

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: Anesthesia Techniques

Date of Form Completion: 14/4/2024



Assistant Professor
Dr. Mohammed F. Haddad

The Dean

Date: 14/4/2024



Lecturer
Dr. Omar I. Dallal Bashi

Dean's Assistant For Scientific Affairs

Date: 14/4/2024



Professor
Dr. Rifaie Yaseen Hammed

Head of Department

Date: 14/4/2024

Quality Assurance and University Performance Manager
Assistant Professor Dr. Ali M. Saadi

Date: 14/4/2024

Signature



1. Program Vision

Excellence and creativity at the local and global levels in the fields of learning, education and scientific research as well as in maintaining the sustainability of the environment and participating in community service.

2- program mission

Working to raise the scientific, knowledge and skill level of the nurse through distinguished education for the numbers of nurses to adapt to the variables of health conditions and provide integrated health and medical nursing services to the individual, family and society, while adhering to high responsibility and contributing to building the contemporary civilization of Iraq, in a way that achieves its progress and prosperity, and its service by upgrading the level of medical and nursing sciences, developing skills and competencies in service of medical and health specialties, raising the health level, developing health services in the country, and providing health institutions with a high level Of scientific and practical competencies in the fields of developing activities related to the provision of health and nursing services at its three levels (Primary, Secondary, Tertiary) to meet the needs of society and serve the public interest.

3-program Objectives

The department aims to graduate technical nursing staff capable of providing nursing services to patients in hospitals under the supervision of doctors in all specialties, and efficient paramedics to deal with emergency and critical cases and help patients with various physical and psychological injuries to reach a state of full recovery.

4- Program Accreditation

There isn't any

5- Other external influences

There isn't any

6- Program Structure / Nursing Branch / Level 1				
Program Structure	Number of semesters	Unit of study	Percentage	*Notes
University Requirements	6	10	21.7%	4 Essential ,2 optional
Institute Requirements	4	12	26.1%	4 Essential
Department Requirements	6	24	52.2%	4 Essential ,2 optional
Summer Training	completed			
Others	There isn't any			
Program Structure / Nursing Branch / Level 2				
Program Structure	Number of semesters	Unit of study	Percentage	Notes
University Requirements	4	8	19%	4 Essential
Institute Requirements	1	2	4.8%	1 Essential
Department Requirements	9	32	76.2%	7 Essential, 2 optional
Summer Training	completed			
Others	There isn't any			
Program Structure / First aid Branch / Level 1				
Program Structure	Number of semesters	Unit of study	Percentage	Notes *
University Requirements	6	10	19.2%	4 Essential ,2 optional
Institute Requirements	4	12	23.1%	4 Essential
Department Requirements	7	30	57.7%	5 Essential , 2 optional
Summer Training	completed			
Others	There isn't any			

Program Structure / First aid Branch / Level 2				
Program Structure	Number of semesters	Unit of study	Percentage	Notes *
University Requirements	4	8	20.5%	4 Essential
Institute Requirements	1	2	5.1%	1 Essential
Department Requirements	8	29	74.4%	6 Essential , 2 optional
Summer Training	Completed			
Others	There isn't any			

First level modules / Nursing / Nursing techniques Department

Code	Path	UNIT	Hours		Course name		Requirement Type
			P	TH	English Language	Arabic Language	
NTU 100	-	2	0	2	Democracy and Human Rights	ديمقراطية وحقوق الانسان	University
NTU 101	-	2	0	2	English language 1	اللغة الإنكليزية 1	
NTU 102	-	2	1	1	Computer 1	الحاسوب 1	
NTU 103	-	2	0	2	Arabic language 1	اللغة العربية 1	
NTU 104	-	2	1	1	Physical Activity	الرياضة (اختياري)	
NTU105	-	2	0	2	French Language	اللغة الفرنسية (اختياري)	
		10			Total university units required		
TIMM 106	.	4	2	2	Physiology	علم وظائف الاعضاء	Institute
TIMM 107	.	4	2	2	Anatomy	التشريح	

TIMM 108	.	2	-	2	Safety in lab. & workshop	سلامه المختبرات والورش	
TIMM 109	.	2	-	2	Medical terminology	المصطلحات الطبية	
		12			Total Required Institute Units		
NUT 110	.	7	4	3	Fundamental of nursing	اساسيات التمريض	Department
NUT 111	.	7	4	3	Medical surgical nursing	تمريض الباطني الجراحي	
NUT 112	.	4	2	2	Clinical biochemistry	الكيمياء الحياتية السريرية	
NUT 113	.	4	2	2	Microbiology	الاحياء المجهرية	
NUT 115	.	2	-	2	Communication Skills	مهارات التواصل (اختياري)	
NUT 116	.	2	-	2	Psychology	علم النفس (اختياري)	
		24			Total Required department units		
		46			Total units of the First level		

second level modules / Nursing / Nursing techniques Department

Code	UNIT	Hours		Course name		Requirement type	
		P	TH	English Language	Arabic Language		
NTU201	NTU 102	2	1	1	Computer 2	الحاسوب 2	University
NTU202	NTU 103	2	0	2	Arabic language 2	اللغة العربية 2	
NTU 203	.	2	0	2	Crimes of the Baath regime in Iraq	جرائم نظام البعث في العراق	
NTU 204	.	2	0	2	Professional Ethics	اخلاقيات المهنة	
		8			Total university units required		
TIMM202	.	2	-	2	Biostatistics	الإحصاء الحياتي	Institute
		2			Total required institute Requirements Units		
NUT 203	.	5	3	2	Primary Health Care	رعاية صحية اوليه	Department
NUT 204	.	6	3	3	Obstetric and Maternity nursing	تمريض النسائية والتوليد	

NUT 205	.	6	3	3	pediatric Nursing	تمريض الأطفال
NUT 206	.	5	2	3	Psychiatric Mental health nursing	تمريض الصحة النفسية والعقلية
NUT 207	.	2	-	2	Nutrition and diet therapy	التغذية والمعالجة الغذائية
NUT 208	.	4	2	2	Pharmacology	علم الدوائيات
NUT 209	.	2	2	-	Proposal	مشروع بحث التخرج
NUT 210	.	2	-	2	Health Administration	ادارة صحية (اختياري)
NUT 211	.	2	-	2	Epidemiology	علم الوبائيات (اختياري)
		32			Total required department requirements units	
		42			Total units of the second level	

First level modules / First Aid / Nursing techniques Department

Code	Path	UNIT	Hours		Course name		Requirement type
			P	TH	English Language	Arabic Language	
NTU 100	-	2	0	2	Democracy and Human Rights	ديمقراطية وحقوق الانسان	University
NTU 101	-	2	0	2	English language 1	اللغة الإنكليزية 1	
NTU 102	-	2	1	1	Computer 1	الحاسوب 1	
NTU 103	-	2	0	2	Arabic language 1	اللغة العربية 1	
NTU 104	-	2	1	1	Physical Activity	الرياضة (اختياري)	
NTU105	-	2	0	2	French Language	اللغة الفرنسية (اختياري)	
		10			Total university units required		
TIMM 106	.	4	2	2	Physiology	علم وظائف الاعضاء	Institute
TIMM 107	.	4	2	2	Anatomy	التشريح	
TIMM 108	.	2	-	2	Safety in lab. & workshop	سلامة المختبرات والورش	

