

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



**Tikrit university**

**College of nursing**

**Academic Program and Course Description**

2024





## Academic Program Description Form

**University Name:** Tikrit University

**Faculty/Institute:** College of Nursing

**Scientific Department:** Department of Clinical Nursing Sciences

**Academic or Professional Program Name:** Bachelor of Science in Nursing

**Final Certificate Name:** Bachelor of Nursing

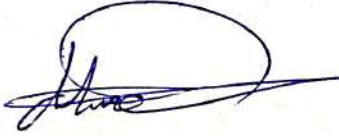
**Academic System:** Semester

**Description Preparation**

**Date:** 2024/ 2/20

**File Completion Date:** 25/2/2024

**Signature:**

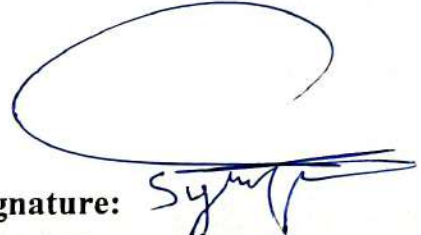


**Head of Department Name:**

Lec. Dr. Ahmed M. Younes

**Date:** 25/2/2024

**Signature:**



**Scientific Associate Name:**

Assistant Pro. Dr. Sura Saad  
Abdulazeez

**Date:** 25/2/2024

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

Ayat Manaf Hameed Ibrahim

**Date:** 28/2/2024

**Signature:**



**Approval of the Dean**



## **1. Program Vision**

The College of Nursing at 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, promote innovation and excellence in health care, and contribute to shaping the future of health care at the 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 improving the quality of health care and contributing global and local health challenges through innovative educational programs and strategic partnerships. And applied research.

## **3. Program Objectives**

1. Preparing scientific and professional nursing cadres capable of creativity, producing knowledge, and competing in the labor market.
2. Contributing to comprehensive health care for society.
3. Work to keep pace with developments in nursing fields through training and continuing education.
4. Developing the students talents and raising his efficiency.

## **4. Program Accreditation**

Nothing

## **5. Other external influences**

Nothing

<b>6 Program Structure</b>				
<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews•</b>
Institution Requirements	1. Arabic 2. English 3. Computer 4. Democracy 5. Human rights	2 2 1 2 2		Basic Basic Basic Basic
College Requirements	1. Fundamental of Nursing 1 2. Terminology for nurses 3. Fundamental of Nursing 2 4. Nursing ethics 5. Adult Nursing 1 6. Pharmacology for nurses 1 7. Health assessment 8. Adult Nursing 2 9. Pharmacology for nurses 2 10. Maternal and neonate nursing 11. Pediatric Nursing 12. Human Growth and development 13. Nutrition and diet therapy 14. Health psychology for nurses 15. Biostatistics 16. Research methods in nursing 17. Health sociology 18. Health promotion 19. Community health nursing 20. Psychiatric and mental health nursing 21. Management and leadership in Nursing 22. Professional perspective and issues in nursing 23. Epidemiology 24. Critical care in nursing 25. Graduated research	6 2 7 2 6 3 3 6 2 7 7 4 2 6 2 2 2 2 6 6 3 2 2 6 6 2		Basic Basic

Department				
Requirements				
Summer Training	<p><b>Second class</b></p> <p>First week: training in the cardiac lounge</p> <p>Second week: training in the urinary lounge</p> <p>Third week: training in the surgical lounge</p> <p>Fourth week: training in the fracture lounge</p> <p><b>Third class</b></p> <p>First week: training in the premature lounge</p> <p>Second week: training in the surgery for children lounge</p> <p>Third week: training in the women lounge</p>			<p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p>
Other				

## 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			Theoretical	Practical
First class	NUR101	Fundamental of nursing 1	4	6
	ETH104	Nursing ethics	2	0
	ENG105	English 1	2	0
	DEM107	Democracy & Human rights	2	0
	NUR108	Fundamental of nursing 2	4	12
	TER110	Terminology for nurses	2	0
	ENG111	English 2	2	0
	ARB113	Arabic 1	2	0
Second class	NUR201	Adult nursing 1	4	12
	HAS202	Health assessment	2	2
	PHR204	Pharmacology for nurses 1	2	0

