Ministry of Higher Education and Scientific Research
Scientific supervision and evaluation device
Department of Quality Assurance and Academic accreditation
Department Accreditation

Academic Program and Course Description Guide

2024

Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation

Academic Program Specification Form For Colleges and Institutions

University: Northern Technical University
Institute: Technical Medical Institute / Mosul
Department: Community Health Techniques
Date of Form Completion: 08/ 1 / 2024

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1−Program vision:
Provide graduates with the knowledge and experience needed to be leaders in community and public health and have a positive impact both globally and locally.

2-Program message:
Achieve excellence in teaching and learning in community health through the development and implementation of robust educational programs and research activities, leading to enhanced healthcare services and access to all members of .society

3- Program objectives
1-to prepare technical staff in the field of community health to provide services to the community. 2-Gathering sufficient information about disease cases and epidemics in Nineveh Governorate. 3 - Providing primary health care for the sick cases that the patient suffers from. 4 - Carry out the experimental and health practices that the patient needs. 5- Providing health care from the patient's admission to health centers or hospitals until his discharge.

4-Program accreditation:
nothing

5-Other external influences:
nothing

6-Program structure:				
Program Structure	Number of Courses	Study Unit	Percentage	Notes *
University requirements	10	18		8 Essential 2 optional
Institute requirements	5	14		8 Essential
Department requirements	19	75		17 Essential 2 optional
summer training	Completed			
Other	/			

7- Program description				
Year/level	Course Code	Name of the Course	Hours	Note
			Theoretical	Practical
2023-2024/ first	NTU 100	Democracy and Human Rights	2	0
	NTU 101	English language 1	2	0
	NTU 102	Computer 1	1	1
	NTU 103	Arabic language 1	2	0
	NTU 104	Physical Activity	1	1
	NTU 105	French Language	2	0
	TIMM 106	Physiology	2	2
	TIMM 107	Anatomy	2	2
	TIMM 108	Safety in lab. & workshop	2	0
	TIMM 109	Medical terminology	2	0
	CHT 110	Principle of Nursing	2	2
	CHT 111	Community Health Services	2	3
	CHT 112	microbiology	2	3
	CHT 113	Biochemistry	1	3
	CHT 114	Community Health	2	3
	CHT 115	Medical microbiology	2	3
	CHT 116	Clinical Chemistry	2	3
2023-2024 / 2ed	NTU 201	Computer 2	1	1
	NTU 202	Arabic language 2	2	0
	NTU 203	Crimes of the Baath regime in Iraq	2	0
	NTU204	Professional Ethics	2	0
	TIMM 202	Biostatistics	2	0
	CHT 210	Project	0	2
	CHT 211	Internal Medicine	2	4

	CHT 212	Communicable Disease	2	2
	CHT 213	Environmental Health	1	3
	CHT 214	Health Inspection	2	2
	CHT 215	Educational Health And Health Management	1	0
	CHT 216	Surgery Medicine	2	4
	CHT 217	Safety & Health Occupational	1	3
	CHT 218	Epidemiology	1	2
	CHT 219	Pharmacology	2	2
	CHT 220	Public Health	2	2
	CHT 221	Primary Health Care	2	2

8- Expected learning outcomes of the programme

Knowledge:

A – Knowledge objectives of the program
A1- Learn how to obtain information about the patient.
A2- Determine the initial diagnosis.
A3- Identify health care priorities.
A4- Identify the stages of pregnancy and how to take care of the pregnant mother.
A5- Identify the necessary health examinations and practices.
A6- Identifying the necessary nutritional programs for the mother and studying nutritional deficiencies.
A7 - Identify drug groups and their interactions in addition to the side effects of each drug.
B- Program Skills Objectives
B1 - Training students on how to provide health services in relation to the field of community health.
B2 - Training the student on how to conduct applied health practices for each disease case.
B3 - Evaluation of the efficiency of health care.
B4 - Training the student on how to collect laboratory samples (blood - urine - stol - etc.).

Skills

1- Skills of dealing with the patient.
2- Skills of providing health services related to the field of community health (pregnant women's health, child health)
, school health, vaccinations).
3 - skills of providing first aid.
4 - skills of preparing the patient for all health procedures.

Value

1- Reaching the initial diagnosis by obtaining information from the patient and knowing the history of the case.
2- Self-education through the study of pathological cases presented by the student.
3- Teamwork and voluntary work in collecting information on medical cases.
4- Evaluating the proposed solutions and choosing the best ones.

9-Teaching and learning strategies

-Theoretical lectures, seminars, seminars, scientific developments, scientific seminars, practical training in various laboratories in the department, systematic training in hospitals, summer training, graduation research.
-Daily lectures, continuous discussions with students, scientific films and videos related to the field of community health and vaccine programs in Iraq, scientific visits and systematic training in hospitals and health centers.

10-Evaluation methods

- Daily written tests, daily participations, semester and final exams, weekly reports on the pathological conditions that the student sees during training.
- Writing weekly reports on the medical conditions that the student sees during training, showing scientific films and special videos, conducting scientific visits, systematic training in hospitals and health centers, summer training, and graduation projects.

11-The teaching staff

Faculty members

Academic rank	specialization		Special requirements/skills (if any)		preparation of the teaching staff	
	general	Specialized			lecturer	staff
Assistant Professor Doctor	Biology	Mycology			staff	
Assistant Teacher	Statistics	Time series			staff	
Assistant Teacher	Veterinary medicine	veterinary medicines and toxicology			staff	
Assistant Teacher	Community Health	Community Health			staff	
Assistant Teacher	Community Health	Community Health			staff	
Assistant Teacher	Community Health	Community Health			staff	
Assistant Teacher	chemistry	Inorganic chemistry			staff	
Assistant Teacher	Biology	Botany			staff	

University teacher	animal production	animal production			staff
Doctor	Histopathology	Histopathology			lecturer

12-Professional development
Orienting new faculty members
Professional development
Professional development for faculty members

13-Acceptance criterion
1-Degree 2-Scientific Branch 3- The student's personal interview. 4 - Determining the ratio of males to females. 5- Determining the number of students planned to be accepted for the next academic year.

14- The most important sources of information about the program
1- Methodological books. 2- Auxiliary books. 3- Scientific research 4- External sources (Internet)

15-Program development plan
1-.Identify the latest scientific developments in the field of community health 2-.Participation in international and local conferences 3-.Participation in scientific workshops inside and outside Iraq 4-.Hosting scientific competencies in the field of specialization 5-.Continuous statistical studies to follow up the movement of diseases, especially epidemic ones 6-.Scientific twinning with corresponding departments in universities inside and outside Iraq

Program skills chart

Learning outcomes required from the program															
values				skills				Knowledge				Essential or optional	Course name	Course code	Year/level
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
				✓	✓	✓	✓	✓	✓	✓	✓	Essential	Democracy and Human Rights	NTU 100	2023-2024/1st.
✓				✓	✓	✓	✓	✓	✓	✓	✓	Essential	English language 1	NTU 101	
				✓	✓	✓	✓	✓	✓	✓	✓	Essential	Computer 1	NTU 102	
✓				✓	✓	✓	✓	✓	✓	✓	✓	Essential	Arabic language 1	NTU 103	
												optional	Physical Activity	NTU 104	
												optional	French Language	NTU 105	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Physiology	TIMM 106	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Anatomy	TIMM 107	
✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	Essential	Safety in lab. & workshop	TIMM 108	
✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	Essential	Medical terminology	TIMM 109	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Principle of Nursing	CHT 110	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Community Health Services	CHT 111	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	microbiology	CHT 112	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Biochemistry	CHT 113	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Community Health	CHT 114	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Medical microbiology	CHT 115	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Clinical Chemistry	CHT 116	2023-2024/2ed.
				✓	✓	✓	✓	✓	✓	✓	✓	Essential	Computer 2	NTU 201	
✓				✓	✓	✓	✓	✓	✓	✓	✓	Essential	Arabic language 2	NTU 202	
✓												Essential	Crimes of the Baath regime in Iraq	NTU 203	
				✓	✓	✓	✓	✓	✓	✓	✓	Essential	Professional Ethics	NTU204	
				✓	✓	✓	✓	✓	✓	✓	✓	Essential	Biostatistics	TIMM 202	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Project	CHT 210	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Internal Medicine	CHT 211	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Communicable Disease	CHT 212	

												optional	Environmental Health	CHT 213	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Health Inspection	CHT 214	
✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	Essential	Educational Health And Health Management	CHT 215	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Surgery Medicine	CHT 216	
												optional	Health Occupational Safety &	CHT 217	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Epidemiology	CHT 218	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Pharmacology	CHT 219	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Public Health	CHT 220	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Essential	Primary Health Care	CHT 221	

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Microbiology CHT 112
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Semester
7. Number of hours tuition (total)	75
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1- Teaching and training the student on how to use the microscope.
2- Teaching and training students to examine all types of bacterial slides.
3- Teaching and training students to recognize and differentiate between types of bacteria.
4- Testing the effectiveness of antibiotics
5- Developing vaccines and researching the genetic composition of microorganisms..

10. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives
A1- Identify the structure of bacteria.
A2- Learn how to distinguish between types of pathogenic bacteria.
A3- Identify how to isolate germs and methods of diagnosing them.

B - The skills objectives of the course.
B1 - Training on examining slides.
B2 - Training students on how to distinguish germs microscopically and using ancient cultural methods.
B3 - Training students on how to use a microscope to examine samples.
B4 - Training on the skill of handling samples.

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams,

obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.
C- Emotional and value goals C1- That the student is able to link the types of samples and the species of bacteria isolated from them C2-Understanding the similarities and differences between germs C3- Explaining the mechanisms of bacterial resistance to antibiotics C4- Accurate knowledge of the types of commensal germs and their locations C5- Explaining and understanding the reason for taking a sample and not another sample
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Field visits to gain experience from others. D2- Access to scientific developments in the field of specialization (educational videos). D3- Practical training in hospitals.

11. Course Structure					
Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	3	laboratory safety methods	Lecture, discussion,	3	Test
2	3	laboratory instrument	Lecture, discussions	3	Test
3	3	Sterilization and disinfection	Lecture, discussion,	3	Test
4	3	Culture Media	Lecture, discussion,	3	Test
5	3	Laboratory stains	Lecture, discussion,	3	Test
6	3	Laboratory stains	Lecture, discussion	3	Test
7	3	Zehil – Neelson stain	Lecture, discussion,	3	Test
8	3	-7Sensitivity test for antibiotic..	Lecture, discussion,	3	test

9	3	Bacterial structure	Lecture, discussion,	3	test
10	3	bacterial spores	Lecture, discussion,	3	test
11	3	Method of cultivation streaking method	Lecture, discussion,	3	Test
12	3	Method of cultivation spreading	Lecture, discussion,	3	test
13	3	Method of cultivation stapping	Lecture, discussion,	3	test
14	3	Growth requirement	Lecture, discussion,	3	test
15	3	Review and examination	Lecture, discussion,	3	Test

12.Infrastructure	
Required reading:	

Main references (sources)	
Recommended books and references (scientific journals, reports,...)	1. Joanne willey – Prescotts Microbiology 2019 2. Jawetz Melnick and Adelbrgs Medical Microbiology 2019 3. Brock Biology of Microbiology 2019
B - Electronic references, Internet sites...	

13.Course development plan
Access to modern scientific literature 1- Participation in relevant scientific conferences 2- The teaching and training staff is partially devoted to applying and working in hospitals 3- Hosting specialized professors 4- Academic pairing with other universities and corresponding colleges

Course description

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University

2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Professional Ethics NTU204
4. programmer (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	1 -Weekly lesson schedule (theoretical(2- Discussions
6. Semester/Year	Second semester/second level
7. Number of hours tuition (total)	30 hours (the number of theoretical hours during the 15 weeks)
8. Date of production/revision of this specification	5/1/2024

1.Course objectives

1-	**Teaching students that their commitment to the ethics of their professions is an integral part of the correct practice of them, and this commitment is their duty toward**
2-	**Teaching the professional ethics course is considered the cornerstone of preparing future generations professionally and ethically.**
3-	Teaching a professional ethics course to institute students represents the right beginning for any society that seeks to raise the level of ethical practice among professionals.

2.Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

a1- Identify the principles of ethical analysis and thinking In various professional situations.

a2- Know the difference betweenWork and profession

a3-.RecognitionPatient rights

B - The skills objectives of the course.

B1 –Brainstorming skill inside the hall.

B2 -Give examples and modern applications to enhance understanding.

Teaching and learning methods

Traditional lecture, report writing, discussion

Evaluation methods

Daily written and oral tests, semester and final exams, commitment to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks the student to evaluate himself in light of Teacher's answers (analytical and deductive questions).

C- Emotional and value goals

C1-The student understands the meaning of the basic terms of the curriculum.

C2- That the student understands Characteristics and duties of a medical technician.

C3- That The student distinguishes the importance of ethics for the individual and society.

C4- That The student compares the concept of work, profession and craft.
Teaching and learning methods
Traditional lecture, feedback, deductive and analytical thinking questions.
Evaluation methods
Written tests, semester and final exams, daily tests, and commitments to assignments such as making reports and then discussing the reports, attendance and commitment.
D - Transferable general and qualifying skills (other skills related to employability and personal development). Dr1- Skills of modern interactive teaching methods among students. Dr2- Scientific competition skills among students through asking questions.

Course structure.3					
Evaluation method	**Teaching method**	**Name of the unit/topic**	**Required learning outcomes**	**hours**	**the week**
Duties Quizzes Reports	Theoretical lectures Group discussions	Moral.	identification requester Concept Moral	2	1
Duties Quizzes Reports	Theoretical lectures Group discussions	Work and profession.	Define the student the difference between work and profession	2	2
Duties Quizzes Reports	Theoretical lectures Group discussi	Professional ethics.	The student understands the nature of professional ethics	2	3

	ons				
Duties Quizzes Reports	Theoretical lectures Group discussions	Values and professional ethics.	Introducing the student to the values and ethics of the profession	2	45&
Duties Quizzes Reports	Theoretical lectures Group discussions	Patterns of unethical behavior In the profession.	Introducing the student to patterns of unethical behavior Administrative corruption + bribery + fraud at work	2	6&7
Duties Quizzes Reports	Theoretical lectures Group discussions	Means and methods of consolidating professional ethics.	Understand the means of consolidating values	2	8
Duties Quizzes Reports	Theoretical lectures Group discussions	Ethics of practicing medical professions Characteristics and duties of a medical technician.	Introducing the student to the duties of medical staff	2	9
Duties Quizzes Reports	Theoretical lectures Group discussions	Patient rights. .1	Introducing the student to patient rights	2	10

Duties Quizzes Reports	Theoretical lectures Group discussions	.2 The medical technician's relationship with society and his responsibility towards the environment and public safety.	Introducing the student to the role of the medical technician in society	2	11&12
Duties Quizzes Reports	Theoretical lectures Group discussions	.3 Professional relations (the medical technician's relationship with his colleagues in the health institution.	Clarifying the medical technician's relationship with his co-workers and his subordinates	2	13&14
Duties	Theoretical lectures Group discussions	.4 Ethics of teaching and learning for patients.	Understand and explain the ethics of teaching and learning to patients	2	15

Infrastructure.	
1- Required prescribed books	Unified curriculum for technical universities in Iraq
2- Main references (sources)	• Abu Al-Khair, Muhammad Saeed (B.T): Guide to Professional Ethics, Faculty of Arts, Zagazig University. • Hassan, Abdul Mahdi Abdul Reda (bt): Rules of professional ethics for nurses and midwives in Iraq, website.

www.uobabylon.edu.iq/eprints/pubdoc_10_6984_150.doc

- Al-Hourani, Ghaleb Saleh Watanash, Salama Youssef (2007): Academic ethics for university professors**fromFaculty members' point of view University of Jordan**Studies Journal, Educational Sciences, Vol.34), Issue (2), Jordan.

Rabhi, Israa (2018): The concept of bribery,Internet site.https://mawdoo3.com

- Mohamed Ahmed (2018): What is the difference between a gift and a bribe?https://mawdoo3.com/
- National Center for Developing Faculty and Leadership Capabilities (2011): Ethics of Scientific Research, Program Series, Egypt.
- Mishal, Talal (2018): What is the importance of ethics, website. https://mawdoo3.com/

Al-Mashharawi, Ahmed Hussein (2014):The role of professional ethics in promoting social responsibility in Palestinian government hospitals (Al-

Shifa Medical Complex as an example), Master's thesis in the program • Saudi Commission for Health Specialties (2012): Health Practitioner Ethics, 3rd edition, p. 44. • Quality Assurance Unit (2017): Guide to Professional Ethics, Faculty of Arabic Language, Al-Azhar University, Cairo. • Iraqi Ministry of Health (2018): Code of Medical Research Ethics, National Center for Training and Human Development. Iraqi Ministry of Health (2017): Principles of medical ethics in Iraqi health institutions.	
	Recommended books and references (scientific journals, reports,...)
Modern sources via the Internet	B - Electronic references, Internet sites...

Course development plan.
Access to modern scientific literature -1 Periodic review of the course -2

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Department of Community Health Techniques
3. Course title/code	fundamental of nursing/ CHT 110
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practica * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	60
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1- Teaching and training the student on how to receive the patient.

2.Teaching and training the student to take the appropriate position for the patient.

3. Teaching and training the student to prepare the patient to measure vital signs.

4. -Teaching and training the student on methods of giving blood and withdrawing secretions.

5. -Teaching and training the student on how to give medicine.

6.Teaching and training female students on how to deal with critical situations and first aid.

7. Course outcomes and teaching, learning and evaluation methods

10. Course outcomes and teaching, learning and evaluation methods
A.Cognitive objectives A1- Learn about measuring vital signs. A2- Knowing how to deal with cases of loss of consciousness. A3- Learn how to deal with trauma cases.
B - The skills objectives of the course. B1 - Training in determining the appropriate position for the medical examination. B2 - Training students on how to give blood and deal with allergic cases. B3 - Training the patient in the appropriate position for the physical medical examination. B4 - Training on inserting needles and drawing blood.
Teaching and learning methods
Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.
Evaluation methods
Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.

C- Emotional and value goals

C1- Training on how to deal with premature babies and newborns.

C2- Training on how to deal with pregnant women.

C3- Training on how to deal with unconscious patients.

C4- Training on how to deal with elderly patients.

