • Apply the Nursing Process systematically to deliver comprehensive and family-centered care to the sick child. • Conduct a thorough and age-appropriate physical, psychological, and social assessment of the child, considering their developmental stage. • Execute effective communication techniques and health teaching strategies to educate children and their parents regarding nutrition, immunizations, and disease management. • Demonstrate empathy and respect for the dignity and rights of the hospitalized child and their family throughout the care process. • Assume professional and ethical responsibility for all nursing decisions and interventions provided in Pediatric care. • Promote effective teamwork and collaboration with interdisciplinary healthcare team members to ensure optimal and safe child outcomes.				
48.	Teaching and Learning Strategies				
	• Classroom lectures. • Online discussions and explanations via Moodle and forums. • Brainstorming. • group discussions				
49.	Course Structure				
	Week	Hours	Unit or subject name	Learning method	Evaluation method
	1	3	Introduction To Child Health	Lecture and Discussion	Daily Quiz
	2	3	Health Assessment of The Child	Lecture and Discussion	Daily Quiz
	3	3	Newborn Care	Lecture and Discussion	Daily Quiz
	4	3	Upper Airway Infections	Lecture and Discussion	Daily Quiz
	5	3	Lower Airway Infections	Lecture and Discussion	Daily Quiz
	6	3	Genitourinary Dysfunction 1	Lecture and Discussion	Daily Quiz
	7	3	Genitourinary Dysfunction 2	Lecture and Discussion	Daily Quiz
	8	3	Gastrointestinal Dysfunction 1	Lecture and Discussion	Daily Quiz
	9	3	Gastrointestinal Dysfunction 2	Lecture and Discussion	Daily Quiz
	10	3	Blood Dysfunction 1	Lecture and Discussion	Daily Quiz
	11	3	Blood Dysfunction 2	Lecture and Discussion	Daily Quiz
	12	3	Cardiovascular Dysfunction	Lecture and Discussion	Daily Quiz
	13	3	Neurological Dysfunction	Lecture and Discussion	Daily Quiz

14	3	Endocrine Dysfunction 1	Lecture and Discussion	Daily Quiz
15	3	Endocrine Dysfunction 2	Lecture and Discussion	Daily Quiz
50. Course Evaluation				
Summative		Formative		Score standard Excellent (90-100) Very Good (80-less than 90) Good (70-less than 80) Fair (60-less than 70) Acceptable (50-less than 60) Fail (less than 50)
Evaluation methods	Scores %	Evaluation methods	Scores %	
First midterm theoretical exam	10%	Final theoretical exam	40%	
Second midterm theoretical exam	10%	Final practical exam	20%	
Midterm practical evaluation	10%			
Quiz	4%			
Seminar	3%			
Report	3%			
51. Learning and Teaching Resources				
Wong's Essentials of Pediatric Nursing (2021).				
Maternity and Pediatric Nursing (2020).				
Davis Advantage for Pediatric Nursing (2018).				
Essential of Pediatric Nursing: Fourth edition (2021).				

The Lecturer & Head of Pediatric Nursing
Dr. Murtadha Abbas Abdul-Hamza



الدكتور
مرتضى عباس الفتلاوي

1.Course Name:					
Growth and Development					
2.Course Code:					
WNR-32-03					
3.Semester / Year:					
Third Stage/First & second Semester					
4.Description Preparation Date:					
1/9/2025-2026					
5.Available Attendance Forms:					
In-person lectures and practical (attendance forms)					
6.Number of Credit Hours (Total) / Number of Units (Total)					
3 Theoretical + 6 practical training (Per Week), Number of Credits (5)					
7.Course administrator's name (mention all, if more than one name)					
Name: Kholoud Hashem Salloum Email: kholoud.ha@uowa.edu.iq					
8.Course Objectives: By the end of this course, students should be able to:					
Course Objectives:		1. Understand the basic principles of child development 2. Explain and distinguish between basic terms related to growth and development 3. List the theories of human growth and development and understand their basic principles. 4. Distinguish the main points in the theories of development according to Piaget, Erikson, and Freud. 5. Provide examples of theoretical development and how to relate them to reality 6. Identify the optimal choice for growth and development during the different stages of a child's and adolescent's life.			
9. Teaching and Learning Strategies					
Strategy		- Theoretical lectures. - group discussions. - Reports. - clinical training			
52. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+6C	The basic concepts of growth and development	Introduction to growth and development	- Lectures. - Clinical training	-Oral Quizzes
2	3T+6C	Monitoring growth and development Measurements: Anthropometric Growth Charts	Measurements of growth and development	- Lectures. -clinical training.	- Oral Quizzes -Skills assessment
3+4	3T+6C	Explain concepts of major developmental theories (Piaget, Erikson, Freud).	Theories related to human growth and development. \ Part I	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture.
4	3T+6C	Explain how biological, psychological, and social factors interact in each developmental stage. Critique the cultural limitations of classical theories in diverse patient populations. Link developmental milestones to nursing assessments (e.g., assessing abstract thinking in adolescents per Piaget).	Theories related to human growth and development. \ Part II	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture .
5	Written Quiz				
6+7	3T+6C	A. Theoretical Understanding (Knowledge): 1. Describe key physical growth milestones (e.g., weight doubling by 5 months, tripling by 1 year). 2. Explain developmental domains: o Motor (head control, rolling, crawling, pincer grasp).	Infant growth and development stage	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture

		○ Cognitive (object permanence, sensory exploration). ○ Language (cooing, babbling, first words). ○ Social-Emotional (attachment, stranger anxiety, social smiling). 3. Compare theories applicable to infancy (e.g., Piaget's sensorimotor stage, Erikson's trust vs. mistrust). Practical Application (Skills) 1. Accurately measure and plot infant growth (weight, length, head circumference) on WHO growth charts. 2. Assess developmental milestones using standardized tools (e.g., Denver II, Ages & Stages Questionnaire [ASQ]). 3. Demonstrate age-appropriate nursing interventions: a. Promoting bonding (e.g., kangaroo care, responsive feeding). b. Encouraging motor skills (tummy time, grasping toys). c. Supporting cognitive growth (high-contrast visuals, interactive play). 4. Educate parents on: a. Nutrition (breastfeeding/formula, introducing solids at 6 months). b. Safety (safe sleep, baby-proofing). c. Stimulation (reading, singing, responsive interactions). 5. Document and report deviations from normal growth/development for early intervention.			
8+9	3T+6C	Theoretical Understanding (Knowledge) 1. Describe key physical growth patterns (e.g., slower weight gain, increased height, brain development). 2. Explain developmental milestones across domains: a. Gross Motor (walking, running, climbing). b. Fine Motor (stacking blocks, scribbling, self-feeding). c. Language (2-word phrases, 50+ words by age 2, following simple commands). d. Cognitive (symbolic play, object permanence, curiosity). e. Social-Emotional (autonomy, tantrums, parallel play). 3. Apply relevant developmental theories (e.g., Erikson's autonomy vs. shame/doubt, Piaget's preoperational stage). 4. Identify risk factors for delays (e.g., speech disorders, autism red flags, neglect). 5. Recognize normal vs. abnormal behaviors (e.g., temper tantrums vs. extreme aggression). Practical Application (Skills) 1. Assess growth using pediatric growth charts (CDC/WHO) and track BMI trends. 2. Implement age-appropriate nursing interventions: a. Safety education. b. Toilet training readiness (signs, parent coaching). 3. Engage toddlers in therapeutic play. 4. Educate parents on: a. Discipline strategies (positive reinforcement, setting limits). b. Sleep routines	Toddler Stage	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture.
10	Mid-term exam.				

11+12	3T+6C	Theoretical Understanding (Knowledge) 1. Describe key physical growth patterns (e.g., steady height/weight gain, improved coordination). 2. Explain developmental milestones across domains: a. Gross Motor (hopping, skipping, throwing/catching balls). b. Fine Motor (using scissors, drawing shapes, dressing independently). c. Language (complex sentences, storytelling) d. Cognitive. e. Social-Emotional (cooperative play, sharing, identifying emotions). 3. Apply developmental theories (e.g., Erikson's initiative vs. guilt, Piaget's preoperational stage). 4. Identify risk factors for delays (e.g., speech disorders, ADHD signs, social withdrawal). B. Practical Application (Skills) 1. Assess growth using pediatric growth charts and monitor BMI trends. 2. Screen development 3. Implement age-appropriate nursing interventions: a. School readiness (pre-literacy/numeracy skills). b. Safety education (stranger danger, traffic safety). c. Nutrition guidance (healthy snacks, preventing obesity). 4. Educate parents/teachers on: a. Behavior management (positive reinforcement, time-outs). b. Social skill-building (turn-taking, conflict resolution). c. Sleep hygiene (consistent bedtime routines).	Preschool Stage	- Lectures. -clinical training.	Knowledge: Quizzes on milestones, case studies on developmental delays. Skills: Simulation: Conducting a preschool developmental assessment. Role-play: Counseling parents about behavior challenges. Clinical Integration Students will apply these skills in pediatric clinics, preschools, and community health settings to support healthy development.
13	3T+6C	Theoretical Understanding (Knowledge) 1. Describe key physical growth patterns (e.g., slower, steady growth; puberty onset in later stage). 2. Explain developmental milestones across domains: - o Motor Skills: Refined coordination (riding bikes, writing cursive) - o Cognitive: Concrete operational thinking (logic, conservation) - o Language: Complex grammar, reading comprehension - o Social-Emotional: Peer relationships, self-concept development 3. Apply relevant theories (Erikson's industry vs. inferiority, Piaget's concrete operational stage). 4. Identify risk factors (e.g., learning disabilities, bullying, obesity). 5. Differentiate normal behavior (e.g., peer conflicts) from red flags (e.g., social isolation, academic struggles). B. Practical Application (Skills) 1. Assess growth using pediatric growth charts (tracking BMI for obesity prevention). 2. Screen for developmental/behavioral concerns 3. Implement age-appropriate interventions: - o Health education (hygiene, nutrition, exercise) - o Safety guidance (internet safety, stranger awareness) - o Academic support (recognizing signs of learning difficulties)	School Age Stage	- Lectures. - seminars -clinical training.	Knowledge: Quizzes on milestones, Skills: Simulation: Conducting a developmental assessment. Role-play: Counseling parents about behavior challenges. Clinical Integration Students will apply these skills in pediatric clinics, and community health settings to support healthy development.

		4. Communicate effectively with school-age children (open-ended questions, active listening). 5. Educate parents/teachers on: - Promoting self-esteem - Managing screen time - Supporting emotional regulation			
14	3T+6C	Theoretical Understanding (Knowledge) - Describe key physical changes (pubertal development, growth spurts, sexual maturation). - Explain developmental milestones across domains: - Biological: Hormonal changes, brain development - Cognitive: Abstract thinking, risk assessment, identity formation - Psychosocial: Independence vs. dependence, peer influence, romantic relationships - Apply developmental theories (Erikson's identity vs. role confusion, Piaget's formal operational stage). - Identify health risks (e.g., mental health disorders, substance use, risky sexual behavior). - Recognize cultural/societal influences on development (sex roles, media impact, family dynamics). B. Practical Application (Skills) - Assess growth and development - Provide anticipatory guidance on: - Physical health (nutrition, sleep, exercise) - Sexual/reproductive health - Mental health (stress management, coping strategies) - Communicate effectively using youth-friendly, nonjudgmental approaches. - Screen for high-risk behaviors (self-harm, substance use, eating disorders). - Educate parents/caregivers on supporting adolescents (balancing autonomy with guidance).	Adolescent Stage	- Lectures. - seminars -clinical training.	Knowledge: Quizzes on milestones, case studies on developmental Skills: Simulation: Conducting a developmental assessment. Role-play: Counseling parents about behavior challenges. Clinical Integration Students will apply these skills in pediatric clinics, and community health settings to support healthy development.

53. Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5M	Daily Quizzes	15M	Mid-term theoretical exam	
5M	Clinical Reports	10M	Mid-term-practical evaluation	
5M	Participation	20M	Final practical exam	
		40M	Final theoretical exam	
15M		65M	100M	

54. Learning and Teaching Resources			
Required textbooks (curricular books, if any)	1. "Wong's Essentials of Pediatric Nursing" (11th Ed.) ○ <i>Hockenberry & Wilson</i> ○ Focus: Covers developmental stages (infancy to adolescence) with nursing applications. ○ Strengths: Milestone charts, family-centered care, clinical case studies. 2. Hockenberry, M. J., & Wilson, D. (2023).: <i>Wong's Nursing Care of Infants and Children</i> (12th ed.). Elsevier. 3. "Growth and Development Across the Lifespan" (3rd Ed.) ○ <i>Gloria Leifer & Eve Fleck</i> ○ Focus: Lifespan approach (prenatal to aging) with theory integration (Piaget, Erikson). ○ Strengths: NCLEX-style questions, cultural considerations. 4. Nursing Care of Children" (5th Ed.) - <i>Susan James et al.</i> • Focus: Clinical pediatric nursing with developmental milestones. • Strengths: Care plans, safety alerts, family education tips.		
Electronic References, Websites	- https://study.com/learn/lesson/developmental-domains-child-development.html - https://choc.org/primary-care/ages-stages/ - https://medlineplus.gov/ency/article/002456.htm - https://www.cdc.gov/ncbddd/watchmetraining/module2.html - https://www.healthlinkbc.ca/healthwise/growth-and-development-milestones		
End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO	
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs." EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.	• Define key concepts, principles, and theories of human growth and development across the lifespan • Describe normal physical, cognitive, psychosocial, and moral development from conception through death • Identify developmental milestones and expected behaviors for each life stage • Explain the influence of genetics, environment, culture, and family on human development.	• EPSLO-1 (Quantitative reasoning): Compute WHO growth percentiles and z-scores for a 9-month-old; interpret if weight-for-length indicates risk. • EPSLO-2 (Nursing process & critical thinking): Formulate nursing diagnoses and prioritized interventions for a toddler. • EPSLO-3 (EBP & technology): integrate a dosing calculator into the care plan. • EPSLO-4 (Communication): Use teach with parents to ensure safe medication administration for infants; as vaccinations.	
Cognitive Skills EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care. EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	• Analyze developmental theories (Piaget, Erikson, Freud, etc.) and their application to nursing practice • Compare and contrast normal and abnormal developmental patterns • Evaluate factors that promote or hinder optimal development. • Critical thinking: Apply developmental concepts to predict potential health issues at different life stages.	• EPSLO-6 (Clinical competence): Demonstrate correct newborn thermoregulation and safe swaddling in simulation, meeting all checklist criteria. • EPSLO-7 (Cultural & holistic care): Adapt feeding guidance to accommodate fasting practices while maintaining infant nutritional needs.	
Values EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10:	• Perform comprehensive developmental assessments using age-appropriate tools • Demonstrate effective communication techniques suitable for different developmental stages • Plan developmentally appropriate nursing interventions • Implement health promotion strategies based on developmental needs	EPSLO-8: Understand cultural differences in: Child-rearing practices and parenting styles Adolescent rites of passage and identity formation. Infant feeding practices (breastfeeding vs. formula) Discipline and behavioral expectations Gender identity development EPSLO-9: Holistic Developmental Assessment	

Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	• Document developmental findings accurately and comprehensively	• Consider all domains of development (physical, cognitive, emotional, social, spiritual) • Recognize how developmental stage affects: – Pain perception and expression – Coping mechanisms – Understanding of illness and treatment – Decision-making capacity EPSLO-10: 1. Age-Appropriate Communication Techniques <u>Infants/Toddlers:</u> • Non-verbal communication and soothing techniques • Parent-mediated communication • Simple, concrete language for toddlers <u>Preschool/School-age:</u> • Use of play and storytelling • Concrete explanations with visual aids • Age-appropriate medical play
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رئيس الفرع :

الدكتور
مرتضى عباس الفتلاوي

تدريسية المادة:



م.د. خلود هاشم سلوم

فرع
تمريض الاطفال



Biostatistics Course Description (2025-2026)

55.	Course Name:
	Biostatistics
56.	Course Code:
	WNR-32-02
57.	Semester / Year:
	Second semester / 3d year
58.	Description Preparation Date:
	15-9- 2025
59.	Available Attendance Forms:
	Spreadsheet
60.	Number of Credit Hours (Total) / Number of Units (Total):
	2 Hours
61.	Course administrator's name (mention all, if more than one name)
	Name: Lect. Hayder Ghaleb Jebur Email: hayder.gh@uowa.edu.iq
62.	Course Objectives
Course Objectives	• Demonstrate the statistical methods for collecting data, summarization, tabulation, presentation and analysis. • Apply manual calculation for descriptive and inferential tests. • Apply certain statistical program as excel or SPSS which are used for data analysis in computer. • Deal with different data sets such as hospital records.

63. Teaching and Learning Strategies					
Strategy		Lecture			
		Discussion			
		Demonstration			
		Solving Exercises			
64. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	The students define biostatistics The student list some areas where biostatistics is important The student discusses importance of biostatistics in research	Introduction	Lecture Discussion	Quiz
Second	2	The student defines biostatistics elements The student list source of data required in nursing research	Definitions/ Source of Data	Lecture Discussion	Quiz
Third	2	Define quantitative variable Distinguish between countable and measurable variables Distinguish between dependent and independent variables	Variable I(Quantitative)	Lecture Discussion	Quiz
Fourth	2	Define qualitative variable Distinguish between countable and measurable variables Distinguish between dependent and independent variables	Variable II (Qualitative)	Lecture Discussion	Quiz
Fifth	2	Example of nominal scale Example of ordinal scale Example of interval scale Example of ratio scale	Measurement scales	Lecture Discussion	Quiz
Sixth	2	Construct table	Descriptive Statistics I(tables)	Lecture Discussion Exercises solution	Exercises solution
Seventh	2	Construct graphs	Descriptive Statistics II(graphs)	Lecture Discussion Exercises solution	Exercises solution
Eighth	2	Calculate mean List its Find out Median and list its characteristics Find out mood characteristics	Descriptive Statistics III(measurement of central tendency)	Lecture Discussion Exercises solution	Exercises solution Quiz
Nineth	2		Monthly exam		
Tenth	2	Calculate variance of data Calculate standard deviation of data	Descriptive Statistics IV(measurement of dispersion) I	Lecture Discussion Exercises solution	Exercises solution
Eleventh	2	Cohen’s d Odds ratios Risk ratios Power analysis	Advanced Tests and Effect Size	Lecture Discussion Exercises solution	Exercises solution
Twelfth	2	Kaplan–Meier curves Hazard rates Time-to-event analysis	Survival Analysis Basics	Lecture Discussion Exercises solution	Exercises solution Quiz

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

65. Course Evaluation:

Quizzes 10

Assignments 10

Written exam 10

Final exam 70

Total Mark: 100

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

66. Learning and Teaching Resources

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

الدكتور
مرتضى عباس الفتلاوي

فرع
تمريض الاطفال



مدرس المقرر: حيدر غالب جبر

Handwritten signature of the Lecturer

Course Description Maternal and neonate nursing (Theory)Form2026-2025	
1.Course Name:	Maternal and neonate nursing (Theory)
2.Course Code:	WNR-31—01
3.Semester / Year:	First trimester\2025-2026
4.Description Preparation Date:	1/9/2025
5.Available Attendance Forms:	Paper lectures in college halls, and electronic lectures on the university website
6.Number of Credit Hours (Total) / Number of Units (Total)	3 hours\ (8)unite

7.Course administrator's name (mention all, if more than one name)				
Name:. DR.Fatimah Fadhil Jawad Email: fatimah.al@uowa.edu.iq Name: DR. Amal Kalaf Kadhim Email: amel.kh@uowa.edu.iq				
8.Course Objectives				
Course Objectives		The pupil can be able to know the general information about the maternity nursing. ✓ Explain the physiological, psychological, and social changes that occur during pregnancy, labor, postpartum, and newborn periods. ✓ Demonstrate understanding of reproductive health concepts including family planning, preconception care, and safe motherhood initiatives. ✓ Perform comprehensive assessment and nursing care for pregnant women using evidence-based guidelines and culturally sensitive approaches. ✓ Identify and manage common discomforts, complications, and high-risk conditions during pregnancy, labor, delivery, and postpartum. ✓ Apply effective communication, teaching, and counseling skills to promote maternal and newborn health and positive parent-infant relationships. ✓ Provide safe and supportive intrapartum and postpartum nursing care, including pain management, breastfeeding support, and newborn care. ✓ Implement infection prevention and patient safety measures in all maternal and neonatal care settings. ✓ Collaborate with the interdisciplinary healthcare team to provide holistic, family-centered maternal and newborn care. ✓ Utilize critical thinking and clinical judgment in planning, implementing, and evaluating maternal and newborn nursing care. ✓ Promote advocacy, ethical practice, and respect for women’s rights, dignity, and autonomy throughout the childbirth continuum.		
9.Teaching and Learning Strategies				
Strategy			• Classroom lectures. • Online discussions and explanations via Moodle . • Brainstorming. • group discussions	
10.Course Structure				
Week	Hours	Unit or subject name	Learning method	Evaluation method
1.	3 hours	Introduction to maternal & neonatal nursing	lecture	Quiz & grope discussion
2.	3 hours	Introduction to maternal & neonatal nursing	Lecture and discussions	Quiz & grope discussion

3.	3 hours	Reproductive system	Lecture and discussions	Quiz & grope discussion
4.	3 hours	Family planning:	Lecture and discussions	Quiz & grope discussion
5.	3 hours	Pregnancy	Lecture and discussions	Quiz & grope discussion
6.	3 hours	Complications of pregnancy	Lecture and discussions	Quiz & grope discussion
7.	3 hours	Labor & delivery	Lecture and discussions	Quiz & grope discussion
8.	3 hours	Mid Exam(1)		
9.	3 hours	Labor & delivery	Lecture and discussions	Quiz & grope discussion
10.	3 hours	Obstetrical operation	Lecture and discussions	Quiz & grope discussion
11.	3 hours	Puerperium1	Lecture and discussions	Quiz & grope discussion
12.	3 hours	Puerperium2	Lecture and discussions	Quiz & grope discussion
13.	3 hours	Neonatal nursing care1	Lecture and discussions	Quiz & grope discussion
14.	3 hours	Neonatal nursing care2	Lecture and discussions	Quiz & grope discussion
15.	3 hours	Gynecological disorders	Lecture and discussions	Quiz & grope discussion
16.		Mid2		

11.Course Evaluation

formative	score	summative	score	Score standard
Daily Quizzes:	10	First and Second	20 marks	Excellent (90 -100)
Seminar:		Monthly Exams:		Very good (80 -less than 90)
Hospital	5	Final Practical	10 marks	Good (70- less than 80)
Report:	10	Hospital Exam:		Fair (60 – less than 70)
Laboratory and		Final Theoretical	20 marks	Acceptable (50- less than 60)
Hospital	15	Exam:		Fail (less than 50)
Attendance/Perf		Final Practical	10 marks	
ormance:		Laboratory Exam:		

12.Learning and Teaching Resources

- Silbert-Flagg, J. (2022). Maternal & child health nursing: Care of the childbearing & childrearing family. Lippincott Williams & Wilkins.
- . Maternal-Neonatal Nursing: Stephanie C. Butkus, Fort Worth, 2015, Texas
- Maternal Child Nursing Care 7th Edition by Shannon .

