

BACHELOR OF SCIENCE IN NURSING (B.Sc. N) PROGRAM

I. INTRODUCTION

The Current situation in Iraq reflects the overwhelming need for high quality nurses to respond to the expanding health services on the one hand and to the emergency and emerging daily conflicts on the other hand. Iraq is experiencing major Political, Security, Demographic, Economic, and social changes. These changes have direct and indirect impacts on individuals, families, communities health needs, and health systems as a whole.

The increased demand to deliver high quality nursing care by qualified nurses places great pressure on the education institutions including university colleges and schools to draw their future strategic directions and plans, with emphasis on adopting the WHO recommendation to have one entry level into the profession and to limit categorization of nursing personnel.

Therefore, the Nursing curriculum is planned in such a manner as to progress from Nursing care management of healthy individuals and communities to the Nursing care of sick individuals and their families within the context of their environment. Medical sciences as well as liberal arts courses are integrated within the curriculum, they provide the necessary background to support the basic theoretical knowledge needed by competent nurses to provide care for healthy and sick individuals and families in various primary, secondary, and tertiary health care settings.

It is expected that graduates from a B.Sc. nursing program will have the potential to become future nursing leaders, to participate actively in developing clinical and community nursing as well as in nursing administration and teaching. They will be able to apply the research process to the study of nursing problems. Finally, they should be in a position to carry out successfully the steadily increasing set of responsibilities that will arise as a result of the expanding health service provision in Iraq.

This curriculum adopts a problem-solving approach to nursing practice, such approach will enable the graduates to cope with more complex and diverse nursing situations and should give them the potential to show more initiative in the in-dependent intervention of nursing problems. It will also better prepare the nurse to focus on developing the organization and practice of nursing in ways which are unique to and fit the health needs and priorities as well as the political, security, socio-economic, religious and cultural context of the changing Iraqi society.

II. PRINCIPAL FOUNDATIONS OF BACHELOR OF SCIENCE IN NURSING PROGRAM:

Mission Statement

To graduate professional competent nurses at the undergraduate generic level who possess the knowledge, skills and professionalism, and are able to provide safe nursing care services to individuals, families and communities in a variety of health care settings encompassing primary, secondary, and tertiary services in Iraq.

Statements of Philosophy

The philosophy of the Bachelor of Science in Nursing Program is congruent with the vision, mission, and in line with the strategic directions of the Ministry of Health in Iraq.

The philosophies include:

- 1 Adult learning is valued. It is the process through which learners reflect on and utilize significant professional and life experiences as the most valued source of learning.
- 2 The teaching-learning models foster learner centered approach enhancing great degree of integration, critical thinking, creativity and innovation as the bases for becoming change agents.
- 3 The program is community oriented and follows the philosophies of the Higher education and the philosophies of Health Services in Iraq.
- 4 Systematic, assessment and analysis of relevant client, families and community health needs and the application of quality clinical care are based on evidences obtained from research finding.
- 5 Human integrity, respect, accountability responsibility, partnership, compassion, competence and quality performance of teachers and learners adhere to the Islamic cultural values.
- 6 Individuals, families and communities are cared for and treated as unique structures with physical, psychological, emotional, intellectual, social and spiritual needs requiring a holistic multi professional approach to provide of quality care.
- 7 Learners' acquisition of professional knowledge is done through the provision of comprehensive assessment, diagnosis and treatment of perceived actual and/or potential, acute or chronic health needs and problems.
- 8 Health promotion, maintenance, disease and injury prevention are the rights of the

individuals, families, and communities. The nursing profession plays a vital role in empowering individuals to attain lifestyle activities leading to optimal levels of health and well-being.

- 9 The outcome of the educational system constituting teachers, students, programs resources and facilities will undergo efficient evaluation processes to ensure growth and development.
- 10 The learners acquire and practice management and leadership abilities to enhance their clinical performances and practice.

Competencies of the Bachelor of Science in Nursing Program

The following are the overall competencies a graduate of the program is expected to exhibit. These have been derived from adopting professional performance model, and from an examination of the responsibilities and tasks expected of nurses at the level of undergraduate, the competencies are based also on the conceptual framework identified to guide the focus and direction of nursing activities within the health care delivery system.

The Core Competencies are:

1. Applies analytical, organizational and interpretive skills based on a deeper and broader knowledge base, in the use of the nursing process in different care settings.
2. Organize nursing care in a manner which recognizes the holistic, and unique nature of the individual patient, family, and the community.
3. Provides comprehensive and effective nursing care on the bases of health promotion & maintenance of wellness, treatment & prevention of illness as well as rehabilitation in primary, secondary, and tertiary health care setting.
4. Establishes and maintains effective working and collaborative relationships with all nurses and health professionals including physicians, Hospital Administrator, Social Service Professional, and Public Health Inspector.
5. Demonstrates management skills required for the planning, organizing, delivery and evaluation of nursing care to large groups of persons in a number of wards, or a team of community nurses serving several health centers.
6. Conduct health education programs and patient/family/community teaching to promote health and improve the delivery of nursing care.

7. Applies the research process and finding as evidence to solve health problems and improve nursing intervention.
8. Demonstrates the capability to be self-directed and self-paced in carrying out activities to increase professional knowledge and skills.
9. Demonstrates a commitment to the nursing profession by being accountable for the quality of nursing whether administered directly or indirectly and by involvement in activities which contribute to the development of nursing in Iraq.
10. Adhere to the standard of professional nursing practice within legal, ethical and regulatory frameworks.
11. Provide evidence based, clinically competent, contemporary care utilizing critical thinking and decision making within the framework of the nursing process.
12. Act as change agent to promote quality improvement in the performance of nursing duties.

THE CURRICULUM CONCEPTUAL FRAMEWORK

The curriculum framework reflects the philosophy of the nursing program as it further develops the main concepts of the met paradigm; client, health, nursing, and environment. The concepts identified as vertical and horizontal strands are defined and the relationships among them are established. The concepts include: health promotion, health maintenance, illness prevention, communication, problem-solving and critical thinking, learning, caring, evidence based nursing, and partnership. The framework provides a rationale for developing program competencies, the selection of learning activities, and a structure for ordering and sequencing program content. The curriculum framework is presented in two sections:

1. Definition of concepts included in the framework.
2. The relationship between the concepts.

1. Definitions of the concepts

Client:

Is a unique social being, has biophysical, psychosocial, and spiritual needs and interacts with a changing environment. The client is capable of rational thinking and decision making and has rights and responsibilities. The term client refers to individual and groups.

Nursing:

Nursing is a caring and dynamic profession which is both an art and a science. It integrates knowledge from nursing sciences and the biophysical psychosocial sciences. Nursing follows a problem solving approach and is directed towards meeting the health care needs of individuals, families and communities in a variety of settings.

Nursing provides holistic care and focuses on health promotion, health maintenance and disease prevention. It involves collaboration with other health professionals. Nursing also conforms to established standards of practice and conduct.

Health:

Health is a state of physical, emotional, social and spiritual well-being whereby the individual is able to actualize human potential and cope effectively with and adapt to stressors in the external and internal environment. Health also implies the achievement of a state of equilibrium, harmony and balance within the person, the family and community. Health directed activities include making efforts that lead to the prevention of disease.

Illness:

Health and illness are part of a continuum. Illness occurs when there is a deviation from health, where the individual experiences a break down in the ability to adapt to internal and external stressors and to maintain balance and equilibrium. Illness will result in a disturbance of normal functioning, which can affect the individual, family or community.

Environment:

Environment is a combination of interacting internal and external variables that influences the lives of individuals, families and communities. Environment consists of physical, cultural, economic, political, and technological/scientific conditions.

Health Promotion:

Is a combination of all the activities that are directed at the protection, maintenance and improvement of health potential and health balance. The activities are aimed towards enabling people to gain greater control over the determinants of their own health.

Health Maintenance:

Includes efforts that are directed towards preventing illness and injury or the positive promotion of health. It involves helping individuals to attain the high level of health possible for him in his environment.

Disease prevention:

Strategies that are directed towards specific protection against diseases, early detection and treatment, and rehabilitation and follow up care. These strategies are expressed at three levels; primary prevention, secondary prevention, and tertiary prevention.

Communication:

Communication is those skills that consist of specific verbal and non verbal and non-verbal behaviors, effective and appropriate initiations and responses with clients and health team members. These skills are influenced by factors such as age, sex and condition of the clients

Problem Solving and Critical Thinking

Problem solving and critical thinking involves the ability to reflect on ideas, action and decisions of oneself and others. It allows students to examine problems, situations and synthesize information in an analytical, deliberative and evaluative method.

Learning:

Is a dynamic and active process that involves critical thinking and multiple experiences in the acquisition of knowledge, skills, and attitudes.

Care:

Is the provision of comprehensive care reflected in the assessment, planning and implementation of care to clients, families, and groups. Caring is also reflected in the organization of patient care delivery systems.

Partnership:

Is the process through which communities exercise their right to be involved in making decision about their own health, the process includes identifying our health needs, planning and evaluating health services in order to benefit from increased self-reliance and social control over the resources of health.

Evidence-Based Practice:

Is the process by which nurses make clinical decisions using the best available research evidence, their clinical expertise and patient preferences. Three areas of research competence are required, they include: interpreting and using research, evaluating practice, and conducting research.

2. The Relationship between the Concepts

The description of the conceptual framework for nursing curriculum reflects the continuity, sequences and integration of the curriculum content. It helps the faculty and students to understand the relationships among knowledge, skills, and values learned throughout the program. The curriculum frameworks includes: a) the vertical strands which signify continuity and sequence, and b) the horizontal strands which signify the integration of the curriculum content.

At the base of the framework are four concepts that constitute the content of the frameworks through which the student nurse acquire her professional and personal development. These concepts include, learning, partnership, problems, solving, communication, and professional ethics. These concepts will appear and reappear in increasing depth and breadth at each level of the curriculum. They form the foundation for a curriculum that is competency-based, community-oriented, integrated, and dynamic curriculum. As the students progress through the academic years, the curriculum prepares them to provide nursing care to clients in their own environment considering the complexity in the application of each concept at different levels. The provision of nursing care is directed towards health promotion health maintenance, and disease prevention which are continued to progress throughout the curriculum. The main goal of the curriculum is to help clients, families, and communities to be engaged in healthy behaviors leading to optimal health and well being and ultimately achieve economic & social prosperity.

III. PROGRAM DETAILS:

Name of the Program: Baccalaureate of Science in Nursing

Program Model:

Competency based, community oriented utilizing case based model

Length of the Program:

Minimum four academic years after secondary level (12 years) in scientific branch and maximum four academic year, divided in 8 semesters (15 weeks\semester) including exam weeks, commencing each year in September and ending in June.

Duration of the Program:

Four Academic Years

Format:

Semester system adopting credit based system

Total Number of Credits:

The program has 129 credits including 76 credits for nursing courses, 43 credits for the general sciences, 8 credits for the humanitarian course, and 2 credits for the electives.

Language:

The instructional language in this program is English including theoretical, practical and clinical.

Award:

Students successfully completing the program will be given a Baccalaureate of Science in Nursing Degree.

Program Model & Description

The program is competency based, community oriented. It utilizes case – based model as the main tools for learning.

Definition of terms of the curriculum model,**Competency:**

Is defined as internalized knowledge which one bring to bear on a particular situation, leading to an understanding which makes skillful performance both manually and interpersonally with appropriate attitude possible. It is also defined as, the ability to perform a task with desirable outcomes under the varied circumstances of the real world.

Community oriented:

Community-oriented Education (COE) is developing a curriculum that focuses on population groups and individual person taking into account the health needs of the community concerned.

Case- based Model:

Are descriptive research documents, presented in a narrative form, that is based on a real – life situation or event. The case attempts to convey a balanced, multi- dimensional representative of the context, participants, and the reality of the situation. These cases provide grounds for discussion, stimulates active analysis, and interpretation with differing perspectives.

Credit System:

Referred to as CAT (Credit Accumulation and Transfer), this system suggests that learning can take place anywhere, that learning can be measured and given a credit value, the credits can be accumulated and moved from one place of learning to another. It also suggests that in attaining credits, students can move across various boundaries and have varied time pace for self- learning.

This nursing program will adopt the credit- based system to direct the students mastering of program requirements. For standardization and transfer purposes, this program will adopt the generally acceptable sized value of the following credits:

1 Theory Credit = 15 hours of classroom learning

1 Lab Credit = 30 hours of laboratory learning

1 Clinical Credit = 45 hours of clinical learning

The symbols T, L, C stand for theory, lab, and clinical.

Structure of the BSN Macro – Curriculum – 48 months (4 years)

Total Credit Hours: 129 SCH

Nursing = 76

Sciences = 43

Humanistes = 8

Electives = 2

IV. GOVERNANCE AND ADMINISTRATION

The Nursing College or institute will be lead and administered by registered professional nurse who is experienced in the practice of Nursing, teaching and educational management and holds Graduate degree in health profession education and nursing administration and management.

The management, administration and overall development of the nursing program will preferably be decentralized in relation to its financial operations and functional day-today activities.

The head of the program will have clear and formal lines of authority and communication with the parent organization. The high management of the College represented in an academic council will be responsible for strategic planning, decision-making, and formulation of the policies of the College and such are consistent with the governing organization, clearly recorded, and maintained in the nursing college archives.

Adequate number of administrative and support staff will be available to assist the faculty in the administration of the program delivery. Faculty, administrators, and students will participate as appropriate in governing of the parent organization and the nursing college.

FACULTY

Faculty are appointed on full and part time basis to run the program, they will hold professional academic qualifications appropriate to their teaching role and demonstrate competence in teaching and educational management. Faculty will have the right mix of specialization, evident by holding current practicing license and certificate from Nurse Registration authority in the Iraq. The specialization include: community health, maternal & child, mental (psychiatric) health, critical care, emergency, general medical and surgical nursing.

The diversity of talent among the faculty will ensure recognition of functions of scholarship through teaching, application, integration of best evidences and discovery of knowledge.

Faculty ratio to student will be in line with regional and international recognized standards and on the basis of program philosophy and curriculum model and objectives. The overall ratio of faculty to students in didactic sessions is 1:15, and 1:6 in clinical sessions. Faculty performance will be periodically evaluated to ensure ongoing development of their competencies.

STUDENTS

The Program will ensure conducive learning environment to student academic achievement and life long learning. This standard will be achieved by providing best academic nursing education, counseling services and advising, health care, and appropriate financial aid.

The program provides clearly documented admission and graduation policies and guidelines consistent with the governing policies of the university. Admission requirements includes: completion of 12 years of general education in the science stream, students must have good command of English language and pass an entrance English examination. Students will sit for a personal interview utilizing a well recognized tool to measure intellectual, physical and mental fitness, interpersonal attributes and interest to join the profession of Nursing. Provision is made for admission for full time and part time, students with advanced standing, and other special admission categories.

The program will also admit graduates from other Arab and GCC health institute who wish to pursue their university college studies, flexible entrance criteria and graduation requirements will be developed for these candidates. Student pool will be from national and non national, both male and female students will be accepted into the program provided with separate premises ensuring the Islamic values and norms are respected.

The Program will provide clear written policies and procedures on students progress and graduation. It will include procedures for appeal, deferment, withdrawal, dismissal and leave of absence; all students will be provided copies of such policies. Students will receive ongoing formative and summative evaluations as applicable to their individual progress.

LEARNING RESOURCES

The Nursing college has effective, organized processes for, human, fiscal, and physical resources to support and continuously strengthen the nursing program.

Fiscal resources will be equitably managed to provide adequate physical facilities and comprehensive current learning resources that are accessible to faculty and students. Such resources will enhance students' optimal academic welfare and enables students self-directed, self paced learning.

The resources will include: Lecture halls, well equipped classrooms, tutorial rooms, skill laboratories, computer labs, plus a library equipped with internet access and virtual resources, continuing education unit with audio-visual production, and recreational facilities.

IT & E. LEARNING

It is envisaged that this program will adopt and utilize state of the art educational technology such as multi-media virtual library, Internet to connect with other Educational Institutions, to enhance faculty and students academic alliance.

STUDENTS ACADEMIC ASSESSMENT

General Principles

Assessment is a critical component of instruction in this program. It will aid in accomplishing the broad curricular goals. The students assessment are based on few key principles including:

- 1 Students' paths towards mastery or excellence will be based on receiving ongoing feedback on their progress.
- 2 Test and Examinations, as assessment modalities have powerful influence on student self-learning and on student critical, reflective analytical thinking abilities.
- 3 A student assessment results has direct impact on program status, and it will identify areas of deficiency and further the educational goals.
- 4 Assessments are powerful motivators for students, and teachers. Students will learn and master what they believe are valued in the program.
- 5 All assessment formats will require application of knowledge, allowing the assessment of

both the learners (students), information base, plus the ability to use that information.

- 6 The Program will develop an overall plan for evaluation. In this curriculum document the broad assessment considerations will be addressed that includes the scoring systems, assessment examination format and mastering criteria and percentages.

TEACHING /LEARNING STRATEGIES

In line with the philosophies of the University and the college of Nursing, a variety of teaching learning strategies will be employed throughout the program. These strategies will enhance the professional development of the students. At the end of the program the nursing students will acquire the skill of reflection, critical thinking, reasoning, analysis decision-making and self directed learning. Although some traditional teaching approach might be utilized, the greatest part will lean towards the innovative approach to learning.

The specific teaching and learning strategies utilized in this program include combination of the following:

1. Case-Based Learning

Although real case scenarios may partially cover reality, capturing real life cases is the tool and vehicle by which a chunk of reality is brought to the class to be worked over by the learners (students) and the tutor. Good cases keep the class discussion grounded upon some of the difficult facts, which must be faced in real life situations. With these principals in mind the utilization of real cases are central and an integral teaching\learning model in this curriculum.

The benefits of case-based approach include:

- a. It allows students to participate actively in the learning process
- b. It provides a real life situation to which the learners have to apply immediate theoretical knowledge.
- c. It demands analytical skills and decision-making and forces students to make choices and explore results of those choices.
- d. Students are able to face and integrate all health (physical, psychological, social cultural and spiritual) of individual case
- e. It allows for high students participation and collaborative group work.
- f. It provides ample opportunities for communication skills to be practiced including writing, public presenting and debating.

The case-based model utilized in this curriculum will necessitate all students' participation in their own learning. The active intellectual and emotional involvement is the hallmark of case teaching. It allows students to grow and is inherently motivating.

2. Non-Traditional Tutoring and Facilitating

The tutors in this program will not be dispensing knowledge, instead their roles is to guide the process of discovery in students, the active participation of tutors is essential in the whole teaching\learning process, they ensure groups of students reach their goals, by organizing and managing orderly and guided discussions through skilled questioning.

3. Skill Demonstration:

Skill demonstration will be used appropriately in this program, students will be guided to plan, implement clinical procedure and practice to master clinical skill such as administering an injection or feeding a dependant patient. Skill demonstration and mastering will be done in the controlled skill laboratory environment, the actual clinical sites, and stations for self-learning.

4. Role Plays

To develop students' interpersonal skills, role-play session will be planned and displayed. Different students will take up different roles of a client, a family member, and the nurse... although role-plays are not real. The free or guided discussion that follows will stimulate students to reflect, explore own attitudes beliefs and fears and finally understand and reach conclusions.

5. Lectures from Specialists

Conservatively, lectures methods will be utilized in this program. Multidisciplinary team involved in their respective specialty areas will be given the lectures. A visiting expert will be scheduled for large groups of students, to lecture on specialized field. Following which group discussions and working group will be organized to relate to the theoretical knowledge provided during the session.

6. Seminars & Workshops

Structured seminars and workshops with clear objectives will be planned and conducted by groups of students. Either the course tutor or students or both facilitate discussions.

7. Team Teaching Approach

Another effective teaching approach the program will adapt is team teaching. The literature supporting team teaching, emphasizes on the “Team of two or more faculty” to plan, deliver and evaluate instructional course(s). The broad aim of this approach includes improve information and knowledge, peer assessment, provision of constructive feedback and the overall sharing and partnership in the teaching learning process.

CLINICAL TEACHING AND LEARNING

The graduation of efficient nurses, depends not only on developing students’ ability to absorb large amounts of information, but on developing students critical thinking abilities and most of all ensuring clinical competency. In this program, clinical teaching strategies and guidelines will be developed and implemented. All clinical tutors will receive in house training and instructions pertaining to the positive attributes and guidelines of clinical teaching. Clinical teaching and learning skills have a range of instructional, evaluative, and interpersonal components which are different to classroom teaching. This curriculum will integrate evidence based, best practice clinical teaching models.

Clinical Facilitation and Debriefing

Fifty percent of students learning will take place in the primary, secondary and tertiary clinical setups aiming at integration of knowledge and practice. Teachers will take up the roles of monitoring and facilitating and not merely the role of supervision. Both teachers and student will utilize “hands on” approach to gain and master certain clinical skills. Students will integrate professional knowledge, attitudes and ethical values and behaviors of nursing.

Clinical Preceptorship

The successful achievements of BSN program competencies depend on the collaborative role of Nurses and other health team members as clinical preceptors in the different health care setting. The guidelines that contribute and assist in developing such roles include:

- 1 Set specific clinical objectives with the student
- 2 Collaborate with other health care providers to achieve the set objectives.
- 3 Introduce the students to the health care team members
- 4 Orient the student to the clinical setting

- 5 Familiarize the student with the different equipment and storage areas.
- 6 Involve the student in admission, history taking, physical exam and provision of assigned care.
- 7 Involve students in using different technology using invasive\noninvasive procedures such as IV cannulation administration of drugs etc.
- 8 Provide feedback on student performance on a daily basis.

The Grade Scores System

As the program is credit based, it will follow cumulative grade point average (CGPA) of six points. As the units of earned credits, the six CGPA will be distributed according to the following Table:

Academic Grading System

<i>Percentage</i>	<i>Grade</i>
90-100	<i>Excellent</i>
80-89	<i>Very good</i>
70-79	<i>Good</i>
60-69	<i>Fair</i>
50-59	<i>Accepted</i>
Less than 50	<i>Weak</i>

Assessment\Examination Format

Depending on the course objectives, the sample of test item will be representative of cognitive, interpersonal and psychomotor skills required by learners upon graduation. The Assessment formats will include:

- 1 Multiple-choice-item
- 2 One-best Answer
- 3 True\false with Interpretation
- 4 Essay writing
- 5 Oral Exam based on patient cases
- 6 Clinical Skills competencies
- 7 Research Project

Allocation of Mastery Criteria

- 1 Assessment of preparatory year will have a mid-term examination that weights 40% and a final end of the semester examination that covers 60%
 - 2 To proceed to junior nursing year, students must pass all basic sciences courses with cumulative CGPA not less than 2.5 points.
 - 3 For Nursing professional courses the grade distribution may slightly vary, but basically the grades will include:
 - End of the case(s) examination 20%
 - Clinical competency profession exam 20%
 - Writing up of projects 10%
 - Final end of semester exam 50%
- Clinical competency will be evaluated by direct observation
- Utilizing:
- Procedures' checklist
 - Protocols and guidelines
 - Hospital procedure manuals

PROGRAM EVALUATION AND OUTCOMES

The program will be evaluated based on existing regional and national accreditation criteria and professional standards set by nursing practice, and nursing education in Iraq. The outcomes evaluation tools will measure the effectiveness of the program in meeting the health needs of the consumers.

An in house team will conduct systemic evaluation of all aspect of the program they will put an evaluation plan to assess each terminal competency, construct the operational definition of outcomes and level of achievements, specify the time frame for assessment, develop assessment tools, collect and analyze the data and use the findings in decision making for program improvement.

In addition, the program management team and curriculum development consultants will be responsible for overall evaluation of the program at the end of its four years of implementation, with necessary amendments made; and ongoing evaluation of the program to include interim and final evaluations of the program. Views will be sought from all interested parties and appropriate action taken.

BACHELOR OF SCIENCE IN NURSING (B.Sc. N)

PROGRAM CURRICULUM



وزارة التعليم والبحث العلمي
جامعة العميد / كلية التمريض
هيكلية المنهاج الدراسي للدراسات الأولية



semester -1							semester -2						
Stage	Course NO.	Subject	T	L	C	Credit Hours	Course NO.	Subject	T	L	C	Credit Hours	
First	NUR101	Fundamental of Nursing I	4	6	0	7	NUR107	Fundamental of Nursing II	4	0	12	8	
	CHM102	Biochemistry	3	2	0	4	PHY108	Physiology for Nurses	3	2	0	4	
	ANT103	Anatomy for Nurses	3	2	0	4	ENG109	English Part II	1	2	0	2	
	ETH104	Code of Ethics	2	0	0	2	TER110	Medical Terminology	2	0	0	2	
	COS105	Computer Science I	1	0	0	1	COS111	Computer Science II	0	2	0	1	
	ENG106	English Part I	1	2	0	2							
		Total				20		Total				17	
Semester -1							Semester -2						
Second	NUR201	Adult Nursing I	4	0	12	8	NUR 206	Adult Nursing II	4	0	12	8	
	PHR202	Pharmacology for Nurses I	2	0	0	2	PAT207	Pathophysiology for Nurse	2	0	0	2	
	HAS203	Health Assessment	2	2	0	3	MBN208	Microbiology for Nurses II	2	2	0	3	
	MBN204	Microbiology For Nurses I	2	2	0	3	PHR209	Pharmacology for Nurses II	2	0	0	2	
	COS205	Computer Science III	0	2	0	1	COS210	Computer Science IV	0	2	0	1	
							NUR212	Preceptorship (Summer clinical Training)	0	0	30	pass	
	Total				17		Total				16		
Semester -1							Semester -2						
Third	NUR301	Maternal and Neonate Nursing	3	2	12	8	NUT306	Pediatric Nursing	3	2	12	8	
	RSM302	Research Methods in Nursing	2	0	0	2	BST307	Biostatistics	2	0	0	2	
	HOS303	Health Sociology	2	0	0	2	PHR308	Human Growth And Development	3	0	6	5	
	HUM304	Human Rights	1	0	0	1	DEM309	Democracy	1	0	0	1	
	NUT305	Nutrition and Diet Therapy	2	0	0	2	NUR310	Preceptorship (Summer clinical Training)	0	0	30	pass	
		Total				15		Total				16	
Semester -1							Semester -2						
Fourth	NUR401	Community Health Nursing	3	0	12	7	NUR408	Psychiatric and Mental Health Nursing	3	0	12	7	
	NUR402	Nursing Management and Leadership	2	0	3	3	NUR409	Critical Care Nursing	2	0	12	6	
	NUR403	Professional Perspectives and Issues in Nursing	2	0	0	2	HPN410	Health Psychology For Nurses	2	0	0	2	
	NUR404	Graduation Research Project	0	0	3	1	NUR411	Graduation Research Project	0	0	3	1	
	HPR 405	Health Promotion	2	0	0	2	ARB412	Arabic Language for Nurses II	1	0	0	1	
	Epid406	Epidemiology	2	0	0	2							
	ARB407	Arabic Language for Nurses I	1	0	0	1							
	Total				18		Total				18		
تم تحديثه بتاريخ 2021-11-24 م													
Notes	Total Credit Hours : 137 SCH						ملاحظة: (1) ساعة نظري = (2) ساعة عملي = (3) ساعة سريري = (1) وحدة دراسية						
	التدريب الصيفي : شهر تدريب المرحلة الثانية و شهر تدريب للمرحلة الثالثة وبمعدل (6) ساعات يومياً , (30) ساعة اسبوعياً و (120) ساعة شهرياً												



**BACHELOR OF SCIENCE IN NURSING (B.Sc. N)
PROGRAM SYLLABUS**

semester -1						
Stage	Course NO.	Subject	T	L	C	Credit Hours
First	NUR101	Fundamental of Nursing I	4	6	0	7
	CHM102	Biochemistry	3	2	0	4
	ANT103	Anatomy for Nurses	3	2	0	4
	ETH104	Code of Ethics	2	0	0	2
	COS105	Computer Science I	1	0	0	1
	ENG106	English Part I	1	2	0	2
		Total				20

Fundamental of Nursing I

1. **Course Title:** Fundamental of Nursing
2. **Course Number:** NUR (101)
3. **Credit Hours:** Total (7) credits
Theory (4)
Lab (6)
4. **Course Calendar:** Total (10) hrs weekly of (15) weeks:
5. **Placement:** First years / first semester.
6. **Instructors:** Ali Falah Hasan.