C5- Training on how to deal with paralyzed patients.

C6- Training on how to deal with patients who have injuries resulting from traffic collisions and exposure to gunfire.

Teaching and learning methods

Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.

Evaluation methods

Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Field visits to gain experience from others.

D2- Access to scientific developments in the field of specialization (educational

videos).

D3- Practical training in hospitals.

11. Course Structure					
Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	6	Introducing students Explaining methods for measuring vital signs - taking temperature orally, anally, under the armpit, and body temperature	Lecture, discussion, presentation of Explanatory videos and films	6	Test
2	6	Blood pressure - its types, ways to regulate it, and pathological signs. Learn how to blood transfusion .	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
3	6	Positions of the physical medical examination: Positions of the patient according to the conditions of the disease and how to deal with the patient by changing his positions (dorsal, position Lateral, kneeling, semi-sitting	Lecture, discussion, presentation of Explanatory videos and films	6	Test
4	6	Methods of administering the drug: oral, rectal, glaucoma, inhalation	Lecture, discussion,	6	Test

			presentation of Explanatory videos and films		
5	6	Training on drawing blood and secretions from the patient	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
6	6	Training on dealing with communicable diseases and isolation situations	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
7	6	Training in giving intravenous solutions	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
8	6	Training in gastric lavage - reasons for gastric lavage - methods of using it.	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
9	6	Training on cannula formation and injection	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
10	6	Training on dealing with patients before the operation and dealing with patients during the operation	Lecture, discussion, presentation of Explanatory videos and films	6	practical test

11	6	First aid training - principles and applications of first aid	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
12	6	Training on dealing with the patient after the operation (recovery room)	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
13	6	Training on dealing with critical situations and first aid	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
14	6	Training to provide first aid to a patient in case of unconsciousness	Lecture, discussion, presentation of Explanatory videos and films	6	practical test
15	6	To train on methods of administering medication	Lecture, discussion, presentation of Explanatory videos and films	6	practical test

Infrastructure.12

Required reading:	Fundamentals of Nursing
Main references (sources)	Fundamentals Of Nursing - E-Book , ,.ا , P. A., Potter, A. G., & Perry, P. (n.d.). Amy Hall Elsevier Health Sciences , ٢٠١٦/٠٢/It's your ٠2 من الصفحات 1392 - complete guide to nursing - from basic concepts to essential skills! Fundamentals of Nursing.
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	https://open.umn.edu/opentextbooks/textbooks/1013

13.Course development plan
Access to modern scientific literature 1- Participation in relevant scientific conferences 2- The teaching and training staff is partially devoted to applying and working in hospitals 3- Hosting specialized professors 4- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Bio-Statistic / TIMM202
4. Program (s) to which it contributes	Community Health Tech Diploma

5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practic * Scientific discussions, seminars, other activities
6. Semester/Year	Modules
7. Number of hours tuition (total)	30 Hour
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

The student will be able to:

- Processing and analyzing statistical data, arriving at correct conclusions, preparing statistical forms.

10. Course outcomes and teaching, learning and evaluation methods

A. Cognitive objectives: The student will be able to:

A1. Deal with statistical data.

A2. Deal with and knowing life and health statistics.

A3. Organize the statistical form and health form related to daily incidents such as births, deaths and diseases

B - Skills and Behavioral objectives: The student will be able to:

• Analyze statistical data.

C- Emotional and Value-Based objectives: The student will be able to:

• Explain the community's need to learn statistics and its applications at work

D - General and qualifying skills:

D1. Access to scientific developments in the field of specialization.

D2. Communication skills with others.

D3. Self-reliance skills.

D4. Teamwork skills.

Teaching and learning methods

Traditional lecturing, report writing, conducting seminars, group learning training.

Evaluation methods

Daily written and oral tests, Applied tests, Seminars, Semester and final exams, Commitments to assignments, Attendance and commitment, Feedback (Linking the current topic to the previous topic), Self-evaluation, Reports on scientific developments in the field of specialization, Asking analytical and deductive questions.

11. Course Structure				
Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Definition of statistics. Data collection methods. Presentation and description of statistical data, preparation of a questionnaire (unclassified data) form.	Traditional lecture, seminars, group discussion	test
2	2	Representing frequency distributions for “classified data” Tabular display "Frequency distribution tables"	Traditional lecture, seminars, group discussion	test
3	2	Graphical display - inscribed histogram, curved histogram, histogram, polygon histogram	Traditional lecture, seminars, group discussion	test
4	2	measures of central tendency, Arithmetic mean .	Traditional lecture, seminars, group discussion	Test
5	2	The median, Mode	Traditional lecture, seminars, group discussion	Test
6	2	Introduction to sampling theory, “its meaning and reasons for choosing it.”	Traditional lecture, seminars, group discussion	Test
7	2	Life statistics, ratio and rate, death statistics	Traditional lecture, seminars, group discussion	Test
8	2	Fertility statistics	Traditional lecture, seminars, group discussion	Test
9	2	Disease statistics, Life tables	Traditional lecture, seminars, group discussion	Test
10	2	Definition of health statistics and its sources	Traditional lecture, seminars, group discussion	Test

11	2	Fields that the health statistics address	Traditional lecture, seminars, group discussion	Test
12	2	Statistics of causes of death (medical certificate, cause, death, death certificate).	Traditional lecture, seminars, group discussion	Test
13	2	Statistics of health institutions	Traditional lecture, seminars, group discussion	Test
14	2	The most appropriate rates for hospitals and patients. Treatment days. Length of stay (average days of stay)	Traditional lecture, seminars, group discussion	Test
15	2	Family occupancy rate, Admission rate.	Traditional lecture, seminars, group discussion	Test

14.Infrastructure

Required reading:

W. Dixon and F. Massey – Introduction to statistical analysis

* علي عبد الأمير – طب نسائية وتوليد – وزارة الصحة – مطبعة العمال المركزية / 1985 .

* علي عبد الأمير – الأمراض النسائية والتوليد - وزارة الصحة – مطبعة العمال المركزية / 1985 .

Banderfort Hill, Fundament in Biosciences.

B - Electronic references, Internet sites...

15.Course development plan

Access to modern scientific literature through:

5- Participation in relevant scientific conferences

6- The teaching and training staff is partially devoted to applying and working in hospitals
7- Hosting specialized professors
8- Academic twinning with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Anatomy / TIMM 107
4. Program (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Modules
7. Number of hours tuition (total)	60
8. Date of production/revision of this specification	5/ 1 / 2024

9. **Aims of the Course**

The student will be able to:
- Identify the human body's systems.
- Identify the relationship between devices.

10. Course outcomes and teaching, learning and evaluation methods

A. Cognitive objectives:
A1. Identify the organs of each system of the human body.
A2. Identify the location of each organ in the human body.

B - Skills objectives:
- Training students on the general anatomical positions of the human body

C- Emotional and Value-Based objectives:
- Respecting the patient's sanctity, customs and traditions.

D - General and qualifying skills:
D1- Field visits to gain experience from others.
D2- Access to scientific developments in the field of specialization (educational

videos). D3- Practical training in hospitals.
Teaching and learning methods
Traditional lecture, Writing reports, Seminar conduct, Practical training in the laboratory, Practical training in the hospital, and End of the course training.
Evaluation methods
Daily written and oral tests, Applied tests, Seminars, Semester and final exams, Commitments to assignments, Attendance and commitment, Feedback (Linking the current topic to the previous topic), Self-evaluation, Reports on scientific developments in the field of specialization, Asking analytical and deductive questions.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	4	Anatomical Directions: Explain all directions of the human body. Surface anatomy of the heart: Describe the position of the heart according to the chest wall and the number of the rib .	Lecture, discussion, presentation of videos	test
2	4	Surface Anatomy of lungs: Describe the position of the lungs according to the chest wall and the number of the rib. Anatomy of the abdomen surface: Drawing the regions of the abdominal surface according to the horizontally & vertically lines .	Lecture, discussion, presentation of videos	test

3	4	Anatomy of stomach: Demonstration the relation of the stomach to the other organs to the abdomen. Anatomy of the liver & spleen: Explain the regions of liver & spleen according to the sur face anatomy of abdomen .	Lecture, discussion, presentation of videos	test
4	4	Anatomy of Intestine: Demonstration the relation of the Intestine to the other organs to the abdomen. Anatomy of the Appendix: Determine the region of the appendix at the right iliac region .	Lecture, discussion, presentation of videos, Display models	Test
5	4	Anatomy of the gall bladder: Determine the region of gall bladder at the right sub – costal region. Define the region of the uterus at the supra – pubic region .	Lecture, discussion, presentation of videos, Display models	practical test
6	4	Anatomy of the skeleton: Describe the center skeleton: Skull – vertebral column & the peripheral. Bones of the shoulder: Show the bones of the shoulder on the skeleton which are the scapula and the clavicle.	Lecture, discussion, presentation videos, Display models	practical test
7	4	Bones of the arm: Show the bones of the arm (Humarus). Bones of the forearm: Show the	Lecture, discussion, presentation videos, Display models	practical test

		bones of Ulna and Radius.		
8	4	Bones of the hand: Demonstrate the bones of the hand: (carpal bones and meta carpal and phalangus). Bones of the pelvis: Define the bones of the pelvis which are: (Iliac and Ischemic and sacrum).	Lecture, discussion, presentation videos, Display models	practical test
9	4	Bones of the thigh: Demonstrate of the skeleton the femur bone with the lower and upper ends. Bones of the leg: Show the bones which are: (Tibia & fibula), and extration to the femur and the foot .	Lecture, discussion, presentation videos, Display models	practical test
10	4	Bones of the foot: Describe the bones which are :(Tarsal & metarsal & phalanges). Bones of the skull: Name the numbers of the bones on all at surfaces of the skull .	Lecture, discussion, presentation videos, Display models	practical test
11	4	Bones of vertebral column: Show the student the types of the vertebrae column and the numbers. Muscle of the shoulder: Show them on the model all the muscles of the shoulder.	Lecture, discussion, presentation videos, Display models	practical test
12	4	Anatomy of the chest wall: Give the types and numbers of the ribs and explain the sternum. Muscles of the chest & abdomen:	Lecture, discussion, presentation videos, Display models	practical test

		Give the name of the muscles of the chest wall and abdominal wall.		
13	4	Muscles of the back & gluteal region: Show the student muscles of the back and gluteal muscles. Anatomy of the digestive system: Show the organs of the digestive system .	Lecture, discussion, presentation videos, Display models	practical test
14	4	Anatomy of the cardio-muscular system: Show them the model of the organs which is the heart and big vessels. Respiratory system: Demonstrate the lungs and bronchus and bronchi..	Lecture, discussion, presentation videos, Display models	practical test
15	4	The uro-genetal system: Show the kidney and urinary bladder with exaltation to the uterus & prostate. The central nervous system: Describe the brain – cerebellum – medulla oblongata and the spinal cord.	Lecture, discussion, presentation videos, Display models	practical test

16.Infrastructure	
Required reading:	**Anatomy**
Main references (sources)	**1- مبادئ علم التشريح لطلبة معاهد المهن الصحية، الدكتور عبد الرحمن محمود، الرحيم / وزارة الصحة 1983**

Recommended books and references (scientific journals, reports,...)	**Atlas of anatomy (Grantes) / 1998.** **Kingham anatomy – Oxford – London / 1987 .**
B - Electronic references, Internet sites...	

17.Course development plan
Access to modern scientific literature through: 9- Participation in relevant scientific conferences 10- The teaching and training staff is partially devoted to applying and working in hospitals 11- Hosting specialized professors 12- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Primary Health Care (CHT 221)
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	60 hr.
8. Date of production/revision of this specification	5/ 1 / 2024
9. **Aims of the Course** **Definition and training of the student on the following concepts:** 1. Introducing and training students on the concept and importance of primary health care.	

2. Definition of primary health care: It is a comprehensive and integrated approach to providing health ca the individual, family and society, and aims to promote health, prevention, diagnosis, treatment and rehabilitation of patients, and includes attention to the comprehensive health, mental, social and environmental needs of the individual.
3. Student training on primary health care: It includes enhancing awareness and developing students' knowledge about the foundations and principles of primary health care through several methods, suc
4.Discussions and lectures: Students are provided with explanations and lectures on the definition of prim health care and its vital role in improving the health of the individual and society.
5.Practical lessons: Includes the application of primary health care skills, such as effective communicatio with patients and families, collecting health information, assessing health status and identifying healt needs.
6.Training courses and practical exercises: Organize practical training courses that allow students to pract primary health care in a real-world environment, such as simulating clinical cases.
7.Research and Studies: Students are encouraged to conduct research and studies on topics related to prim health care, helping them deepen their understanding and learning about sustainability and possible improvements to healthcare.
8.In summary, the definition and training of students about primary health care focused on enhancing the understanding and practice of this important concept, in order to develop health cadres capable of providing primary health care services in the best way and improving health care for individuals and society in general.

10. Course outcomes and teaching, learning and evaluation methods

A-Cognitive goals of the course.

1. Understand the concept of primary health care and its importance in health promotion and disease prevention.
2. Know the basic foundations and principles of primary health care, including effective communication with patients, collection of health information, assessment of health status and identification of health needs.
3. Understand health care systems and components and the role of each entity in providing primary health care.
4. Identify effective methods for diagnosing and treating common diseases by primary health care.
5. Understand the importance of disease prevention and awareness of appropriate preventive measures for patients, families and society in general.
6. Identify the challenges and problems associated with the provision of primary health care and ways to deal with them.
7. Know how to use modern technology to improve primary health care and provide services to vulnerable and disadvantaged groups.

B - The skills objectives of the course.

1. Develop effective communication skills with patients, families and other medical teams.
2. Acquire the skills of collecting and analyzing health data and assessing the beneficiary's health status.
3. Develop diagnostic and treatment skills for common diseases and give the necessary instructions.
4. Learn the skills of conducting basic medical examinations and taking samples for analysis.
5. Implement chronic disease management skills such as child protection, aging, heart disease, diabetes

and others.
6. Learn the skills of educating patients, families and the community about health and disease prevention.
7. Develop public health management skills and attention to public safety and prevention of infectious diseases.
8. Acquire skills to deal with challenges and problems associated with the provision of primary health care, such as health rights, equality and cultural diversity.
9. Develop skills to use technology in improving the quality of primary health care, for example, telehealth assessment and digital health resources.
10. Learn leadership, organization and time management skills in a primary health care environment.
11. These skills are an essential part of qualifying students to practice the profession of primary health care and provide comprehensive care of high quality to patients, families and society in general.

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.

C- Emotional and value goals

1- Medical Ethics:
Promote medical ethical values such as respect, integrity, confidentiality and fairness in healthcare delivery.
2- Respect for human dignity:
Emphasizing the importance of respecting the dignity of patients and dealing with them ethically and with high respect.
3- Transparency and effective communication:
Enhance transparency in communicating with patients and their family members and providing information in an honest and clear manner.
4- Cooperation and teamwork:
Enhance collaboration and teamwork skills with other medical team members to improve the quality of medical care and services.
5- Social Responsibility:
Promote social responsibility in providing health care committed to the highest standards of quality and ethics.
6- Continuous learning and professional improvement:

Stimulate continuous research and continuous learning to improve clinical practice and develop professional skills.
7. Flexibility and adaptation to challenges:
Enhance flexibility and adaptability to the increasing challenges and pressures in the medical work environment.
8. Appreciation of cultural and social diversity:
Emphasize the importance of appreciating cultural and social diversity in dealing with patients and different families.
9- Health guidance and education:
Provide health guidance and education to patients and their family members to enhance their understanding and encourage them to participate in their health care.

Teaching and learning methods

Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.

Evaluation methods

Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.

D - Transferable general and qualifying skills (other skills related to employability and personal development).

1- Effective communication:
Ability to communicate effectively with patients, co-workers, and other medical staff, including the ability to express clearly and listen effectively.
2- Leadership and motivation:
Develop leadership and motivation skills to organize and coordinate work in health care teams, and motivate the team to achieve common goals.
3- Problem solving:
An ability to analyze problems and make the right decisions under emergency conditions, and to search for effective solutions to improve the quality of health care.
4- Working under pressure:
Develop the skills of working under pressure and in a volatile environment, the ability to control emotions and respond effectively in emergency situations.
5- Time Management:
Effectively organize and manage time to achieve the goals and obligations of the operation in a demanding medical environment.
6- Continuous learning:
Prepare for continuous learning and develop professional and personal skills through training courses

and practical experiences.

11. Course Structure					
Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	4	Introduction to Primary Health Care	Definition - a brief history - its importance. Strategies & Specifications Visit to the health center	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
2	4	Maternal and Child Care	(Pain Care - Child Care) Mother card and baby card	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
3	4	Integrated Management of Childhood	Illness (IMCI) Practical application on the integrated management of childhood illnesses in primary health care centers.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
4	4	School health care	School health and health care for students and school	Theoretical lectures, education	Daily test, daily posts, quarterly and final exams,

			members. School health and how to conduct initial examinations of students.	al videos	weekly reports
5	4	Environmental health in schools. Health education in schools. Eye health and dental health.	Environmental health in schools. Health education in schools. Eye health and dental health.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
6	4	Vaccines	Vaccines - types - expanded vaccination program. Methods of needle glaucoma, vaccines and vaccine doses.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
7	4	Examples from the field of children dropping out of vaccines.	Examples from the field of children dropping out of vaccines.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
8	4	Cold chain for vaccines.	Cold chain for vaccines.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
9	4	Family planning	Family planning – contraceptive methods	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly

					reports
10	4	Early detection of pressure and diabetes.	Early detection of pressure and diabetes. Tests (measurement of pressure and blood sugar)	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
11	4	breast cancer.	Early detection of breast cancer. Self-examinations for early detection of breast cancer.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
12	4	Care for the disabled (physically disabled - mentally handicapped)	Care for the disabled (physically disabled - mentally handicapped) Visit to the Institute for the Disabled (Physically and Mentally)	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
13	4	Health rehabilitation.	Health rehabilitation. Definition and types of qualification Visit to nursing homes	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
14	4	Rural health	Rural health services. Duties of the Rural Health Team	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
15	4	communicable and endemic diseases	Control of communicable diseases. Control of endemic	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly

			diseases. Visit to the Fever Hospital.		reports

18.Infrastructure	
Required reading:	
Main references (sources)	**Park's Textbook** of. **PREVENTIVE**. AND **SOCIAL**. MEDICINE. BHANOT. K. PARK.
Recommended books and references (scientific journals, reports,...)	**The ORIGINS of Primary Health Care and SELECTIVE Primary Health Care** **Primary Care (PC) and Primary Health Care (PHC)**
B - Electronic references, Internet sites...	**https://www.who.in** **https://www.youtube.com/watch?v=3MPUs5rMmrc**

19.Course development plan
Access to modern scientific literature 13- Participation in relevant scientific conferences 14- The teaching and training staff is partially devoted to applying and working in hospitals

15-	Hosting specialized professors
16-	Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Public Health (CHT 220)
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	60 hr.
8. Date of production/revision of this specification	5/ 1 / 2024

9. **Aims of the Course**

1. Health awareness: It is concerned with spreading knowledge and information about the factors affectin health and how to maintain good health.
2. Healthy lifestyle: includes basic health concepts such as healthy nutrition, regular physical activity, abstinence from smoking, and little alcoholic beverages.
3. Prevention and control of diseases: aims to reduce the spread of infectious and chronic diseases throug vaccination, preventive health care and rapid response to outbreaks.
4. Healthy behavior and disease prevention: Teaches students how to make healthy decisions and follow healthy behavior such as washing hands regularly, social distancing, and using sunscreens.
5. Environmental Health: Students learn about the impact of the environment on health and how to maint healthy environment through waste management, water purification and pollution reduction.
6. Enjoy good health on a personal and social level: teaches students how to deal with psychosocial challenges that affect mental and emotional health and how to seek support and help when needed.

