



وزارة التعليم العالي والبحث العلمي  
جهاز الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي  
قسم الاعتماد

# Academic Program Description of the Bologna Process

2025

## Academic program description

University Name: Tikrit University

Faculty/Institute: College of Nursing

Scientific Department: fundamental of nursing science branch

Academic or Professional Program Name: Bachelor in Nursing Sciences

Final Certificate Name: Bachelor in Nursing Sciences

Academic System: Semesters

Description Preparation Date: 23/11/2025

File Completion Date: 23/11/2025

Signature:

Head of Department Name: assistant

prof. Shadman Tariq Sadiq

Date: 23/11/2025

Signature:

Scientific Associate Name: Lecturer Dr.

Mahmood Hassan Mahmood

Date: 23/11/2025



The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

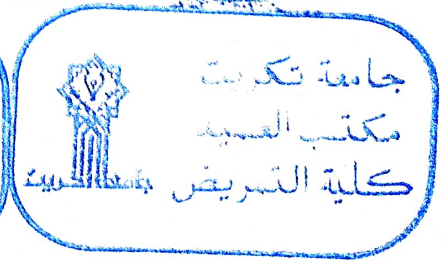
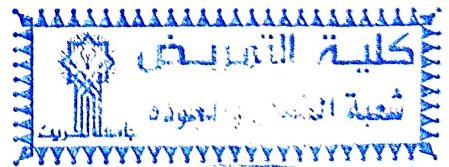
Ayat Munaf Hameed Ibrahim

Date: 23/11/2025

Signature:

Approved by the dean:

Date: 23 / 11 / 2025



## 1. Program Vision

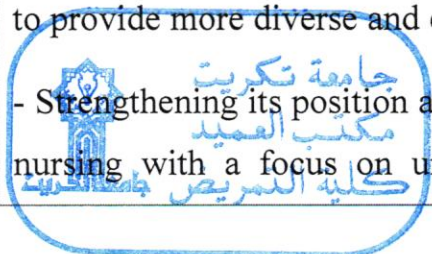
Tikrit University is a leading educational institution that aims to provide distinguished educational and research programs in the field of nursing. It is also to become a global leader in nursing education and scientific research at the College of Nursing at Tikrit University, and to promote innovation and excellence in health care, and contribute to shaping the future of health care at global and local levels.

## 2. Program Mission

The College of Nursing at Tikrit University is committed to providing advanced and comprehensive nursing education that focuses on developing students' practical and theoretical skills and enhancing ethical and professional values. It aims to prepare highly qualified graduates capable of effectively contributing to improve the quality of health care and confronting global and local health challenges through innovative educational programs, strategic partnerships and applied research

## 3. Program Objectives

- Launching master's and doctoral programs in nursing with a focus on innovation and scientific research to meet the growing need for specialized nursing leadership.
- Expanding the scope of partnerships with global and local healthcare institutions to provide more diverse and enriching practical training opportunities for students.
- Strengthening its position as a leading center for scientific research in the field of nursing with a focus on urgent health issues such as disease prevention and



healthcare technology.

- Integrating modern technology into all aspects of the educational process to prepare graduates capable of working efficiently in the rapidly changing health care environment.

- Increase community awareness and engagement through health education programs and participation in public health initiatives.

- Improving the health care system at the local and global levels.

#### 4. Program Accreditation

Non

#### 5. Other external influences

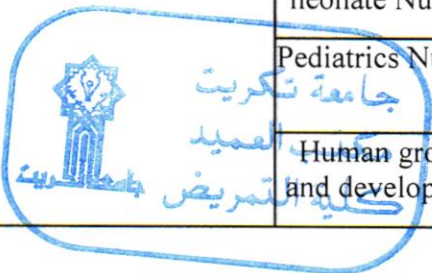
Non

#### 6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	Arabic Language	2		Mandatory
	English Language	2		Mandatory
	Computer	1		Mandatory
	Democracy	2		Mandatory
	Human Rights	2		Mandatory
College Requirements	Nursing Fundamentals 1	6		Mandatory



	Medical Terminology	2		Mandatory
	Anatomy	4		Mandatory
	Medical Microbiology 1	3		Mandatory
	Biochemistry	4		Mandatory
	Nursing Fundamentals 2	7		Mandatory
	Physiology for Nurses	3		Mandatory
	Nursing Ethics	2		Mandatory
	Adult Nursing 1	6		Mandatory
	Medical Microbiology 2	3		Mandatory
	Pharmacology for Nurses 1	3		Mandatory
	Health Assessment	3		Mandatory
	Adult Nursing 1	6		Mandatory
	Pharmacology for Nurses 2	2		Mandatory
	Pathophysiology for Nurses	3		Mandatory
	Maternal and neonate Nursing	8		Mandatory
	Pediatrics Nursing	8		Mandatory
	Human growth and development	4		Mandatory



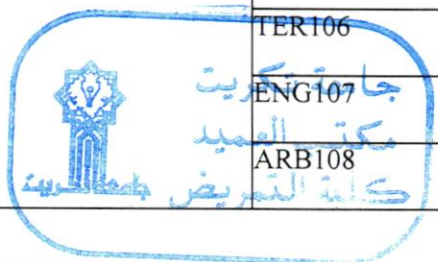
	Nutrition and Diet Therapy	2		Mandatory
	Health Sociology	6		Mandatory
	Biostatistics	2		Mandatory
	Research Methodology	2		Mandatory
	Health Promotion	2		Mandatory
	Community Health Nursing	6		Mandatory
	Psychiatrics and Mental Health Nursing	6		Mandatory
	Nursing Management and Leadership	3		Mandatory
	Professional Perspectives and Issues in Nursing	2		Mandatory
	Epidemiology	2		Mandatory
	Critical Care Nursing	6		Mandatory
	Graduation Research Project	2		Mandatory



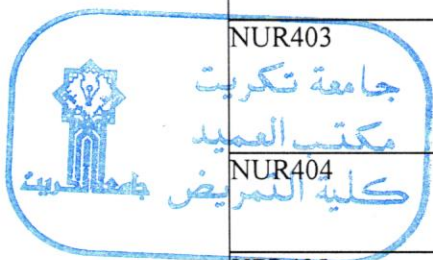
Department Requirements				
Summer Training	Second Stage	First week: Training in Cardiology Unit		Mandatory
		Second week: Training in Urology Unit		Mandatory
		Third week: Training in General Surgery Unit		Mandatory
		Fourth week: Training in Trauma Unit		Mandatory
	Third Stage	First week: Training in Premature Unit		Mandatory
		Second week: Training in Pediatrics Surgery Unit		Mandatory
		Third week: Training in Gynecology Unit		Mandatory
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First	NUR101	FUNDAMENTALS OF NURSING 1	4	6
	ETH102	NURSING ETHICS	2	-
	ENG103	ENGLISH LANGUAGE 1	2	-
	DEM104	DEMOCRACY	2	-
	NUR105	FUNDAMENTALS OF NURSING 2	4	12
	TER106	MEDICAL TERMINOLOGY	2	-
	ENG107	ENGLISH LANGUAGE 2	2	-
	ARB108	ARABIC LANGUAGE 1	2	-



SECOND	NUR201	ADULT NURSING 1	4	12
	HAS202	HEALTH ASSESMENT	2	2
	PHR203	PHARMACOLOGY FOR NURSES 1	2	-
		CRIMES OF BAATH REGIME IN IRAQ	2	-
	NUR205	ADULT NURSING 2	4	12
	PHR206	PHARMACOLOGY FOR NURSES 2	2	-
	ARB207	ARABIC LANGUAGE 2	2	-
	NUR	SUMMER TRAINING		30 DAYS
THIRD	NUR301	MATERNAL AND NEONATE NURSING	3	12+2
	RSM302	RESEARCH METHODOLOGY	2	-
	HOS303	HEALTH SOCIOLOGY	2	-
	HUM304	HUMAN RIGHTS	1	-
	NUT305	NUTRITION AND DIET THERAPY	2	-
	NUR306	PEDIATRICS NURSING	3	12+2
	BST307	BIOSTATICS	2	-
	PHR308	HUMAN GROWTH AND DEVELOPMENT	3	6
	DEM309	DEMOCRACY	1	-
	ENG310	ENGLISH LANGUAGE 3	1	2
FOURTH	NUR401	COMMUNITY HEALTH NURSING	3	12
	NUR402	NURSING MANAGEMENT AND LEADERSHIP	2	3
	NUR403	PROFESSIONAL PERSPECTIVES AND ISSUES IN NURSING	2	-
	NUR404	GRADUATION RESEARCH PROJECT	-	3
	HPR405	HEALTH PROMOTION	2	-
	EPID406	EPIDMIOLOGY	2	-
	ARB407	ARABIC	1	-



		LANGUAGE1		
	NUR408	PSYCHIATRICS AND MENTAL HEALTH NURSING	3	12
	NUR409	CRITICAL CARE NURSING	2	12
	NUR410	HEALTH PSYCHOLOGY FOR NURSES	2	-
	NUR411	GRADUATION RESEARCH PROJECT	-	3
	ARB412	ARABIC LANGUAGE 2	1	-
	ENG413	ENGLISH LANGUAGE 4	1	2

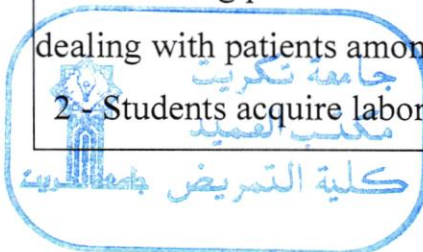
## 8. Expected learning outcomes of the program

### Knowledge

1- The student's ability to understand, remember, and present information	- Giving lectures
2- Providing basic theoretical and practical information related to clinical medical sciences	- Uploading lectures on the college website
3- Enabling students to obtain knowledge through modern software applications	- Educational movies
4- Developing the linguistic aspect through familiarity with the most important medical terminology and proficiency in the English language.	- Projectors and digital cameras
	- Using educational models
	- Training courses and workshops
	- Applied clinical education
	- Student groups

### Skills

1 - Promoting professional ethics and dealing with patients among graduates	- Developing teaching curricula in coordination with the Committee of Deans of Nursing Faculties in Iraq
2 - Students acquire laboratory	



diagnostic skills and knowledge of some important analyzes in the field of nursing 3 - Promoting the principle of continuous, lifelong learning in order to continue developing the profession.	- Developing teaching curricula by the college that are similar to the work environment - Training students with experiences that simulate reality - Holding discussion groups to focus on self-development and time management skills
--	--

## Ethics

Review the constitution and codes of conduct for the nursing profession

Knowledge of the most important legal matters in practicing the profession

## 9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

## 10. Evaluation methods

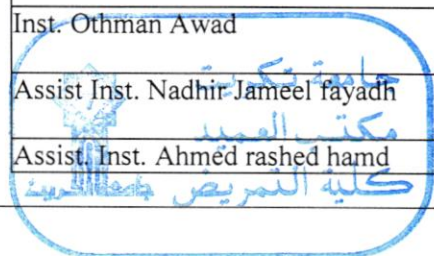
- Theoretical exams
- Laboratory practical experiments
- Daily exams
- Reports and seminars
- Final exams



## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirement s/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Abduljabbar Jamil Mahdi	Medicine	Anatomy	Non		*	
Assist. Prof. Shadman tariq	Biology	microbiology			*	
Assist. Prof. Methaq Bayat Abid	History				*	
Inst. Dr. Huda Dhamin Abduljabbar	Biology	Microbiology			*	
Assist. Inst. Bilal Amir	Administration and Economics				*	
Assist. Inst. Ghufran Ayad Ahmed	Biology	Microbiology			*	
Assist. Inst. Ayat Manaf Hameed	Biology	Environment and Pollution			*	
Assist. Inst. Mahmoud Hassan Mahmoud	Biology	Biotechnology			*	
Assist. Inst. Abdullah Mousa Kadhim	Biology	Microbiology			*	
Assist. Inst. Haitham Mijbil	Chemistry	Biochemistry			*	
Assist. Inst. Reemi Marwan Mohammed	Chemistry	Biochemistry			*	
Assist. Inst. Duha waleed	pharmacology	pharmacology			*	
Assist. Prof. Marwa Sami Hussein	English Language	Linguistics			*	
Assist. Inst. Mothana hilal	biology	Microbiology			*	
Assist. Inst. Hassan Ali Mutlak	Arabic Language				*	
Assist Inst. Hakam Mohammed Muslih	Arabic Language				*	
Assist. Lecturer. Samah diaa	Psychology	General			*	
Inst. Othman Awad	Administration and Economics	Accounting			*	
Assist Inst. Nadhir Jameel fayadh	Administration and Economics				*	
Assist. Inst. Ahmed rashed hamd		Agriculture			*	



Agriculture					
Assist Inst. Alaa Mohamed hassan	Politics				*
Assist Inst. Noor mokhlis hamid	Biology	Tissues			*
Assist. Inst. Nashwan nassir natah	Administration and Economics	Administration and Economics			*
Assist. Inst. Amjad Issa	Law	Law			*
Inst. Dr. Furat latif	Biology	Parasite			*
Assist Inst. Saif mohammed fanar		Veterinary medicine	anatomy		*
Inst dr. noor talal ali	Biology	Parasitology			*
Assist Inst. Hanan ayob yass					*

## Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at

the institution and department level.

## Professional development of faculty members

Conduct workshops and future plans to develop the academic and professional aspects of faculty members and develop their professional capabilities by keeping pace with the development plans in modern institutions, and then evaluate the results of education as to whether modern methods are effective or not, and if they are not effective, they must be replaced or developed.



## 12. Acceptance Criterion

- Central Admissions (Ministry of Higher Education and Scientific Research) for Morning Studies.
- Distinguished personals channel Admissions.
- Two – year Institution Graduates Admissions.

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

- Methodical books.
- Scientific Iraqi, Arabic and International Journals.
- Internet resources.

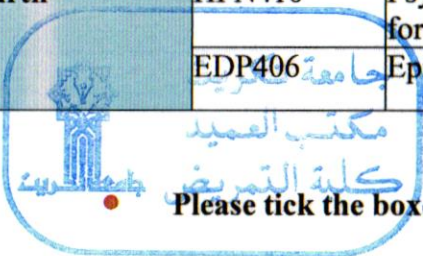
## 14. Program Development Plan

- Working to give the student confidence that he is able to contribute effectively to the development of his community
- Enables students to develop teamwork skills
- Enables students for continuous self-development beyond graduation
- Using advanced educational methods.
- Follow up on the latest developments in the field of nursing training.
- Working in educational groups, which contributes to the exchange of ideas and visions.



## Program Skills Outline

				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First	Ant104	Anatomy	Basic	*	*			*	*	*		*	*	*	
	PHY108	Physiology	BASIC	*	*	*		*	*	*		*	*	*	
	CHEM102	Biochemistry	BASIC	*	*	*		*	*	*		*	*	*	*
	TER110	Medical Terminology	Basic	*				*				*			
	ENG103	English Language	Basic	*	*	*		*	*			*	*	*	
Second	MBN204	Microbiology	Basic	*	*	*	*	*	*	*		*	*	*	
	PHR202	Pharmacology	Basic	*	*	*	*	*	*	*	*		*	*	*
	ARB112	Arabic Language	Basic												
Third	NUT305	Nutrition	Basic	*	*	*	*	*	*	*		*	*	*	
	RSM302	Research Methodology	Basic	*	*	*	*	*	*	*		*	*	*	
	BST307	Biostatistics	Basic	*								*			
	DEM309	Democracy	Basic	*	*	*									
Fourth	HPN410	Psychology for nurses	Basic	*	*			*	*			*	*		
	EDP406	Epidemiology	Basic	*	*	*	*		*		*	*	*	*	*



Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## 1. Mission & Vision Statement

### Vision Statement

The College of Nursing at the University of Tikrit aspires to be a leading institution in nursing education and healthcare innovation. It aims to graduate competent, ethical, and compassionate nurses who contribute to improving individual and community health at the local and regional levels.

### Mission Statement

The mission of the Nursing Program is to provide high-quality education that integrates theoretical knowledge with practical clinical experience. It aims to develop critical thinking, clinical decision-making, and effective communication skills. The program prepares students to provide safe, evidence-based, and patient-centered care while upholding professional and ethical standards. It also fosters lifelong learning and prepares graduates for employment or advanced study in the nursing field.

## 2. Program Specification

<b>Program code:</b>	<b>BSc-NUR</b>	<b>ECTS</b>	<b>240</b>
<b>Duration:</b>	<b>4 levels, 8 Semesters</b>	<b>Method of Attendance:</b>	<b>Full Time</b>

### Write something like:

The research ethos is developed and fostered from the start via practicals, which are either embedded in lecture modules or taught in dedicated practical modules, research seminars and tutorials. There is a compulsory field course in Level 1, which students must pass in order to progress into Level 2, and optional field courses in Levels 2, 3 and 4. At Level 4 all students carry out an independent research project, which may be a xx credit library or data analysis project, or a xx credit field or laboratory based project.

Academic tutorials are held at Levels 1 and 2 with the same tutor, who is also the personal tutor, providing continuity and progressive guidance. Level 1 and 2 tutorials include a number of workshops to teach skills, e.g. library use and presentation skills, followed by assessed exercises, e.g. essays and talks, as opportunities to practice these skills in a subject-specific context.

International years and Industrial placements are also offered and individual needs are discussed with the appropriate tutor and accommodated wherever possible.

## 3. Program Objectives

1. To educate students with strong foundational knowledge and clinical skills in nursing.
2. To enhance students' critical thinking and clinical reasoning abilities.
3. To prepare students to provide holistic and ethical care across healthcare settings.

4. To develop effective communication and teamwork skills.
5. To prepare students for leadership roles or postgraduate studies in nursing.

## **4. Student Learning Outcomes**

Graduates will be able to apply critical thinking and clinical reasoning to assess patient conditions, make informed decisions, and develop appropriate nursing care plans. They will demonstrate the ability to integrate scientific evidence, ethical considerations, and patient preferences into their clinical judgment. This outcome ensures that graduates can function autonomously and collaboratively in complex healthcare environments.

### **Outcome 1 – Foundational Knowledge**

Graduates will apply fundamental nursing and health science knowledge to assess and care for individuals and communities.