7. **Course Description:** -

This course serves as a base for other nursing courses. It is designed to provide the nursing students with the basic nursing concepts and principles needed for practicing nursing. The course emphasizes on the nature of the client's needs and interventions required for utilizing the patterns of functional health. This course also provides laboratory and clinical guided experiences which helps the nursing student in integrating the basic nursing concepts into practice. It also enables her/him in performing the nursing activities safely.

8. **Course Goals:**

At the end of the course the student will be able to:

1. Discuss concepts related to functional health patterns and their utilization in providing nursing care for client.
2. Realize the nursing process as a frame work for providing nursing care for a client with selected alterations in function health patterns.
3. Recognize the principle underlying all nursing intervention procedures related to providing care to the client in adult nursing care.
4. Recognize the principles of infection prevention in clinical area.
5. Develop an awareness concerning the importance of health promotion for adult nursing care.
6. Apply a systematic approach of analyzing the patient's problems
7. Utilize systematic approach in assessing the client health status
8. Perform basic nursing skills related to various client conditions.
9. Provide a safe & therapeutic environment for client care.
10. Utilize principles of medical / surgical asepsis & universal precautions in client care.
11. Utilize principles of body mechanics in positioning, transferring & ambulating the client.
12. Prepare & administer medications safely.
13. Demonstrate the use of principles accurately in reporting & recording nursing action, intervention, and clients' response.

9. Course Outline:

The Theoretical Content:

Unit 1: Perspective and concept of nursing

(4)hrs.

Unit 2: Admission, discharge, transfer and referrals

(6)hrs.

1. The admission process:

- The admitting department .
- Nursing admission activities .
- Initial nursing plan for care .
- Common responses to admission .

2. The discharge process:

- Providing discharge instructions .
- Discharging a client .
- Writing a discharge summary .
- Terminal cleaning .

3. Transfer:

- Client Transfer .
- Transfer activity .
- Extended care facilities

4. Referral :

- Client referral .
- Home health care.

Unit 3: Vital signs.

(8) hrs

1.Body temperature :

- Regulation of body temperature .
- Factors affecting body temperature .
- Alteration in body temperature (pyrexia, hypothermia).
- Assessing body temperature .
- Type of thermometers, temperature scale.

2. Pulse :

- Factors affecting the pulse .
- Pulse sites .
- Assessing the pulse.

3. Respiration:

- Mechanics and regulation of breathing .
- Assessing respiration .
- Factors affecting respirations.

4. Blood Pressure :

- Determinates of blood pressure .
- Factors affecting blood pressure .
- Hypertension, hypotension .
- Assessing blood pressure.

5. Oxygen saturation:

- Factors affecting oxygen saturation .

6. Documenting vital signs:

Unit 4: Asepsis:

(4) hrs.

1. Type of microorganism causing infection .
2. Types of infection .

3. Nosocomial infection .
4. Chain of infection .
5. Body defenses against infection .
6. Factors increasing susceptibility to infection .
7. Infection control for health care workers .
8. Role of the infection control nurse .

Unit 5: Safety and Activity: (4) hrs.

1. Body mechanics .
2. Maintaining good posture .
3. Protective devices .
4. Nursing implication .
5. Therapeutic exercise .
6. Exercise prescriptions .
7. Types of exercise .

Unit 6: Hygiene. (4) hrs.

1. The Integumentary system.
2. Skin, mucous membranes, hair , nails, teeth .
3. Hygiene practices .
4. Bathing, Shaving, Oral hygiene, Hair care ,
5. Nails care, Visual and Hearing devise .

Unit 7: Medication Administration: (8) hrs .

1. Drug standard .
2. Legal asepsis of drug administration .
3. Effect and action of drugs .
4. Routes of administration .
5. System of measurement.
6. Medication orders:
 - a. Oral medication.
 - b. Applying the five right .
 - c. Calculating dosages .
 - d. Topical medication .
 - e. Documentation .
 - f. Parenteral medication
 - g. Parenteral administration equipment
 - h. Modified safety injection equipment
 - i. Combining medication in one syringe
 - j. Reducing in section discomfort
 - k. Injection routes.
 - l. Intravenous medication
 - m. Continuous administration
 - n. Intermittent administration
 - o. Central venous catheter

Unit 8: Nutrition (4) hrs .

- Overview of nutrition.
- a. Human nutritional needs .
 - b. Nutritional standards .
 - c. Nutritional status assessment .

- d. Factor affecting nutrition .
- e. Management of problems interfering with nutrition .
- f. Common hospital diets.

Unit 9: Rest & Sleep (4) hrs .

- 1 Physiology of sleep
- 2 Function of sleep , sleep phases , sleep cycles
- 3 Factors affecting sleep
- 4 Sleep assessment
- 5 Common sleep disorders.

Unit 10: Oxygenation (4) hrs .

- 1 Overview of anatomical & physiological of breathing
- 2 Assessing oxygenation
- 3 Oxygen therapy
- 4 Alternation in respiratory function .

Unit 9: Documentation (4) hrs .

- 1. Paper record documentation.
- 2. Electronic record documentation.

The Laboratory Content

Unit 1: Skill of Admission, Discharge, Transfer & Referrals): (6) hrs.

- 1. Admitting a client.
- 2. Discharging a client.
- 3. Transferring a client.
- 4. Referrals of a client.

Unit 2: Skills of Vital signs: (12) hrs.

- 1. Assessing body Temperature.
- 2. Assessing peripheral pulse.
- 3. Assessing apical pulse.
- 4. Assessing apical – radial pulse.
- 5. Assessing respiration.
- 6. Assessing blood pressure.
- 7. Measuring oxygen saturation.

Unit 3: Skills of asepsis: (6) hrs.

- 1 Hand washing.
- 2 Removing personal protective equipment.
- 3 Establishing and maintaining a sterile field.
- 4 Donning and removing sterile glove.
- 5 Donning a sterile gown and gloves.

Unit 4: Skills of Safety & Activity: (6) hrs.

- 1 Moving a client up in bed.
- 2 Turning a client to lateral or prone position in bed.
- 3 Assisting the client to sit on the side of the bed.
- 4 Transferring between bed and chair.
- 5 Transferring between bed and stretcher.
- 6 Assisting the client to ambulate

Unit 5: Skills of Hygiene: (6) hrs.

- 1 Providing a tub bath or shower.
- 2 Brushing and flossing the teeth.
- 3 Giving a bed bath.
- 4 Giving oral care to unconscious clients.
- 5 Shampooing hair.
- 6 Foot care.

Unit 6: Skills of Medication Administration: (12) hrs.

- 1 Administering oral medication.
- 2 Administering medication through an eternal tube.
- 3 Instilling eye medication.
- 4 Administering nasal medication.
- 5 Preparing medication from ampoule and vials.
- 6 Preparing intra dermal injection.
- 7 Preparing subcutaneous injection.
- 8 Preparing intramuscular injection.
- 9 Adding intravenous medication by continues infusion.
- 10 Maxing medication using on syringe.

Unit 7: Skills of Oxygenation: (6) hrs.

- 1 Using a pulse oximeter.
- 2 Administering oxygen.
- 3 Maintaining a water- seal chest tube drainage system.

Unit 8: Skills of Rest & Sleep (6) hrs.

- 1 Making an unoccupied bed.
- 2 Making an occupied bed.
- 3 Giving back Massage.

Unit 9: Skills of NG feeding. (6) hrs.

- 1 Recording intake & output.
- 2 Inserting a Nasogastric tube.
- 3 Removing & Nasogastric tube.
- 4 Administering a tub feeding.

10. Learning Resources:

Black board, Overhead, Posters, Handouts, Films, and CD's, laboratory sites and teaching hospitals.

11. Teaching / Learning Strategies:

Lecture, Small Groups, Case based learning, Role Playing Demonstration, Self-Training and Clinical training.

12. Students Evaluation:

theory exam.	25%
Laboratory degree exam.	15%
Final theory exam	35%
Final Lab exam	25%
<hr/>	
Total	100%

13. References: -

1. Carol R. Taylor, Pamela Lynn, et al. Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2011.
2. Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 10th Ed, New York, Pearson Education, 2016.

Biochemistry

- 1. Course Title:** Biochemistry
- 2. Course Number:** CHM (102)
- 3. Credit Hours:** Total (4) Credits:
Theory (3) Credits
Lab. (2) Credits

4. Course Calendar: Total (5) hours weekly of (15) weeks:

5. Placement: first year / first Semester.

6. Instructors: Aamer Mousa Ali.
Hussein Ali Al-Bahrani

7. Course Description:

The biochemical studies introduce students to the fundamental Concepts compounds of biochemistry. The students look at both structure and role of abnormal carbohydrate, Lipids, Fatty acids, Amino acids, protein, Enzymes with disease. They also acquire the basic skill necessary for medical laboratory analysis and operating, maintaining, and cleaning laboratory equipment.

8. Course Goals:

After successfully completion of the course the students will be able to:

1. Define nutrients, properties, and classification.
2. Illustrate biochemical changes of nutrients and its metabolic pathway in human body.
3. Realize some important body constituents and their chemical changes in the laboratory.
4. Differentiate the biochemical functions of different human organs in normal and abnormal conditions.
5. Understand the human biochemical reactions in normal situation and in case of diseases.
6. Use laboratory methods for monitoring biochemical reactions in biological samples.
7. Handle the laboratory equipment properly.

9. Course Outline:

The Theoretical Content

Unit 1: Chemistry of Carbohydrate (9) hrs.

1. Definition of carbohydrate.
2. Classification, Mono, oligo and Polysaccharide.
3. Chemical properties of Carbohydrate.
4. Metabolism of Carbohydrate.
 - Glycogenesis
 - Glycogenolysis
 - Glycolysis
 - Kreb Cycle
5. Metabolic disorder of carbohydrate metabolism.
 - Diabetes mellitus.

Unit 2: Chemistry of Lipids (9) hrs.

1. Definition Fats, oil, Waxes, Fatty acids.
2. Classification.
 - Simple lipids

- Compound lipids.
- Derived lipids.

- Steroids
- Sterols

- Cholesterol.
- Bile acids

3. Some important chemical properties.
4. Lipids metabolism.
5. Fats Oxidation.
6. Metabolic disorder of lipids metabolism.
7. Ketosis.

Unit 3: Chemistry of Amino acids and proteins

(9) hrs.

1. Definitions of amino acid and protein.
2. Classification of Amino acid.
3. Classification of proteins.
 - Simple Protein.
 - Conjugated Protein.
 - Derived Protein.
4. Some important properties of protein.
5. Protein metabolism.
6. Metabolic disorder of protein metabolism.
7. Blood protein.
8. Non protein.
9. Nitrogen products.
 - Urea Formation.
 - Creatinine Formatin.
 - Uric Acid Formation.

Unit 4: Chemistry of Enzymes

(9) hrs.

1. Definition of Enzymes, Substrate.
2. Hole Enzyme, Coenzyme unit of Enzyme and Zymogene.
3. Inhibition of Enlyme.
 - Competitive inhibitors.
 - Non Competitive inhibitors.
4. Factors influence the activity of Enzyme.
 - Temperature
 - PH.
 - Concentration of Enzyme.
 - Concentration of Substrate.
 - Enzyme properties and Classification.
 - Plasma enzyme.
 - Lactate dehydrogenises Amylase.

Unit 5: Liver Function test

(5) hrs.

1. Classification the liver Function test.
2. Uses of Various testes collecting to evaluate the liver dysfunction.

Unit 6: Renal function test

(4) hrs.

1. Function of Kidney.
2. Uses Various Functions tests that can be employed to assess renal function.

The Laboratory Content

Handling of laboratory equipment	(2) hrs.
Serum glucose	(2) hrs.
Serum cholesterol	(2) hrs.
Serum protein	(2) hrs.
Serum Urea	(4) hrs.
Serum Creatinine	(2) hrs.
Serum uric acid	(2) hrs.
Serum bilirubin	(2) hrs.
Serum Gpt,Got	(4) hrs.
Serum Alp, Acid Phosphates	(4) hrs.

10. Learning Resource:

Blackboard, hand out, laboratory equipment.

11. Teaching /Learning Strategies:

Lectures, discussions, Demonstrations and Lab. work

12. Students Evaluation:

theory exam.	30%
lab exam.	10%
Final lab. exam.	20%
Final theory exam.	40%

Total	100%

13. References:

- Amend, J.R., et.al, General, Organic, Biological Chemistry. New York, Saunders college publishing, 1993.
- Trudy M. and R. M. James, Biochemistry, Dubuque, Wm. C. Brown publishers, 1996.
- Richard A. Harvey and Denise Ferrier, Biochemistry 6th edition London, Lippincott williams & wilkins a wolters Kluwer publishing 2015.
- Martin Crook, Clinical Biochemistry. Metabolic Medicine 8th edition. London, British Library Cataloguing in publication 2012.

Anatomy for Nurses

1. **Course title:** Anatomy
2. **Course Number:** ANT (103)
3. **Credits Hours:** Total of (4) credits:
Theory (3) credits
Lab. (1) credit
4. **Course Calendar:** Total (9) hours weekly of (15) weeks:
Theory (3) hrs.
Lab. (6) hrs.
5. **Placement:** First year / first course
6. **Instructors:** Dr. Ali dhullfaqr

7. **Course Description:**

This course is designed to provide the nursing students with basic theoretical and laboratory knowledge about different human systems, their locations in the human body, and their functions.

8. **Course Goals:**

At the end of the course the student will be able to:

- Know the mechanism of the normal body functions.
- Understand the relation between structures and functions of the different parts of the body.
- Identify in the practice, the anatomical feature of the different parts of the body.

9. **Course Outline:**

The Theoretical Content

Unit 1: Introduction of Human Body

- Definition of the anatomy and physiology and their interrelated.
- Elementary tissue of the body.

Unit 2: Digestive System

- Anatomy of digestive system.
- Function disorders of digestive system

Unit 3: Heart and Circulation.

- Structure of the heart, vascular and lymphatic systems.
- Functional disorders of heart and circulation.

Unit 4: Respiration System

- Structure of respiration system.
- Ventilation, gas exchange and transport.
- Functional disorders of respiration system.

Unit 5: Muscle and Nerves

- Structures and function of muscle.
- Structures and function of central nervous system.
- Structures and function of peripheral nervous system.

- Functional disorders.
- Sensory System and Reflexes

Unit 6: Urinary System:

- Anatomy of urinary system.
- Renal function.
- Effect of disordered renal functions.

The Laboratory Content

Unit 1: Terms used in anatomy

Unit 2: Anatomy of musculoskeletal system and joints .

- Upper limb.
- Lower limb.
- Vertebral column and pelvic griddle.
- Joints.
- Skull and thoracic cage.

Unit 3: Anatomy of thoracic cavity

Unit 4: Anatomy of abdominal cavity

10. Learning resources:

Overhead projector, posters, and samples.

11. Teaching/ Learning strategies:

Lecture and discussion, demonstration and laboratory practice.

12. Students Evaluation:

Theory exam.	30%
Lab exam	10%
Final lab. exam.	20%
Final theory exam.	40%
Total	100%

13. References.

1. Drake, R., Vogl, A. W., Mitchell, A. W., Tibbitts, R., & Richardson, P. (2020). Gray's Atlas of Anatomy E-Book. Elsevier Health Sciences.
2. Soames, R. W. (2018). Anatomy and Human Movement E-Book: Structure and function. Elsevier Health Sciences.
3. Standring, S. (Ed.). (2021). Gray's anatomy e-book: the anatomical basis of clinical practice. Elsevier Health Sciences.

Code of Ethics

1. **Course Title:** Code of Ethics
2. **Course Number:** ETH(104)
3. **Credit Hours:** (2) credits
4. **Course Calendar:** (2) hours weekly of (6) weeks.
5. **Placement:** first years / first semester.
6. **Instructors:** assist lecturer Abbas Fadhil Alhussani.
7. **Course Description:**

تم تصميم هذا المقرر الدراسي لتزويد طالب التمريض بالمعرفة الأساسية المتعلقة بمبادئ التمريض: - ممارسة التمريض التاريخية والمعاصرة، وتطوير مهنة التمريض، وتعليم التمريض والبحوث، والجانب القانوني للتمريض، والقيم، والأخلاق والدعوة، والصحة، والعافية، و المرض، نظام تقديم الرعاية الصحية

8. Course Goals:

عند نهاية هذا الكورس الدراسي، سيكون الطالب قادراً على:

1. فهم تاريخ وتطور مهنة التمريض.
2. تحديد أسس أخلاقيات وقيم التمريض.
3. إدراك الخصائص الشخصية واحتياجات الإنسان
4. التعرف على مفهوم الصحة والعافية والمرض.
5. تحديد العوامل التي تؤثر على معتقدات وممارسات الحالة الصحية.
6. وصف نظام تقديم الرعاية الصحية.
7. التمييز بين المواقف القانونية وغير القانونية في ممارسة التمريض.

9. Course Outline:

<u>مقدمات ميثاق أخلاقيات مهنة التمريض</u>
1. العوامل التي ادت إلى تطور أخلاقيات مهنة التمريض
2. أدوار الممرض اتخاذ القرار
3. تشمل أخلاقيات مهنة التمريض
4. مبادئ أخلاقيات مهنة التمريض
5. مفاهيم أخلاقيات التمريض
6. القيم في أخلاقيات المهنة

<u>المسؤوليات الأخلاقية في الرعاية التمريضية</u>
1. المسؤوليات الأخلاقية في الرعاية التمريضية
2. مسؤوليات السلطة العامة
3. مسؤوليات النقابية
4. مسؤوليات إدارة القطاع وإدارة المؤسسة التي يتم العمل مسؤوليات مؤسسات التعليم
5. مسؤوليات الممرض و الممرضة مسؤوليات المستفيد وذويه

<p>مكونات الممارسة التمريضية الأخلاقية</p> <ol style="list-style-type: none"> 1. مكونات الممارسة التمريضية الأخلاقية 2. مواصفات الرعاية التمريضية الأخلاقية عوامل تؤدي إلى رعاية تمريضية غير سليمة 3. حقوق المريض الصفات التي يجب أن يتمتع بها الممرض في ممارسة المهنة 4. حقوق الممرض أو الممرضة
<p><u>الخصائص الأخلاقية لعلاقات الممرض بالمهنة</u></p> <ol style="list-style-type: none"> 1. الممرض والمستفيد 2. الممرض وزملائه 3. الممرض والممارسة 4. الممرض والمهنة 5. الممرض والمجتمع
<p><u>المشكلات الأخلاقية المتعلقة بالاحتضار والموت</u></p> <ol style="list-style-type: none"> 1. المادة 64 : الأجهاض 2. زراعة الأعضاء 3. انعدام جدوى الإجراءات العلاج 4. المشاكل الأخلاقية في التعامل مع المرضى المحتضرين 5. مواجهة المرضى الذين يعانون من قصر سير المرض
<p><u>الأخطاء الطبية</u></p> <ol style="list-style-type: none"> 1. أخطاء جراحية 2. أخطاء التشخيص 3. أخطاء إدارة الدواء

10. Learning Resources:

Black board, Overhead, Posters, Handouts, Films, and CD's, laboratory sites and teaching hospitals.

11. Teaching / Learning Strategies:

Lecture, Small Groups, Case based learning, Role Playing Demonstration, Self-Training and Clinical training.

12. Students Evaluation:

1 st theory exam.	15%
2 nd theory exam.	15%
Final exam.	70%

Total 100%

13. References:

- Ethics of Medicine and Health technical paper presented at the 42nd of the regional committee for Eastern Mediterranean Region, 1995.
- Abdul Fadl Mohsen Ebrahim: Biomedical issues .Islamic perspective, Published by A.S.noordeen , 1993 .
- ICN, ISBN 92 -95005-16-3 : The ICN Code of Ethics for Nurses , 2000 .
- Thompson I, Melia K, Boyd K,: Nursing Ethics , 4th edition .
- Harrion L,: Professional practical Vocational nursing , Churchill Livingstone , Toronto , Ist ed , 2000 , p.75-78 .
- Delmar, Volbrecht ,R : Nursing Ethics communities in dialogue , Prentice Hall, New Jersey , Ist ed , 2002 , 263-277 .
- Australian Nursing and Midwifery Council : Code of Ethics in Australia , Published by ANMC , 1993, revised in 2002, reprinted February 2005.

Computer Science I

1. **Course Title:** Computer Science (1)
2. **Course Number:** COS(105)
3. **Credit Hours:** Total (1) credit
4. **Course Calendar:** Total (2) hrs. weekly of (15) weeks
5. **Placement:** First year / first semester
6. **Instructor Information:** Specialists in computer science

7. **Course Description:**

This course is designed to assist the first-year students to acquire basic knowledge, skills in utilizing the computer, and applications of certain programs.

8. **Course Goals:**

At the end of this course the students will be able to:

1. Understand the historical perspectives of computer and its relation to nursing profession
2. Describe the characteristics & classifications of computer according to size, types & applications
3. Identify the components of computers related to hard ware & soft ware
4. Apply MS-Dos and Window programs.

9. **Course outline:**

The Theoretical Content

Unit 1: History of Computer	(1) hr.
Unit 2: Computer concept, characteristics & classification according to size, type & applications	(2) hrs.
Unit 3: Computer components	(4) hrs.
1. Hard ware:	
-Input unit	
-Out put unit	
-Storage units	
-Central processing units (CP	
2. Software:	
-System program (Dos / Window)	
-Type of software programs (Word, excel& power point)	
-Computer languages (Machine language, Low level language & high level language)	
Unit 4: Ms – Dos	(4) hrs.
1. Definition of files, directory, disk drive & Path	
2. Ms- Dos commands:	
-Internal commands (Dir, CLS, Md, Cd, Rd, Del & copy)	
-External commands (Edit, Print & format)	
Unit 5: Windows	(4) hrs

The Laboratory Content

Identification of Computer components	(5) hrs.
Identification of Computer languages	(15) hrs.
Practicing on Ms - Dos	(20) hrs.
Practicing on Windows	(20) hrs.

10. Learning Resources:

Black & white boards, handouts, overhead projector & computers

11. Teaching/ Learning Strategies:

Lecture, small groups work, Individual laboratory work.

12. Students Evaluation:

1 st theory exam.	15%
2 nd theory exam.	15%
Final exam.	70%

Total	100%

14. References

- 1 O'Leary, T. &O'Leary, L., Microsoft windows, Boston, Irwin, McGraw – Hill, 1999.
- 2 O'Leary, T. &O'Leary, L., Computing essentials, Boston, McGraw – Hill, 2002.
- 3 الطبعة الاولى القاهرة ، دار الكتب العلمية للنشر . لمحطات العمل (NT4.0) نظام التسجيل ويندوز . نجار يحيى . د . 1999 ، والتوزيع

English for Nurses

- 1. Course title:** English for Nurses I
- 2. Course Number:** ENG(106)
- 3. Credit Hours:** (2) credits
- 4. Course Calendar:** (2) hours weekly of (15) weeks.
- 5. Placement:** First years / First semester
- 6. Instructors:** Dr.Abdull Razzaq Naief
- 7. Course description:**

The Oxford English for Careers Nursing 1 book covers different topics and involves the language used in a variety of nursing contexts, such as the hospital team, in and around the hospital, accidents and emergencies, pain, symptoms, caring for the elderly, nutrition and obesity. The book is designed to meet the language needs of nursing students who learn English to use it for communication in a specific professional situation. It focuses on developing the four language skills (e.g. speaking, listening, writing and reading) as well as grammar, vocabulary and pronunciation.

8. Course learning objectives:

After successful completion of this course, students will develop a confidence in using English language through constructing different grammatically correct sentences both in oral and written modes. In addition, students will deliver oral presentations and receive feedback on their performance. Students will also improve their reading fluency skills, enhance their listening skills, enlarge their vocabulary, strengthen their writing ability and improve their pronunciation skills.

9. Course learning outcomes: At the end of the course, students will be able to:

A-Grammar

- Identify the present continuous, simple past, past continues, and present perfect tenses, uses of will, comparisons, preposition of place and movements;
- Understand sentence structure in English;
- Apply passive voice in simple present and past tense correctly.

B-Vocabulary

- Identify and define a range of nursing vocabulary.

C- Pronunciation

- perceive and produce individual sounds (consonants, pure vowels, and diphthongs) in isolation as well as in content;
- pronounce the English words including medical terms correctly;
- place stress correctly on appropriate syllables and on words.

D-Reading

- Read and understand English texts;
- Grasp meaning of words and sentences from English texts.

E-Writing

- Write a patient summary, a pain report, a symptom report, an email job application, and an advice to a friend via email;
- Spell the medical terms correctly.

F-Speaking

- Produce yes/no and simple questions;
- Provide appropriate responses to simple questions;
- Engage in simple conversations to express ideas and opinions;
- Narrate simple experiences and series of events to convey its essence and intention.

G-Listening

- Understand meaning of words, phrases and sentences in context;
- Understand statements, questions, instructions, and commands;
- Follow directions given orally.

10. Outline of English I			
Time	Course Subjects	Units and Course Materials	Learning Outcomes
Weeks 1&2	Review of Verb tense and grammar rules	<ul style="list-style-type: none"> - Forming correct sentences (speaking and writing) with different verb tenses (simple present, present continuous, present perfect, present perfect continuous, simple past, past continuous, past perfect, past perfect continuous, simple future, future perfect, and future perfect continuous). - Speaking and writing sentences using (active form, passive form, and question form). 	