	NUR207	Adult nursing 2	4	12
	PHR210	Pharmacology for nurses 2	2	0
	ARB212	Arabic 2	2	0
	NUR213	Summer clinical training	0	30 day
Third class	NUR301	Maternal and child nursing	3	14
	RSM302	Research methods in nursing	2	0
	HOS303	Health sociology	2	0
	NUT304	Nutrition and diet therapy	2	0
	HUM305	Human rights	1	0
	NUR306	Pediatric Nursing	3	14
	PHR307	Human Growth and development	3	6
	BST308	Biostatics	2	0
	DEM309	Democracy	1	0
	ENG310	English 3	1	3
	NUR311	Summer clinical training	0	30 day
Fourth class	NUR401	Community health nursing	3	12
	EPID402	Epidemiology	2	0
	NUR403	Management and leadership in Nursing	2	3
	HPR404	Health promotion	2	0
	NUR405	Professional perspective and issues in nursing	2	0
	ARB406	Arabic 1	1	0
	NUR407	Psychiatric and mental health nursing	3	12
	HPN408	Health psychology for nurses	2	0
	NUR409	Critical care in nursing	2	12
	ARB410	Arabic 2	1	0
	ENG411	English 4	1	2
	NUR412	Graduated research	0	3

## 8. Expected learning outcomes of the program

### Knowledge

1. The student's ability to understand, remember, and present of information.
2. Providing basic theoretical and practical information related to clinical medical sciences.
3. Enabling students to obtain knowledge through application modern software.
4. Developing the linguistic aspect through familiarity with the most important medical terms and proficiency in the English language.



## **Skills**

1. Promoting professional ethics and dealing with present graduated.
2. Students acquire laboratory diagnostic skills and knowledge of some important analyzes in the field of nursing.
3. Promoting the principles of lifelong learning in order to continue in developing the profession.

## **Ethics**

1. Building the students personality and ability to make decisions and developing the ethics in the university nurse profession.
2. Enabling the students to apply theoretical information in a scientific manner.
3. Developing the students national and humanitarian spirit for services patients and provision of health care in quantity and quality.
4. Instilling the concept of community service and the best ways to deal with simple segments of society.

## **9. Teaching and Learning Strategies**

- Developing teaching curricula in coordination with the committee of nursing colleges in Iraq
- Developing teaching curricula by the college that are similar to the work environment.
- Training students with experiences that simulate reality.
- Holding discussion circles to focus on self-development and time management skills.
- Continuous guidance.

## **10. Evaluation methods**

- Theoretical exam
- Laboratory practical experiments.

- Daily exam.
- Reports and studies.
- Final exam.

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Prof. Dr. Abdul Rahman J. Mansur	Bach. Of science in nursing	Physiology	Nothing	*	
Prof. Dr. Ashur R. Sirhat	Ch. & M. Bach.	Pediatric	Nothing	*	
Prof. Dr. Salam Sh. Ahmed	Ch. & M. Bach.	Chemistry	Nothing	*	
Assist Prof. Dr. Sarab Kahtan	Ch. & M. Bach.	Family medicine	Nothing		*
Lec. Dr. Ahmed M. Younes	Bach. Of science in nursing	Community health Nursing	Nothing	*	
Lec. Dr. Nariman M. Ahmed	Bach. Of science in nursing	Pediatric Nursing	Nothing	*	
Lec. Emad Noaaman	Ch. & M. Bach.	Pharmacy	Nothing		*
Assist Lec. Nabaa Th. Mahmoud	Bach. Of science in nursing	Pediatric Nursing	Nothing	*	
Assist Lec. Sanaa Ghazy	Bach. Of science in nursing	Maternal & Child Nursing	Nothing		*
Assist Lec. Nawar Ibrahim	Bach. Of science in nursing	Psychiatric & Mental health nursing	Nothing		*
Assist Lec. Burhan S. Kareem	Bach. Of science in nursing	Adult nursing	Nothing		*

## **Professional Development**

### **Mentoring new faculty members**

Explaining the mechanism of the scientific process to new teachers and urging them to become familiar with modern teaching methods and using simple methods to convey the information in a manner worthy of the students.

### **Professional development of faculty members**

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

## **12. Acceptance Criterion**

- Central acceptance for morning studies
- Acceptance of distinguished channel
- Acceptance of institute students from the second year of college

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

- Methodical books.
- Iraqi, Arab and international scientific journals.
- Internet sites.

## **14. Program Development Plan**

- 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.