### **Outcome 2 – Communication Skills**

Graduates will demonstrate professional communication and collaboration with patients and the healthcare team.

### **Outcome 3 – Clinical Competence**

Graduates will perform safe, evidence-based nursing interventions in a variety of healthcare settings.

### **Outcome 4 – Critical Thinking**

Graduates will use critical thinking and problem-solving in clinical decision-making and care planning.

### **Outcome 5 – Ethics and Professionalism**

Graduates will integrate ethical, legal, and professional standards in nursing practice.

### **Outcome 6 – Research & Lifelong Learning**

Graduates will engage in lifelong learning and apply research to improve patient outcomes and nursing care quality.

## 7. Curriculum/Modules

### Semester 1 | 30 ECTS | 1 ECTS = 25 hrs

Code	Module	SSWL	USSWL	ECTS	Type	Pre-request
NUR1101	Fundamentals of Nursing(1)	150	200	14	C	
NUR1102	Biochemistry	75	50	5	B	
NUR1103	Anatomy and Physiology for Nurses (1)	75	75	6	B	
NUR1104	Code of Ethics	30	45	3	S	
ENG 1105	Democracy and Human Rights	30	20	2	S	

### Semester 2 | 30 ECTS | 1 ECTS = 25 hrs

Code	Module	SSWL	USSW L	ECTS	Type	Pre-request
NUR1201	Fundamentals of Nursing(2)	240	160	16	C	
NUR1202	Anatomy and Physiology for Nurses (2)	75	75	6	B	
NUR1203	Medical Terminology	30	45	3	C	
NUR1204	Computer Science(1)	30	45	3	S	
ENG 1205	Arabic Language (1)	15	10	2	S	

### Semester 3 | 30 ECTS | 1 ECTS = 25 hrs

Code	Module	SSWL	USSWL	ECTS	Type	Pre-request
NUR2101	Adult Nursing (1)	240	210	18	C	Fundamentals of Nursing(2)
PHA2102	Pharmacology for Nurses (1)	30	20	2	B	
MIC2103	Microbiology for Nurses (1)	60	40	4	B	
NUR2104	Health Assessment	60	40	4	C	
BAA3105	Baath's Crimes in Iraq	30	20	2	S	

--	--	--	--	--	--	--

Semester 4 | 30 ECTS | 1 ECTS = 25 hrs

Code	Module	SSWL	USSWL	ECTS	Type	Pre-request
NUR2201	Adult Nursing (2)	240	235	19	C	
PHA2202	Pharmacology for Nurses (2)	30	20	2	B	
MIC2203	Microbiology for Nurses (2)	60	40	4	B	
COM2204	Computer Science (2)	30	20	3	S	
ARA2205	Arabic Language (2)	15	10	2	S	
NUR2206	Summer Clinical Training in Adult Nursing					

Semester 5 | 30 ECTS | 1 ECTS = 25 hrs

Code	Module	SSWL	USSWL	ECTS	Type	Pre-request
NUR3101	Maternal and Neonate Health Nursing	255	245	20	C	
NUR3102	Research Methods in Nursing	45	30	3	S	
NUR3103	Health Sociology	30	45	3	S	
NUR3104	Nutrition and Diet Therapy	30	20	2	S	
STA3105	Biostatistics	30	20	2	S	
NUR3106	Summer Training (Maternal and Neonate Health Nursing)					

Semester 6 | 30 ECTS | 1 ECTS = 25 hrs

Code	Module	SSWL	USSWL	ECTS	Type	Pre-request
NUR3201	Pediatric Nursing	255	245	20	C	
NUR3202	Human Growth and Development	45	55	4	S	
PAT3203	Pathophysiology for Nurses	45	55	4	S	
NUR3204	Trends and Issues in Nursing	30	20	2	S	

PAT3203	Summer Training (Pediatric Nursing)					
---------	-------------------------------------	--	--	--	--	--

Semester 7 | 30 ECTS | 1 ECTS = 25 hrs

Code	Module	SSWL	USSWL	ECTS	Type	Pre-request
NUR4101	Community Health Nursing	225	200	17	C	
NUR4102	Nursing Management and Leadership	75	25	4	S	
EPI4103	Epidemiology	30	20	2	S	
NUR4104	Health promotion	30	45	3	S	
NUR4105	Occupational	30	20	2	C	
RES4106	Research Project (1)	30	20	2	S	

Semester 8 | 30 ECTS | 1 ECTS = 25 hrs

Code	Module	SSWL	USSWL	ECTS	Type	Pre-request
NUR4201	Mental Health and Illness Nursing	225	200	17	C	
NUR4202	Critical Care Nursing	120	55	7	C	
NUR4203	Health Psychology for Nurses	30	20	2	C	
NUR4204	Elective *	30	20	2	c	
RES4205	Research Project (2)	30	20	2	S	

## 8. Contact

Program Manager:

Assistant Prof

Ph.D. Faisal hussain soud

Email: [faisal.h.soud@tu.edu.iq](mailto:faisal.h.soud@tu.edu.iq)

Mobile no.: 07710601603

# MODULE DESCRIPTION FORM

Module Information			
Module Title	<b>Fundamentals of Nursing</b>		Module Delivery
Module Type	Core		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	<b>NUR1101</b>		
ECTS Credits	14		
SWL (hr/sem)	<b>350</b>		
Module Level	1	Semester of Delivery	
Administering Department	Clinical nursing	College	nursing
Module Leader	Ahmed Mahmood younis	e-mail	<a href="mailto:ahmedm.younes@tu.edu.iq">ahmedm.younes@tu.edu.iq</a>
Module Leader's Acad. Title	Lecturer	Module Leader's Qualification	Doctor
Module Tutor	Ahmed Mahmood younis	e-mail	<a href="mailto:ahmedm.younes@tu.edu.iq">ahmedm.younes@tu.edu.iq</a>
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	4/11/2025	Version Number	

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Module Objectives	1. To prepare competent and skilled students in various nursing procedures to provide nursing services based on sound scientific and practical principles.

	<p>2. To produce graduates with high-level scientific and practical skills in nursing disciplines.</p> <p>3. To enhance students' self-confidence and bridge the gap between theory and practice.</p> <p>.4To contribute to community service by organizing lectures and seminars aimed at raising health awareness among community members.</p>
<b>Module Learning Outcomes</b>	<p>Upon completion of this course, the student will be able to:</p> <p>.1Provide the necessary healthcare to patients in healthcare facilities.</p> <p>.2Perform the required sterilization and disinfection procedures during patient treatment.</p> <p>.3Measure the patient's vital signs (temperature, pulse, respiration, blood pressure).</p> <p>.4Provide wound care.</p> <p>.5Administer medications and other treatment methods to the patient.</p> <p>.6Prescribe and interpret diagnostic tests.</p>
<b>Indicative Contents</b>	<p>The instructional content includes the following:</p> <p>-Using lectures prepared by the instructor to explain the topic.</p> <p>-Utilizing the virtual library and the internet, and consulting reliable academic websites.</p> <p>-Referring to up-to-date sources and enriching the academic material with new information that benefits the student and the community.</p>

### **Learning and Teaching Strategies**

<b>Strategies</b>	<ul style="list-style-type: none"> <li>- -The lecture delivery method, discussion groups, question-and-answer sessions during theoretical material, student seminars, and assignments or projects within the course area.</li> <li>- -Practical training in all hospital units, including watching educational films on patient care, using whiteboards, screen displays, and PowerPoint slides, as well as training in specialized hospitals and field visits.</li> </ul>
-------------------	--

<b>Student Workload (SWL) For 15 Weeks</b>			
<b>Structured SWL (h/sem)</b>	150	<b>Structured SWL (h/w)</b>	10
<b>Unstructured SWL (h/sem)</b>	200	<b>Unstructured SWL (h/w)</b>	11.6
<b>Total SWL (h/sem)</b>	<b>350</b>		

<b>Module Evaluation</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Projects / Lab.</b>	1	10% (10)	Continuous	All
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Sterilization and Disinfection
<b>Week 2</b>	Proper Handling Techniques
<b>Week 3</b>	Measuring Vital Signs/Temperature
<b>Week 4</b>	Measuring Vital Signs/Pulse

<b>Week 5</b>	Measuring Vital Signs/Respiration
<b>Week 6</b>	Measuring Vital Signs/Blood Pressure
<b>Week 7</b>	Midterm Exam
<b>Week 8</b>	Administering Medication
<b>Week 9</b>	Administering Medication
<b>Week 10</b>	Blood Transfusion
<b>Week 11</b>	Blood Transfusion
<b>Week 12</b>	Hot and Cold Application
<b>Week 13</b>	Hot and Cold Application
<b>Week 14</b>	Laboratory Tests
<b>Week 15</b>	Laboratory Tests
<b>Week 16</b>	Final Exam

### Delivery Plan (Weekly Lab. Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Lab 1: How to sanitize and disinfect hands.
<b>Week 2</b>	Lab 2: The correct way to handle objects.
<b>Week 3</b>	Lab 3: Measuring temperature.
<b>Week 4</b>	Lab 4: Measuring pulse.
<b>Week 5</b>	Lab 5: Measuring respiration.
<b>Week 6</b>	Lab 6: Measuring blood pressure.
<b>Week 7</b>	Lab 7: Midterm exam.
<b>Week 8</b>	Lab 8: How to administer medications.
<b>Week 9</b>	Lab 9: How to administer medications.
<b>Week 10</b>	Lab 10: The mechanism of blood transfusion.
<b>Week 11</b>	Lab 11: The mechanism of blood transfusion.
<b>Week 12</b>	Lab 12: How to apply hot and cold compresses.
<b>Week 13</b>	Lab 13: How to apply hot and cold compresses.
<b>Week 14</b>	Lab 14: The correct way to describe and interpret diagnostic tests.
<b>Week 15</b>	Lab 15: The correct way to describe and interpret diagnostic tests.
<b>Week 16</b>	Lab 16: First semester final exam.

## Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>		نعم
<b>Recommended Texts</b>	<ul style="list-style-type: none"> <li>• Delaune, S., Landner, P., Fundamentals of Nursing standers and practice, Chapter 35, Fourth edition, Delmar Cengage Learning, United States of American, 2011.</li> <li>• Fundamentals of Nursing 8th ED by Berman, Snyder, Kozier, Erb. Chapter 49 (fecal elimination) 2008.</li> <li>• Fundamentals of Nursing Standards &amp; Practice, 4th Edition 2010.Chapter 39 (elimination).</li> <li>• Kozier B, Erb, G, Berman A, et al . Fundmentals of Nursing , chapter 46, Eight Edition, Person Education, 2012.</li> <li>• Kozier B, Erb, G, Berman A, etal. Fundamentals of Nursing, 6<sup>th</sup> Ed, New York, Pearson Education, 2000</li> <li>• Kozier B, Erb, G, Berman A, etal. Fundamentals of Nursing, 7<sup>th</sup> Ed, New York, Pearson Education, 2004.</li> <li>• Lois White &amp; others, Foundations of Basic Nursing, third edition, Delmar, 2011.</li> <li>• Perry, A. &amp; Potter P.: <u>Clinical Nursing Skills Techniques</u>, 5<sup>th</sup> ed. London, Mosby, 2002.</li> <li>• Standards and Practice, Fourth Edition, Delmar, 2011, chapter 40, nursing care of the Perioperative client, PP. 1298-1327.</li> <li>• Sue C. DeLaune and Patricia K. Ladner, Fundamentals of Nursing Standards &amp; Practice, 4th Edition 2010.</li> <li>• Sue C. DeLaune and Patricia K. Ladner, Fundamentals of Nursing: Standards and Practice, Fourth Edition, Delmar, 2011.</li> <li>• Timby B., <u>Fundamental Nursing Skill &amp; Concepts</u>, Philadelphia , Lippincott Williams, Wilkins, 2005 .</li> <li>• White, L.; Duncan, G.; and Baumle, W.; Foundations of Basic Nursing, Chapter 27, Third Edition, Delmar Cengage Learning, United States of American, 2011.</li> </ul>	لا
<b>Websites</b>		

## Grading Scheme

Group	Grade	Marks %	Definition
<b>Success Group (50 - 100)</b>	A – Excellent	90 - 100	Outstanding Performance
	B - Very Good	80 - 89	Above average with some errors
	C – Good	70 - 79	Sound work with notable errors

	<b>D - Satisfactory</b>		60 - 69	Fair but with major shortcomings
	<b>E – Sufficient</b>		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## MODULE DESCRIPTION FORM

Module Information				
<b>Module Title</b>	<b>Bio chemistry</b>		<b>Module Delivery</b>	
<b>Module Type</b>	Core		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
<b>Module Code</b>	<b>CHM102</b>			
<b>ECTS Credits</b>	5			
<b>SWL (hr/sem)</b>	<b>125</b>			
<b>Module Level</b>	1	<b>Semester of Delivery</b>	1	
<b>Administering Department</b>	Bio chemistry	<b>College</b>	Nursing	
<b>Module Leader</b>	Reemy Marwan	<b>e-mail</b>	<a href="mailto:remeymarwan93@gmail.com">remeymarwan93@gmail.com</a>	
<b>Module Leader's Acad. Title</b>	Assistant Lecturer	<b>Module Leader's Qualification</b>	MSC	
<b>Module Tutor</b>	Reemy Marwan	<b>e-mail</b>	<a href="mailto:remeymarwan93@gmail.com">remeymarwan93@gmail.com</a>	
<b>Peer Reviewer Name</b>	Reemy Marwan	<b>e-mail</b>	remeymarwan93@gmail.com	
<b>Scientific Committee Approval Date</b>	4/11/2025	<b>Version Number</b>	1.0	

### Relation with other Modules

<b>Prerequisite module</b>	None	<b>Semester</b>	Yes
<b>Co-requisites module</b>	None	<b>Semester</b>	Yes

### Module Aims, Learning Outcomes and Indicative Contents

<b>Module Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop problem solving skills and understanding of circuit theory through the application of techniques.</li> <li>2. To understand voltage, current and power from a given circuit.</li> <li>3. This course deals with the basic concept of electrical circuits.</li> <li>4. This is the basic subject for all electrical and electronic circuits.</li> <li>5. To understand Kirchhoff's current and voltage Laws problems.</li> <li>6. To perform mesh and Nodal analysis.</li> </ol>
<b>Module Learning Outcomes</b>	<p>Important: Write at least 6 Learning Outcomes, better to be equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. 1. Identify biochemistry from all sides</li> <li>2. 2. Clarify the different terms associated with chemical tests.</li> <li>3. 3. Clear interest in chemistry from a medical point of view.</li> <li>4. 4. Discuss the relationship between biochemistry in particular and nursing.</li> <li>5. 5. Adopting the correct methods in working with the patient.</li> <li>6. 6. Knowledge of the required chemical tools and devices.</li> <li>7. 7. Identify the composition of chemicals and how to maintain them correctly.</li> <li>8. 8. Know the samples required to conduct each examination.</li> </ol>
<b>Indicative Contents</b>	<p>Indicative content includes the following.</p> <p><u>Part A Study chemistry theoretically and identify the most important elements that are mainly adopted in the study and chemical compounds in terms of life, which have an important role in the biological body. [SSWL = 15 hours]</u></p>

The composition of chemical compounds, including carbohydrates, knowledge of their exponential elements and their importance within the body of the organism, the most important reactions that enter them, as well as amino acidosis, their composition and types in terms of being basic and non-essential and their importance within the biological body 15 hours]

Identify fatty compounds (fats) and their main role in the body and their adoption as a basic source of vital energy and their importance in biological interaction and their types and the structures that enter them. [SSWL = 10 hours]

The study of nucleic acids and know their importance and knowledge of their types and composition and the need to distinguish between them and their components in terms of nitrogenous bases, acidosis and others and their sequence within the DNA and comparison between them in terms of one of them is important in terms of the transfer of genetic information and the other is important for copying information. [SSWL = 15 hours]

Review problem categories [SSWL = 6 hours]

Revision problem classes [SSWL=6 hrs]

### Part B - Analogue Electronics

#### Basics

Biochemistry, carbohydrates, proteins, amino acids, fatty acids, chemical equipment, laboratory materials. [SSWL = 15 hours]

Active components and devices - Prepare blood meter, sensitive scale, electric oven, incubator, water bath, center view spectrophotometer. [SSWL = 14 hours]

Mechanisms of blood draw, correct work with the patient, the necessary procedure, selection of appropriate samples for each examination, the appropriate device, how to examine correctly and the necessity of calculating the results accurately. [SSWL = 15 hours]

Total hrs = 105 = SSWL - (Exam hrs) = 109 - 4 = 105 hr (Time table hrs x 15 weeks)

## Learning and Teaching Strategies

### Strategies

The main strategy that will be adopted in the delivery of this module is to encourage the participation of students in the education of blood draw, which is one of the most important basics of laboratory work, while at the same time improving and expanding team-spirit skills and avoiding incoming mistakes. This will be achieved through interactive classrooms and tutorials and consideration of simple types of experiments involving some sampling activities of interest to students.