Weeks 3 & 4	The hospital team:	<p style="text-align: center;">Unit one</p> <ul style="list-style-type: none"> -Reading (the nursing profession passage). - Writing (profile of a student nurse) <ul style="list-style-type: none"> -Vocabulary (verbs for describing job). - Listening (1-an admission, 2- a job interview) - speaking (ask questions and talk about yourself) - pronunciation (pronounce the jobs). 	<ul style="list-style-type: none"> -Introduce self -Identify others -Naming nursing schools and describing their locations in the local area and notionally. -Naming and describing other facilities in the school and their locations. -Naming and describing nursing specialties
Weeks 5& 6	In and around the hospital	<p style="text-align: center;">Unit two:</p> <p>Reading (wheelchair passage and It's my job: William O'Neil report), writing (Giving directions via email), grammar (prepositions of place and movement), vocabulary(hospital departments).</p> <p>Listening (1- directions, 2-the porter's office), speaking (picture description: spot the difference task), pronunciation (Where is the stress).</p>	<ul style="list-style-type: none"> -Naming and describing other healthcare specialties - Naming healthcare settings in the local area and describing their locations
Week 7	1 st Midterm Exam		
Weeks 8&9	Hospital admission	<p style="text-align: center;">Unit three:</p> <p>Reading (Bad hand writing passage and It's my job: Carmen Dornan), writing (patient summary), grammar (past simple v past continuous), vocabulary (the admission procedures and patient record).</p>	<p>Communication (verbal and written)</p> <ul style="list-style-type: none"> - Communication with students in school - Communication with healthcare professionals - Communication with patients - Communicate with community

Week 10&11	Clients' Symptoms	Unit four: Reading (mystery syndromes passage and it's my job: Sandy McGuire), writing (symptoms report), grammar (question forms), vocabulary (tongue diagnosis and night coughing).	Assessing and documenting sign and Symptoms using proper vocabulary and correct verb tenses
Week 12& 13	Caring for the patients	Unit five: Reading (old age and the brain passage), writing (letter of introduction to a care home), grammar (will), vocabulary (the effects of aging, problems and aids).	<ul style="list-style-type: none"> - Communicate with elderly people - Assess their health status - Explain nursing actions
Week – 14	2 nd Midterm Exam		
Week – 15	Hygiene	Unit six: Reading (ask the nurse passage and it's my job: Harriet Banks), writing (A notice: hygiene reminder), grammar (must, have to, mustn't, need to, need-ing), vocabulary (hygiene equipment).	Patients' Teaching and Education <ul style="list-style-type: none"> - Writing a teaching plan for different age groups - Writing teaching plans for different health care problems

11. Students Evaluation:

Theory exam.	30%
Lab exam	10%
Final lab. exam.	20%
Final theory exam.	40%

Total	100%

12. References:

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

semester -2						
FIRST	Course NO.	Subject	T	L	C	Credit Hours
	NUR107	Fundamental of Nursing II	4	0	12	8
	PHY108	Physiology for Nurses	3	2	0	4
	ENG109	English Part II	1	2	0	2
	TER110	Medical Terminology	2	0	0	2
	COS111	Computer Science II	0	2	0	1
	Total					

Foundation of Nursing II

1. Course Title: Foundation of Nursing II

2. Course Number: NUR(107)

3. Credit Hours: Total (8) credits.

Theory (4)

clinic (12)

4. Course Calendar: Total (10) hours weekly for (15) weeks.

5. Placement: First year / Second semester.

6. Instructors: Ali Falah Hasan

7. Course Description:

This course serves as a base for other nursing courses. It is designed to provide the nursing student with the basic nursing concepts and principles needed for practicing nursing. The course emphasizes on the nature of the client's needs, and interventions required for utilizing the patterns of functional health. This course also provides laboratory and clinical guided experiences which helps the nursing student in integrating the basic nursing concepts into practice. It also enables her/him in performing the nursing activities safely.

8. Course Goals:

At the end of the course the student will be able to:

1. Discuss concepts related to functional health patterns and their utilization in providing nursing care for client.
2. Realize the nursing process as a frame work for providing nursing care for a client with selected alterations in function health patterns.
3. Recognize the principle underlying all nursing intervention procedures related to providing care to client in adult nursing care.
4. Recognize the principles of infection prevention in clinical area.
5. Develop an awareness concerning the importance of health promotion for the adult nursing care.
6. Apply a systematic approach of analyzing the patients problems
7. Utilize systematic approach in assessing the client health status
8. Perform basic nursing skills related to various client conditions.
9. Provide a safe & therapeutic environment for client care.
10. Utilize principles of medical / surgical asepsis & universal precautions in client care.
11. Utilize principles of body mechanics in positioning, transferring & ambulating the client.
12. Prepare & administer medications safely.
13. Demonstrate the use of principles accurately in reporting & recording nursing action,

9. Course outline:- theoretical content

- Unit 1: Nursing Process** (8 hours)
1. Introduction.
 2. Steps of nursing process.
 3. Application of nursing process.
- Unit 2: Preoperative Nursing** (4) hrs.
1. Type of surgery
 2. Preoperative phases
 3. Intra operative phases
 4. post-operative phases
- Unit 4: Pain Management** (4) hrs.
1. The process of pain
 2. Pain theories
 3. Types of pain
 4. Pain assessment
 5. Pain management
- Unit 6: Fluid & Chemical Balance** (8) hrs.
1. Body fluid, electrolytes & acid – base balance.
 2. Fluid volume assessment.
 3. Intake & output.
 4. Factors affecting body fluid, electrolytes & acid – base balance .
 5. Common fluid imbalance.
- Unit 7: Bowel Elimination** (4) hrs.
1. Physiology of Defecation
 2. Assessment of bowel elimination
 3. Common alterations in bowel
 4. Measures of promote bowel elimination
 5. Ostomy care
- Unit 8: Urinary Elimination** (4) hrs .
1. Overview of urinary elimination
 2. Characteristics of urine
 3. Abnormal urinary elimination patterns
 4. Assisting clients with urinary elimination
- Unit 10: Death & Dying** (4) hrs.
1. Terminal illness & care
 2. Stage of dying
 3. Promoting Acceptance
 4. Grieving
- Practical Content**
- Unite 1: Skills of Suturing:**
1. Cleaning a Sutured Wound
 2. Changing a Dressing on a Wound with a Drain
- Unit 2: Skills of Preoperative Nursing Care** (6) hrs
1. Teaching moving, leg exercises, deep breathing & coughing.
 2. Managing gastrointestinal suction.
 3. Cleaning a suture wound & applying a sterile dressing.

Unit 3: Skills of Bowel Elimination

(6) hrs

1. Inserting rectal tube.
2. Inserting rectal suppository.
3. Administering a cleaning Enema.
4. Irrigating a colostomy.

Unit 4: Skills of Urinary Elimination

(6) hrs

1. Placing & removing a bedpan.
2. Applying a condom catheter.
3. Inserting Foley catheter in a female.
4. Inserting Foley catheter in a male.
5. Irrigating a Foley catheter.

The Clinical Content

1. Orientation to the clinical area. **(2) hrs.**
2. Collect data from at least (2) patient. **(2) hrs.**
3. Perform admission, transfer and discharge procedures under supervision. **(8) hrs.**
4. Perform vital signs procedures under supervision **(18) hrs.**
in the general medical and surgical wards.
5. Perform moving the patients in the general medical and surgical wards: **(12) hrs.**
 - Moving helpless patient up in bed.
 - Raising shoulders of the semi helpless patient.
 - Helping the patient move to the side of the bed.
 - Helping the patient turn on his side.
 - Assisting the patient to work.
- a. Apply personal hygiene in the general medical and surgical wards. **(12) hrs.**
 - Hair care.
 - Oral hygiene.
 - Bed bath.
 - Back massage.
- b. Administer medication in the wards & outpatient unit. **(18) hrs.**
 - Oral medication.
 - IV injection.
 - IM injection.
 - SC injection.
 - ID injection.
- c. Apply dressing procedure under supervision in the wards and outpatient unit. **(18) hrs.**

10. Learning Resources:

Black board, Overhead, Posters, Handouts, Films, and CD's, laboratory sites and teaching hospitals.

11. Teaching / Learning Strategies:

Lecture, Small Groups, Case based learning, Role Playing Demonstration, Self-Training and Clinical training.

12. Students Evaluation:

Theory exam.	25%
Lab exam	15%
Final lab. exam.	25%
Final theory exam.	35%

Total	100%

13. References: -

1. Carol R. Taylor, Pamela Lynn, et al. Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2011.
2. Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 10th Ed, New York, Pearson Education, 2016.

Physiology for Nurses

1. **Course title:** Physiology
2. **Course Number:** PHY(108)
3. **Credits Hours:** Total of (4) credits:
Theory (3) credits
Lab. (1) credit
4. **Course Calendar:** Total (5) hours weekly of (15) weeks:
Theory (3) hrs.
Lab. (2) hrs.

5. **Placement:** First year / Second course

6. **Instructors:** Dr. Hussein Allawi Hussein Al-Ghanimi

7. **Course Description:**

This course is designed to provide nursing students with basic theoretical and laboratory knowledge about the different human setting which provides information about the mutual interaction between cells, tissues, and organs of these systems in performing their functions and maintaining the internal environment in a stable condition.

8. **Course Goals:**

At the end of the course the student will be able to:

- Recognize the structures and functions of the body (cells, tissues, organs and systems)
- Know the mechanism of normal body functions.
- Understand the relation between structures and functions of the different parts of the body.
- Practice different diagnostic tests.

9. **Course Outline:**

The Theoretical Content

Unit 1: Introduction of Human Body

- Cell Structure and Function
- Elementary tissue of the body.

Unit 2: Blood:

- Blood cells; morphology and functions.
- Regulation of blood cells production.
- Plasma; constitution and functions.
- Blood clotting and anticlotting system.
- Functional disorder of blood.

Unit 3: Digestive System

- Physiology of digestive system.
- Integration of digestive system with other systems.
- Function disorders of digestive system

Unit 4: Respiration System

- Blood gases and acid-base balance.
- Integration of respiration system with other systems.
- Functional disorders of respiration system.

Unit 5: Urinary System:

- Anatomy of urinary system.
- Renal function.
- Renal circulation.
- Micturition.
- Renal function tests.
- Effect of disordered renal functions.

Unit 7: Physiology of Stress and Adaptation.

- Homeostasis and stress.
- General adaptation syndrome.
- Local adaptation syndrome.
- Hormonal imbalance during stress.

Unit 8: Endocrine Glands:

- Chemical messengers.
- Structure and functions of hypothalamus.
- Structure and functions of pituitary gland.
- Structure and functions of thyroid and parathyroid glands.
- Structure and functions of adrenal gland and thymus.
- Functional disorders.

Unit 9: Reproductive System:

- General terminology and concepts.
- Anatomy of male and female reproductive systems.
- Hormones control of male and female reproductive systems.
- Pregnancy.
- Parturition and lactation.
- Functional disorders.

The Laboratory Content**Unit 1: Introduction in physiology****Unit 2: Blood tests.**

- Red cell count.
- Hemoglobin concentration.
- Hematocrite.
- Mean corpuscular volume.
- Mean corpuscular hemoglobin concentration.
- White cell count.
- Differential count.
- Platelet count.
- Blood group test.
- Clotting time.
- Enzymes
- glucose
- lipid profile

10. Learning resources:

Overhead projector, posters, and samples.

11. Teaching/ Learning strategies:

Lecture and discussion, demonstration and laboratory practice.

12. Students Evaluation:

Theory exam.	30%
Lab exam	10%
Final lab. exam.	20%
Final theory exam.	40%

Total	100%

13. References.

- Hall, J. E- Guyton and Hall textbook" of Medical Physiology, 13th edi. Elsevier. 2016.
- Widmaier, E.P., Raff, H. and Strang, K.T. Vander's Human Physiology: The mechanisms of body function. 14th edi. Mc Graw Hill. 2015.

English for Nurses II

1. **Course title:** English for Nurses II
2. **Course Number:** ENG (109)
3. **Credit Hours:** (2) credits
4. **Course Calendar:** (2) hours weekly of (15) weeks.
5. **Placement:** First years / second semester
6. **Instructors:** Dr.Abdull Razzaq Naief
7. **Course description:**

The Oxford English for Careers Nursing 1 book covers different topics and involves the language used in a variety of nursing contexts, such as the hospital team, in and around the hospital, accidents and emergencies, pain, symptoms, caring for the elderly, nutrition and obesity. The book is designed to meet the language needs of nursing students who learn English to use it for communication in a specific professional situation. It focuses on developing the four language skills (e.g. speaking, listening, writing and reading) as well as grammar, vocabulary and pronunciation.

8. **Course learning objectives:**

After successful completion of this course, students will develop a confidence in using English language through constructing different grammatically correct sentences both in oral and written modes. In addition, students will deliver oral presentations and receive feedback on their performance. Students will also improve their reading fluency skills, enhance their listening skills, enlarge their vocabulary, strengthen their writing ability and improve their pronunciation skills.

9. **Course learning outcomes:** At the end of the course, students will be able to:

A-Grammar

- Identify the present continuous, simple past, past continues, and present perfect tenses, uses of will, comparisons, preposition of place and movements;
- Understand sentence structure in English;
- Apply passive voice in simple present and past tense correctly.

B-Vocabulary

- Identify and define a range of nursing vocabulary.

C- Pronunciation

- perceive and produce individual sounds (consonants, pure vowels, and diphthongs) in isolation as well as in content;
- pronounce the English words including medical terms correctly;
- place stress correctly on appropriate syllables and on words.

D-Reading

- Read and understand English texts;
- Grasp meaning of words and sentences from English texts.

E-Writing

- Write a patient summary, a pain report, a symptom report, an email job application, and an advice to a friend via email;
- Spell the medical terms correctly.

F-Speaking

- Produce yes/no and simple questions;
- Provide appropriate responses to simple questions;
- Engage in simple conversations to express ideas and opinions;
- Narrate simple experiences and series of events to convey its essence and intention.

G-Listening

- Understand meaning of words, phrases and sentences in context;
- Understand statements, questions, instructions, and commands;
- Follow directions given orally.

10. Outline of English II			
Week 1 &2	Monitoring the patient	Unit seven: Reading (general anesthetic passage), writing (describing a procedure), grammar (the passive voice), vocabulary (describing readings).	-Recording health status with proper language and correct grammar -Making a list of patient's needs -Recording the nursing action -Exchange information about the vital signs.
Week 3 &4	Medication	Unit eight: Reading (pandemics and Tamiflu passage), writing (writing up an experiment), grammar (be going to v present continuous for future), vocabulary (types and forms of medication).	- Verbally explain the medication administration - Verbally explain the possible side-effects - Documenting the medication-related processes
Week – 5	1st Midterm Exam		
Week – 6	Death and dying	Unit nine: Reading (the hope children's hospice), writing (death certificate), grammar (expressing possibility), vocabulary (dying vocabulary and the body after death).	-Communicate (verbally and non-verbally) with family using proper language and correct grammar

Weeks 7 & 8	Nursing Process		<ul style="list-style-type: none"> - Asking questions using different verb tenses - Forming different types of assessment questions (open-end, closed, open-broad ... etc...) - Writing the identified nursing diagnoses. - Describing clients' symptoms - Explain the planned nursing intervention for the client. - Record the implemented intervention -
Week – 9	Patients Discharge		<ul style="list-style-type: none"> - Writing a discharge plan - Verbally describe the rules that should be followed by clients after being discharged from hospitals includes (medication, follow-up, home environment).
Week – 10	Reading skills		Reading and summarizing paragraphs main ideas
Week 11&12	Presentation skills		Presentation of specific subjects in different nursing specialties
Week – 13	2nd Midterm Exam		
Week 14 & 15	Writing Skills		<ul style="list-style-type: none"> - Writing nursing reports - Writing essays

11.Learning Resources:

Black board, Overhead, Posters, Handouts, Films, and CD's, laboratory sites and teaching hospitals.

12. Teaching / Learning Strategies:

Lecture, Small Groups, Case based learning, Role Playing Demonstration, Self-Training and Clinical training.

13. Students Evaluation:

Theory exam.	30%
Lab exam	10%
Final lab. exam.	20%
Final theory exam.	40%

Total	100%

14. References: -

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

Medical terminology

- 1. Course Title:** Medical terminology
- 2. Course Number:** TER(110)
- 3. Credit Hours:** (2) credits
- 4. Course Calendar:** (2) hours weekly of (15) weeks.
- 5. Placement:** first years / second semester.
- 6. Instructors:** DR. Ridha Mohammed Lafta

7. Course Description:

Medical Terminology for nurses gives students in-depth instruction in recognizing and forming medical terms. Students will learn medical root words, prefixes, and suffixes and apply them to the body systems.

8. Course Outline and Objectives:

Chapter 1: Introduction to Medical Terminology

1. Analyze unfamiliar medical terms using your knowledge of word parts.
2. Describe the steps in locating a term in a medical dictionary.
3. Define the commonly used prefixes, word roots (combining forms), and suffixes introduced in this chapter.
5. Pronounce medical terms correctly using the “sounds like” system.
6. Recognize the importance of always spelling medical terms correctly.
7. State why caution is important when using abbreviations.
8. Recognize, define, spell, and pronounce the medical terms in this chapter.
9. Identify the roles of the three types of word parts in forming medical terms.

Chapter 2: Human Body in Health and Disease

1. Define anatomy and physiology and use anatomic reference systems to identify the anatomic position, body planes, directions, and cavities.
2. Recognize, define, spell, and pronounce the terms related to the abdominal cavity and peritoneum.
4. Recognize, define, spell, and pronounce the terms related to the structure, function, pathology and procedures of cells, tissues, and glands.
5. Define the terms associated with genetics including mutation, genetic engineering, and genetic counseling.
6. Differentiate between genetic and congenital disorders and identify examples of each.
7. Identify the body systems in terms of their major structures, functions, and related word parts.
8. Recognize, define, spell, and pronounce the terms related to types of diseases and the modes of disease of transmission.

Chapter 3: Skeletal System

1. Identify and describe the major functions and structures of the skeletal system.
2. Describe three types of joints.
3. Differentiate between the axial and appendicular skeletons.
4. Identify the medical specialists who treat disorders of the skeletal system.
5. Recognize, define, spell and pronounce terms related to the pathology and diagnostic and treatment procedures of the skeletal system.

Chapter 4: Muscular System

1. Describe the functions and structures of the muscular system including muscle fibers, fascia, tendons, and the three types of muscles.
2. Recognize, define, spell, and pronounce the terms related to muscle movements and how muscles are named.
3. Recognize, define, pronounce, and spell the terms related to the pathology and diagnostic and treatment procedures of the muscular system.

Chapter 5: Cardiovascular System

1. Describe the heart in terms of chambers, valves, blood flow, heartbeat, blood supply, and heart sounds.
2. Differentiate among the three different types of blood vessels and describe the major function of each.
3. Identify the major components of blood and the major functions of each.
4. State the difference between pulmonary and systemic circulation.
5. Recognize, define, spell, and pronounce the terms related to the pathology, diagnostic and treatment procedures of the cardiovascular system.

Chapter 6: Lymphatic and Immune System

1. Describe the major functions and structures of the lymphatic and immune systems.
2. Recognize, define, spell, and pronounce the major terms related to pathology and diagnostic and treatment procedures of the lymphatic and immune systems.
3. Recognize, define, spell, and pronounce terms related to oncology.

Chapter 7: Respiratory System

1. Identify and describe the major structures and functions of the respiratory system.
2. Recognize, define, spell, and pronounce terms related to the pathology and diagnostic and treatment procedures of the respiratory system.

Chapter 8: Digestive System

1. Identify and describe the major structures and functions of the digestive system.
2. Describe the processes of digestion, absorption, and metabolism.
3. Recognize, define, spell, and pronounce terms related to the pathology and diagnostic and treatment procedures of the digestive system

Chapter 9: Urinary System

1. Describe the major functions of the urinary system.
2. Name and describe the structures of the urinary system.
3. Recognize, define, spell, and pronounce terms related to the pathology and diagnostic and treatment procedures of the urinary system.

Chapter 10: Nervous System

1. Describe the functions and structures of the nervous system.
2. Identify the major divisions of the nervous system and describe the structures of each by location and function.
3. Identify the medical specialists who treat disorders of the nervous system.
4. Recognize, define, spell, and pronounce terms related to the pathology and diagnostic and treatment procedures of the nervous system.
5. Recognize, define, spell, and pronounce terms related to the pathology and diagnostic and treatment procedures of mental health disorders.

Chapter 11: Special Senses: Eyes and Ears

1. Describe the functions and structures of the eyes and adnexa.
2. Recognize, define, spell, and pronounce terms related to the pathology and diagnostic and treatment procedures of eye disorders.
3. Describe the functions and structures of the ears.
4. Recognize, define, spell, and pronounce terms related to the pathology and diagnostic and treatment procedures of ear disorders.

Chapter 12: Skin: Integumentary System

1. Identify and describe the functions and structures of the integumentary system.
2. Identify the medical specialists associated with the integumentary system.
3. Recognize, define, spell, and pronounce the terms used to describe the pathology and diagnostic and treatment procedures related to the skin.
4. Recognize, define, spell, and pronounce terms used to describe the pathology and diagnostic and treatment procedures related to hair, nails, and sebaceous glands.

Chapter 13: Endocrine System

1. Describe the role of the hypothalamus and endocrine glands in maintaining homeostasis.
2. Name and describe the functions of the primary hormones secreted by each of the endocrine glands.
3. Recognize, define, spell, and pronounce terms relating to the pathology and diagnostic and treatment procedures of the endocrine glands.

Chapter 14: Reproductive System

1. Identify and describe the major functions and structures of the male reproductive system.
2. Recognize, define, spell, and pronounce the terms related to the pathology and diagnostic and treatment procedures of the male reproductive system.
3. Identify and describe the major functions and structures of the female reproductive system.
4. Recognize, define, spell, and pronounce the terms related to the pathology and diagnostic and treatment procedures of the female reproductive system.
5. 6. Recognize, define, spell, and pronounce the terms related to the pathology and diagnostic and treatment procedures of the female during pregnancy, childbirth, and the postpartum period.

Chapter 15: Diagnostic Procedures and Pharmacology

1. Describe the four vital signs recorded for most patients.
2. Recognize, define, spell, and pronounce the terms associated with basic examination procedures.
3. Identify and describe the basic examination positions.
4. Recognize, define, spell, and pronounce terms associated with frequently performed blood and urinalysis laboratory tests.
5. Recognize, define, spell, and pronounce terms associated with radiography and other imaging techniques.
6. Differentiate between projection and position and describe basic radiographic projections.
7. Recognize, define, spell, and pronounce the pharmacology terms introduced in this chapter.

9. Learning resources:

Overhead projector, posters, and samples.

10. Teaching/ Learning strategies:

Lecture and discussion, demonstration and laboratory practice.

11. Students Evaluation:

1st theory exam.	15%
2nd Lab exam	15%
Final theory exam.	70%

Total	100%

12. References.

1. Ehrlich A, Schroeder CL. Introduction to Medical Terminology. 3rd ed. Delmar, Cengage Learning; 2014:5.
2. Nath, JL, Lindsley KP. A Short Course in Medical Terminology. 4th ed. Philadelphia: Wolters Kluwer Health; 2018:38.
3. Cohen BJ. Medical Terminology: An Illustrated Guide. 6th ed. Baltimore: Wolters Kluwer Health/Lippincott Williams & Wilkins; 2011. Tables 2–4.

Computer Science II

- 1. Course Title:** Computer Science II
- 2. Course Number:** COS(111)
- 3. Credit Hours:** Total (1) credits
Theory (0) credits
Lab. (2) credits
- 4. Course Calendar:** Total (2) hours weekly of (15) weeks
Theory (0) hr.
Lab. (2) hrs.
- 5. Placement:** First year / second semester
- 6. Instructors:** Specialties in computer science

7. Course Descriptive:

This course is focused on providing knowledge related to computer science and application of software programs and internet services. It is emphasized on utilizing computer in various areas of nursing profession such. as nursing practices, nursing administration, nursing education & nursing research

8. Course Goals:

At the end of this course the students will be able to:

- 1 Gain knowledge related to software programs
- 2 Apply certain software programs (word, excel & power point)
- 3 Understand the internet services
- 4 Utilize internet services.
- 5 Demonstrate certain nursing application related to computer

9. Course Outline:

The Theoretical Content

- | | |
|--|------------------|
| Unit 1: Microsoft programs | (10) hrs. |
| 1 MS Word | |
| 2 MS Excel | |
| 3 MS PowerPoint | |
| Unit 2: Internet: | (2) hrs. |
| 1 Definition | |
| 2 TCP / IP (Transmit control protocol / Internet protocol) | |
| 3 Resources available for joining internet | |
| 4 Internet services: | |
| - Browsing information (WWW) | |
| - Electronic mail (E- mail) | |
| - Argument & discussion groups (Chatting, New groups) | |
| -Interchange & transfer files services (Tel net, File transfer protocol) | |
| Unit 3: Nursing Applications: | (3) hrs. |
| • Administrative applications | |
| • Community health applications | |

- Nursing practice application
- Intensive care unit/emergency room & operating room applications.
- Research applications
- Educational applications

The Laboratory content

Microsoft word	(8) hrs.
Microsoft excel	(8) hrs.
Microsoft power point	(4) hrs.
Internet	(4) hrs.
Electronic mail (E- mail)	(2) hrs.
Nursing applications	(4) hrs.

10. Learning Resources:

Black & white boards, handouts, overhead projector, computers and internet.

11. Teaching / Learning Strategies:

Lecture, small groups work, project, and individual laboratory work.

12. Students Evaluation:

1st theory exam.	15%
2nd Lab exam	15%
Final theory exam.	70%

Total	100%

13. References

1. O'Leary, T. &O'Leary, L., Microsoft windows, Boston, Irwin, McGraw – Hill, 1999.
2. O'Leary, T. &O'Leary, L., Computing essentials, Boston, McGraw – Hill, 2002.
3. Zieistorff, R., Computers in Nursing. Wake held Massachusetts, 1980.
4. الطبعة الاولى القاهرة ، دار الكتب العلمية للنشر . لمحطات العمل (NT4.0.) نظام التسجيل ويندوز .نجار يحيى د. 1999 والتوزيع

Stage	Course NO.	Subject	T	L	C	Credit Hours
Semester -1						
Second	NUR201	Adult Nursing I	4	0	12	8
	PHR202	Pharmacology for Nurses I	2	0	0	2
	HAS203	Health Assessment	2	2	0	3
	MBN204	Microbiology For Nurses I	2	2	0	3
	COS205	Computer Science III	0	2	0	1
			Total			

Adults Nursing I

1. Course title: Adults Nursing

2. Course Number: NUR(201).

3. Credit Hours: Total (8) credits:

Theory (4) credits

Clinical (12) credits

4. Course calendar: Total (12) hours weekly of (15) Week:

Theory (3) hrs.