Domain	EPSLO	Description	Example in Maternal and Child Health Nursing	Learning Outcomes
Knowledge	EPSLO -1	Integrate theoretical and scientific knowledge from nursing and related disciplines in the delivery of care.	Understanding physiological changes during pregnancy and their impact on maternal and fetal health	Students will explain the physiological, psychological, and social aspects of pregnancy and childbirth

	EPSLO-2	Apply critical thinking and problem-solving skills to nursing practice	Identifying risk factors for preeclampsia and planning preventive interventions	Students will analyze maternal health problems and propose evidence-based nursing interventions
	EPSLO-3	Demonstrate knowledge of health promotion and disease prevention strategies	Educating mothers about exclusive breastfeeding and immunization schedules	Students will describe preventive strategies to promote maternal and child
	EPSLO-4	Recognize the impact of social, cultural, and environmental factors on health.	Assessing how cultural beliefs influence maternal nutrition and newborn care	Students will identify and discuss cultural and environmental factors affecting maternal and child health
Skills	EPSLO-5	Apply evidence-based knowledge and technology in the provision of safe and effective nursing care	Using current guidelines to monitor fetal heart rate during labor and applying appropriate interventions	Students will be able to integrate research-based guidelines in maternal and neonatal care
	EPSLO-6	Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing	Calculating correct medication dosages for postpartum women and pediatric patients	Students will accurately calculate and administer medications for mothers and children.
	EPSLO-7	Demonstrate clinical competence in providing therapeutic nursing care across the lifespan	Assessing maternal vital signs and providing care for both mother and newborn immediately after delivery	Students will perform comprehensive assessments and provide therapeutic care for mothers and newborns
	EPSLO-8	.procedures and clinical interventions accurately and safely in accordance with established standards	Performing safe intramuscular injections and umbilical cord care for newborns	Students will demonstrate correct technique in essential maternal and child nursing procedures.
Values	EPSLO-8	Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care	Respecting cultural practices during childbirth and involving family in care decisions	Students will apply culturally sensitive care and respect patient beliefs in maternal and child health settings
	EPSLO-9	Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centered care	Providing emotional support to mothers experiencing postpartum depression while maintaining professional accountability	Students will demonstrate empathy, integrity, and accountability in patient-centered care
	EPSLO-10	Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team	Coordinating care between obstetricians, pediatricians, and nurses to ensure comprehensive care for mother and newborn	Students will effectively communicate and collaborate with healthcare teams for optimal maternal and child outcomes

The Lecturer of maternity Nursing
Dr.Fatimah Fadel Jawad
Dr. Amal khalsf kadem



Course Description Nutrition and Diet therapy (2025-2026)

1. Course Name:	
Nutrition and Diet therapy	
2. Course Code:	
WNR-31-04	
3. Semester / Year:	
First trimester\2025-2026	
4. Description Preparation Date:	
1\9\2025	
5. Available Attendance Forms:	
Paper lectures in college halls, and electronic lectures on the university website	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Total (2) Hours weekly \ theory (2) unite	
7. Course administrator's name (mention all, if more than one name)	
Name: DR. Fatimah Fadil Jawad Email: fatimah.al@uowa.edu.iq	
8. Course Objectives	
Course Objectives	Students should be able to apply knowledge gained from the class to support a healthy lifestyle for themselves and their families. They should gain experience in critical thinking, reading scientific literature, communicating ideas in nutrition and understanding how it affects daily life. Students should be able to understand the difference between science and pseudoscience in nutrition, between facts and wild extrapolations that pass for
9. Teaching and Learning Strategies	
Strategy	1. Lecture 2. Group discussion 3. Assignment

10. Course Structure				
Week	Hours	Unit or subject name	Learning method	Evaluation method
1.	2 hour	An Overview of Nutrition	lecture	Quiz
2.	2 hour	Digestion, Absorption and Transport	Lecture and discussions	Quiz
3.	2 hour	Carbohydrates: Sugars, Starches, and Fibers	Lecture and discussions	Quiz
4.	2 hour	Carbohydrates: health, diabetes, athletic performance	Lecture and discussions	Quiz
5.	2 hour	Protein: Amino Acids	Lecture and discussions	Quiz
6.	2 hour	The Lipids: Triglycerides, Phospholipids, and Sterols	Lecture and discussions	Quiz
7.	2 hour	(mid exam)1		
8.	2 hour	Energy Balance and Body Composition	Lecture	Quiz
9.	2 hour	Weight Management: Overweight, Obesity, and Underweight/athletic performance	Lecture	Quiz
10.	2 hour	The Water-Soluble Vitamins: B Vitamins and Vitamin C	Lecture	Quiz
11.	2 hour	The Fat-Soluble Vitamins: A, D, E, and K	Lecture	Quiz
12.	2 hour	Water and Major Minerals / The Trace Minerals	Lecture	Quiz
13.	2 hour	Planning a Healthy Diet/ (mid term)2	Lecture	Mid2
14.	2 hour	Nutrition during pregnancy	Lecture and discussions	Quiz
15.	2 hour	World Hunger/Food sustainability	discussions	Quiz
16.		Selected Topics from remaining chapters including food safety, food additives, nutrition impact on aging and disease risk.		
11. Course Evaluation				
formative		summative		Score standard
Evolution method	% score	1 st month exam.	10%	Excellent (90 -100) Very good (80 -less than 90) Good (70- less than 80) Fair (60 – less than 70)
quizzes Seminar & Class activities and attendance	5% 5%	2 nd month exam.	10%	

		Final theoretical exam	70%	Acceptable (50- less than 60) Fail (less than 50)
Learning and Teaching Resources				
- Whitney/Rolfes - Bundle: Understanding Nutrition, Loose-leaf Version, 15th + MindTap® Nutrition, 1 term (6 months) Printed Access Card Applied Nutrition including Dietetics and Applied Biochemistry for Nurses_4e				
https://ncert.nic.in/textbook/pdf/kehe103.pdf				
4th Edition - July 15, 2023 Imprint: Elsevier India Authors: Venkatraman Sreemathy, Sucheta P. Dandekar				

Therapeutic Nutrition – EPSLO Alignment (Nursing – 3rd Year)

Domain	EPSLO	Description	Example in Therapeutic Nutrition	Student Learning Outcomes
Cognitive	EPSLO-1	Apply theoretical nutritional knowledge in nursing practice	Explaining how nutrients affect chronic diseases	- Describe nutrients and functions - Explain nutrition–disease relationship - Classify therapeutic diets
Skills	EPSLO-3	Apply nutritional interventions safely and effectively	Planning diets for diabetic, renal, cardiac patients	- Plan and implement diets - Monitor and adjust diet based on response - Teach healthy food preparation
Values	EPSLO-2	Demonstrate professional, ethical, and culturally sensitive behavior	Respecting cultural food preferences during diet planning	- Respect dietary beliefs - Show empathy for restricted diets - Display ethical behavior in nutrition education



The Lecturer of nutrition and diet nutrition Nursing

Dr. Fatimah Fadel jawad

Course Description Form 2025-2026

67. Course Name:
Health Sociology
68. Course Code:

WNR-31-03					
69. Semester / Year:					
Third stage/ First Semester					
70. Description Preparation Date:					
2026-1-25					
71. Available Attendance Forms:					
Full time					
72. Number of Credit Hours (Total) / Number of Units (Total)					
2hours per week/ Total (30) hours per 15 Week.					
73. Course administrator's name (mention all, if more than one name)					
Name: Hadi Faiz Jazan Email: hadi.ja@uowa.edu.iq					
74. Course Objectives					
Course Objectives: By the end of the course, students are expected to be able to:		1. Analyze the theoretical and practical underpinnings of health sociology, 2. Explain key concepts regarding health, illness, and healing as social phenomena. 3. Assess how social structures, relationships, community dynamics, patient roles, illness behaviors, and healing experiences influence individual and public health outcomes. 4. Integrate sociological theories into clinical settings to inform and enhance professional nursing practice and care delivery. 5. Demonstrate a commitment to ethical care, professional responsibility, and the cultivation of holistic, socially responsive nurse-patient relationships.			
75. Teaching and Learning Strategies					
Interactive Lectures Class Discussions Case-Based Learning Collaborative Learning & Group Work Problem-Based Learning – PBL					
76. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	Identify introduction health sociolog	Introduction to Sociology and Health Sociology	Interactive Lectures Class Discussions	Quizzes, students' participation in the lecture,
2	2T	Learn the study of social relationships	The study of social relationships	Interactive Lectures Class Discussions Case-Based Learning	Quizzes, students' participation in the lecture,
3	2T	Learn The Nurse – Patient Relationship	The Nurse – Patient Relationship	Interactive Lectures Class Discussions Problem-Based Learning – PBL	Quizzes, students' participation in the lecture, .

4	2T	Understanding the Sociology of Health ,Health, Illness, and Healing.	Identify Sociology of Health ,Health, Illness, and Healing.	Interactive Lectures Collaborative Learning & Group Work Class Discussions	Quizzes, students' participation in the lecture
5	Mid-term exam. No 1				
6	2T	Learn the Illness behavior and the sick role.	the Illness behavior and the sick role	Interactive Lectures Case-Based Learning Collaborative Learning & Group Work Problem-Based Learning – PBL	Quizzes, students' participation in the lecture,
7	2T	Understand the basic concepts of the healing process	Identify healing process	Interactive Lectures Class Discussions Collaborative Learning & Group Work	Quizzes, students' participation in the lecture, .
8	2T	Understand the Social Stress	Identify the Social Stress	Interactive Lectures Case-Based Learning Problem-Based Learning – PBL	Quizzes, students' participation in the lecture,
9	2T	Identify The Social Demography of Health	Social Demography and Health Inequalities	Interactive Lectures Case-Based Learning Class Discussions	Quizzes, students' participation in the lecture.
10	Mid-term exam. No 2				
11	2T	Identify The Social Implications of Advanced Health Care	The Social Implications of Advanced Health Care	Interactive Lectures Case-Based Learning Problem-Based Learning – PBL	Quizzes, students' participation in the lecture.
12	2T	Analyze strengths and weaknesses of Iraq's healthcare system. Discuss policies and health equity.	Health Care Systems & Social Policy	Interactive Lectures Case-Based Learning Problem-Based Learning – PBL	Quizzes, students' participation in the lecture.
13	2T	Evaluate impact of	Social Implications of Advanced Healthcare	Interactive Lectures Case-Based Learning	Quizzes, students'

		technology in healthcare. Identify ethical dilemmas in advanced care		Class Discussions	participation in the lecture.
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77. 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

Formative		Summative		Score standard
Evaluation methods	Scores %	First midterm theoretical exam	Scores 10%	Excellent (90-100) Very Good (80-less than 90) Good (70-less than 80) Fair (60-less than 70) Acceptable (50-less than 60) Fail (less than 50)
Quizzes Students' participation in the lecture, Assignment evaluation.	5% 5%	Second midterm theoretical exam	10%	
		Final theoretical exam	70%	

78. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Garcia AR, Filipe SB, Fernandes Estevão C, Ramos G. The Sociology Health, Healing, and Illness. 2023
Main references (sources)	Garcia AR, Filipe SB, Fernandes Estevão C, Ramos G. Textbook Applied Sociology and Psychology BSc Nursing Students. 2022.
Recommended books and references (scientific journals, reports...)	Mohan B. INTRODUCTION SOCIOLOGY Concepts and Theor Vol. 17. 2022. 302 p.
Electronic References, Websites	Collins SP, Storrow A, Liu D, Jenk CA, Miller KF, Kampe C, et al. B and Applied Sociology for Nursing. ed. 2021. 167–186 p.