TIMM 109	.	2	-	2	Medical terminology	المصطلحات الطبية	Department
		12			Total required institute Requirements Units		
NUTF 110	.	6	4	2	Fundamentals of first aids	مبادئ الاسعافات الاولية	
NUTF 111	.	7	4	3	Fundamental of nursing	اساسيات التمريض	
NUTF 112	.	7	4	3	Medical surgical nursing	تمريض الباطني الجراحي	
NUTF 113	.	4	2	2	Clinical biochemistry	الكيمياء الحياتية السريرية	
NUTF 115	.	4	2	2	Microbiology	الاحياء المجهرية	
NUTF 116	.	2	-	2	Communication Skills	مهارات التواصل (اختياري)	
NUTF 117	.	2	-	2	Psychology	علم النفس (اختياري)	
		30			Total required department requirements units		
		52			Total units of the First level		

second level modules / First Aid / Nursing techniques Department

Code	UNIT	Hours		Course name		Requirement Type	
		P	TH	English Language	Arabic Language		
NTU201	NTU 102	2	1	1	Computer 2	الحاسوب 2	University
NTU202	NTU 103	2	0	2	Arabic language 2	اللغة العربية 2	
NTU 203	.	2	0	2	Crimes of the Baath regime in Iraq	جرائم نظام البعث في العراق	
NTU 204	.	2	0	2	Professional Ethics	اخلاقيات المهنة	
		8			Total university units required		
TIMM202	.	2	-	2	Biostatistics	الإحصاء الحياتي	Institute
		2			Total required institute Requirements Units		
NUTF 203	.	5	3	2	Primary Health Care	رعاية صحيه اوليه	Department

NUTF 204	.	7	4	3	Critical Care	تمريض الحالات الحرجة
NUTF 205	.	7	4	3	Emergency Nursing	تمريض الطوارئ
NUTF 206	.	2	-	2	Nutrition and diet therapy	التغذية والمعالجة الغذائية
NUTF 207	.	4	2	2	Pharmacology	علم الدوائيات
NUTF 208	.	2	2	-	Proposal	مشروع بحث التخرج
NUTF 209	.	2	-	2	Health Administration	ادارة صحية (اختياري)
NUTF 210	.	2	-	2	Epidemiology	علم الوبائيات (اختياري)
		29			Total required department requirements units	
		39			Total units of the second level	

7- Program Description				
year / level	Semester or semester code	Semester name	Credit Hours	
2023-2024\First			Theory	Practice
		Nursing branch	32	18
		First aid branch	34	22
2023-2024\ second		Nursing branch		
		First aid branch	28	16
			25	16

8- Expected learning outcomes of the program	
Knowledge	
1- Keeping up with scientific developments in the field of medicine and nursing. 2- Communicate with the corresponding institutes and universities to benefit from their expertise	
Skills	
1- Efficient systematic training for the student to be able to implement practical requirements after graduation. 2- Carrying out practical and voluntary practices to communicate with the community, especially in	

emergency situations and dealing with critical cases.	
3-Field visits for people with special needs and knowing their problems and working to solve them	
Values	
Creating a spirit of cooperation and initiative for the student to provide services	

9- Teaching and Learning Strategies
<p>1- Explain the scientific material to students in detail.</p> <p>2- Participation of students in practical experiences and nursing procedures.</p> <p>3-Using the method of feedback and discussion to enrich the scientific material</p>

10- Evaluation methods
Daily exams, discussions and assignments as well as theoretical and practical semester and . final exams

11- Education institution					
Faculty members					
Scientific rank	Specialization		requirements/ Special skills (if applicable)	Numbers of the teaching staff	
	General	Specialist		Staff	Lecturer
Professor	Nursing	Community health	Supervising graduate students and evaluating scientific research	1	
Assistant Professor	Chemistry science	Analytical Chemistry	Publishing scientific research according to specialization and supervising students' graduation	1	

Assistant Professor	Biology	Physiology	Publishing scientific research according to specialization and supervising students' graduation	1	
Lecturer	Biology	Philosophy in biology	Publishing scientific research according to specialization and supervising students' graduation	1	
Lecturer	Nursing	Fundamental nursing	Field practices in specialized health institutions.	1	
Assistant Lecturer	Nursing	Adult nursing	Field practices in specialized health institutions	1	
Assistant Lecturer	Biology	Botany	Publishing scientific research according to specialization and supervising students' graduation	1	
Assistant Lecturer	English language	Linguistics and English as a foreign language	Publishing scientific research according to specialization and supervising students' graduation	1	
Assistant Lecturer	literature	English language	Publishing scientific research according to specialization and supervising students' graduation	1	

Professional Development

Mentoring new faculty members

Directing teachers to pay attention to scientific research and publish it in international containers

Professional development of faculty members

Urging teachers to participate in conferences, seminars and specialized workshops.

12- Acceptance standard

1- Graduation rate in middle school.

2- Department plan.

3-Desire for the immediate ambulance branch (males and females)

13-The most important sources of information about the program

- 1- Foundation of Technical educations .MousL , 2000
- 2-Smith & Ghips " Medical Surgical Nursing Philadelphia 2000 .
- 3-Atlas of anatomy (Grantes) / 1998.
- 4-G.h. Green basic clinical physiology oxford publication 1976.
- 5-A short text book of medical microbiology By , satish Guptr , , Endia – 1987.
- 6-Fundamental of clinical chemistry / Norbert Tietz.
- 7-Fred , Community Medicine , 5 TH ED . London 1984 .
- 8- Hamilton , persis Mary – Basic pediatric Nursing – Mosby Company , Saint Louis / 1978
- 8- Reeder Mastroianni – Maternity Nursing 5th Edition J. B. Lippincott Company Philadelphia – 1978 . .
- 9- هيفاء إبراهيم : التغذية والعلاج الغذائي / 1990
مطبوعة وزارة التعليم العالي والبحث العلمي
- 11-Laurance – Clinical Pharmacology – Oxford London .
- 12-1994 إبراهيم ، هيفاء ، نظيرة حسين ، سارة دنخا – السلوك المهني للممرضات هيئة التعليم التقني
- 13-W. Dixon and F. Massey – Introduction to statistical Analysis .

14-Program Development Plan

- 1- Using new concepts in the field of nursing and the use of modern medical devices and equipment in the ambulance and nursing of various cases

Program skill chart															
Learning outcomes required from the programme												Essential or optional	Semester name	Semester code	level /year
Values				Skills				Knowledge							
4C	3C	2C	1C	4B	3B	2B	1B	4A	3A	2A	1A				
*	*	*	*					*	*	*	*	Essential	Democracy and Human Rights	NTU100	/ first Nursing branch
				*	*	*	*	*	*	*	*	Essential ¹	English language 1	NTU101	
												Essential	Computer 1	NTU102	
												Essential	Arabic language 1	NTU103	
												optional	Physical Activity	NTU104	
				*	*	*	*	*	*	*	*	Essential	Physiology	TIMM106	
				*	*	*	*	*	*	*	*	Essential	Anatomy	TIMM107	
								*	*	*	*	Essential	Safety in lab. & workshop	TIMM108	
										*	*	Essential	Medical terminology	TIMM109	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Fundamental of nursing	NUT110	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Medical surgical nursing	NUT111	
				*	*	*	*	*	*	*	*	Essential	Clinical biochemistry	NUT112	
				*	*	*	*	*	*	*	*	Essential	Microbiology	NUT113	
								*	*	*	*	optional	Psychology	NUT116	

Program skill chart																
Learning outcomes required from the programme												Essential or optional	Semester name	Semester code	level /year	
Values				Skills				Knowledge								
4C	3C	2C	1C	4B	3B	2B	1B	4A	3A	2A	1A					
				*	*	*	*	*	*	*	*		Essential	Computer 2	NTU201	/ Second Nursing branch
													Essential	Arabic language 2	NTU202	
													Essential	Crimes of the Baath regime in Iraq	NTU 203	
													Essential	Professional Ethics	NTU 204	
								*	*	*	*		Essential	Biostatistics	TIMM202	
*	*	*	*	*	*	*	*	*	*	*	*		Essential	Primary Health Care	NUT 203	
*	*	*	*	*	*	*	*	*	*	*	*		Essential	Obsterteric and Maternity nursing	NUT 204	
*	*	*	*	*	*	*	*	*	*	*	*		Essential	Pediatric Nursing	NUT 205	
*	*	*	*	*	*	*	*	*	*	*	*		Essential	Psychiatric Mental health nursing	NUT 206	
								*	*	*	*		Essential	Nutrition and diet therapy	NUT 207	
								*	*	*	*		Essential	Pharmacology	NUT 208	
													Essential	Proposal	NUT 209	
								*	*	*	*		Optional	Health Administration	NUT 210	