Clinical (9) hrs.

5. Placement: second Years/First Semester.

6. Instructors: Staff of Adults Nursing.

7. Course Description:

This course provides the student with the knowledge, skills and attitudes that are essential for effective and comprehensive nursing care for adults in the uncritical medical and surgical illness. The related concepts of path physiology, fundamentals of nursing and pharmacology are integrated.

8. Course Goals:

Upon completion of this course, the student will be able to:

- 1- Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.
- 2- Relate the path physiology of selected medical/ surgical alterations to the health –illness continuum.
- 3- Discuss scientifically based rationale for performing selected diagnostic procedure, outcomes and nursing responsibilities.
- 4- Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.
- 5- Explain nutritional needs of patients with selected medical/ surgical alterations.
- 6- Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.
- 7- Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.
- 8- Apply the theoretical concepts, scientific principles in planning care of patients.
- 9- Demonstrate competence in implementing nursing interventions to meet client-oriented goals.

- 10- Demonstrate safe administration of drug and parenteral therapy.
- 11- Participate in teaching patients
- 12- Demonstrate effective communication with patients, instructor and health members.
- 13- Describe pre- operative nursing measures of avoiding the risk of infection and the expected post- operative complications.

8- Course out line:

The Theoretical Content

Part I: Introduction to adults nursing.

Part II: Nursing process; definition, objectives and steps.

Part III: Rehabilitation in Nursing

- 3.1. Basic principle in rehabilitation nursing
- 3.2. Rehabilitation team
- 3.3. Prevention of complications and deformities.

Part IV: Care of patients with cancer

- 4.1. Definitions.
- 4.2. Types.
- 4.3. Sign and symptoms.
- 4.4. Method of diagnosis.
- 4.5. Treatment and nursing management of patients with cancer.

Part V: The patient with breast cancer

- 5.1. Sign and symptoms.
- 5.2. Method of diagnosis.
- 5.3. Nursing care and rehabilitation.

Part VI: Nursing management for patient with digestive system disease.

- 6.1. Sign and symptoms, and diagnostic measures.
- 6.2. Nursing care for the patient with the followings:
 - 6.2.1. Hernia.
 - 6.2.2. Ulcerative colitis.
 - 6.2.3. Peptic Ulcer.
 - 6.2.4. Acute Abdomen.
 - 6.2.5. Irritable bowel syndrome.

Part VII: The patient with hepatobiliary disorders

- 8.1. Sign, symptoms and diagnosis of liver diseases.
- 8.2. Nursing care and rehabilitation for the following diseases:
 - 8.2.1. Pancreatitis.
 - 8.2.2. Hepatitis.
 - 8.2.3. Liver cirrhosis.
 - 8.2.4. Cholelithiasis and cholecystitis.

Part VIII: Nursing care for patients with endocrine system disorders.

8.1. Nursing management for patients with diabetes mellitus.

8.2. Nursing management for patient with the followings:

8.2.1 Hyperthyroidism.

8.2.2. Hypothyroidism.

8.2.3. Hypo and hyper parathyroid disorders.

Part IX: Nursing management for patients with blood disorders.

9.1. Blood and its contents.

9.2. Diagnostic tests for blood disease.

9.3. Nursing care and rehabilitation for patient with these diseases:

9.3.1. Anemia and its types.

9.3.2. Leukemia.

9.3.3. Hodgkin's disease.

9.3.4. Hemorrhagic disorder.

Part X: Nursing management for patients with cardiovascular Disorders:

10.1. Sign and symptoms.

10.2. Diagnostic tests.

10.3. Nursing care and rehabilitation for patient with

10.3.1. Hypertension.

10.3.2. Ischemic heart disease.

10.3.3. Myocardial infarction.

10.3.4. Congestive heart failure.

10.3.5. Endocarditis.

Part XI: Nursing care for patients with respiratory disorders

11.1. Sign and symptoms.

11.2. Diagnostic tests.

11.3. Nursing care and rehabilitation for patient with:

11.4. Bronchitis.

11.5. Pneumonia.

11.6. COPD.

The clinical content

Part I: General Medical Wards

Part II: General surgical Wards

Part III: Operation Room

Part IV: Respiratory Unit.

Part V: Coronary Care Unit.

Part VI: Hematology Unit

Part VII: Recovery Room

Part VIII: Midterm Examination

9. Learning Resources:

Board, overhead projector, handouts, posters, Video, and movies

10. Teaching/ Learning Strategies:

Lectures, group discussion, clinical conference, and group projects., lab. and clinical settings.

11. Students Evaluation:

Theory exam	20%
Clinical evaluation	20%
Final Exam	30 %
Final clinical exam	30 %

Total	100%

Reference

Brunner & Suddarth's Textbook of Medical surgical Nursing Wolters Kluwer Janice L.
Hinkle, Kerry H. Cheever 5 14th 2018
Understanding Medical-Surgical Nursing F. A. Davis Company Linda S. Williams, Paula D.
Hopper 5 6th 2019

Pharmacology for Nurses I

1. **Course title:** Pharmacology
2. **Course Number:** PHR(202)
3. **Credit Hours:** (2) credits.
4. **Course calendar:** (2) hours weekly of (15) weeks
5. **Placement:** Second years / first semester
6. **Instructors:** Msc.Sarah Jihad Abdood Abd

7. Course Description:

This course is designed to assist the 3rd year students to acquire the basic knowledge relevant to the commonly used therapeutic drugs for body systems, and according to the causative agent of the diseases. It provides the opportunity to the students to deal with different component of the drugs taking in consideration the nurses' responsibility in the process of drug administration.

8. Course Goals:

By the end of the semester, the students will be able to:

1. Differentiate between various types of drug groups
2. Understand the essential information concerning different
3. types of drugs, such as doses, side effect and methods of
4. administration.
5. Recognize the responsibility of the nurse in giving drugs through the therapeutic process.
6. Realize different types of drug therapy across the life span
7. Identify the basic principles of pharmacology and its application in nursing practice
8. Identify the essential principles in administration of medications.
9. Recognize drugs acting on common diseases

9. Course Outline:

Unit 1: Introduction to Pharmacology: (1) hr.

1. Basic terms.
2. Properties of ideal drug.
3. Factors that determine the intensity of drug action.

Unit 2: Application of Pharmacology in nursing practice: (1) hr.

1. Application of pharmacology in patient care
 - Pre-administration assessment.
 - Evaluating and promoting.
 - Therapeutic effects.
2. Application of pharmacology in patient education

Unit 3: Basic principles of Pharmacology: (2) hrs.

1. Pharmacokinetic terms.
2. Pharmacodynamics.
3. Drug-drug and drug-food interactions.
4. Adverse drug reactions.
5. Individual variations in drug responses.

- Unit 4: Drug therapy across the life span:** (2) hrs.
1. Drug therapy during pregnancy and breast feeding.
 2. Drug therapy for pediatric patients.
 3. Drug therapy for Geriatric patients.
- Unit 5: Administration of Medications:** (3) hrs.
1. Preventing medication errors.
 2. Medication systems.
 3. Medication orders.
 4. Drug preparations and dosage forms.
 5. Routes of drug administration.
- Unit 6: Autonomic Pharmacology:** (8) hrs.
1. Basic principles of neuropharmacology.
 2. Cholinergic drugs.
 3. Muscarinic agonists and antagonists.
 4. Cholinesterase inhibitors.
 5. Neuromuscular blocking agents.
 6. Ganglionic blocking agents.
 7. Adrenergic agonists and antagonists.
 8. Indirect acting anti-adrenergic agents.
- Unit 7: Cardiovascular Pharmacology:** (8) hrs.
1. Drugs acting on the cardiovascular system.
 2. Anti-hypertensive Drugs:
 - Centrally acting sympatholytics.
 - Ganglionic blockers.
 - Adrenoceptors blocking agents.
 - Vasodilators.
 - Drugs acting on the renin-angiotensin system.
 - Diuretics.
 3. Drugs used in the treatment of angina and myocardial infarction.
 4. Drugs used for the treatment of heart failure (digoxin and other agents).
 5. Anti-arrhythmic drugs.
- Unit 8: Drugs used in the treatment of Dyslipidemia:** (2) hrs.
1. Role of LDL-cholesterol in atherosclerosis.
 2. Lipid lowering drugs.
- Unit 9: Anti-coagulant, anti-platelet and Thrombolytic Drugs:** (2) hrs.
1. Overview of drugs used to treat thrombi-embolic disorders.
 2. Parenteral anti-coagulants, Oral anti-coagulants, anti-platelet drugs.
 3. Thrombolytic drugs.
- Unit 10: Drugs used for Deficiency Anemia:** (1) hr.
1. Iron deficiency.
 2. Vitamin B12 deficiency.
 3. Folic acid deficiency.

10. Learning Resources:

Black board, over head projector, slide projector, and scientific movies.

11. Teaching/ Learning Strategies:

Lecture, demonstration, weekly seminars.

12. Students Evaluation:

1 st midterm Exam.	15%
2 nd midterm Exam.	15%
Final Exam.	70%

Total	100%

13. References:

- Abrams, Anne Collins, Clinical Drug Therapy: Rationales for Nursing Practice, 6th ed., New York, Lippincott, 2001.
- Lehne, Richard A., Pharmacology for Nursing Care, 4th ed., London, Saunders, 2001.
- Lippincott Illustrated Reviews: Pharmacology 7th Edition.
- Goodman & Gilma's the pharmacological Basis of Therapeutics 12th Edition. McGraw Hill: Ny2010

Health Assessment

- 1. Course Title:** Health Assessment
- 2. Course Number:** HAS(203)
- 3. Credit Hours:** Total (3) Credits
Theory (2) Credits
Lab. (2) Credits
- 4. Course Calendar:** Total (4) hours weekly of (15) weeks
Theory (2) hrs.
Lab. (2) hrs.

5. Placement: Second year/ First Semester

6. Course Description:

This course provides nursing students with the basic principles, knowledge and skills required for assessment of adult individual's health status during health and illness. Students are directed to use an effective communication skill to collect data about health history required for the performance of physical examinations based on the functional health patterns that affect the individual's health status. Knowledge from medical sciences and critical thinking are used to determine any health alterations of the individual.

7. Course Objectives:

At the end of this course the students will be able to:

- 1- Describe the components of the health history
- 2- Apply interviewing skills and techniques to conduct a successful interview.
- 3- Evaluate the persons' general health status .
- 4- Utilize various tools and techniques to measure and collect information (interview, observing, listening, physical examination, reviewing records and results of diagnostic test.
- 5- Explain the sequence of systematic approach of physical examination of body system.
- 6- Demonstrate the basic techniques of physical examination.
- 7- Describe the physical examination techniques of inspection, palpation, percussion, and auscultation
- 8- Identify common instruments used during physical examination

8. Course outline:

Theoretical Contents

Part I: Introduction and Overview to Health Assessment:

- 1.1. (subjective and objective) Collecting data.
- 1.2. Assessment, interview and health history.
- 1.3. Functional health patterns.(Katz Index of Independence) Gordon's.
- 1.4. Role of the Nurse :-

- 1.5. Self- Preparation-
- 1.6. Patient preparation-
- 1.7. Equipment preparation-
- 1.8. Environment preparation-
- 1.9. Physical Examination Techniques:
 - 1.9.1. Inspection.
 - 1.9.2. Palpation.
 - 1.9.3. Percussion.
 - 1.9.4. Auscultation.
- 1.10. General appearance
 - 1.10.1. Personal hygiene
 - 1.10.2. Grooming
 - 1.10.3. Dressing
 - 1.10.4. Posture and gesture
 - 1.10.5. Speech pattern
 - 1.10.6. Orientation

Part II: Midterm Examination

Part III: Integumentary System (skin, hair, nails)

Part IV: Head and neck

Part V: Respiratory assessment

Part VI: Cardiovascular System

Part VII: Peripheral Assessment

Part VIII: Abdominal Assessment

Part IX: Neurological System

Part X: Musculoskeletal System

Part XI: Reproductive System

Part XII: laboratory Test

Practical Course Content

- Part I:** 1.1- Orientation to course
1.2- Communication skills

Part II: Introduction to Health Assessment

- 2.1. Health History:
- 2.2. Data collection (subjective & objective)
- 2.3. Positioning
- 2.4. Fundamentals Physical Assessment Techniques-
- 2.5. Nurses' role
 - 2.5.1. Patient preparation
 - 2.5.2. Equipment preparation with regard to the infection control measures
- 2.6. Environment preparation

Part III: Integumentary System Assessment

- 3.1. Skin assessment
- 3.2. Hair & nail assessment

Part IV: Head & Neck Assessment

- 4.1. Eyes
- 4.2. Ears
- 4.3. Nose & sinuses
- 4.4. Mouth
- 4.5. Thyroid glands

Part V: Lymph nodes, blood vessels, muscles & cervical vertebra of the head & neck

- 5.1. Midterm Examination (Written)
- 5.2. Midterm Examination (Practicum)

Part VI: Thoracic & lung assessment

Part VII: Cardiovascular assessment

Part VIII: Peripheral vascular assessment

Part IX: Abdominal assessment

Part X: Musculoskeletal assessment

Part XI: Neurologic assessment

Part XII: Reproductive system assessment

Part XIII: Female

Part XIV: Male

Part XV: Laboratory test

Part XVI Midterm written Examination

Part XVII Midterm Practical Examination

9. Learning Resources:

Educational video, stethoscope, sphygmomanometer, oto-scope, ophthalmoscope, pen light, tape measurement, scale, tongue depressors, tuning fork, snellen chart, hammer, paper tissues, cotton balls, thermometer, white board, handouts & overhead projector.

10. Teaching / Learning Strategies:

Lecture, group discussion, demonstration & small lab. groups,

11. Students Evaluation:

Theory exam.	25%
Lab. exam.	15%
Final theory exam.	40%
Final Lab. exam.	20%

Total	100%

12. References:

- Ball, J. W., Dains, J. E., Flynn, J. A., Solomon, B. S., & Stewart, R. W. (2021). *Seidel's Guide to Physical Examination-E-Book: An Interprofessional Approach*. Elsevier Health Sciences. 9ed
- Estes, Mary Ellen Zator, Pauline Calleja, Karen Theobald, and Theresa Mary Harvey. "Health assessment and physical examination." (2019). 3ed
- Brunner & Suddarth's Textbook of Medical surgical Nursing Wolters Kluwer Janice L. Hinkle, Kerry H. Cheever 5 14th 2018
- Jarvis, C. (2020). *Physical Examination and Health Assessment-Canadian E-Book*. Elsevier Health Sciences. ed 8th

Microbiology for Nurses I

- 1. Course Title:** Microbiology for Nurses I
- 2. Course Number:** MBN(204)
- 3. Credits Hours:** Total of (3) credits
Theory (2)
Lab (1)
- 4. Course Calendar:** Total (4) weekly of (15) weeks
Theory (2)
Lab. (2)
- 5. Placement:** Second year / First semester
- 6. Instructors:** Staff of microbiology Unit.

7. Course Description:

his course is designed to provide the nursing student with basic theoretical and practical knowledge in microbiology. Therefore, he would be aware of the activities of microbial world in the clinical areas and his daily living, and acquires a scientific approach to control infection.

8. Course Goals:

At the end of the course the student will be able to:

1. Review the historical development of microbiology.
2. Recognize types of microorganisms that cause infectious diseases.
3. Interpret diagnostic methods and laboratory findings to make the ultimate diagnosis.
4. Describe types of parasites, their structures, figures, hosts, lifecycle, pathogenic effects, methods of diagnostic and treatment.
5. Understand principles and methods of sterilization relative to nursing care.
6. Use the microscope efficiently
7. Demonstrate slide preparation processes.
8. The principles of chemotherapy through the use of appropriate antimicrobial agents and laboratory techniques
9. Collect clinical specimens and disposal of contaminated materials.
10. Elaborate kinds of body defense against infection.
11. Discuss types of body immunity.

9. Course Outline:

The Theoretical Content

Unit 1: Introduction and the historical development of microbiology. (2) hrs.

Unit 2: The classification of microorganisms: (2) hrs.

1. Eukaryotic organisms.
2. Prokaryotic organisms.
3. Viruses.
4. The bacteriology: the basic structure of bacteria, size,
5. shape and the structure of bacterial cell wall.

6. Physiology of bacteria.
7. Nutritional requirements of bacteria.
8. Types of culture media.
9. Bacterial growth curve: environmental influences in
10. bacterial growth (temp., moisture and other factors).

Unit 3: Sterilization and Disinfection: (2) hrs.

1. Definition of terms, disinfectant, bacteriostatic and bactericidal.
2. Methods of microbial control (physical and chemical)

Unit 4: Systematic bacteriology: (10) hrs.

1. Bacteria and gram staining.
2. Gram positive bacteria (G +ve cocci).
3. Staphylococci (types of staphylococcal bacteria, staphylococcal diseases, pathogenesis and clinical disease, diagnosis and treatment).
4. Streptococci (types of streptococcal bacteria, streptococcal diseases, pathogenesis and clinical disease, diagnosis and treatment).
5. Gram negative cocci (gonococcal and meningococcal infections, pathogenesis, clinical disease, diagnosis and treatment).
6. Gram +ve bacilli.
7. *Corynebacterium* (*diphtheria*, diagnosis and treatment)
8. *Bacillus* (*anthrax*, pathogenesis, clinical disease, diagnosis and treatment).
9. Infections due to other bacillus species.
10. Gram positive anaerobic bacteria (*Clostridium*, clinical disease, diagnosis and treatment of clostridial diseases: tetanus, botulism, cellulites and gas gangrene).
11. Mycobacteria (*tuberculosis*, pathogenesis, clinical disease, diagnosis and treatment).
12. Other mycobacterial diseases.
13. Actinomycetes and related microbes (*Nocardia*, *Actin mycetes*, *Streptomyces*).
14. Gram negative bacteria (Enterobacteriaceae) general characteristics of the enteric bacilli.
15. *Eshershia cloi*, *Klebsiella*, *Salmonella*, *Shigella*, *Proteus*, *Vibri Pseudomonas*, *Bordetella*, *Pasteruella*, *Spirochaetes Helibacter*, *Trpronema* (pathogenesis, clinical disease, diagnosis and treatment of each species).

Unit 5: Introduction to Parasitology: (2) hrs.

1. Host - parasite relationship.
2. Classification of parasites.

Unit 6: Protozoa and flagellates: (2) hrs.

- 1 Protozoa: *Entamoeba histolytica* (Morphology, habitat, epidemiology, pathogenesis, methods of transmission, diagnosis, control and treatment)
- 2 Non pathogenic amoebae (habitat and methods of transmission).

- Intestinal flagellates: *Giardia lamblia* (Morphology, habitat, epidemiology, pathogenesis, methods of transmission, diagnosis, control and treatment).
- Atrial flagellates: *Trichomonas vaginalis* (Morphology, habitat, pathogenesis, methods of transmission, diagnosis and treatment).
- Tissue flagellates: *Leishmania* spp. (Morphology, habitat, epidemiology, and pathogenesis, methods of transmission, diagnosis, control and treatment for each species).
- Sporozoa: *Plasmodium* spp. (Morphology, habitat, epidemiology, pathogenesis, methods of transmission, diagnosis, control and treatment).
- *Toxoplasma gondii* (Morphology, transmission, pathogenesis, diagnosis, control and treatment).

Unit 7: Helminthes, Trematode, Nematode: (2) hrs.

- Helminthes: Cestoda (*Taenia solium*, *Taenia saginata*, *Hymenolepis nana* and *Echinococcus granulosus*) Morphology, habitat, epidemiology, pathogenesis, methods of transmission, diagnosis, control and treatment.
- Trematoda: (*Fasciola hepatica*, *Schistosoma haematobium*, *Schistosoma mansoni*, *Schistosoma japonicum*) Morphology, habitat, epidemiology, pathogenesis, methods of transmission, diagnosis, control and treatment).
- Nematoda: (*Ascaris lumbricoides*, *Ancylostoma duodenal*, *Trichuris trichura*, *Enterobius vermicularis*) Morphology, habitat, epidemiology, pathogenesis, methods of transmission, diagnosis, control and treatment.

Unit 8: Immunity of infection: (2) hrs.

- Defense mechanisms (specific and non specific defense mechanism).
 - Immunity (natural, acquired, active and passive, hypersensitivity).
1. Virology (definition, morphology and structure of viruses)
 2. Pathogenic Viruses (Measles, small pox, mumps, influenzae, viral hepatitis, poliomyelitis).
 3. Mycology (definition, morphology and classification of fungi)
 4. Diseases caused by fungi (candidiasis, dermatomycosis, aspergillosis, deep mycosis).

The Laboratory Content

- Lab. 1: Orientation to Microbiology Laboratory/ Slide preparation (2) hrs.
- Lab. 2: Sterilization and disinfections (2) hrs.
- Lab. 3: Cultivation of bacteria, antibiotic sensitivity, and test (Antibiogram) (2) hrs.
- Lab.4: Gram positive bacteria *Staphylococci*, *Streptococci* and *Pneumococci* (culturing, gram staining, preparation and examination of slides, preparation of direct swab and smears from human) (2) hrs.

- Lab.5: Gram negative bacteria (cocci and bacilli) (culturing, gram staining, preparation and examination of slides, preparation of direct swab and smears from human) (2) hrs.
- Lab. 6: Gram positive bacilli (culturing, gram staining, preparation and examination of slides, preparation of direct swab and smears from human). (2) hrs.
- Lab. 7: Mycobacterium and Corynebacterium (Ziehl – Nelsen’s staining, examination of slide, study of the morphology of *Corynebacterium diphtheria*. (2) hrs.
- Lab. 8: Classification of human parasites (2) hrs.
- Lab. 9: *E. histolytica* and other parasites (study the morphology of the parasites and stages of life cycles) (2) hrs.
- Lab. 10: Intestinal flagellates (*Giardia lamblia* and *Trichomonas spp.*) (Study the morphology of the parasites and stages of life cycles) (2) hrs.
- Lab. 11: blood and tissue flagellates (*Leishmania spp.* and *Trepanosoma spp.*) (Study the morphology of the parasites and stages of life cycles) (2) hrs.
- Lab. 12: Class sporozoa - Malarial parasites (*Plasmodium spp.* study the morphology of the parasites and stages of life cycles) (2) hrs.
- Lab. 13: Helminthes – class cestoda (*T. solium*, *T. saginata*, *E. granulosus*, *H. nana*) (study the morphology of the parasites and stages of life cycles) (2) hrs.
- Lab. 14: Trematoda: (*Fasciola hepatica*, *Schistosoma haematobium*, *Schistosoma mansoni*, *Schistosoma japonicum*) (study the morphology of the parasites and stages of life cycles) (2) hrs.
- Lab. 15: Nematoda (*Ascaris lumbricoides*, *Ancylostoma duodenale*, *Trichuris trichura*, *Enterobius vermicularis*) (study the morphology of the parasites and stages of life cycles) (2) hrs.

10. Learning Resources:

Overhead Projector, posters, and slide projects, Laboratory equipments and supplies.

11. Teaching/Learning Strategies:

Lecture, discussion, and laboratory demonstration and Practice.

12. Students Evaluation:

Theory exam.	25%
Lab. exam.	15%
Final theory exam.	40%
Final Lab. exam.	20%

Total

100%

13. References:

- Dwight D. Bowman, Randy Cari Lynn, Markl. Eberhard, Parasitology for Veterinerious, 8th ed., Elsevier science, 2003. Gosling, J.A., et.al., Human Anatomy Color Atlas and Text, 4th ed., New York, Mosby Inc, 2002.
- Inchhpujani, R.L., Rajesh Bhatia, Medical Parasitology. 3rd ed, New Delhi, Publishing Director: RK Yadav ISBN, 2002.
- Jawetz, Melnick and Adelberg, Medical Microbiology, 21st ed., Connecticut, Asimon & Schuster Company, 1998.
- Prescott, Harley and Klein, Microbiology, Dubuque, Wm.C.Brown publishers, 1990.

Computer Science III

- 1. Course Title:** Computer Science III
- 2. Course Number:** COS(205)
- 3. Credit Hours:** Total (1) credits
Theory (0) credits
Lab. (2) credits
- 4. Course Calendar:** Total (2) hours weekly of (15) weeks
Theory (0) hr.
Lab. (2) hrs.
- 5. Placement:** First year / First semester
- 6. Instructors:** Specialties in computer science

7. Course Descriptive:

This course is focused on providing knowledge related to computer science and application of software programs and internet services. It is emphasized on utilizing computer in various areas of nursing profession such. as nursing practices, nursing administration, nursing education & nursing research

8. Course Goals:

At the end of this course the students will be able to:

- 1 Gain knowledge related to software programs
- 2 Apply certain software programs (excel & power point)
- 3 Understand the internet services
- 4 Utilize internet services.
- 5 Demonstrate certain nursing application related to computer

9. Course Outline:

The Theoretical Content

- | | |
|---|------------------|
| Unit 1: Microsoft programs | (10) hrs. |
| MS Word advance | |
| Unit 2: MS PowerPoint | (2) hrs. |
| 1 Definition | |
| 2 Content of tool bar | |
| Unit 3: Nursing Applications: | (3) hrs. |
| <ul style="list-style-type: none">• Administrative applications• Community health applications• Nursing practice application• Intensive care unit/emergency room & operating room applications.• Research applications• Educational applications | |

The Laboratory content

✓ Microsoft word	(8) hrs.
✓ Microsoft excel	(8) hrs.
✓ Microsoft power point	(4) hrs.
✓ Internet	(4) hrs.
✓ Electronic mail (E- mail)	(2) hrs.
✓ Nursing applications	(4) hrs.

10. Learning Resources:

Whiteboard, handouts, overhead projector, computers and internet.

11. Teaching / Learning Strategies:

Lecture, small groups work, project, and individual laboratory work.