ENG411	English 4	Basic	*	*	*		*	*			*	*	*	
NUR412	Graduated research	Basic												

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

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## Course Description Form

1. Course Name:	
Nursing ethics	
2. Course Code:	
<b>ETH105</b>	
3. Semester / Year:	
semester	
4. Description Preparation Date:	
2024	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours/2units	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. abdulrahmam Jihad Mansoor Email:ajmansoor@tu.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<input type="checkbox"/> 1. Identify the basic ethics of specialty ethics in various medical specialties ..... 2. Qualifying the graduate on the best professional behavior in dealing with his profession  3. Achieve compatibility with itself 4. Preparing graduates with high professional ethics to deal with patients and give this profession its characteristics
9. Teaching and Learning Strategies	



<b>Strategy</b>	<p>The ability to communicate ideas  Opening new horizons for the student and clarifying the relationship between the practical and theoretical aspects</p> <ul style="list-style-type: none"> <li>- The ability to form research teams and work collaboratively</li> <li>- Enhancing self-confidence by presenting and discussing the report</li> </ul>					
10. Course Structure						
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>	

Evaluation method	Outcomes	Unit or subject name	Required learning outcomes	Hours	Weeks
Daily exams at the end of the lecture Monthly and quarterly exams with scientific reports for each student	-	Overview of ethics law in nursing		2	1
		Ethical decision making		2	2
		Ethical theory		2	3
		First midterm examination		2	4
		Ethical issues in nursing		2	5
		Professional liscence in nursing		2	6
		Ethics consultation process			7
		Second midterm examination		2	8

### 11- Course Evolution

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams,

.reports, etc

## 12- Learning and teaching Resources

Required textbooks	Researches
Main Refrences	
Recommended books and references	Scientific journals, periodicals and research in the field
Electronic references websites	Internet sites (Google and Google Scholar) and social media in the field

## Course Description Form

1. Course Name:					
Community Health Nursing					
2. Course Code:					
NUR401					
3. Semester / Year:					
Semester					
4. Description Preparation Date:					
29/3/2023					
5. Available Attendance Forms:					
Theoretical, practical, and online attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
15 weeks (3 theoretical, 12 practical)/ (7)					
7. Course administrator's name (mention all, if more than one name)					
Name: Ahmed Mahmood Younes Email: <a href="mailto:ahmedm.younes@tu.edu.iq">ahmedm.younes@tu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Students learn about the history and development of community health nursing in general.</li> <li>2. Students learn about the importance of the role of the community health nurse's role in maintaining public health for individual, group and society.</li> <li>3. Students learn about the basic concepts of community health nursing.</li> <li>4. Students learn about the factors that affect community health.</li> <li>5. Students learn about primary health care and its components.</li> <li>6. Students learn about basic health services</li> <li>7. Students learn about communicable diseases and how to prevent them.</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Use the direct discussion method.</li> <li>2. Using modern methods related to education.</li> <li>3. Adopting the weekly lecture method.</li> <li>4. Adopting the group discussion method.</li> <li>5. Adopting the method of discussion circles.</li> <li>6. Adopting the clinical training method.</li> </ol>				
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1	15	Understand the basic principles of community health nursing.	Introduction to Community Health Nursing	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
2	15	Understand and apply basic levels of prevention to avoid health problems	Dimensions of community health nursing	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
3	15	Understanding and identifying the health problems that society from	Community assessment	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
4	15	Understand and apply the principles of primary care to all age groups in society	Primary health care	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
5	15	Fully Understand and apply health care services on an individual and family basis	Family health services	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
6	15	Understanding and applying health services related to mothers and children	Maternal and child health	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
7	15	Exam	Exam		
8	15	Understand and apply basic and emergency health care services in schools	School health services	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
9	15	Understand and apply preventive and safety procedures in the workplace	Occupational Health	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
10	15	Understand and apply home visit procedures and apply them during	Home Visit	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities

		the visit			
11	15	Understand and apply health care related services	Home Health Care Services	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
12	15	Understand and apply environmental risk preventive measures	Environmental Health and Safety	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
13	15	Understand and apply health promotion, epidemiological, problem solving and scientific fact based approaches	Approaches of Community Health Nursing	The white board, posters, lectures, electronic.	Theoretical exam, practical exam, class activities
14	15	Exam	Exam		
15	15	Exam	Exam		

<b>11. Course Evaluation</b>					
<ol style="list-style-type: none"> <li>1. Approval of daily, monthly and quarterly tests.</li> <li>2. Conducting short surprise exams.</li> <li>3. Requesting the submission of periodic report</li> </ol>					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Nies, M. A. & McEwen. Community health nursing, promoting the health of population. 2019. Seven edition.

Nies, M. A. & McEwen. Community health nursing , promoting the health of population. 2015. 6<sup>th</sup> edition.

Hunt, R. introduction to community-based nursing. 2009. 4<sup>th</sup> edition.

Allender, J.A., Rector, C., & Warner, K.D. community & public health Nursing, promoting the public's health. 2014, 8<sup>th</sup> edition.

Allender, J.A., Rector, C., & Warner, K.D. community health Nursing, promoting & protecting the public's health. 2010, 7<sup>th</sup> edition.

Clark M.J. population and community health nursing. 2015. 6<sup>th</sup> edition.