Concepts and implementation of training in public health can be taught through group discussions, theore lessons, practical exercises, and interactive activities such as games, dramas, models and projects.

10. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1. Define the basic concepts in public health.
2. Understand the importance of factors affecting public health, such as environmental, behavioral and genetic factors.

3. Distinguish between the types of infectious and chronic diseases and understand how they spread and prevent them.
4. Understand the concept of health prevention and how to achieve it at the individual and collective levels.
5. Understand the importance of public awareness and education in promoting public health.
6. Identify health care systems and how to access them and improve their quality.
7. Understand the importance of recording and analyzing health data to identify public health needs and develop effective measures and strategies.
8. Develop communication, negotiation and leadership skills to influence the improvement of public health.

B - The skills objectives of the course.

1. Ability to analyze and evaluate the health status of communities and determine their needs and priorities.
2. Ability to design and implement programs and measures to improve public health and prevent diseases.
3. The ability to promote and educate the public about healthy behaviors and promote positive change for individuals and communities.
4. Ability to negotiate and communicate with multi-skilled partners and teams to achieve shared outcomes and influence health decision-making.
5. Ability to analyze and interpret health data and rely on scientific evidence to guide health measures and programs.
6. Ability to deal with and manage health crises and provide a rapid and effective response.
7. Ability to work in diverse teams and collaborate with partners to achieve public health goals.
8. Ability to provide reliable and accurate health advice and guidance to individuals and communities.
9. Ability to lead and manage health projects and initiatives at the local and national levels.
10. Ability to continuously learn and follow up scientific and technical developments in the field of public health.

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.

C- Emotional and value goals

1- Medical Ethics:

Promote medical ethical values such as respect, integrity, confidentiality and fairness in healthcare

delivery.
2- Respect for human dignity:
Emphasizing the importance of respecting the dignity of patients and dealing with them ethically and with high respect.
3- Transparency and effective communication:
Enhance transparency in communicating with patients and their family members and providing information in an honest and clear manner.
4- Cooperation and teamwork:
Enhance collaboration and teamwork skills with other medical team members to improve the quality of medical care and services.
5- Social Responsibility:
Promote social responsibility in providing health care committed to the highest standards of quality and ethics.
6- Continuous learning and professional improvement:
Stimulate continuous research and continuous learning to improve clinical practice and develop professional skills.
7. Flexibility and adaptation to challenges:
Enhance flexibility and adaptability to the increasing challenges and pressures in the medical work environment.

8. Appreciation of cultural and social diversity:
Emphasize the importance of appreciating cultural and social diversity in dealing with patients and different families.
9- Health guidance and education:
Provide health guidance and education to patients and their family members to enhance their understanding and encourage them to participate in their health care.

Teaching and learning methods

Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.

Evaluation methods

Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.

D - Transferable general and qualifying skills (other skills related to employability and personal development).

1- Effective communication:
Ability to communicate effectively with patients, co-workers, and other medical staff, including the ability to express clearly and listen effectively.
2- Leadership and motivation:
Develop leadership and motivation skills to organize and coordinate work in health care teams, and motivate the team to achieve common goals.

3- Problem solving:
An ability to analyze problems and make the right decisions under emergency conditions, and to search for effective solutions to improve the quality of health care.
4- Working under pressure:
Develop the skills of working under pressure and in a volatile environment, the ability to control emotions and respond effectively in emergency situations.
5- Continuous learning:
Prepare for continuous learning and develop professional and personal skills through training courses and practical experiences.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	4	Introduction to public health.	Definition – A brief history. Visit to the Public Health Division.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
2	4	Health promotion.	Components of health promotion. Modern methods used in health promotion.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
3	4	Health education.	Health education team. Duties of the health team. Health education methods.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

			How to develop a health education plan.		
4	4	Environmental health.	Environmental health goals. Types of environments.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
5	4	Water pollution. Air pollution. Discharge of droppings.	Water pollution. Air pollution. Discharge of droppings.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
6	4	Healthy nutrition.	Healthy nutrition.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
7	4	Nutrition for different age groups.	Basic food components and their importance Sick food. Visit to the Nutrition Research Center.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
8	4	Lifestyle.	Lifestyle.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
9	4	Control of respiratory diseases.	Tuberculosis. Single measles.	Theoretical lectures, education	Daily test, daily posts, quarterly and final exams,

			Meninges.	al videos	weekly reports
10	4	Epidemiology of chronic diseases.	Epidemiology of chronic diseases.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
11	4	Epidemiology of communicable diseases.	Endemic disease epidemiology. Practical training in screening for schistosomiasis, malaria and AIDS.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
12	4	Polio.	Polio epidemiology. AFP Test	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
13	4	Stress.	Stress.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
14	4	Health statistics	(definition of health statistics - births and deaths). Visit to the Births and Deaths Division.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
15	4	Public Health Metrics	Public Health Metrics – Review.	Theoretical lectures, education	Daily test, daily posts, quarterly and final exams,

				al videos	weekly reports

20.Infrastructure	
Required reading:	
Main references (sources)	**Park's Textbook** of. **PREVENTIVE**. AND **SOCIAL**. MEDICINE. BHANOT. K. PARK
Recommended books and references (scientific journals, reports,...)	**Housing and Public Health** **The health and health system of South Africa: historical roots of current public health challenges**
B - Electronic references, Internet sites...	https://www.youtube.com/watch?v=3MPUs5rMmrc https://www.cdcfoundation.org/what-public-health

21.Course development plan
Access to modern scientific literature 17- Participation in relevant scientific conferences 18- The teaching and training staff is partially devoted to applying and working in hospitals 19- Hosting specialized professors 20- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Community health Techniques Department
3. Course title/code	Occupational Health & Safety/ CHT 217
4. Programme (s) to which it contributes	(Community health technical diploma)
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Courses
7. Number of hours tuition (total)	(60) hours
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1-Teaching and introducing the student to the concepts of occupational health and safety and its importa in the field of the work environment.

2- Explaining potential occupational risks and how to deal with them and prevent them.

3- Teaching and training the student on the preventive measures and safe behaviors that must be followe the work environment.

4- Enhancing awareness of the importance of following regulations and legislation related to occupationa health and safety.

5- Teaching and training students on how to deal with accidents and emergencies in the workplace.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

A1- Knows the concept of safety at work.

A2 - Knows the relationship between work and human health.

A3- Identify the risks to which workers in various professions, crafts, and establishments are exposed.

A4- To be aware of the occupational health and safety conditions that must be met to prevent work accidents, injuries, and various occupational diseases.

A5- Identify methods for evaluating and identifying occupational risks and the effectiveness of control methods.

A-6 Identify the laws that were issued to ensure health and safety at work..

B - The skills objectives of the course.

B1 - Encouraging the skill of evaluation and review to ensure that health and safety concepts and principles are applied effectively in the environment by participating in projects and events that enhance awareness of environmental health.

B2 - Training students to understand regulations and standards related to health and safety.

B3 - Training students in teamwork skills and cooperation with teams in the context of work. B4 - Training in self-learning skills and continuing to improve professional skills.
Teaching and learning methods
Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.
Evaluation methods
Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.
C- Emotional and value goals C1- Training on how to deal with occupational injuries and diseases at work sites. C2- Training on how to develop safety stages at work. C3- Training to assess whether the measures taken to reduce the identified risks are adequate, and whether other measures can be taken to prevent or analyze this risk. C4- Training on how to prepare a report that includes the risks that have been identified, the extent of their severity, and any recommendations to control new risks.
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Field visits to gain experience from others. D2- Access to scientific developments in the field of specialization (educational videos).

D3- Practical training in hospitals.

11. Course Structure			
Week	Hours	Unit/Module or Topic Title	Assessment Method
1	4	Principles of occupational health and safety Occupational health and safety objectives	test
2	4	History of occupational health, safety and safety in Iraq	test
3	4	Occupational health and safety and its relationship to production	test
4	4	Occupational risks and diseases resulting from them	test
5	4	Lighting and radiation of types And its risks	test
6	4	Chemical hazards (gases, vapors, dust)	test
7	4	Biological risks And biological diseases	test
8	4	Mechanical hazards	test
9	4	Atmospheric pressure and electricity	test
10	4	Industrial toxins and heavy metal toxins	test
11	4	Pesticide toxins	test
12	4	Medical and engineering prevention methods	practical test

13	4	Handling and storing materials. Signs and effects of safety and security	test
14	4	First aid services at the work site	practical test
15	4	Legislation and decisions related to occupational health and safety	test

22.Infrastructure	
Required reading:	Occupational health, Hikmat Jameel
Main references (sources)	) جنيف ILOموسوعة الصحة المهنية والأمان (الجزء الثاني 1990 ENcyclopedia & Occupational health & safety ILO Volume 2 Geneva **1990** A comprehensive guide for those working in environmental health services/United Nations Environment

	Programme, World Health Organization, 2004, Amman, Jordan.
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	

23.Course development plan
Access to modern scientific literature 21- Participation in relevant scientific conferences 22- The teaching and training staff is partially devoted to applying and working in hospitals 23- Hosting specialized professors 24- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Communicable Disease (CHT 212)
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	60 hr.
8. Date of production/revision of this specification	5/ 1 / 2024
9. **Aims of the Course** 1 .Students' understanding of basic concepts: Teaching communicable diseases aims to introduce students to basic concepts such as the causative factors of communicable diseases, ways of transmission	

from person to person, and their impact on public health.
2. Identify common communicable diseases: The teaching aims to introduce students to certain diseases transmitted between individuals, such as prevalent infectious diseases such as influenza, hepatitis and tuberculosis, as well as sexually transmitted diseases such as AIDS.
3. Understand prevention and control methods: Teaching aims to familiarize students with preventive measures and control of communicable diseases, such as vaccination, personal hygiene, providing a clean environment, and using personal protective means.
4. Develop research skills: Teaching communicable diseases contributes to the development of students' scientific research skills, as it encourages them to explore reliable sources of information and analyze health data related to communicable diseases.
5. Promoting public health awareness: Teaching aims to enhance awareness of the importance of public health and the role of individuals in maintaining it, highlighting the importance of health awareness and education to prevent communicable diseases and their spread.
6. Providing scientific information to the community: Teaching aims to enable students to transmit scientific information clearly and effectively to the community, whether by educating the public or participating in community activities related to health and communicable diseases.

10. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1 . Understanding the concepts of communicable diseases: Teaching aims to develop students' understanding of the concept of communicable diseases, their causes and ways of transmission between individuals.
2. Identify the causative agents of communicable diseases: Teaching aims to introduce students to the various factors that cause communicable diseases, such as germs, viruses and parasites.

3. Analysis of disease transmission routes: Students learn how to analyze and understand disease transmission modes, including direct contact, indirect contact, food pollution, water and air pollution.
4. Study of common communicable diseases: Students learn about common communicable diseases, know their symptoms, diagnose, treat and prevent them. These diseases include influenza, hepatitis, tuberculosis, AIDS, malaria, cholera and others.
5. Explore preventive means: Students learn about different means of preventing communicable diseases, such as vaccinations, personal hygiene, general preventive measures, and the use of personal protective measures such as masks and gloves.
6. Health Data Assessment: Students learn how to read and analyze health data related to communicable diseases, such as infection rates, prevalence, and mortality, and how to use this data to assess health status and make appropriate decisions.

B - The skills objectives of the course.

1. Identify the causative agents of communicable diseases: Students learn how to identify the causative agents of communicable diseases, such as germs, viruses and parasites, and understand how these factors affect public health.
2. Use of personal protective equipment: Students learn how to use appropriate personal protective equipment to reduce the transmission of diseases, such as wearing masks, using gloves and washing

hands regularly.
3. Learn about the modes of disease transmission: Students learn how to analyze and understand the modes of disease transmission, including direct contact, indirect contact, food pollution, water and air pollution, and how to take appropriate preventive measures.
4. Health Risk Assessment: Students learn how to assess health risks related to communicable diseases, including identifying the most vulnerable groups, analyzing potential sources of infection, and assessing the level of risk.
5. Effective communication and health education: Students learn how to communicate effectively about communicable diseases and disseminate important health information to the public, including educating people about disease symptoms and prevention methods.

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, assignment commitments, attendance and commitment, feedback (student test on the previous subject), self-assessment (questions are set for the student by the teacher and the student answers the questions as well as

C- Emotional and value goals

1- Empathy and understanding for people with communicable diseases: Students' ability to empathize and understand people with communicable diseases, understand the challenges they face and provide support and respect for them is enhanced.

2- Awareness of the importance of cooperation and community participation: Students learn the importance of teamwork and cooperation in combating communicable diseases and maintaining community health, and how to adopt responsible behavior and adhere to preventive measures.

3- Motivate participation in health awareness campaigns: Students are encouraged to participate in health awareness campaigns related to communicable diseases, whether through the media, social media or community events, with the aim of disseminating correct information and promoting public awareness.

4-Developing Social Responsibility: Students aim to develop social responsibility in relation to communicable diseases, including taking the necessary preventive measures, adhering to healthy behavior and raising awareness of others.

5- Promote healthy ethical and ethical values: Students are encouraged to adopt healthy ethical and ethical values in dealing with communicable diseases, such as honesty, integrity, respect and the health rights of others

D - Transferable general and qualifying skills

Ability to communicate effectively with patients, co-workers, and other medical staff, including the ability to express clearly and listen effectively.

2- Leadership and motivation:

Develop leadership and motivation skills to organize and coordinate work in health care teams, and motivate the team to achieve common goals.

3- Problem solving:

An ability to analyze problems and make the right decisions under emergency conditions, and to search for effective solutions to improve the quality of health care.

4- Working under pressure:

Develop the skills of working under pressure and in a volatile environment, the ability to control emotions and respond effectively in emergency situations.

5- Time Management:

Effectively organize and manage time to achieve the goals and obligations of the operation in a demanding medical environment.

6- Continuous learning:

Prepare for continuous learning and develop professional and personal skills through training courses and practical experiences.

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	4	Principles of Communicable Diseases - Definitions of Scientific Terms in Epidemiology	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
2	4	Seminar on Communicable Diseases	Theoretical lectures, educational	Daily test, daily posts, quarterly and final exams, weekly reports

			videos	
3	4	Chain of accidents in the process of infection	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
4	4	Seminars on communicable diseases	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
5	4	General measures for the prevention and control of communicable diseases	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
6	4	Reports on methods of prevention and control of communicable diseases	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
7	4	Respiratory diseases – cold, influenza, measles, tuberculosis	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
8	4	Training students on diagnostic and prevention methods	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
9	4	Respiratory diseases – diphtheria, whooping cough, meningitis, pneumococcal pneumonia Training students on diagnostic and prevention methods	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
10	4	Fecal diseases – typhoid fever, cholera, shigellosis Training students on methods of diagnosing typhoid and cholera	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

		Scientific visit to the Fever Hospital		
11	4	Fecal diseases - amoebic dysentery, giardiasis, hepatitis A Training students on diagnostic methods for amoebic dysentery and giardiasis	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
12	4	Fecal diseases - worms, polio Scientific visit to the Fever Hospital Foodborne diseases Introducing students about the types of food poisoning Insect-borne diseases, malaria, plague Training students to diagnose malaria Schistosomiasis	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
13	4	Sexually transmitted diseases Seminars on sexually transmitted diseases	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
14	4	Common diseases Seminar on Common Diseases	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
15	4	Common diseases Seminar on Common Diseases	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

24.Infrastructure	
Required reading:	
Main references (sources).	Abraham S. Benenson, 1995, Control of Communicable Diseases Manual, 16th edition, An Official Report of the American Public Health Association, The United Book Press, Inc, Baltimore Davidson, S., 1999, Principles and Practice of Medicine, 18th edition, Harcourt, Edinburgh, London. Donowitz, 1996, Infection Control in the Child Care Center and Preschool, 3rd edition, Williams Wilkins, USA
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	

25.Course development plan
Access to modern scientific literature 25- Participation in relevant scientific conferences 26- The teaching and training staff is partially devoted to applying and

working in hospitals

27- Hosting specialized professors

28- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Health Inspection and Control / CHT 214
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	60
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1-Understand the concept of health inspection and control: The student is introduced to the concept of health inspection and control and its importance in protecting public health and ensuring the safety and quality of health products and services.

2- Identify health legislation and standards: The student is introduced to legislation and laws related to health inspection and control, in addition to the standards and guides that must be followed to ensure compliance with health standards.

3- Implementation of health inspections and control: The student is trained on how to carry out health inspections and controls, including data collection and analysis, and assessing compliance with health standards.

4- Risk Assessment and Health Crisis Management: The student learns how to assess potential health risks and manage health crises, including dealing with safety incidents and health emergencies.

5- The role of health awareness and education: The student learns about the role of health awareness and education in promoting health awareness among people and encouraging them to make informed health decisions.