12. Students Evaluation:

Theory exam.	15%
Lab. exam.	15%
Final theory exam.	70%

Total	100%

13. References

1. O'Leary, T. &O'Leary, L., Microsoft windows, Boston, Irwin, McGraw – Hill, 1999.
2. O'Leary, T. &O'Leary, L., Computing essentials, Boston, McGraw – Hill, 2002.
3. Zieistorff, R., Computers in Nursing. Wake held Massachusetts, 1980.
4. الطبعة الاولى القاهرة ، دار الكتب العلمية للنشر . لمحطات العمل (NT4.0) نظام التسجيل ويندوز نجار يحيى د. 1999 والتوزيع

Stage	Course NO.	Subject	T	L	C	Credit Hours
SECOND	Semester -2					
	NUR 206	Adult Nursing II	4	0	12	8
	PAT207	Pathophysiology for Nurse	2	0	0	2
	MBN208	Microbiology for Nurses II	2	2	0	3
	PHR209	Pharmacology for Nurses II	2	0	0	2
	COS210	Computer Science IV	0	2	0	1
	NUR211	Preceptorship (Sunmmer clinical Training)	0	0	30	pass
	Total					16

Adult Nursing II

1. **Course Title:** Adults Nursing /II
2. **Course Number:** NUR(206).
3. **Credit Hours:** Total (8) credits
Theory (4) credits
Clinical (12) credits
4. **Course calendar:** Total (12) hours weekly of (15) Week:
Theory (3) hrs.
Clinical (9) hrs.
5. **Placement:** Second Years/Second Semester.
- 6.
7. **Course Description:**
This course provides the student with the knowledge, skills and attitudes that are essential for effective and comprehensive nursing care for adults in the uncritical medical and surgical illness. The related concepts of path physiology, fundamentals of nursing and pharmacology are integrated.
8. **Course Goals:**
Upon completion of this course, the student will be able to:
Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.
 - 1- Relate the path physiology of selected medical/ surgical alterations to the health –illness continuum.
 - 2- Discuss scientifically based rational for performing selected diagnostic procedure, outcomes and nursing responsibilities.
 - 3- Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.
 - 4- Explain nutritional needs of patients with selected medical/ surgical alterations.
 - 5- Discuss principles of teaching- learning processes as they related to the adult/ older adult patient.
 - 6- Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.
 - 7- Apply the theoretical concepts, scientific principles in planning care of patients.

- 8- Demonstrate competence in implementing nursing interventions to meet client oriented goals.
- 9- Demonstrate safe administration of drug and parenteral therapy.
- 10- Participate in teaching patients
- 11- Demonstrate effective communication with patients, instructor and health members.
- 12- Describe pre- operative nursing measures of avoiding the risk of infection and the expected post-operative complications.

9. Course out line:

Theoretical contents

Part I : Introduction to Nursing Adults

Part II : Nursing management of patients with nervous system disorder

- 2.1. Assessment and diagnostic test
- 2.2. Intracranial pressure
- 2.3. Brain tumor
- 2.4. Meningitis
- 2.5. Brain abscess.
- 2.6. Epilepsy.
- 2.7. Head injury
- 2.8. Caring for unconscious patients.

Part III: Nursing management of patients with Renal disorders (6)hrs.

- 3.1. Assessment and diagnostic test
- 3.2. Cardinal signs and symptoms
- 3.3. Urinary tract infection
- 3.4. Renal stone
- 3.5. Prostatic hyperplasia
- 3.6. End stage of renal failure
- 3.7. Cancer of the bladder
- 3.8. Renal replacement therapy.

Part IV: Nursing management of patients with Musculoskeletal disorders

- 4.1. Assessment and diagnostic test
- 4.2. Osteomyelitis
- 4.3. Osteoporosis
- 4.4. Arthritis
- 4.5. Joint replacement
- 4.6. Fracture
- 4.7. Amputation
- 4.8. First month exam

Part V: Nursing management of patients with Cardiovascular disorders

- 5.1. Assessment and signs and symptoms and diagnostic test
- 5.2. Valvular heart disease: Mitral disease (stenosis and regurgitation)
- 5.3. Valvular disorders (Aortic stenosis and regurgitation)
- 5.4. Congenital heart disease (ASD ,VSD and teratology of fallut)
- 5.5. Cardiac catheterization

Part VI: Nursing management of patients with Integumentary disorders.

- 6.1. Anatomy and physiology
- 6.2. Assessment integumentary system
- 6.3. Dermatitis
- 6.4. Autoimmune disease

Part VII: Nursing management of patients with Eye, Nose and Throat (ENT)

- 7.1. Sinusitis
- 7.2. Tonsillitis
- 7.3. Otitis media
- 7.4. Ca larynx

Part VIII: Nursing management of patients with ophthalmic disorders. (3) hrs.

- 8.1. Assessment and diagnostic test
- 8.2. Cataract
- 8.3. Glaucoma.

The Clinical content

Part I: Neurosurgical Unit

Part II: Urology and dialysis Unit

Part III: Orthopedic Wards

Part IV: General Medical Wards

Part V: Coronary care unit

Part VI: ENT Wards

Part VII: Ophthalmic Wards

Part VIII: Clinical exam

9. Learning Resources:

Board, overhead projector, handouts, posters and educational video.

10. Teaching/ Learning Strategies:

Lectures, group discussion, clinical conference, and group projects., lab. and clinical settings.

11. Students Evaluation:

Theory exam.	20%
Clinical. exam.	20%
Final theory exam.	30%
Final clinical. exam.	30%

Total	100%

12. Reference:

- Brunner & Suddarth's Textbook of Medical surgical Nursing Wolters Kluwer Janice L. Hinkle, Kerry H. Cheever 5 14th 2018
- Understanding Medical-Surgical Nursing F. A. Davis Company Linda S. Williams, Paula D. Hopper 5 6th 2019

Pathophysiology

1. **Course title:** Patho physiology
2. **Course Number:** PAT (207)
3. **Credit Hours:** (2) credits
4. **Course Calendar:** (2) hours weekly of (15) weeks.
5. **Placement:** Second year / Second course
6. **Instructors:** Dr. Hussein Allawi Hussein Al-Ghanimi

7. **Course Description:**

This course is designed to provide nursing students with a comprehensive knowledge of the basic concepts and principles in pathophysiology including cell injury, etiology of cell injury, stress-adaptation and coping, inflammation and immunity, neoplasia, lymphoproliferative disorders, infectious processes. The course also focuses on physiological alternations associated with various pathological conditions such as alterations in oxygen transport, homeostasis-blood flow-blood pressure and cardiac function, heart failure, and alteration in respiratory function.

8. **Course Goals:**

At the end of the course the student will be able to:

1. Understand concepts related to path physiology (complex nature of disease)
2. Recognize types of stressors, injuries and infectious agent.
3. Understand the mechanism of disease (mechanism of body response) which includes:
Stress, Inflammation and Neoplasia.
4. Identify disorders related to major human body functions.

9. **Course Outline:**

- | | |
|--|-----------------|
| Unit 1: Introduction and Definitions | (2) hrs. |
| 1. Etiology classification. | |
| 2. Pathogenesis. | |
| 3. Clinical manifestation. | |
| 4. Implication for treatment | |
| Unit 2: Cell injury | (2) hrs. |
| 1. Reversible cell injury. | |
| 2. Adaptation. | |
| 3. Irreversible cell injury. | |
| Unit 3: Etiology of cellular injury | (4) hrs. |
| 1. Hypoxic injury. | |
| 2. Nutritional injury. | |
| 3. Infectious injury. | |
| 4. Chemical injury. | |
| 5. Physical injury. | |
| 6. Cellular injury. | |
| Unit 4: Stress, adaptation and coping | (4) hrs. |
| 1. Definitions. | |
| 2. General adaptation syndrome. | |
| 3. Local adaptation syndrome. | |

Unit 5: Inflammation and immunity.

1. Definitions.
2. Component of immune system.
3. Non specific immunity of immune system.
4. Inflammatory process.
5. Inflammatory responses.
6. Specific immunity.
7. Change in the immune system during aging.
8. Disorder of immune system

Unit 6: Neoplasia (4) hrs.

1. Definitions.
2. Principles of cancer biology.
3. Cancer host interaction.
4. Cancer therapy.
5. Cancer risk factors.

Unit 7: Lymphoproliferative disorders (6) hrs.

1. Leukemia.
2. Hodgkin's disease.
3. Non Hodgkin's disease.
4. Multiple myeloma.

Unit 8: Infectious processes (4) hrs.

1. Definitions.
2. Types of microorganisms.
3. Host-parasite relationship.
4. Manifestation of infection.
5. Host factors that decrease resistant of infection.

Unit 9: Alternation in oxygen transport, alternation in (6) hrs.

1. Homeostasis-blood flow- blood pressure
2. Alteration in oxygen transport.
3. Gas transport and acid-base balance.
4. Anemia.
5. Polycythemia.

Unit 10: Alteration in homeostasis and blood coagulation (4) hrs.

1. Process of homeostasis.
2. Evaluation of homeostasis and coagulation.
3. Disorders of homeostasis.

Unit 11: Alteration of blood flow (4) hrs.

1. Control of flow.
2. Altered flow-general mechanisms.
3. Alternation in arterial flow.
4. Alternation in venous flow.
5. Alternation in lymphatic flow.

Unit 12: Alteration in blood pressure (4) hrs.

1. Functions of arterial and pulmonary systems.
2. Measurement of arterial blood pressure.
3. Hypertension.
4. Orthostatic hypotension.

- Unit 13: Alteration in cardiac function** (4) hrs.
1. Coronary circulation.
 2. Cardiac electrophysiology.
 3. Electrocardiograph.
 4. Endocrine function of the heart.
 5. Test of cardiac function.
 6. Ischemic heart disease.
 7. Myocardial disease.
- Unit 14: Heart failure and dysrhythmias** (4) hrs.
1. Heart failure.
 2. Cardiac dysrhythmias.
- Unit 15: Alteration in respiratory function** (4) hrs.
1. Obstructive pulmonary disorders.
 2. Restrictive pulmonary disorders.
 3. Ventilation and respiratory failure.
 4. Other respiratory disorders.
- Unit 16: Alteration in gastrointestinal function** (4) hrs.
1. Manifestations of gastrointestinal tract disorders.
 2. Alteration in integrity of the gastrointestinal tract wall.
 3. Alteration in motility of the gastrointestinal tract.
 4. Other respiratory disorders.

10. Learning Resources:

Data show and Posters.

11. Teaching/Learning Strategies:

Lecture and Group Discussion.

12. Students Evaluation:

1 st theory exam	15 %
2 nd theory exam	15 %
Final exam	70%

Total	100 %

References.

- Peate, I. Fundamental of Applied pathophysiology An Essential Guide for Nursing and Health Care Students 3rd ed. Wiley Blackwell, 2018.
- Lakhani, S.R., Dilly, SA., Finlayson, C.. J. Basic pathology: An introduction to the mechanisms of disease. 4th ed. HODDER ARNOLD.UK. 2009.
- Mohan, H. Textbook of pathology. 6th edi. JAYPEE. India, 2010.
- Barone, J. and Castro, M.A USMLE Step 1 Lecture notes: Pathology. Kaplan. USA 2016.

Microbiology for Nurses II

- 1. Course Title:** Microbiology for Nurses II
- 2. Course Number:** MBN(208)
- 3. Credits Hours:** Total of (3) credits
Theory (2) credits
Lab (2) credits
- 4. Course Calendar:** Total hours (4) hours weekly of (15) weeks
Theory (2) hrs.
Lab. (2) hrs.
- 5. Placement:** Second year / second semester
- 6. Instructors:** Staff of microbiology Unit.

7. Course Description:

This course is designed to provide the nursing student with basic theoretical and practical knowledge in microbiology. Therefore, he would be aware of the activities of microbial world in the clinical areas and his daily living, and acquires a scientific approach to control infection.

8. Course Goals:

At the end of the course the student will be able to:

- 1- Review the historical development of microbiology
- 2- Recognize types of microorganisms that cause infectious diseases.
- 3- Interpret diagnosis methods and laboratory findings to make ultimate diagnosis.
- 4- Describe types of parasites, their structures, figures, hosts, lifecycle, pathogenic effects, and methods of sterilization relative to nursing care.
- 5- Use the microscope efficiently.
- 6- The principles of antibiotic treatments.
- 7- Collect clinical specimens and disposal of contaminated materials.
Discuss types of body immunity.

9. Course Outline:

Weeks	Topics
1.	*Introduction to Parasitology *Some terms of parasitology, types of parasites, Routes and modes of infections, types of hosts, relationships between parasite and host, some epidemiological terms, *Classification of Protozoa *General characters of protozoa
2.	* <i>Entamoeba histolytica</i> , <i>Entamoeba coli</i> (Life cycle. Symptom, pathology, diagnosis prevention and control, and treatment) * <i>Balantidium coli</i> (Life cycle and stages. Symptom, diagnosis prevention and control, and treatment). * Intestinal Flagellates/ <i>Giardia lamblia</i> (Life cycle. Symptom, pathology, methods of diagnosis, prevention and control,

	<p>and treatment)</p> <p>*Luminal and Atrial flagellates <i>Trichomonas spp (T. hominis, T. tenax)</i> <i>Trichomonas vaginalis</i> (life cycle. Symptom, pathology, diagnosis, and treatment).</p>
3.	<p>*Blood and Tissue flagellates (<i>Leishmania spp. and Trepanosoma spp.</i>)</p> <p>1- Tissue flagellate (<i>Leishmania donovani and Leishmania tropica</i>) (Life cycle and stages. Symptoms, pathology, diagnosis, and treatment) function and types of macrophages.</p> <p>2- Blood flagellates</p> <ul style="list-style-type: none"> - African trypanosomiasis - American trypanosomiasis(Stages, life cycle, symptoms, diagnosis, Method of transmission)
4.	<p>*Apicomplexa general characters</p> <p>1-<i>Plasmodium</i> four species and diseases caused by each one (Life cycle and stages. Symptom, pathology, diagnosis, global malaria prevention and control and treatment)</p> <p>2-<i>Toxoplasmas gondii</i> (Life cycle and stages. Symptom, diagnosis, control and treatment)</p>
5.	<p>*Helminthes (metazoan) general structure Classification of helminths</p> <p>a. Phylum: Platyhelminthes (flatworms) Class I: Cestoda (Tapeworms). general structure (<i>Taenia saginata, Taenia solium, Hymenoleps nana and Echinococcus granulosus</i>) (Symptom, diagnosis, control and treatment)</p>
6	<p>Class II: Trematoda (Flukes). general structure <i>Fasciola hepatica</i> (Life cycle and stages. Symptom, diagnosis, control and treatment) <i>Schistosoma haematobium, Schistosoma mansoni, Schistosoma japonicum</i> Life cycle and stages. Symptom, diagnosis, control and treatment)</p>
7	<p>b. Phylum: Aschelminthes or Nematelminthes general structure</p>
	<p><i>Ascaris lumbreciod, Anchylostoma duodenale, Enerobius vermicularis, Trichuris trichiura</i> Life cycle and stages. Symptom, diagnosis, control and treatment</p>
8	<p>* Virology</p> <ul style="list-style-type: none"> - General properties of viruses (virus componants) - A virus like particles (VLPs) and Subviral particles (viroid and prions) - Classification types - Viral replication - Viruses effects on cells - Persistent viral infections - Common routes of viral infection in human

9	*Measles, AIDS, Influenza virus (general structure of virus, symptoms, method of transmissions and prevention)
10	* Hepatitis A, B, C, D, E (general structure of virus, method of transmissions and prevention) * Corona virus - General structure - Three types of human coronavirus cause severe symptoms - Coronavirus disease 2019 (COVID-19) - Prevention and control - How does it spread - Diagnosis and treatment
11	* Mumps (general structure of virus, symptoms, method of transmissions and prevention) * Rubella (general structure of virus, symptoms, method of transmissions and prevention).
12	* Rota (general structure of virus, symptoms, method of transmissions and prevention). * polio virus (general structure of virus, symptoms, method of transmissions and prevention).
13	* Herpes virus and CMV * general structure of virus, symptoms, method of transmissions and prevention).

10. Learning Resources:

Overhead Projector, posters, and slide projects, Laboratory equipment and supplies.

11. Teaching/Learning Strategies:

Lecture, discussion, and laboratory demonstration and Practice.

12. Students Evaluation:

Theory exam.	20 %
Lab. exam	20 %
Final theory exam.	40 %
Final exam. Lab.	20 %

Total	100 %

13. References:

- Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Medical microbiology six edition. Elsevier Inc.
- Louise Hawley, Richard J. Ziegler & Benjamin L. Clarke (2014): Microbiology and immunology, 6th edition. Lippincott Williams & Wilkins co. USA.
- Patrick R. Murray (2018): Basic Medical Microbiology, Elsevier.
- Essential of medical microbiology, Apurbs et al., second edition (2019)

Pharmacology for Nurses II

1. **Course Title:** Pharmacology II
2. **Course Number:** PHR(209)
3. **Credits Hours:** (2) credits
4. **Course calendar:** (2) hours weekly of (15) weeks
5. **Placement:** Second years / Second semester
6. **Instructors:** Msc.Sarah Jihad Abood Abd

7. Course Description:

This course is a complementary to Pharmacology (1) course. It introduces different types of drugs according to the systems of human body. The students gain knowledge about the therapeutic effects of each drug, doses, route of administration, side effects and its toxicity.

8. Course Goals:

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

1. Differentiate between different types of drugs, their actions, doses, routes of administration, side effects, and their toxicity.
2. Classify types of drugs according to the body system that are used for.
3. Identify the risk effects of the given therapeutic drugs.
4. Recognize poisoning and drugs used to minimize poison absorption.

9. Course Outline:

Unit 1: Central Nervous System Drugs (8) hrs.

1. Introduction to CNS pharmacology.
2. Centrally acting analgesics (Narcotic analgesics).
3. CNS depressants, sedatives and hypnotics.
4. General and Local anesthetics.
5. Anti-depressant drugs, Anti-psychotic drugs.
6. Anti-Parkinson drugs and anti-epileptic drugs.
7. CNS stimulants and drug abuse.

Unit 2: Drugs Used For Endocrine Disorders (6) hrs.

1. Drugs used for the treatment of Diabetes mellitus.
2. Drugs used for thyroid disorders.
3. Drugs related to hypothalamic and pituitary functions:
 - Growth hormone.
 - Onadotropins.
 - Oxytocin.
 - Corticotrophin.
 - Anti-diuretic hormone.
4. Adrenocortical hormones.
5. Sex hormones and female contraception.

Unit 3: Non-steroidal Anti-inflammatory Drugs and Paracetamol. (1) hr.

Unit 4: Anti-histaminic Drugs. (1) hr.

Unit 5: Immunosuppressant Drugs. (1) hr.

Unit 6: Gastrointestinal Drugs. (2) hrs.

1. Drugs used in the treatment of peptic and duodenal ulcers.
 2. Laxatives, Anti-diarrhoeal drugs, Anti-emetics.
- Unit 7: Chemotherapy of Infectious Diseases:** (4) hrs.
1. Basic principles of anti-microbial therapy.
 2. Classes of anti-bacterial drugs.
 3. Anti-fungal drugs, Anti-viral drugs.
 4. Antiseptics and Disinfectants.
- Unit 8: Chemotherapy of Parasitic Diseases** (1) hr.
1. Anthelmintics.
 2. Anti-protozoal agents.
 3. Anti-malarial drugs.
- Unit 9: Cancer Chemotherapy.** (1) hr.
1. Principles of cancer chemotherapy.
 2. Anti-cancer drugs.
- Unit 10: Nutrition.** (2) hrs.
1. Vitamins.
 2. Enteral and Parenteral Nutrition.
 3. Drugs used for the treatment of obesity.
- Unit 11: Toxicology:** (3) hrs.
1. Management of poisoning
 2. Drugs and procedures used to minimize poison
 3. absorption.
 4. Drugs and procedures used for poison removal.
 5. Specific anti-dotes.

10. Learning resources:

Black board, overhead projector, slide projector and scientific movies

11. Teaching Learning Strategies:

Lectures, Discussions, and weekly seminars.

12. Students Evaluation:

1 st theory exam.	15%
2 nd theory exam.	15%
Final Exam	70%

Total	100%

13. References.

- Anne Collins Abrams, Clinical Drug Therapy: Rationales for Nursing Practice, 6th ed., New York, Lippincott, 2001.
- Richard A. Lehne, Pharmacology for Nursing Care, 4th ed. London, Saunders, 2001

Computer Science IV

- 1. Course Title:** Computer Science (4)
- 2. Course Number:** COS(210)
- 3. Credit Hours:** Total (1) credits
Theory (0) credits
Lab. (2) credits
- 4. Course Calendar:** Total (2) hours weekly of (15) weeks
Theory (0) hr.
Lab. (2) hrs.
- 5. Placement:** First year / First semester
- 6. Instructors:** Specialties in computer science

7. Course Descriptive:

This course is focused on providing knowledge related to computer science and application of software programs and internet services. It is emphasized on utilizing computer in various areas of nursing profession such. as nursing practices, nursing administration, nursing education & nursing research

8. Course Goals:

At the end of this course the students will be able to:

- 6 Gain knowledge related to software programs
- 7 Apply certain software programs (excel)
- 8 Understand the internet services
- 9 Utilize internet services.
- 10 Demonstrate certain nursing application related to computer

9. Course Outline:

The Theoretical Content

Unit 1: Microsoft programs	(10) hrs.
MS Excel	
Unit 2: General view	(2) hrs.
Unit 3: Content of Excel sheet	(2) hrs.
Unit 4: Nursing Applications:	(3) hrs.
• Administrative applications	
• Community health applications	
• Nursing practice application	
• Intensive care unit/emergency room & operating room applications.	
• Research applications	
• Educational applications	

The Laboratory content

1. Microsoft excel (8) hrs.
2. Nursing applications (4) hrs.

10. Learning Resources:

White board, handouts, overhead projector, computers and internet.

11. Teaching / Learning Strategies:

Lecture, small groups work, project, and individual laboratory work.

12. Students Evaluation:

1st theory exam.	15%
2nd theory exam.	15%
Final theory exam.	70%

Total	100%

13. References

1. O'Leary, T. & O'Leary, L., Microsoft windows, Boston, Irwin, McGraw – Hill, 1999.
2. O'Leary, T. & O'Leary, L., Computing essentials, Boston, McGraw – Hill, 2002.
3. Zieistorff, R., Computers in Nursing. Wake held Massachusetts, 1980.
4. الطبعة الاولى القاهرة ، دار الكتب العلمية للنشر . لمحطات العمل (NT4.0) نظام التسجيل ويندوز نجار يحيى د. 1999 ، والتوزيع

Stage	Course NO.	Subject	T	L	C	Credit Hours
Semester -1						
Third	NUR301	Maternal and Neonate Nursing	3	2	12	8
	RSM302	Research Methods in Nursing	2	0	0	2
	HOS303	Health Sociology	2	0	0	2
	HUM304	Human Rights	1	0	0	1
	NUT305	Nutrition and Diet Therapy	2	0	0	2
		Total				15

Maternal & Neonatal health Nursing

1. **Course Title:** Maternal & Infant Health
2. **Course Number :** NUR(301)
3. **Credit Hours:** Total(8) credits:
Theory (3) credits
Lab. (1) credits
Clinical (4) credits
4. **Course Calendar:** Total (17) hours weekly of (15) weeks:
Theory (3) hrs.
Lab. (2) hrs.
Clinical (12) hrs.
5. **Placement:** Third year / first semester
6. **Instructors:** Staff of Maternal & Neonatal health Nursing .
7. **Course Description:**

This course is designed to assist nursing students to acquire a comprehensive knowledge & skills necessary in providing care for normal and high risk women during preconception, prenatal, intranatal, postnatal, and menopause periods, taking in consideration that woman is a unique individual with special needs. The course also provides knowledge and skills relative to neonates' care. Students are trained in various settings: maternity hospitals, primary health care center & family planning clinic.

8. Course Goals:

At the end of this course the students will be able to:

1. identify the goals & philosophy of maternal & child health nursing
2. Explain family's structure, function & roles
3. Describe the structure & function of female & male reproductive system
4. Explain the phases of menstrual cycle
5. Identify stages of embryonic & fetal development
6. Describe growth & development of fetus by gestational weeks
7. Formulate nursing diagnosis related to the needs of pregnant woman & developing fetus
8. Discuss physiologic & psychological adaptation to pregnancy
9. Describe nutritional needs of pregnant woman
10. Explain causes & nursing intervention for common discomfort of pregnancy
11. Describe potential complications of pregnancy & it's management
12. Describe the stages of labor
13. list signs of labor
14. Distinguish between false & true labor
15. Describe a pregnant physiologic & psychological responses to labor
16. Discuss nursing responsibilities towards woman & her family before, during & after normal

vaginal delivery.

17. Explain types, indications, benefits, risk, precautions & contra-indications for obstetric operation (Episiotomy, forceps, C/S , aminotomy & induction of labor)
18. Identify possible complications of labor & delivery
19. Describe physiological & psychological changes that normally occur during puerperium.
20. Discuss nursing management for normal & complicated puerperium
21. Describe nursing assessment & intervention for common problems in breast feeding
22. Describe normal physical & neurological characteristics of neonate
23. Explain nursing management for immediate & daily newborn baby
24. Identify potential complications & it's management for high risk neonate
25. Compare & contrast the advantage & disadvantages & risk factors associated with each methods of family planning
26. Discuss nursing management:
27. Identify nursing management for common gynecological disorder
28. Demonstrate skill in monitoring different health needs during childbearing periods
29. Communicate with pregnant women & their family
30. Apply nursing process in providing care during normal & complicated childbearing conditions
31. Provide immediate & daily newborn care
32. Assist or observe obstetrical procedures:
33. Implement health education programs related to different maternal aspects during the different childbearing periods
34. Participate in counseling related to health maintenance & promotion of women & their family
35. (Family planning clinic, primary health care center)

Course Outline:

Week	The Theoretical Content
1.	Introduction to Maternal & Neonatal Nursing: 1. Definition of maternal and neonatal 2. Objective 3. Philosophy of maternal and neonatal 4. Family center nursing role 5. Setting 6. Family Concept. 7. Family centered maternity care. 4 Care for family as part of community. 5 Preconception
	Reproductive system: 1. Revision of anatomy & physiology of reproductive system (male & female) 2. Menstrual cycle.
2.	Normal Pregnancy 1. Development & physiology of fetus. 2. physiological & psychological changes 3. Prenatal care

3.	Complications of pregnancy Nursing care during (Ant partum Hemorrhage, pregnancy Induced Hypertension, Gestational Diabetes, Urinary Tract Infection, anemia).
4.	Labor & delivery:(Normal) 1.Theories of labor onset. 2.Signs of labor. 4. Components of labor. 5. Stages of labor. 6. Nursing management of each stage of labor.
5.	Role of the nurse in delivery room 1.Infection and pollution prevention & control in the delivery Room.
6.	Using of partograph in labor. 1.Nursing management during complicated labor and delivery.
7.	Complications of labor 1.Nursing management during Complicated labor and delivery 2. Obstetrical operation: Nursing care during obstetrical operation 3. Episiotomy, forceps delivery 4. c /s 5. induction and Augmentation of labor
8.	Family planning: 1. Objectives of family planning in Iraq. Contraceptive 2. Hormonal contraceptive 3. Non-hormonal contraceptive 4. Surgical contraceptive 5. Contraceptive methods in Iraq, including emergency contraceptive. 6. Advantages and disadvantages of each method. 7. Role of nurse in family planning in primary health care centers and hospitals, including health education and counseling.
9.	Puerperium: Physiologic and psychological changes during puerperium
10.	Nursing management during normal puerperium. Nursing management during complicated puerperium (ppH), ✓ nursing management (PPH) ✓ nursing management of infections
11.	Neonatal nursing care: 1. Physiological changes and adaptation to extra uterine environment. 2. Nursing assessment and management of neonate. 3. Immediate and daily neonatal care.
12.	Nursing assessment and management of high-risk neonate. Regulation of birth and death certificate for newborn and its importance

13.	Gynecological disorders: 1.Nursing care for common gynecological disorders \ 2.prolapsed of the genital tract benign and malignancy of genital tract 3.menstrual disorders 4.Infertility
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The Laboratory Content

1. Implementation of certain procedures regarding women: (10) hrs.

- Calculate body mass index (BMI).
- Calculate gestational age (GA), (EDD).
- Physical & obstetrical exam.
- Monitoring fetal heart rate (FHR).
- Monitoring uterine contractions.
- Vaginal exam. For female students.
- Breast examination for early detection of any abnormalities.
- Certain investigation (Blood group & RH, Hb, urine test for albumin& sugar & pregnancy test).