Course administrator's name: Hadi Faiz Jazan

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Matrix of CLO and EPSLO

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
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Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.” EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.	1. Identify the theoretical and practical foundations of medical and health sociology. 2. Explain key sociological concepts related to health, illness, and healing from a social perspective. 3. Recognize patterns of illness behavior and patient roles within different social and cultural structures. 4. Describe the healing process as both a social and psychological experience intertwined with medical aspects.	<i>Identify the theoretical and practical foundations → builds understanding of the social sciences underlying nursing.</i> <i>Explain sociological concepts of health → encourages continuous learning of sociological knowledge that evolves with society.</i> <i>Recognize illness behaviors → links sociology with clinical reasoning in complex care.</i> <i>Describe the healing process as a social and psychological experience → integrates sociological insights with evidence-based practice.</i>
<u>Skills</u> EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care. EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan. EPSLO-8:	Analyze the nature of social relationships and their influence on the health of individuals and communities. Apply sociological theories and concepts to practical healthcare and nursing practice. Critically evaluate health policies, interventions, and	<i>Apply sociological theories to healthcare and nursing practice → ensures sociological concepts are translated into practice.</i> <i>Critically evaluate health policies, interventions, and models of care → develops sociological analysis skills supported by evidence.</i> <i>Analyze social relationships and their influence on health →</i>

Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	models of patient care from a sociological perspective. Integrate theoretical knowledge with professional nursing practice in diverse healthcare contexts.	enhances ability to contextualize care for patients of different ages and social backgrounds. <i>Link theoretical knowledge with professional practice in diverse contexts → embeds sociological awareness into everyday safe practice.</i>
Values EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-11: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	Demonstrate professional responsibility in engaging with society, particularly within healthcare institutions. Uphold ethical standards in interactions with patients, families, and the wider community. Value the nurse–patient relationship as both a professional duty and a humanistic foundation for quality care. Foster a socially responsive and holistic approach to nursing practice.	<i>Demonstrate professional responsibility in engaging with society → connects science with social responsibility.</i> <i>Uphold ethical standards and value nurse–patient relationship → integrates humanistic and ethical foundations of sociology into care.</i> <i>Foster socially responsive and holistic nursing practice → ensures nursing care respects cultural and social diversity.</i>



Lecturer's Name: Hadi Faiz Jazan



Course Description Mental Health Nursing (2025-2026)

1. Course Name:	
Mental Health Nursing	
2. Course Code:	
WNR-42-01	
3. Semester / Year:	
Fourth year/ Second Semester	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
Class attendance forms	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Number of Credits Hours (7) = (4) Theoretical (3 Hours Per Week) + (3) Clinical (12 Hours Per Week)	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Dr. Dhafer Ameen Jabbar Al-Mossawy Email: dhafer.ameen@uowa.edu.iq	
8. Course Objectives	
At the end of this course, students will be able to:	
	1. Discuss the trends, foundations, and concepts of mental health nursing. 2. Identify the community based nursing care (mental health promotion and mental illness prevention.) 3. Describe the ethical and legal issues in nursing. 4. Identify the mental health nursing theories. 5. Differentiate between neurotic and psychotic disorders. 6. Demonstrate professional interview and identify patient's problems. 7. Identify and assist in providing special treatment modalities. 8. Describe different types of psychiatric disorders. 9. Recognize client behaviors and problems. 10. Change the student's attitudes toward mental health and mental illness nursing. 11. Appraise the nurse's role in the community mental health nursing. 12. Assess the mental health status of the client. 13. Identify the terminology relate to mental health and mental illness. 14. Demonstrate verbal and non-verbal therapeutic communication skills. 15. Demonstrate critical thinking skills to assess the needs for patients with mental disorders. 16. Identify and assist in providing special treatment modalities. 17. Apply therapeutic strategies to protect themselves and maintain patients' safety. 18. Implement therapeutic communication and interpersonal relationship. 19. Work collaboratively with mental health team to care for patients with mental disorders. 20. Understand the indications, contraindications, and side effects of the basic psychopharmacological treatments. 21. Apply the nursing process when providing nursing care for the client. 22. Create nursing care plan to address the mental health needs of the patients and their families. 23. Demonstrate responsibility in handling with psychiatric patients. 24. Appreciate the importance of mental health in maintaining general health. 25. Adheres to principles of integrity and professionalism while providing nursing care, maintaining confidentiality and respecting patient rights. 26. Apply concepts of empathy and holistic care to address the psychological, social, and spiritual needs of patients. 27. Commit to ethical standards in Psychiatric Assessment. 28. The student effectively uses verbal and non-verbal communication skills when interacting with patients to promote trust and build a therapeutic relationship. 29. The student actively participates within the healthcare team by sharing information and collaborating in planning and implementing nursing care.

9. Teaching and Learning Strategies					
Strategy		Methods of teaching (Theoretical) <u>Learning Resources :</u> Whiteboard, Posters, Handouts, video-films <u>Teaching / Learning Strategies :</u> Interactive lecture, Small group’s discussion, Demonstration, Assignments, Video-based learning. ----- -----			
		Methods of teaching (Clinical) <u>Learning Resources :</u> Psychiatric clinics and Psychiatric teaching hospitals, Rehabilitative Centers. <u>Teaching / Learning Strategies :</u> Writing reports, Case study, Clinical practice and scientific visitations, Role playing.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	–Discuss the trends, foundations, and concepts of mental health nursing. –Identify the community based nursing care (mental health promotion and mental illness prevention.) –Describe the ethical and legal issues in nursing.	Foundations of Psychiatric–Men Health Nursing	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, &Practical evaluation. –Seminars. –Daily oral test
2 & 3	6	–Identify the mental health nursing theories. –Explain the basic beliefs and approaches of the main psychosocial theories. –Identify the psychosocial theory on which each treatment strategy is based. –Identify how several of the theoretical perspectives have influenced current nursing practice.	Theories in mental health nursing	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, &Practical evaluation. –Seminars. –Daily oral test
4	3	–Identify and discuss the components of therapeutic relationship –Discuss inappropriate techniques that impact the communication between psychiatric nurses and their clients. –Appropriately demonstrate therapeutic communication with clients who experience mental health problems. –Implement therapeutic communication and interpersonal relationship.	Building the Nurse–Client Relationship	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, &Practical evaluation. –Seminars. –Daily oral test
5	3	–Summarize the similarities and differences in diagnostic criteria, etiology, and treatment options between post-traumatic stress disorder and other disorder.	Trauma and Stressor-Related Disorders PTSD	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, &Practical evaluation. –Seminars. –Daily oral test

6 & 7	6	–Describe anxiety as a response to stress. –Describe the levels of anxiety with behavioral changes related to each. –Types of anxiety disorders. –Apply the nursing process to the care of clients with anxiety and anxiety disorders. –Treatment Modalities.	Anxiety disorders	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, & Practical evaluation. –Seminars. –Daily oral test
8	3	–Discuss etiologic theories of obsessive–compulsive disorder (OCD). –Apply the nursing process to the care of clients and families with OCD. –Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of OCD and related disorders. –Evaluate your feelings, beliefs, and attitudes regarding OCD and related disorders.	Obsessive–Compulsive and related Disorders	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, & Practical evaluation. –Seminars. –Daily oral test
9&10	6	–Identify the schizophrenia. –Differentiated between positive and negative seen –Identify two other psychotic disorders. –Identify treatment modalities for people with schizophrenia. –Identify nursing care for people with schizophrenia.	Schizophrenia	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, & Practical evaluation. –Seminars. –Daily oral test
11&12	6	–Explain of core concept of mood and affect. –Apply the nursing process to the care of clients and families with mood disorders. –Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of mood disorders. –Define the Suicide and Suicidal behavior and nursing intervention.	Mood disorder (depression & mania and Suicide)	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, & Practical evaluation. –Seminars. –Daily oral test
13	3	–Discuss the new trends in substance abuse and explain the need for related prevention programs. –Discuss the nurse’s role in dealing with the chemically impaired professional. –Evaluate your feelings, attitudes, and responses to clients and families with substance use and abuse.	Addiction	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, & Practical evaluation. –Seminars. –Daily oral test
14	3	–Describe the characteristics of and risk factors for cognitive disorders. –Distinguish between delirium and dementia in terms of symptoms and other related issues. –Apply the nursing process to the care of clients with cognitive disorders.	Cognitive Disorders	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students’ participation in the lecture, & Practical evaluation. –Seminars. –Daily oral test

15	3	–Describe somatic symptom illnesses and identify their three central features. –Discuss the characteristics and dynamics of specific somatic symptom illnesses. –Distinguish somatic symptom illnesses from factitious disorders and malingering. –Evaluate your feelings, beliefs, and attitudes regarding clients with somatic symptom disorders.	Somatic Symptom Illnesses	–Interactive Lecture. –Presentation using audiovisuals. –Video-based learning. –Role playing.	–Daily or weekly quiz. –Students' participation in the lecture, & Practical evaluation. –Seminars. –Daily oral test
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11. Course Evaluation Addition

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Videbeck, S. (2020). Psychiatric-mental health nursing. Lippincott Williams & Wilkins. 2. Gorman, L. M., & Anwar, R. (2014). Neeb's Fundamentals of Mental Health Nursing. FA Davis.
Main references (sources)	Videbeck, S. (2018). Psychiatric-mental health nursing Lippincott Williams & Wilkins.
Recommended books and references (scientific journals, reports...)	(Linda M. Gorman 2014), Neeb's Fundamentals of Mental Health Nursing, 4th edition
Electronic References, Websites	- https://www.youtube.com/watch?v=WEG6fiRj6OA&list=PL0sx7dVJFLEDQMF8334V6rFPc37R_ZTp6&index=9 - https://www.cdc.gov/mental-health/

Course administrator's name:

Assst. Prof. Dr. Dhafer Ameen Jabbar Al-Mossawy

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Mapping of End of Program Student Learning Outcomes (EPSLOs) to Course Learning Outcomes (CLOs) – Critical Care Nursing

End of Program Student Learning Outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
<u>Knowledge</u> EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession. EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.” EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.	- Discuss the trends, foundations, and concepts of mental health nursing. - Identify the community based nursing care (mental health promotion and mental illness prevention.) - Describe the ethical and legal issues in nursing. - Identify the mental health nursing theories. - Differentiate between neurotic and psychotic disorders. - Demonstrate professional interview and identify patient's problems. - Identify and assist in providing special treatment modalities. - Describe different types of psychiatric disorders. - Recognize client behaviors and problems. - Change the student's attitudes toward mental health and mental illness nursing. - Appraise the nurse's role in the community mental health nursing.	- Builds scientific understanding (EPSLO-1) and integrates psychosocial knowledge (EPSLO-3). - Enhances scientific and community knowledge (EPSLO-1), promotes continuous learning (EPSLO-2), and integrates psychosocial concepts (EPSLO-3). - Ethical and legal understanding reflects scientific professionalism (EPSLO-1) and supports evidence-based judgment (EPSLO-4). - Theories establish scientific foundations (EPSLO-1) and guide care planning (EPSLO-3). - Requires scientific knowledge (EPSLO-1) for designing care based on psychological needs (EPSLO-3). - Supports psychosocial assessment (EPSLO-3) and strengthens clinical judgment (EPSLO-4). - Involves understanding scientific treatment methods (EPSLO-1) and applying evidence-based practice (EPSLO-4). - Enhances foundational knowledge (EPSLO-1) and supports clinical reasoning (EPSLO-3). - Essential for psychosocial assessment (EPSLO-3) and clinical judgment (EPSLO-4). - Supports lifelong learning (EPSLO-2) and deepens psychosocial understanding (EPSLO-3). - Strengthens scientific knowledge (EPSLO-1), continuous development (EPSLO-2), and evidence-based practice (EPSLO-4).
<u>Skills:</u> EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care. EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	- Assess the mental health status of the client. - Identify the terminology relate to mental health and mental illness. - Demonstrate verbal and non-verbal therapeutic communication skills. - Demonstrate critical thinking skills to assess the needs for patients with mental disorders. - Identify and assist in providing special treatment modalities. - Apply therapeutic strategies to protect themselves and maintain patients' safety. - Implement therapeutic communication and interpersonal relationship. - Work collaboratively with mental health team to care for patients with mental disorders. - Understand the indications, contraindications, and side effects of the basic psychopharmacological treatments. - Apply the nursing process when providing nursing care for the client. - Create nursing care plan to address the mental health needs of the patients and their families.	- Involves applying evidence-based knowledge (EPSLO-5) and demonstrating clinical competence (EPSLO-7). - Strengthens evidence-based understanding (EPSLO-5) and analytical reasoning (EPSLO-6). - Essential for clinical interactions (EPSLO-7) and team communication (EPSLO-10). - Requires scientific reasoning (EPSLO-6) and supports clinical decision-making (EPSLO-7). - Applies evidence-based practice (EPSLO-5) and supports skillful clinical care (EPSLO-7). - Integrates evidence-based safety measures (EPSLO-5) with professional clinical standards (EPSLO-8). - Enhances clinical competence (EPSLO-7) and interprofessional collaboration (EPSLO-10). - Demonstrates teamwork competence (EPSLO-10) and effective clinical care (EPSLO-7). - Applies evidence-based pharmacology (EPSLO-5) and scientific analysis (EPSLO-6). - Requires evidence-based knowledge (EPSLO-5), clinical competence (EPSLO-7), and safe performance (EPSLO-8).