## Course Description Form

1. Course Name: health assessment	
2. Course Code: <b>203 HAS</b>	
3. Semester / Year: The first semester second stage	
4. Description Preparation Date: 3\24\2024	
5. Available Attendance Forms: collage attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
15 weeks 4 hours In the week 2 Theoretical and 2 practical \3unite	
7. Course administrator's name (mention all, if more than one name)	
Name : assis lec. Nabaa thamir	
Email: <a href="mailto:nabaaalazawialazawi@gmail.com">nabaaalazawialazawi@gmail.com</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Taking sanitary and minimum procedures for patients, which enables the graduate to identify the patient’s medical problems</li> <li>• Identifying the problems that the patient suffers from through physical examination and finding solutions for them</li> <li>• Identifying the problems that the patient suffers from through physical examination and finding solutions for them</li> </ul>
9. Teaching and Learning Strategies	



<b>Strategy</b>	Lecturers apply tests to mannequins in the laboratory, teach them what is normal from what is abnormal, and encourage students to train for examination in the laboratory.
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**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1 <sup>st</sup>	2	Recognize and define the steps of interview	The Health History Steps of the interview Communication skills for health assessment Establishing a nurse patient relationship	Oral presentation s, class participation , voice recording of pronunciation	Attendance, Student participation & quizzes
2 <sup>st</sup>	=	=	Basic assessment skills Inspection Palpation Percussion Auscultation Interpretation	=	=
3 <sup>st</sup>	=	=			
4 <sup>st</sup>	=	=	The Human Body in Health and Disease		=
5 <sup>st</sup>				=	
6 <sup>st</sup>	=		The Cardiovascular System	=	=
7 <sup>st</sup>			First Exam		
8 <sup>st</sup>	=		The Digestive System	=	=
9 <sup>st</sup>	=				
10 <sup>st</sup>	=		The Lymphatic System	=	=
11 <sup>st</sup>	=		The Musculoskeletal System		
			The Nervous System	=	=

12 st	=				
13st			Second exam	=	=
14st			The Respiratory System	=	=
15st			The Skin and hair and nail assessment	=	=
			Endocrine System, Urinary System		
			Male and Female Reproductive Systems		
			Final Exam		

<b>11. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.....etc					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

## Course Description Form

1. Course Name:					
Maternal and neonatal nursing					
2. Course Code:					
3. Semester / Year:					
3th year					
4. Description Preparation Date:					
2024-3-25					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hour					
7. Course administrator's name (mention all, if more than one name)					
Name: Sanaa Ghazi Mustafa Email: <a href="mailto:snaaltayy672@gmail.com">snaaltayy672@gmail.com</a>					
.....					
8. Course Objectives					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>• .....</li> <li>•</li> <li>•</li> </ul>			
9. Teaching and Learning Strategies					
<b>Strategy</b>					
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

Evaluation methods	Teaching methods	Unit or name subject	Teaching outcomes	hours	weeks
Daily exams at the end of the lecture Monthly and quarterly exams with scientific reports for each student.		<b>Introduction to Maternal &amp; Neonatal Nursing:</b> <ul style="list-style-type: none"> <li>• Definition of maternal and neonatal</li> <li>• Objective</li> <li>• Philosophy of maternal and neonatal</li> <li>• Family center nursing role</li> <li>• Setting</li> <li>• Family Concept.</li> <li>• Family centered maternity care.</li> <li>• Care for family as part of community.</li> </ul> Preconception		3	1
		<b>Human Reproductive Anatomy and Physiology</b> -Puberty -Reproductive systems (anatomy & physiology of male & female reproductive system) -Menstrual cycle		3	2
		<b>normal pregnancy</b> -Development and physiology of the fetus -physiological & psychological changes of pregnancy Prenatal care		3	3
		First midterm examination		3	4

<p style="text-align: center;">--</p> <p><b>Complications of pregnancy</b>  -Nursing care during Ant Partum  Hemorrhage  -Nursing care during pregnancy  Induced  Hypertension  -Nursing care during anemia  -Nursing care during Gestational Diabetes</p>	3	5
<p><b>Labor &amp; delivery:(Normal)</b></p> <ul style="list-style-type: none"> <li>• Theories of labor onset.</li> <li>• Signs of labor.</li> <li>• Components of labor.</li> <li>• Stages of labor.</li> </ul>	3	6
<ul style="list-style-type: none"> <li>• Nursing management of each stage of labor</li> <li>• Role of the nurse in delivery room</li> <li>• .Infection and pollution prevention &amp; control in the delivery Room.</li> </ul>	3	7
<ul style="list-style-type: none"> <li>• Using of partograph in labor.</li> <li>• Nursing management during complicated labor and delivery.</li> </ul>	3	8
<p><b>Obstetrical operation:</b>  Nursing care during obstetrical operation</p> <ul style="list-style-type: none"> <li>• Episiotomy, forceps delivery</li> <li>• c /s</li> <li>• induction and Augmentation of labor</li> </ul>		9