Program skill chart																
Learning outcomes required from the programme												Essential or optional	Semester name	Semester code	year/ level	
Values				Skills				Knowledge								
4C	3C	2C	1C	4B	3B	2B	1B	4A	3A	2A	1A					
													Essential	Democracy and Human Rights	NTU100	First aid / First branch
													Essential	English language 1	NTU101	
				*	*	*	*	*	*	*	*		Essential	Computer 1	NTU102	
													Essential	Arabic language 1	NTU103	
													Optional	Physical Activity	NTU104	
				*	*	*	*	*	*	*	*		Essential	Physiology	TIMM106	
				*	*	*	*	*	*	*	*		Essential	Anatomy	TIMM107	
								*	*	*	*		Essential	Safety in lab. & workshop	TIMM108	
										*	*		Essential	Medical terminology	TIMM109	
*	*	*	*	*	*	*	*	*	*	*	*	*	Essential	Fundamental of first aids	NUTF110	
*	*	*	*	*	*	*	*	*	*	*	*	*	Essential	Fundamental of nursing	NUTF111	
*	*	*	*	*	*	*	*	*	*	*	*	*	Essential	Medical surgical nursing	NUTF112	
				*	*	*	*	*	*	*	*	*	Essential	Clinical biochemistry	NUTF113	
				*	*	*	*	*	*	*	*	*	Essential	Microbiology	NUTF115	
								*	*	*	*		Optional	Psychology	NUTF117	

Program skill chart																
Learning outcomes required from the programme												Essential or optional	Semester name	Semester code	year/ level	
Values				Skills				Knowledge								
4C	3C	2C	1C	4B	3B	2B	1B	4A	3A	2A	1A					
				*	*	*	*	*	*	*	*		Essential	Computer 2	NTU201	/ Second First aid branch
													Essential	Arabic language 2	NTU202	
													Essential	Crimes of the Baath regime in Iraq	NTU 203	
													Essential	Professional Ethics	NTU 204	
								*	*	*	*		Essential	Biostatistics	TIMM202	
*	*	*	*	*	*	*	*	*	*	*	*		Essential	Primary Health Care	NUTF 203	
*	*	*	*	*	*	*	*	*	*	*	*		Essential	Critical Care	NUTF 204	
*	*	*	*	*	*	*	*	*	*	*	*		Essential	Emergency Nursing	NUTF 205	
								*	*	*	*		Essential	Nutrition and diet therapy	NUTF 206	
								*	*	*	*		Essential	Pharmacology	NUTF 207	
													Essential	Proposal	NUTF 208	
								*	*	*	*		optional	Health Administration	NUTF 209	

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Nursing Techniques Department
3. Course title/code	Democracy and Human Rights NTU100
4. Programme (s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical) * Scientific discussions, seminars, other activities
6. Semester/Year	Module
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	8 / 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 Human Rights Organizations)	Knowledge and application	Theoretical	Tests & Reports
4	2	Human rights in Iraqi constitutions between theory and reality / the relationship between :human rights and public freedoms In the Universal Declaration of Human -1 .Rights In regional charters and national -2 .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 Role of the United Nations and its .1 specialized agencies in providing safeguards The role of regional organizations (Arab -2 League, European Union, African Union, Role of international, regional non- .3	Knowledge and application	Theoretical	Tests & Reports

		governmental organizations and public opinion in respecting and protecting human rights			
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 Gender equality- Equality between individuals according to - their beliefs and race to public authorities	Knowledge and application	Theoretical	Tests & Reports
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

12. 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

13. 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/Nursing Department
3. Course title/code	English Language { NTU101 }
4-. Programme(s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical) * Scientific discussions, seminars, other activities
6. Semester/Year	Module
7.Number of study hour (total)	30 hour
8. Date of production/revision of this specification	8 / 1 / 2024
9.Aims of the Course	
<ul style="list-style-type: none"> 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. 	
10- Course outcomes and teaching, learning and evaluation methods	
A. Cognitive objectives	
<ul style="list-style-type: none"> 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. Course-specific skills objectives.	
<ul style="list-style-type: none"> B1- Training in identifying correct sentences from incorrect sentences and explaining the reason. 	

<p>B2 - Training students on how to tell the time.</p> <p>B3 - Training on some countries, nationalities, and languages.</p> <p>B4 - Training on introduction, getting to know each other, and bidding farewell.</p>
<p>Teaching and learning methods</p> <p>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.</p>
<p>Evaluation methods</p> <p>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.</p>
<p>C- Emotional and value goals</p> <p>C1- Training on how to deal with incorrect sentences.</p> <p>C2- Training on how to improve your skills to use the English language more effectively and perform well in your studies.</p> <p>C3- Training on how to proceed at work and communicate in English in your free time. .</p> <p>C4- Training on how to deal with native speakers.</p> <p>C5- Training on how to benefit from acquired skills.</p> <p>C6- Instilling a love of knowledge in the student by encouraging him to learn.</p>
<p>D - Transferable general and qualifying skills (other skills related to employability and personal development).</p> <p>D1- Encouraging reading of texts in English.</p> <p>D2- Access to scientific developments in the field of specialization (educational videos).</p>

11. Course Structure					
Week	Hours	Required learning outcomes	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Introducing students to understanding and using the most common daily expressions Introducing yourself and others, in addition to	Unit 1 Hello	Lecture, discussion, pairs of students to conduct dialogues, representation by drawing on the	Oral Test

		expressions of introduction, expressions of farewell, and how to make a request. Learn the indefinite and indefinite articles with examples, in addition to numbers and ways to .pronounce the letter “s		blackboard, PowerPoint	
2	2	Getting to know some countries and how to ask about where you are coming from, solving puzzles and exercises about countries and capitals, adding numbers to that	Unit 2 Your World	Lecture, discussion, video presentation, and PowerPoint	Oral Test
3	2	Getting to know some professions and what they are, learning how to ask and answer personal information, in addition to some expressions used in thanking and .apologizing	Unit 3 All about you	Lecture, discussion, PowerPoint presentation, acting pairs	Oral Test
4	2	Identifying pronouns in the two cases (subject and object), in addition to learning about the family tree and the relationship of each individual to the other, and learning about the correct pronunciation of English letters	Unit 4 Family and Friends	Lecture, discussion, video presentation, and pair acting	Oral and Practical Test
5	2	Learn about some types of sports and foods, how to make a short question and negative, how to ask you about numbers, and how to write them	Unit 5 The way I live	Lecture, discussion, video and photo presentation	Practical and Oral Test
6	2	Training on time and ,how to express it Training on days of the week	Unit 6 Every day	Lecture, discussion, video and photo presentation	Practical Test

7	2	Training to express favorite things, favorite sports, demonstrative names, what you like and what you hate	Unit 7 My favourites	Lecture, discussion, slide show	Practical and Oral Test
8	2	Training on the furniture of the house	Unit 8 Where I live	Lecture, discussion, video and photo presentation	Practical Test
9	2	Training on the past tense, learning about ancient events, and learning about the months of the year	Unit 9 Times past	Lecture, discussion, showing videos and photo	Practical Test
10	2	Training in expressing how to do entertaining daily activities	Unit 10 We had a great time	Lecture, discussion, presentation of videos and photos	Practical Test
11	2	Practice asking about the ability to do something using “can”, in addition to learning some adjectives	Unit 11 I can do that	Lecture, discussion, presentation of videos and photos	Practical Test
12	2	Training on some events and activities and their locations	Unit 12 Please and thank you	Lecture, discussion, presentation of videos and photos	Practical Test
13	2	Training on types of clothing and colors	Unit 13 Here and now	Lecture, discussion, presentation of videos and photos	Practical Test
14	2	Training on traveling using different means of transportation, in addition to some times	Unit 14 It's time to go	Lecture, discussion, presentation of radiological videos and films	Practical Test
15	2	Training based on what was learned from the lectures	Full review	Lecture, discussion, presentation of videos and photos	Practical and Oral Test

12. Infrastructure	
Main references (sources)	New Headway Plus
Recommended books and references (scientific journals, reports,...)	Beginner Student's Book New Headway Plus John and Lis Soars
B - Electronic references, Internet sites...	