		11. Uses evidence (EPSLO-5), demonstrates competence (EPSLO-7), and ensures safe care planning (EPSLO-8).
Values: EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-11: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	1. Demonstrate responsibility in handling with psychiatric patients. 2. Appreciate the importance of mental health in maintaining general health. 3. Adheres to principles of integrity and professionalism while providing nursing care, maintaining confidentiality and respecting patient rights. 4. Apply concepts of empathy and holistic care to address the psychological, social, and spiritual needs of patients. 5. Commit to ethical standards in Psychiatric Assessment. 6. The student effectively uses verbal and non-verbal communication skills when interacting with patients to promote trust and build a therapeutic relationship. 7. The student actively participates within the healthcare team by sharing information and collaborating in planning and implementing nursing care.	1. Reflects accountability and empathy (EPSLO-9) and professional communication (EPSLO-10). 2. Promotes respect for patients (EPSLO-8) and holistic understanding (EPSLO-9). 3. Reinforce the principles of integrity and professionalism, which are essential components of ethical nursing practice. Maintaining confidentiality and respecting patient rights demonstrate accountability and respect, reflecting a holistic, patient-centered approach to care. (EPSLO-10) 4. Emphasize the use of empathy and holistic care, which are key elements of patient-centered practice. By addressing patients' psychological, social, and spiritual needs, students cultivate a compassionate and holistic nursing approach. (EPSLO-10). 5. Supports ethical practice (EPSLO-8) and professional integrity (EPSLO-9). 6. Develop therapeutic communication skills that are crucial for establishing trust with patients. Effective communication is foundational for collaborative practice within multidisciplinary healthcare teams. (EPSLO-11). 7. Emphasize collaboration and teamwork within multidisciplinary healthcare settings. By sharing information and engaging in care planning, students strengthen their role as effective nursing team members and promote interprofessional communication. (EPSLO-11).

Course administrator's name:

Assist. Prof. Dr. Dhafer Ameen Jabbar Al-Mossawy



Critical care nursing Course Description 2026-2025					
1. Course name:					
Critical Care Nursing					
2. Course code					
WNR-41-03					
3. Semester / Year:					
Fourth Stage/ Second Semester					
4. Description Preparation Date:					
20/ 9/ 2025					
5. Available Attendance Forms:					
Paper lectures in college halls, and electronic lectures on the university website.					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Theoretical + 4 hospital (12 Hours Per Week), Number of Credits (6)					
7. Course administrator's name (mention all, if more than one name)					
Lecturer Roula Mohammad Abboud /Email: roula.ab@uowa.edu.iq Asst. Lect. Hadi Faiz Jazan /Email: hadi.ja@uow.edu.iq					
8. Course Objectives					
❖ At the end of critical care nursing course the student will be able to: 1. Identify the critical care Nursing Roles 2. Distinguish and manage the different type of shock and stroke 3. Interpret the ventilator parameters. 4. Assess and manage the ventilated patients. 5. Distinguish the different types and degree of burns 6. Able to identify and manage (Pulmonary embolism, pleural effusion and pneumothorax). 7. Define the current procedure 8. List the indications 9. Identify the contraindications 10. Determine the complications 11. Assess the manikin before start the procedure 12. Prepare (his\ her self, patient,equipment and environment) 13. Apply the procedure steps on the manikin 14. Justify every steep in procedure 15. Document the procedure 16. Interpret the ABGs values 17. Care with ventilated patient 18. Apply basic and advanced life support techniques 19. Monitor the patient hemodynamically 20. Formulate the daily follow up sheet 21. Apply nursing care plan for critically ill patient					
9. Teaching and Learning Strategies					
1. Lectures 2. Group Discussion 3. Assignments 4. Brain storming. 5. Case studies 6. Demonstration of Critical Skills 7. Practical sessions in Hospital					
10. Course Structure					
Week N	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation methods
1.	2T	Prepare the students to start the critical care nursing curriculum.	Critical Care Nursing. (Introduction)	-Lectures.	Quizzes, students' participation in the lecture.

2.	2T+6P	Assess the acid- base imbalance and how to manage it	Arterial blood gases)ABG's(values, compensatory mechanisms and management	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
3.	2T+6P	Assess the acid- base balance and imbalance	ABG's Interpretation.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
4.	2T+6P	Assess the patient's level of consciousness Provide nursing care for uncounscious patient	Counciousness	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
5.	2T+6P	Determine heart rate and rhythm Identify cardiac axis Identify AT,AF,VT,VF Dysrhythmias Identify shockable and non- shockable rhythm.	Review of Conduction System	-Lectures. - Lab training -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
6.	2T+6P	Perform cardiopulmonary resuscitation and cardiac defibrillation	-Basic and advanced life support.	-Lectures. - Lab training -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
Mid-term exam. No 1					
7.	2T+6P	In critical care unite , the patient high risk for shock. The student should learn how to deal with shocked patient	Shock (Classification, Stages, Clinical Alert and Management)	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
8.	2T+6P	Care for patient with pulmonary embolism.	Pulmonary Embolism.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
9.	2T+6P	Care for patient with Pleural Effusion, Hemo& Pneumo thorax.	Pleural Effusion Hemo& Pneumo thorax.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
Mid-term exam. No 2					
10.	2T+6P	Provide nursing care for mechanically ventilated patient.	Mechanical Ventilation.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
11.	2T+6P	Play optimal role for weaning process.	Weaning from Mechanical Ventilation.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
12.	2T+6P	To differentiate between the tow types of Stroke and manage every type.	Cerebral Vascular Accident. Stroke	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
13.	2T+6P	determine the burns' stages degree and types Identify the primary and secondary survey guidelines	Burns.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.

11. Course Evaluation

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

25%		75%		
12. Learning and Teaching Resources				
Required textbooks (curricular books, if any)	- Morton P and Fontain D. Critical care nursing: A holistic approach (2013), 10th ed. Wolters Kluwer Health Lippincott Williams & Wilkins, Sydney.			
Main references (sources)	- Burns S. AACN Essentials of Critical Care Nursing (2014), 3rd ed. McGraw-Hill Education, Toronto.			
Recommended books and references (scientific journals, reports...)	MAHASHRI KARVE STREE SHIKSHAN SAMSTHA'S SMT. BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION KARVENAGAR, PUNE CRITICAL CARE NURSING MANNUAL (PRESENTED BY 3 RD YEAR B. B. Sc. NURSING). (2021). https://mksssbttne.ac.in/wp-content/uploads/2022/06/Critical-care-manual-2021-2022.pdf (2024) . Bojnourd.iau.ir. https://bojnourd.iau.ir/file/download/page/1674382503-critical-care-nursing-diagnosis-and-management.pdf			
Electronic References, Websites	CPR in Action A 3D look inside the body: https://www.youtube.com/watch?v=DUaxt8OIT3o CPR step by step: https://www.youtube.com/watch?v=ozzZVQQTvo4 Conduction system: https://www.youtube.com/watch?v=RYZ4daFwMa8 Shock mechanism: https://www.youtube.com/watch?v=WueGqL58tlo Pulmonary embolism: https://www.youtube.com/watch?v=8UnPPZlnfbk Stroke: https://www.youtube.com/watch?v=EY98RInP-A4			

The Lecturer: Dr. Roula Mohammad Abboud




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Mapping of End of Program Student Learning Outcomes (EPSLOs) to Course Learning Outcomes (CLOs) – Critical Care Nursing

End of Program Student Learning Outcomes (EPSLOs)	Course Learning Outcomes (CLOs) – Critical Care Nursing	Link to EPSLO
Knowledge		
EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession.	CLO-1: Explain the scientific basis underlying critical care nursing interventions, including hemodynamic monitoring and ventilator management.	CLO-1 supports EPSLO-1 by emphasizing advanced scientific knowledge in nursing.
EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice.	CLO-2: Utilize reflection and case-based learning to identify personal strengths and areas for improvement in critical care nursing practice.	CLO-2 links to EPSLO-2 through encouraging continuous learning and self-evaluation.
EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.	CLO-3: Develop individualized nursing care plans for critically ill patients by integrating pathophysiological data with psychosocial assessments.	CLO-3 directly aligns with EPSLO-3 by focusing on holistic care planning.
EPSLO-4: Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best outcomes.	CLO-4: Apply current research findings and evidence-based guidelines in managing patients with multi-organ dysfunction.	CLO-4 supports EPSLO-4 by fostering evidence-based and judgment-driven practice.
Skills:		
EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.	CLO-5: Safely manage advanced technologies such as invasive monitoring devices and mechanical ventilators in the ICU.	CLO-5 links to EPSLO-5 through the application of technology and evidence-based practice.
EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.	CLO-6: Accurately interpret arterial blood gases (ABGs) and laboratory data to guide clinical decision-making in critical care.	CLO-6 supports EPSLO-6 by applying quantitative reasoning in practice.
EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.	CLO-7: Provide age-appropriate critical care interventions for adult and elderly patients with life-threatening conditions.	CLO-7 supports EPSLO-7 by ensuring competent practice across patient populations.
EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with standards.	CLO-8: Perform emergency procedures (e.g., CPR, advanced airway management) and routine ICU nursing interventions safely.	CLO-8 directly aligns with EPSLO-8 through accurate and safe performance of interventions.
Values:		
EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs.	CLO-9: Provide culturally sensitive care for critically ill patients and their families in stressful healthcare situations.	CLO-9 links to EPSLO-9 by respecting diversity in care delivery.
EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy through holistic, patient-centered care.	CLO-10: Demonstrate accountability, empathy, and professionalism when caring for critically ill patients and supporting families.	CLO-10 supports EPSLO-10 by promoting integrity and patient-centered care.
EPSLO-11: Demonstrate effective communication and collaboration skills in interdisciplinary healthcare.	CLO-11: Communicate and collaborate effectively with the multidisciplinary ICU team to ensure optimal patient outcomes.	CLO-11 links directly to EPSLO-11 through teamwork and professional communication.

The Lecturer: Dr. Roula Mohammad Abboud




فرع تمريض
الصحة النفسية والعقلية



Course Description Form 2026-2025

1. Course Name:					
Health Psychology for Nurses					
2. Course Code:					
WNR-42-02					
3. Semester / Year:					
Second Semester / 2025-2026					
4. Description Preparation Date:					
20-9-2025					
5. Available Attendance Forms:					
Full time					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total (30) hours per 15 Week. 2hours per week					
7. Course administrator's name (mention all, if more than one name)					
Name: Hadeel sahib ali Email: hadeel_saheeb@uowa.edu.iq					
8. Course Objectives					
Course Objectives At the end of this course the students will able to: Recognize basic human needs and age-specific concerns across the lifespan. Apply effective communication techniques tailored to children, adolescents, and elderly individuals. Utilize the nursing process to assess, diagnose, plan, implement, and evaluate health-related problems. Emphasize preventive care strategies to promote health and well-being among children, adolescents, and older adults. Demonstrate cultural sensitivity and ethical awareness when providing care to diverse age groups. Integrate evidence-based practices to enhance the quality of care for pediatric, adolescent, and geriatric populations.					
9. Teaching and Learning Strategies					
1. Lectures 2. Group Discussion 3. Brain storming.					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	Describe the foundational concepts and scope of health psychology.	introduction of health psychology	-Lectures -Discussion -Brain storming.	Quizzes, students' participation in the lecture,
2	2T	Understand the nature of stress and apply effective stress management techniques..	Stress and stress management	- Lectures -Discussion -Brain storming.	Quizzes, students' participation in the lecture,
3	2T	Recognize and describe different types of human emotions	Learn The human Emotions	- Lectures -Discussion -Brain storming.	Quizzes, students' participation in the lecture,
4	2T	Theoretical Foundations of Memory and Forgetting	Identify memory and forgetting.	-Lectures -Discussion -Brain storming	Quizzes, students' participation in the lecture
5	Mid-term exam. No 1				
6	2T	Understanding Human Motivation.	Identify the Motivations	Lectures -Discussion -Brain storming	Quizzes, students' participation in the lecture,

7	2T	Understand the basic concepts of thinking And learning	Identify thinking and learning	Lectures -Discussion -Brain storming	Quizzes, students' participation in the lecture, .
8	2T	Understand the personality	Identify the personality	- Lectures -Discussion -Brain storming	Quizzes, students' participation in the lecture,
9	2T	Understand the Psychology and Attention	Identify Psychology and Attention	- Lectures -Discussion -Brain storming	Quizzes, students' participation in the lecture.
10	Mid-term exam. No 2				
11	2T	Understand Psychology and Perception	Identify Perception And Sensation	Lectures -Discussion -Brain storming	Quizzes, students' participation in the lecture.