<p><b>Family planning</b></p> <p><b>Contraceptive</b></p> <p>Hormonal contraceptive</p> <p>Non-hormonal contraceptive</p> <p>Surgical contraceptive</p> <p>Advantages and disadvantages of each method.</p>	ي	3	<b>10</b>
<b>Second midterm examination</b>			<b>11</b>
<p><b>Puerperium:</b> Physiologic and psychological changes during puerperium</p>		3	<b>12</b>
<p><b>Nursing management during normal puerperium.</b></p> <p>Nursing management during complicated puerperium (ppH)</p>		3	<b>13</b>
<p><b>Neonatal Nursing Care</b></p> <p>Nursing assessment and management of neonates.</p> <p>Physiological changes and adaptation</p> <p>Immediate and daily neonatal care.</p>		3	<b>14</b>
<p><b>Gynecological disorders</b></p> <p>Common gynecological disorders</p> <p>Benign and malignancy of genital tract</p>		3	<b>15</b>

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



Academic Program and

Co

# **Academic Program and Course Description Guide**

Co

2024



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## **Introduction:**

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

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

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

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

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## **Concepts and terminology:**

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

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

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

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

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

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

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

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

## Academic Program Description Form

**University Name:** .....

**Faculty/Institute:** .....

**Scientific Department:** .....

**Academic or Professional Program Name:** .....

**Final Certificate Name:** .....

**Academic System:** .....

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

<b>1. Program Vision</b>				
Program vision is written here as stated in the university's catalogue and website.				
<b>2. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and website.				
<b>3. Program Objectives</b>				
General statements describing what the program or institution intends to achieve.				
<b>4. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
<b>5. Other external influences</b>				
Is there a sponsor for the program?				
<b>6 Program Structure</b>				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
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

### 8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
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Skills

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
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Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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### 9. Teaching and Learning Strategies

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

### 10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

<b>Professional Development</b>
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
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

<b>12. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>13. The most important sources of information about the program</b>
State briefly the sources of information about the program.

<b>14. Program Development Plan</b>

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

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



## Course Description Form

1. Course Name: Health Promotion	
2. Course Code: HPR 405	
3. Semester / Year: 4 <sup>th</sup> year/ Second semester	
4. Description Preparation Date:3/24/2024	
5. Available Attendance Forms: lecture attendance in the college	
6. Number of Credit Hours (Total) / Number of Units (Total): 15 week : 2 hours / 2	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Proff. Dr. Sarab kahtan Abedalrahman Email:sara.k.abed@gmail.com	
8. Course Objectives	
<b>Course Objectives</b>	1- Identify Concepts, principles and definitions of health and health p 2– Apply approaches to health promotion and diseases prevention . 3– Differentiate health promotion from Health Protection . 4– Overview models of health and illness. 5– Discuss health promotion Model 6– Understand levels of measurement of health and health promotion. 7– Perform the nurse's Role in health promotion.
9. Teaching and Learning Strategies	
<b>Strategy</b>	Lecture: The professor delivers the lecture Individual and group discussion: where what was discussed in the lecture is discussed to increase understanding and ensure the delivery of information. Group discussion and seminars: Students choose topics related to the curriculum and discuss them Preparing health promotion reports and programs in groups

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 <sup>st</sup>	2	Identify the definition of Health and Illness, Wellness Measurement of Health Disease Prevention	An Overview of Health and Health Promotion Disease Protection	Lecture , presentation , discussion	Quiz, participation
2 <sup>nd</sup>	2	Understanding the following : Health Belief Models Protection Motivation Theory Trans-theoretical Model of Behavior Change Use of Multiple Theories in Behavior Change	Theories of Human Behavior and Health	Lecture , presentation , discussion	Quiz, participation
3 <sup>rd</sup>	2	Identify the : Pender Health Promotion Model O'Donnell Model of Health Promotion Behavior Holistic Health Model	<b>Health Promotion Models</b>	Lecture , presentation , discussion	Quiz, participation
4 <sup>th</sup>	2	Know how to do: Assessment and data collection Health planning process Planning and implementation Evaluation	<b>Developing a Health Promotion-Prevention Plan</b>	Lecture , presentation , discussion	discussion, participation
5 <sup>th</sup>	2	<b>1<sup>st</sup> Midterm Examination</b>	<b>1<sup>st</sup> Midterm Examination</b>		Exam paper
6 <sup>th</sup>	2	Identify the following : Physiological Domain Psychological Domain Sociological Domain Biological Domain Political Domain Spiritual Domain Intellectual Domain Sexual Domain	<b>Domains fundamentals to Nursing Practice in Health Promotion</b>	Lecture , presentation , discussion	Quiz, participation