2. Implementation of certain procedures regarding neonate: (15) hrs.

- Weight, height, head & chest circumference
- Apgar score (first one & five minute)
- Cord care
- Immediate & daily newborn care
- Care of incubators
- Type of feedings

3. Health Education and Counseling (5) hrs.

The Clinical Content

- | | |
|---|-----------|
| 1. Prenatal & postpartum care (Obstetrical wards). | (24) hrs. |
| 2. Labor & delivery for female student. | (24) hrs. |
| 3. Operating room (C / S, Gynecological operation). | (12) hrs. |
| 4. Emergency wards (PIH, UTI, PPH & APH). | (12) hrs. |
| 5. Family planning unit. | (6) hrs. |
| 6. Neonate unit: Premature newborn, twin, RDS, | |
| 7. Jaundice, Blood transfusion, newborn for high risk mother. | (12) hrs. |

10. Learning resources:

Black board, over head projector, slide projector and scientific movies

11. Teaching Learning Strategies:

Lectures, Discussions, and weekly seminars.

12. Students Evaluation:

Two midterm exams.	20%
Clinical exam	20%
Final evaluation	30%
Theory exam	30%

Total	100%

13. References:

- 1 Fraser, P., et.al, Text-book for Midwives, 14th ed., London, Churchill Living Stone, 2004.
- 2 Henderson, C., et.al, Midwifery A Textbook for Midwives, 13th ed., Philadelphia, Bailliere Tindal, 2004.
- 3 Johnson. Martin H. & Barry J. Everitt, Essential Reproduction, 5th ed. London, Blackwell Science L.t.d, 2000.
- 4 Olds, S., et.al, Maternal – Newborn Nursing & Women’s Health Care, 7th ed., New Jersey, Pearson Education Inc., 2004.
- 5 Olds, S., et.al, Maternal – Newborn Nursing, 6th ed., New Jersey, Prentice Hall Inc., 2000.
- 6 May, K., and Mohlmiester L., Maternal and Neonatal Nursing Family Centered Care, 3rd ed., Philadelphia, Lippincotte Com., 1994.
- 7 McKinney, E., et.al, Maternal – Child Nursing, Philadelphia, Saunders Com., 2000.
- 8 Pillitters, A., Maternal and Child Health Nursing, 4th ed., Philadelphia, Lippincotte Com., 2003.
- 9 Pillitters, Adele, Maternal & Child Health Nursing Care of the Childbearing & Family, 4th ed., New York, Lippincott Williams & Wilkins, 2003.
- 10 Smith, M. Shimpl and B. Weiss, Women’s Health Care, New York, McGraw Hill Com., 2000,
- 11 Walsh, Linda V., Midwifery Community – Based Care During the Childbearing Year, New York, W.B Saunders Company, 2001.
- 12 Pillitteri, A. (2010). Maternal and child health nursing : care of the childbearing & child rearing family. 6th ed Wolter kluwer: lippincott williams & wilkins.

Research Methods in Nursing

- 1. Course Title:** Research Methods in Nursing
- 2. Course Number:** RSM(302)
- 3. Credit Hours:** (2) credits.
- 4. Course Calendar:** (2) hours weekly of (15) weeks.
- 5. Placement:** third year / first semester.
- 6. Instructors:** Allied faculties.

7. Course Descriptive:

The course is designed to provide the nursing students with knowledge related to basic concepts & principles of scientific research process. It is contributed to increase their knowledge, awareness, understanding & recognition on areas of priorities for nursing research.

8. Course Goals:

At the end of this course the students will be able to:

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

9. Course outline:

- | | |
|---|-----------------|
| Unit 1: Introduction to scientific research: | (2) hrs. |
| 1 Basic concepts. | |
| 2 Purposes of scientific research. | |
| 3 Characteristics of scientific research & research hypothesis. | |
| Unit 2: Major steps in scientific research. | (2) hrs. |
| Unit 3: Research problem & research questions. | (2) hrs. |
| Unit 4: Review of literature: | (4) hrs. |
| 1 Purposes of review of literature. | |
| 2 Types of information. | |
| 3 Writing review of literature. | |
| Unit 5: Sample & sampling: | (4) hrs. |
| 1 Population. | |
| 2 Sample. | |
| 3 Types of sample. | |

Unit 6: Research design: (4) hrs.

- 1 Experimental design.
- 2 Quasi Experimental design.
- 3 Non- Experimental design (Descriptive & correlation design).
- 4 Survey.

Unit 7: Measurement & data collection: (4) hrs.

- 1 Observational methods.
- 2 Types of questionnaire & interviews.
- 3 Scales.

Unit 8: Tabulation & analysis of data. (4) hrs.

Unit 9: Discussion the findings of the study (2) hrs.

Unit 10: Methods of writing research reports or study. (2) hrs.

10. Learning Resources:

Blackboard, Calculators, Overhead Projector, and Handout.

11. Teaching / Learning Strategies:

Lecture, discussion, Groups work and daily assignments.

12. Student Evaluation:

Two midterm exams.	25%
Assignments	5%
Final exam.	70%

Total	100%

13. References:

- 1 Massey, V., Nursing Research: A Study And Learning Tool, Pennsylvania, Springhouse, 1999.
 - 2 Nieswiadomy, R., Foundation of Nursing Research, 3rd ed., Stam & Appleton & Lange, 1998.
 - 3 Polit, Denise F and Cheryl Tatano Beck, Essentials of Nursing Research Methods, Appraised, and Utilization, 6th ed., New York Lippincott Williams & Wilkins, 2005.
 - 4 Polit, Denise F. and Cheryl Tatano Beck, Nursing Research Principles and Methods, 7th ed., New York Lippincott Williams & Wilkins, 2004.
- وزارة التعليم العالي والبحث، جامعة بغداد، بغداد، المنهجية والاسلوب: البحث العلمي في التمريض، يدبعة محمد، نجيب العلمي، 1990

Health sociology

- 1. Course Title:** Health Sociology
- 2. Course Number:** HOS(303)
- 3. Credit Hours:** (2) credits
- 4. Course Calendar:** (2) hours weekly of (15) week.
- 5. Placement:** Third years / first semester.
- 6. lecturer assist:** م.م علي فلاح حسن الجنابي

7. Course Description:

This course provides students with a conceptual framework of sociology and its applications to different aspects of social life. Emphasis is applied on concepts related to rights/ rules issues and interpersonal relationships among health team and between the nurse and clients to enhance the development of positive attitudes towards nurses, health team and clients. It identifies the health and disease in a social context, explores their reflection on different individuals, groups and communities, and determines the role of community in the health services as well. This course enables students to identify, predict, criticize and respond to the health problems of the society.

8. Course Goals:

At the end of the course the student will be able to:

1. Understand certain concepts of sociology.
2. Identify the components of a society.
3. Determine the importance of sociology on the nursing profession.
4. Recognize the interpersonal relationships among the health team and between the nurse and clients.
5. Determine the rights and roles of clients, nurses, and other health team.
6. Develop positive attitude towards clients, nurses and other members of the health team.
7. Explore the reflection of health and diseases issues on the social behaviors of individuals, groups and societies.
8. Determine the role of the community in the preventive and curative aspects of health services.
9. Analyze critically common health problems of the Iraqi society.
10. Suggest solutions to the health problems of the society depending on scientific base.

9. Course Outline:

Unit 1: Introduction of sociology: (2) hrs.

- 1 Nature of sociology.
- 2 Importance of Sociology in Nursing.
- 3 Application of Sociology in Nursing.
- 4 Analysis of sociology.
- 5 Elements of society.

Unit 2: Poor & diseases: (4) hrs.

1. Introduction.
2. Health influences.
3. Wars and conflict influences on health.
4. Culture influences on health and disease.
5. Gender and health.
6. Gender roles.
7. Differences between gender roles.
8. Male dominance and discrimination against women.
9. discrimination against women on female health.

Unit 3: Social issues: (4) hrs.

1. **common social issue.**
2. **Major social issues include:**
 - Child abuse.
 - Women abuse.
 - Elderly abuse.
 - Female feticide.
 - Women empowerment.
 - Food adulteration.
 - Crime.
 - Substance abuse.
 - Prejudice and discrimination.
3. **Preventive and control measures.**

Unit 4: Sociology perspective & theories: (4) hrs.

1. Major Theoretical Perspectives in Sociology.
2. The Structural-Functionalist perspective and Theory (Marxism theory) .
3. The Social Conflict perspective and Theory.
4. Symbolic Interactionism Perspective Theory.
5. Feminism.
6. Barsons perspective.
7. Multiple models of social interaction patterns between doctor and patient
8. Hollander and Szasz model.
9. Freidson model.
10. Medication order behavior.
11. Mechanics behavior analysis.
12. Mechanics factors.

Unit 5: Sociology in Nursing: (2) hrs

1. The health
2. The medicine.
3. Healthcare.
4. Human Rights.
5. Social roles.
6. Types of sociology.
7. The Connection between sociology and nursing.

Unit 6 : The family: (4) hrs

1. The Family definition.
2. The concept of families.
3. Characteristics of successful stepfamilies.
4. Types of families.
5. Problems of Families.
6. Analysis of Impulsive Behavior.
7. Signs of Impulsivity.
8. Strategies to Cope with Impulsive Behavior.
9. intervention

Unit 7: Gender, Sex, and Sexuality: (2) hrs

1. Define sex and gender.
2. Sexual Orientation.
3. Gender roles.
4. Define and Types of Child Abuse

Unit 8: Aging and the Elderly: (2) hrs

1. Gerontology define.
2. Phases of Aging.
3. Aging types.
4. Factors affecting elderly health.
5. Death and dying stage.

Unit 9: Religion: (2) hrs

1. Religion
2. The Sociological Approach to Religion.
3. World Religions.
4. Religion in the United States

Unit 10: education: (2) hrs

1. Education and social change define.
2. Role of education in social.
3. Types of social change.
4. Role of teacher in educational change.

Unit 11: Population, Urbanization, and the Environment. (2) hrs

1. Demography and Population.
2. Urbanization.
3. The Environment and Society.

10. Students Evaluation:

11.

1st term Exam	2nd Term Exam	Report	Daily Activity	Final Exam	Total
10%	10%	5%	5%	70%	100%

References:

1. Cooke, H., Philpin, S. (2008). Sociology in Nursing and Health Care. Elsevier Limited.
2. Abdullah Muammar Al-Hakimi, 2017, In Sociology and Anthropology - Part 1, Center Manar for Social Studies.

Human Rights

1. **Course Title:** Human Rights
2. **Course No:** HUM(304)
3. **Credit Hours:** total of (1) credits
4. **Course Calendar:** (1) hours weekly of (15) weeks
5. **Placement:** Third year/ First semester
6. **Instructors:** Staff of Human right.

7. **Course Description:** -

This Course provides students with basic Knowledge and understanding of Human Rights including individual, specific social groups and nation's rights. This course will help students to live freely, peacefully and be able to appreciate others freedom and rights in a democratic country.

8. **Course Goals:**

At the end of the course the student will be able to:

1. Understand the historical development of human rights.
2. Search on human rights in the Islamic Sharia.
3. Discuss the concepts and principles of Human Rights in the international law.
4. Describe characteristics of Human Rights.
5. Enhance attitude towards rights of specific social groups
6. Appreciate nations, groups, and individual rights regardless of their ethnic background, religion, sex, color, politic, or confession.
7. Identify rights of his country and nation.
8. Apply concepts of freedom and democracy in his personal and social life.
9. Determine his role and responsibility as a citizen in the election of leaders in his country.

9. **Course outline:**

Unit 1: Nature of the right:

(2) hrs.

- 1 The meaning of the right.
- 2 Concept of human rights.
- 3 Characteristics of natural law.
- 4 The natural rights.

Unit 2: Development of human rights in the mankind history:

(4) hrs.

- 1 Human right in old civilization.
- 2 The celestial law (code).
- 3 Human rights in Islamic Sharia:
 - Holly Koran.
 - Noble Prophet Sunna.
 - Bond of duties with rights in Islamic Sharia.
 - Human rights in the Middle Ages.
 - Human right in recent ages.

Unit 3: Human rights in the international law:

(2) hrs.

- 1 Principles.
- 2 Resources: natural right, religion, habits and caruncle.
- 3 Adherent rights "rights of natural beings".

Unit 4: Content of civil rights: (4) hrs.

- 1 Life and freedom right.
- 2 Personal freedom right.
- 3 Possession right.
- 4 Contracting right.
- 5 Expression right.
- 6 Believes freedom right and conscience freedom.
- 7 Establishing and participating in associations right
- 8 Establishing a family right.
- 9 Confessional equality right.
- 10 Insurance of civil right.

Unit 5: Specific social groups rights: (4) hrs.

- 1 Parents' rights.
- 2 Children's rights
- 3 Relatives' rights.
- 4 Women' rights.
- 5 Neighborhood rights.

Unit 6: Human rights relative to time and place: (2) hrs.

- 1 Assured human Rights.
- 2 Correspondents and diplomatic representatives' rights.
- 3 Transportation, residency, and refugee rights.
- 4 Human rights in war period:
 - Civil human.
 - Military warrior.

Unit 7: Shared rights for the continuity of humanistic societies and groups: (2) hrs.

- 1 Command for kindness and prohibit the disclaimer.
- 2 Peace and cooperation.
- 3 Rejection of prejudice on ethnic, religion, sex, color, politic, or confession base.

Unit 8: Concept of Freedom: (4) hrs.

- 1 Individual freedom.
- 2 Universal freedom.
- 3 Natural freedom.
- 4 Civil freedom.
- 5 Coactive and life.
- 6 Political and national freedom.
- 7 Rights towards the country.
- 8 Discrimination between mastery and freedom.

Unit 9: Concept of democracy: (6) hrs.

- 1 Historical dimension of democracy:
 - Civil state and democracy in the Greek era.
 - Establishment of democracy in the recent era.
- 2 Components of democracy.
- 3 The democracy government.
- 4 Pressure groups and the democracy government.

10. Learning Resources:

Blackboard, Overhead Projector, Posters,

11. Teaching / Learning Strategies:

Lectures, discussion, brain storming, and writing and presenting reports.

12. Students Evaluation:

Theory mid exam.	25%
Reports	5%
Final theory exam.	70%

Total	100%

13. References

- كتاب حقوق الانسان والحريات العامة تأليف رياض عزيز هادي، كلية العلوم السياسية، جامعة بغداد، محاضرات من عمل استاذ المادة.
- موقع الامم المتحدة لحقوق الانسان، الشبكة الدولية للمعلومات الانترنت

Nutrition and Diet therapy

- 1. Course Title:** Nutrition.
- 2. Course Number:** NUT(305)
- 3. Credit Hours:** (2) credits
- 4. Course Calendar:** (2) hours weekly of (15) weeks.
- 5. Placement:** Third Year/ First Semester.
- 6. Instructors:** Asis .Lec. Shaznan Hassan.

7. Course Description:

The course focuses on the fundamental principles of human nutrition and applied nutrition (curative). The importance and role of good nutrition in building the human body is emphasized. The students can offer nutritional care according to the category of clients.

8. Course Goals:

After the Completion of the Course students should be able to:

- 1 Know the fundamental principles of human nutrition.
- 2 Identify the relationship between nutrition and body energy.
- 3 Recognize the specification and functions of different nutritional elements.
- 4 Understand the importance of applied nutrition (curative) as an essential part of the nursing care.
- 5 Assess types of nutrition according to the category of clients.
- 6 Assist in helping client adopt and enjoy eating the prescribed food.

9. Course Outline:

Unit 1: Overview of nutrition, Assessment of nutritional Status: (2) hrs.

- 1 Meaning of nutrition & nutrients.
- 2 Classes of nutrient.
- 3 Factors that influence the food intake.
- 4 The role of diet in healthy status.

Unit 2: Dietary references and diet- planning Guides: (2) hrs.

- 1 The basis for recommended dietary allowances (R.D.A).
- 2 The Food table (Food Consumption pattern).

Unit 3: Metabolism of nutrients and energy balance: (2) hrs.

- 1 How the body deals with energy in take above on below requirements.
- 2 Food energy value (metabolisms).
- 3 The body energy expenditure and energy balance.
- 4 Type of measures related below and their strength and weakness.
 - Body mass index (BMI).
 - Body Circumference measurement.

Unit 4: Carbohydrate (Sugar, starch, and Fiber): (2) hrs.

1. The chemistry of carbohydrate and fiber.
2. Digestion of the Carbohydrate.
3. Function of carbohydrate and fiber.
4. Requirements of Carbohydrate and fiber.
5. Sources of Carbohydrate and fiber.
6. Various health effect of dietary fiber.

Unit 5: Lipids, Fats, Oil, Phospholipids, and Sterols: (2) hrs.

- 1 Mono, di and tri glyceride Phospholipids and Sterols.

- 2 The Families of essential fatty acids.
- 3 The function of lipids and essential Fatty acids.
- 4 Major sources of different types of dietary lipids.
- 5 Requirement of lipids.

Unit 6: Protein and Amine Acids: (2) hrs.

- 1 Definition of protein and amino acids.
- 2 The function of protein.
- 3 Requirements of protein.
- 4 The protein quality.
- 5 Nitrogen balance and the suitable situation to be positive or negative.

Unit 7: Vitamins: (2) hrs.

- 1 Water Soluble Vitamins.
- 2 Fat Soluble Vitamins.
- 3 The difference between water and Fat Soluble Vitamins.
- 4 The function of vitamins.
- 5 The function, deficiency, symptoms. Toxic effect, Source and stability for each vitamin.

Unit 8: Water and Minerals: (2) hrs.

- 1 The role of water in the body and the body daily water requirements.
- 2 The function of water in the body.
- 3 The function of trace elements.

Unit 9: The healthiest diet: (2) hrs.

- 1 The health advantages and potential problems of a vegetarian diet.
- 2 The relation of fat, Fruit, vegetable grain, Sugar and salt to disease.

Unit 10: Nutrition during pregnancy and lactation: (3) hrs.

- 1 Requirement of nutrition during pregnancy.
- 2 Requirement of nutrition during lactation.

Unit 11: Infant nutrition: (3) hrs.

- 1 Breast Feeding.
- 2 Bottle Feeding.
- 3 Weaning time.

Unit 12: Nutrition during Aging: (2) hrs.

Unit 13: The Concept of Weastern diseases: (4) hrs.

- 1 Cardio Vascular disease.
- 2 Diabetes mellitus.
- 3 Obesity.
- 4 Cancer.
- 5 The role of diets in the Causation and Control diabetes mainly type -2
- 6 The relationship between dietary Fat, blood cholesterol and the risk CHD.
- 7 The role of dietary fiber, Fruit vegetable, Grams,
- 8 The role of fat, Sugar, fiber and Exercise in the alcohol in CHD. causation and prevention of obesity.
- 9 The possible role of fat in the Colon and breast cancer, and the role of dietary fiber in cancer of colon.

Unit 14: Malnutrition: (2) hrs.

- 1 Concept of Malnutrition.
- 2 The role of protein (essential amino acid) in prevention of malnutrition.
- 3 Methods used to prevent Malnutrition.

10. Learning Resources:

The board, overhead projector, handouts.

11. Teaching/ Learning Strategies:

Lecture, group discussion, writing reports.

12. Students Evaluation:

Two mid Exam.	25%
Report.	5%
Final theory Exam.	70%

Total	100%

13. References:

- 1 Grodner, Anders on. De young, Foundations and Clinical Application of Nutrition A Nursing Approach, second Edition, Mosby, 2000.
- 2 Grodner, Michele et.al, Foundations and Clinical Applications of Nutrition A Nursing Approach, St. Lweis, Mosby Inc,2004
- 3 Williams, Sue Rodwel and Eleanor D. Schlenker, Essentials of Nutrition and Diet Therapy, 8th ed., London, Mosby Inc., 2003.

Stage	Course NO.	Subject	T	L	C	Credit Hours
Third	Semester -2					
	NUT306	Pediatric Nursing	3	2	12	8
	BST307	Biostatistics	2	0	0	2
	PHR308	Human Growth And Development	3	0	6	5
	DEM309	Democracy	1	0	0	1
	NUR310	Preceptorship (Summer clinical Training)	0	0	30	pass
		Total				16

Pediatric Nursing

1. **Course Title:** Child and Adolescent Health Nursing
2. **Course Number:** NUT(306)
3. **Credit Hours:** Total of (8) credits:
Theory (3) credits
Lab. (2) credit
Clinical (4) credits
4. **Course Calendar:** Total of (17) hours weekly of (15) weeks:
Theory (3) hrs.
Lab. (2) hrs.
Clinical (12) hrs.

5. **Placement:** Third year/ Second semester.
6. **Instructors:** Staff of Pediatric Nursing Unit.

7. Course Description:

This course is designed to assist the 3rd year students to acquire the basic knowledge, concepts and understanding of the health problems associated with stages of growth and development (age-related concerns) and provides the opportunity to the students to deal with normal and sick child and adolescent.

8. Course Goals:

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

- 1 Identify the basic child's needs (age related needs and concerns).
- 2 Assess the child and adolescent physically.
- 3 Outline the communication techniques to deal with child & adolescent.
- 4 Discuss the types of accidents according to the stages of growth and development.
- 5 Provide traumatic care for hospitalized child and adolescent.
- 6 Identify the high risk infants and figure out their physical and physiological problems.
- 7 Discuss nutritional assessment & figure out the child's and adolescent with nutritional problems.
- 8 Utilize the nursing process to deal with child's health problems.
- 9 Emphasis on preventive aspects of care to promote health for children and adolescents.
- 10 Implement nursing care for children with:
 - Respiratory diseases
 - Gastrointestinal diseases
- 11 Demonstrate pediatric nursing procedures related to:
 - Restraining
 - Blood withdrawal

- CSF
- Setting IV Fluid
- Giving I.M injection

- 12 Analyze critically the condition of the child and adolescent with blood diseases.
- 13 Applied scientific approach during practice of nursing care with children and adolescents.
- 14 Identify the needs of children and adolescent with special needs (Handicapped children).
- 15 Identify childhood and adolescence diseases (medical and surgical diseases)

9. Course outline:

The Theoretical Content

Unit 1: Historical perspective of nursing care of children (1) hrs.
at different civilization and religions.

Unit 2: primary nursing care of children and adolescents: (5) hrs.

- 1 Child's physical health assessment and developmental assessment.
- 2 Principles of children's needs:
 - Immunization.
 - Infant feeding
- 3 Child's verbal communication.

Unit 3: secondary nursing care of the newborn baby: (4) hrs.

- 1 Nursing care of the newborn baby:
 - Immediate care of the newborn
- 2 Nursing care of high risk newborn baby:
 - Birth injuries
 - High risk related to gestational age, birth weight.

Unit 4: Nursing care of children and adolescents with health problems: (15) hrs.

- 1 The child with gastrointestinal dysfunctional:
 - Gastroenteritis
 - Intussusception
 - Pyloric stenosis.
 - Cleft lip and palate.
 - Imperforated anus.
 - Hirschsprung disease
- 2 The child with urological problems:
 - Glomerulonephritis and Nephritic syndrome.
 - Urinary tract obstruction.
 - Undescended testis
- 3 The child with blood dysfunction:
 - Hemophilia.
 - Thalassemia.
 - Sickle-cell anemia
 - leukemia
- 4 The child with respiratory dysfunction:
 - Asthma.
 - Bronchitis.
 - Pneumonia.

- Common cold
- Tonsillitis
- Otitis media
- 5 The child with cardiovascular dysfunction:
 - Nursing care of children with cyanotic & a cyanotic heart disease.
- 6 The child with endocrine dysfunction:
 - diabetes mellitus.
 - Hypothyroidism
- 7 The child with neurological disorder
 - Meningitis
 - hydrocephalus
 - spina bifida

The Laboratory Content

Demonstrate pediatric nursing procedures related to:	(26) hrs.
-Restraining.	(2) hrs.
-Blood withdrawal.	(3) hrs.
-CSF preparation & position.	(2) hrs.
-Setting IV Fluid.	(3) hrs.
-Giving I.M injection.	(4) hrs.
-Breast feeding.	(2) hrs.
-Oral medication.	(2) hrs.
-Oxygen therapy.	(2) hrs.
-Wound dressing.	(3) hrs.
-Nasogastric tube.	(3) hrs.
Video CD about respiratory diseases & gastroenteritis	(4) hrs.

The Practical Content

Kindergarten & Nursery.	(12) hrs.
Hospital setting includes:	
-Blood Diseases Unit.	(18) hrs.
-Surgical Ward.	(12) hrs.
-Medical Wards & Emergency.	(24) hrs.
-Neonatal Intensive Care Unit.	(12) hrs.
-Premature Unit.	(12) hrs.

10. Learning Resources:

Black board, Video films, Overhead projector, Slide projector Data Show, Pediatric Lab., Clinical setting, and Nursery.

11. Teaching/Learning Strategies:

Lecture, Demonstration, Discussion, Small group work, Seminars and Case based learning.

12. Students Evaluation:

Midterm exams.	25%
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Clinical evaluation	15%
Final clinical exam.	20%
Final theory exam.	40%

Total	100%

13. References:

- 1 Wong Donna L. et.al., Essentials of Pediatric Nursing, 9th ed., New York, Mosby, 2011.
- 2 Wong Donna L. Whaley and Wong's, Nursing Care of Infants and Children, 10th ed., St. Louis, Mosby, 2019.
- 3 Pillitteri A., Maternal and Child Health Nursing Care of the childbearing & Family, 6th ed., New York, Lippincott Williams & Wilkins, 2010.

Biostatistics

1. **Course Title:** Biostatistics
2. **Course Number:** BST(307)
3. **Credit Hours:** Total of (2) credits:
4. **Course Calendar:** Total (5) hours weekly of (15) weeks:
Theory (1) hrs.
Lab. (4) hrs.
5. **Placement:** third year / second semester.
6. **Instructors:** Specialties in Statistics.