13. Course development plan
<p>Access to modern scientific literature</p> <ol style="list-style-type: none"> 1- Access to modern scientific literature. 2- Participation in relevant scientific conferences. 3- Devoting the teaching and training staff to apply and work in places to apply what has been learned. 4- Hosting specialized professors. 5- 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/ Nursing Techniques Department
3. Course title/code	Computer1 NTU102
4. Programme (s) to which it contributes	Technical Diploma in Nursing
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)	30
8. Date of production/revision of this specification	8 / 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 software.	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
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	Knowledge and practical	Practical + Theoretical	Tests & Discussion

		Windows explorer window finder / My computer icon / my computer window parts	application		
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 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	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
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

12. 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

13. 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/ Nursing Techniques Department
3. Course title/code	Arabic Language NTU103
4. Programme (s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical) * Discussions and reports
6. Semester/Year	Module
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	8 / 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 sound methods 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 Z	Discussion method, lecture method	Oral test
4	2	Hamza writing	Enable the student to write the hamza correctly	Discussion method, lecture	Oral test

				method	
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 method	Oral test
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

12. Infrastructure	
Required reading:	Textbooks: General Arabic Language Binding for Technical Universities by (Dr. Safaa Kazem Makki and Dr. Lama Muhammad Younis
Main references (sources)	<p>1- Clear dictation: Abdul Majeed Al-Nuaimi, Daham Al-Kayyal, Dar Al-Mutanabbi Library, Baghdad, 6th edition, 1987 AD.</p> <p>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.</p> <p>3- Arabic language for the third intermediate grade: Fatima Nazem Al-Attabi, et al., 1st edition, 2018.</p> <p>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.</p> <p>5- Inspired by Arabic literature: Haval Muhammad Amin, Al-Saadoun Press, Baghdad.</p>
Electronic references, Internet sites...	World Wide Web

13. Course development plan
<p>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.</p>

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Nursing Techniques Department
3. Course title/code	Physical activity NTU104
4. Programme (s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Sports discussions and activities
6. Semester/Year	Module
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course 1- The student should be able to identify the most important types of sports and what are the laws and skills of some sports 2- Identify the motor mechanism of the human body and what are the common injuries that occur 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

12. 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

13.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/ Nursing Techniques Department
3. Course title/code	Physiology /TIMM106
4. Programme (s) to which it contributes	Technical Diploma in Nursing
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	8 / 1 / 2024
9. Aims of the Course: Teaching and training students about: Laboratory blood examination. 2. Reading a complete blood count and other blood tests. 3. Using the (E.C.G.) and read the diagram. 4. Using spirometer and know the normal values. 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 .electrocardiogram	Origin of heart pulse , blood pressure and ECG	Lecture, discussion, presentation of videos	Practical test
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	Lecture, discussion, presentation of	Test

			nerve , spinal nerve, nerve synapse	videos	
9	4	Knowing of the functions of the peripheral nervous system and the function of peripheral nerves, knowing the functions of the autonomic nervous system	Peripheral Nervous system, sympathetic and parasympathetic system.	Lecture, discussion, presentation of videos	Practical test
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)	<p>1. احمد صابر , علم وظائف الاعضاء , 2012</p> <p>2. أ.د. صباح ناصر العلوجي, علم وظائف الاعضاء , 2014</p> <p>3. Memmler/ Wood- Structure and function of the human body, fourth edition</p> <p>4. Silverthorn, D. U. (2015). <i>Human physiology</i>. Jones & Bartlett Publishers</p>
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	

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

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Nursing Techniques Department
3. Course title/code	Anatomy / TIMM 107
4. Program (s) to which it contributes	Technical Diploma in Nursing
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	8 / 1 / 2024
9. Aims of the Course	
The student will be able to:	
<ul style="list-style-type: none"> • Identify the human body's systems. • Identify the relationship between devices. 	
10. Course outcomes and teaching, learning and evaluation methods	
A. <u>Cognitive objectives</u> :	
A1. Identify the organs of each system of the human body.	
A2. Identify the location of each organ in the human body.	
B - <u>Skills objectives</u> :	
<ul style="list-style-type: none"> • Training students on the general anatomical positions of the human body 	
C- <u>Emotional and Value-Based objectives</u> :	
<ul style="list-style-type: none"> • Respecting the patient's sanctity, customs and traditions. 	
D - <u>General and qualifying skills</u> :	
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	Lecture, discussion, presentation of videos, Display models	Test

		appendix at the right iliac region .		
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 bones of Ulna and Radius.	Lecture, discussion, presentation videos, Display models	practical test
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.	Lecture, discussion, presentation videos, Display models	practical test

		Muscles of the chest & abdomen: 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

12.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...	

13.Course development plan
Access to modern scientific literature through: 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/ Nursing Department
3. Course title/code	Safety in lab & workshop TIMM108
4. Programme (s) to which it contributes	Nursing 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	8/1/2024
9-Course objectives	
<p>At the end of the course, the student learns about the basic laboratory equipment and what precautions are taken to ensure safety.</p> <p>Protects workers from chemical, radiological, biological, and fire hazards through knowledge of personal equipment.</p> <p>These must be available in laboratories and knowledge of first aid for every accident that may occur. As he recognizes</p> <p>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</p>	
10.Course outcomes and teaching, learning and evaluation methods	
<p>A- Cognitive objectives</p> <p>a1- Identify the basic equipment in laboratories.</p> <p>a2- Identify the precautions that provide safety for laboratory workers</p>	

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.
Evaluation methods
1- Monthly evaluation by conducting the examination stipulated in the instructions. 2- Attendance and commitment 3- Feedback (making questions to be answered by students), then the student will be asked to assess them selves
C- Emotional and value goals None
Teaching and learning methods
D - Transferable general and qualifying skills (other skills related to employability and personal development). None.

11.Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	Hours	the week
Feedback Through guidance questions	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	Discussion	Safety precautions	The student understands	2	2

questions		when dealing with laboratory tools and chemicals	safety precautions When dealing with Laboratory tools /Chemical materials		
Feedback Through guidance questions	Discussion	Safety precautions when completing laboratory work and storing and preserving materials	Teaching students how to work and safety precautions Upon completion of work Laboratory and storage materials and their preservation)	2	3
Feedback Through guidance questions	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	Discussion	Personal protective equipment	For students to become familiar with protective equipment Personality	2	6
Feedback Through guidance questions	Discussion	Chemical hazards, and how to deal	For students to know the types of	2	7

		with them	chemical hazards And how to deal with it		
Feedback Through guidance questions	Discussion	Radiation hazards	For students to know the types of radiation hazards	2	8
Feedback Through guidance questions	Discussion	Biological hazards	For students to know the types of biological hazards	2	9
Feedback Through guidance questions	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	Discussion	First aid in laboratories	For students to know the types of accidents and first aid	2	12&13
Feedback Through guidance questions	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	Discussion	Safety in field studies	For students to become familiar with the types of field studies	2	15

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

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

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/Department	Mosul Medical Technical Institute/ Nursing Department
3. Course title/code	Medical Terminology TIMM109
4. Programme(s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Module
7. Number of study hour (total)	30 hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course	
<p>1- Teaching and training the student on how to pronounce letters correctly.</p> <p>2- Teaching and training the student on how to communicate with others.</p> <p>3- Teaching and training the student to know the tenses and their structure.</p> <p>4- Teaching and training the student to know how to make a question and a negation.</p> <p>5- Teaching and training the student on how to use punctuation and definition tools.</p> <p>6- Teaching and training the student on how to know information about himself and others as well.</p>	
10- Course outcomes and teaching, learning and evaluation methods	
A. Cognitive objectives	
<p>A1- Identify tenses (present simple, past simple, and future simple) .</p> <p>A2- Learn how to pronounce correctly .</p> <p>A3- Learn how to provide a personal biography for an individual.</p> <p>A4- Focus on grammar.</p> <p>A5- Clear vocabulary approach.</p> <p>A6- Work on integrated skills.</p>	
B - The skills objectives of the course.	
<p>B1- Training in identifying correct sentences from incorrect sentences and explaining the reason.</p> <p>B2 - Training students on how to tell the time.</p>	