## Student Workload (SWL)

For 15 weeks

<b>Structured SWL (h/sem)</b>	48	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	77	<b>Unstructured SWL (h/w)</b>	5
<b>Total SWL (h/sem)</b>	<b>125</b>		

## Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Projects / Lab.</b>	1	10% (10)	Continuous	All

	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

(final exam)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction – bio chemistry and the Branches
<b>Week 2</b>	Carbohydrates
<b>Week 3</b>	Basic types of carbohydrates and their interactions
<b>Week 4</b>	The importance of carbohydrates
<b>Week 5</b>	Introduction of proteins
<b>Week 6</b>	Basic types of proteins and Reaction of proteins
<b>Week 7</b>	Introduction of lipids and Types of lipids
<b>Week 8</b>	Reaction of lipids and the types of there polarity
<b>Week 9</b>	Introduction Nucleic acid Types of nucleic and there importance
<b>Week 10</b>	Introduction of enzymes The importance of enzymes
<b>Week 11</b>	the reactions of enzymes
<b>Week 12</b>	Introduction of Hormones
<b>Week 13</b>	types of Hormones and their functions
<b>Week 14</b>	Introduction of vitamins
<b>Week 15</b>	types of vitamins and their functions

<b>Week 16</b>	<b>Preparatory week before the final Exam</b>
----------------	---

scin

<b>Delivery Plan (Weekly Lab. Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Lab 1: Laboratory safety procedures
<b>Week 2</b>	Lab 2: Explanation of laboratory tools and supplies
<b>Week 3</b>	Lab 3: Blood draw and explanation of the types of tubes
<b>Week 4</b>	Lab 4: Blood Group test
<b>Week 5</b>	Lab 5: Blood sugar test
<b>Week 6</b>	Lab 6: HDL test
<b>Week 7</b>	Lab 7: LDL test
<b>Week 8</b>	Lab 8: TG test
<b>Week 9</b>	Lab 9: GPT test
<b>Week 10</b>	Lab 10: GOT test
<b>Week 11</b>	Lab 11: ALP test
<b>Week 12</b>	Lab 12: Bilirubin test
<b>Week 13</b>	Lab 13: TSB test
<b>Week 14</b>	Lab 14: Uric acid
<b>Week 15</b>	Lab 15: CBC test

## Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>	Harvey, R. A., & Ferrier, D. R. (2017). Lippincott's illustrated reviews: biochemistry. Lippincott Williams & Wilkins.	Yes
<b>Recommended Texts</b>		
<b>Websites</b>	<a href="https://thuvienso.hoasen.edu.vn/handle/123456789/8064">https://thuvienso.hoasen.edu.vn/handle/123456789/8064</a>	

## Grading Scheme

Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>		90 - 100	Outstanding Performance
	<b>B - Very Good</b>		80 - 89	Above average with some errors
	<b>C – Good</b>		70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>		60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

# MODULE DESCRIPTION FORM

Module Information			
<b>Module Title</b>	<b>Anatomy and physiology for Nurses (1)</b>		<b>Module Delivery</b>
<b>Module Type</b>	Basic		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
<b>Module Code</b>	NUR1103		
<b>ECTS Credits</b>	6		
<b>SWL (hr/sem)</b>	150		
<b>Module Level</b>	1	<b>Semester of Delivery</b>	1
<b>Administering Department</b>	Basic Science	<b>College</b>	Nursing
<b>Module Leader</b>	Abdul-Jabbar Jamil Al-Samarrai Anatomy	<b>e-mail</b>	abduljabar.jameel@tu.edu.iq
<b>Module Leader's Acad. Title</b>	Professor	<b>Module Leader's Qualification</b>	Ph.D.
<b>Module Tutor</b>		<b>e-mail</b>	
<b>Peer Reviewer Name</b>		<b>e-mail</b>	
<b>Scientific Committee Approval Date</b>	4/11/2025	<b>Version Number</b>	1.0

### Relation with other Modules

<b>Relation with other Modules</b>			
<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

### Module Aims, Learning Outcomes and Indicative Contents

<b>Module Aims, Learning Outcomes and Indicative Contents</b>	
<b>Module Objectives</b>	<ol style="list-style-type: none"> <li>1. The student acquires the basics of knowledge of theoretical anatomy.</li> <li>2. The student acquires the basics of practical anatomy knowledge</li> <li>3. Student acquisition. Clinical anatomy applications.</li> </ol>
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1- <b>Understand and Describe</b> the basic structure of key human body systems, including skeletal, muscular, cardiovascular, and endocrine systems.</li> <li>2- <b>Identify Anatomical Components</b> such as bones, muscles, joints, blood vessels, and glands, and explain their roles in maintaining human health and movement.</li> <li>3- <b>Apply Anatomical Knowledge</b> to nursing practice by recognizing the relevance of body systems in patient care, assessment, and clinical decision-making.</li> </ol>
<b>Indicative Contents</b>	<ul style="list-style-type: none"> <li>• Anatomical Structures (Theory) (11hr)</li> <li>• Identification of Body Systems in Lab (14 hrs)</li> <li>• Application of Anatomy in Nursing Practice (10hr)</li> </ul>

### Learning and Teaching Strategies

<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	The module uses interactive lectures with visual aids to explain anatomical concepts, supported by hands-on lab sessions for identifying body structures. Clinical scenarios

	and problem-based learning are integrated to help students apply anatomy knowledge in nursing practice.		
<b>Student Workload (SWL)</b>			
<b>For 15 Weeks</b>			
<b>Structured SWL (h/sem)</b>	75	<b>Structured SWL (h/w)</b>	5
<b>Unstructured SWL (h/sem)</b>	75	<b>Unstructured SWL (h/w)</b>	5
<b>Total SWL (h/sem)</b>	<b>150</b>		

<b>Module Evaluation</b>					
		<b>Time/ Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Quizzes/Anatomy</b>	1	8% (8)	2 and 7	LO #2, #4 and #6
	<b>Projects / Lab./Anatomy</b>	1	7% (7)	2 and 7	LO #2, #4 and #6
	<b>Report/Anatomy</b>	1	5%(5)	Continuous	All
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

## Delivery Plan (Weekly Syllabus)

	Material Covered
<b>Week 1</b>	Introduction of Anatomy
<b>Week 2</b>	Skeletal System
<b>Week 3</b>	Muscular System
<b>Week 4</b>	Joints and Movements
<b>Week 5</b>	Heart
<b>Week 6</b>	Blood Vessels
<b>Week 7</b>	Endocrine Glands
<b>Week 8</b>	Mid-term Exam
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	
<b>Week 12</b>	
<b>Week 13</b>	
<b>Week 14</b>	
<b>Week 15</b>	
<b>Week 16</b>	final Exam

### Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
<b>Week 1</b>	Lab: Introduction of Anatomy
<b>Week 2</b>	Lab: Skeletal System
<b>Week 3</b>	Lab: Muscular System
<b>Week 4</b>	Lab: Joints and Movements
<b>Week 5</b>	Lab: Heart
<b>Week 6</b>	Lab: Blood Vessels
<b>Week 7</b>	Lab: Endocrine Glands

### Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>	1-Clinical anatomy for medical students (By Richard S. Snell) 2-Grants Atlas of anatomy (By AnneM.R.Agur & Arthur F. Dalley)	No
<b>Recommended Texts</b>	ANATOMY CLINICAL ORIENTED Keith & Moore	No
<b>Websites</b>	Use Google anatomy sites	

## Grading Scheme

Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent		90 - 100	Outstanding Performance
	<b>B</b> - Very Good		80 - 89	Above average with some errors
	<b>C</b> – Good		70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory		60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

# MODULE DESCRIPTION FORM

Module Information			
Module Title	<b>Anatomy and physiology for Nurses (1)</b>		Module Delivery
Module Type	Basic		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	NUR1103		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	1
Administering Department	Basic Science	College	Nursing
Module Leader	Zainab Samir Yahya Hammo Anatomy	e-mail	Zainab.samir@tu.edu.iq
Module Leader's Acad. Title	Lec. Doctor	Module Leader's Qualification	Ph.D.
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	22/07/2025	Version Number	1.0

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

## Module Aims, Learning Outcomes and Indicative Contents

<b>Module Aims, Learning Outcomes and Indicative Contents</b>	
<b>Module Objectives</b>	<ol style="list-style-type: none"> <li>4. To understand the basic principles of human physiology and the functions of major body systems.</li> <li>5. To explain the structure and function of the circulatory, renal, and respiratory systems.</li> <li>6. To describe the mechanisms involved in blood circulation, kidney function, and urine formation.</li> </ol>
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>4- Students will be able to describe the structure and function of major physiological systems in the human body.</li> <li>5- Students will be able to explain the processes of blood circulation, respiration, and urine formation.</li> <li>6- Students will be able to apply basic physiological concepts to understand normal body functions.</li> </ol>
<b>Indicative Contents</b>	<ul style="list-style-type: none"> <li>• Physiological Structures (Theory) (11hr)</li> <li>• Identification of Body Systems in Lab (14 hrs)</li> <li>• Application of physiology in Nursing Practice (10hr)</li> </ul>

## Learning and Teaching Strategies

<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<p>The course will be delivered through interactive lectures supported by visual aids and diagrams. Class discussions and questioning will be used to enhance understanding of physiological concepts. Continuous assessment and revision sessions will help reinforce learning outcomes.</p>

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	75	<b>Structured SWL (h/w)<sup>1</sup></b>	5
<b>Unstructured SWL (h/sem)</b>	75	<b>Unstructured SWL (h/w)</b>	5
<b>Total SWL (h/sem)</b>	<b>150</b>		

### Module Evaluation

		Time/ Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes/physiology</b>	1	8% (8)	2 and 7	LO #2, #4 and #6
	<b>Projects / Lab./ physiology</b>	1	7% (7)	2 and 7	LO #2, #4 and #6
	<b>Report/ physiology</b>	1	5%(5)	Continuous	All
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	Introduction of physiology
Week 2	Circulation System
Week 3	Blood
Week 4	Heart
Week 5	Renal system
Week 6	Nephron and <b>Mechanism of Urine Formation</b>
Week 7	Respiratory system
Week 8	Mid-term Exam
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	final Exam

<b>Delivery Plan (Weekly Lab. Syllabus)</b>	
	Material Covered
Week 1	Lab: Laboratory Orientation and Basic Physiological Instruments
Week 2	Lab: Demonstration of Blood Circulation Models

<b>Week 3</b>	Lab: Microscopic Observation of Blood Components
<b>Week 4</b>	Lab: Demonstration of Heart Structure and Cardiac Cycle
<b>Week 5</b>	Lab: Study of Kidney Structure Using Models and Charts
<b>Week 6</b>	Lab: Demonstration of Nephron Structure and Urine Formation Process
<b>Week 7</b>	Lab: Demonstration of Lung Structure and Breathing Mechanism

### Learning and Teaching Resources

	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	-Guyton and Hall Textbook of Medical Physiology -Ganong's Review of Medical Physiology	No
<b>Recommended Texts</b>	Principles of Physiology — Stanley E. Schultz & John J. Whitney	No
<b>Websites</b>	Use Google anatomy sites	

## Grading Scheme

Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent		90 - 100	Outstanding Performance
	<b>B</b> - Very Good		80 - 89	Above average with some errors
	<b>C</b> - Good		70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory		60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

# MODULE DESCRIPTION FORM

Module Information			
Module Title	<b>Nursing ethics</b>		Module Delivery
Module Type	سائدة		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	<b>NUR1104</b>		
ECTS Credits	3		
SWL (hr/sem)	<b>75</b>		
Module Level	1	Semester of Delivery	1
Administering Department	Clinical nursing	College	nursing
Module Leader	Abdul rahman jihad	e-mail	<a href="mailto:ajmansoor@tu.edu.iq">ajmansoor@tu.edu.iq</a>
Module Leader's Acad. Title	prof	Module Leader's Qualification	pHD
Module Tutor	Abdul Rahman jihad	e-mail	<a href="mailto:ajmansoor@tu.edu.iq">ajmansoor@tu.edu.iq</a>
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	28/10/2025	Version Number	

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

## Module Aims, Learning Outcomes and Indicative Contents

<b>Module Objectives</b>	<ol style="list-style-type: none"> <li>1. Enhance knowledge of professional ethics: Provide students with a comprehensive understanding of the ethical principles and values that govern the practice of nursing, including autonomy, fairness, compassion, and do no harm.</li> <li>2. Develop ethical decision-making skills: Enable students to analyze complex ethical situations they may encounter in the workplace and make professional decisions based on ethical principles and health legislation.</li> <li>3. Apply ethics in practice: Teach students how to effectively apply ethical concepts in their interactions with patients, colleagues, and various healthcare teams.</li> <li>4. Promote human values in healthcare: Instill the values of empathy, compassion, and respect in patient care and ensure adherence to the highest standards of ethical care.</li> </ol> <p>Understand and protect patients' rights: Enable students to recognize patients' legal and ethical rights, including the right to privacy, informed consent, and participation in health decision-making.</p>
<b>Module Learning Outcomes</b>	<p>Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>.1 Treat patients according to recommended professional ethical standards.</li> <li>.2 Provide healthcare regardless of socioeconomic, ethnic, religious, or cultural differences.</li> </ol> <ol style="list-style-type: none"> <li>1. Uphold the ethical rights of patients in healthcare.</li> </ol>
<b>Indicative Contents</b>	<p>The guidance content includes the following:</p> <ol style="list-style-type: none"> <li>2- Using the lectures prepared by the course instructor.</li> <li>3- Utilizing the virtual library, the internet, and reliable academic websites.</li> <li>-4 Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community.</li> </ol>

## Learning and Teaching Strategies

<b>Strategies</b>	1) Lectures delivered by the instructor using presentations and structured lectures.
-------------------	--

	<p>2) Utilization of modern technology and interactive activities to enhance understanding of the curriculum and improve comprehension of the material through videos and supplementary materials.</p> <p>3) Employment of discussion techniques by posing questions and topics to students, providing opportunities for discussion and answering, and presenting real-life examples to foster classroom interaction.</p> <p>4) Implementation of daily assignments, quizzes, and oral questions to motivate students.</p> <p>(5) Organization of discussion groups to deepen understanding and comprehension of the course topics.</p>
--	---

Student Workload (SWL)			
Structured SWL (h/sem)	30	Structured SWL (h/w)	2
Unstructured SWL (h/sem)	45	Unstructured SWL (h/w)	3
Total SWL (h/sem)	75		

Module Evaluation				
	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Quizzes	2	20% (10)	5 and 10	LO #1, #2 and #10, #11

<b>Formative assessment</b>	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Factors that led to the development of nursing ethics
<b>Week 2</b>	Factors that led to the development of nursing ethics
<b>Week 3</b>	Concepts of nursing ethics / Values in professional ethics
<b>Week 4</b>	Concepts of nursing ethics / Values in professional ethics
<b>Week 5</b>	Concepts of nursing ethics / Values in professional ethics
<b>Week 6</b>	Ethical responsibilities in nursing care
<b>Week 7</b>	Midterm exam
<b>Week 8</b>	The nurse and the profession
<b>Week 9</b>	The nurse and society
<b>Week 10</b>	The nurse and the profession
<b>Week 11</b>	Responsibilities of the patient and their family

<b>Week 12</b>	Responsibilities of the professional association
<b>Week 13</b>	Components of nursing ethics / Characteristics of ethical nursing care
<b>Week 14</b>	Patient rights
<b>Week 15</b>	Qualities of a nurse
<b>Week 16</b>	Rights of nurses

<b>Learning and Teaching Resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	<ol style="list-style-type: none"> <li>Butts, J. B., &amp; Rich, K. L. (2019). <i>Nursing ethics: Across the curriculum and into practice</i> (5th ed.). Jones &amp; Bartlett Learning.</li> <li>Burkhardt, M. A., &amp; Nathaniel, A. K. (2020). <i>Ethics and issues in contemporary nursing</i> (5th ed.). Cengage Learning.</li> </ol>	yes
<b>Recommended Texts</b>	<ol style="list-style-type: none"> <li><i>Journal of Nursing Ethics</i>. (n.d.). SAGE Publications. Retrieved from <a href="https://journals.sagepub.com/home/nej">https://journals.sagepub.com/home/nej</a></li> <li>Johnstone, M.-J. (2015). <i>Oxford handbook of nursing ethics</i>. Oxford University Press.</li> <li>Singer, P. A., Viens, A. M., &amp; Savulescu, J. (2014). <i>The Cambridge handbook of bioethics</i>. Cambridge University Press..</li> </ol>	no
<b>Websites</b>	<ol style="list-style-type: none"> <li>American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/">https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/</a></li> <li>International Council of Nurses. (n.d.). <i>ICN Code of Ethics for Nurses</i> [Website]. Retrieved from <a href="https://www.icn.ch/who-we-are/code-ethics-nurses">https://www.icn.ch/who-we-are/code-ethics-nurses</a></li> </ol>	

### Grading Scheme

Grading Scheme				
Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>		90 – 100	Outstanding Performance
	<b>B - Very Good</b>		80 – 89	Above average with some errors
	<b>C – Good</b>		70 – 79	Sound work with notable errors
	<b>D - Satisfactory</b>		60 – 69	Fair but with major shortcomings
	<b>E - Sufficient</b>		50 – 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## MODULE DESCRIPTION FORM

Module Information			
Module Title	Democracy		Module Delivery
Module Type	Fundamental		<input type="checkbox"/> Lab <input type="checkbox"/> lecture <input checked="" type="checkbox"/> Theory <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code			
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	1	Semester of Delivery	
Administering Department	Basic nursinf	College	Nursing
Module Leader	<b>Nadher jameel fayadh</b> <b>Alaa mohammed hassan</b>		e-mail
Module Leader's Acad. Title	Assisstant lecturer	Module Leader's Qualification	Master
Module Tutor			e-mail
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	22/7/2025	Version Number	6.0

### Relation with other Modules

<b>Relation with other Modules</b>			
<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

### Module Aims, Learning Outcomes and Indicative Contents

<b>Module Aims, Learning Outcomes and Indicative Contents</b>	
<b>Module Objectives</b>	<p>1) To enhance understanding of democratic concepts and human rights</p> <p>2) To instill the values of active and responsible citizenship</p> <p>3) To develop awareness of rights and duties</p> <p>4) To promote a culture of dialogue, tolerance, and respect for diversity</p> <p>5) To establish the principle of human dignity and equality</p> <p>6) To understand the role of national and international institutions in protecting rights</p> <p>7) To encourage civic and community participation</p> <p>8) To protect against human rights violations and discrimination</p> <p>9) To develop critical thinking and legal analysis skills</p> <p style="text-align: center;">To uphold the ethics of democracy and human rights in daily life (10)</p>
<b>Module Learning Outcomes</b>	<p>Upon completion of this course, students will be able to:</p> <p>Distinguish between the fundamental concepts of democracy and human (1 rights</p> <p>Analyze relevant constitutional and legal principles (2</p> <p>Interpret international human rights conventions (3</p> <p>Evaluate democratic systems and mechanisms for political participation (4</p> <p>Identify individual rights and responsibilities within the state (5</p> <p>Demonstrate awareness of forms of discrimination and human rights (6 violations</p> <p>Apply dialogue and critical thinking skills to societal issues (7</p> <p>Propose civil and peaceful solutions to rights-related problems (8</p>