7. **Course Description:**

This course is designed to provide fourth year students with basic principles of statistical procedures, understanding the ideas, methods used in biostatistician studies and their applications to health.

8. **Course Goals:**

At the end of this course the students will be able to:

- 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.

9. **Course Outline:**

The Theoretical Content

Unit 1: Introduction to statistics: (1) hr

- Definition of statistics / biostatistics.
- Aims of statistics & statistic's types.
- Statistical methods (descriptive & inferential statistics)

Unit 2: Data collection: (2) hrs

- Data sources.
- Population, Samples & their types.
- Variables and its types.

Unit 3: Descriptive Statistical Methods: (5) hrs.

- Grouping data in tables (single & double frequency tables).
- Representing grouped & ungrouped data in graphs,
- Measures of central tendency (mean, median, mode) for grouped & ungrouped data.
- Measure of variation (range, standard deviation, variance, standard score & coefficient of variation)

Unit 4: Inferential Statistical Methods: (2) hrs.

- Probability distribution.
- Type of distribution.

- Normal distribution & its characteristics.

Unit 5: Estimation (Point estimation & Interval estimation): (4) hrs.

- Testing hypotheses (Z, T. test).
- Contingency tables & Chi-square for independence.
- Correlation & simple regression analysis.

Unit 6: Vital statistics (Morbidity & Mortality): (1) hr.

- Hospital records.

The Laboratory Content

- Data collection. (6) hrs.
- Descriptive Statistical Methods: (20) hrs.
 - Grouping data in tables (single & double frequency tables)
 - Representing grouped & ungrouped data in graphs
 - Measures of central tendency (mean, median, mode) for grouped & ungrouped data.
 - Measure of variation (range, standard deviation, variance, standard score & coefficient of variation).
- Inferential Statistical Methods. (20) hrs.
- Vital statistics. (10) hrs.
- Hospital records. (4) hrs.

10. Learning Resources:

Blackboard, Calculators, Computers

11. Teaching / Learning Strategies:

Lectures, daily assignment, computer lab, field visits.

12. Student Evaluation:

Midterm Examination	25%
Daily Assignment	5%
Final Examination	70%
Total	100%

13. References:

- Utts.J. & Heckard R. Mind on Statistics, Australia, Duxbury Thomson Learning, 2002.
- 1995, مطابع جامعة الملك سعود , الرياض , الاحصاء التطبيقي , عبد الرحمن بن محمد واخرون . د.

Human Growth and Development

- 1. Course Title:** Human Growth and Development
- 2. Course Number:** PHR(308)
- 3. Credit Hours:** Total of (5) credits
Theory (3) credits
clinic (2) credits
- 4. Course Calendar:** Total (6) hours weekly of (15) weeks
Theory (3) hrs.
clinic. (9) hrs.
- 5. Placement:** Third year /Second semester
- 6. Instructors:** Staff of Pediatric Nursing Unit

7. Course Description:

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

8. Course Goals:

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

- 1 Define the concepts of growth, development, and maturation, and differentiate them.
- 2 Understand psychosocial theories related to human growth and development.
- 3 Identify the patterns of growth and development.
- 4 State the principles of child development with examples to show the understanding of the principles.
- 5 Describe the physical, social, emotional, spiritual and mental development that take place during different stages of the human beings life.
- 6 Measure and records a particular weight, height, head circumference on a growth chart, In addition to use of Denver development screening test.
- 7 Explain the stages of growth and development throughout the human being life cycle.
- 8 Identify developmental problems the Individual face during different stages of growth and development.
- 9 Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods.
- 10 Utilize the knowledge gained from the study of human growth and development in nursing care of individuals.

9. Course Outline

The Theoretical Content

Unit 1: Foundations of growth and development: (4) hrs.

- Definition of growth, development, and maturation.
- Patterns of growth and development.
- Stages of growth and development.
- Prenatal period (embryonic stage).
- Infancy period:
 - Neonatal.

- Infant.
- Early childhood period:
 - Toddler.
 - Preschool.
- Middle childhood (school age) period.
- Adolescence period.
- Adulthood period.
- Elderly period.
- Influences on growth and development
 - Hereditary factors.
 - Genetic potentials.
 - Environmental factors.
 - Socioeconomic.
 - Nutrition.
 - Exposure to teratogens.
 - Endocrine functioning.
 - Infectious diseases and accidents.

Unit 2: growth and development measurement: (2) hrs.

- Growth chart (growth monitoring).
- Measurement techniques.
- Denver development screening test (DDST).
- Measurement of height, weight, head circumference chest circumference, thickness of skin fold, body mass index, arm circumference.

Unit 3: Developmental theories: (3) hrs.

- Theoretic Foundations of personality development:
 - Psycho sexual development theory (Freud's theory).
 - Psychosocial development theory (Erickson's theory).
- Theoretic Foundations of mental development:
 - Cognitive development theory (Piaget's theory).
 - Moral development theory (Kohlbers theory).
 - Separation- Individuation theory (Mahler's theory).

Unit 4: Development implications of: (1) hr.

- Genetic codes.
- Fetal growth and development (Development from conception to birth):
 - Zygote to newborn.
 - The germinal period.
 - The period of embryo.
 - The period of fetus.

Unit 5: Infancy period (4) hrs.

- Newborn:
 - Appearance.
 - Apgar score.
 - Physical characteristics of newborn baby.
 - Critical period.
 - Birth problems and later handicapped.
 - Sensory development.

- Central nervous system.
- The infant (infancy period):
 - Physical characteristics.
 - Cognitive development.
 - Psychosocial development.
 - Common infant needs.
 - Development problems.
 - Accidents and injuries.

Unit 6: Early childhood Period (5) hrs.

- Toddler and preschool Development:
 - Biophysical development.
 - Psychosocial development.
 - Moral development.
 - Cognitive and Language development.
 - Social and emotional development.
- Toddler and preschooler needs.
- Toddler and preschooler developmental problems.
- Promoting healthy development and growth:
 - Toddler nutrition.
 - Preschooler nutrition.
 - Immunization.
 - Communication.

Unit 7: Middle childhood and latency period (the school age) (4) hrs.

- Biophysical development.
- Psychosocial development.
- Moral and spiritual development.
- Cognitive development.
- School age need.
- Developmental problems during school age.

Unit 8: Adolescence period (4) hrs.

- Biophysical development.
- Cognitive and psychosexual development.
- Moral and spiritual development.
- Common needs during adolescence period.
- Communication.

Unit 9: Adulthood (3) hrs.

- young adulthood, Middle adulthood:
 - Biophysical and cognitive development.
 - Normal age – related changes and health Promotion.
 - Psychosocial development of the young adult.
 - Physical health problems during adulthood.
- Older adulthood:
 - Normal age –related changes and health Promotion.
 - Physical aspects of aging.
 - Physical social aspects of aging.
 - Physical health problems in older population.

- Cognitive and Psychosocial development.
- Retirement.

The Clinical Content

Well baby clinic	(20) hrs.
Nursery school	(8) hrs.
Kindergarten	(8) hrs.
Schools	(8) hrs.
Nursing homes	(8) hrs.
Visit of the nutritional research institute	(8) hrs.

10. Learning Resources:

Scale, tape measurement, calipers, growth chart, Denver Development screening test (chart), raisin, ball, different Animals' pictures.

11. Teaching / Learning Strategies:

Lectures, discussions, role playing, field trips.

12. Students Evaluation:

Midterm exams.	25%
Clinical evaluation	15%
Final clinical exam.	20%
Final theory exam.	40%

Total	100%

13. References

- 1 Hill, palty and Humphrey Patricia, Human Growth and Richard Fabes and Carol Lynn Martin, Exploring Child Development, 2nd ed., Person custom publishing, 2003.
- 2 Schuster, Clara and Ashburn Shirley, the Process of Human Development, a Holistic Life Span Approach, Boston, Little Brown and company, 1986.
- 3 Wong Donna L., et.al, Wong`s Essentials of Pediatric Nursing, 6th ed., New York. Mosby, 2001.
- 4 Smeltzer, Suzanne C., et.al, Textbook of Medical Surgical Nursing, 10th ed., 2004.
- 5 Feldman, Robert S., Development Across the life Span 3rd ed., New Jersey, Pearson Upper Saddle River, 2005.

Democracy

1. **Course Title:** Democracy
2. **Course Number:** DEM(309)
3. **Credit Hours:** (1) credits
4. **Course Calendar:** (2) hours weekly of (6) weeks.
5. **Placement:** third year / second semester
6. **Instructors:** assist lecturer Abbas Fadhil Alhussani.
7. **Course Description:**

تم تصميم هذا المقرر الدراسي لدراسة مفهوم الديمقراطية التي تعتبر من ضروريات العصر لارتباطها بحياة الإنسان المدنية والسياسية إذ تسهم اسهاماً كبيراً في تعزيز المساواة والتنمية ومنع الصراعات وانتهاكات حقوق الإنسان من خلال تغليب لغة الحوار والقبول بالرأي الآخر ودعم عمليات المشاركة بالانتخابات بغية إقامة مجتمع ديمقراطي تحظى فيها جميع حقوق الإنسان بالتقدير والاحترام.

8. Course Goals:

عند نهاية هذا الكورس الدراسي، سيكون الطالب قادراً على:

- أ) أن يتعرف الطالب على مفهوم الديمقراطية وصورها.
- ب) أن يتعرف الطالب على مفهوم الانتخابات والدور الذي تلعبه في تطبيق مفهوم الديمقراطية.
- ج) أن يتعرف الطالب على مفهوم الديمقراطية المعاصرة وهل هي متحققة في عالمنا المعاصر.
- د) أن يتعرف الطالب على مفهوم الديمقراطية الدستورية وشروط قيامها والمبادئ اللازمة لنشوء دستور ديمقراطي

9. Course Outline:

الأسبوع	الساعات	مخرجات التعليم المطلوبة	اسم الوحدة / أو الموضوع	طريقة التعليم	طريقة التقييم
الأول و الثاني	2	تنمية الفهم المعرفي	(تعريف مفهوم الديمقراطية الديمقراطية – أشكال او صور الديمقراطية – خصائص الديمقراطية)	المحاضرة النظرية المناقشة الشفوية	اسئلة عامة ومناقشة
الثالث	1	تنمية الفهم المعرفي	مزايا الديمقراطية و مكوناتها	المحاضرة النظرية المناقشة الشفوية	اسئلة عامة ومناقشة
الرابع	1	تنمية الفهم المعرفي	الدستور والديمقراطية (مفهوم الدستور وأنواعه – التطور الدستوري في العراق – الدستور الدائم لجمهورية العراق لعام 2005	المحاضرة النظرية المناقشة الشفوية	اسئلة عامة ومناقشة
الخامس	1	تنمية الفهم المعرفي	الانتخابات (لمحّة تاريخية – مفهوم الانتخابات – الاستفتاء- أهمية الانتخابات – العلاقة بين حقوق الإنسان والديمقراطية)	محاضرة النظرية المناقشة الشفوية	اسئلة عامة ومناقشة

السادس - السابع	2	تنمية الفهم المعرفي	ضمانات الحريات والحقوق العامة – مؤسسات المجتمع المدني	المحاضرة النظرية المناقشة الشفوية	اسئلة عامة ومناقشة
الثامن	امتحان الشهر الأول				
التاسع	1	تنمية الفهم المعرفي	الديمقراطية المعاصرة	لمحاضرة النظرية المناقشة الشفوية	اسئلة عامة ومناقشة
العاشر و الحادي عشر	2	تنمية الفهم المعرفي	الديمقراطية الدستورية (شروط قيام الديمقراطية الدستورية – مبادئ الدستور الديمقراطي)	لمحاضرة النظرية المناقشة الشفوية	اسئلة عامة ومناقشة
الثاني عشر و الثالث عشر	2	تنمية الفهم المعرفي	الحكم الرشيد (مفهوم الحكم الرشيد – منظومة الحكم الرشيد)	لمحاضرة النظرية المناقشة الشفوية	اسئلة عامة ومناقشة
الرابع عشر	امتحان الشهر الثاني				
الخامس عشر	امتحان نهائي الكورس الثاني				

10. Learning Resources:

Black board, Overhead, Posters, Handouts, Films, and CD's, laboratory sites and teaching hospitals.

11. Teaching / Learning Strategies:

Lecture, Small Groups, Case based learning, Role Playing Demonstration, Self-Training and Clinical training.

12. Students Evaluation:

Mid term Examination	25%
Daily Assignment	5%
Final Examination	70%

Total	100%

13. References:

- حقوق الإنسان والديمقراطية والحريات العامة، د. ماهر صبري كاظم، جيكور للطباعة والنشر والتوزيع – ط2
- كتاب حقوق الانسان والحريات العامة تأليف رياض عزيز هادي، كلية العلوم السياسية، جامعة بغداد
- الديمقراطية وحقوق الإنسان، د محمد عابد الجابري، مجلة الكتاب في جريدة، عدد 5 , لسنة 2006.

Stage	Course NO.	Subject	T	L	C	Credit Hours
Semester -1						
Fourth	NUR401	Community Health Nursing	3	0	12	7
	NUR402	Nursing Management and Leadership	2	0	3	3
	NUR403	Professional Perspectives and Issues in Nursing	2	0	0	2
	NUR404	Graduation Research Project	0	0	3	1
	HPR 405	Health Promotion	2	0	0	2
	Epid406	Epidemiology	2	0	0	2
	ARB407	Arabic Language for Nurses I	1	0	0	1
	Total					18

Community Health Nursing

1. **Course Title:** Community Health Nursing
2. **Course Number:** NUR(401)
3. **Credit Hours:** Total of (3) credits:
Clinical (4) credits.
4. **Course Calendar:** Total of (15) hours per week of (15) weeks:
Theory (3) hrs.
Clinical (12) hrs.
5. **Placement:** Fourth year-First semester.
6. **Instructors:** Faculty of Community Health Nursing Unit.

7. Course Description:

This course is designed to increase the students' level of understanding and orientation toward the family and the community health nursing related issues. Throughout this course, the students can present the family and the community with reasonable nursing care when the nursing process is applied and the students' role as care providers is performed.

8. Course Goals:

At the end of this course the students will able to:

1. Define the family.
2. Identify types, characteristics, roles and functions of the family.
3. Deal with issues and approaches of family health care.
4. Define community health nursing.
5. Identify the philosophy, characteristics, the scope, principles, and objectives of community health nursing.
6. Apply standards for community health nursing practice.
7. Perform the role and functions of community health nurse.
8. Understand the nursing process, epidemiological process, health education process, home visit process, and case management process.
9. Deliver community health nursing care in specialized settings, such as schools, rural, correctional, and disaster ones.
10. Manage selected community health problems.

9. Course outline:

Unit 1: Community Health Nursing:

(4) hrs.

1. Introduction to Community Health Nursing
2. Definitions: Health, Nursing, Community, Community Health, Public Health and Community Health Nursing
3. Community–Based Nursing, Population-Focused Nursing-The Mission of Community Health Nursing
4. Characteristics of Community Health Nursing
5. Components of Community Health
6. Community Health Nursing Standards
7. Roles and Functions of Community Health Nurse

Unit 2: Dimensions of Community Health Nursing

(3) hrs.

1. The Dimension of Health
2. The Dimension of Health Care
3. The Dimension of Nursing

Unit 3: Community Assessment

(3) hrs.

1. Approaches for Community Assessment
2. Functions of Community Assessment
3. Principles of Community Assessment
4. Data Sources for Community Health Assessment
5. Types of Community Needs Assessment
6. Community Assessment Methods
7. Sources of Community Data

Unit 4: Approaches to Community Health

(2) hrs.

1. Health Promotion
2. Case Management
3. Empowerment

Unit 5: Primary Health Care:

(2) hrs.

1. Definition of Primary Health Care
2. Principles of PHC
3. Elements of Primary Health Care
4. Primary Health Care and Community Health Nursing

Unit 6: Family Health Services:

(2) hrs.

1. Definitions: Family, Family Health
2. Types of Family
3. Family Structure and Function
4. Family Development
5. Family Theories
6. Family Assessment

7. Family Interviewing Process
8. Family Care Giving
9. Family Crisis (Family at risk)
10. Influence of Culture and Society on the Health of Families
11. Ethical Principles Related to Care of Families
12. Family Health Promotion

Unit 7: Health Care of Aggregates (3) hrs.

1. Care of Children and Adolescents:

- Children's Health Promotion across Life-Span
- Role of the Community Health Nurse in Women Health
Primary Prevention
Secondary Prevention
Tertiary Prevention
- Adolescent's Health Promotion across Life-Span
- Role of the Community Health Nurse in Women Health
- Primary Prevention Secondary Prevention Tertiary Prevention

2. Care of Women and Men

- Women's Health Promotion across Life-Span
- Role of the Community Health Nurse in Women Health
- Primary Prevention Secondary Prevention Tertiary Prevention
- Men's Health Promotion across Life-Span
- Role of the Community Health Nurse in Women Health
- Primary Prevention Secondary Prevention Tertiary Prevention

3. Care of the Elderly:

- Definitions: Aging, Ageism.
- Health Needs of Elderly
Primary Prevention
Secondary Prevention
Tertiary Prevention

Unit 8: Maternal and Child Health Care Services (MCH) (3) hrs.

- Definition
- Objectives of MCH Services
- Types of MCH Services

Unit 9: School Health Care Nursing (3) hrs.

- Definitions: School, School Age Children, School Health, School Health Care Nursing
- School Health Program

- Component of School Health Programs- The School Health Team
- Role of the Nurse in the School Health Setting

Unit 10: Nutrition Health Services. (3) hrs.

Definitions: Nutrition, food, diet Processes of Nutrition

- Classification of Nutrients
- Importance of Good Nutrition
- Factors affecting Community Nutrition
- Roles of Community Health Nursing in Nutrition Services

Unit 11. Occupational Health Care Nursing: (3) hrs.

- Definitions of Occupational Health and Occupational Health Nursing
- Objectives of Occupational Health Nursing
- Work-health Interaction
- Role of the Occupational Health Nurse

Unit 12. Home Visits: (3) hrs.

- Definition
- Purposes of Home Visit
- The Home Visit Process
- Advantages of Home Visit
- Types of client
- Role of community nurse in home healthcare services

Unit 13: Home Health Care Nursing: (3) hrs.

- Definitions of Home Health Care and Home Health Care Nursing
- Team Members of Home Health Care Services
- Types of Clients in Home Health Care Services
- Role of the Community Health Nurse in the Home Health Care

Unit 14: Environmental Health and Safety Services: (3) hrs.

- Definitions: Environment, Environmental Health
- Elements of the Environment
- Factors Affecting Environmental Health Major Global

The Clinical Content

Clinical training in the following settings:

Primary health care centres.	(84) hrs.
School visits	(15) hrs.
Home visits	(24) hrs.
Field trips	(12) hrs.

10. Learning Resources:

Blackboard, Overhead projector, Posters, Handout, Films.

11. Teaching / Learning Strategies:

Lectures, group discussions, groups work, case based learning.

12. Students Evaluation:

Two mid exam	20%
Clinical evaluation	20%
Final theory exam.	40%
Final clinical exam.	20%

Total	100%

13. References:

1. Allender S , Spradley B , Community Health Nursing : Promoting and Protecting the Public Health, 6th ed., New York, Lippincott Williams & Wilkins , A Wolters Kluwer Company , 2005
2. Basa Vanthappa, B., Community Health Nursing. 1st ed., Bangalora, Jaypee Brothers Medical Publishers Company, 2001.
3. Clark, M., Nursing in the Community : Dimensions of Community Health Nursing. 3rd ed., Standford, Asimon and Suchaster Company, 1999.
4. Stanhope , M. and Lancaster, J.: Community Health Nursing: Promoting Health of Aggregates, Families And Individuals. 4th ed., St. Louis, Mosby Publishing Company, 1996.

Nursing Management and Leadership

1. **Course Title:** Nursing Management and leadership
2. **Course Number:** NUR(402)
3. **Credit Hours:** Total of (3) credits:
Theory (2) credits.
Clinical (1) credit.
4. **Course Calendar:** Total of (5) hours per week of (15) weeks:
Theory (2) hrs.
Clinical (3) hrs.
5. **Placement:** Fourth year-First semester.
6. **Instructors:** Staff of nursing management.

7. Course Description:

This course introduces the BSc students to the basic concepts and principles of management and leadership in a progressive health care system that fosters positive, creative and caring environment. Part of the course involves an analysis of planning, organizing, directing and controlling as important stages in management process that fosters the delivery of quality care in the most efficient and effective manner and within social, legal, economical, and technological context. Also, individual responsibility for continuing advancement, professional rights and obligation to community will be addressed.

8. Course Goals:

At the end of this course the undergraduate students will able to:

1. Discuss the elements of management process.
2. Apply effective communication strategies, human relations, and group dynamics, necessary for effective membership in the health team and society.
3. Apply the principles of quality management to create environment conducive to the provision of cost effective quality nursing care.
4. Recognize one's ability for self- development as a change agent in the fast developing and changing: profession, Health care system, and society.
5. Utilize creative approaches in planning and decision-making based on relevant current information, statistics, and research findings.

9. Course Outline:

Theoretical Content

W	Theoretical Contents	Laboratory Work	Notes
1.	The concept of management and management process		
2.	The role of leadership and practicing management work		
3.	Communication and public relations		
4.		Clinical practice	
5.	Hospitals management		
6.		Clinical practice	
7.	Nursing administration and elements Planning-organizing		

8.		Clinical practice	
9.	Nursing services administration		
10.		Clinical practice	
11.	Clinical nursing care and supervision		
12.		Clinical practice	
13.	Stalling and staffing development		
14.	Directing, supervision and time management		
15.	Reporting, recording, budgeting and evaluating		

10. Learning Resources:

Blackboard, Overhead projector, Posters, Handout, Films.

11. Teaching / Learning Strategies:

Lectures, group discussions, groups work, case-based learning, panel discussion.

12. Students Evaluation:

Two mid exam	25%
Clinical evaluation	15%
Final theory exam.	35%
Final clinical exam.	25%

Total	100%

13. References:

1. Weiss, S. A., Tappen, R. M., & Grimley, K. A. (2019). Essentials of nursing leadership and management. Seventh edition. Philadelphia, F. A. Davis Company.
2. Angelo, E. (2019). Managing interpersonal conflict: Steps for success. *Nursing management*, 50(6), 22–28.
3. Bergstedt, K., & Wei, H. (2020). Leadership strategies to promote frontline nursing staff engagement. *Nursing Management*, 51(2), 48–53.

Professional Perspectives and Issues in Nursing

1. **Course Title:** Professional Perspectives and Issues in Nursing
2. **Course Number:** NUR(403)
3. **Credit Hours:** (2) credits.
4. **Course Calendar:** (2) hours weekly of 15 week.
5. **Placement:** Fourth year/ First semester.
6. **Instructors:** assist lecturer. Saif Musadeq Hasan

7. Course Description:

This course presents concepts underlying professional nursing practice and assists the students in developing their own roles as professional nurses. The content of the course builds on the students' previous knowledge and experiences in nursing. It provides a scholarly perspective to enable students moving from a nursing technical and practical point of view to a professional view.

8. Course Goals:

At the end of the course the student will be able to:

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

9. Course Outline:

Unit 1: Professional nursing practice: (2) hrs.

1. Nursing as a profession.
2. Dimensions of nursing practice
3. Characteristics of a profession

Unit 2: Socialization to professional nursing: (2) hrs.

1. Socialization.
2. Issues in socialization.
3. Professional associations.

Unit 3: Client systems. (4) hrs.

1. General systems theory.
2. Systems theory and the individual.
3. Family systems.
4. Community/ population- focused systems.

Unit 4: Ethical dimensions of nursing and health care. (4) hrs.

1. Subject matters of ethics.
2. Values.

3. Moral concepts in nursing practice.
4. Ethical nursing principles.
5. Application of ethics to nursing practice.
6. Research on nursing ethics.

Unit 5: Computer science in nursing practice. (4) hrs.

- Computer in health care delivery and nursing.
- Computer in clinical practice.
- Computer for professional growth/ networking.
- Computer in nursing administration.
- Computer in nursing and research.
- Computer in professional patient's education.
- Computer and the role of the nurse.

Unit 6: Change, complexity and chaos. (4) hrs.

- Concept of change.
- Elements of change.
- Planned change.
- Unplanned change.
- Concepts of Chaos and complexity.
- Intervention of complexity and chaos in the change.

Unit 7: Future perspectives. (2) hrs.

- Changing demography.
- Health care costs.
- Technology.
- Health promotion.
- Shift to community.

Unit 8: Nursing models: (4) hrs.

- Nursing models and their use in practice.
- Conceptual models and theories.
- Nursing conceptual models.
- Models of Roger, Orem, Roy, and Neuman.

Unit 9: Health teaching in nursing practice: (4) hrs.

- Mandates for health teaching.
- Assessment of learning abilities.
 - Health status.
 - Health values.
 - Cognitive, psychological and psychomotor abilities.
- Planning health teaching.
- Teaching strategies
- Evaluation of teaching and learning.
- Demonstration of health teaching.

10. Learning Resources:

White board, overhead projector, handout, and data show.

11. Teaching Strategies:

Lectures, group discussion, demonstration, field visit, role playing, brain storming, and group work.

12. Student Evaluation:

Theory mid exam.	25%
Class Activities	5%
Final theory exam.	70%

Total	100%

13. References:

Creasia, J and Parker B, Conceptual Foundations of Professional Nursing Practice, 2nd ed., Mosby, New York, 1996

Oermann, Marilyn H., Professional Nursing Practice, 10th ed.,
New York, Appleton & Lange, 1997.

Stanfield, S. Peggy, Introduction to the Health Profession, 4th ed., Jones and Bartlett Publisher, 2002.

Volbrecht. R. M., Nursing ethics, New York, prentice hall, 2001.

Zerwekh, J. & J. Claborn, Nursing Today Transition and Trends, 4th ed., London, Sanders, 2000.

Graduation Research Project

- 1. Course Title:** Graduation Research Project I,II
- 2. Course Number:** NUR(404,411)
- 3. Credit Hours:** (3) credits.
- 4. Course Calendar:** (3) hours weekly of (15) weeks.
- 5. Placement:** Fourth year /first& second semester
- 6. Instructors:** Nursing Staff & Allied Faculties

7. Course Description:

This course is designed to select a problem statement for one of the nursing specialty, which should be focus on the clients, patients, families, groups and communities or health care providers. A written research project is submitted to research project committee and oral presentation is required.