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	Introduction To Medical Terminology	Lecture, discussion, pairs of students to conduct	Oral Test

		of the medical terminology course and its nature		dialogues, representation by drawing on the blackboard, PowerPoint	
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 term	Root	Lecture, discussion, PowerPoint presentation, acting pairs	Oral Test
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	Medical terminology and pathology	Lecture, discussion,	Practical Test

		important medical terms and concepts of pathology		video and photo presentation	
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 Terms of Urinary system	Lecture, discussion, presentation of videos and photos	Practical Test
11	2	Identify the most important medical	Terms of Blood and Lymphatic system	Lecture, discussion, presentation of videos and	Practical Test

		terms related to the blood and lymphatic system, its component parts, and the most important common diseases		photos	
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 related to teeth, face and jaws	Terms Of Teeth And Oral Facial Regio	Lecture, discussion, presentation of videos and photos	Practical Test
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	Musculoskeletal System	Lecture,	Practical and

		most important medical terms related to the musculoskeletal system, its component parts, and the most common diseases		discussion, presentation of videos and photos	Oral Test
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12.Infrastructure	
Main references (sources)	
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	

13.Course development plan
<p>Access to modern scientific literature</p> <ol style="list-style-type: none"> 1-Access to modern scientific literature. 2- Participation in relevant scientific conferences. 3-Devoting the teaching and training staff to apply and work in places to apply what has been learned. 4-Hosting specialized professors. 5-Academic pairing with other universities and corresponding colleges.

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical
2. University Department/Centre	Mosul Medical Technical Institute/ Nursing Techniques Department
3. Course title/code	Fundamental of Nursing NUT110\ (For Nursing Branch and First Branch
4. Programme(s) to which it contributes	Technical Diploma in Nursing
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)	191h
8. Date of production/revision of this specification	8 / 1 / 2024
<p>9. Aims of the Course</p> <ul style="list-style-type: none"> * Teach and train the student on how to receive the patient. . * Teaching and training students on how to apply the steps of the nursing process * Teaching and training students on how to measure vital signs * Teaching and training students on how to collect laboratory samples * Teaching and training students on drug administration * Teaching and training the student on how to give intravenous fluids * Teaching and training the student on how to give oxygen * Teaching and training the student on how to insert and replace the urinary catheter * Teaching and training the student on suture and wound dressing. * Teaching and training students on first aids 	
<p>10• Learning Outcomes, Teaching ,Learning and Assessment Methods</p> <p>A- Knowledge and Understanding</p> <ol style="list-style-type: none"> 1. Identifying what the nursing process is. 2. Identify the most important laboratory tests 3. Identify the medication and method of administration 4. Learn how to administer intravenous fluids 5. Identifying the objectives of the urinary catheter 6 . Identify first aids 	

B. Subject-specific skills

1. Biomarker measurement training
2. Training in drug administration methods
3. Training in the insertion of the urinary catheter
4. Training on how to administer intravenous fluids
5. Surgical patient care training

Teaching and Learning Methods

Traditional lecture, reporting, seminars, laboratory applied training, systematic training in the hospital, and summer training

Assessment methods

Daily written and oral tests, applied tests, seminars, partial and final examinations, commitments to assignments, attendance and obligations, feedback (student test in the previous subject), self-assessment (questions are placed for the student by the teacher and the student answers questions as well as the teacher answers the same questions and asks the student to

evaluate himself corresponding the teacher's answers), reports on scientific developments in the field of

C. Thinking Skills

1. Training on how to deal with the patient and how to take information from him/her.
2. Training on how to establish a therapeutic relationship with the patient
3. Training in simulating the condition by representing the patient's complaint
4. Training on how to deal with emergencies and provide first aids

Teaching and Learning Methods

Traditional lecture, self-learning, feedback, questions of inferred and analytical thinking, systematic training in laboratories, applied training in hospitals, and summer training. specialization, and asking analytical and productive questions.

Assessment methods

Simulation of the pathological condition, written, oral and applied tests, partial and final examinations, home-work, assignment obligations such as the work of reports in the field of specialization and then discussion of reports, attendance and commitment, feedback (student test in the previous subject), self-assessment (questions are asked to the student by the teacher and the student answers questions as well as the teacher answers the same questions and asks the student to evaluate himself corresponding of the teacher's answers), questions of conclusion and inference. Simulation of the pathological condition, written, oral and applied tests, partial and final examinations, home-work, assignment obligations such as the work of reports in the field of specialization and then discussion of reports, attendance and commitment, feedback (student test in the previous subject), self-assessment (questions are asked to the student by the teacher and the student answers questions as well as the teacher answers the same questions and asks the student to evaluate himself corresponding of the teacher's answers), questions of conclusion and inference. Simulation of the pathological condition, written, oral and applied tests, partial and final examinations, home-work, assignment obligations such as the work of reports in the field of specialization and then discussion of reports, attendance and commitment, feedback (student test in the previous subject), self-assessment (questions are asked to the student by the teacher and the student answers questions as well as the teacher answers the same questions and asks the student to evaluate himself corresponding of the teacher's answers), questions of conclusion and inference .

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	7		Fundamental of nursing, definitions	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
2	7		Physical Examinatin + Body mechanics	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test	Tests

				movies.	
3	7		The basic needs of the patient +body hygiene	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
4	7		Disinfection and sterilization +Wound dressing	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
5	7		Vital signs	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
6	7		Drug administration	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
7	7		Intravenous	Lecture,	Practical

			infusion	discussion, feedback, displaying illustrative posters, viewing videos and test movies.	tests
8	7		C.C.U	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Practical tests
9	7		R.C.U	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
10	7		O2 Administrati on	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
11	7		I.C.U	Lecture, discussion, feedback,	Tests

				displaying illustrative posters, viewing videos and test movies.	
12	7		Monitor of I.C.U	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
13	7		Urinary catheterization	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
14	7		Pre-operative nursing	Lecture, discussion, feedback, displaying illustrative posters, viewing videos and test movies.	Tests
15	7		Infant and post operative nursing care	Lecture, discussion, feedback, displaying illustrative	Tests

				posters, viewing videos and test movies.	
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12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	* Fundamental of Nursing, Principles * Taylor C, and Others; Fundamentals of Nursing, The art and Science of Nursing Care, Lippincott, 2005. * Barbera K; Fundamentals Skills and concepts in Patient Care, Lippincott, 2000. * Pharyngeal anatomy. (Drake RL, Vogl AW, Mitchell AWM, et al. Gray's Atlas of Anatomy. Philadelphia: Churchill Livingstone Elsevier, 2008, p. 504. * Bickley, L. S., P. G., Szilagy. J. G. Stackhouse. Bates' Guide to Physical Examination & History Taking, 8th edition. Philadelphia: Lippincott Williams & Wilkins, 2002. * Barbera K; Fundamentals Skills and concepts in Patient Care, Lippincott, 2000
Special requirements (include for example workshops, periodicals, IT software, websites)	* Nursing journal dealing with nursing practices * Any textbook specialized in nursing * Medical record; From Wikipedia, the free encyclopedia
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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/ Nursing Techniques Department
3. Course title/code	Medical Surgical Nursing / NUT 111
4. Program (s) to which it contributes	Technical Diploma in Nursing
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)	105 Hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course	
The student will be able to:	
<ul style="list-style-type: none"> • Identify the human body's systems. • Identify the relationship between devices. 	
10. Course outcomes and teaching, learning and evaluation methods	
B. <u>Cognitive objectives:</u>	
A1. Knows the basic needs of the patient.	
A2. Knows the nursing care and dealing with each medical case individually.	
B - <u>Skills objectives:</u>	
B1. Provides nursing care peri-operatively.	
B2. Provides nursing care peri-operatively.	
B3. Performs some of the procedures required for nursing care, such as dressing, measuring vital signs, ECG, and so on.	
C- <u>Emotional and Value-Based objectives:</u>	
C1. Correct and appropriate dealing with the patient according to the patient's condition.	
C2. Respecting the patient's customs, values and traditions.	
D - <u>General and qualifying skills:</u>	
D1. Access to scientific developments in the field of specialization (educational videos).	
D2. 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	7	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, Clinical training	Test
2	7	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, Clinical training	Test
3	7	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, Clinical training	Test
4	7	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, Clinical training	Test
5	7	Anatomy of the gall bladder: Determine the region of gall	Lecture, discussion, presentation of videos, Clinical	practical test