<b>Indicative Contents</b>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>(1) Distinguish between the fundamental concepts of democracy and human rights</li> <li>(2) Analyze relevant constitutional and legal principles</li> <li>(3) Interpret international human rights conventions</li> <li>(4) Evaluate democratic systems and mechanisms for political participation</li> <li>(5) Identify individual rights and responsibilities within the state</li> <li>(6) Demonstrate awareness of forms of discrimination and human rights violations</li> <li>(7) Apply dialogue and critical thinking skills to societal issues</li> <li>(8) Propose civil and peaceful solutions to rights-related problems</li> <li>(9) Participate actively in human rights and community initiatives</li> </ul>
----------------------------	--

### Learning and Teaching Strategies

<b>Strategies</b>	<p>Write something like: The main strategy to be followed in delivering this unit is to encourage student participation in exercises, while simultaneously refining and expanding their critical thinking skills. This will be achieved through interactive classroom sessions and lessons, and by considering simple experiments involving sampling activities that are of interest to the students.</p>
-------------------	---

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	30	<b>Structured SWL (h/w)</b>	3
<b>Unstructured SWL (h/sem)</b>	20	<b>Unstructured SWL (h/w)</b>	5
<b>Total SWL (h/sem)</b>	50		

### Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Projects / Lab.</b>	1	10% (10)	Continuous	All

	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction to Democracy: Concept and Origins
<b>Week 2</b>	Types of Democracy and its Historical Development
<b>Week 3</b>	The Concept of Human Rights: Roots and Principles
<b>Week 4</b>	Classification and Types of Human Rights
<b>Week 5</b>	The Universal Declaration of Human Rights
<b>Week 6</b>	Core International Human Rights Instruments
<b>Week 7</b>	The Constitution and the Rule of Law
<b>Week 8</b>	Rights and Duties in National Constitutions
<b>Week 9</b>	Democratic Institutions and their Functions
<b>Week 10</b>	Elections and Electoral Systems
<b>Week 11</b>	Citizenship and Civic Participation
<b>Week 12</b>	Human Rights Education
<b>Week 13</b>	Social Justice and Equality
<b>Week 14</b>	Rights of Marginalized Groups (Women, Children, Persons with Disabilities)
<b>Week 15</b>	Contemporary Human Rights Issues (Environment, Media, Asylum)

<b>Week 16</b>	National and International Human Rights Protection Mechanisms
----------------	---

<b>Learning and Teaching Resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	The Universal Declaration of Human Rights and fundamental international conventions; the national constitution and legal texts related to human rights and democracy	yes
<b>Recommended Texts</b>	The Universal Declaration of Human Rights and fundamental international conventions; the national constitution and legal texts related to human rights and democracy	No
<b>Websites</b>	<a href="https://www.coe.int/en/web/edc">https://www.coe.int/en/web/edc</a>	

<b>Grading Scheme</b>				
<b>Group</b>	<b>Grade</b>		<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>		90 – 100	Outstanding Performance
	<b>B - Very Good</b>		80 – 89	Above average with some errors
	<b>C – Good</b>		70 – 79	Sound work with notable errors
	<b>D - Satisfactory</b>		60 – 69	Fair but with major shortcomings
	<b>E - Sufficient</b>		50 – 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## MODULE DESCRIPTION FORM

Module Information			
<b>Module Title</b>	<b>Health assessment</b>		<b>Module Delivery</b>
<b>Module Type</b>	<b>C</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> Seminar
<b>Module Code</b>	<b>NUR2104</b>		
<b>ECTS Credits</b>	<b>4</b>		
<b>SWL (hr/sem)</b>	<b>100</b>		
<b>Module Level</b>	<b>UGH</b>	<b>Semester of Delivery</b>	
<b>Administering Department</b>	<b>Clinical a nursing</b>	<b>College</b>	<b>Nursing</b>
<b>Module Leader</b>	<b>Ayad Abdullah Abdulrazaq</b>	<b>e-mail</b>	<b>aiadalkhalidi@tu.edu.iq</b>
<b>Module Leader's Acad. Title</b>	<b>Assistant prof</b>	<b>Module Leader's Qualification</b>	<b>bord</b>
<b>Module Tutor</b>	<b>Ayad Abdullah Abdulrazaq</b>	<b>e-mail</b>	<b>aiadalkhalidi@tu.edu.iq</b>
<b>Peer Reviewer Name</b>	<b>Name</b>	<b>e-mail</b>	<b>E-mail</b>
<b>Scientific Committee Approval Date</b>	28/10/2025	<b>Version Number</b>	

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
<b>Module Objectives</b>	<p>11. Conducting health and physical assessments of adults to diagnose the cause of their physical or medical suffering.</p> <p>.2Prioritizing nursing problems based on the findings of the health and physical assessments.</p> <p>.3Providing evidence-based nursing care based on the findings of the health and physical assessments.</p> <p>.4Saving time and effort for medical staff, thus contributing to saving lives and reducing the suffering of adult patients.</p>
<b>Module Learning Outcomes</b>	<p>.1Assess the patient's health and physical condition and diagnose their needs through a therapeutic interview.</p> <p>.2Develop a comprehensive nursing care plan based on the diagnosed needs and the findings of the health and physical assessment.</p> <p>.3Use appropriate scientific skills to conduct the physical assessment.</p>
<b>Indicative Contents</b>	<p>The guidance content includes the following:</p> <p>-1Using the lectures prepared by the course instructor.</p> <p>-2Utilizing the virtual library, the internet, and reputable academic websites.</p>

	<p>1- -3Consulting up-to-date resources and enriching the course material with new information that benefits both the student and the community.</p>
--	--

<b>Learning and Teaching Strategies</b>
---

<b>Strategies</b>	<ul style="list-style-type: none"> <li>• •Lectures delivered by the instructor using presentations and structured lectures.</li> <li>•</li> <li>• •Utilizing modern technology and interactive activities to enhance understanding of the curriculum and improve comprehension of the material through videos and supporting materials.</li> <li>•</li> <li>• •Employing discussion-based approaches by posing questions and topics to students, providing opportunities for discussion and answering, and presenting real-life examples to foster classroom interaction.</li> <li>•</li> <li>• •Implementing daily assignments, quizzes, and oral questions to motivate students.</li> <li>•</li> <li>• •Organizing discussion groups to deepen understanding and comprehension of the course topics.</li> </ul>
-------------------	---

<b>Student Workload (SWL)</b>
-------------------------------

<b>Structured SWL (h/sem)</b>	<b>60</b>	<b>Structured SWL (h/w)</b>	<b>4</b>
-------------------------------	-----------	-----------------------------	----------

<b>Unstructured SWL (h/sem)</b>	<b>40</b>	<b>Unstructured SWL (h/w)<sup>1</sup></b>	
<b>Total SWL (h/sem)</b>	<b>100</b>		

<b>Module Evaluation</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Quizzes</b>	<b>2</b>	<b>20%</b>	<b>5 and 10</b>	<b>LO #1, #2 and #10, #11</b>
	<b>Assignments</b>	<b>2</b>	<b>10%</b>	<b>2 and 12</b>	<b>LO #3, #4 and #6, #7</b>
	<b>Report</b>	<b>1</b>	<b>10%</b>	<b>13</b>	<b>LO #5, #8 and #10</b>
<b>Summative assessment</b>	<b>Midterm Exam</b>	<b>2 hr</b>	<b>10%</b>	<b>7</b>	<b>LO #1 - #7</b>
	<b>Final Exam</b>	<b>3 hr</b>	<b>50%</b>	<b>16</b>	<b>All</b>
<b>Total assessment</b>			<b>100% (100 Marks)</b>		

**Delivery Plan (Weekly Syllabus)**

	Material Covered
Week 1	Overview of The Health Assessment Process
Week 2	General physical assessment and vital signs-1
Week 3	General physical assessment and vital signs-2
Week 4	Skin, Hear and Nail Assessment
Week 5	Assessment of Nose, mouth and throat
Week 6	Peripheral Vascular & Lymphatic Systems Assessment
Week 7	Head and Neck Assessment
Week 8	Thoracic and Lung Assessment & breast examination-1
Week 9	Thoracic and Lung Assessment & breast examination-2
Week 10	اختبار منتصف الفصل
Week 11	Abdominal Assessment
Week 12	Musculoskeletal Assessment
Week 13	Neurological Assessment
Week 14	Urinary Assessment
Week 15	Head to toe assessment-1
Week 16	Head to toe assessment-2
	Exam

### Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
--	------------------

Week 1	<b>Overview of The Health Assessment Process</b>
Week 2	<b>General physical assessment and vital signs-1</b>
Week 3	<b>General physical assessment and vital signs-2</b>
Week 4	<b>Skin, Hear and Nail Assessment</b>
Week 5	<b>Assessment of Nose, mouth and throat</b>
Week 6	<b>Peripheral Vascular &amp; Lymphatic Systems Assessment</b>
Week 7	<b>Head and Neck Assessment</b>
Week 8	<b>Thoracic and Lung Assessment &amp; breast examination-1</b>
Week 9	<b>Thoracic and Lung Assessment &amp; breast examination-2</b>
Week 10	اختبار منتصف الفصل
Week 11	<b>Abdominal Assessment</b>
Week 12	<b>Musculoskeletal Assessment</b>
Week 13	<b>Neurological Assessment</b>
Week 14	<b>Urinary Assessment</b>
Week 15	<b>Head to toe assessment-1</b>
Week 16	<b>Head to toe assessment-2</b>

### Learning and Teaching Resources

	Text	Available in the Library?

<b>Required Texts</b>	Weber, J. R., & Kelley, J. H. (2013). Health assessment in nursing. Lippincott Williams & Wilkins.	<b>yes</b>
<b>Recommended Texts</b>	Forbes, H., & Watt, E. (2015). Jarvis's Physical Examination and Health Assessment. Elsevier Health Sciences.	<b>no!</b>
<b>Websites</b>		

<b>Grading Scheme</b>				
<b>Group</b>	<b>Grade</b>		<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>		90 - 100	Outstanding Performance
	<b>B - Very Good</b>		80 - 89	Above average with some errors
	<b>C – Good</b>		70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>		60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required
<p><b>Note:</b> Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

## ++9MODULE DESCRIPTION FORM

### Module Information

<b>Module Title</b>	<b>Microbiology</b>		<b>Module Delivery</b>	
<b>Module Type</b>	<b>B</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input checked="" type="checkbox"/> U Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
<b>Module Code</b>	<b>MIC2203</b>			
<b>ECTS Credits</b>	<b>4</b>			
<b>SWL (hr/sem)</b>	<b>100</b>			
<b>Module Level</b>	UGII	<b>Semester of Delivery</b>		
<b>Administering Department</b>	Basic nursing science	<b>College</b>	nursing	
<b>Module Leader</b>	Noor Talal Ali		<b>e-mail</b>	Noortalal@tu.edu.iq
<b>Module Leader's Acad. Title</b>		<b>Module Leader's Qualification</b>		Dr
<b>Module Tutor</b>	Noor Talal Ali		<b>e-mail</b>	Noortalal@tu.edu.iq
<b>Peer Reviewer Name</b>	Name	<b>e-mail</b>	E-mail	
<b>Scientific Committee Approval Date</b>	4/11/2025	<b>Version Number</b>		

### Relation with other Modules

<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

### Module Aims, Learning Outcomes and Indicative Contents

<b>Module Objectives</b>	<p>Introduction to microbiology</p> <ul style="list-style-type: none"> <li>-Teaching the student practical and theoretical skills in microbiology and parasitology</li> <li>-Identify the types of organisms directly related to human health</li> <li>-Identify the types of laboratory equipment for microbiolo</li> </ul>
<b>Module Learning Outcomes</b>  مخرجات التعلم للمادة الدراسية	<ol style="list-style-type: none"> <li>1.The student will learn the basic concepts in microbiology, including the classification of microorganisms and the types of bacteria, viruses, fungi, and parasites.</li> <li>2. Applying biosafety principles in laboratories when handling</li> <li>3. He demonstrates a commitment to professional ethics when dealing with patients and samples.</li> </ol>
<b>Indicative Contents</b>	<p>The guidance content includes the following:</p> <ol style="list-style-type: none"> <li>1.- Using the lectures prepared by the course instructor.</li> <li>2. Utilizing the virtual library, the internet, and reliable academic websites.</li> <li>3. Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community.</li> </ol>

<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<ol style="list-style-type: none"> <li>1.Delivering the lecture by the instructor through presentations and structured (curricular) lectures.</li> </ol>

	<p>2. Using modern technology and interactive activities to understand the curriculum and increase comprehension of the material through videos and supporting resources.</p> <p>3. Using the discussion method by posing questions and topics to students, allowing them to discuss and answer them, and providing real-life examples to enhance classroom interaction.</p> <p>4. Activating assignments, daily quizzes, and oral questions to stimulate students' motivation.</p> <p>5. Preparing discussion sessions to expand understanding and awareness of the course topics.</p>
--	---

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b> ↓	60	<b>Structured SWL (h/w)</b>	
<b>Unstructured SWL (h/sem)</b>	40	<b>Unstructured SWL (h/w)</b>	
<b>Total SWL (h/sem)</b>			

### Module Evaluation

	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome

<b>Formative assessment</b>	<b>Quizzes</b>	2	20% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction to parasitology, some terms of parasitology, classification of protozoa, General characters of protozoa
<b>Week 2</b>	Entamoeba histolytica , Entamoeba coli , Balantidium coli, intestinal flagellates/ Giardia lamblia, Luminal and Atrial flagellates
<b>Week 3</b>	Blood and tissue flagellates(Leishmania spp and trepanosoma spp), Blood flagellates(African trypanosomiasis, American trypanosomiasis)
<b>Week 4</b>	Apicomplexa general characters , Plasmodium , Toxoplasma gondii
<b>Week 5</b>	Helminthes , classification of helminthes , phylum Platyhelminthes , class1 cestoda
<b>Week 6</b>	Class2 trematoda
<b>Week 7</b>	Exam
<b>Week 8</b>	Virology, General properties of viruses, classification types ,viruses effects on cells, persistent viral infections, common routes of viral infection in human
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	Mumps, Rubella

<b>Week 12</b>	Rota virus, Polio virus
<b>Week 13</b>	Herpes virus and CV,
<b>Week 14</b>	Phylum Aschelminthes or Nematelminthes general structure
<b>Week 15</b>	
<b>Week 16</b>	End of term exam

### Delivery Plan (Weekly Lab. Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction to parasitology, some terms of parasitology, classification of protozoa, General characters of protozoa
<b>Week 2</b>	Entamoeba histolytica , Entamoeba coli , Balantidium coli, intestinal flagellates/ Giardia lamblia, Luminal and Atrial flagellates
<b>Week 3</b>	Blood and tissue flagellates(Leishmania spp and trepanosoma spp), Blood flagellates(African trypanosomiasis, American trypanosomiasis)
<b>Week 4</b>	Apicomplexa general characters , Plasmodium , Toxoplasma gondii
<b>Week 5</b>	Helminthes , classification of helminthes , phylum Platyhelminthes , class1 cestoda
<b>Week 6</b>	Class2 trematoda
<b>Week 7</b>	Exam
<b>Week 8</b>	Virology, General properties of viruses, classification types ,viruses effects on cells, persistent viral infections, common routes of viral infection in human
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	Mumps, Rubella
<b>Week 12</b>	Rota virus, Polio virus

<b>Week 13</b>	Herpes virus and CV,
<b>Week 14</b>	Phylum Aschelminthes or Nematelminthes general structure
<b>Week 15</b>	
<b>Week 16</b>	End of term exam

### Learning and Teaching Resources

	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	<ol style="list-style-type: none"> <li>1. Patrick R. Murray , ken S. Rosenthal and Micchael A. pfaller. Medical microbiology six edition . Elsevier Inc</li> <li>2. Louise Hawley, Richard J. Ziegler and Benjaamin L. Clarke(2014) Microbiology and Immunology , 6<sup>th</sup> edition. Lippincott Williams and Wilkins co . USA</li> </ol>	NO
<b>Recommended Texts</b>	<ol style="list-style-type: none"> <li>1.Patrick RMurray (2018) Basic Medical Microbiology , Elsevier</li> <li>2.Essential of medical microbiology , Apurbs et al., second edition(2019)</li> </ol>	NO
<b>Websites</b>	<ol style="list-style-type: none"> <li>3. American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/">https://www.nursingworld.org/practice- policy/nursing-excellence/ethics/</a></li> <li>4. International Council of Nurses. (n.d.). <i>ICN Code of Ethics for Nurses</i> [Website]. Retrieved from <a href="https://www.icn.ch/who- we-are/code-ethics-nurses">https://www.icn.ch/who- we-are/code-ethics-nurses</a></li> </ol>	

### Grading Scheme

Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent		90 - 100	Outstanding Performance
	<b>B</b> - Very Good		80 - 89	Above average with some errors
	<b>C</b> – Good		70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory		60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

# MODULE DESCRIPTION FORM

Module Information			
Module Title	Arabic		Module Delivery
Module Type			<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	ARB 112		
ECTS Credits	2		
SWL (hr/sem)	75		
Module Level	1	Semester of Delivery	2
Administering Department	Basic nursing	College	nursing
Module Leader	Hasan ali	e-mail	Hassan.a.mutla@tu.edu.iq
Module Leader's Acad. Title	Assistant lecturer	Module Leader's Qualification	master
Module Tutor	Hasan ali	e-mail	Hassan.a.mutla@tu.edu.iq
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	28/10/2025	Version Number	

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

## Module Aims, Learning Outcomes and Indicative Contents

<p><b>Module Objectives</b> أهداف المادة الدراسية</p>	<p style="text-align: center;">The objectives of this course are for the student to be able to:</p> <p>.1 Recognize common grammatical errors, explain their causes, and learn how to avoid them.</p> <p>.2 Learn the rules related to the ta' marbuta, ta' ta' maftuha, and ta' ta' maftuha, and how to write them correctly.</p> <p>.3 Learn the rules for writing alif mamduda and alif maqsurah, and use sun letters and moon letters correctly.</p> <p>.4 Recognize the letters dad and dha', and know how to distinguish between them in writing.</p> <p style="padding-left: 40px;">.5 Learn how to write the hamza correctly according to grammatical rules.</p> <p style="padding-left: 40px;">.6 Recognize punctuation marks and use them correctly in texts.</p> <p>.7 Understand the differences between nouns and verbs and distinguish between them in sentences.</p> <p style="padding-left: 40px;">.8 Understand objects and how to use them correctly in texts.</p> <p style="padding-left: 40px;">.9 Learn numbers and their use in expressing quantities.</p> <p>.10 Avoid common grammatical errors in practical contexts to reinforce understanding of rules and improve language skills.</p> <p>.11 Study nun and tanween, understand the meanings of prepositions, and use them correctly in sentences. . Focuses on the formal aspects of administrative correspondence and how to write it in a correct and appropriate style.</p> <p>.13 Learns the language of administrative correspondence and understands its use in administrative communication.</p> <p>Understands examples of administrative correspondence to apply the concepts and skills acquired in administrative discourse.</p>
<p><b>Module Learning Outcomes</b></p>	<p>The learning outcomes for this course are:</p> <p>.1 Students will be able to analyze and identify common grammatical errors and apply the correct rules to avoid them.</p> <p>.2 Students will be able to correctly use the grammatical rules related to the ta'</p>