6- Through the subject of health inspection and control, the student is prepared to work in the field of health inspection and control, whether as a health inspector or director of health control, or to work in related fields such as health safety and health quality management.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

1. Understand the concept of health inspection and control and its place in the protection of public health.
2. Identify legislation and laws related to health inspection and control.
3. Reviewing the standards and manuals related to health control and how to follow them.
4. Learn how to carry out health inspections and controls correctly and effectively.
5. Ability to assess health risks and take the necessary measures to control them.
6. Learn how to manage health crises and deal with health safety incidents.
7. Learn about the role of health awareness and education in improving health awareness among individuals and communities.
8. Develop research and analysis skills necessary to collect data and assess compliance with health standards.
9. Develop the ability to deal with the public and communicate effectively in the field of health inspection and control.
10. Understand the importance of quality and safety in health products and services and how to ensure them.

B - The skills objectives of the course.

1. Acquire the skills of carrying out health inspections and control operations correctly and effectively.
2. Developing the skills of dealing with the public and effective communication in the field of health inspection and control.
3. Develop research and analysis skills necessary to collect data and assess compliance with health standards.
4. Learn how to assess health risks and take action to control them.
5. Developing health crisis management skills and dealing with health safety incidents.
6. Develop skills to deal with legislation and laws related to health inspection and control.
7. Learn how to follow the standards and manuals related to health control.
8. Develop the ability to assess quality and safety in health products and services and how to ensure them.
9. Promote awareness of the importance of health awareness and education in improving health awareness among individuals and communities.
10. Developing leadership and management skills in the field of health inspection and control.

Teaching and learning methods

Traditional lecture, report writing, seminars, laboratory applied training, systematic training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, assignment commitments, attendance and commitment, feedback (student test on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions as well as the teacher's answer to the same questions and the student is asked to evaluate himself in the

light of the teacher's answers), reports on scientific developments in the field of specialization, asking analytical and deductive questions.

Teaching and learning methods

Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.

Evaluation methods

Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.

D - Transferable general and qualifying skills (other skills related to employability

1- Effective communication:

Ability to communicate effectively with employers, co-workers and other medical staff, including the ability to express clearly and listen effectively.

2- Leadership and motivation:

Develop leadership and motivation skills to organize and coordinate work in health care teams, and motivate the team to achieve common goals.

3- Problem solving:

An ability to analyze problems and make the right decisions under emergency conditions, and to search for effective solutions to improve the quality of health care (health inspection).

4- Working under pressure:

Develop the skills of working under pressure and in a volatile environment, the ability to control emotions and respond effectively in emergency situations.

5- Time Management:

Effectively organize and manage time to achieve the goals and obligations of the operation in a demanding medical environment.

6- Continuous learning:

Prepare for continuous learning and develop professional and personal skills through training courses and practical experiences.

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method

1	4	The concept of health control, extracts from the Public Health Law, the objectives of health control and the tasks of the health inspector. A visit to the Health Control Division and getting acquainted with its units and the duties of each unit.	Lecture discussion Seminar	test
2	4	Food system, food safety and environmental safety. How to keep records and other administrative matters in the Health Control Division.	Lecture discussion Seminar	practical test
3	4	Conditions for granting health leave. Conditions to be met by the leave holder and workers. Food industry and food supply laboratories.	Lecture discussion Seminar	test
4	4	Conditions to be met in hotels, rest houses, public cafes, casinos and family parks Visit to hotels, rest houses, public cafes, casinos and family parks. Work contexts in hotels and rest houses. Conditions for granting health leave. Conditions to be met by the leave holder and workers. Food industry and food supply laboratories.	Lecture discussion Seminar	Test
5	4	Conditions to be met in ovens, bakeries, pastries and shops for the preparation, preparation and presentation of food and beverages.	Lecture discussion Seminar	practical test

		A visit to ovens, bakeries, pastries and shops for the preparation, preparation and presentation of food and beverages. Means of transport intended for the transport, preservation, display, sale and processing of foodstuffs.		
6	4	Conditions to be met in ice cream shops and shops selling household food appliances individually.	Lecture discussion Seminar	practical test
7	4	Conditions to be met in shops selling meat, dairy, eggs, animal products, and shops selling red meat, poultry and their products	Lecture discussion Seminar	practical test
8	4	Conditions to be met in barbershops, cosmetics, detergent laboratories and fitness centers. A visit to barbershops, fitness centers, beauty centers, cosmetics laboratories and detergent laboratories.	Lecture discussion Seminar	practical test
9	4	Conditions to be met in live chicken shops and river and marine fish shops (wholesale and single)	Lecture discussion Seminar	practical test
10	4	Conditions to be met in food and ready-made beverage shops and kiosks selling drinks, juice and ready-made foods.	Lecture discussion Seminar	practical test
11	4	Conditions to be met in coffee grinding shops and travel tea shops. Visit to coffee and tea shops.	Lecture discussion Seminar	practical test
12	4	Conditions to be met in food industry laboratories, appetizer factories, food	Lecture	practical test

		additives and food processing laboratories. A visit to the food industry laboratories, juice factories and jams.	discussion Seminar	
13	4	Conditions to be met in confectionery factories, Rashi production factories and gypsum factories. A visit to the pastry factories, the production of bribes and gypsum factories.	Lecture discussion Seminar	practical test
14	4	Conditions to be met in mineral water and soft drinks plants and desalination and sterilization plants of drinking water with helical membrane system and reverse osmosis . A visit to liquefied water projects.	Lecture discussion Seminar	practical test
15	4	Conditions to be met in ice plants. Visit to ice plants.	Lecture discussion Seminar	practical test

26.Infrastructure	
Required reading:	Radiography
Main references (sources)	Health Control Guide for Employees / Iraqi Ministry of Health 2012 Health Education Guide for Health Control Workers/Ministry of Health/Public Health

	Department/Dr. Samer Abdul Sattar, 2012
Recommended books and references (scientific journals, reports,...)	Journals and Articles
B - Electronic references, Internet sites...	Food Control System Assessment Tool: Introductory Manual

27.Course development plan
1. Access to modern scientific literature . 2. Participation in relevant scientific conferences. 3. Full-time teaching and training staff for application and work in hospitals partially. 4. Hosting specialized professors. 5. Scientific pairing with other universities and corresponding colleges.

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Crimes of the Baath regime in Iraq NTU203
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical) * Scientific discussions
6. Semester/Year	Annual
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1- Providing students with basic concepts related to the definition of crimes, their
es and divisions.

2- Definition of crimes and violations of the former regime and types of

rnational crimes
3- Introducing mass grave crimes and violations of Iraqi laws
4- Addressing environmental crimes, the destruction of cities, policies of mographic change and extrajudicial detention
5- Explaining the role of the Supreme Criminal Court in dealing with the crimes of the Baath regime

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives
A1- Enabling students to understand the concept of crime and the types of national and international crimes.
A2- Developing the knowledge aspects of the protection and guarantees of human rights.
A3- Developing students' ability to distinguish between crimes and human rights violations and how to confront them

B - The skills objectives of the course.
B1 – Enable students to understand the concept of national and international crime.
B2 - Enable students to know human rights and how to defend these rights. And know the guarantees related to them.

Teaching and learning methods

((Theoretical lectures, periodic reports / periodic tests / practical case studies)).

Evaluation methods

((Periodic exams / direct questions / preparation of special reports))

C- Emotional and value goals
C1- Development of legal culture
C2- Carrying out his duties in the workplace with professional motives.
C3- Instilling the values of tolerance and cooperation in society.

Teaching and learning methods

((Student groups / case studies / preparation of special reports))

Evaluation methods

((Periodic exams / direct questions / preparation of special reports))

D - Transferable general and qualifying skills (other skills related to employability and personal development).
D1- Developing the skills of students in the field of public service or the private sector.
D2- Developing personal skills to develop students' legal culture.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	2	-Crimes of the Baath regime under the Law of the Supreme Iraqi Criminal Tribunal in 2005 -The concept of crimes and their divisions -Definition of crime linguistically and idiomatically	Knowledge and practical application	theoretical	Tests & Discussion
2	2	-Crime sections -Crimes of the Baath regime as documented in the Law of the Supreme Iraqi Criminal Tribunal in 2005	Knowledge and practical application	theoretical	Tests & Discussion
3	2	- Types of international crimes - Decisions issued by the Supreme Criminal Court	Knowledge and practical application	theoretical	Tests & Discussion
4	2	- Psychological and social crimes and their effects. - Mental Crimes - Mechanisms of psychological crimes - Effects of mental crimes	Knowledge and practical application	theoretical	Tests & Discussion
5	2	- Social crimes - Militarization of society - The position of the Baath regime on religion	Knowledge and practical application	theoretical	Tests & Discussion
6	2	- Violations of Iraqi laws - Photos of human rights violations and	Knowledge and practical application	theoretical	Tests & Discussion

		crimes of the authority			
7	2	- Some decisions on political and military violations of the Baath regime	Knowledge and practical application	theoretical	Tests & Discussion
8	2	- Places of Prisons and Detention of the Baath Regime	Knowledge and practical application	theoretical	Tests & Discussion
9	2	- Environmental crimes of the Baath regime in Iraq	Knowledge and practical application	theoretical	Tests & Discussion
10	2	- War and radioactive contamination and mine explosions	Knowledge and practical application	theoretical	Tests & Discussion
11	2	- Destruction of towns and villages - Scorched earth policy	Knowledge and practical application	theoretical	Tests & Discussion
12	2	- Drainage of marshes - Dredging palm groves, trees and plantings	Knowledge and practical application	theoretical	Tests & Discussion
13	2	- Mass grave crimes - Mass graves	Knowledge and practical application	theoretical	Tests & Discussion
14	2	- Mass graves and genocide committed by the Baathist regime	Knowledge and practical application	theoretical	Tests & Discussion
15	2	- Chronological classification of genocide graves in Iraq	Knowledge and practical application	theoretical	Tests & Discussion

28.Infrastructure	
1 Required textbooks	General Books
2 Main references (sources)	Literature on crimes, penal law and human rights available in the college library and the central library of the

	university
3 Electronic references, websites	Human rights websites.

29.Course development plan
Access to modern scientific literature There are no proposals because the subject is taught in the current academic year for the first time

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Computier1 **NTU102**
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	5 / 1 / 2024
9. **Aims of the Course** 1- Teaching the student the skills of working on the computer and the use of ready-made applications and the principles of the Internet in the field of specialization. 2- Teaching the student the skills of working on the computer and the use of ready-made applications and the principles of the Internet in the field of specialization. 3. Perform his duties at the workplace for professional motives.	
10. Course outcomes and teaching, learning and evaluation methods	
A.Cognitive objectives A1- Teaching the student the skills of working on the computer and the use of ready-made	

applications and the principles of the Internet in the field of specialization.
B - The skills objectives of the course. B1 - Teaching the student the skills of working on the computer and the use of ready-made applications and the principles of the Internet in the field of specialization.
Teaching and learning methods
((Theoretical lectures / practical lectures / field visits / solving examples / seminars / summer training))
Evaluation methods
((Oral exams / written tests / weekly reports / daily attendance / semester and final exams))
C- Emotional and value goals C1- Perform his duties at the workplace for professional motives.
Teaching and learning methods
((Theoretical lectures / practical lectures / field visits / solving examples / seminars / summer training))
Evaluation methods
((Oral Tests / Written Tests / Observation / Student Cumulative Record))
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Improve their discussion skills. D2- Raising their research perceptions and transferring the student from the stage of teaching to learning.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
2&1	2	Introduction to the computer / computer system / information technology / types of computers / input units / central processing unit / output units / main memory and its types / data storage in memory / factors affecting computer performance Definition of software and its types / systems software: operating systems / programming languages and software systems / applied	Knowledge and practical application	Practical + Theoretical	Tests & Discussion

		software.			
3	2	Introduction to Windows / its features / operating the device / shutting down the device / using the mouse / windows screen components: taskbar: icons: and their types (standard and general.(	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
4	2	Control Panel / Desktop Control / Screen Saver / Window Colors and Lines / Screen Settings / Adjust Screen Colors / Modify Time and Date / Volume / Change Between Mouse Buttons / Double-Click Speed Control / Change Mouse Pointer / Control Mouse Speed / Install and Uninstall Programs	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
5	2	Minimize and enlarge the window / final closure / temporary closure / move the window / control the capacity of the window / ways to run applications and programs	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
6	2	Order start menu items / delete start menu items / add submenu to start menus / add new button to start menu	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
7	2	Basic System Information / Stop Unwanted Applications Windows explorer window finder / My computer icon / my computer window parts	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
9&8	2	Recycle Bin (delete, retrieve and empty the basket) / My Document icon	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
11&10	2	Definition of files and folders / Identification of files and folders / Properties of files Definition of folders / Create files and folders / Change the name of files and folders / Move file or folder / Copy file or folder / Search for file or folder / Create a shortcut icon for an application or file	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
13&12	2	Calculator / Notepad / WordPad / Use the memo to edit and create the file	Knowledge and practical	Practical + Theoretical	Tests & Discussion

		Paint / Screen components / Create drawings / Select front and background colors / Choose brush font size / Select and select the drawing tool / Save drawing / Make drawing desktop background / Quit Paint Entertainment programs Media player	application		
15&14	2	Viruses / Reason for naming / Definition / Ways of spreading the virus / Symptoms of infection with the virus / Protection methods / Types of viruses Computer crimes / theft / hackers	Knowledge and practical application	Practical + Theoretical	Tests & Discussion

30.Infrastructure	
Required reading:	Available in the free department and library of the institute
Main references (sources)	Available in the free department and library of the institute
Recommended books and references (scientific journals, reports,...)	Internet

31.Course development plan
1- Developing curricula adapted to the labor market 2- Holding seminars and scientific conferences aimed at updating the curricula 3- Follow-up scientific developments in the field of specialization

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Computier2 **NTU201**
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1- Teaching the student the skills of working on the computer and the use of ready-made applications and the principles of the Internet in the field of specialization.

2- Teaching the student the skills of working on the computer and the use of ready-made applications and the principles of the Internet in the field of specialization.

3. Perform his duties at the workplace for professional motives.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

A1- Teaching the student the skills of working on the computer and the use of ready-made applications and the principles of the Internet in the field of specialization.

B - The skills objectives of the course.

B1 - Teaching the student the skills of working on the computer and the use of ready-made applications and the principles of the Internet in the field of specialization.

Teaching and learning methods

((Theoretical lectures / practical lectures / field visits / solving examples / seminars / summer training))

Evaluation methods

((Oral exams / written tests / weekly reports / daily attendance / semester and final exams))

C- Emotional and value goals

C1- Perform his duties at the workplace for professional motives.

Teaching and learning methods

((Theoretical lectures / practical lectures / field visits / solving examples / seminars / summer training))

Evaluation methods

((Oral Tests / Written Tests / Observation / Student Cumulative Record))
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Improve their discussion skills. D2- Raising their research perceptions and transferring the student from the stage of teaching to learning.

11. Course Structure					
Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
2&1	2	Features of the word processor / running the word / the basic elements of the word window / flipping the language / definition of the paragraph / merging and splitting the paragraph / selecting (shading) the text.	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
3	2	New / Open Inventory File / Close Document / Save New Document / Save Existing Document / Preview Before Printing / Close Document / End Word	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
4	2	Clipboard: Cut / Copy / Paste / Copy Format Font: Change font / font size / enlarge and reduce font / clear formatting / change font color / text highlight color / subscript / superscript text / change case / underline style / effects / character spacing Paragraph: Numbering / Bullets / Create a bulleted list to existing text / Cancel bullets / Indent / Paragraph spacing / Line spacing / Text direction / Alignment / Borders & Shading Styles: Normal / No Spacing / Heading 1 / Heading 2 / Subtitle / Change Styles / Show Preview / Disable Linked Styles / Options Edit: Find/Go/Replace/Select	Knowledge and practical application	Practical + Theoretical	Tests & Discussion

5	2	Pages: Blank Page / Cover Page / Page Break Table: Insert Table / Draw Table / Convert Text to Table / Excel Data Table / Quick Tables / Table Styles / Draw Table Borders Illustrations: Picture / Clip Art / Prepared Shapes / Smart Art Drawing / Chart	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
6	2	Header and footer: header / footer / page number Text: text box / ornate text Word art / signature line / date and time / object / equation / symbol.	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
7	2	Features: Themes / Colors / Fonts / Effects.	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
9&8	2	Attributes : Themes / Colors / Fonts / Effects Page Setup: Margins / Page Size / Orientation Page Background: Watermark / Page Color / Page Borders Order: Position / Bring Forward / Send to Background / Wrap Text / Align / Group / Rotate.	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
11&10	2	Table of Contents / Add Text / Update Table Footnotes: Insert footnote / Insert endnote / Next footnote / Show notes References and citation: insert quote / source management / style Captions: Insert Caption Index: Index Insertion / Mark Entry / Update Index	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
13&12	2	Creation: Envelopes / Labels Proofreading: Spelling & Grammar / Research / Thesaurus / Translation / Translation ScreenTip / Language Set / Word Count	Knowledge and practical application	Practical + Theoretical	Tests & Discussion

		Comments: New Comment / Delete / Previous/Next Tracker: Track Changes/Balloons/Final Appearance Tag/Show Tags/Review Pane Changes: Accept/Reject/Previous/Next Protection: Protect your document Document views: Print layout / Full screen reading / Web layout / Outline / Draft Show and hide: ruler / gridlines / document map / thumbnail Zoom in and out: 100% / one page / two pages / page view Frame: New Frame / All Order / Split / Switch Tire Microsoft office word Help			
15&14	2	Networks and their types / forms of networks / network protocols / Internet and its development / Internet and intranet / firewalls / some basic Internet concepts / Internet connection / open Internet browser / components of the Internet browsing window / browser icons / web addresses / browser use / change the start page / toolbars / close the browser and disconnect the Internet / archives / store favorite pages / search engines / how to search for information on the Internet / copy text and images to any application / download files from the Internet / prepare for printing /Print	Knowledge and practical application	Practical + Theoretical	Tests & Discussion

32.Infrastructure	
Required reading:	Available in the free department and

	library of the institute
Main references (sources)	Available in the free department and library of the institute
Recommended books and references (scientific journals, reports,...)	Internet

33.Course development plan
1- Developing curricula adapted to the labor market 2- Holding seminars and scientific conferences aimed at updating the curricula 3- Follow-up scientific developments in the field of specialization

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Democracy and Human Rights NTU100
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	5 / 1 / 2024
9. **Aims of the Course** 1 - Providing students with basic concepts related to democracy and human rights. 2- Knowledge of political systems, methods of elections and public freedoms. 3- Developing the legal and constitutional culture among students.	
10. Course outcomes and teaching, learning and evaluation methods	
A.Cognitive objectives 1- Enabling students to understand the concept of democracy and the rights to be implemented in the field of human rights.	