		bladder at the right sub – costal region. Define the region of the uterus at the supra – pubic region .	training	
6	7	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 of videos, Clinical training	practical test
7	7	Bones of the arm: Show the bones of the arm (Humarus). Bones of the forearm: Show the bones of Ulna and Radius.	Lecture, discussion, presentation of videos, Clinical training	practical test
8	7	Bones of the hand: Demonstrate the bones of the hand: (carpal bones and meta carpal and phalagus). Bones of the pelvis: Define the bones of the pelvis which are: (Iliac and Ischemic and sacrum).	Lecture, discussion, presentation of videos, Clinical training	practical test
9	7	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 of videos, Clinical training	practical test
10	7	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 of videos, Clinical training	practical test
11	7	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 of videos, Clinical training	practical test
12	7	Anatomy of the chest wall: Give the types and numbers of the ribs and explain the sternum. Muscles of the chest & abdomen: Give the name of the muscles of the chest wall and abdominal wall.	Lecture, discussion, presentation of videos, Clinical training	practical test

13	7	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 of videos, Clinical training	practical test
14	7	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 of videos, Clinical training	practical test
15	7	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 of videos, Clinical training	practical test

12..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...	

13.Course development plan
<p>Access to modern scientific literature through:</p> <ul style="list-style-type: none"> 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/ Nursing Techniques Department
3. Course title/code	Clinical-Biochemistry / NUT112
4. Programme (s) to which it contributes	Technical Diploma in Nursing
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	8 / 1 / 2024
9. Aims of the Course: Teaching and training students about: 1- Elements that make up the human body & the normal values in the human body. 2- water - functions & water balance in the human body. 3- Collection – blood & urine and how preservation it. 4- Electrolytes in the human body & another component of the blood. 5-The normal values of all component of the blood.	
10. Course outcomes and teaching, learning and evaluation methods	
A.Cognitive objectives The student will be able to: 1. Identify the principles of chemistry. 2. Identify the nature of clinical chemistry, its principles, and its importance in the field of human health. 3. Knowing the chemical compounds and elements present in the human body and measuring them in a laboratory. 4. Identify normal ratios for laboratory tests.	
B - The skills objectives of the course: the student will be able to: 1. Helping the student in conducting chemical tests for the electrolytes present within the human body. 2. Helping the student to distinguish the normal proportions of electrolytes and the disturbances they cause within the body. 3. Learn laboratory methods used in the field of biochemistry and clinical chemistry.	

4. Training on the use of laboratory equipment.
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	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	4	Elements that make up the human body - water - functions of water - water balance in the human body. Standardization and International Standard Units (SI units) are units of measurement used in clinical chemistry. Introduction to analytical chemistry - methods of expressing solution concentrations - molar concentration - normal concentration - percentage - methods of diluting and preparing laboratory solutions	Lecture, discussion , practical experiment	Test
2	4	Hydrogen concentration (pH) - The importance of hydrogen concentration in the human body - pH concentration of blood - Buffer solutions - their properties and methods of preparation Analysis methods used in laboratories of clinical chemistry - qualitative analysis - quantitative analysis - types of quantitative analysis.	Lecture, discussion , practical experiment	Test
3	4	Color analysis - Types of color analysis - Beer's law - Beer-Lambert's law - Standard solution. Definition of biochemistry - Definition of clinical chemistry - Body fluids and their importance in conducting clinical chemistry examinations – urine - Collection of urine and methods of preserving them - Formation of urine in	Lecture, discussion , practical experiment	Test

		the human body - The normal range of urine secretion daily - Definition of polyuria - Definition of oliguria - Definition of anuria.		
4	4	Natural and abnormal components of urine - analysis of general urine - clinical importance - urinary system stones and their types - and the reasons for their formation. Blood - blood collection - blood plasma - blood serum - the difference between plasma and blood serum and how to obtain each of them - anticoagulants - the most important types of anticoagulants used in clinical chemistry - precipitation of blood proteins - the purpose of precipitation of blood proteins when performing some clinical chemistry tests - The most important blood protein precipitants used in the field of clinical chemistry.	Lecture, discussion, practical experiment	Test
5	4	Electrolytes - the importance of electrolytes in the human body - types of electrolytes - sodium - its metabolism - its function - its clinical significance - potassium - its metabolism - its function - its clinical significance - chloride - its metabolism - its function - its clinical significance . Calcium - its metabolism - its function - its clinical significance - Phosphorus - its metabolism - its function - its clinical significance - Iron - its metabolism - its function - its clinical significance .	Lecture, discussion, practical experiment	practical test
6	4	Carbohydrate compounds - their sources - classification - glucose sugar - glucose	Lecture, discussion, practical	practical test

		metabolism - blood glucose level - factors that maintain blood glucose level - clinical significance of glucose - renal threshold and urine glucose level. Diabetes - alternative energy - sources of its formation - ketone bodies - blood acidification	experiment	
7	4	Glucose tolerance test - preparing the patient for the test - the most important glucose tolerance charts - normal chart - diabetes chart - poor storage process chart - flat chart - diabetes urine chart. Fats - their classification - fat metabolism - fats in blood plasma - fatty acids.	Lecture, discussion, practical experiment	practical test
8	4	Cholesterol - chemical formula - presence of cholesterol - cholesterol metabolism - biosynthesis of cholesterol - function of cholesterol in the human body - clinical significance of cholesterol. Triglycerides - types of triglycerides - their clinical significance.	Lecture, discussion, practical experiment	practical test
9	4	Proteins - Protein structure - Amino acids - Properties of amino acids - Combination of amino acids to form protein - Peptide bond - Zwitter ion. Classification of proteins in the human body - insoluble proteins - soluble proteins - blood plasma proteins - blood serum proteins - functions and importance of proteins in the human body - clinical significance of total protein in blood serum.	Lecture, discussion, practical experiment	practical test
10	4	Techniques used to separate different types of blood proteins - electrophoresis of blood serum proteins - factors affecting the electrophoresis process - types of	Lecture, discussion, practical experiment	practical test

		supporting media - separation method - methods for reading results. Non-protein nitrogenous compounds - their types in the human body - uric acid - the biosynthesis of the uric acid - the clinical significance of uric acid - urea - the biosynthesis of urea - the clinical significance of urea		
11	4	Creatine - biosynthesis of creatine - Clinical significance of creatine - Creatine - biosynthesis of creatinine - Clinical significance of creatinine - Creatinine clearance test. Liver function tests - liver - liver function - clinical signs of liver disease.	Lecture, discussion, practical experiment	practical test
12	4	Bilirubin - biosynthesis and fate of bilirubin. Jaundice - types of jaundice - excretion of pigments in different cases of jaundice - liver function tests.	Lecture, discussion, practical experiment	practical test
13	4	Enzymes - the functions of enzymes in the body - classification of enzymes - factors affecting the work of enzymes - the substrate substance on the enzyme works - how the enzyme works - transaminase enzymes (GOT & GPT) - properties and function of each and its clinical significance. Alkaline phosphatase enzyme and acid phosphatase enzyme - properties and function of each and its clinical significance.	Lecture, discussion, practical experiment	practical test
14	4	Amylase and lipase enzymes - properties and function of each and its clinical significance. Vitamins - their classification - vitamins (A - B - C - D), the functions of	Lecture, discussion, practical experiment	practical test

		each - and their sources.		
15	4	Hormones-Nature of hormones-function of hormones-some importance hormones, their function, and the gland that produces each. Introduction of PCR(polymerase chain reaction) - define it-its importance-used it.	Lecture, discussion , practical experiment	practical test