8. Course goals:

At the end of this course the students will be able to:

- 1 Identify & search for the information on certain nursing topics.
- 2 Explain & apply how to conduct manual & computer literature search.
- 3 Choose the appropriate research design for the study.
- 4 Outline the steps used in selecting sample.
- 5 Apply methods of data collection.
- 6 Apply the statistical procedures.
- 7 Discuss the results of the study.
- 8 List the conclusions & recommendations of the study.
- 9 Submit written research project to the project research committee.
- 10 Demonstrate oral presentation to an examination committee.

9. Course outline:

- 1 Identify problem statement. (3) hrs.
- 2 State the aims & objectives of the nursing research project. (3) hrs.
- 3 Search for review of literature related to the chosen subject. (6) hrs.
- 4 Construct the questionnaire format for the nursing project. (6) hrs.
- 5 Select appropriate research design. (3) hrs.
- 6 Apply certain research methodology. (6) hrs.
- 7 Analyze the obtained data by using certain statistical procedures. (6) hrs.
- 8 Interpretation of the results of nursing research project (6) hrs.
- 9 Writing the final nursing research project. (6) hrs.

10. Learning Resources:

Calculators, Computer, Internet, & Library.

11. Teaching / Learning Strategies:

Small group project, individual learning, field work (hospitals, Primary health care center & home visit), and presentations.

12. Student Evaluation:

First presentation	30%
Final presentation	70%

Total	100%

13. References:

- 1 Mateo, Magdalena A. and Karin T. Kirchhoff, Using and Conducting Nursing Research in the Clinical Setting, 2nd ed., New York, W.B. Saunders Company, 1999.
- 2 Polit, Denise F and Cheryl Tatano Beck, Essentials of Nursing Research Methods, Appraised, and Utilization, 6th ed., New York Lippincott Williams & Wilkins, 2005.
- 3 Polit, Denise F. and Cheryl Tatano Beck, Nursing Research Principles and Methods, 7th ed., New York Lippincott Williams & Wilkins, 2004.
- 4 Articles related to the researches topics from different nursing journals and internet.

Health Promotion

1. **Course Title:** Health Promotion
2. **Course Number:** HPR(405)
3. **Credit Hours:** Total (2) Credits:
4. **Course Calendar:** Total (3) hours weekly of (15) weeks:
5. **Course Placement:** Second year/ Second semester
6. **Instructor:** Msc.Ehab aldeen haider

7. Course Description :

This course is designed to present the students with concepts and definitions of health and health promotion. It also provide relevant approaches , models, and skills that enable students to accomplish activities concerning injury and diseases prevention as well as promotion of positive healthy life style and behaviors throughout the lifespan.

8. Course Goals :

At the end of this course the students will be able to:

1. Identify Concepts, principles and definitions of health and health promotion.
2. Apply approaches to health promotion and diseases prevention.
3. Differentiate health promotion from Health Protection.
4. Overview models of health and illness.
5. Discuss health promotion Model
6. Understand levels of measurement of health and health promotion.
7. Perform the nurse's Role in health promotion.

9. Course Outline :

The Theoretical Content

Unit 1: Concepts, Principles and definition of health and health promotion: (3) hrs.

1. Defining health and Health promotion.
2. Healthy people of the decade.

Unit 2: Approaches to health promotion and disease Prevention: (9) hrs.

1. Differences between health promotion and Health Protection.
2. Personal Approach:
 - Person.
 - Health – related behavior.
 - Sociocultural system.
 - Physical – biological environment.
3. Community approach.

Unit 3: Models of Health and Illness: (9) hrs.

1. Health – illness Continuum Model.
2. Health Belief Model.
3. Health promotion Model.
4. Holistic Health Model.

Unit 4: Measurement of health and health promotion: (6) hrs

1. Stages of Health Behavior Change:
 - Precontemplation.
 - Contemplation.
 - Preparation.
 - Action.
 - Maintenance.
 - Termination.

2. Nurse's Role in health promotion.

Unit 5: Nursing Process in health promotion and nursing management (9) hrs.

Unit 6: Promoting and Protecting the Health of: (9) hrs.

1. Infant, Toddler and Preschool Populations.
2. School – Aged and Adolescent Populations.
3. Adults and the Working Populations.
4. Older Adult Populations.

The Clinical Content

1. Application of health promotion approaches to individuals, families, groups and communities. (15) hrs.
2. Application of health promotion approaches in specific settings: MCH, school, workplace, and home. (10) hrs.
3. Group interaction (dynamic) as mean for behavior modification and health promotion. (10) hrs.
4. Application of interview technique as mean for health promotion through increasing health awareness. (10) hrs.

10. Learning Resources:

Blackboard, overhead Projector, and handouts.

11. Teaching /Learning Strategies:

Lecture, Role Playing, Seminar, group discussion, clinical practice.

12. Student Evaluation:

Theory midterm exam	25%
Daily assignment	5%
Final exam	70%

Total	100%

13 . References:

- Allender, J. and Spradley, B., Community Health Nursing Concepts and practice, 5th ed., New York, Lippincott, 2001.
- Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2004.

Epidemiology

1. **Course Title:** Epidemiology
2. **Course Number:** Epid(406)
3. **Credit Hours:** (2) Credits
4. **Course Calendar:** (2) hours weekly of (15) weeks
5. **Course Placement:** four year/ First semester
6. **Instructors:** dr. Rihda m lefta

7. **Course Description:**

This course is designed to present the students with an overall introduction to epidemiology. It provides an overview for most related issues to epidemiology, such as causal inferences and measures. The course increases their understanding of the disease, its process and consequences, and the natural history of the disease. It presents an opportunity to view the communicable diseases and their control. The course provides approaches for the application of epidemiological studies.

8. **Course Goals:**

At the end of this course the students will be able to:

- present the history of epidemiology
- Define the different meanings of epidemiology
- Understand the causal inferences and advocacy
- Apply the measures of epidemiology
- Understand the disease process, the epidemiological model, infection and life expectancy
- Understand the control of communicable diseases strategies, and occupational epidemiology
- Realize the definition, types and advantages of incubation period.
- Understand how to apply the epidemiological studies.

9. **Course Outline:**

Unit 1: History of Epidemiology:

(4) hrs.

- Concept of epidemiology.
- Etymology.
- Veterinary epidemiology.
- Botanical epidemiology.
- Epidemiology as causal inference.
- Epidemiology as advocacy.

Unit 2: Health Measures and statistics:

(6) hrs.

- **Measures of Occurrence:**
 - Incidence measures:
 - Incidence density (rate).
 - Hazard rate. Cumulative incidence.
 - Prevalence measures:
 - Point prevalence.
 - Period prevalence.
- **Measures of Association:**
 - Relative measures:
 - Risk ratio.

Rate ratio.
Odds ratio.
Hazard ratio.

- **Absolute measures:**
 - Risk, rate, incidence differences
 - Attributable risk:
 - Attributable risk in exposed.
 - Percent attributable risk.

Unit 3: The disease process	(2) hrs.
• The natural history of disease	
Unit 4: The epidemiological model:	(4) hrs.
• Agent, host, environment Variation	
Unit 5: Infection:	(2) hrs.
• Modes of transmission	
Unit 6: Life expectancy:	(2) hrs.
• The impact of disease	
Unit 7: Communicable disease control strategies:	(2) hrs.
• Procedures for disease control	
Unit 8: Occupational epidemiology.	(2) hrs.
Unit 9: Incubation period:	(2) hrs.
• Definition, types, Advantages	
Unit 10: causality of disease	(2) hrs
Unit 11: Epidemiological studies.	(4) hrs.

10. Learning Resources:

Blackboard, overhead Projector, and handouts.

11. Teaching /Learning Strategies:

Lecture, Role Playing, Seminar, group discussion, clinical practice.

12. Student Evaluation:

Theory midterm exam	25%
Daily assignment	5%
Final exam	70%
Total	100%

13. References:

- Beagalehole, R., et.al, Basic Epidemiology, Geneva, World Health Organization, 2000.
- Gordis L., Epidemiology, 2nd ed., Philadelphia, W.B, Saunders company, 2000.
- Greenberg, Daniels S., et.al, Medical Epidemiology. 3rd Ed., New York, McGraw – Hill and Lange Medical Books, Inc., 2001

Arabic Language

1. **Course title:** Arabic Language I, II
2. **Course Number:** ARB(407,412)
3. **Credits Hours:** Total credits (1) credits:
Theory (1) credits
4. **Course Calendar:** Total hours (1) hours weekly of 15 week:
Theory (1) hrs.
5. **Placement:** Fourth year / First & second semester
6. **Instructors:** Arabic language specialists
7. **Course Description:**

العربية هي لغة الوحي الإلهي الذي كرمها الله عزّ وجلّ به، وقد عزّفتها علماءها بأنها (اصوات يعزّ بها كل قوم عن اغراضهم)، فهي شأن اجتماعي تُنقل من خلالها المعلومات والخبرات من مجتمع الى اخر ومن جيل الى جيل، لتبادل المشاعر والاحاسيس وكذلك الاقناع وتعديل السلوك.

وصمم هذا المنهج على وفق المنهج الذي وضعته الهيئة القطاعية لكليات التربية في الجامعات للأقسام العلمية غير المختصة باللغة العربية، وهو يضع امام الدارس مفاتيح الموضوعات التي خصها المنهج بالدراسة لتنصي المتففين من غير ذمي الاختصاص والدارسين من ابناطنا الطلبة بما يجب عليهم التزامه فيما يخص لغتهم وتعودهم على التعبير السليم وتجنبيهم الخطأ فيما يقرأون ويكتبون.

8. Course Goals:

- أن ينشأ الطالب على حب العربية لغة القرآن الكريم.
- التعرف على مواطن الجمال في اللغة العربية وآدابها.
- تعريف الطالب بألفاظ اللغة العربية الصحيحة وتراكيبها وأساليبها السليمة بطريقة مشوقة وجذابة.
- تمكين الطالب من القراءة الصحيحة، وأن يكتسب القدرة على استعمال اللغة استعمالاً صحيحاً في الاتصال مع الآخرين؛ كالسرعة وجودة الإلقاء وحسن التعبير، وتعوده حسن الاستماع لما يسمع مما يبيسر له أموره ويعينه على قضاء حوائجه.
- تنمية الذوق الأدبي لدى الطالب حتى يدرك النواحي الجمالية في أساليب الكلام ومعانيه وصوره.
- تويد الطالب التعبيرات السليمة الواضحة عن أفكاره وما يقع تحت حواسه نطقاً وكتابة وحسن استعمال علامات الترقيم.
- تنمية قدرة ومهارة الطالب الإملائية والخطية بحيث يستطيع الكتابة الصحيحة من النواحي جميعها.
- إيقاظ وعي الطالب لإدراك شرف الكلمة وتوجيهها؛ للمحافظة على طهارتها ونقاها حتى لا تستعمل إلا في الخير.
- العمل على النهوض باللغة العربية والعمل على نشرها قدر المستطاع.
- تويد الطلاب على قواعد الحديث واحترام الرأي الآخر وكذلك التغلب على عامل الخجل.

9. Course Outline:

- Unit . 1: النعت.
- Unit . 2: العطف
- Unit . 3: البدل
- Unit . 4: الممنوع من الصرف
- Unit . 5: قصيدة للشاعر حافظ براهيم (اللغة العربية)
- Unit . 6: بدر شاكر السياب (انشودة المطر)
- Unit . 7: الفنون النثرية/ الادب القصصي
- Unit . 8: التوكيد
- Unit . 9: الأغلاط الشائعة في الاملاء واللغة
- Unit . 10: الحروف التي تكتب ولا تلفظ
- Unit . 11: ما يكتب بالضاد والظاء
- Unit . 12: الحروف التي تلفظ ولا تكتب

10. Learning Resources:

Blackboard, Overhead Projector, Posters, Handouts, video-films, Psychiatric clinics and Psychiatric teaching hospitals.

11. Teaching / Learning Strategies:

Lectures, Small group's discussion, Role playing, Demonstration, Writing reports, Case study.

12. Students Evaluation:

theory exam.	30%
Final theory exam.	70%

Total	100 %

13. References:

- 1- شرح ابن عقيل على الفية ابن مالك. تحقيق: محمد محيي الدين عبد الحميد.
- 2- اللغة العربية العامة لأقسام غير الاختصاص. أ. د. سعد حسن عليوي.

Stage	Course NO.	Subject	T	L	C	Credit Hours
Fourth	Semester -2					
	NUR408	Psychiatric and Mental Health Nursing	3	0	12	7
	NUR409	Critical Care Nursing	2	0	12	6
	HPN410	Health Psychology For Nurses	2	0	0	2
	NUR411	Graduation Research Project	0	0	3	1
	ARB412	Arabic Language for Nurses II	1	0	0	1
		Total				18

Psychiatric and Mental Health Nursing

1. **Course Title:** Psychiatric and Mental Health Nursing
2. **Course Number:** NUR (408)
3. **Credit Hours:** Total of (7) credits:
Theory (3) credits.
Clinical (4) credits.
4. **Course Calendar:** Total of (15) hours per week of (15) weeks:
Theory (3) hrs.
Clinical (12) hrs.
5. **Placement:** Fourth year-Second semester.
6. **Instructors:** Assisist lecturer: Ameer Salah Aldeen

7. Course Description:

This course is designed to increase the students' level of understanding and orientation toward the psychiatric and mental health nursing related issues. Throughout this course, the students can present reasonable nursing care when the nursing process is applied and the students' role as care providers is performed.

8. Course Goals:

At the end of the course the student 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 Implement therapeutic communication and interpersonal relationship.
- 6 Apply the nursing process in providing the nursing care for the client.
- 7 Identify and assist in providing special treatment modalities.
- 8 Describe different types of psychiatric disorders.
- 9 Recognize client behaviors and problems.
- 10 Assess the mental health statues of client.
- 11 Chang the students attitudes toward mental health and mental illness nursing.
- 12 Appraise the nurse's role in the community mental health nursing.

9. Course Outline:

The Theoretical Content

- Unit 1: Foundations of Psychiatric–Mental Health Nursing (Week 1)**
- History of mental illness and treatment
 - Introduction to psychiatric nursing
 - Concept of mental health and illness
 - Diagnosis of mental illness
 - Legal and ethical issues
- Unit 2: Neurobiological and Psychosocial theories (Week 2 & 3)**
- Neurobiological theories
 - Psychosocial theories
- Unit 3: Building the Nurse–Client Relationship (Week 4)**
- Therapeutic relationship
- Unit 4: Trauma and Stressor-Related Disorders (Week 5)**
- Introduction
 - Post-traumatic Stress Disorder
 - Related Disorders
 - Dissociative Disorders
- Unit 5: Anxiety and anxiety related disorders (Week 6 & 7)**
- Introduction
 - Anxiety as a response to stress
 - Levels of anxiety
 - Working with anxious client
 - Incidence, Onset and clinical course
 - Related disorders
 - Etiology
 - Panic Disorder
 - Phobias
 - Generalized Anxiety Disorder
- Unit 6: Obsessive–Compulsive and Related Disorders (Week 8)**
- Introduction
 - Onset and clinical course
 - Related Disorders
 - Etiology
 - Treatment and Nursing Intervention
- Unit 7: Schizophrenia Spectrum and related Disorders (Week 9 & 10)**
- Introduction
 - Clinical course

- Related Disorders
- Etiology
- Treatment and Nursing Intervention

Unit 8: Mood Disorders and Suicide

(Week 11 & 12)

- Introduction
- Categories of mood disorders
- Related Disorders
- Etiology
- Major Depressive Disorder
- Bipolar Disorders
- Suicide

Unit 9: Addiction

(Week 13)

- Introduction
- Types of substance abuse
- Onset and clinical course
- Related Disorders
- Etiology
- Types of Substances and Treatment
- Treatment and Nursing Intervention

Unit 10: Cognitive Disorders

(Week 14)

- Introduction
- Delirium
- Dementia

Unit 11: Somatic Symptom Illnesses

(Week 15)

- Overview of somatic symptoms illness
- Onset and clinical course
- Related disorders
- Etiology
- Treatment and Nursing Intervention

The Clinical Content

1. Orientation to the clinical area. (6) hrs.
2. Orientation to the admission and discharge procedures. (6) hrs.
3. Demonstration for patient assessment: (6) hrs.
 - a. -Taking history.
 - b. -Physical examination.
 - c. -Mental status examination.
4. Observing clinical instructor while interviewing & (12) hrs.
5. Communicating with psychiatric patients.
6. Observing clinical instructor while using therapeutic (6) hrs.
7. technique to the patients.

- 8. Clinical practice in the psychiatric female unit. (18) hrs.
- 9. Clinical practice in the psychiatric male unit. (18) hrs.
- 10. Clinical practice in the substance abused patients unit. (12) hrs.
- 11. Assist in providing nursing care to patients with ECT. (6) hrs.

10. Learning Resources:

Blackboard, Overhead Projector, Posters, Handouts, video-films, Psychiatric clinics and Psychiatric teaching hospitals.

11. Teaching / Learning Strategies:

Lectures, Small group's discussion, Role playing, Demonstration, Writing reports, Case study.

12. Students Evaluation:

Theory mid exam	20%
Clinical evaluation	20%
Final theory exam.	40%
Final clinical exam.	20%

Total	100%

13. References:

1. Gial W. Start, Psychiatric Nursing, 5th ed., New York, Mosby, 2002.
2. Jonson, B.S, Psychiatric Mental Health Nursing, 4th ed.,Lippincott William and welkins, 1999.
3. Schultz, Judih & Videbeck Sheila, Manual of Psychiatric Nursing Care Plans, 7th ed., New York, Lippincott Williams Wilkins, 2005.
4. Shives, L.R, Basic Concepts of Psychiatric Mental Health Nursing, 6th ed., New York,Lippincott William and welkins, 2005.
5. Stuart.G.W, Principles and Practice of Psychiatric Nursing, 7th ed., New York, Mosby, 2001.

Critical Care Nursing

- 1. Course Title:** Critical Care Nursing
- 2. Course Number:** NUR (409)
- 3. Credit Hours:** Total of (6) credits:
Theory (2) credits.
Clinical (4) credits.
- 4. Course Calendar:** Total (14) hours weekly of (15) weeks:
Theory (2) hrs.
Clinical (12) hrs.
- 5. Placement:** Fourth years /first semester.
- 6. Instructors:** Nursing factually members in the Medical Surgical Nursing Unit.

7. Course Description:

This course introduces general concepts and issues in caring for clients with life threatening illness, and provides the students with opportunity to meet the bio-psycho-social needs of clients in critical illness. It builds upon knowledge gained in previous courses, namely nursing care of Adults. Areas of emphasis include advanced assessment and management of critically ill adult with cardiovascular, respiratory, and renal problems, as well as multisystem trauma.

8. Course Goals:

Upon completion of the course, the student shall be able to:

1. Understand the effect of the critical illness on the clients and their families.
2. Describe the impact of the critical care environment on the clients.
3. Discuss current monitoring techniques used in critical care settings.
4. Relate the human responses to critical illness to the underlying path physiology.
5. Discuss psychosocial assessment and interventions relevant to critically ill clients and their families.
6. Utilize knowledge from the humanities and science in planning the care of critically ill adults.
7. Demonstrate safe nursing care of critically ill adults.
8. Demonstrate competence in homodynamic and cardiac monitoring.
9. Provide quality nursing care for clients with respiratory dysfunction.
10. Assess and manage client with renal - urinary dysfunctions.
11. Deal efficiently with cases of multisystem trauma.
12. Interpret assessments findings in relation to the underling critical illness.
13. Participate in educating critically ill clients and their families.
14. Demonstrate professional behavior in relation to clients and members of the health team.

9. Course Outline:

The Theoretical Content

- Unit 1: General concepts in caring for critically ill: (4) hrs.**
- 1 Nutritional support.
 - 2 Mechanical ventilation.

- 3 Homodynamic monitoring.
 - 4 Sedating and paralytic agents.
 - 5 Alteration in consciousness.
 - 6 Pain.
 - 7 Prolonged immobility.
- Unit 2: The concept of holism applied to critical care nursing:** (4) hrs.
- 1 The client's experience with critical illness.
 - 2 The family's experience with critical illness.
 - 3 Impact of critical care environment on the client.
 - 4 Relieving pain and providing comfort.
 - 5 Psychosocial support for the clients and their families.
 - 6 Client and family education in critical care.
- Unit3: Professional practice issues in critical care:** (2) hrs.
- 1 Ethical issues in critical care nursing.
 - 2 Legal issues in critical care nursing.
 - 3 Excellence in critical care nursing.
- Unit 4: Special Populations in critical care:** (2) hrs.
- 1 The critically ill pediatric client.
 - 2 The critically ill pregnant woman.
 - 3 The critically ill older client.
 - 4 The post anesthesia client.
- Unit 5: Cardiovascular Dysfunctions:** (4) hrs.
- 1 Acute coronary syndromes:
 - Chest pain.
 - Angina pectoris.
 - Myocardial infarction.
 - 2 Heart failure/ pulmonary edema.
 - 3 Cardiogenic shock.
 - 4 Cardiac surgery.
 - 5 Nursing intervention and management.
- Unit 6: Respiratory Dysfunctions:** (4) hrs.
- 1 Refractory severe asthma.
 - 2 Acute lung and acute respiratory distress syndrome.
 - 3 Pneumothorax.
 - 4 Acute respiratory failure.
 - 5 Nursing intervention and management.
- Unit 7: Renal – Urinary Dysfunctions:** (4) hrs.
- 1 Acute renal failure.
 - 2 Renal transplantation.
 - 3 Renal replacement therapies.
 - 4 Nursing intervention and management.
- Unit 8: Multisystem Trauma:** (4) hrs.
- 1 Wound management.
 - 2 Head and facial trauma.
 - 3 Spinal cord and neck trauma.
 - 4 Chest trauma.
 - 5 Abdominal Trauma.

- 6 Musculoskeletal emergencies.
- 7 Burns.

The Laboratory Content

Communication in crisis.	(3) hrs.
Feeding critically ill client.	(3) hrs.
Mobilization and transferring of critically ill client.	(3) hrs.
Undressing client with multisystem trauma.	(3) hrs.
Wound and skin care of critically ill client.	(3) hrs.
Homodynamic measurements/ monitoring.	(3) hrs.
Endotracheal intubations management.	(3) hrs.
Chest tube intubations management.	(3) hrs.
Airway obstruction and Resuscitation (CPR) procedures.	(3) hrs.
Crutch and cane fitting for client with casts.	(3) hrs.

THE Clinical Content

Coronary care unit (CCU)	(15) hrs.
Intensive care unit (I.C.U)	(10) hrs,
Respiratory care unit (R.C.U)	(15) hrs,
Recovery Room (R.R)	(10) hrs.
Kidney dialysis unit	(15) hrs.
Emergency Room (E.R)	(15) hrs.
Burn units	(10) hrs.

10. Learning Recourses:

White board, overhead Projector, posters, handouts, laboratory and clinical settings.

11. Teaching /Learning Strategies:

Lectures, group discussion, clinical conference, group lab. work, individual learning, and clinical training.

12. Students Evaluation:

Theory exam.	15%
Clinical evaluation	25%
Final theory exam.	25%
Final Clinical exam.	35%
Total	100%

13. References:

- 1 Baird, Marianne Saunorus, et al., Manual of Critical Care Nursing Intervention and Collaborative Management, 5th ed., St. Louis, Mosby Inc., 2005.
- 2 Morton, Patricia Gonce, et.al, Critical Care Nursing A Holistic Approach, 8th ed., New York, Lippincott William &Wilkins,2005.
- 3 Sheehy, Susan Budassi and Gail Pisarcik Lenehan, Manual of Emergency Care, St. Louis, Mosby A Harcourt Health Sciences Company, 1999.
- 4 Sole, M., Introduction to Critical Care Nursing. 3rd ed., New York, Philadelphia: W. B. Saunders, (2000).

Health Psychology for Nurses

1. **Course Title:** Health Psychology for Nurses
2. **Course Number:** HPN (410)
3. **Credit Hours:** (2) credits
4. **Course Calendar:** (2) hours weekly of (15) weeks.
5. **Placement:** Fourth years / first semester.
6. **Instructors:** Staff of Psychology.

7. Course Description:

This course is designed to provide the nursing students with basic knowledge concerning psychological concepts and principles. It presents various theories of human behaviors and personality development in all ages that enable students explain, understand and predict human behaviors during their daily life.

8. Course Goals:

At the end of the course the students will be able to:

- Understand Psychological concepts, Principles and branches.
- Recognize human motivation and its classification.
- Recognize emotions and their development.
- Distinguish between frustration and conflict.
- Discuss theories of personality development.
- Identify the cognitive processes, such as thinking, memory, learning, and intelligence.
- Explain human behaviors on the bases of psychological concepts and principles.
- Appreciate human action and reaction in the daily life.
- Apply Psychological principles and theories in the practice daily life.

9. Course Outline:

Unit 1: Introduction to Psychology: (4) hrs.

1. Definitions and terminology.
2. History of psychology.
3. Aims of psychology.
4. Theoretical and practical branches of psychology.
5. Approaches to psychology.
6. Methodology in psychology.

Unit 2: Motivation: (4) hrs.

1. Definition.
2. Theories of motivation.
3. The work of motives.
4. Motives classification.

Unit 3: Emotion: (4) hrs.

1. Definition.
2. Theoretical background.
3. Nervous system and emotion.

4. Development of emotion.
5. Kinds of emotion.

Unit 4: Frustration and Conflict: (4) hrs.

1. Frustration definition and causal factors.
2. Conflict definition and kinds.
3. Management of Frustration and conflict.
4. Psychological Defense Mechanisms.

Unit 5: Personality: (6) hrs.

1. Definition.
2. Theoretical background.
3. Trait classification.
4. Measurement and evaluation of personality.
5. Adjustment.

Unit 6: Attention and perception: (2) hrs.

1. Definitions.
2. Kinds of attention.
3. Factors affect attention.
4. Importance of perception.
5. Components of perception.

Unit 7: Thinking and Learning: (2) hrs.

1. Definitions.
2. Kinds and levels of thinking.
3. Conditions of learning.

Unit 8: Memory and Forgetting: (2) hrs.

1. Definitions.
2. Process of memorization.
3. Types of memory
4. Causal factors of forgetting.
5. Interpretation of forgetting.

Unit 9: Intelligence: (2) hrs.

1. Definition of Intelligence.
2. Factors effecting Intelligence.
3. Intelligent Age and Intelligent Quotient.

10. Learning Resources:

Blackboard, Overhead Projector, and Handouts.

11. Teaching/ Learning Strategies:

Lecture, Discussion, Writing Reports, and Role Playing.

12. Students Evaluation:

1 st midterm exam.	15%
2 nd midterm exam.	15%
Final exam.	70%
Total	100%

13. References:

1. Essen, M.W, Psychology, East Sussex, Psychology Press, 2000.
2. Huffman, Karen, Psychology in Action, 7th ed., John Wiley & Sons, Inc, 2004.
3. Wade, Carole and Carole Tavis, Psychology, 7th ed., New Jersey, Perentic Hall, 2003.