		Technological Domain			
7 <sup>th</sup>	2	To know the : Activist /Proactive Change agent Advocate Educator Empowering Agent Communicator Consultant Coordinator of Care Leader / Member of the profession Provider of Care / Care giver Researcher Role Mode	<b>Roles of the Nurse in Health Promotion</b>	Lecture , presentation , discussion	discussion, participation
8 <sup>th</sup>	2	Assessment Planning Implementation Evaluation Re-evaluation	<b>Overview of the Nursing Process</b>	Lecture , presentation , discussion	discussion, participation
9 <sup>th</sup>	2	Environment Work Socioeconomic level Education Gender Cultural and spiritual Influence	<b>Risk Factors and Health Promotion</b>	Lecture , presentation , discussion	discussion, participation
10 <sup>th</sup>		2 <sup>nd</sup> midterm examination	2 <sup>nd</sup> midterm examination		Exam paper
11 <sup>th</sup>	2	Communication and Nurse Types of Communication Communication and the Therapeutic Relationship Health promotion Model and Communication	<b>Using Communication for Health Promotion</b>	Lecture , presentation , discussion	discussion, participation

		Empowering Through Communication What to Teach How learners learn The Learning Environment			
12 <sup>th</sup>	2	Cultural Assessment Lifestyle Assessment	<b>the concept of Cultural and Lifestyle</b>	Lecture , presentation , discussion	discussion, participation
13 <sup>th</sup>	2	The Child The adolescent and young Adult The Middle Age Adult The Older Adult	<b>Health promotion across the Life Span</b>	Lecture , presentation , discussion	discussion, participation
14 <sup>th</sup>	2	Purposes of Evaluation Approaches for Health Promotion Evaluation Evaluation of Health Promotion Implementation Strategies for Evaluation of Health Promotion	<b>Evaluation the Effectiveness of Health Promotion</b>	Lecture , presentation , discussion	discussion, participation
15 <sup>th</sup>	2	Health care system. Nursing roles. Increasing technology. Economic environment. Individual behavior .	<b>Current factors Affecting Nursing Role in Health Promotion</b>	Lecture , presentation , discussion	discussion, participation

<b>11. Course Evaluation</b>					
20 marks for a theoretical semester exam, 10 marks for attendance and practical activities, 70 marks for a final theoretical exam.					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Learning resources:**

- 1- Allender, J. and Spradley, B., Community Health Nursing Concepts and practice, 5th ed., New York, Lippincott, 2001.
- 2- Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2004.
- 3- internet and websites that related to health promotion

## Course Description Form

1. Course Name:					
Medical Terminology					
2. Course Code:					
<b>TER110</b>					
3. Semester / Year:					
2024					
4. Description Preparation Date:					
18/2/2024					
5. Available Attendance Forms:					
Lectures/ attendance + electronic					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr.abdulrahman Jihad Mansoor Email:ajmansoor@tu.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>		1. Identify the basic ethics of specialty ethics in various medical specialties ..... 2. Qualifying the graduate on the best professional behavior in dealing with his profession 3. Achieve compatibility with itself 4. Preparing graduates with high professional ethics to deal with patients and give this profession its characteristics			
9. Teaching and Learning Strategies					
<b>Strategy</b>		The ability to communicate ideas Opening new horizons for the student and clarifying the relationship between the practical and theoretical aspects - The ability to form research teams and work collaboratively - Enhancing self-confidence by presenting and discussing the report			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning</b>	<b>Evaluation</b>
			name	method	

		Outcomes	methods		method	outcomes
1 <sup>st</sup> and 2 <sup>nd</sup>	2	A theoretical lecture in attendance		Structural analysis: basic rules of medical word building		Daily exams at the end of the lecture Monthly and quarterly exams with scientific reports for each student.
3 <sup>rd</sup>		A theoretical lecture in attendance		Major suffixes : suffixes denoting a state or condition		Daily exams at the end of the lecture Monthly and quarterly exams with scientific reports for each student.
4 <sup>th</sup>		A theoretical lecture in attendance		Major suffixes : suffixes denoting a state or condition		Daily exams at the end of the lecture Monthly and quarterly exams with scientific reports for each student.
5 <sup>th</sup>		A theoretical lecture in attendance		Major suffixes : suffixes denoting medical actions		Daily exams at the end of the lecture Monthly and quarterly exams with scientific reports for each student.
6 <sup>th</sup>		A theoretical lecture in attendance		Prefixes : Prefixes of numbers & measures		Daily exams at the end of the lecture Monthly and quarterly exams with

					scientific reports for each student.
7 <sup>th</sup>		A theoretical lecture in attendance	Prefixes : Prefixes of color		Daily exams at the end of the lecture Monthly and quarterly exams with scientific reports for each student.
8 <sup>th</sup>			Prefixes : Prefixes of direction & position		Daily exams at the end of the lecture Monthly and quarterly exams with scientific reports for each student.