	<p>marbuta, ta' matlu, and ta' maftuha.</p> <p>.3Students will be able to correctly use alif mamduda and alif maqsurah, and to correctly use sun letters and moon letters.</p> <p>.4Students will be able to distinguish between the letters dad and dha' and apply the correct rules in writing.</p> <p>.5Students will be able to write the hamza correctly according to grammatical rules.</p> <p>.6Students will be able to use punctuation marks correctly in written texts.</p> <p>.7Students will understand the differences between nouns and verbs and be able to use them correctly in sentences.</p> <p>.8Students will be able to use objects correctly in written texts.</p> <p>.9Students will be able to use numbers and numerals correctly to express quantities.</p> <p>.10Students will be able to apply common grammatical errors in practical contexts and correct them appropriately. 11. Understanding the use of nunation ( وُ and tanween ( تنوين), the meanings of prepositions, and their correct use in sentences.</p> <p>.12The ability to write administrative letters in a correct and appropriate style and to understand the language of administrative correspondence.</p> <p>Applying the acquired concepts and skills to write administrative correspondence correctly and effectively.</p>
<p><b>Indicative Contents</b></p>	<p>The instructional content in the language course includes a range of concepts and topics covered throughout the learning process. Among the important instructional content are:</p> <p>.1An introduction to linguistic errors and an explanation of the ta' marbuta, ta' matwala, and ta' maftuha. ( 3hours)</p>

	<p>.2Rules for writing alif mamduda and alif maqsurah, and identifying sun and moon letters. ( 3hours)</p> <p>.3Studying the letters dad and dha' and learning how to write them correctly. ( 3hours)</p> <p>.4Learning to write the hamza correctly according to grammatical rules. ( 3hours)</p> <p>.5Studying punctuation marks and learning to use them correctly in linguistic texts. ( 3 hours)</p> <p>.6Identifying nouns and verbs, differentiating between them, and understanding the rules related to them. ( 3hours)</p> <p>.7Studying objects and learning to use them in linguistic sentences. ( 3hours)</p> <p>.8Identifying numbers and using them correctly in phrases and sentences. ( 3hours)</p> <p>.9Studying common linguistic errors and their applications in linguistic texts. ( 3hours)</p> <p>.10Learn to use the nun and tanween, understand the meanings of prepositions, and use them correctly in sentences. ( 2hours)</p> <p>.11Recognize the formal aspects of administrative correspondence and understand its language and grammar. ( 2hours)</p> <p>.12Study examples of administrative correspondence and apply them in writing. ( 2 hours)</p> <p>These instructional materials provide students with a comprehensive understanding of linguistic concepts, grammar rules, and practical applications that help them develop their language skills.</p>
--	---

<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<p>The teaching and learning strategies used in language courses encompass a variety of approaches and techniques that enhance student learning. These strategies include:</p> <ol style="list-style-type: none"> <li>1. Active Engagement: Students are encouraged to actively participate in lessons through group discussions and interactive activities.</li> <li>2. Collaborative Learning: This fosters collaboration and cooperation among students through group work and projects, where students work together to achieve specific learning objectives.</li> </ol>

	<p>3. Practical Application: Students are provided with opportunities to apply acquired concepts and skills in practical, real-world contexts, promoting active engagement with the material.</p> <p>4. Use of Modern Technology: Students benefit from the use of technology in the learning process, such as using computers and the internet for research and self-directed learning.</p> <p>5. Immediate Feedback: Students receive immediate feedback and continuous assessment through both oral and written evaluations, helping them improve their performance and develop their skills.</p> <p>6. Diversification of Communication Methods: A variety of communication and teaching methods are employed, such as demonstration lectures, group discussions, practical activities, and presentations, to meet the diverse learning needs and styles of students. 7. By using these strategies, student interaction and effective learning are enhanced, and they are motivated to participate and acquire knowledge and skills in a comprehensive and engaging way.</p>
--	--

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	30	<b>Structured SWL (h/w)</b>	2
<b>Unstructured SWL (h/sem)</b>	45	<b>Unstructured SWL (h/w)يا</b>	3
<b>Total SWL (h/sem)</b>	75		

### Module Evaluation

#### تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	20% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7

<b>Summative assessment</b>	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction to Linguistic Errors: The Taa Marbuta, Tawilah, and Taa Maftuha
<b>Week 2</b>	Rules for Writing Alif Mamdudah and Alif Maqsurah
<b>Week 3</b>	Sun and Moon Letters
<b>Week 4</b>	Dhad and Dhaa
<b>Week 5</b>	Writing the Hamza
<b>Week 6</b>	Punctuation Marks
<b>Week 7</b>	Nouns and Verbs and Differentiating Between Them
<b>Week 8</b>	Objects + Numbers
<b>Week 9</b>	Midterm Exam
<b>Week 10</b>	Common Linguistic Errors
<b>Week 11</b>	Nun and Tanween + Meanings of Prepositions
<b>Week 12</b>	Midterm Exam
<b>Week 13</b>	Formal Aspects of Administrative Letters
<b>Week 15</b>	The Language of Administrative Letters + Examples of Administrative Correspondence
<b>Week 16</b>	Preparing for the Final Exam

## Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>	<p>General Arabic Language Workbook for Non-Specialized Sections</p> <p>Main References (Sources) and Recommended Supplementary Books</p> <p>Ibn Aqil's Commentary, Clear Grammar</p> <p>How to Master Grammar, Learn Spelling from A to Z</p> <p>Electronic Resources, Websites</p>	نعم
<b>Recommended Texts</b>	<p>3. <i>Journal of Nursing Ethics</i>. (n.d.). SAGE Publications. Retrieved from <a href="https://journals.sagepub.com/home/nej">https://journals.sagepub.com/home/nej</a></p> <p>4. Johnstone, M.-J. (2015). <i>Oxford handbook of nursing ethics</i>. Oxford University Press.</p> <p>3. Singer, P. A., Viens, A. M., &amp; Savulescu, J. (2014). <i>The Cambridge handbook of bioethics</i>. Cambridge University Press..</p>	لا
<b>Websites</b>	<p>5. American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/">https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/</a></p> <p>6. International Council of Nurses. (n.d.). <i>ICN Code of Ethics for Nurses</i> [Website]. Retrieved from <a href="https://www.icn.ch/who-we-are/code-ethics-nurses">https://www.icn.ch/who-we-are/code-ethics-nurses</a></p>	

## Grading Scheme

Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent		90 - 100	Outstanding Performance
	<b>B</b> - Very Good		80 - 89	Above average with some errors
	<b>C</b> – Good		70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory		60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## MODULE DESCRIPTION FORM

Module Information			
<b>Module Title</b>	<b>pharmacology</b>		<b>Module Delivery</b>
<b>Module Type</b>			<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
<b>Module Code</b>	<b>PHA2102</b>		
<b>ECTS Credits</b>	<b>2</b>		
<b>SWL (hr/sem)</b>	<b>50</b>		
<b>Module Level</b>	1	<b>Semester of Delivery</b>	1
<b>Administering Department</b>	Basic nursing	<b>College</b>	Nursing
<b>Module Leader</b>	Diha waleed salih	<b>e-mail</b>	<a href="mailto:dhuha.salih23@tu.edu.iq">dhuha.salih23@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>	Assistant lecturer	<b>Module Leader's Qualification</b>	master
<b>Module Tutor</b>		<b>e-mail</b>	
<b>Peer Reviewer Name</b>	Name	<b>e-mail</b>	E-mail
<b>Scientific Committee Approval Date</b>	4/11/2025	<b>Version Number</b>	

Relation with other Modules

<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

### Module Aims, Learning Outcomes and Indicative Contents

<b>Module Objectives</b>	<p>The study of pharmacology aims to understand the interactions between drugs and biological systems. The following are some of the main objectives of studying pharmacology:</p> <p>(1. Drug Mechanisms: To study how drugs produce their effects at the cellular and molecular levels, including pharmacodynamics) How drugs affect the body (pharmacokinetics) How the body affects drugs</p> <p>.2)Therapeutic Use: To understand how different drugs are used to treat different diseases and conditions, including understanding indications, contraindications, and potential side effects.</p> <p>.3)Drug Development: To understand the processes involved in the discovery, development, testing, and approval of new drugs, including regulatory aspects.</p> <p>.4)Safety and Efficacy: To evaluate drug safety profiles, including assessing adverse effects and drug interactions, to ensure that they provide benefits without undue risks.</p> <p>.5)Individual Variation: To explore how genetic, environmental, and lifestyle factors can influence drug response and promote personalized medicine approaches.</p> <p>.6)Impact on Public Health: To understand the broader impact of drug policies, access to drugs, and the role of pharmacy in public health initiatives.)</p> <p style="text-align: center;">In general, pharmacology is essential for advancing medical knowledge, improving patient care, and developing new therapeutic agents.</p>
<b>Module Learning Outcomes</b>	After obtaining this material, students will be able to gain knowledge and understanding of pharmacology, how drugs work, what they are used for, their side effects, and drug interactions.
<b>Indicative Contents</b>	The guidance content includes the following:

	<p>-2Using the lectures prepared by the course instructor.</p> <p>-3Utilizing the virtual library, the internet, and reliable academic websites.</p> <p>-4Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community.</p>
--	---

### Learning and Teaching Strategies

#### استراتيجيات التعلم والتعليم

<b>Strategies</b>	<ol style="list-style-type: none"> <li>1) (1Lectures delivered by the instructor using presentations and structured lectures.</li> <li>2)</li> <li>3) (2Utilization of modern technology and interactive activities to enhance understanding of the curriculum and improve comprehension of the material through videos and supplementary materials.</li> <li>4)</li> <li>5) (3Employment of discussion techniques by posing questions and topics to students, providing opportunities for discussion and answering, and presenting real-life examples to foster classroom interaction.</li> <li>6)</li> <li>7) (4Implementation of daily assignments, quizzes, and oral questions to motivate students.</li> <li>8)</li> <li>9) (5Organization of discussion groups to deepen understanding and comprehension of the course topics.</li> </ol>
-------------------	---

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	30	<b>Structured SWL (h/w)</b>	2
<b>Unstructured SWL (h/sem)</b>	20	<b>Unstructured SWL (h/w)</b>	3
<b>Total SWL (h/sem)</b>	50		

## Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (10)	5 and 10	LO #1, #2 and #10, #11
	Assignments	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	Report	1	10% (10)	13	LO #5, #8 and #10
Summative assessment	Midterm Exam	2hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

## Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	Principles of pharmacology. Drugs names, OTC Drugs
Week 2	Pharmacokinetic
Week 3	Absorption and distribution
Week 4	Metabolism and excretion
Week 5	Pharmacodynamics
Week 6	drug response
Week 7	Drugs acting on autonomic and somatic nervous system
Week 8	Cholinergic drugs
Week 9	Adrenergic drugs
Week 10	Drugs acting central nervous system
Week 11	Cardiovascular system drug
Week 12	Anti hyperlipidemia

<b>Week 13</b>	<b>Blood drugs</b>
<b>Week 14</b>	<b>Drug affecting gastrointestinal function</b>
<b>Week 15</b>	<b>Autacoids</b>
<b>Week 16</b>	<b>Anti-inflammatory drugs</b>

### Learning and Teaching Resources

	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	<b>Nursing Drug Handbook (Nursing Drug Handbooks) Lippincott Williams &amp; Wilkins</b>	نعم
<b>Recommended Texts</b>	<b>Davis's Drug Guide for Nurses pril Hazard Vallerand PhD RN FAAN</b>	لا
<b>Websites</b>	<b>Mosby's 2025 Nursing Drug Reference  Linda Skidmore-Roth RN MSN NP</b>	

### Grading Scheme

<b>Group</b>	<b>Grade</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A – Excellent</b>	90 - 100	Outstanding Performance
	<b>B - Very Good</b>	80 - 89	Above average with some errors
	<b>C – Good</b>	70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>	60 - 69	Fair but with major shortcomings

	<b>E</b> – Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## MODULE DESCRIPTION FORM

Module Information				
<b>Module Title</b>	<b>Human growth and development</b>		<b>Module Delivery</b>	
<b>Module Type</b>	Core		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture – Lab - Tutorial <input type="checkbox"/> Practical -Seminar	
<b>Module Code</b>	<b>3202 NUR</b>			
<b>ECTS Credits</b>	3			
<b>SWL (hr/sem)</b>	<b>100</b>			
<b>Module Level</b>	1	<b>Semester of Delivery</b>		
<b>Administering Department</b>	Clinical nursing		<b>College</b>	nursing
<b>Module Leader</b>	Ahmed hashem		<b>e-mail</b>	ah70.tucam@tu.edu.iq
<b>Module Leader's Acad. Title</b>	Prof		<b>Module Leader's Qualification</b>	phd
<b>Module Tutor</b>	Ahmed hashem		<b>e-mail</b>	ah70.tucam@tu.edu.iq
<b>Peer Reviewer Name</b>	Name		<b>e-mail</b>	E-mail
<b>Scientific Committee Approval Date</b>	4/11/2025		<b>Version Number</b>	

### Relation with other Modules

<b>Relation with other Modules</b>			
<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

### Module Aims, Learning Outcomes and Indicative Contents

<b>Module Aims, Learning Outcomes and Indicative Contents</b>	
<b>Module Objectives</b>	<ol style="list-style-type: none"> <li>1. .1A proper understanding of the stages of child development, including weight, height, and head size.</li> <li>2. .2Introducing the student to the fundamentals of child development, which include:</li> <li>3. .1Visual development</li> <li>4. .2Hearing development</li> <li>5. .3Motor development</li> <li>6. .4Speech development</li> <li>7. .5Comprehension development</li> <li>8. .6Fine motor skills development</li> </ol>
<b>Module Learning Outcomes</b>	<p>After completing this course, the student will be able to:</p> <p>.1Understand the stages of child growth</p> <ol style="list-style-type: none"> <li>1. .2Understand the developmental stages of children</li> </ol>
<b>Indicative Contents</b>	<p>The guidance content includes the following:</p> <p>-2Using the lectures prepared by the course instructor.</p> <p>-3Utilizing the virtual library, the internet, and reliable academic websites.</p>

	-4Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community.
--	---

<b>Learning and Teaching Strategies</b> استراتيجيات التعلم والتعليم	
<b>Strategies</b>	<ol style="list-style-type: none"> <li>1) (1Lectures delivered by the instructor using presentations and structured lectures.</li> <li>2) (2Utilization of modern technology and interactive activities to enhance understanding of the curriculum and improve comprehension of the material through videos and supplementary materials.</li> <li>3) (3Employment of discussion techniques by posing questions and topics to students, providing opportunities for discussion and answering, and presenting real-life examples to foster classroom interaction.</li> <li>4) (4Implementation of daily assignments, quizzes, and oral questions to motivate students.</li> <li>5) (5Organization of discussion groups to deepen understanding and comprehension of the course topics.</li> </ol>

<b>Student Workload (SWL)</b>			
<b>Structured SWL (h/sem)</b>	30	<b>Structured SWL (h/w)<sup>1</sup></b>	2
<b>Unstructured SWL (h/sem)</b>	45	<b>Unstructured SWL (h/w)</b>	3
<b>Total SWL (h/sem)</b>	75		

--	--

<b>Module Evaluation</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Quizzes</b>	2	20% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Introduction to Evolutionary Theories
<b>Week 2</b>	Weight
<b>Week 3</b>	Introduction to Evolutionary Theories
<b>Week 4</b>	Congenital Brain Development

<b>Week 5</b>	Language Development
<b>Week 6</b>	Language Development
<b>Week 7</b>	The Family and Its Impact on Child Development
<b>Week 8</b>	Midterm Exam
<b>Week 9</b>	Development During the First Year
<b>Week 10</b>	Growth and Development in Youth and the Elderly
<b>Week 11</b>	Growth and Development in Youth and the Elderly
<b>Week 12</b>	Development in Children and Adults
<b>Week 13</b>	Development in Children and Adults
<b>Week 14</b>	Development in the Elderly
<b>Week 15</b>	Development in the Elderly
<b>Week 16</b>	Death

<b>Learning and Teaching Resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	1. Butts, J. B., & Rich, K. L. (2019). <i>Nursing ethics: Across the curriculum and into practice</i> (5th ed.). Jones & Bartlett Learning. 2. Burkhardt, M. A., & Nathaniel, A. K. (2020). <i>Ethics and issues in contemporary nursing</i> (5th ed.). Cengage Learning.	yes

<b>Recommended Texts</b>	<ol style="list-style-type: none"> <li>1. <i>Journal of Nursing Ethics</i>. (n.d.). SAGE Publications. Retrieved from <a href="https://journals.sagepub.com/home/nej">https://journals.sagepub.com/home/nej</a></li> <li>2. Johnstone, M.-J. (2015). <i>Oxford handbook of nursing ethics</i>. Oxford University Press.</li> <li>3. Singer, P. A., Viens, A. M., &amp; Savulescu, J. (2014). <i>The Cambridge handbook of bioethics</i>. Cambridge University Press..</li> </ol>	no
<b>Websites</b>	<ol style="list-style-type: none"> <li>1. American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/">https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/</a></li> <li>2. International Council of Nurses. (n.d.). <i>ICN Code of Ethics for Nurses</i> [Website]. Retrieved from <a href="https://www.icn.ch/who-we-are/code-ethics-nurses">https://www.icn.ch/who-we-are/code-ethics-nurses</a></li> </ol>	