12.Infrastructure	
Required reading:	
Main references (sources)	<p>(1) الكيمياء السريرية / محمد فتحي الهواري / هيئة التعليم التقني</p> <p>(2) ملزمة الكيمياء السريرية / محمد رمزي العمري / هيئة التعليم التقني</p> <p>(3) الكيمياء السريرية العملي / محمد رمزي العمري / هيئة التعليم التقني</p> <p>(4) الكيمياء العامة / صائبة عبد الله - هناء سلمان - ميسون سليمان / هيئة التعليم التقني</p>
Recommended books and references (scientific journals, reports,...)	<p>(1) السيطرة النوعية لطلبة قسم الصيدلة / سيد محمد أبو زيد / هيئة التعليم التقني</p> <p>(2) الأجهزة المخبرية والصيدلانية / سيد محمد أبو زيد / هيئة التعليم التقني</p> <p>(3) الكيمياء التحليلية / د . ساجده عبد الحميد / هيئة التعليم التقني</p> <p>(4) Fundamental of clinical chemistry / Norbert Tietz</p> <p>(5) Clinical chemical pathology / G.H. Gary</p> <p>(6) Basic Techniques for the medical laboratory / Jean Jorgenas</p>

B - Electronic references, Internet sites...

13.Course development plan

Access to modern scientific literature through:

- 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/ Nursing Techniques Department
3. Course title/code	Microbiology \ NUT113(Common material for the branches of nursing and first aid
4. Programme(s) to which it contributes	Technical Diploma in Nursing
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 hours
8. Date of production/revision of this specification	8 / 1 / 2024
9.Aims of the Course	
1- Identify microorganisms (bacteria, fungi, parasites and viruses) that cause diseases.	
2- Identify the types of methods used for sterilization and disinfection to avoid infection with microorganisms.	
3- Identify diseases caused by microorganisms and ways to prevent them.	
4- Identify the causative factors of diseases and their transmission methods.	

- 5- Identify the devices and tools used in the microbiology laboratory.
- 6- Teaching and training the student to isolate microorganisms.
- 7- Teaching and training the student to prepare the culture media for the growth of microorganisms.
- 8- Identify the most important methods used to diagnose microorganisms.
- 9- Identify parasites and treat diseases resulting from infection.
- 10- Learn how to conduct a bacterial susceptibility test for antibiotics.

10. Course outcomes and teaching, learning and evaluation methods

A.Cognitive objectives

The student should be able to

- A1- Identify microorganisms of medical importance .
- A2- Identify diseases caused by human microorganisms.
- A3- Learn about ways to prevent and treat diseases.
- A4- Identify the factors contributing to the transmission of diseases.

B - The skills objectives of the course.

- B1 – The student must have the ability to use laboratory equipment and tools.
- B2- The ability to identify the most important methods used in sterilization and disinfection.
- B3- The ability to prepare the culture media used for the growth microorganisms.
- .B4- The ability to culture microorganisms.
- B5- The ability to prepare and stain swabs and methods of diagnosing microorganisms.
- B6- The ability to identify pathogenic parasites and their life cycle.
- B7- The ability to identify viruses, their types and the diseases they cause.
- B8- The ability to identify fungi, classify them and the diseases that cause them.

Teaching and learning methods

Traditional lecture, report writing, seminar conduct, practical training in the laboratory,

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 various pathogens, whether bacteria, fungi, parasites and viruses.

C2- Training on how to prevent infection with various microorganisms.

C3- Training on how to take pathological samples.

C4- Training on how to conduct some tests for microscopic diagnosis.

Teaching and learning methods

Traditional lecture, self-learning, feedback, deductive and analytical thinking questions.

Evaluation methods

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).

D1- Field visits to gain experience from others.

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

11. Course Structure					
Week	Hours	Unit/Module or Topic Title	Required Learning Outcomes	Teaching Method	Assessment Method
1	4	Bacteriological:classification of bacteria,General structure of bacteria,comparsion between	Introduce students to bacteria, their	Lecture, discussion, feedback,	Test

		Eukaryotic and Prokaryotic and cell. Environment condition that affect on the growth of bacteria, stage of bacteria growth.	types and the conditions they need to grow	poster presentation, video and film presentation	
2	4	Bacterial growth inhibition by sterilization and disinfection methods, <i>Staphylococcus aureus</i> general characters, Virulence factors, toxins pathogenesis, Diseases, treatment, culture media	Introducing students to sterilizers and disinfection and their types	Lecture, discussion, feedback, poster presentation, video and film presentation	Test
3	4	<i>Streptococcus</i> spp. <i>S. pyogenes</i> , <i>S. viridans</i> , <i>S. faecalis</i> , <i>S. pneumoniae</i> , general characters, Virulence factors, toxins, pathogenesis, treatment. Culture media	Introducing students to <i>Streptococcus</i> bacteria and their types, their general characteristics	Lecture, discussion, feedback, poster presentation, video and film presentation, practical training	practical test
4	4	<i>Corynebacterium diphtheriae</i> , general characters, Virulence factors, diphtheria toxins, pathogenesis (pseudomembrane on tonsils), Diseases, treatment, Culture media, vaccine	Introducing students to diphtheria bacteria, their general characteristics	presentation, video and film presentation, practical training	practical test
5	4	<i>Clostridium</i> spp. (anaerobic bacteria), <i>Clostridium tetani</i> , <i>Clostridium perfringens</i> , <i>Clostridium botulinum</i> , general characters, Virulence factors, toxins, pathogenesis, Diseases, treatment. Culture media	Introducing students to <i>Clostridium</i> bacteria, their types of tetanus, the general characteristics of each type, the factors of virulence, pathogenicity and their culture environments	Lecture, discussion, feedback, poster presentation, video and film presentation	Test
6	4	<i>Bacillus anthracis</i> , <i>Mycobacterium</i>	Introducing	Lecture,	practical

		<i>tuberculosis</i> , general characters , Virulence factors , toxins , pathogenesis , Diseases, treatment. Culture media	students to anthrax bacteria, tuberculosis bacteria, general characteristics of each type, virulence factors, pathogenicity and culture environments	discussion, feedback, poster presentation, video and film presentation, practical training	test
7	4	<i>Escherichia coli</i> , <i>Salmonella spp.</i> , <i>Shigella spp.</i> general characters , Virulence factors , toxins , pathogenesis , Diseases, treatment. Culture media	Introducing students to coliform bacteria, typhoid bacteria, dysentery bacteria, general characteristics ,of each type	Lecture, discussion, feedback, poster presentation, video and film presentation	Test
8	4	<i>Vibrio cholera</i> , <i>Treponema spp.</i> , general characters , Virulence factors , toxins , pathogenesis , Diseases, treatment. Culture media	Introducing students to Vibrio cholera, Treponema bacteria General structure of each type	Lecture, discussion, feedback, poster presentation, video and film presentation	Test
9	4	Parasitology: Classification of parasites , <i>Entamoeba histolytica</i> , <i>Giardia lamblia</i> , <i>Balantidium coli</i> , life cycle , pathogenesis , diseases , treatment	Introducing students to parasites, their classification and some examples of them, pathogenicity and treatment	Lecture, discussion, feedback, poster presentation, video and film presentation, practical training	practical test
10	4	<i>Toxoplasma gondii</i> , <i>Plasmodium</i> <i>spp</i> , <i>Leishmania spp</i> , general features , life cycle , pathogenesis ,	Introduce students to toxoplasmosis,	Lecture, discussion, feedback,	practical test

		disease , treatment	plasmodium and leishmaniasis Life Cycle, Pathogenesis, Diseases and Treatment	poster presentation	
11	4	Worms infection , Schistosoma spp , Ascaris , Taenia spp. general features , life cycle , pathogenesis , disease , treatment.	Introducing students to worms, their types and life cycle	Lecture, discussion, feedback, poster presentation	practical test
12	4	Virology : General structure and classification of virus , difference between virus and bacteria , Hepatitis viruses types , difference , general features , pathogenesis , diseases , replication , vaccine	Introducing students to viruses General characteristics, their classification	Lecture, discussion, feedback, poster presentation, video and film presentation	practical test
13	4	Herpes virus , varicella-zoster virus , CMV , general features , pathogenesis , diseases , replication , vaccine.	Some examples of viruses	Lecture, discussion, feedback, poster presentation, video and film presentation	practical test
14	4	HIV virus , Rubella virus , Mumps Virus, orthomexovirus , general features , pathogenesis , diseases , replication , vaccine. Names only Virus Associated with human cancer	HIV virus General structure, reproduction and vaccinations	Lecture, discussion, feedback, poster presentation, video	practical test
15	4	Mycology : General characteristics , Taxonomy , Structure , cutaneous fungal infection, subcutaneous fungal infection, systemic fungal infection , opportunistic fungal infection , <i>Candida albicans</i> , <i>Cryptococcus neoformans</i> pathogenesis	Introducing students to fungi and its general .characteristics	Lecture, discussion, feedback, poster presentation, video	practical test