<b>11. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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



Academic Program and

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# **Academic Program and Course Description Guide**

2024

## **Introduction:**

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

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

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

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

## **Concepts and terminology:**

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

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

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

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

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

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

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

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

## Academic Program Description Form

**University Name:** .....

**Faculty/Institute:** .....

**Scientific Department:** .....

**Academic or Professional Program Name:** .....

**Final Certificate Name:** .....

**Academic System:** .....

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

### 1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

### 2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

### 3. Program Objectives

General statements describing what the program or institution intends to achieve.

### 4. Program Accreditation

Does the program have program accreditation? And from which agency?

### 5. Other external influences

Is there a sponsor for the program?

### 6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
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

### 8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

Learning Outcomes Statement 1

Skills

**Learning Outcomes 2**

**Learning Outcomes Statement 2**

**Learning Outcomes 3**

**Learning Outcomes Statement 3**

Ethics

**Learning Outcomes 4**

**Learning Outcomes Statement 4**

**Learning Outcomes 5**

**Learning Outcomes Statement 5**

### 9. Teaching and Learning Strategies

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

### 10. Evaluation methods

Implemented at all stages of the program in general.



## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

### 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

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## 12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

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

State briefly the sources of information about the program.

## 14. Program Development Plan

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
2 <sup>nd</sup> year	NUR206	Adult	Basic												

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

## Course Description Form

1. Course Name: Adult Nursing	
2. Course Code: NUR206	
3. Semester / Year: Second Year	
4. Description Preparation Date: 25/3/2024	
5. Available Attendance Forms: collage attendance & online	
6. Number of Credit Hours (Total) / Number of Units (Total)	
15 weeks, 4 theoretical hours, 12 practical, 240 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Assis. Lec. Dr. Nariman Mohammed Ahmed</b>	
Email: <a href="mailto:narynurse@tu.edu.iq">narynurse@tu.edu.iq</a>	
.....	
8. Course Objectives	
<b>Course Objectives</b>	<p>Recognize adult health nurse's role in the clinical setting based on the specified criterion.</p> <p>Categorize the aforementioned roles based on the employed clinical setting.</p> <p>*Differentiate between medical, surgical cases based on the specified criteria</p> <p>.Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.</p> <p>2. Relate the path physiology of selected medical/ surgical alterations to the health -illness continuum.</p> <p>3. Discuss scientifically based rational for performing selected diagnostic procedure, outcomes and nursing responsibilities.</p> <p>4. Describe drug therapies and their related outcomes for clients undergoing</p>

medical/ surgical interventions.  
 5. Explain nutritional needs of patients with selected medical/ surgical alterations.  
 6. Discuss principles of teaching- learning processes as they related to the adult/older adult patient

**9. Teaching and Learning Strategies**

**Strategy** lecturers carry out nursing procedures in the laboratory and hospitals for the students, encourage them to apply nursing process under their supervision, use communication techniques with patients, and teach the student to take the suitable nursing procedure.

**10. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15	4 hr theoretical 12 hr clinical	provides the student with the knowledge, skills and attitudes that are essential for effective and comprehensive nursing care for adults in the uncritical medical and surgical illness. The related concepts of path physiology, fundamentals of nursing and pharmacology are integrated.	Adult nursing	Using writing on the blackboard, displaying on the screen, and PowerPoint program slides, and preparing clinical nursing procedures in the laboratory, in addition to the internal medicine, surgical, and cardiopulmonary resuscitation rooms in hospitals.	Conduct two written tests for the theoretical and practical subjects Do a quick test (quiz) after the theoretical lecture Presentation of a seminar by the student in front of his colleagues regarding the scientific subject Assigning the student to an assignment or task for a specific topic (assignment) Submit a nursing report

					according to the patient's manual Submitting a nursing care sheet after completing the patient's daily and weekly practical training
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<b>11. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

<b>Term Test</b>	<b>Clinical &amp; Laboratory</b>		<b>Final examination</b>
40%	20%	20%	40%

^ Hinkle, J., L., & Cheever, K., H. (2114). Brunner and Suddarth's Textbook of Medical-Surgical Nursing. Chapte :Management of Patients with Burn Injury. 13th Edition.