<b>Grading Scheme</b>				
<b>Group</b>	<b>Grade</b>		<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>		90 - 100	Outstanding Performance
	<b>B - Very Good</b>		80 - 89	Above average with some errors
	<b>C – Good</b>		70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>		60 - 69	Fair but with major shortcomings

	<b>E - Sufficient</b>		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## MODULE DESCRIPTION FORM

Module Information			
Module Title	<b>Biostatistics</b>		Module Delivery
Module Type	S		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> lecture <input type="checkbox"/> ULab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	STA3105		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	UGIII	Semester of Delivery	
Administering Department	Basic nursing science	College	nursing
Module Leader	Nashwan naser nattah		e-mail: Nashwannaser2@gmail.com
Module Leader's Acad. Title		Module Leader's Qualification	Dr
Module Tutor	Nashwan naser nattah		e-mail: Nashwannaser2@gmail.com
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	00/00/2025	Version Number	

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Module Objectives	<ul style="list-style-type: none"> <li>To provide students with a basic understanding of the fundamental principles of statistics and their application in conducting scientific research in nursing and medicine to achieve accurate scientific results.</li> </ul>

	<ul style="list-style-type: none"> <li>• To teach students how to address and resolve problems using mathematical and statistical methods.</li> <li>• To identify different types of research and understand appropriate statistical techniques.</li> <li>• To extract results that align with the research objective.</li> <li>• To utilize optimal statistical methods in data analysis.</li> <li>• To recognize the importance of human health and well-being.</li> <li>• To explore nursing research that directly impacts human health.</li> </ul>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding basic statistical terminology, types of statistics, and study objectives</li> <li>• Identifying data collection methods and types, distinguishing between population and sample, and understanding variables and their types</li> <li>• Learning how to classify and represent data using frequency distribution tables, and how to calculate percentages</li> <li>• Learning how to represent statistical parameters graphically using mathematical formulas</li> <li>• Learning how to find the most representative data</li> </ul>
<b>Indicative Contents</b>	<ul style="list-style-type: none"> <li>• Definition and importance of statistics</li> <li>• Types of statistics (descriptive – inferential)</li> <li>• The concept of data and its types (quantitative – qualitative)</li> <li>• Data collection methods Organizing data in tables</li> <li>• Graphical representation of data</li> <li>• Measures of central tendency (mean, median, mode)</li> <li>• Measures of dispersion (range, variance, standard deviation)</li> <li>• Fundamentals of probability</li> <li>• Data interpretation and decision-making</li> </ul>

<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Through lectures using PowerPoint and the whiteboard</li> <li>•</li> <li>• Continuous discussion through questions and answers within the classroom, encouraging students to think critically and thus to learn independently and engage with the subject matter.</li> </ul>

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	30	<b>Structured SWL (h/w)</b>	
<b>Unstructured SWL (h/sem)</b>	20	<b>Unstructured SWL (h/w)</b>	
<b>Total SWL (h/sem)</b>	<b>50</b>		

### Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	3% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	2% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Report</b>	1	5% (10)	3	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	20% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction to Statistics
<b>Week 2</b>	Data Collection Methods and Sources
<b>Week 3</b>	Population, Sample, and Sample Types
<b>Week 4</b>	Steps for Creating Frequency Distribution Tables and Representing Data
<b>Week 5</b>	Graphical Representation
<b>Week 6</b>	Measures of Central Tendency and Their Definition
<b>Week 7</b>	Arithmetic Mean
<b>Week 8</b>	Mode
<b>Week 9</b>	First Midterm Exam
<b>Week 10</b>	Media
<b>Week 11</b>	Measures of Dispersion and Their Definition
<b>Week 12</b>	Range
<b>Week 13</b>	Variability
<b>Week 14</b>	Standard Deviation
<b>Week 15</b>	Correlation and Regression Coefficient
<b>Week 16</b>	

### Learning and Teaching Resources

	<b>Text</b>	<b>Available in the Library?</b>

<b>Required Texts</b>	Title: Schaum's Outline Series	NO
<b>Recommended Texts</b>	Author: Dr. Murray R. Spiegel	NO
<b>Websites</b>		

Grading Scheme				
Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent		90 - 100	Outstanding Performance
	<b>B</b> - Very Good		80 - 89	Above average with some errors
	<b>C</b> – Good		70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory		60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required
<p><b>Note:</b> Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

## MODULE DESCRIPTION FORM

<b>Module Information</b>
---------------------------

Module Title	<b>Nutrition</b>		Module Delivery	
Module Type	<b>S</b>		<input checked="" type="checkbox"/> Theory	
Module Code	<b>Nur3104</b>		<input checked="" type="checkbox"/> lecture	
ECTS Credits	<b>2</b>		<input type="checkbox"/> Lab	
SWL (hr/sem)	<b>50</b>		<input type="checkbox"/> Tutorial	
			<input type="checkbox"/> Practical	
			<input checked="" type="checkbox"/> Seminar	
Module Level	<b>UGIII</b>	Semester of Delivery		
Administering Department	<b>Clinical nursing</b>	College	<b>nursing</b>	
Module Leader	<b>Furat latif kareem</b>	e-mail	<a href="mailto:Furat.k.mohammed@tu.edu.iq">Furat.k.mohammed@tu.edu.iq</a>	
Module Leader's Acad. Title	<b>Lecturer</b>	Module Leader's Qualification	<b>pHD</b>	
Module Tutor	<b>Furat latif kareem</b>	e-mail	<a href="mailto:Furat.k.mohammed@tu.edu.iq">Furat.k.mohammed@tu.edu.iq</a>	
Peer Reviewer Name	Name	e-mail	E-mail	
Scientific Committee Approval Date	00/00/2025	Version Number	07838544324	

### Relation with other Modules

Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

### Module Aims, Learning Outcomes and Indicative Contents

Module Objectives	.1To introduce students to basic nutritional concepts and the functions of nutrients.
-------------------	---

	<p>.2To connect nutrition with health, disease, prevention, and the promotion of a healthy lifestyle.</p> <p>.3To enable students to assess nutritional status and interpret key clinical and laboratory indicators.</p> <p>.4To equip students with the skills to develop nutritional plans/interventions within nursing care.</p> <p>.5To apply the principles of nutritional therapy to common hospital-acquired illnesses.</p>
<p><b>Module Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. Explains basic nutritional concepts and the functions of macronutrients and micronutrients.</li> <li>2. Determines the body's energy and nutrient requirements based on age and health status.</li> <li>3. Collects nutritional history and assesses nutritional status using simple indicators (BMI, body measurements, clinical signs, baseline tests).</li> <li>4. Recognizes signs of malnutrition, obesity, and vitamin and mineral deficiencies and their health effects.</li> <li>5. Interprets common nutritional problems and suggests appropriate initial nutritional interventions.</li> <li>6. Develops an initial nutritional treatment plan for common conditions (diabetes, hypertension, heart, kidney, liver, digestive disorders).</li> <li>7. Provides effective nutritional education to the patient/family and supports lifestyle modifications.</li> </ol>

	<p>Implements the nursing role in nutritional support (oral/tube/intravenous), .8 monitoring response and complications, and adhering to food safety principles.</p>
<p><b>Indicative Contents</b> المحتويات الإرشادية</p>	<ul style="list-style-type: none"> <li>• • Introduction to Nutrition: Basic Concepts, Dietary Recommendations, Reading Food Labels.</li> <li>•</li> <li>• • Digestion, Absorption, and Metabolism (in simple terms).</li> <li>•</li> <li>• • Energy, Daily Requirements, and Energy Balance (BMR/BMI).</li> <li>•</li> <li>• • Macronutrients: Carbohydrates, Fats, Proteins (Functions/Sources/Imbalances).</li> <li>•</li> <li>• • Micronutrients: The Most Clinically Important Vitamins and Minerals.</li> <li>•</li> <li>• • Water, Electrolytes, and Fluid Balance.</li> <li>•</li> <li>• • Nutrition Through the Life Stages (Pregnancy, Lactation, Childhood, Adolescence, Adulthood, Elderly).</li> <li>•</li> <li>• • Nutritional Status Assessment: Dietary History, Anthropometric Measurements, Indicators of Malnutrition/Obesity.</li> <li>•</li> <li>• • Malnutrition: Types, Causes, Signs, and Clinical Implications.</li> <li>•</li> <li>• • Obesity, Metabolic Syndrome, and Lifestyle Modification.</li> <li>•</li> <li>• • Principles of Nutritional Therapy and Meal Planning.</li> <li>•</li> <li>• • Nutritional Therapy for Diabetes.</li> <li>•</li> <li>• • Nutritional Therapy for Hypertension, Cardiovascular Disease, and Lipid Disorders.</li> <li>•</li> <li>• • Nutritional Therapy for Kidney Disease.</li> <li>•</li> <li>• • Nutritional Therapy for Liver Disease. • Nutritional therapy for: gastrointestinal disorders (GERD/ulcers/diarrhea/constipation/IBD).</li> <li>•</li> <li>• • Nutritional therapy for: anemia, nutrient deficiencies, and malabsorption.</li> <li>•</li> <li>• • Nutrition in special/critical situations (general principles).</li> <li>•</li> <li>• • Nutritional support: oral/tube/intravenous, the role of nursing, and monitoring complications.</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Food safety, health education, patient communication, and referral to a nutritionist..</li> </ul>
--	--

<b>Learning and Teaching Strategies</b>	
---	--

<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Interactive lectures supported by clinical examples.</li> <li>• Classroom discussions and Q&amp;A sessions.</li> <li>• Clinical case studies related to therapeutic nutrition.</li> <li>• Problem-based learning.</li> <li>• Small group work and short student presentations.</li> <li>• Practical workshops: calculating BMI/calorie requirements/planning simple meals.</li> <li>• Role-playing exercises in collecting dietary history and health education.</li> <li>• Short assignments/reports and analyzing food labels.</li> <li>• Periodic short quizzes to reinforce learning.             <ul style="list-style-type: none"> <li>• Use of digital teaching aids (short videos/models/charts).</li> </ul> </li> </ul>
-------------------	---

<b>Student Workload (SWL)</b>			
<b>Structured SWL (h/sem)</b>	<b>30</b>	<b>Structured SWL (h/w)</b>	
<b>Unstructured SWL (h/sem)</b>	<b>20</b>	<b>Unstructured SWL (h/w)<sup>1</sup></b>	
<b>Total SWL (h/sem)</b>	<b>50</b>		

<b>Module Evaluation</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Quizzes</b>	<b>2</b>	<b>20%</b>	<b>5 and 10</b>	<b>LO #1, #2 and #10, #11</b>
	<b>Assignments</b>	<b>2</b>	<b>10%</b>	<b>2 and 12</b>	<b>LO #3, #4 and #6, #7</b>
	<b>Report</b>	<b>1</b>	<b>10%</b>	<b>13</b>	<b>LO #5, #8 and #10</b>
<b>Summative assessment</b>	<b>Midterm Exam</b>	<b>2 hr</b>	<b>10%</b>	<b>7</b>	<b>LO #1 - #7</b>
	<b>Final Exam</b>	<b>3 hr</b>	<b>50%</b>	<b>16</b>	<b>All</b>
<b>Total assessment</b>			<b>100% (100 Marks)</b>		

<b>Delivery Plan (Weekly Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	<b>Introduction to Nutrition (concepts, nutrition &amp; health, balanced diet)</b>
<b>Week 2</b>	<b>Digestion, Absorption, and Basic Metabolism</b>
<b>Week 3</b>	<b>Energy Balance (BMR, daily energy needs, BMI, weight status)</b>
<b>Week 4</b>	<b>Carbohydrates and Dietary Fiber (types, functions, food sources)</b>
<b>Week 5</b>	<b>Proteins (functions, quality, requirements, deficiency/excess)</b>
<b>Week 6</b>	<b>Lipids/Fats (types of fats, cholesterol, healthy vs. unhealthy fats)</b>
<b>Week 7</b>	<b>Fat-Soluble Vitamins (A, D, E, K): roles, deficiency, toxicity</b>
<b>Week 8</b>	<b>Water-Soluble Vitamins (B-complex, C): roles, common deficiencies</b>
<b>Week 9</b>	<b>Minerals, Water, and Electrolytes (iron, calcium, zinc; fluid balance)</b>
<b>Week 10</b>	<b>اختبار منتصف الفصل</b>
<b>Week 11</b>	<b>Nutrition Across the Lifespan (pregnancy, lactation, childhood, adolescence, older adults)</b>
<b>Week 12</b>	<b>Nutritional Assessment (diet history, BMI, basic anthropometrics, clinical signs)</b>
<b>Week 13</b>	<b>Malnutrition and Obesity (types, causes, consequences, prevention)</b>
<b>Week 14</b>	<b>Diet Therapy for Diabetes (meal planning, carbohydrate distribution, education points)</b>
<b>Week 15</b>	<b>Diet Therapy for Hypertension &amp; Heart Disease + Basics of Renal Diet</b>
<b>Week 16</b>	<b>Diet Therapy for GI &amp; Liver Disorders + Comprehensive Review</b>

اختبار نهاية الفصل

### Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	1- Allender, J. and Spradley, B., Community Health Nursing Concepts and practice, 5th ed., New York, Lippincott, 2001.	yes
Recommended Texts	2- Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 7th Ed,	no
Websites	3. American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/">https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/</a> 2. International Council of Nurses. (n.d.). <i>ICN Code of Ethics for Nurses</i> [Website]. Retrieved from <a href="https://www.icn.ch/who-we-are/code-ethics/nurses">https://www.icn.ch/who-we-are/code-ethics/nurses</a> 3. Google scholar, Pupmed, NCIB	

## Grading Scheme

Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent		90 - 100	Outstanding Performance
	<b>B</b> - Very Good		80 - 89	Above average with some errors
	<b>C</b> – Good		70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory		60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

# MODULE DESCRIPTION FORM

Module Information			
Module Title	Pediatric Nursing		Module Delivery
Module Type	C		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input checked="" type="checkbox"/> U Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	NUR302		
ECTS Credits	20		
SWL (hr/sem)	500		
Module Level	UGII	Semester of Delivery	
Administering Department	Clinical nursing science	College	nursing
Module Leader	Nabaa thamire	e-mail	Nabaa.t.mahmoud@tu.edu.iq
Module Leader's Acad. Title		Module Leader's Qualification	Master degree
Module Tutor	Nabaa thamire	e-mail	Nabaa.t.mahmoud@tu.edu.iq
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	28/10/2025	Version Number	

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	
Module Aims, Learning Outcomes and Indicative Contents			

<b>Module Objectives</b>	<p>Implement nursing care for children with:</p> <ol style="list-style-type: none"> <li>1. Respiratory disease .</li> <li>2. Gastrointestinal disease . <ul style="list-style-type: none"> <li>• Demonstrate pediatric nursing procedures related to:</li> </ul> </li> <li>3. Restraining.</li> <li>4. Blood withdrawal .</li> <li>5. CFS.</li> <li>6. Setting IV fluid .</li> <li>7. Giving IM injection.</li> </ol> <ul style="list-style-type: none"> <li>•Analyze critically the condition of the child and adolescent with blood disease .</li> <li>•Applied scientific approach during practice of nursing care with children and adolescent.</li> <li>• Identify the needs of children and adolescent with special needs (Handicapped children</li> </ul>
<b>Module Learning Outcomes</b>  مخرجات التعلم للمادة الدراسية	<p>Upon completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the basic child's needs (age related needs and concerns(</li> <li>• Assess the child and adolescents physically</li> <li>• Outline the communication techniques to deal with the child and adolescents</li> <li>• Discuss the types of accidents according to the stages of growth and development</li> <li>• Provide traumatic care for hospitalized child and adolescents</li> <li>• Identify the high-risk infants and figure out their physical and psychological problems</li> <li>• Discuss nutritional assessment and figure out the child's and adolescent with nutritional problems</li> <li>• Utilize the nursing process to deal with child's health problems</li> </ul>

	<ul style="list-style-type: none"> <li>• Emphasis on preventive aspects of care to promote health for children and adolescents</li> </ul>
<b>Indicative Contents</b>	<p>The guidance content includes the following:</p> <ol style="list-style-type: none"> <li>1.- Using the lectures prepared by the course instructor.</li> <li>2. Utilizing the virtual library, the internet, and reliable academic websites.</li> <li>3. Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community.</li> </ol>

### Learning and Teaching Strategies

<b>Strategies</b>	<ol style="list-style-type: none"> <li><b>1. Delivering the lecture by the instructor through presentations and structured (curricular) lectures.</b></li> <li><b>2. Using modern technology and interactive activities to understand the curriculum and increase comprehension of the material through videos and supporting resources.</b></li> <li><b>3. Using the discussion method by posing questions and topics to students, allowing them to discuss and answer them, and providing real-life examples to enhance classroom interaction.</b></li> <li><b>4. Activating assignments, daily quizzes, and oral questions to stimulate students' motivation.</b></li> <li><b>5. Preparing discussion sessions to expand understanding and awareness of the course topics.</b></li> </ol>
-------------------	--

### Student Workload (SWL)

<b>Structured SWL (h/sem)</b> J	<b>255</b>	<b>Structured SWL (h/w)</b>	
<b>Unstructured SWL (h/sem)</b>	<b>245</b>	<b>Unstructured SWL (h/w)</b>	
<b>Total SWL (h/sem)</b>	<b>500</b>		

<b>Module Evaluation</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Quizzes</b>	2	20% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>
--

	Material Covered
Week 1	<b>Part 1. Introduction Pediatric Nursing.</b>
Week 2	<input type="checkbox"/> <b>Perspectives of Pediatric Nursing</b>
Week 3	<input type="checkbox"/> <b>Communication with children</b>
Week 4	<input type="checkbox"/> <b>Immunization &amp; immunity</b>
Week 5	<b>Health assessment of the child</b>
Week 6	<b>Respiratory Disorders</b>
Week 7	<b>Exam</b>
Week 8	<b>Gastrointestinal Disorders</b>
Week 9	<b>Cardiovascular Disorders</b>
Week 10	<b>Neurological Disorders</b>
Week 11	<b>Genitourinary Disorders</b>
Week 12	<b>Endocrine Disorders</b>
Week 13	<b>Pain and Symptom Management</b>
Week 14	<b>Psychosocial Support</b>
Week 15	<b>Pediatric Emergencies</b>
Week 16	<b>End of term exam</b>

## Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
Week 1	<b>Part 1. Introduction Pediatric Nursing.</b>
Week 2	<input type="checkbox"/> <b>Perspectives of Pediatric Nursing</b>
Week 3	<input type="checkbox"/> <b>Communication with children</b>
Week 4	<input type="checkbox"/> <b>Immunization &amp; immunity</b>
Week 5	<b>Health assessment of the child</b>
Week 6	<b>Respiratory Disorders</b>
Week 7	<b>Exam</b>
Week 8	<b>Gastrointestinal Disorders</b>
Week 9	<b>Cardiovascular Disorders</b>
Week 10	<b>Neurological Disorders</b>
Week 11	<b>Genitourinary Disorders</b>
Week 12	<b>Endocrine Disorders</b>
Week 13	<b>Pain and Symptom Management</b>
Week 14	<b>Psychosocial Support</b>
Week 15	<b>Pediatric Emergencies</b>
Week 16	

## Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>	<p>Marlow, D., R., Text book of Pediatric Nursing, 5th ed., Philadelphia: W. B. Saunders Company, 1983.</p> <p>.2Gupte, S., The short textbook of pediatrics, 5th ed., New Delhi: Jaypee Brothers, 1985</p>	NO
<b>Recommended Texts</b>	<p>Wong’s nursing care of infants and children /edited by Marilyn J. Hockenberry, David Wilson.10th edition. Copyright © 2020 by Mosby, an imprint of Elsevier Inc.</p> <ul style="list-style-type: none"> <li>• Pillitteri, Adele. Maternal and child health nursing: care of the childbearing and childrearing family/Adele Pillitteri. — 6thed.Copyright © 2021 Adele Pillitteri</li> </ul>	NO
<b>Websites</b>	<p>Wong’s nursing care of infants and children /edited by Marilyn J. Hockenberry, David Wilson.10th edition. Copyright © 2020 by Mosby, an imprint of Elsevier Inc.</p> <ul style="list-style-type: none"> <li>• Pillitteri, Adele. Maternal and child health nursing: care of the childbearing and childrearing family/Adele Pillitteri. — 6thed.Copyright © 2021 Adele Pillitteri</li> </ul>	

## Grading Scheme

Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent		90 - 100	Outstanding Performance
	<b>B</b> - Very Good		80 - 89	Above average with some errors
	<b>C</b> - Good		70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory		60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## MODULE DESCRIPTION FORM

<b>Module Information</b>			
<b>Module Title</b>	<b>Maternal and Newborn Nursing</b>		<b>Module Delivery</b>
<b>Module Type</b>	<b>C</b>		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input checked="" type="checkbox"/> U Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
<b>Module Code</b>	<b>NUR3101</b>		
<b>ECTS Credits</b>	<b>20</b>		
<b>SWL (hr/sem)</b>	<b>500</b>		
<b>Module Level</b>	UGIII	<b>Semester of Delivery</b>	
<b>Administering Department</b>	Clinical nursing science	<b>College</b>	Nursing
<b>Module Leader</b>	Nariman Mohammed Ahmed	<b>e-mail</b>	narynurse@tu.edu.iq
<b>Module Leader's Acad. Title</b>		<b>Module Leader's Qualification</b>	Dr
<b>Module Tutor</b>	Nariman Mohammed Ahmed	<b>e-mail</b>	narynurse@tu.edu.iq
<b>Peer Reviewer Name</b>	Name	<b>e-mail</b>	E-mail
<b>Scientific Committee Approval Date</b>	00/00/2025	<b>Version Number</b>	2025-2026

<b>Relation with other Modules</b>			
<b>Prerequisite module</b>	Pediatric Nursing + Fundamentals of Nursing	<b>Semester</b>	Six+ two
<b>Co-requisites module</b>	Nutrition and Diet Therapy	<b>Semester</b>	Five

## Module Aims, Learning Outcomes and Indicative Contents

<b>Module Objectives</b>	<ul style="list-style-type: none"> <li>• Introduce students to the concepts of maternal and newborn nursing.</li> <li>• Develop students' theoretical and practical skills in providing nursing care for women during pregnancy, labor, delivery, and postpartum periods.</li> <li>• Enable students to assess, plan, implement, and evaluate nursing care for the newborn.</li> <li>• Promote safe, ethical, and evidence-based nursing practices related to maternal and neonatal health</li> </ul>
<b>Module Learning Outcomes</b>  مخرجات التعلم للمادة الدراسية	<p>By the end of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the anatomy and physiology of the female reproductive system.</li> <li>2. Describe the physiological changes during pregnancy, labor, and the postpartum period.</li> <li>3. Identify common complications of pregnancy, labor, and childbirth.</li> <li>4. Apply appropriate nursing interventions for mothers during antenatal, intrapartum, and postnatal periods.</li> <li>5. Demonstrate essential nursing care for the normal newborn.</li> <li>6. Recognize danger signs in mothers and newborns and take appropriate actions.</li> <li>7. Apply principles of infection control and patient safety in maternal and neonatal care.</li> <li>8. Demonstrate professional and ethical behavior when dealing with mothers, newborns, and families</li> </ol>
<b>Indicative Contents</b>  المحتويات الإرشادية	<p>The guidance content includes the following:</p> <ol style="list-style-type: none"> <li>1. Lectures prepared and delivered by the course instructor.</li> <li>2. Use of the virtual library, internet resources, and reliable academic websites.</li> <li>3. Reviewing updated textbooks and scientific references related to maternal and newborn nursing.</li> <li>4. Enriching course materials with recent evidence-based practices that benefit students and the community.</li> </ol>

## Learning and Teaching Strategies

<b>Strategies</b>	<ol style="list-style-type: none"> <li>1. Delivering lectures through presentations and structured theoretical content.</li> </ol>
-------------------	--

	<ol style="list-style-type: none"> <li>2. Using audiovisual materials and educational videos to enhance understanding.</li> <li>3. Interactive discussions, case studies, and problem-solving sessions.</li> <li>4. Clinical demonstrations and supervised practice in laboratory/clinical settings.</li> <li>5. Assignments, quizzes, and oral questioning to motivate students and reinforce learning.</li> </ol>
--	---

Student Workload (SWL)			
Structured SWL (h/sem)	<b>255</b>	Structured SWL (h/w)	<b>20</b>
Unstructured SWL (h/sem)	<b>245</b>	Unstructured SWL (h/w)	17
Total SWL (h/sem)	<b>500</b>		

Module Evaluation					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (10)	5 and 10	LO #1, #2 and #10, #11
	Assignments	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	Report	1	10% (10)	13	LO #5, #8 and #10
Summative assessment	Midterm Exam	2hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	Material Covered
<b>Week 1</b>	Introduction to maternal and newborn nursing
<b>Week 2</b>	Anatomy and physiology of the female reproductive system
<b>Week 3</b>	Pregnancy: physiological and psychological changes
<b>Week 4</b>	Antenatal care and common pregnancy discomforts
<b>Week 5</b>	Complications during pregnancy
<b>Week 6</b>	Labor and stages of normal delivery
<b>Week 7</b>	Labor and stages of normal delivery
<b>Week 8</b>	Midterm Exam
<b>Week 9</b>	Nursing care during labor
<b>Week 10</b>	Postpartum period and nursing care
<b>Week 11</b>	Complications of the postpartum period
<b>Week 12</b>	Normal newborn characteristics
<b>Week 13</b>	Essential care of the newborn
<b>Week 14</b>	Neonatal complications
<b>Week 15</b>	Breastfeeding and maternal education
<b>Week 16</b>	End of term exam

### Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
<b>Week 1</b>	Orientation to lab and infection control

Week 2	Antenatal assessment
Week 3	Abdominal examination of pregnant women
Week 4	Monitoring labor
Week 5	Newborn assessment
Week 6	Newborn care procedures
Week 7	----
Week 8	Postpartum care
Week 9	Breastfeeding techniques
Week 10	Neonatal resuscitation (basic)
Week 11	Case studies
Week 12	Clinical evaluation
Week 13	Clinical report
Week 14	Revision
Week 15	-----
Week 16	----

### Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	<ul style="list-style-type: none"> <li>• Lowdermilk, D., Perry, S., Cashion, K., &amp; Alden, K. <b>Maternity and Women's Health Care</b>, 11th Edition, Elsevier.</li> <li>• Ricci, S. <b>Essentials of Maternity, Newborn, and Women's Health Nursing</b>, Wolters Kluwer</li> </ul>	
Recommended Texts	<ul style="list-style-type: none"> <li>• Pillitteri, A. <b>Maternal &amp; Child Health Nursing</b>, Lippincott Williams &amp; Wilkins.</li> <li>• WHO guidelines on maternal and newborn health.</li> </ul>	

<b>Websites</b>	<ul style="list-style-type: none"> <li>• World Health Organization (WHO) – Maternal and Newborn Health</li> <li>• International Council of Nurses (ICN) – Code of Ethics</li> </ul>
-----------------	---

<b>Grading Scheme</b>				
<b>Group</b>	<b>Grade</b>		<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>		90 - 100	Outstanding Performance
	<b>B - Very Good</b>		80 - 89	Above average with some errors
	<b>C - Good</b>		70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>		60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required
<p><b>Note:</b> Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

## MODULE DESCRIPTION FORM

### Module Information

<b>Module Title</b>	<b>Research Methods</b>		<b>Module Delivery</b>	
<b>Module Type</b>	S		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> lecture <input type="checkbox"/> U Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
<b>Module Code</b>	<b>NUR3102</b>			
<b>ECTS Credits</b>	3			
<b>SWL (hr/sem)</b>	<b>75</b>			
<b>Module Level</b>	UGIII	<b>Semester of Delivery</b>		
<b>Administering Department</b>	Basic nursing science	<b>College</b>	Nursing	
<b>Module Leader</b>	Dr.Mahmood Hasan		<b>e-mail</b>	<a href="mailto:Mahmood.h.m90@tu.edu.iq">Mahmood.h.m90@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>		<b>Module Leader's Qualification</b>		Dr
<b>Module Tutor</b>	Dr.Mahmood Hasan		<b>e-mail</b>	<a href="mailto:Mahmood.h.m90@tu.edu.iq">Mahmood.h.m90@tu.edu.iq</a>
<b>Peer Reviewer Name</b>	Name	<b>e-mail</b>	<a href="mailto:Mahmood.h.m90@tu.edu.iq">Mahmood.h.m90@tu.edu.iq</a>	
<b>Scientific Committee Approval Date</b>	4/11/2025	<b>Version Number</b>		

### Relation with other Modules

<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

### Module Aims, Learning Outcomes and Indicative Contents

<b>Module Objectives</b>	This course is designed to introduce students to the fundamental principles of research methods, focusing on both theoretical understanding and practical research skills. The course emphasizes the systematic process of scientific research, ethical considerations, data collection, analysis, and scientific writing across different disciplines.
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. <b>Explain</b> the fundamental concepts, terminology, and importance of scientific research.</li> <li>2. <b>Identify and formulate</b> research problems, research questions, and objectives.</li> <li>3. <b>Differentiate</b> between qualitative, quantitative, and mixed-methods research designs.</li> <li>4. <b>Conduct</b> a basic literature review using academic databases and credible sources.</li> <li>5. <b>Select and justify</b> appropriate sampling techniques and data collection methods.</li> <li>6. <b>Apply</b> basic descriptive and inferential statistical methods for data analysis.</li> <li>7. <b>Interpret</b> research findings and draw valid conclusions.</li> <li>8. <b>Demonstrate</b> awareness of ethical principles and responsible conduct in research.</li> <li>9. <b>Prepare</b> a structured research proposal following accepted academic standards.</li> <li>10. <b>Communicate</b> research ideas and results effectively in written and oral formats.</li> </ol>
<b>Indicative Contents</b>	<p>The guidance content includes the following:</p> <ol style="list-style-type: none"> <li>1.- Using the lectures prepared by the course instructor.</li> <li>2. Utilizing the virtual library, the internet, and reliable academic websites.</li> <li>3. Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community.</li> </ol>

<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	1. Delivering the lecture by the instructor through presentations and structured (curricular) lectures.

	<p>2. Using modern technology and interactive activities to understand the curriculum and increase comprehension of the material through videos and supporting resources.</p> <p>3. Using the discussion method by posing questions and topics to students, allowing them to discuss and answer them, and providing real-life examples to enhance classroom interaction.</p> <p>4. Activating assignments, daily quizzes, and oral questions to stimulate students' motivation.</p> <p>5. Preparing discussion sessions to expand understanding and awareness of the course topics.</p>
--	---

<b>Student Workload (SWL)</b>			
<b>Structured SWL (h/sem)</b>	45	<b>Structured SWL (h/w)</b>	
<b>Unstructured SWL (h/sem)</b>	30	<b>Unstructured SWL (h/w)</b>	
<b>Total SWL (h/sem)</b>	<b>75</b>		

<b>Module Evaluation</b>				
	<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>

<b>Formative assessment</b>	<b>Quizzes</b>	2	20% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	10% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Report</b>	1	10% (10)	13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	10% (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Introduction to Research Methods; Definition and Purpose of Research; Types of Research (Basic, Applied, Descriptive, Analytical)
<b>Week 2</b>	Research Process and Steps; Identification of Research Problems; Research Questions and Objectives
<b>Week 3</b>	Literature Review: Purpose, Sources of Scientific Literature; Search Strategies; Use of Databases
<b>Week 4</b>	Research Design: Qualitative vs Quantitative Research; Experimental and Non-experimental Designs
<b>Week 5</b>	Variables in Research; Hypotheses: Types and Formulation; Conceptual and Operational Definitions
<b>Week 6</b>	Sampling Methods: Probability and Non-probability Sampling; Sample Size Determination
<b>Week 7</b>	Exam
<b>Week 8</b>	Data Collection Methods: Questionnaires, Interviews, Observations, and Experiments
<b>Week 9</b>	Measurement and Scaling Techniques; Validity and Reliability
<b>Week 10</b>	Ethical Issues in Research; Informed Consent; Plagiarism and Research Misconduct
<b>Week 11</b>	Data Analysis: Introduction to Descriptive Statistics; Data Presentation (Tables, Graphs, Charts)
<b>Week 12</b>	Inferential Statistics: Hypothesis Testing; p-value; Confidence Intervals
<b>Week 13</b>	Research Proposal Writing: Structure and Components

<b>Week 14</b>	Scientific Writing: Thesis, Dissertation, and Research Paper Structure; Referencing Styles (APA, Vancouver)
<b>Week 15</b>	Research Presentation Skills; Oral and Poster Presentations
<b>Week 16</b>	End of term exam

Learning and Teaching Resources		
	Text	Available in the Library?
<b>Required Texts</b>	<ol style="list-style-type: none"> <li><b>Creswell, J. W., &amp; Creswell, J. D. (2023).</b> <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (6th ed.). SAGE Publications.</li> <li><b>Saunders, M., Lewis, P., &amp; Thornhill, A. (2023).</b> <i>Research Methods for Business Students</i> (9th ed.). Pearson Education.</li> <li><b>Kumar, R. (2022).</b> <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (6th ed.). SAGE Publications.</li> <li><b>Bryman, A. (2021).</b> <i>Social Research Methods</i> (6th ed.). Oxford University Press.</li> </ol>	NO
<b>Recommended Texts</b>	<ol style="list-style-type: none"> <li><b>Creswell, J. W., &amp; Creswell, J. D. (2023).</b> <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (6th ed.). SAGE Publications. Comprehensive overview of research paradigms and design.</li> <li><b>Saunders, M., Lewis, P., &amp; Thornhill, A. (2023).</b> <i>Research Methods for Business Students</i> (9th ed.). Pearson Education. Excellent for step-by-step guidance and real-world examples.</li> <li><b>Kumar, R. (2022).</b> <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (6th ed.). SAGE Publications. Very accessible for first-time researchers.</li> <li><b>Bryman, A. (2021).</b> <i>Social Research Methods</i> (6th ed.). Oxford University Press. Strong emphasis on social science methodologies.</li> </ol>	NO

<b>Websites</b>	<p><b>SAGE Research Methods</b> – A comprehensive online research methods resource with books, videos, project planners, and methods maps. Ideal for understanding design, qualitative &amp; quantitative techniques, and research planning.  <a href="https://methods.sagepub.com">https://methods.sagepub.com</a></p> <p><b>Research Methods Knowledge Base</b> – A widely used online textbook covering all aspects of the research process (search through guides like LibGuides).</p> <p><b>LibGuides – Research Methods &amp; Design</b> – A curated subject guide with research method tools, case studies, and methodspace community links.</p> <p><b>Rwaq (مناهج البحث)</b> – A free Arabic online course on research methods explaining steps, methodologies, data collection tools, and analysis.</p>
-----------------	--

<b>Grading Scheme</b>				
مخطط الدرجات				
Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	A - Excellent		90 - 100	Outstanding Performance
	B - Very Good		80 - 89	Above average with some errors
	C - Good		70 - 79	Sound work with notable errors
	D - Satisfactory		60 - 69	Fair but with major shortcomings
	E - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	FX – Fail		(45-49)	More work required but credit awarded
	F – Fail		(0-44)	Considerable amount of work required
<p><b>Note:</b> Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

## ++9MODULE DESCRIPTION FORM

Module Information			
Module Title	<b>Sociology Medical</b>		Module Delivery
Module Type	S		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> U Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	<b>MIC2203</b>		
ECTS Credits	3		
SWL (hr/sem)	<b>75</b>		
Module Level	UGII	Semester of Delivery	
Administering Department	clinical nursing science	College	nursing
Module Leader	Saif Nofan Dakhel	e-mail	Saif nofan @tu.edu.iq
Module Leader's Acad. Title		Module Leader's Qualification	Dr
Module Tutor	Saif Nofan Dakhel	e-mail	Saif nofan @tu.edu.iq
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	4/11/2025	Version Number	

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	
Module Aims, Learning Outcomes and Indicative Contents			
Module Objectives	Introduction to -Teaching the student theoretical skills in sociology medical. -Identify the components of sociology. -Determine the importance of sociology on the nursing profession		