11. Course Evaluation

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

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

12. Learning and Teaching Resources

1-Shives, Louise Rebraca; Basic Concepts of Psvchiatric-Mental Health Nursing,6th Edition
2-Lippincott Williams & Wilkins 2fi)5
3-Sadock, Benjamin James; Sadock, Virginia Alcott: Kaplan & Sadock's S1'nopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, 10th Edition.
4- Lippincott Williams & Wilkins 2007
5-Frank J. Bruno; Psychologl' A Self-Teaching Guide 2002u1-
-6Electronic References, Websites:
• Use the virtual library.
• Use the college website.
• Using the Internet or related websites.
• Use the scientific and academic research portal: Google Scholar

Lecturer Name: Hadeel sahib ali

Mapping of End of Program Student Learning Outcomes (EPSLOs) to Course Learning Outcomes (CLOs) – Critical Care Nursing

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.” EPSLO-4: Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.	Upon completing this course, nursing students will be able to: 1. Define the field of Health Psychology: Explain the definition, scope, and relevance of Health Psychology to nursing practice.	EPSLO-1 EPSLO-2
	2. Identify the biopsychosocial factors influencing health: Describe the interplay between biological, psychological, and social factors that impact health and illness.	EPSLO-3 EPSLO-4
	3. Understand the psychological aspects of health and illness: Discuss the psychological factors that contribute to the development, maintenance, and management of various health conditions.	EPSLO-1 EPSLO-3 EPSLO-9
	4. Recognize the role of stress and coping in health: Explain the impact of stress on physical and mental health, and describe various coping strategies and their effectiveness.	EPSLO-4 EPSLO-6 EPSLO-9
	5. Describe the psychological aspects of pain management: Discuss the complex nature of pain, including the psychological factors that influence pain perception and management.	EPSLO-5 EPSLO-7 EPSLO-9
	6. Understand the psychological factors influencing health behaviours: Explain the cognitive, emotional, and social factors that influence health behaviours, such as adherence to treatment regimens and lifestyle changes.	EPSLO-2 EPSLO-3 EPSLO-10
Skills EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care. EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards	• 1. Identify major theories and models relevant to health psychology (e.g., Health Belief Model, Trans theoretical Model, Social Support Theory).	EPSLO-1 EPSLO-2
	• 2. Define psychological factors that influence health outcomes, including chronic illness, pain perception, and adherence to treatment regimens	EPSLO-3 EPSLO-4
	• 3. Explain how psychological factors influence the onset, progression, and management of common chronic illnesses (e.g., diabetes, cardiovascular disease, cancer)	EPSLO-3 EPSLO-5 EPSLO-7
	• 4. Interpret the role of nurse-patient communication in promoting psychological well-being and health behavior change. • 5. Summarize the impact of stress and emotional states on immune function and recovery.	EPSLO-9 EPSLO-10 EPSLO-4 EPSLO-6 EPSLO-9
Values EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	1. Quality and Safety Education for Nurses (QSEN): Patient-Centered Care, Safety, Teamwork.	EPSLO-5 EPSLO-7 EPSLO-8 EPSLO-10
	2. ANA Scope and Standards of Practice: Standard 8: Health Promotion and Maintenance. 3. The Nightingale Pledge & Florence Nightingale’s Legacy: Emphasis on compassion, environment, and holistic care.	EPSLO-1 EPSLO-2 EPSLO-3 EPSLO-4 EPSLO-8 EPSLO-9 EPSLO-10

Lecturer Name: Hadeel sahib ali




1. Course Name:	
Community Health Nursing	
2. Course Code:	
WNR-41-01	
3. Semester / Year:	
First and Second Semester / 2025-2026	
4. Description Preparation Date:	
20/09/2025	
5. Available Attendance Forms:	
In-person attendance, no reliance on electronic lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 theoretical hours (3 credit) + 12 practical hours (4 credit) = 15 hours * 15 weeks =225 / (7 credit)	
7. Course administrator's name (mention all, if more than one name)	
Name:	Email:
Dr. Ali Oun Jebur Al-Obaidi	ali.oun@uowa.edu.iq
8. Course Objectives	
Course Objectives	a. Understand the dimensions of community health and how to assess community needs. b. Gain knowledge of primary health care services and family health services. c. Explore health services for specific population groups such as children, adolescents, women, men, and the elderly. d. Develop practical skills in community assessment, home visits, and environmental safety. e. Address public health topics such as school health, nutrition, occupational health, and maternal and child health.
9. Teaching and Learning Strategies	
Strategy	a. Lectures b. Group discussions c. Case studies d. Presentations e. Practical training in real community settings

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	- Understand The determinants of public health in communities	Dimensions Of Community Health	Lectures, Group Discussions	Written Exam
2	2 hours	- Use methods and techniques for community health assessment	Community Assessment	Lectures, Presentations, Case Studies	Written Exam
3	2 hours	- Apply the principles of primary health care in community settings	Primary Health Care	Lectures, Group Discussions	Written Exam
4	2 hours	- Understand the role of the family in maintaining individual health	Family Health Services	Lectures, Presentations, Case Studies	Report Submission
5	2 hours	- Identify the health care needs of children and adolescents	Child and Adolescent Health	Lectures, Group Discussions	Written Exam

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
6	2 hours	- Understand the health and preventive care differences between genders	Women's and Men's Health	Lectures, Presentations, Case Studies	Written Exam
7	2 hours	- Understand the healthcare needs of the elderly	Elderly Health	Lectures, Presentations, Case Studies	Written Exam
8	2 hours	- Analyze the concepts of maternal and child health and apply them in community care	Maternal and Child Health	Lectures, Group Discussions	Report Submission
9	2 hours	- Apply health promotion and disease prevention strategies in schools	School Health	Lectures, Group Discussions	Written Exam
10	2 hours	- Evaluate the role of nutrition in maintaining individual and community health	Nutrition	Lectures, Presentations, Case Studies	Written Exam
11	2 hours	- Apply strategies for maintaining health and safety in work environments	Occupational Health	Lectures, Presentations, Case Studies	Written Exam
12	2 hours	- Apply techniques of home health care and enhance home safety	Home Visits and Home Health Care	Lectures, Group Discussions, Field Visits	Report Submission
13	2 hours	Community disasters and emergencies	1. The student will be able to: Define the concept of disasters and their types (natural, industrial, and man-made). 2. Explain the role of public health institutions and local emergency organizations in responding to disasters. 3. Think critically about how to improve community health planning to reduce losses.	Lectures, Group, Discussions,	Written Exam

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
14	2 hours	Environmental health and occupational safety	1. The student will be able to: Define the concept of environmental health and its relationship to individual and community health. 2. Distinguish between types of environmental pollutants (air, water, food, soil) and their effects on health. 3. Familiarize themselves with the laws and regulations pertaining to protecting workers from occupational hazards.	Lectures, Group, Discussions,	Written Exam
15 Throughout the course	180 practical hours	- Evaluate the application of health care practices in various community settings	Practical Applications	Practical Training in Community, Practical Demonstrations	Final Exam (Theory and Practical)

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

Theory Exam: 20%
Practical Performance: 5%
Seminar Presentation: 5%
Practical Exam: 10%
Final Theory Exam: 40%
Final Practical Exam: 20%
Total: 100%

12. Learning and Teaching Resources

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

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the community nursing EPSLO-2: Engage in lifelong learning and self-development to continuously improve community nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.” EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals and population with complex health conditions.	1. Identify the theoretical and practical foundations of medical and health sociology. 2. Explain key sociological concepts related to health, illness, prevention and healing from a social perspective. 3. Recognize patterns of community diseases and patient roles within different social and cultural structures. 4. Describe the healing process as both a social and psychological experience intertwined with medical aspects.	<i>Identify the theoretical and practical foundations</i> → builds understanding of the social sciences underlying nursing. <i>Explain sociological concepts of health</i> → encourages continuous learning of sociological knowledge that evolves with society. <i>Recognize illness behaviors</i> → links sociology with clinical reasoning in complex care. <i>Describe the healing process as a social and psychological experience</i> → integrates sociological insights with evidence-based practice.
Skills EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective community nursing. EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of community nursing. EPSLO-7: Demonstrate clinical competence in providing therapeutic community nursing across the lifespan. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	Analyze the nature of social relationships and their influence on the health of individuals and communities. Apply sociological theories and concepts to practical healthcare and community nursing practice. Critically evaluate health policies, interventions, and models of patient care from a sociological perspective. Integrate theoretical knowledge with professional community nursing practice in diverse healthcare contexts.	<i>Apply sociological theories to healthcare and nursing practice</i> → ensures sociological concepts are translated into practice. <i>Critically evaluate health policies, interventions, and models of care</i> → develops sociological analysis skills supported by evidence. Analyze social relationships and their influence on health → enhances ability to contextualize care for patients of different ages and social backgrounds. <i>Link theoretical knowledge with professional practice in diverse contexts</i> → embeds sociological awareness into everyday safe practice.
Values EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care for individuals and population. EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-11: Demonstrate effective communication and collaboration skills in the role of the community nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	Demonstrate professional responsibility in engaging with society, particularly within healthcare institutions. Uphold ethical standards in interactions with patients, families, and the wider community. Value the nurse–patient relationship as both a professional duty and a humanistic foundation for quality care. Foster a socially responsive and holistic approach to nursing practice.	<i>Demonstrate professional responsibility in engaging with society</i> → connects science with social responsibility. <i>Uphold ethical standards and value nurse–patient relationship</i> → integrates humanistic and ethical foundations of sociology into care. <i>Foster socially responsive and holistic nursing practice</i> → ensures nursing care respects cultural and social diversity.