North American Edition. Wolters Kluwer Health | Lippincott Williams & Wilkins

- Williams, L. S., & Hopper, P. D. (2115). Understanding medical surgical nursing. FA Davis Pillitteri, Adele. Maternal and child health nursing: care of the childbearing and childrearing family/Adele Pillitteri. —6thed. Copyright © 2021 Adele Pillitteri

Brunner, L. S. (2010). Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1). Lippincott Williams & Wilkins.

Smeltzer, S. C., Bare, B. G., Hinkle, J. L., Cheever, K. H., Townsend, M. C ., Gould, B. (2008). Brunner and Suddarth's textbook of medical surgical nursing 10th edition. Philadelphia: Lipincott Williams & Wilkins.

☒ Carpenito-Moyet, L. J. (Ed.). (2006). Nursing diagnosis: Application to clinical practice. Lippincott Williams & Wilkins.

☒ Karch, A. M. (Ed.). (2012). 2013 Lippincott's Nursing Drug Guide. Lippincott Williams &

Week	Date	Topics Covered	Clinical	Notes
1.		<b>Introduction to nursing adult II.</b> <b>Nursing management of patients with nervous system disorder:</b> <ul style="list-style-type: none"> <li>● Assessment and diagnostic test</li> <li>● Intracranial pressure</li> <li>● Head injury</li> </ul>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
2.		<ul style="list-style-type: none"> <li>● Brain tumor</li> <li>● Meningitis</li> <li>● Brain abscess.</li> <li>● Epilepsy.</li> </ul> <b>Epilepsy</b> <b>Caring for unconscious patients</b>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
3.		<b>Nursing management of patients with Renal disorders:</b> <ul style="list-style-type: none"> <li>● Assessment and diagnostic test</li> <li>● Cardinal signs and symptoms</li> <li>● Urinary tract infection</li> </ul>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
4.		<ul style="list-style-type: none"> <li>● Renal stone</li> </ul> <b>Prostatic hyperplasia</b> <ul style="list-style-type: none"> <li>● End stage of renal failure,</li> </ul>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
5.		<ul style="list-style-type: none"> <li>● Bladder cancer</li> <li>● Renal replacement therapy</li> </ul>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
6.		<b>Nursing management of patients with Musculoskeletal disorders:</b> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Fracture</li> <li>● Osteomyelitis</li> </ul>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
7.		<ul style="list-style-type: none"> <li>● Rheumatoid arthritis RA</li> <li>● Amputation</li> </ul>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
8.		<ul style="list-style-type: none"> <li>● Osteoporosis</li> <li>● Joint replacement</li> <li>● Arthritis</li> </ul>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
9.		<b>Nursing management of patients with Cardiovascular disorders:</b> <ul style="list-style-type: none"> <li>● Assessment, signs, symptoms, and diagnostic test</li> <li>● Mitral disease ( stenosis and regurgitation)</li> <li>● Cardiac catheterization</li> <li>● Congenital heart disease (ASD,VSD)</li> </ul>	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.

10.	<ul style="list-style-type: none"> <li>●Tetralogy of fallot</li> <li>● Coronary artery bypass graft (CABG)</li> </ul>	<ul style="list-style-type: none"> <li>-Laboratory (nursing procedures)</li> <li>-Teaching hospital</li> </ul>	Theory 4 hr. Clinical 12 hr.
11.	Nursing management of patients with Integumentary disorders: <ul style="list-style-type: none"> <li>●Anatomy and physiology</li> <li>●Assessment of integumentary system</li> <li>●Dermatitis</li> <li>● Autoimmune disease</li> </ul>	<ul style="list-style-type: none"> <li>-Laboratory (nursing procedures)</li> <li>-Teaching hospital</li> </ul>	Theory 4 hr. Clinical 12 hr.
12.	Nursing management of patients with Ear, Nose and Throat (ENT):( <ul style="list-style-type: none"> <li>●Sinusitis</li> <li>●Tonsillitis</li> <li>●Otitis media</li> <li>● Ca larynx</li> </ul>	<ul style="list-style-type: none"> <li>-Laboratory (nursing procedures)</li> <li>-Teaching hospital</li> </ul>	Theory 4 hr. Clinical 12 hr.
13.	Nursing management of patients with ophthalmic disorders: <ul style="list-style-type: none"> <li>● Assessment and diagnostic test</li> <li>● Cataract</li> <li>● Glaucoma.</li> </ul>	<ul style="list-style-type: none"> <li>-Laboratory (nursing procedures)</li> <li>-Teaching hospital</li> </ul>	Theory 4 hr. Clinical 12 hr.