2- Developing the knowledge aspects of the constitution, the legal state and human rights guarantees.
B - The skills objectives of the course. Enable students to understand the concept of democracy and the rights to be done in the field of human rights and how to defend these rights. And know the guarantees related to them.
Teaching and learning methods
((Theoretical lectures / interactive lectures))
Evaluation methods
((Oral tests / written tests / weekly reports / daily attendance / participation and interaction in lectures / semester and final exams))
C- Emotional and value goals Carrying out duties in the workplace with professional motives
Teaching and learning methods
((Theoretical lectures / seminars / debate work between students))
Evaluation methods
((Oral Tests / Written Tests / Observation / Student Cumulative Record))
D - Transferable general and qualifying skills (other skills related to employability and personal development). Understand the concept of democracy and the rights to be implemented in the field of human rights.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	2	Human rights, definition, objectives Human rights in ancient civilizations / Human rights in heavenly laws	Knowledge and application	Theoretical	Tests & Reports
2	2	Human Rights in Contemporary and Modern History (International Recognition of Human Rights since the First World War and the League of the United Nations) / Regional Recognition of Human Rights: European Convention on Human Rights 1950, American Convention on Human Rights 1969, African Charter on Human Rights 1981, Arab Charter on Human Rights 1994	Knowledge and application	Theoretical	Tests & Reports
3	2	NGOs and human rights (ICRC, Amnesty International, Human Rights Watch, National	Knowledge and	Theoretical	Tests &

		Human Rights Organizations	application		Reports
4	2	Human rights in Iraqi constitutions between theory and reality / the relationship between human rights and public freedoms: -1In the Universal Declaration of Human Rights. -2In regional charters and national constitutions.	Knowledge and application	Theoretical	Tests & Reports
5	2	Economic, social and cultural human rights , Civil and political human rights / Modern human rights : Facts in development , Right to clean environment , Right to solidarity , Right to religion	Knowledge and application	Theoretical	Tests & Reports
6	2	Guarantees of respect and protection of human rights at the national level, guarantees in the Constitution and laws, guarantees in the principle of the rule of law, guarantees in constitutional oversight, guarantees in freedom of the press and public opinion, the role of non-governmental organizations in respecting and protecting human rights / guarantees, respect and protection of human rights at the international level: .1Role of the United Nations and its specialized agencies in providing safeguards -2The role of regional organizations (Arab League, European Union, African Union, Organization of American States, ASEAN.(.3Role of international, regional non-governmental organizations and public opinion in respecting and protecting human rights	Knowledge and application	Theoretical	Tests & Reports
7	2	The general theory of freedoms: the origin of rights and freedoms, the legislator's position on public rights and freedoms, the use of the term public freedoms	Knowledge and application	Theoretical	Tests & Reports
8	2	Organizing public freedoms from the previousness of equality: the historical development of the concept of equality The modern development of the idea of equality	Knowledge and application	Theoretical	Tests & Reports

		-Gender equality -Equality between individuals according to their beliefs and race to public authorities			
9	2	Freedom of learning , freedom of the press , freedom of assembly Freedom of association, freedom of work Right of ownership	Knowledge and application	Theoretical	Tests & Reports
10	2	Freedom of trade and industry Freedom of security and a sense of security Freedom to go and return Freedom of trade and industry Women's freedom	Knowledge and application	Theoretical	Tests & Reports
11	2	Scientific and technical progress and public freedoms The future of public freedoms	Knowledge and application	Theoretical	Tests & Reports
12	2	The crime of genocide	Knowledge and application	Theoretical	Tests & Reports
13	2	Democracy, its characteristics and types	Knowledge and application	Theoretical	Tests & Reports
14	2	Elections, their definition and types	Knowledge and application	Theoretical	Tests & Reports
15	2	Contemporary political systems	Knowledge and application	Theoretical	Tests & Reports

34. Infrastructure	
Required reading:	Available in free education and institute library
Main references (sources)	Available in free education and institute library
B - Electronic references, Internet sites...	Internet

35.Course development plan
1- Developing curricula appropriate to human rights developments. 2- Dividing the article into two parts, the first related to human rights and the second to democracy.

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Community Health Services/CHT111
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	75 H
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1. Understanding the health system: Providing students with a comprehensive understanding of the structures and functions of the health system in the country concerned, including governmental, private and non-governmental organizations involved in providing health services.
2. Developing administrative skills: Providing the knowledge and skills necessary to manage and organize health services, including financial, planning, marketing and legal aspects.
3. Promoting health policy awareness: Encouraging students to understand health-related public policies, including legislation, regulations, and governmental and international initiatives.
4. Enhancing quality and safety: Enhancing students' understanding of the importance of ensuring the quality and safety of health care, and introducing them to practices and policies that contribute to improving quality and reducing risks.
5. Encouraging research and development: Promoting the spirit of research and innovation in the field of health services by introducing students to the latest discoveries and developments in the field and encouraging them to participate in scientific research.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

1- Understanding the factors affecting community health: Providing students with a comprehensive understanding of the factors related to the environment, society, economy, and culture that affect community health.

2- Analysis of health problems: Teaching students how to analyze and evaluate health problems in society and determine priorities for intervention and preventive measures.

3- Developing research skills: Encouraging students to develop scientific research skills in the field of community health, including data collection, analysis, and presenting results systematically.

4- Promoting health awareness: enhancing students' awareness of the importance of prevention and health education in society, and guiding them in how to design and implement effective educational programs.

B - The skills objectives of the course.

1.Assessing the health situation: Developing the ability to evaluate the health situation in the community and analyze health data to determine needs and develop appropriate health policies.

2. Public health program development: Learn how to effectively design, implement, and evaluate public health programs, including awareness, health education, and preventive and restorative interventions.

3. Health Resource Management: Developing the administrative skills necessary to effectively manage human, financial and material resources in the context of public health services.

4.Public health planning: Learn how to set goals and design public health strategies and plans to improve community health and prevent disease.

5. Data analysis and research: Develop quantitative and qualitative skills to analyze health data and conduct scientific research to support decision-making and improve health policies.

6.Communication and Collaboration: Develop effective communication skills and collaborate with multiple public health teams, including government institutions, non-governmental organizations, and local communities.

Teaching and learning methods

Traditional lecture, report writing, seminars, systematic training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, assignment commitments, attendance and commitment, feedback (student test on the previous subject), self-assessment (questions are set for the student by the teacher and the student answers the questions as well as

The teacher answers the same questions and asks the student to evaluate himself in the light of the teacher's answers, reports on scientific developments in the field of specialization, asking analytical and deductive questions.

C- Emotional and value goals

1. Awareness of social responsibility: Enhancing awareness of the importance of social responsibility in improving public health and contributing to building healthy and prosperous societies.
2. Interaction with the community: Encouraging students to interact with the local community, understand its health needs and challenges, and work to meet those needs effectively.
3. Motivating volunteer work: Encouraging students to participate in volunteer activities related to community health, which contribute to enhancing the volunteer spirit and contributing to improving public health.
4. Developing human values: Promoting human values such as solidarity, justice, and cooperation, and directing students to think about how to apply those values in the context of community health work.
5. Promoting openness and tolerance: Encouraging students to interact with different cultures and societies, appreciating cultural diversity in the context of health care, and improving mutual understanding and tolerance.
6. Develop inspiration and desire for change: Motivate students to develop a strong desire to contribute to improving public and community health, and direct them towards searching for innovative and effective solutions.
7. Enhancing a sense of personal satisfaction: Achieving a sense of personal satisfaction by contributing to improving community health and providing health services that meet its needs.

Teaching and learning methods

Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, systematic training in laboratories, applied training in hospitals, and summer training.

Evaluation methods

Simulation of the pathological condition, written, oral and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing reports, attendance and commitment, feedback (student test on the previous topic), self-evaluation (questions are set for the student by the teacher and the student answers the questions, as well as the teacher answers the same questions and asks the student to evaluate himself in the light of the teacher's answers), deductive and inferential questions.

D - Transferable general and qualifying skills (other skills related to employability and personal development).

1- Effective communication:

Ability to communicate effectively with patients, co-workers, and other medical staff, including the ability to express clearly and listen effectively.

2- Leadership and motivation:

Develop leadership and motivation skills to organize and coordinate work in health care teams, and motivate the team to achieve common goals.
3- Problem solving:
An ability to analyze problems and make the right decisions under emergency conditions, and to search for effective solutions to improve the quality of health care.
4- Working under pressure:
Develop the skills of working under pressure and in a volatile environment, the ability to control emotions and respond effectively in emergency situations.
5- Time Management:
Effectively organize and manage time to achieve the goals and obligations of the operation in a demanding medical environment.
6- Continuous learning:
Prepare for continuous learning and develop professional and personal skills through training courses and practical experiences.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	5	The concept of health care - levels of health care Describe the different levels of health care	Lecture, discussion, video presentation,	test
2	5	Health center and hospital services Visit to health centers	Lecture, discussion, video presentati	test

			on	
3	5	Evaluating the quality of health services Seminars on health services evaluation	Lecture, discussion, video presentation, clinical training	test
4	5	Nursing services Training students on methods of administering medications and solutions	Lecture, discussion, video presentation, clinical training	test
5	5	Principles of primary health care Seminar on primary health care programs	Lecture, discussion, video presentation,	test
6	5	Reproductive health and family planning Reports on family planning methods	Lecture, discussion, video presentation	test
7	5	motherhood and Childhood care Training students with mother and child cards	Lecture, discussion, video presentation	test
8	5	Immunity - its types Seminar on the concept of natural and acquired immunity	Lecture, discussion, video presentation	test

9	5	Vaccines - their types Identify the different types of vaccines and how they work	Lecture, discussion, video presentation	test
10	5	Expanded Program for Vaccines Training students on methods of administering vaccines	Lecture, discussion, video presentation	test
11	5	School health - its importance - types A scientific visit to the school health unit	Lecture, discussion, video presentation	test
12	5	Components of a school health program Scientific field visit to schools	Lecture, discussion, video presentation	test
13	5	Acute respiratory diseases program for children under five years old Training students on diagnosing and evaluating acute respiratory diseases in children	Lecture, discussion, video presentation	test
14	5	Health education services - its goals - methods A visit to the health promotion unit	Lecture, discussion, video presentation	test
15	5	Combating communicable and endemic diseases and controlling their spread	Lecture, discussion, video presentati	test

		A visit to the fever hospital	on	

36.Infrastructure	
Required reading:	
Main references (sources)	Abdel Hamid, Abdulrahman (2020). Community Health. Dar Al Marefa for Publishing and Distribution. Lutfi, Ahmed (2018). Community Health.A holistic approach. Dar Al Academy for Publishing and Distribution. Osman, Mohammed (2020). Foundations of community health. New University House.
Recommended books and references (scientific journals, reports,...).	

37.Course development plan
1- Access to modern scientific literature 2-Participation in relevant scientific conferences 3-Full-time teaching and training staff for application and work in hospitals partially 4-Hosting specialized professors 5-Scientific pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Pharmacology(CHT 219)
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	60 hr.
8. Date of production/revision of this specification	5/ 1 / 2024
9. **Aims of the Course** 1- Teaching and training the student on the types of medications used according to the patient's condition. 2- Teaching and training the student on methods of administering medications. 3- Teaching and training students on drug interactions and drug cautions. 4- Teaching and training the student about the side effects of each medication.	
10. Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives A1- Identify pharmaceutical terminology.	

A2- Identify the nature of the action of drugs within the body, including absorption, digestion, and excretion. A3- Identify the types of medications for each system within the body.
B - The skills objectives of the course. B1 - Training on how to inject medication. B2 - Training students on how to handle medications B3 - Training the student to read medical prescriptions
Teaching and learning methods
Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.
Evaluation methods
Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.
C- Emotional and value goals C1- Training on how to deal with therapeutic medications C2- Training on methods of administering medications. C3- Training on how to deal with the side effects of medications. C4- Training on how to give medications to elderly patients. C5- Training on how to give medications to paralyzed patients. C6- Training on how to deal with patients who have cases of allergy or poisoning as a result of taking incorrect doses.
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher

also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Field visits to gain experience from others. D2- Access to scientific developments in the field of specialization (educational videos). D3- Practical training in hospitals.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	2	Introduction to pharmacology, drug definition, drug kinetics and pharmacodynamics, drug receptors	Introduction to pharmacology, drug definition, drug kinetics and pharmacodynamics, drug receptors	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
2	2	Types of doses, antagonists and antagonists	Introducing the types of medicinal doses, and knowing the antagonists and antagonists	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
3	2	Medicines that affect the autonomic nervous system Parasympathetic stimulants and narcotics Acetylcholine mimics, anticholinergics	Introducing medications that affect the central nervous system, acetylcholine and similar medications, carbachol and its group.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

4	2	Sympathetic nervous system, adrenergic, stimulants, adrenal gland, anti-adrenaline drugs.	Introduction to sympathetic nervous system medications: epinephrine, dopamine, norepinephrine, and adrenaline.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
5	2	Digestive system, antacid, antiulce Antiemetic, antidiarrheal, laxative	Introduction to digestive system medications, ulcer medications, the three-year plan for treating ulcers, antidepressants, natural and synthetic laxatives, and antidiarrheals.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
6	2	Urinary system, diuretics, total body fluids and Balance of mineral salts, acid and basic factors	Introduction to urinary system medications, mechanism of action, uses, and side effects	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
7	2	cardiovascular system, anti-heart disorder medications. Antianginal, antihypertensive, anticoagulant, drugs	Introduction to cardiovascular system medications, blood pressure regulators, heart pacemakers, angina medications, warfarin, heparin,	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
8	2	Cardiotonics, digitalis glycoside, antiplatelet agents, Aspirin	Knowledge of heart strengthening medications, digitalis glycoside, and antiplatelet medications, their uses, side effects, and mechanism of action.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

9	2	Respiratory system, expectorants, antitussives, bronchodilators, sputum analyzers	Knowledge of respiratory medications, mechanism of action, uses, and side effects.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
10	2	Drugs that act on the central nervous system, analgesic, opioid analgesic, sedative and hypnotic, narcotic.	Introduction to narcotic drugs, their types, their mechanism of action, their uses and side effects	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
11	2	Antidepressant, neuroleptic & antianxiety , drugs used to treat epilepsy & convulsion	Introduction to antidepressants and anti-anxiety medications, what medications are used to treat epilepsy, their mechanism of action, and side effects	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
12	2	Antibiotic, Antibacterial, Antifungal,	Introducing anti-inflammatories and antifungals and the mechanism of action of each of them.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
13	2	Antiviral, Amoebicidal & Trichomonacidal	Introduction to antivirals and trichomicides, their mechanism of action and therapeutic uses	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
14	2	Anti-inflammation, steroidal & non-steroidal anti-inflammatory drug, antihistamine agents	Introduction to steroidal and non-steroidal anti-inflammatory drugs	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly

			and antihistamines.		reports
15	2	Toxicology, heavy metal toxicity, Mercury , Silver, Lead, Barbiturate, Acetaminophen	Knowledge of toxins and toxicity of heavy metals, mercury, silver, lead, barbiturates, and acetaminophen	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

38.Infrastructure	
Required reading:	
Main references (sources)	1-adams 4th Edition Michael patrick adams Carol Quamurban Rebecca E. Sutter 2- Coodman & Gilman's 14th Edition 2022 Laurance L. Brunton Bjorn c. knollmann
Recommended books and references (scientific journals, reports,...)	

B - Electronic references, Internet sites...	

39.Course development plan
Access to modern scientific literature 29- Participation in relevant scientific conferences 30- The teaching and training staff is partially devoted to applying and working in hospitals 31- Hosting specialized professors 32- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Physical activity NTU104
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Sports discussions and activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	5 / 1 / 2024
9. **Aims of the Course** 1- The student should be able to identify the most important types of sports and e laws and skills of some sports 2- Identify the motor mechanism of the human body and what are the common inj ccur in the human body. 3. Perform his duties at the workplace for professional motives.	
10. Course outcomes and teaching, learning and evaluation methods	
A.Cognitive objectives A1- The student should be able to identify the most important types of sports and what are the laws and skills of some sports	
B - The skills objectives of the course.	

B1- Identify the motor mechanism of the human body and what are the common injuries that occur in the human body.
Teaching and learning methods
((Theoretical lectures / practical lectures / field visits / solving examples / seminars))
Evaluation methods
((Oral exams / written tests / weekly reports / daily attendance / semester and final exams))
C- Emotional and value goals C1- Perform his duties at the workplace for professional motives.
Teaching and learning methods
((Theoretical lectures / practical lectures / field visits / solving examples / seminars))
Evaluation methods
((Oral Tests / Written Tests / Observation / Student Cumulative Record))
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Improve their discussion skills. D2- Raising their research perceptions and transferring the student from the stage of teaching to learning.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	2	Sport definition, importance and types	Knowledge and practical application	theoretical and practical	Tests & Reports
2	2	The mechanism of movement of the human body	Knowledge and practical application	theoretical and practical	Tests & Reports
3	2	Common sports injuries	Knowledge and practical application	theoretical and practical	Tests & Reports
4	2	Basic skills of the game of basketball	Knowledge and practical application	theoretical and practical	Tests & Reports
5	2	International Basketball Law	Knowledge and practical application	theoretical and practical	Tests & Reports

6	2	Basic skills of table tennis and its international law	Knowledge and practical application	theoretical and practical	Tests & Reports
7	2	Basic skills of volleyball and its international law	Knowledge and practical application	theoretical and practical	Tests & Reports
8	2	Swimming sport	Knowledge and practical application	theoretical and practical	Tests & Reports
9	2	Basic skills of tennis and its international law	Knowledge and practical application	theoretical and practical	Tests & Reports
10	2	Basic skills of handball	Knowledge and practical application	theoretical and practical	Tests & Reports
11	2	International Handball Law	Knowledge and practical application	theoretical and practical	Tests & Reports
12	2	Arena and field games (types, international law of the game)	Knowledge and practical application	theoretical and practical	Tests & Reports
13	2	Basic Football Skills	Knowledge and practical application	theoretical and practical	Tests & Reports
14	2	Management of sports competitions and competitions	Knowledge and practical application	theoretical and practical	Tests & Reports
15	2	Sports Laws and Legislations	Knowledge and practical application	theoretical and practical	Tests & Reports

40. Infrastructure

Required reading:	Available in the free department and library of the institute
Main references (sources)	Available in the free department and library of the institute
Electronic references, Internet sites...	Internet

41. Course development plan
1- Developing curricula adapted to the labor market 2- Holding seminars and scientific conferences aimed at updating the curricula 3- Follow-up scientific developments in the field of specialization

Course description

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Safety in lab &workshop TIMM108
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	1 -Weekly lesson schedule (theoretical(2- Discussions
6. Semester/Year	First semester/first level

7. Number of hours tuition (total)	30 hours (the number of theoretical hours during the 15 weeks)
8. Date of production/revision of this specification	5 /1/2024

1. Course objectives

At the end of the course, the student learns about the basic laboratory equipment and what precautions are taken to ensure safety.
Protects workers from chemical, radiological, biological, and fire hazards through knowledge of personal equipment.
These must be available in laboratories and knowledge of first aid for every accident that may occur. As he recognizes
The student learns about the most important environmental factors that have an impact on the health and safety of laboratory workers, such as light.,
Noise, temperature, and humidity

1−

2. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

a1- Identify the basic equipment in laboratories.

a2- Identify the precautions that provide safety for laboratory workers

a3- Identify chemical, radiological and biological risks

a4- Identify the types of diagnostic equipment and how to deal with them

B - The skills objectives of the course.