مدرس المادة: م.د علي عون العبيدي رئيس
الفرع : م.د علي عون العبيدي

Dr. Ali Obaidi

فرع تمريض
صحة المجتمع



Course Description 2026-2025

1.Course Name:					
Epidemiology					
2.Course Code: WNR-41-02					
Course Description 2026-2025					
3.Semester / Year:					
Fourth Stage/First Semester					
4.Description Preparation Date:					
20/9/2025					
5.Available Attendance Forms:					
In-person lectures (attendance forms)					
6.Number of Credit Hours (Total) / Number of Units (Total)					
(2) hours Weekly Of (15) weeks. Theory (30) hrs.					
7.Course administrator's name (mention all, if more than one name)					
Name: Murtadha Ghanim Aday Email: murtadha.gh@uowa.edu.iq					
8.Course Objectives					
		- Understand the basic concepts and theories of epidemiology. - Explain the natural history of diseases and the different types of diseases and their methods of transmission. - Describe the methods of preventing diseases and their occurrence or transmission. - Discuss the concepts of epidemiological surveillance and the incubation period for diseases . - Differentiate between the epidemiology of communicable and non-communicable diseases. - Explain the various measurement tools used in epidemiology. - Understand the principles of risk studies and the different methods of epidemiological studies. - Develop skills in designing epidemiological studies and applying statistical methods for data analysis. - Acquire data analysis skills to make informed decisions and develop health policies. - Apply epidemiological principles and methods to nursing and public health practice.			
1. Teaching and Learning Strategies					
Strategy		- Theoretical lectures. - Discussions. - Reports. - Seminars.			
2. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	□ Define the basic concepts and principles of epidemiology. □ Understand the importance of epidemiology in the field of nursing and public health.	Introduction to Epidemiology	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
2	2T	Explain the various theories and models in epidemiology.	Epidemiology Theories	- Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
3	2T	Describe the natural history and progression of diseases.	Natural History of Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
4	2T	Differentiate between the types of diseases and their methods of transmission.	Types of Diseases and Transmission	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
5	Mid-term exam. No 1				

6	2T	Identify the methods for preventing diseases and their occurrence or transmission.	Disease Prevention and Control	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
7	2T	Understand the concepts and importance of epidemiological surveillance.	Epidemiological Surveillance	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
8	2T	Explain the concept of incubation period for diseases.	Incubation Period	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
9	2T	Discuss the epidemiology of communicable diseases.	Epidemiology of Communicable Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
10	Mid-term exam. No 2				
11	2T	Discuss the epidemiology of non-communicable diseases.	Epidemiology of Non-Communicable Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
12	2T	Identify the various measurement tools and techniques used in epidemiology.	Measurement Tools in Epidemiology	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
13	2T	Understand the principles and applications of risk studies in epidemiology.	Risk Studies	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
14	2T	Define the concept of global health Identify major international health organizations	Global health and modern epidemics.	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
15	2T	1- Using artificial intelligence to predict epidemics. 2- Control systems using GIS. 3-Outbreak modeling.	Modern epidemiology of digital output.	Lectures. - seminars	Quizzes, students' participation in the lecture, evaluation

3. Course Evaluation

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

4. Learning and Teaching Resources

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

End of program student learning outcomes (EPSLO)	Course Learning outcomes	the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession	Understand the basic concepts and theories of epidemiology.	EPSLO-1:
	Explain the natural history of diseases and the different types of diseases and their methods of transmission.	EPSLO-5: EPSLO-6:

EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.” EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions. Values EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	Describe the methods of preventing diseases and their occurrence or transmission.	EPSLO-3: EPSLO-7:
	Discuss the concepts of epidemiological surveillance and the incubation period for diseases.	EPSLO-3: EPSLO-4:
	- Differentiate between the epidemiology of communicable and non-communicable diseases. - Explain the various measurement tools used in epidemiology.	EPSLO-3: EPSLO-7:
	Understand the principles of risk studies and the different methods of epidemiological studies.	EPSLO-4: EPSLO-10:
	Develop skills in designing epidemiological studies and applying statistical methods for data analysis.	EPSLO-3: EPSLO-8:
	Develop skills in designing epidemiological studies and applying statistical methods for data analysis.	EPSLO-3: EPSLO-7:
	Acquire data analysis skills to make informed decisions and develop health policies.	EPSLO-5: EPSLO-6:
	Apply epidemiological principles and methods to nursing and public health practice	EPSLO-3: EPSLO-9:

رئيس الفرع م.د.
علي عون جبر
Dr. Ali Obaidi

مدرس المادة
أ.د. مرتضى غانم عداي



فرع تمريض
صحة المجتمع



Course Description 2026-2025

1.Course Name:					
Administration and Leadership in Nursing					
2.Course Code:					
WNR-41-03					
3.Semester / Year:					
Fourth Stage/First Semester					
4.Description Preparation Date:					
20/9/2025					
5.Available Attendance Forms:					
In-person lectures and practical laboratories (attendance forms)					
6.Number of Credit Hours (Total) / Number of Units (Total)					
Credit Hours 3 Course Calendar: Total (5) hours Weekly (Theory (2) hrs. Clinical (3) hrs.).					
7.Course administrator's name (mention all, if more than one name)					
Name: Hussam Y. Youssef Email: hussam.yousif@uowa.edu.iq					
8.Course Objectives					
		• Distinguish between the different roles of nursing managers. • Understand the hospital's organizational structure and hierarchical relationships. • Explain the main functions in the management process, including planning, organizing, staffing, directing, and controlling. • Describe the stages and components of the staffing process. • Understand the principles of team building, interprofessional collaboration, and effective interprofessional healthcare teams. • Explain the concepts of delegation, prioritization, conflict, change, quality, safety, and time management in nursing management. • Observe and accurately identify the leadership styles of selected nursing administrator • Complete a one-month staffing schedule for a theoretical unit. • Observe and critically evaluate the nursing care provided to a group of patients. • Resolve conflicts when relevant data is available. • Effectively evaluate and make positive suggestions for improving nursing services in the assigned unit. • Demonstrate the ability to delegate work to colleagues, complete administrative reports, prepare delivery reports, and calculate staffing needs. • Apply technical, conceptual, and interpersonal skills in nursing management. • Develop an appreciation for the diverse roles and responsibilities of nurse managers. • Promote interprofessional collaboration and teamwork in healthcare settings. • Develop a proactive approach to managing change and adapting to evolving healthcare challenges.			
1. Teaching and Learning Strategies					
Strategy		- Theoretical lectures. - Discussions. - Reports. - Clinical training			
2. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+2L	Define the key concepts and principles of administration. Understand the organizational structure and hierarchy of the hospital.	Introduction to Administration	-Lectures. - seminars. - Clinical training .	Quizzes, students' participation in the lecture, & Practical evaluation.
2	3T+2L	Explain the major functions of the management process (planning, organizing, staffing, directing, and controlling). Differentiate between the levels of management and their respective roles.	Management Process and Functions	- Lectures. - seminars. - Clinical training .	Quizzes, students' participation in the lecture, & Practical evaluation.

3	3T+2L	Define the concept of leadership. Identify and describe the different leadership styles and their characteristics.	Leadership Styles	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
4	3T+2L	Explain the eight steps of the staffing process, including human resource planning, recruitment, selection, orientation, development, performance appraisal, transfers, and separations.	Staffing Process	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
5	Mid-term exam. No 1				
6	3T+2L	- Develop skills in being an effective team player. - Understand the principles of building a working team and an interprofessional healthcare team. - Identify the characteristics of an effective interprofessional healthcare team.	Team Building and Interprofessional Collaboration	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
7	3T+2L	Define the concept of delegation, its rights, criteria, and potential barriers.	Delegation of Client Care	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
8	3T+2L	Understand the concept of prioritization and its role in coordinating nursing assignments.	Prioritization	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
9	3T+2L	Define the concept of conflict, its sources, and strategies for resolving problems.	Conflict Management	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
10	Mid-term exam. No 2				
11	3T+2L	Explain why stress is necessary. Describe the organizational, interpersonal, and individual factors that cause stress. Explain the consequences that result from stress, including burnout and compassion fatigue.	Managing Stress	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
12	3T+2L	Understand the principles and importance of quality improvement in nursing management.	Quality Improvement	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
13	3T+2L	Explain the concepts of risk management, medical errors, physical environment, and burnout in nursing management.	Safety and Risk Management	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
14	3T+2L	Define the concept of time management, its nature, and purpose. Describe the process of effective time management.	Time Management	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.

3. Course Evaluation

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

4. Learning and Teaching Resources		
Required textbooks	"Leadership roles and management functions in nursing: theory and application" (9th Edition, 2017) by Marquis B. and Huston C., published by Wolters Kluwer Health Lippincott Williams & Wilkins. "Essentials for Nursing Assistants" (4th Edition, 2017) by Carter P., published by Wolters Kluwer Health Lippincott Williams & Wilkins. "Introduction to management and leadership: Concepts, Principles and Practices" by Darr K., published by Jones & Bartlett Learning, LLC. "Nursing Leadership and Management" (2017) by Murray E., published by F. A. Davis Company.	
Electronic References, Websites	- American Nurse Association (ANA) website: "Nursing Administration Scope of Practice" (2nd Edition, 2016) URL: https://www.nursingworld.org/ (Accessed on May 23, 2023) - Centers for Disease Control and Prevention (CDC) website: "Nurse Manager Leadership Development Program" URL: https://www.cdc.gov/ (Accessed on May 23, 2023) - Joint Commission International (JCI) website: "Effective Leadership and Management in Nursing" URL: https://www.jointcommissioninternational.org/ (Accessed on May 23, 2023)	
End of program student learning outcomes (EPSLO)	Course Learning outcomes	the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs." EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions. Skills EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care. EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing. EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan. EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	- Distinguish between the different roles of nursing managers. - Understand the hospital's organizational structure and hierarchical relationships. - Explain the main functions in the management process, including planning, organizing, staffing, directing, and controlling. - Describe the stages and components of the staffing process. - Understand the principles of team building, interprofessional collaboration, and effective interprofessional healthcare teams. - Apply technical, conceptual, and interpersonal skills in nursing management. - Demonstrate the ability to delegate work to colleagues, complete administrative reports, prepare delivery reports, and calculate staffing needs.	EPSLO-1: EPSLO-5: EPSLO-6: EPSLO-3: EPSLO-7: EPSLO-3: EPSLO-4: EPSLO-3: EPSLO-7: EPSLO-4: EPSLO-10: EPSLO-3: EPSLO-8: EPSLO-3: EPSLO-7:
Values EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	- Promote interprofessional collaboration and teamwork in healthcare settings. - Develop an appreciation for the diverse roles and responsibilities of nurse managers. - Promote interprofessional collaboration and teamwork in healthcare settings.	EPSLO-3: EPSLO-5: EPSLO-3: EPSLO-9:

رئيس الفرع

Dr. Ali Obaidi

م. د. علي عون جبر

فرع تمريض
صحة المجتمع



مدرس المادة

م. د. حسام يوسف

Course Description 2026-2025

1.Course Name:					
Health Promotion					
2.Course Code:					
WNR-41-04					
3.Semester / Year:					
Fourth Stage/First Semester					
4.Description Preparation Date:					
20/9/2025					
5.Available Attendance Forms:					
In-person lectures (attendance forms)					
6.Number of Credit Hours (Total) / Number of Units (Total)					
(2) hours Weekly Of (15) weeks. Theory (30) hrs.					
7.Course administrator's name (mention all, if more than one name)					
Name: Hussam Y. Youssef Email: hussam.yousif@uowa.edu.iq					
8.Course Objectives					
		- Identify the concepts, principles, and definitions of health and health promotion. - Review models of health and disease. - Discuss models of health promotion. - Understand the levels of health measurement and health promotion. - Distinguish between health promotion and health protection. - Describe the stages of health behavior change. - Apply health promotion and disease prevention approaches. - Develop skills in delivering health promotion interventions to various population groups (infants, toddlers, preschoolers, school-aged children, adolescents, and the elderly). - Utilize the nursing process in health promotion and nursing management. - Appreciate the importance of integrating health promotion goals and values into nursing practice. - Recognize the role of nurses in contributing to improving and maintaining population health. - Demonstrate a commitment to promoting and protecting the health of various population groups. - Develop a sense of responsibility and ethical practices in health promotion.			
1. Teaching and Learning Strategies					
Strategy		- Theoretical lectures. - Discussions. - Reports. - Seminars.			
2. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	☐ Identify concepts, principles, and definitions of health and health promotion. ☐ Differentiate between health promotion and health protection.	Introduction to Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
2	2T	☐ Apply approaches to health promotion and disease prevention. ☐ Distinguish between personal and community approaches to health promotion.	Approaches to Health Promotion and Disease Prevention	- Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
3	2T	Overview models of health and illness, including the health-illness continuum model, health belief model, holistic health model, and health promotion model.	Models of Health and Illness	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