<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Recognize the interpersonal relationship among health team and between the nurse and client</li> <li>2. Develop positive attitude towards client, nurse and other members of health team</li> <li>3. He demonstrates a commitment to professional ethics when dealing with patients.</li> </ol>
<b>Indicative Contents</b>	<p>The guidance content includes the following:</p> <ol style="list-style-type: none"> <li>1.- Using the lectures prepared by the course instructor.</li> <li>2. Utilizing the internet, and reliable academic websites.</li> <li>3. Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community.</li> </ol>

### Learning and Teaching Strategies

<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<ol style="list-style-type: none"> <li>1. Delivering the lecture by the instructor through presentations and structured (curricular) lectures.</li> <li>2. Using modern technology and interactive activities to understand the curriculum and increase comprehension of the material through videos and supporting resources.</li> <li>3. Using the discussion method by posing questions and topics to students, allowing them to discuss and answer them, and providing real-life examples to enhance classroom interaction.</li> <li>4. Activating assignments, daily quizzes, and oral questions to stimulate students' motivation.</li> <li>5. Preparing discussion sessions to expand understanding and awareness of the course topics.</li> </ol>

### Student Workload (SWL)

<b>Student Workload (SWL)</b>			
<b>Structured SWL (h/sem)</b>	30	<b>Structured SWL (h/w)</b>	

<b>Unstructured SWL (h/sem)</b>	45	<b>Unstructured SWL (h/w)</b>	
<b>Total SWL (h/sem)</b>	<b>75</b>		

### Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	5% (10)	5 and 10	LO #1, #2 and #10, #11
	<b>Assignments</b>	2	5% (10)	2 and 12	LO #3, #4 and #6, #7
	<b>Report</b>	0		13	LO #5, #8 and #10
<b>Summative assessment</b>	<b>Midterm Exam</b>	2hr	20 (10)	7	LO #1 - #7
	<b>Final Exam</b>	3hr	70% (70)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	Material Covered
<b>Week 1</b>	Introduction to medical sociology
<b>Week 2</b>	The student should understand what medical sociology

<b>Week 3</b>	Establishing societies community roles and rights and duties community
<b>Week 4</b>	Definition of society and Concept of society
<b>Week 5</b>	Understanding the relationship between medical sociology and nursing
<b>Week 6</b>	Definition and concept family
<b>Week 7</b>	Definition of impulsivity behavior
<b>Week 8</b>	Understanding personal relationship
<b>Week 9</b>	Concept of social alteration
<b>Week 10</b>	Concept of social change
<b>Week 11</b>	
<b>Week 12</b>	
<b>Week 13</b>	
<b>Week 14</b>	
<b>Week 15</b>	End of term exam
<b>Week 16</b>	

### Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>	3. المدخل الى علم الاجتماع الحسن, احسان محمد, 2025,	NO
<b>Recommended Texts</b>	1.Cooke , H.,Philip , s. (2008). Sociology in nursing and health care .	NO

<b>Websites</b>	4. American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from <a href="https://scholar.google.com">https://scholar.google.com</a>	5.

Grading Scheme				
Group	Grade		Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent		90 - 100	Outstanding Performance
	<b>B</b> - Very Good		80 - 89	Above average with some errors
	<b>C</b> - Good		70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory		60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX</b> – Fail		(45-49)	More work required but credit awarded
	<b>F</b> – Fail		(0-44)	Considerable amount of work required
<p><b>Note:</b> Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.</p>				

## MODULE DESCRIPTION FORM

Module Information		
<b>Module Title</b>	<b>Health promotion</b>	<b>Module Delivery</b>

Module Type	<b>S</b>		<input checked="" type="checkbox"/> Theory	
Module Code	<b>Nur4102</b>		<input checked="" type="checkbox"/> lecture	
ECTS Credits	<b>3</b>		<input type="checkbox"/> Lab	
SWL (hr/sem)	<b>75</b>		<input type="checkbox"/> Tutorial	
			<input type="checkbox"/> Practical	
			<input checked="" type="checkbox"/> Seminar	
Module Level	<b>UGIV</b>	Semester of Delivery		
Administering Department	<b>clinical</b>	College	<b>nursing</b>	
Module Leader	<b>Mohammed mousa</b>	e-mail	<b>m.mosa@tu.edu.iq</b>	
Module Leader's Acad. Title	<b>lecturer</b>	Module Leader's Qualification	<b>bord</b>	
Module Tutor	<b>Mohammed mousa</b>	e-mail	<b>m.mosa@tu.edu.iq</b>	
Peer Reviewer Name	Name	e-mail	E-mail	
Scientific Committee Approval Date	<b>28/10/2025</b>	Version Number		

### Relation with other Modules

Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

### Module Aims, Learning Outcomes and Indicative Contents

<b>Module Objectives</b>	<ol style="list-style-type: none"> <li>1. Understanding health concepts, principles, and definitions.</li> <li>2. Understanding levels of health measurement and health promotion.</li> <li>3. Overview and discussion of health and disease models.</li> <li>4. Applying health promotion and disease prevention methods.</li> <li>5. The role of nursing in promoting health at the individual and community levels.</li> </ol>
--------------------------	---

	<p>.6Identifying priority health problems and their solutions based on community health assessment findings.</p>
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Basic Concepts: Defining health concepts, principles, and definitions, as well as the ethical foundations of the field.</li> <li>2. Applying Theories: Selecting and applying relevant behavioral change theories and socio-ecological theories to design effective interventions.</li> <li>3. Planning: Conducting a needs assessment and creating a structured health promotion plan with clear and measurable objectives.</li> <li>4. Implementation and Evaluation: Applying appropriate strategies and establishing an evaluation framework to measure program processes, impact, and outcomes.</li> </ol>
<b>Indicative Contents</b>	<p>The guidance content includes the following:</p> <ol style="list-style-type: none"> <li>2- Using the lectures prepared by the course instructor.</li> <li>3- Using the virtual library, the internet, and consulting reliable academic websites.</li> <li>1- 4- Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community..</li> </ol>
<p><b>Learning and Teaching Strategies</b></p> <p>استراتيجيات التعلم والتعليم</p>	
<b>Strategies</b>	<ol style="list-style-type: none"> <li>1The professor delivers the lecture using presentations, modern technology, and interactive activities to enhance understanding of the curriculum and improve comprehension of the material through videos and supporting materials.</li> <li>2. Individual and group discussions are held to review the lecture content, deepen understanding, ensure information is effectively conveyed, and</li> </ol>

	<p>encourage participation through discussion, answers, and real-life examples to foster classroom interaction.</p> <p>3. Daily assignments, quizzes, and oral questions are administered to motivate students.</p> <p>.4Group work is undertaken to develop reports and health promotion programs.</p>
--	---

Student Workload (SWL)			
Structured SWL (h/sem)	<b>30</b>	Structured SWL (h/w)	<b>2</b>
Unstructured SWL (h/sem)	<b>45</b>	Unstructured SWL (h/w)	<b>1.5</b>
Total SWL (h/sem)	<b>75</b>		

Module Evaluation					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	<b>2</b>	<b>20%</b>	<b>5 and 10</b>	<b>LO #1, #2 and #10, #11</b>
	Assignments	<b>2</b>	<b>10%</b>	<b>2 and 12</b>	<b>LO #3, #4 and #6, #7</b>
	Report	<b>1</b>	<b>10%</b>	<b>13</b>	<b>LO #5, #8 and #10</b>

Summative assessment	Midterm Exam	2 hr	10%	7	LO #1 - #7
	Final Exam	3 hr	50%	16	All
Total assessment			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	Overview of The Health and health promotion
Week 2	Theories of Human Behavior and Health
Week 3	Health Promotion Models
Week 4	Developing a Health Promotion- Prevention Plan
Week 5	Domains fundamentals to Nursing Practice in Health Promotion
Week 6	Roles of the Nurse in Health Promotion
Week 7	Overview of the Nursing Process
Week 8	Health education
Week 9	Risk Factors and Health Promotion
Week 10	اختبار منتصف الفصل
Week 11	Health protection and prevention
Week 12	Using Communication for Health Promotion

Week 13	The concept of Cultural and Lifestyle
Week 14	Health promotion across the Life Span
Week 15	Evaluation the Effectiveness of Health Promotion
Week 16	Current factors Affecting Nursing Role in Health Promotion
	اختبار نهاية الفصل

### Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	1- Allender, J. and Spradley, B., Community Health Nursing Concepts and practice, 5th ed., New York, Lippincott, 2001.	نعم
Recommended Texts	2- Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 7th Ed,	لا
Websites	6. American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/">https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/</a> 2. International Council of Nurses. (n.d.). <i>ICN Code of Ethics for Nurses</i> [Website]. Retrieved from <a href="https://www.icn.ch/who-we-are/code-ethics/nurses">https://www.icn.ch/who-we-are/code-ethics/nurses</a> 3. Google scholar, Pupmed, NCIB	

### Grading Scheme

Group	Grade	Marks %	Definition
-------	-------	---------	------------

<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>		90 - 100	Outstanding Performance
	<b>B - Very Good</b>		80 - 89	Above average with some errors
	<b>C - Good</b>		70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>		60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## MODULE DESCRIPTION FORM

Module Information			
<b>Module Title</b>	Critical nursing	<b>Module Delivery</b>	
<b>Module Type</b>	<b>C</b>	<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> lecture <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> Seminar	
<b>Module Code</b>	<b>NUR4202</b>		
<b>ECTS Credits</b>	<b>7</b>		
<b>SWL (hr/sem)</b>	<b>175</b>		
<b>Module Level</b>		<b>UGIV</b>	<b>Semester of Delivery</b>
<b>Administering Department</b>		<b>Clinical</b>	<b>College</b> <b>Nursing</b>
<b>Module Leader</b>	<b>Mohammed mousa</b>	<b>e-mail</b>	<a href="mailto:m.mosa@tu.edu.iq">m.mosa@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>		<b>Lecturer</b>	<b>Module Leader's Qualification</b> <b>Bord</b>
<b>Module Tutor</b>	<b>Mohammed mousa</b>	<b>e-mail</b>	<a href="mailto:m.mosa@tu.edu.iq">m.mosa@tu.edu.iq</a>
<b>Peer Reviewer Name</b>		<b>Name</b>	<b>e-mail</b> E-mail

<b>Scientific Committee Approval Date</b>	28/10/2025	<b>Version Number</b>	
---	------------	-----------------------	--

**Relation with other Modules**

<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

**Module Aims, Learning Outcomes and Indicative Contents**

<b>Module Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand the impact of life-threatening serious illnesses on patients and their families.</li> <li>2. Describe the impact of the critical care environment on the patient.</li> <li>3. Discuss current monitoring techniques used in critical care settings.</li> <li>4. Interpret the results of assessments related to life-threatening serious illnesses.</li> <li>5. Discuss psychosocial assessments and interventions relevant to critically ill patients and their families.</li> <li>6. Use knowledge from the humanities in planning the care of critically ill adults.</li> <li>7. Demonstrate safe nursing care for critically ill adults.</li> <li>8. Use effective communication techniques with patients.</li> <li>9. Provide high-quality nursing care to patients with respiratory dysfunction.</li> </ol>
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>11 . Describe the critical care and emergency environment.</li> <li>2. Explain critical care equipment: ventilator, cardiac monitor, defibrillator, arterial blood gas analyzer, and pulse oximeter.</li> <li>3. Know the medications used in the critical care and emergency department.</li> </ol>

	<p>4. Assess the patient through interview, physical examination, and patient file review.</p> <p>5. Develop a nursing care plan.</p> <p>6. Implement the nursing care plan for a critically ill patient.</p> <p>.7Evaluate the healthcare provided and its impact before and after treatment.</p>
<p><b>Indicative Contents</b></p>	<p>The guidance content includes the following:</p> <p>-2Using the lectures prepared by the course instructor.</p> <p>-3Using the virtual library, the internet, and consulting reliable academic websites.</p> <p>1- -4Consulting up-to-date sources and enriching the course material with new information that benefits the student and the community..</p>

<p><b>Learning and Teaching Strategies</b></p>	
<p><b>Strategies</b></p>	<p><b>.11Delivering lectures using presentations, modern technology, and interactive activities to enhance understanding of the curriculum and increase comprehension of the material through videos and supporting materials.</b></p> <p><b>.2Individual and group discussions where the lecture content is reviewed to deepen understanding, ensure information is effectively conveyed, and encourage discussion, answers, and real-life examples to foster classroom interaction.</b></p>

	<p><b>.3Implementing daily assignments, quizzes, and oral questions to motivate students.</b></p> <p><b>4. Clinical teaching methods through laboratory lectures, clinical sessions in the hospital, assignments, and case studies.</b></p>
--	---

<b>Student Workload (SWL)</b>			
<b>Structured SWL (h/sem)</b>	<b>120</b>	<b>Structured SWL (h/w)</b>	<b>14</b>
<b>Unstructured SWL (h/sem)</b>	<b>55</b>	<b>Unstructured SWL (h/w)</b>	
<b>Total SWL (h/sem)</b>	<b>175</b>		

<b>Module Evaluation</b>				
	<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>

<b>Formative assessment</b>	<b>Quizzes</b>	<b>2</b>	<b>20%</b>	<b>5 and 10</b>	<b>LO #1, #2 and #10, #11</b>
	<b>Assignments</b>	<b>2</b>	<b>10%</b>	<b>2 and 12</b>	<b>LO #3, #4 and #6, #7</b>
	<b>Report</b>	<b>1</b>	<b>10%</b>	<b>13</b>	<b>LO #5, #8 and #10</b>
<b>Summative assessment</b>	<b>Midterm Exam</b>	<b>2 hr</b>	<b>10%</b>	<b>7</b>	<b>LO #1 - #7</b>
	<b>Final Exam</b>	<b>3 hr</b>	<b>50%</b>	<b>16</b>	<b>All</b>
<b>Total assessment</b>			<b>100% (100 Marks)</b>		

### Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	An Overview of Critical care nursing
Week 2	Angina and myocardial infarction
Week 3	Cardiogenic shock
Week 4	Pulmonary embolism
Week 5	Acute respiratory distress
Week 6	Pneumothorax
Week 7	Acute kidney injury
Week 8	Multisystem trauma
Week 9	Facial and Spinal cord injury
Week 10	اختبار منتصف الفصل
Week 11	Pain and pain management
Week 12	Stroke
Week 13	Coma
Week 14	Diabetic ketoacidosis
Week 15	Thyroid storm and Myxedema
Week 16	Buns and poisoning
	اختبار نهاية الفصل

### Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
--	------------------

Week 1	An Overview of Critical care nursing practice
Week 2	Procedure of assessing central venous pressure
Week 3	Procedure of assessing jugular venous pressure
Week 4	Airway obstruction and resuscitation
Week 5	Endotracheal tube management
Week 6	Tracheostomy suctioning
Week 7	Chest tube
Week 8	Haemodynamic measurement and monitoring
Week 9	Communication in crisis
Week 10	اختبار منتصف الفصل
Week 11	Approach to patient with multisystem trauma
Week 12	Feeding in critically ill patient
Week 13	Wound and skin care in burns and critically ill patient
Week 14	Level of consciousness and stimulation technique
Week 15	Glasow coma scale
Week 16	اختبار نهاية الفصل

### Learning and Teaching Resources

	Text	Available in the Library?
--	------	---------------------------

<b>Required Texts</b>	<p>1- Urden L. D., Stacy K. M., Lough M. E., Critical care nursing: diagnosis and management, 2014, 7th edition, Mosby, an imprint of Elsevier Inc. Canada.</p>	<b>yes</b>
<b>Recommended Texts</b>	<p>2- Kathleen Ouimet Perrin, Carrie Edgerly Macleod, Understanding the Essentials of Critical Care Nursing, 3rd Ed., Pearson, 2018.</p> <p>3- Sole, Klein, Moseley, Introduction to Critical Care Nursing, 6th Ed., Elsevier, 2013</p>	<b>No</b>
<b>Websites</b>	<p>7. American Nurses Association. (n.d.). <i>ANA Ethics</i> [Website]. Retrieved from <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/">https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/</a></p> <p>2. International Council of Nurses. (n.d.). <i>ICN Code of Ethics for Nurses</i> [Website]. Retrieved from <a href="https://www.icn.ch/who-we-are/code-ethics/nurses">https://www.icn.ch/who-we-are/code-ethics/nurses</a></p> <p>3. <a href="https://www.aacn.org/clinical-resources">https://www.aacn.org/clinical-resources</a></p> <p>4. <a href="https://www.nursingcenter.com/clinicalresources/practice-specialties/critical-care-nursing">https://www.nursingcenter.com/clinicalresources/practice-specialties/critical-care-nursing</a></p>	

<b>Grading Scheme</b>				
<b>Group</b>	<b>Grade</b>		<b>Marks %</b>	<b>Definition</b>

<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>		90 - 100	Outstanding Performance
	<b>B - Very Good</b>		80 - 89	Above average with some errors
	<b>C – Good</b>		70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>		60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>		50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>		(45-49)	More work required but credit awarded
	<b>F – Fail</b>		(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

## 2. Undergraduate Courses 2025-2026

### Module 1

Code	Course/Module Title	ECTS	Semester
NUR1101	Fundamentals of Nursing(1)	14	1
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USWL (hr/w)
4	6	150	200
Description			
This section includes a description of the module, 100-150 words			

### Module 2

Code	Course/Module Title	ECTS	Semester
NUR1102	Biochemistry	5	1
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USWL (hr/w)
3	2	75	50

Description
This section includes a description of the module, 100-150 words

### Module 3

Code	Course/Module Title	ECTS	Semester
NUR1103	Anatomy and Physiology for Nurses (1)	6	1
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USWL (hr/w)
3	2	75	75
Description			
This section includes a description of the module, 100-150 words			

### Module 4

Code	Course/Module Title	ECTS	Semester
NUR1104	Code of Ethics	3	1
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USWL (hr/w)
2	0	30	45
Description			
This section includes a description of the module, 100-150 words			

.  
.  
.  
.

### Module 40

Code	Course/Module Title	ECTS	Semester
ENG 1105	Democracy and Human Rights	2	1
Class (hr/w)	Lect/Lab./Prac./Tutor	SSWL (hr/sem)	USWL (hr/w)
2	0	30	20
Description			
This section includes a description of the module, 100-150 words			

---