The course is limited to theoretical hours and no practical hours are allocated to enhance the student's skills.

Teaching and learning methods

1 Adopting the screen to display the lecture enhanced with illustrative pictures.
-2 Adopting the discussion method and involving the largest number of students because of their prior knowledge of the topic of the lecture that was prepared for them.

In a binding manner

Evaluation methods

1- Monthly evaluation by conducting the examination stipulated in the instructions.
2- To evaluate the activities required of students

C- Emotional and value goals

C1- Be careful when dealing with any substance in the laboratory.
C2- He knows the importance of wearing personal protective equipment when entering the laboratory.
C3- It protects laboratory equipment, especially chemicals, from being wasted or spilled, because they represent a danger as well.
About her loss.
-C4- Adhere to the instructions for use and cautionary instructions before starting any experiment or work in the laboratory.

Teaching and learning methods

1- Adopting the screen to display the lecture supported by illustrative pictures.

-2 Adopting the discussion method and involving the largest number of students because of their prior knowledge of the topic of the lecture that was prepared for them.

In a binding manner

Evaluation methods

1- Monthly evaluation by conducting the examination stipulated in the instructions.
2- Evaluation related to the activities required of students

D - Transferable general and qualifying skills (other skills related to employability and personal development).

Dr1- The student's ability to evaluate laboratories according to his knowledge of the conditions that must be met in the laboratory.

Course structure .3					
Evaluation method	**Teaching method**	**Name of the unit/topic**	**Required learning outcomes**	**hours**	**the week**
Feedback Through guidance questions	Method Discussion	**Basic equipment that must be available in the laboratory (laboratory arrangement)**	The student gets to know the basic equipment Must be available in Laboratory	2	1
Feedback Through guidance questions	Method Discussion	**Safety precautions when dealing with laboratory tools and chemicals**	The student understands safety precautions When dealing with Laboratory tools /Chemical materials	2	2
Feedback Through guidance questions	Method Discussion	**Safety precautions when completing laboratory work and storing and preserving materials**	Teaching students how to work and safety precautions Upon	2	3

			completion of work Laboratory and storage materials and their preservation)		
Feedback Through guidance questions	Method Discussion	**Fires and their types. And means of extinguishing it**	The student should distinguish between fires and their types And means of extinguishing it	2	4&5
Feedback Through guidance questions	Method Discussion	**Personal protective equipment**	For students to become familiar with protective equipment Personality	2	6
Feedback Through guidance questions	Method Discussion	**Chemical hazards, and how to deal with them**	For students to know the types of chemical hazards And how to deal with it	2	7
Feedback Through guidance	Method Discussi	**Radiation hazards**	For students to know the	2	8

questions	on		types of radiation hazards		
Feedback Through guidance questions	Method Discussion	**Biological hazards**	For students to know the types of biological hazards	2	9
Feedback Through guidance questions	Method Discussion	**Disposal of laboratory (medical) waste. Use of warning signs in the laboratory**	For students to know the types of laboratory waste (Medical)	2	10&11
Feedback Through guidance questions	Method Discussion	**First aid in laboratories**	For students to know the types of accidents and first aid	2	12&13
Feedback Through guidance questions	Method Discussion	**Other environmental factors and their impact on safety and health (light, noise, heat and humidity)**	**The student gets to know the physical factors harmful to the work environment**	2	14
Feedback Through guidance questions	Method Discussion	**Safety in field studies**	For students to become familiar with the types of field studies	2	15

	Infrastructure .4
There are no textbooks prescribed for this course	1- Required prescribed books
1Korkis Abdel Adam_Youssef Zora Youssef, Chemical Hazards and Safety, University of Basra, College of Science.1980 -2Abdul Rahman Nayef Al Abri - Hussein Ahmed Al Sharif, security and safety conditions in... Chemical warehouses, Civil Defense Directorate, Kingdom of Saudi Arabia.2013 -3A.D. Ahmed Lotfy, Guide to Security and Safety Precautions in Chemical Laboratories, Damietta University, .2015 -4World Health Organization, ionizing radiation, its health effects and prevention measures, .2005 -5World Health Organization, biological risks, .	2- Main references (sources)
Occupational health and safety books	Recommended books and references (scientific journals, reports,...)

	B - Electronic references, Internet sites...

Course development plan .5
Access to modern scientific literature -1 addition side practical to The decision For a purpose Consolidation Ideas I have Students -2 3- Deleting the topic of field studies from the curriculum because there is no relationship between it and the safety of laboratories and workshops.

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Community Health / CHT114
4. Programme (s) to which it contributes	Community Health Tech Diploma

5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	75 H
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1-Understanding the concept of public health: Clarifying the concept of public health and its importance in improving the quality of life and increasing health safety in society.

2. Analysis of factors affecting health: Study and analyze social, economic, cultural and environmental factors that affect the health of individuals and communities.

3. Promoting health awareness: Develop students' ability to recognize health risks and take preventive measures to maintain their health and the health of the community.

4. Definition of health policies: Understand the health policies and programs followed in different communities, and how to apply them to improve public health.

5. Enhance research and analytical skills: Develop students' abilities in data collection and analysis to understand health conditions and develop appropriate solutions.

6. Promote social interaction and collaboration: Encourage students to work as a team to develop projects and programs aimed at improving the health of the community.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

1- Recognize health factors: Understand the factors affecting health, including environmental, social, economic and behavioral factors.

2- Health Issues Analysis: Students' ability to analyze various health issues and understand related factors such as pandemic, chronic diseases, nutrition, population, mental health, and more.

3- Health Policy Assessment: Students' ability to evaluate different health policies and understand how they affect public health.

4- Understanding the basic concepts of public health: Achieve a deep understanding of the concepts and foundations of public health, including basic concepts such as health awareness, prevention, health improvement and disease control.

5. Health Factor Analysis: Definition and analysis of factors affecting individual and collective health, including environmental, economic, social, behavioral and cultural factors.

6- Assessment of health challenges: Enable students to assess and analyze the health challenges facing different communities, and understand their impact on health and development.

7- Disaster Interaction: Learn how to deal with major disasters and emergencies and organize a mass medical response.

8- Effective communication: Develop effective communication skills with patients and family members in emergency situations to provide psychological support and necessary information.

B - The skills objectives of the course.

1- Analysis and evaluation skills: students' ability to analyze health challenges and evaluate various health programs and policies based on available evidence and data.

2- Communication skills: Develop effective communication skills with various community groups and groups to raise awareness and educate people about health issues and encourage participation in solutions.

3- Planning and implementation skills: Teaching students how to develop and implement health programs and projects aimed at improving health and promoting health awareness in the community.

4- Leadership skills: Developing students' abilities to motivate, inspire and guide others to contribute to health promotion and disease control efforts in the community.

5- Critical Thinking Skills: Enhance the ability to think critically and deeply analyze information and data related to public health

Teaching and learning methods

Traditional lecture, report writing, seminars, systematic training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, assignment commitments, attendance and commitment, feedback (student test on the previous subject), self-assessment (questions are set for the student by the teacher and the student answers the questions as well as

The teacher answers the same questions and asks the student to evaluate himself in the light of the teacher's answers, reports on scientific developments in the field of specialization, asking analytical and deductive questions.

C- Emotional and value goals

1.Social Responsibility Awareness: Promote awareness of the importance of social responsibility in improving public health and contributing to building healthy and prosperous communities.

2. Interaction with the community: Encourage students to interact with the local community and understand its health needs and challenges, and work to meet those needs effectively.

3. Motivate volunteer work: Encourage students to participate in volunteer activities related to community health, which contribute to enhancing the spirit of volunteerism and contributing to improving public health.
4. Development of human values: Promote human values such as solidarity, justice and cooperation, and guide students towards thinking about how to apply those values in the context of community health work.
5. Promote openness and tolerance: Encourage students to interact with different cultures and communities, appreciate cultural diversity in the context of healthcare, and improve mutual understanding and tolerance.
6. Develop inspiration and desire for change: Motivate students to develop a strong desire to contribute to the improvement of public and community health, and guide them towards the search for innovative and effective solutions.
7. Enhancing a sense of personal satisfaction: Achieving a sense of personal satisfaction by contributing to improving the health of the community and providing health services that meet its needs.

Teaching and learning methods

Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, systematic training in laboratories, applied training in hospitals, and summer training.

Evaluation methods

Simulation of the pathological condition, written, oral and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing reports, attendance and commitment, feedback (student test on the previous topic), self-evaluation (questions are set for the student by the teacher and the student answers the questions, as well as the teacher answers the same questions and asks the student to evaluate himself in the light of the teacher's answers), deductive and inferential questions.

D - Transferable general and qualifying skills (other skills related to employability and personal development).

1- Effective communication:

Ability to communicate effectively with patients, co-workers, and other medical staff, including the ability to express clearly and listen effectively.

2- Leadership and motivation:

Develop leadership and motivation skills to organize and coordinate work in health care teams, and motivate the team to achieve common goals.

3- Problem solving:

An ability to analyze problems and make the right decisions under emergency conditions, and to search for effective solutions to improve the quality of health care.

4- Working under pressure:

Develop the skills of working under pressure and in a volatile environment, the ability to control

emotions and respond effectively in emergency situations.
5- Time Management:
Effectively organize and manage time to achieve the goals and obligations of the operation in a demanding medical environment.
6- Continuous learning:
Prepare for continuous learning and develop professional and personal skills through training courses and practical experiences.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	5	Introduction to community health, definition of community health, what does community health include - community health goals- Community Health Seminar	Lecture, discussion, video presentation,	Test
2	5	Disease, causes, factors affecting the disease (cause, host, environment(Identify the elements of the epidemiological triad	Lecture, discussion, video presentation	Test
3	5	Types of diseases – the difference between infectious diseases and chronic diseases Identify the diagnosis of some	Lecture, discussion, video presentation,	Test

		communicable and chronic diseases	clinical training	
4	5	Prevention and control of diseases Seminars and reports on ways to control diseases	Lecture, discussion, video presentation, clinical training	Test
5	5	Nutrition – Malnutrition Training students on the child card and growth charts	Lecture, discussion, video presentation,	Test
6	5	Healthy nutrition for people with chronic diseases Seminar on nutrition for patients with diabetes, heart disease and pressure	Lecture, discussion, video presentation	Test
7	5	Breastfeeding and artificial feeding Seminar on the benefits of breastfeeding and the disadvantages of artificial feeding	Lecture, discussion, video presentation	Test
8	5	Diarrhea in children Training students on how to diagnose types of diarrhea in children	Lecture, discussion, video presentation	Test
9	5	Dehydration in children Training students on how to give oral irrigation solution	Lecture, discussion, video presentation	Test

10	5	Environmental Health A scientific visit to the drinking water purification project	Lecture, discussion, video presentation	Test
11	5	Medical Waste Disposal Training students on the types of medical waste, its risks and methods of disposal	Lecture, discussion, video presentation	Test
12	5	Healthy lifestyle Seminar on Healthy Lifestyles	Lecture, discussion, video presentation	Test
13	5	Health challenges Seminar Health Challenges	Lecture, discussion, video presentation	Test
14	5	Health and Life Statistics Training students on life statistics programs	Lecture, discussion, video presentation	Test
15	5	Health and disease measures Methods for measuring the incidence of disease and the spread of the disease	Lecture, discussion, video presentation	Test

42.Infrastructure

Required reading:	
Main references (sources)	Abdel Hamid, Abdulrahman (2020). Community Health. Dar Al Marefa for Publishing and Distribution. Lutfi, Ahmed (2018). Community Health.A holistic approach. Dar Al Academy for Publishing and Distribution. Osman, Mohammed (2020). Foundations of community health. New University House.
Recommended books and references (scientific journals, reports,...).	

43.Course development plan
1- Access to modern scientific literature 2-Participation in relevant scientific conferences

3-Full-time teaching and training staff for application and work in hospitals partially

4-Hosting specialized professors

5-Scientific pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Community health Techniques Department
3. Course title/code	(**Environmental Health/ CHT 213**)
4. Programme (s) to which it contributes	(Community health technical diploma)
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Courses
7. Number of hours tuition (total)	(60) hours
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1-Teaching and training students about the importance of improving human health outcomes.
2- Teaching and training students on email behaviors in daily life.
3- Teaching and training students to enhance knowledge about local and global variables and how this can be achieved.
4- Educating and training older adults and their commitment to collective work to protect the environmen
5- Teaching and training students on how to improve interaction between departments and reconcile differences.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

A1-Identifying the components of the environment that are related to human health.
A2- Identify the risks of environmental problems.
A3- Identifying methods for evaluating and confronting the challenges of environmental and health problems.
.

B - The skills objectives of the course. B1 - Encouraging participation in projects and events that enhance awareness of environmental health. B2 - Training students on how to deal with environmental problems. B3 - Training students to enhance practical skills to preserve the environment and have a positive impact on it. B4 - Training to confront the challenges of environmental pollution.
Teaching and learning methods
Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.
Evaluation methods
Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.
C- Emotional and value goals C1- Training on how to maintain a healthy environment. C2- Training on how to deal with and reduce environmental pollution. C3- Training on promoting sustainable environmental values.
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and

personal development).
D1- Field visits to gain experience from others.
D2- Access to scientific developments in the field of specialization (educational videos).
D3- Practical training in hospitals.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	4	Defining terms related to environmental health, introduction to environmental health, definition of environmental health	Lecture, discussion	test
2	4	Components of environmental health, goals of environmental health, elements of the environment	Lecture, discussion	test
3	4	Environmental pollution, types of pollution A visit to the water filtration project	Lecture, discussion, showing videos and films	test
4	4	Air, components of air The most important air pollutants Air pollution risks	Lecture, discussion, showing videos and films	test
5	4	water Water source	Lecture, discussion, practical	practical test

		Health risks of water pollution, water purification Measuring the PH of water	test	
6	4	Sanitation, wastewater treatment and waste disposal	Lecture, discussion, presentation of practical test videos	practical test
7	4	Food Contamination and foodborne diseases A visit to the yogurt factory	Lecture, discussion, presentation of practical test videos	practical test
8	4	Soil contamination Pesticide Rodent control	Lecture, discussion, presentation of test videos	test
9	4	Radiation sources of Radioactive pollution Types of radiation Reducing radiation risks	Lecture, discussion,	test
10	4	Noise Pollution ،Chemicals and oil pollution	Lecture, discussion,	test
11	4	Heavy metal pollution	Lecture, discussion,	test
12	4	The impact of medical waste on the	Lecture,	test

		environment	discussion, presentation of test videos	
13	4	Desertification and the health effects of drought	Lecture, discussion, video presentation and test films	test
14	4	Global warming and its impact on the environment	Lecture, discussion, video presentation and test films	test
15	4	Acid rain، Nutritional enrichment	Lecture, discussion,	test

44.Infrastructure	
Required reading:	Environment health
Main references (sources)	State of the environment in Iraq / Ministry of Environment 20217

	Environmental health and safety/Issam Hamdi Al-Safadi and Naeem Al-Dhaher Introduction to Ecology / Hassan Ahmed Shehata / Muhammad Hassan Muhammad Awad
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	

45.Course development plan
Access to modern scientific literature 33- Participation in relevant scientific conferences 34- The teaching and training staff is partially devoted to applying and working in hospitals 35- Hosting specialized professors 36- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Internal Medicine (CHT 211)
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	90 hr.

8. Date of production/revision of this specification	5/ 1 / 2024

9. **Aims of the Course**

1- Understand internal diseases that affect internal organs and tissues in the body.
2- Learn the different techniques of internal surgery and surgical procedures.
3- Teaching the student tests and diagnostic means to diagnose internal conditions
4- Teaching the student on the relationship of internal diseases with other bodily systems.

10. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

A1- Identify modern internal diagnostic methods.
A2- Identify the different techniques of internal surgery.
A3- Identify new research and innovations in the field of internal medicine.

B - The skills objectives of the course.

B1 – Training students to conduct physical examination of potential patients for abdominal surgery.
B2 - Training students to use surgical instruments safely and efficiently during various surgical procedures.
B3 – Training students to provide post-operative care and follow-up of patients after surgeries.
B4-5. Training students to make appropriate clinical decisions during the practice of abdominal surgery.

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.