4	2T	☐ Understand the stages of health behavior changes (precontemplation, contemplation, preparation, action, maintenance, and termination). ☐ Discuss the levels of measurement of health and health promotion.	Measurement of Health and Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
5	Mid-term exam. No 1				
6	2T	Recognize the role of nurses in health promotion activities	Nurses' Role in Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
7	2T	Develop strategies for promoting and protecting the health of infant, toddler, and preschool populations.	Promoting and Protecting the Health of Infant, Toddler, and Preschool Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
8	2T	Develop strategies for promoting and protecting the health of school-aged and adolescent populations.	Promoting and Protecting the Health of School-aged and Adolescent Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
9	2T	Develop strategies for promoting and protecting the health of older adult populations.	Promoting and Protecting the Health of Older Adult Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
10	Mid-term exam. No 2				
11	2T	Describe what the term "vulnerable populations" means. Describe and explain a conceptual model of vulnerability. Discuss the effects of vulnerability and relative risk. Differentiate between the concepts of social capital and human capital.	Working with Vulnerable People	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
12	2T	Discuss and apply various health promotion models	Health Promotion Models	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
13	2T	Differentiate between personal and community approaches to health promotion	Approaches to Health Promotion.	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
14	2T	Describe the stages of health behavior changes.	Stages of Health Behavior Changes.	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

3. Course Evaluation

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

4. Learning and Teaching Resources

Required textbooks	"Health Promotion in Nursing Practice" (7th Edition), by Nola J. Pender, Carolyn L. Murdaugh, and Mary Ann Parsons, published in 2019. "Health Promotion Throughout the Life Span" (9th Edition), by Edith Maville and Janice E. Huerta, published in 2020. "Introduction to Community and Public Health" (6th Edition), by Manoj Sharma and Paul W. Branscum, published in 2019. "Foundations of Health Promotion and Education" (6th Edition), by Ralph Hingson and Jonathan Howland, published in 2018.
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Electronic References, Websites	□ World Health Organization (WHO) Health Promotion website: https://www.who.int/health-topics/health-promotion (accessed on May 23, 2023) □ Centers for Disease Control and Prevention (CDC) Health Promotion website: https://www.cdc.gov/healthpromotion/index.html (accessed on May 23, 2023) □ National Institutes of Health (NIH) Health Promotion resources: https://www.nih.gov/health-information/health-promotion (accessed on May 23, 2023) □ Health Promotion Journal of Australia: https://onlinelibrary.wiley.com/journal/18361980 (accessed on May 23, 2023) □ Health Promotion International journal: https://academic.oup.com/heapro (accessed on May 23, 2023) □ The Community Guide (from the CDC): https://www.thecommunityguide.org/ (accessed on May 23, 2023) □ Healthy People 2030 (from the U.S. Department of Health and Human Services): https://health.gov/healthypeople (accessed on May 23, 2023)	
End of program student learning outcomes (EPSLO)	Course Learning outcomes	the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs." EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions. Values EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	• Identify the concepts, principles, and definitions of health and health promotion. • Review models of health and disease.	EPSLO-1:
	• Discuss models of health promotion. • Understand the levels of health measurement and health promotion.	EPSLO-5: EPSLO-6:
	• Distinguish between health promotion and health protection. • Describe the stages of health behavior change. • Apply health promotion and disease prevention approaches.	EPSLO-3: EPSLO-7:
	• Develop skills in delivering health promotion interventions to various population groups (infants, toddlers, preschoolers, school-aged children, adolescents, and the elderly).	EPSLO-3: EPSLO-4:
	• Utilize the nursing process in health promotion and nursing management. • Appreciate the importance of integrating health promotion goals and values into nursing practice.	EPSLO-3: EPSLO-7:
	• Recognize the role of nurses in contributing to improving and maintaining population health.	EPSLO-4: EPSLO-10:
	• Appreciate the importance of integrating health promotion goals and values into nursing practice. • Recognize the role of nurses in contributing to improving and maintaining population health. • Demonstrate a commitment to promoting and protecting the health of various population groups. • Develop a sense of responsibility and ethical practices in health promotion.	EPSLO-3: EPSLO-9:

رئيس الفرع

م. د علي عون جبر

Dr.AliObaidi

مدرس المادة

م.د حسام يوسف



Professional Perspectives and Issues in Nursing Course Description 2025-2026

5. Course Name:					
Professional Perspectives and Issues in Nursing					
6. Course Code:					
WNR-41-05					
7. Semester / Year:					
First Semester / Fourth -Year					
8. Description Preparation Date:					
20/9/2025					
9. Available Attendance Forms:					
Paper lectures in college halls, and electronic lectures on the university website.					
10. Number of Credit Hours (Total) / Number of Units (Total)					
(2) Credit hours/ (2) Units					
11. Course administrator's name (mention all, if more than one name)					
Name: Lecturer Roula Mohammad Abboud /Email: roula.ab@uowa.edu.iq					
12. Course Objectives					
1. Understand the professional nursing practice. 2. Interpret socialization issues to professional nursing. 3. Realized legal issues in nursing and healthcare 4. Identify the ethical dimension of nursing and health care. 5. Realize different models related to nursing practice. 6. Understand using the research result in practice (EBP). 7. Apply the computer science in nursing practice. 8. Use nursing models in solving nursing problems. 9. Apply effective communication skills. 10. Discuss the client's individual, family, and community systems. 11. Deepening and strengthening interest in scientific research and its ethical and professional requirements. 12. Identifying the modern technology. 13. Knowing the importance of other sciences and their interconnectedness.					
13. Teaching and Learning Strategies					
1. Classroom lectures. 2. Online discussions and explanations via Moodle and forums. 3. Brainstorming. 4. Group discussions.					
14. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation methods
1.	2 Hours	1. An understanding of the development of the nursing profession through history. 2. Identify the role of Florence Nightingale in nursing as a profession. 3. Identify important leaders and events that have significantly affected the development of professional nursing practice. 4. Mention the first nurse in Islam and their role. 5. Enumerate the criteria for caring in nursing.	Introduction	Lecture	Daily Quiz

2.	2 Hours	1. Distinguish between the profession and occupation. 2. Identify the criteria of the profession. 3. Describe the personal qualities of a nurse. 4. Discuss the Roles of a Professional nurse. 5. Discuss the Dimensions of Nursing Practice. 6. Identify the Characteristics of a Profession. 7. Enumerate Characteristics of Nursing.	Professional nursing practice	Lecture + Discussion	Daily Quiz
3.	2 Hours	1. Key Uses of AI in Nursing 2. Benefits for Nurses and Patients 3. Considerations for Integration	Using AI in the nursing field	Lecture + Discussion	Daily Quiz+ assignment
4.	2 Hours	1. Appreciate the importance of legal issues in nursing. 2. Describe sources of law that affect nursing practice. 3. Identify principles and related laws that should be reflected in nursing practice. 4. Know and apply legal aspects in their many different roles.	Legal Issues in Nursing /I/ (Nursing Practice and the Law)	Lecture	Daily Quiz+ assignment
5.	2 Hours	1. Define the related terms. 2. Enumerate the classifications of crime and tort. 3. Differentiate between assault and battery. 4. Explain the elements needed to prove nursing malpractice.	Legal Issues in Nursing and Healthcare II (Crimes and Torts)	Lecture	Daily Quiz+ assignment
6.	2 Hours	1. Define the related concepts. 2. Appreciate the importance of ethics in nursing. 3. Identify core ethical principles.	Ethical dimensions of nursing and health care I.	Lecture	Daily Quiz
7.	2 Hours	1. Define the related concepts 2. Understand core ethical principles and apply these to practice. 3. Understand the importance of confidentiality.	Ethical dimensions of nursing II.	Lecture + Discussion	Daily Quiz
8.	2 Hours		Exam (1)		Written exam
9.	2 Hours	1. Define communication. 2. Illustrate the importance of communication. 3. Knowing the purpose of communication. 4. Explain communication components or elements 5. Discuss the communication types 6. Elaborate the Principles of effective communication. 7. Discuss barriers to effective communication.	The communication	Lecture	Daily Quiz

10.	2 Hours	1. Identify the Importance of nursing theories in clinical practice 2. Discuss the Models of the following Nursing Theories: A. Roger. B. Orem 3. Identify the concepts of the following Nursing Theories: A. Roger. B. Orem.	Nursing models I.	Lecture	Daily Quiz
11.	2 Hours	1. Discuss the common concepts of Nursing Theory. 2. Discuss the Models of the following Nursing Theories: A. Roy B. Neuman. 3. Identify the concepts of the following Nursing Theories: A. Roy B. Neuman.	Nursing models II.	Lecture	Daily Quiz
12.	2 Hours	1. Discuss common ethical dilemmas in nursing practice. 2. Find out the available resources to help in dealing with ethical dilemma. 3. Explore best ways to deal with ethical dilemmas in nursing practice.	Ethical dilemmas in nursing.	Lecture	Daily Quiz+ assignment
13.	2 Hours	1. Define the nursing research 2. Evaluate the research in nursing 3. Assess the research priorities 4. Recognize the Components of the research process 5. Find out the relation between Evidence-based practice and research. 6. Utilize the Evidence-based practice in research.	Nursing research and evidence-based practice (EBP).	Lecture	Daily Quiz
14.	2 Hours	1. Utilize the electronic health records. 2. Understand the point-of-care technology 3. Discuss the available consumer health information technology. 4. Engaged in the future health information technology trends.	Information technology.	Lecture	Daily Quiz
15.	2 Hours		Exam (2)		Written exam
15. Course Evaluation					
Evaluation				Score standard	
Formative		Summative		- Excellent (90-100) - Very Good (80-less than 90) - Good (70-less than 80) - Fair (60-less than 70) - Acceptable (50-less than 60) - Fail (less than 50)	
Scores	Evaluation methods	Scores	Evaluation methods		
10%	Daily Quizzes	10%	Mid-term exam		
5%	Assignments	70%	Final theoretical exam		
5%	Attendance& Participation				
20%		80%			
16. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Not available			

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

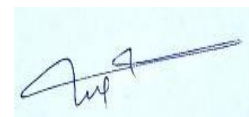
رئيس الفرع

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Dr. Ali Obaidi

مدرس المادة

م. د حسام يوسف




Mapping of EPSLOs and CLOs for Professional Perspectives in Nursing

End of Program Student Learning Outcomes (EPSLO)	Course Learning Outcomes (CLO)	Link to EPSLO
Knowledge		
EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession.	Explain the historical development of nursing and its impact on current professional practice.	CLO supports EPSLO by enhancing scientific and professional awareness.
EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice.	Recognize the importance of professional development, continuing education, and lifelong learning in nursing.	CLO reflects EPSLO through emphasis on continuous self-growth.
EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.	Discuss ethical and legal issues in nursing practice and their implications for patient care.	CLO aligns with EPSLO by integrating psychosocial aspects into nursing decision-making.
EPSLO-4: Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes.	Apply principles of evidence-based practice to analyze contemporary issues in nursing.	CLO links to EPSLO by encouraging use of research and critical judgment in addressing professional challenges.
Skills:		
EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.	Demonstrate awareness of health policies, regulations, and their role in ensuring quality and safe nursing care.	CLO supports EPSLO through application of evidence-based knowledge to practice and policy.
EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.	Analyze nursing roles in healthcare systems and organizational structures using critical thinking and reasoning.	CLO connects to EPSLO by applying reasoning to professional roles.
EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.	Identify the nurse's role in promoting patient advocacy and safe professional conduct across different clinical settings.	CLO relates to EPSLO by promoting competent and safe patient-centered practice.
EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	Explain standards of professional nursing practice and codes of ethics that guide safe clinical interventions.	CLO supports EPSLO by emphasizing adherence to professional standards.
Values:		
EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.	Value cultural competence and diversity in professional nursing practice.	CLO aligns directly with EPSLO by highlighting respect for diversity in care.
EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.	Demonstrate professional behaviors that reflect accountability, empathy, and integrity in nursing roles.	CLO directly supports EPSLO through professional value-based practice.
EPSLO-11: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patients and healthcare team members.	Communicate effectively with patients, colleagues, and interdisciplinary teams in professional nursing contexts.	CLO links to EPSLO by fostering communication and teamwork skills.

Dr. Ali Obaidi



Head of Department



lecturer

Dr. Ali Oun Al-Obaidi

Dr. Roula Abboud