C- Emotional and value goals

C1- Training on humanity, dealing with patients and providing psychological support to them and their families.
C2- Training on respecting the privacy of patients and the confidentiality of their

medical information and dealing with it safely. C3- Training on honesty and transparency in communicating with patients and providing information clearly and honestly. C4- Training on attention to detail and accuracy in the provision of health care and performing surgeries. C5- Training on developing critical thinking and searching for the best medical and surgical practices.
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Field visits to gain experience from others. D2- Access to scientific developments in the field of specialization (educational videos). D3- Practical training in hospitals.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	2	Introduction to Internal Medicine	- Identify internal medicine and its importance in health care.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams,

			- Understand the foundations and principles of diagnosis and treatment in internal medicine.		weekly reports
2	2	Digestive system	-Identify and interpret common gastrointestinal diseases. - Apply diagnostic tests and an appropriate treatment plan for conditions related to the gastrointestinal tract.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
3	2	Respiratory system	- Review of routine respiratory diseases and emergencies. - Analysis of the results of diagnostic examinations and formulation of a treatment plan for respiratory diseases.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
4	2	Cardiovascular system	- Understand cardiovascular diseases and common diagnostic methods. - Analysis of laboratory tests and medical images to assess	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

			cardiovascular health.		
5	2	Kidneys and urinary tract	- Identification and interpretation of diseases associated with the kidneys and urinary tract. - Evaluate and treat kidney failure and urinary tract problems	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
6	2	Endocrinology and metabolism	- Understand and analyze endocrine diseases and metabolic imbalances. - Adopting appropriate diagnostic and treatment plans for health conditions associated with these systems.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
7	2	Infectious diseases and immunity	- Identification and interpretation of various infectious diseases and immune defense mechanisms. - Apply prevention and treatment measures for infectious diseases and evaluate the immune system response.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
8	2	Practical Training in Internal Medicine	- Active participation in patient examinations and drafting of brief	Theoretical lectures, education	Daily test, daily posts, quarterly and final exams,

			clinical reports. - Participate in the diagnosis and treatment processes under the supervision of internal medicine specialists.	al videos	weekly reports
9	2	Emergency surgery in internal medicine	- Training in dealing with various internal emergencies. - Apply first aid procedures and rapid diagnosis of patients in emergency situations.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
10	2	Intensive Care and Critical Patient Management	- Identify the foundations and principles of intensive care for internal medicine patients. - Apply care plans and manage critical and complex cases in intensive care units.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
11	2	Image diagnostics and medical imaging techniques	- Understand the basics of medical imaging and its various techniques. - Analysis of medical images and their use in the diagnosis and follow-up of internal conditions.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

12	2	Internal Oncology	- Identification and interpretation of internal tumors and common diagnostic methods. - Apply treatment and follow-up plans for patients with internal tumors.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
13	2	Diabetes and endocrine diseases	- Understand diabetes and endocrine diseases and the mechanisms of their diagnosis and treatment. - Providing comprehensive and educational care for patients with diabetes and endocrine diseases.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports
14	2	Rheumatic and immunological diseases	- Analysis and interpretation of rheumatic and immunological diseases and appropriate treatment plans for them. - Use immunomodulatory drugs safely and effectively in the treatment of	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

			conditions associated with these diseases.		
15	2	Metabolic problems and obesity	- Identify, interpret and treat various metabolic problems. - Design diet and healthy living programs to address the problems of obesity and metabolic diseases.	Theoretical lectures, educational videos	Daily test, daily posts, quarterly and final exams, weekly reports

46.Infrastructure	
Required reading:	
Main references (sources)	1-Harrison's Principles of Internal Medicine", by Dennis L. Kasper, Anthony S. Fauci, Stephen L. Hauser, Dan L. Longo, J. Larry Jameson, Joseph Loscalzo 2- Goldman-Cecil Medicine", by Lee Goldman, Andrew I. Schafer. 3-Current Medical Diagnosis and Treatment", by Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow 4- Textbook of Clinical Gastroenterology and Hepatology, by C. Janeway, P. Travers, M. Walport, M. Shlomchik

Recommended books and references (scientific journals, reports,...)	1-Journal of Clinical Medicine (JCM) 2-Annals of Internal Medicine
B - Electronic references, Internet sites...	1-UpToDate (www.uptodate.com) 2-Medscape (www.medscape.com)

47.Course development plan
Access to modern scientific literature 37- Participation in relevant scientific conferences 38- The teaching and training staff is partially devoted to applying and working in hospitals 39- Hosting specialized professors 40- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Biochemistry CHT 113
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Semester
7. Number of hours tuition (total)	60
8. Date of production/revision of this specification	5 / 1 / 2024
9. **Aims of the Course** 1-Teaching and training the student on how to use the spectrophotometer and the centrifuge. 2-Teaching and training students to conduct chemical analyzes used in the laboratory	

to diagnose diseases.
3- Teaching and training students to recognize and differentiate between types of laboratory tests to develop their monitoring and observation skills in addition to the skills of recording and interpreting results.
4- Teaching and training the student to conduct analyzes to reveal the effectiveness of the body's organs in performing their various functions and the chemicals present in body fluids, especially blood. All of these substances are in fixed proportions, and any difference in these proportions has a satisfactory significance.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

A1- Learn about conducting studies on blood, urine, and other body fluids..

A2- Learn how to distinguish between types of tests to detect the percentage of elements present in the body..

A3- Identifying the how to take samples from patient .

B - The skills objectives of the course.

B1- Training on methods of conducting chemical tests, such as examining carbohydrates, enzyme activity, and examining urine and mineral elements.

B2 - Training students on how to distinguish between each examination and how to diagnose examination results.

B3 - Training students on how to use a spectrophotometer and a centrifuge to examine samples.

B4 - Training on the skill of handling samples

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.

C- Emotional and value goals

C1- That the student be able to diagnose diseases

C2- Significance in understanding the expectations and future complications of the

disease after the diagnosis has been made. C3-Therapeutic in monitoring the extent of the patient's response to treatment C4- Preventive in conducting health surveys of people to detect disease.
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Field visits to gain experience from others. D2- Access to scientific developments in the field of specialization (educational videos). D3- Practical training in hospitals.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	3	Introduction to Biochemistry and its role in medicine and used the device	Lecture, discussion,	3	Test
2	3	pH, water, buffers and devices used for diagenesis	Lecture, discussions	3	Test

3	3	Continuation of the lecture acid base balance and its disorders.	Lecture, discussion,	3	Test
4	3	Carbohydrates structure and metabolism	Lecture, discussion,	3	Test
5	3	Classification of carbohydrate, Structure, Function ,Metabolism of carbohydrate	Lecture, discussion,	3	Test
6	3	Introduction of Lipids, classified and structure	Lecture, discussion	3	Test
7	3	Function ,Metabolism of Lipids.	Lecture, discussion,	3	Test
8	3	Structure and function of proteins	Lecture, discussion,	3	test
9	3	Structure , function and metabolism of amino acids	Lecture, discussion,	3	test
10	3	nucleic acid and protein synthesis	Lecture, discussion,	3	test
11	3	DNA structure and replication, RNA structure and replication, Translation and protein synthesis	Lecture, discussion,	3	Test
12	3	Enzymes and enzymes kinetics	Lecture, discussion,	3	test
13	3	Mechanism of enzyme action, structure and	Lecture, discussion,	3	test

		functions, Enzyme kinetic and regulation			
14	3	Hormones and Types ,properties, function	Lecture, discussion,	3	test
15	3	vitamins Types ,properties, function	Lecture, discussion,	3	Test

48.Infrastructure	
Required reading:	
Main references (sources)	1-Modern experimental Biochemistry [3 ed], Rodney F. Boyer, Prentice Hall 2000. 4-Medical Biochemistry Baynes [2 ed], John W. Baynes & Marek H. Dominiczak , Mosby 2004.
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	3-Marks Basic Medical Biochemistry: A Clinical Approach, Michael Liederman and Alisa peet, MD/ 2017. 4-Fundamentals of Clinical

	Biochemistry: fundamentals & Ouick Review, Ms. Sushma uttam kanukale , 2019.

49.Course development plan
Access to modern scientific literature 41- Participation in relevant scientific conferences 42- The teaching and training staff is partially devoted to applying and working in hospitals 43- Hosting specialized professors 44- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Clinical chemistry CHT 116
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Semester
7. Number of hours tuition (total)	75
8. Date of production/revision of this specification	5 / 1 / 2024
9. **Aims of the Course** 1- Teaching and training the student on how to use and maintain the necessary equipment and tools. 2- Teaching and training students to estimate the components of blood and other bod fluids descriptively and quantitatively. 3- Teaching and training the student to have the ability to collect and handle biologic samples.	

4- Teaching and training the student to be able to work safely in laboratories.
10. Course outcomes and teaching, learning and evaluation methods
A.Cognitive objectives A1- Learn about conducting studies on blood, urine, and other body fluids A2- Learn how to distinguish between types of tests to detect and treat disease. A3- Learn how to obtain the sample from the patient and how to deal with it.
B - The skills objectives of the course. B1 - Training in conducting chemical tests such as kidney and liver tests and measuring levels of proteins, fats and sugars. B2 - Training students on how to distinguish between each examination and how to diagnose examination results. B3 - Training students on how to use a spectrophotometer and a centrifuge to examine samples. B4 - Training on the skill of handling samples
Teaching and learning methods
Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.
Evaluation methods
Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.
C- Emotional and value goals C1- That the student be able to diagnose diseases C2- Significance in understanding the expectations and future complications of the disease after the diagnosis has been made. C3-Therapeutic in monitoring the extent of the patient's response to treatment C4- Preventive in conducting health surveys of people to detect disease C5- Research in participating in research and clinical trials
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals,

and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Field visits to gain experience from others. D2- Access to scientific developments in the field of specialization (educational videos). D3- Practical training in hospitals.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	3	Introduction to clinical chemistry, Definition and scope of clinical chemistry	Lecture, discussion,	3	Test
2	3	Clinical laboratory techniques and instrumentation	Lecture, discussions	3	Test
3	3	Blood chemistry, Blood composition and functions	Lecture, discussion,	3	Test
4	3	Serum and plasma components, Complete Blood Count (CBC	Lecture, discussion,	3	Test

5	3	Renal function test and structure	Lecture, discussion,	3	Test
6	3	Electrolyte balance Blood urea nitrogen (BUN) and creatinine,	Lecture, discussion	3	Test
7	3	Liver function test, Liver anatomy and functions	Lecture, discussion,	3	Test
8	3	Introduction to clinical chemistry, Definition and scope of clinical chemistry	Lecture, discussion,	3	Test
9	3	Serum enzymes (AST, ALT, ALP, GGT), Bilirubin metabolism	Lecture, discussion,	3	Test
10	3	Lipid profile and cardiovascular markers, Cholesterol and Lipoproteins	Lecture, discussion,	3	Test
11	3	Triglycerides, Cardiac enzymes and markers	Lecture, discussion,	3	Test
12	3	Endocrine function test, Hormones and their functions.	Lecture, discussion,	3	Test
13	3	Thyroid function tests, Diabetes and glucose monitoring.	Lecture, discussion,	3	test
14	3	introduction Tumor markers,	Lecture, discussion,	3	test
15	3	special topics and case	Lecture, discussion,	3	Test

50.Infrastructure	
Required reading:	
Main references (sources)	1- Clinical Chemistry [5th ed] , William J. Marshall MA PhD MSc MBS FRCP ath FRCPEdin FRSB FRSC, 2020. 2-Advances in Clinical Chemistry, Vol. 37 [1st ed.], Herbert E. Spiegel, Gerard Nowacki, Kwang-Jen Hsiao (Eds.) , Academic Press,2003.
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	Clinical Chemistry: Techniques, Principles, Correlations, 6th Edition, Michael L. Bishop, Edward P. Fody and Larry E. Schoeff, Lippincott Williams & Wilkins 2009.

51.Course development plan
Access to modern scientific literature 45- Participation in relevant scientific conferences 46- The teaching and training staff is partially devoted to applying and working in hospitals 47- Hosting specialized professors 48- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University

2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	English Language NTU101
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practic * Scientific discussions, seminars, other activities
6. Semester/Year	Annual
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1- Introducing the student to the basics of the English language with regard to the development of the four language skills (speaking, listening, reading and writing).

2- Introducing the student to the vocabulary of communication and academic writing English.

3- Developing students' skills to use and practice communication in English.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

A1- Introduce the student to the basics of the English language in terms of developing the four language skills (speaking, listening, reading and writing).

B - The skills objectives of the course.

B1 - Introducing the student to the vocabulary of communication and academic writing in English.

Teaching and learning methods

((Theoretical lectures / listening lectures / conversation lectures / interactive lectures / research in libraries and the Internet on specific topics)).

Evaluation methods

((Oral tests / written tests / weekly reports / daily attendance / participation and interaction in lectures / semester and final exams))

C- Emotional and value goals

C1- Develop students' skills to use and practice communication in English.C6- Training on how to deal with patients who have injuries resulting from traffic collisions and exposure to gunfire.

Teaching and learning methods

((Theoretical lectures / seminars / debate work between students / making reports in English))

Evaluation methods

((Oral Tests / Written Tests / Observation / Student Cumulative Record))

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Improving students' discussion skills in English

D2- Raising students' research perceptions in writing reports, research and university theses using the English language

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 1 / Hello	Theoretical	Tests & Discussion
2	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 2 / Your world	Theoretical	practical test
3	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 3 / All about you	Theoretical	Tests & Discussion
4	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 4 / Family and Friends	Theoretical	Test
5	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 5 / The way I live	Theoretical	Tests & Discussion
6	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 6 / Every day	Theoretical	practical test
7	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 7 / My favourite	Theoretical	Tests & Discussion
8	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 8 / Where I live	Theoretical	practical test
9	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 9 / Times past	Theoretical	Tests & Discussion
10	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 10 / We had a great time!	Theoretical	practical test
11	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 11 / I can do that	Theoretical	Tests & Discussion
12	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 12 / Please and Thank you	Theoretical	practical test

13	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 13 / Here and now	Theoretical	practical test
14	2	**Grammar/ Vocabulary/** Skills Work/ Everyday English	Unit 14 / It's time to go	Theoretical	practical test
15	2	Review	Review	Theoretical	Discussion

52.Infrastructure	
Required reading:	**New Headway Plus / Beginner/ John and Liz Soars / Oxford University Press / 2014**
Main references (sources)	**1. An A-Z of English Grammar & Usage / Geoffrey Leech / Longman / 1990** **2. Common Mistakes in English / T.J. Fitikides / Longman 2002** **3.English Grammar in Use / Raymond Murphy / Cambridge University Press 2004**
Recommended books and references (scientific journals, reports,...)	**Express English / Omer Al- Hourani / Jordan**
B - Electronic references, Internet sites...	**Express English / Omer Al- Hourani / Jordan**

53.Course development plan
1- Developing appropriate curricula for university graduates 2- Holding seminars and conferences aimed at updating school curricula

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Arabic Language NTU103
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical) * Discussions and reports
6. Semester/Year	Annual
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1- Enabling the student to read correctly.

2- Enabling the student to write correctly and use punctuation marks.

3- The student should acquire the ability to use the Arabic language correctly.

4- Introducing the student to the correct Arabic language words, structures and s
ds in an interesting way.

5- Accustom the student to sound and clear expressions of his ideas.

6- Helping the student to understand complex structures and mysterious methods.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

A- The student should recognize common mistakes in writing Arabic in order to avoid them

B - The student should recognize the punctuation marks and use them correctly

C - The student should distinguish between the solar lam and the lunar lam, which helps to pronounce it correctly

D - The student differentiates between Dhad and Zaa, and this is what helps him to avoid falling into a spelling error

E - To distinguish between the verb, the noun and the letter, as this is what his Arabic speech is based on.

F- He must be able to write the hamza in its correct position correctly.

B - The skills objectives of the course.

B1 – Providing the student with a linguistic wealth that makes him more able to correctly express what he wants.

B2- Correcting the student's tongue and preventing it from error

Teaching and learning methods

((Theoretical lectures / listening lectures / conversation lectures / interactive lectures / research in libraries and the Internet on specific topics)).

Evaluation methods

((Oral tests / written tests / weekly reports / daily attendance / participation and interaction in lectures / semester and final exams))

C- Emotional and value goals

C1- Thinking, activation and organization development

C2- Working to make the student's imagination fertile imagination by highlighting the aesthetics of the language and thus enabling him to express the essence of the soul in a proper way.
Teaching and learning methods
((Theoretical lectures / seminars / conducting debates between students / making reports))
Evaluation methods
((Oral Tests / Written Tests / Observation / Student Cumulative Record))
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- The ability to develop and develop his expressive skills such as poetry and story. D2- The ability to communicate with the outside world properly.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	2	Introduction to linguistic errors – Taa Al-Marbouta and Al-Taa Al-Maktaba	1. Identify the types of linguistic errors. 2. Differentiate between open Taa and Taa tethered	Discussion method, lecture method	Oral test
2	2	Rules for writing the elongated and compartment thousand – solar and lunar letters	1. Differentiate between the writing of the extended thousand and the compartment and the positions of the writing of the two thousand 2. Differentiate between solar letters and lunar letters	Discussion method, lecture method	Oral test
3	2	Al-Daad and Al-Zaa	Differentiate between Dhad and	Discussion method,	Oral test

			Z	lecture method	
4	2	Hamza writing	Enable the student to write the hamza correctly	Discussion method, lecture method	Oral test
5	2	Punctuation	Recognize punctuation and write it in the correct location	Discussion method, lecture method	Oral test
6	2	Noun and verb and differentiate between them	1.Recognize the noun and verb and indicate the sign of each 2. Differentiate between noun and verb 3. Indication of the types of verb 4. Differentiate between types of verbs	Discussion method, lecture method	Oral test
7	2	Effects	identify the types of effects and differentiate between them	Discussion method, lecture method	Oral test
8	2	Number	Enable the student to write numbers correctly	Discussion method, lecture method	Oral test
9	2	Applications of common linguistic errors	Recognize and avoid common language errors	Discussion method, lecture	Oral test

				method	
10	2	Applications of common linguistic errors	Recognize and avoid common language errors	Discussion method, lecture method	Oral test
11	2	Noon and Tanween meanings of prepositions	1. Differentiate between Nun and Tanween 2.Recognize the meanings of prepositions	Discussion method, lecture method	Oral test
12	2	Formal aspects of administrative discourse	Identify the formal aspects of administrative discourse	Discussion method, lecture method	Oral test
13	2	The language of administrative discourse	Recognize the language of administrative discourse	Discussion method, lecture method	Oral test
14	2	The language of administrative discourse	Recognize the language of administrative discourse	Discussion method, lecture method	Oral test
15	2	Samples of administrative correspondence	Identify samples of administrative correspondence	Discussion method, lecture method	Oral test

54. Infrastructure	
Required reading:	Textbooks: General Arabic Language Binding for Technical Universities by (Dr. Safaa Kazem Makki and Dr. Lama

	Muhammad Younis
Main references (sources)	1- Clear dictation: Abdul Majeed Al-Nuaimi, Daham Al-Kayyal, Dar Al-Mutanabbi Library, Baghdad, 6th edition, 1987 AD. 2- Lessons in language, grammar and spelling for state employees: Ismail Hammoud Atwan and others, Ministry of Education Press No. (3), Baghdad, 2nd edition, 1984. 3- Arabic language for the third intermediate grade: Fatima Nazem Al-Attabi, et al., 1st edition, 2018. 4 - General Arabic language for sections other than specialization: Abdul Qadir Hassan Amin and others, Ministry of Higher Education and Scientific Research, 2nd Edition, 2000. 5- Inspired by Arabic literature: Haval Muhammad Amin, Al-Saadoun Press, Baghdad.
Electronic references, Internet sites...	World Wide Web

55.Course development plan
Correcting the linguistic errors that occurred in the manual to be taught and trying to add a definition to some of the terms contained in the fascicle, especially since the Arabic language fascicle was prepared for non-specialists in the Arabic language, and this leads to making the prescribed vocabulary more accurate and clear.

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques

3. Course title/code	Medical microbiology CHT 115
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical an practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Semester
7. Number of hours tuition (total)	75
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1- Teaching and training the student on how to use the microscope.
2- Teaching and training students to examine all types of bacterial slides.
3- Teaching and training students to recognize and differentiate between types of bacte
4- Testing the effectiveness of antibiotics
5- Developing vaccines and researching the genetic composition of microorganisms..

10. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives
A1- Identify the structure of bacteria.
A2- Learn how to distinguish between types of pathogenic bacteria.
A3- Identify how to isolate germs and methods of diagnosing them.

B - The skills objectives of the course.
B1 - Training on examining slides.
B2 - Training students on how to distinguish germs microscopically and using ancient cultural methods.
B3 - Training students on how to use a microscope to examine samples.
B4 - Training on the skill of handling samples.

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the

teacher’s answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.
C- Emotional and value goals C1- That the student is able to link the types of samples and the species of bacteria isolated from them C2-Understanding the similarities and differences between germs C3- Explaining the mechanisms of bacterial resistance to antibiotics C4- Accurate knowledge of the types of commensal germs and their locations C5- Explaining and understanding the reason for taking a sample and not another sample
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher’s answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Field visits to gain experience from others. D2- Access to scientific developments in the field of specialization (educational videos). D3- Practical training in hospitals.

11. Course Structure					
Week	Hours	Unit/Module or Topic Title	ILOs	Teaching Method	Assessment Method
1	3	Staphylococcus	Lecture, discussion,	3	Test
2	3	Streptococcus	Lecture, discussions	3	Test
3	3	Streptococcus group B,C,D	Lecture, discussion,	3	Test
4	3	Gram positive bacilli – Corynebacterium	Lecture, discussion,	3	Test
5	3	Genes Mycobacterium	Lecture, discussion,	3	Test
6	3	Bacillus	Lecture, discussion	3	Test
7	3	Anaerobic bacteria , Clostridium	Lecture, discussion,	3	Test
8	3	Neisseria	Lecture, discussion,	3	Test
9	3	Genus Haemophilus	Lecture, discussion,	3	Test
10	3	Family Enterobacteriaceae	Lecture, discussion,	3	Test

11	3	Genus Proteus Shigella, Sallmonella	Lecture, discussion,	3	Test
12	3	Genus Pseudomonas	Lecture, discussion,	3	Test
13	3	Genus Vibirio	Lecture, discussion,	3	Test
14	3	Genus Brucella , *Yersinia pestis* , Francisella	Lecture, discussion,	3	Test
15	3	Nocardia	Lecture, discussion,	3	Test

56.Infrastructure	
Required reading:	
Main references (sources)	
Recommended books and references (scientific journals, reports,...)	4. Joanne willey – Prescotts Microbiology 2019 5. Jawetz Melnick and Adelbrgs Medical Microbiology 2019

	6. Brock Biology of Microbiology 2019
B - Electronic references, Internet sites...	

57.Course development plan
Access to modern scientific literature 49- Participation in relevant scientific conferences 50- The teaching and training staff is partially devoted to applying and working in hospitals 51- Hosting specialized professors 52- Academic pairing with other universities and corresponding colleges

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Medical Terminology TIMM 109
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practic * Scientific discussions, seminars, other activities
6. Semester/Year	Courses
7.Number of study hour (total)	30 hour

8. Date of production/revision of this specification	5 / 1 / 2024

9.**Aims of the Course**

1- Teaching and training the student on how to pronounce letters correctly.
2- Teaching and training the student on how to communicate with others.
3- Teaching and training the student to know the tenses and their structure.
4- Teaching and training the student to know how to make a question and a negation.
5- Teaching and training the student on how to use punctuation and definition tools.
6- Teaching and training the student on how to know information about himself and others as well.

Course outcomes and teaching, learning and evaluation methods

A. Cognitive objectives

A1- Identify tenses (present simple, past simple, and future simple) .
A2- Learn how to pronounce correctly .
A3- Learn how to provide a personal biography for an individual.
A4- Focus on grammar.
A5- Clear vocabulary approach.
A6- Work on integrated skills.

B - The skills objectives of the course.
B1- Training in identifying correct sentences from incorrect sentences and explaining the reason.
B2 - Training students on how to tell the time.
B3 - Training on some countries, nationalities, and languages.
B4 - Training on introduction, getting to know each other, and bidding farewell.

Teaching and learning methods

Traditional lecture, writing reports, conducting seminars, systematic training in the classroom, and the use of technology in modern education, self-learning, feedback, deductive and analytical thinking questions, systematic training in laboratories.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher’s answers, and ask analytical and deductive questions.

C- Emotional and value goals

C1- Training on how to deal with incorrect sentences.
C2- Training on how to improve your skills to use the English language more effectively and perform well in your studies.
C3- Training on how to proceed at work and communicate in English in your free time. .
C4- Training on how to deal with native speakers.

C5- Training on how to benefit from acquired skills.
C6- Instilling a love of knowledge in the student by encouraging him to learn.

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1-Encouraging reading of texts in English.
D2- Access to scientific developments in the field of specialization (educational videos).

11. Course Structure

Week	Hours	Required learning outcomes	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Introducing students to the importance of the medical terminology course and its nature	Introduction To Medical Terminology	Lecture, discussion, pairs of students to conduct dialogues, representation by drawing on the blackboard, PowerPoint	Oral Test
2	2	Identify the structure of the medical term and its basic parts	Basic Word Structure	Lecture, discussion, video presentation, and PowerPoint	Oral Test
3	2	. Identify the root word of the medical	Root	Lecture, discussion, PowerPoint	Oral Test

		term		presentation, acting pairs	
4	2	Identify the syllables that are added to the beginnings of a medical term	The Prefix	Lecture, discussion, video presentation, and pair acting	Oral and Practical Test
5	2	Identify the syllables that are added to the ends of a medical term	The Suffix	Lecture, discussion, video and photo presentation	Practical and Oral Test
6	2	Learn how to connect medical terms	Rules For Combining Vowels	Lecture, discussion, video and photo presentation	Practical Test
7	2	Identify the types of association related to medical terms	Combining Form	Lecture, discussion, slide show	Practical and Oral Test
8	2	Learn about the most important medical terms and concepts of	Medical terminology and pathology	Lecture, discussion, video and photo presentation	Practical Test

		pathology			
9	2	Identify the most important medical terms related to the heart, circulatory, and nervous systems, its component parts, and the most important common diseases	Terms of Cardiovascular system Terms of Nervous system	Lecture, discussion, showing videos and photo	Practical Test
10	2	Identify the most important medical terms related to the digestive and urinary systems, their component parts, and the most common diseases	Terms of Digestive system Urinary system Terms of	Lecture, discussion, presentation of videos and photos	Practical Test

11	2	Identify the most important medical terms related to the blood and lymphatic system, its component parts, and the most important common diseases	Terms of Blood and Lymphatic system	Lecture, discussion, presentation of videos and photos	Practical Test
12	2	Identify the most important medical terms related to the respiratory system, its component parts, and the most common diseases	Terms of Respiratory system	Lecture, discussion, presentation of videos and photos	Practical Test
13	2	Identify the most important medical	Terms Of Teeth And Oral Facial Regio	Lecture, discussion, presentation of videos and	Practical Test

		terms related to teeth, face and jaws		photos	
14	2	Identify the most important medical terms related to conditions and trends	Positional and directional terms	Lecture, discussion, presentation of radiological videos and films	Practical Test
15	2	Identify the most important medical terms related to the musculoskeletal system, its component parts, and the most common diseases	Musculoskeletal System	Lecture, discussion, presentation of videos and photos	Practical and Oral Test

58.Infrastructure	
Main references (sources)	
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	

59.Course development plan
Access to modern scientific literature 53- Access to modern scientific literature. 54- Participation in relevant scientific conferences. 55- Devoting the teaching and training staff to apply and work in places to apply what has been learned. 56- Hosting specialized professors. 57- Academic pairing with other universities and corresponding colleges.

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Community health Techniques Department
3. Course title/code	Occupational Health & Safety/ CHT 217
4. Programme (s) to which it contributes	(Community health technical diploma)
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Courses

7. Number of hours tuition (total)	(45) hours
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course**

1-

in the workplace.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

A1- The role of epidemiology in evaluating the effectiveness and efficiency of health care.

A2 - Knows how to prevent the spread and eradicate the disease in society.

A3- To define health-related conditions in population groups and measure their occurrence.

A4- Identify methods for evaluating and determining methods of prevention and control of the disease.

A5 - Know the distribution and frequency of diseases in society

B - The skills objectives of the course.

B1 - Enhancing students' research and analysis skills in the field of epidemiology.

B2 - Develop appropriate study designs to answer specific questions regarding disease causation, natural history, and finance.

B3 - Training students on the skills of following healthy behaviors and taking the necessary preventive measures

B4 - Encouraging the application of epidemiology in the field of disease prevention and health promotion.

B5 - Describe the common causes of death, illness and disability in society.

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.

Evaluation methods

Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.

C- Emotional and value goals

C1- Training on how to deal with injuries, disease prevention, health promotion and health policy development. C2- Encouraging good clinical practice by introducing clinical epidemiology concepts. C3- Preparing individuals in health-related professions to meet the need for health services in order to pay attention to all aspects of population health, and to ensure that health resources are used in a way that leads to the best possible outcome.
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Field visits to gain experience from others. D2- Access to scientific developments in the field of specialization (educational videos). D3- Practical training in hospitals.

11. Course Structure

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3	Introduction to epidemiology, objectives of epidemiology. A visit to the Center for Epidemic Diseases	Lecture, discussion	test

2	3	Epidemiology of clinical diseases Disease patterns Epidemics and endemic diseases Chain of infection, follow-up of disease forms and records	Lecture, discussion	test
3	3	Types of studies, study design to assess health care needs	Lecture, discussion	test
4		Epidemiological investigation, designing a questionnaire to investigate diseases	Lecture, discussion	test
5	3	Measuring health and disease, applying incidence and prevalence equations	Lecture, discussion	test
6	3	Compare incidence and prevalence rates	Lecture, discussion	test
7	3	Causation Relationship	Lecture, discussion	test
8	3	Disease exposure and dose Relationship between effect and dose	Lecture, discussion	test
9	3	Response relationship	Lecture, discussion	test
10	3	Potential errors in epidemiological studies	Lecture, discussion	test

11	3	Epidemiology of non-communicable diseases	Lecture, discussion	test
12	3	Epidemiology of infectious diseases	Lecture, discussion	practical test
13	3	Epidemiological investigation	Lecture, discussion	test
14	3	Epidemiological monitoring and response	Lecture, discussion	practical test
15	3	Health policy and planning Analysis and statistics	Lecture, discussion	test

60.Infrastructure	
Required reading:	
Main references (sources) Communicable Disease Epidemiology and Control (Modular Texts) Third (3rd) Edition Holland W, Elsson J, Dou V, Fleury C. The development of modern epidemiology,	

personal reports from those who were there. Oxford, Nebo York. Oxford University Press 2007.	
Recommended books and references (scientific journals, reports...)	
B - Electronic references, Internet sites...	

61.Course development plan
Access to modern scientific literature 58- Participation in relevant scientific conferences 59- The teaching and training staff is partially devoted to applying and working in hospitals 60- Hosting specialized professors 61- Academic pairing with other universities and corresponding colleges

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Department of Community Health Techniques
3. Course title/code	Physiology /TIMM106
4. Programme (s) to which it contributes	Community Health Tech Diploma
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other

	activities
6. Semester/Year	Module
7. Number of hours tuition (total)	60
8. Date of production/revision of this specification	5 / 1 / 2024

9. **Aims of the Course:**

Teaching and training students about:

1. Laboratory blood examination.
2. 2. Reading a complete blood count and other blood tests.
3. 3. Using the (E.C.G.) and read the diagram.
4. 4. Using spirometer and know the normal values.
5. 6. Knowing the functions of the various body systems.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

1- Identify the benefit of physiological processes in human nursing.

2- Knowing the organs in the human body and their relationship to body functions.

3- The various body functions and physiological processes that take place within the human body.

B - The skills objectives of the course:

the student will be able to:

1- Use the equipment used to that used to measure organ functions.

2- Distinguish between normal and abnormal values for blood tests.

3- Measure vital signs such as pulse, breathing, body temperature, and blood pressure, and to distinguish between normal and abnormal values.

Teaching and learning methods
Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.
Evaluation methods
Daily written and oral tests, applied tests, seminars, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set for the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks The student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asks analytical and deductive questions.
C- Emotional and value goals 1- Teach the student to estimate the benefit of medical equipment used and maintain it in the laboratory and hospital. 2- Training on how to deal with various laboratory tests. 3- Training on giving accurate test results and comparing them with abnormal values.
Teaching and learning methods
Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.
Evaluation methods
Simulating the medical condition, written, oral, and applied tests, semester and final exams, daily tests, and commitments to assignments such as making reports in the field of specialization and then discussing the reports, attendance and commitment,

feedback (testing the student on the previous subject), self-evaluation (questions are put to the student by the teacher). The student answers the questions, and the teacher also answers the same questions. The student is asked to evaluate himself according of the teacher's answers) and deductive questions.
D - Transferable general and qualifying skills (other skills related to employability and personal development). 1- Field visits to gain experience from others. 2- Access to scientific developments in the field of specialization (educational videos). 3- Practical training in hospitals.

11. Course Structure					
Week	**Hours**	**Outcome of the teaching**	**Unit/Module or Topic Title**	**Teaching methods**	**Assessment method**
1	4	Introducing students to the physiology.	Introduction of physiology , body organs, homeostasis, Blood composition ,WBC , RBC , Platelets	Lecture, discussion, presentation of videos	**Test**
2	4	Identifying blood types, knowing why blood clots outside the body.	blood grouping , mechanism of clotting, blood disorder	Lecture, discussion, presentation of videos	**Practical test**
3	4	Knowing the parts of the cardiovascular system and recognizing heart sounds	cardio vascular system , heart, arteries , veins, capillaries , valves , heart sound , cardiac cycle	Lecture, discussion, presentation of videos	**Test**
4	4	Identifying the pulse, the normal rate of the pulse, abnormal rate of the pulse, and knowing the	Origin of heart pulse , blood pressure and ECG	Lecture, discussion, presentation of videos	**Practical test**

		electrocardiogram.			
5	4	Identify the lymphatic system, body fluids and homeostasis	Lymphatic system and body fluid, homeostasis	Lecture, discussion, presentation of videos	**Test**
6	4	Knowledge of the respiratory system Anatomy of the respiratory system	Structure of Respiratory system ,mechanism of breathing pulmonary functions	Lecture, discussion, presentation of videos	**Test**
7	4	Knowing the spirometer, the types of respiratory volumes, and identifying respiratory diseases	Spirometer ,lung volume, respiratory, disorder ,asthma ,T.B. pneumonia	Lecture, discussion, presentation of videos	**Practical test**
8	4	Identify the parts of the nervous system and how this system works	Nervous system , structure .and function nerve cell cranial nerve , spinal nerve, nerve synapse	Lecture, discussion, presentation of videos	**Test**
9	4	Knowing of the functions of the peripheral nervous system and the	Peripheral Nervous	Lecture, discussion, presentation of videos	**Practical test**

		function of peripheral nerves, knowing the functions of the autonomic nervous system	system, sympathetic and parasympathetic system.		
10	4	Learning how food is digested and absorbed	Digestive system structure and function	Lecture, discussion, presentation of videos	**Test**
11	4	Identifying the glands accessory to the digestive system (liver, pancreas, and salivary glands), knowing the main food components and how they are digested and absorbed	Accessory of Digestive system, structure and function and metabolism	Lecture, discussion, presentation of videos	**Practical test**
12	4	To learn the kidney anatomy and its functions	Urinary system, structure and function	Lecture, discussion, presentation of videos	**Test**
13	4	Identify the components of the male and female reproductive systems, diagnose some conditions that affect these two systems	Reproductive system, Male reproductive system and female reproductive system, structure and function	Lecture, discussion, presentation of videos	**Test**

14	4	Knowing the site of endocrine glands and their functions	Endocrine system (pituitary, thyroid, ovaries and testis)	Lecture, discussion, presentation of videos	**Test**
15	4	Knowing the sources of gained and lost energy, how to control a constant temperature, and knowing the normal body temperature	Body temperature regulation, Muscular and skin structure and function.	Lecture, discussion, presentation of videos	**Practical Test**

12.Infrastructure	
Required reading:	Physiology
Main references (sources)	1. احمد صابر , علم وظائف الاعضاء , 2012 2. أ.د. صباح ناصر العلوجي, علم وظائف الاعضاء , 2014 3. Memmler/ Wood- Structure and function of the human body, fourth edition 4. Silverthorn, D. U. (2015). *Human physiology*. Jones & Bartlett Publishers
Recommended books and references (scientific journals, reports,...)	

B - Electronic references, Internet sites...	

13.Course development plan
Access to modern scientific literature 1-Participation in relevant scientific conferences 2-The teaching and training staff is partially devoted to applying and working in hospitals 3-Hosting specialized professors 4-Academic pairing with other universities and corresponding colleges