12. Infrastructure	
Required reading:	Microbiology
Main references (sources)	<p>1-American Society for Microbiology (2006) 'Clinical Microbiology Reviews', 19 (2), pp. 298–314</p> <p>2-Asten, A. J. and Dijk, J. (2005) 'Distribution of classic virulence factors among Salmonella spp.', FEMS Immunology and Medical Microbiology, 44, pp. 251–259.</p> <p>3- Ayed, L. B. and Sabbahi, S. (2015) 'Entamoeba Histolytica', Global Water Pathogen Project, Part Three. Specific Excreted -1 Pathogens: Environmental and Epidemiology Aspects.</p> <p>4-Baron, S. (1996) 'Medical Microbiology', 4th ed. University of Texas Medical Branch at Galveston.</p> <p>5-Chakrabarti, A. (2005) 'Microbiology of systemic fungal infections', J Postgrad Med, 51(1), pp. 16-20.</p> <p>6- Chow, J. W., Thal, L. A., Perri, M. B., Vazquez, J. A., Donabedian, S.M., Clewell, D.B. and Zervos, M.J. (1993). 'Plasmid-associated hemolysin and aggregation substance production contribute to virulence in experimental enterococcal endocarditis', Antimicrob Agents Chemother, 37 (11), pp. 2474–2477.</p>
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	

13. Course development plan
<p>1-Access to modern scientific books.</p> <p>2- Participation in relevant scientific conferences</p> <p>3- The teaching and training staff is partially devoted to applying and working in hospitals</p> <p>4- Hosting specialized professors</p> <p>5- Academic pairing with other universities and corresponding colleges</p>

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/Nursing Department
3. Course title/code	Psychology/NUT 116
4. Programme (s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	1- Weekly lesson schedule (theoretical). 2- Electronic attendance in the Classroom program
6. Semester/Year	modules
7. Number of hours tuition (total)	30 hours
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course 1- Providing students with a comprehensive understanding of the basic principles and major theories in psychology. 2- Teaching students how to understand and analyze human emotions and motivations and their impact on behavior. 3- Providing students with basic theoretical knowledge and information in understanding and interpreting human behavior 4- Deepening students' understanding of personality formation factors and how role conflict and psychological defense tricks affect the individual. 5- Providing students with scientific expertise and information related to the applications of psychology in various environmental fields.	
10. Course outcomes and teaching, learning and evaluation methods	
A.Cognitive objectives A- Cognitive objectives 1- Psychology works to employ scientific knowledge and research to understand human behavior in practical contexts such as education, mental health, counseling, and human relations.	

<p>2- - Promoting mental health and well-being: Psychology seeks to identify factors that positively affect mental health and general well-being, and develop strategies for dealing with psychological and emotional problems.</p> <p>3- Identifying the presence of some metals inside the body, such as shrapnel and platinum, during an MRI examination.</p>
<p>B - The skills objectives of the course.</p> <p>1- That the student acquires psychological counseling skills.</p> <p>2 - Develop a set of skills and abilities that students and professionals in this field can acquire.</p>
<p>Teaching and learning methods</p>
<p>Traditional lecturing, writing reports, conducting seminars, extracurricular assignments and electronic assignments, in addition to methods based on e-learning (Data Show).</p>
<p>Evaluation methods</p>
<p>Daily written and oral tests, seminars, semester and final exams, commitments to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set to 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 The same in light of the teacher's answers)</p>
<p>C: Emotional and value-based goals</p> <p>1- Affective goals in psychology include emotional and value aspects that include attitudes, values, inclinations, interests, and aspects of appreciation. These goals can be evaluated by observing actions and words in different situations. It is divided into different levels such as reception, response, value formation, organization, and value adherence.</p> <p>2- The student should be aware of the importance of the role he will play when practicing health care.</p> <p>3- That the student rejects incorrect scientific methods.</p>
<p>Teaching and learning methods</p>
<p>Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.</p>
<p>Evaluation methods</p>
<p>Daily written and oral tests, seminars, semester and final exams, commitments to assignments, attendance and commitment, feedback (testing the student on the previous subject), self-evaluation (questions are set to the student by the teacher and the student answers the questions, and the teacher also answers the same questions and asks the student</p>

to evaluate The same in light of the teacher's answers)

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).

11. Course Structure					
Week	Hours	Unit/Module or Topic Title	Required learning outcomes	Teaching Method	Assessment Method
1	2	Introduction to psychology	Define the student as follows: - The concept of psychology - A procedural concept of psychology. - Subject of psychology.	lecture, discussion,	Daily written exam
2	2	Introduction to psychology	Define the student as follows: - Objectives of psychology. - General psychology. - Fields of psychology.	lecture, discussion,	Daily written exam
3	2	Emotions and motivations	Define the student as follows: - Definition of emotions. - Types of emotions. - Emotions and motives. - The external, apparent aspect of emotion	lecture, discussion,	Daily written exam
4	2	Emotions and motivations	Define the student as follows: - Psychosomatic medicine. - Motives. - Motivation functions. - Types of motivations. - Tools for measuring motivation.	lecture, discussion,	Daily written exam
5	2	Personality	Define the student as follows: - Definition of personality.	lecture, discussion	Daily written exam

			<ul style="list-style-type: none"> - Personality traits. - Personality formation factors. 	n,	
6	2	Personality	<p>Define the student as follows:</p> <ul style="list-style-type: none"> - How to acquire traits. - The effect of social role on personality. - Role and personality conflict 	lecture, discussion,	Daily written exam
7	2	Psychological defense mechanisms	<p>Define the student as follows:</p> <ul style="list-style-type: none"> - Definition of psychological defense tricks. - Types of psychological defense tricks. - Examples of psychological defense tricks. 	lecture, discussion,	Daily written exam
8	2	Thinking	<p>Define the student as follows:</p> <ul style="list-style-type: none"> - Definition of thinking. - Thinking tools. - Levels of thinking. 	lecture, discussion,	Daily written exam
9	2	Mid-semester written exam			
10	2	Learning	<p>Define the student as follows:</p> <ul style="list-style-type: none"> - Defining the concept of learning. - Learning characteristics. - Standards for measuring learning 	lecture, discussion,	Daily written exam
11	2	Learning	<p>Define the student as follows:</p> <ul style="list-style-type: none"> - Learning factors. - The effect of punishment on the learning process. - Types of learning. 	lecture, discussion,	Daily written exam
12	2	Learning	<p>Define the student as follows:</p> <ul style="list-style-type: none"> - The impact of competition and evaluation on the learning process. - Learning methods. 	lecture, discussion,	Daily written exam
13	2	psychoanalysis	<ul style="list-style-type: none"> - Introduction to psychoanalysis. 	lecture, discussion,	Daily written exam

14	2	psychoanalysis	Define the student as follows: - Uses of psychoanalysis. - Contraindications to the uses of psychoanalysis.	lecture, discussion,	Daily written exam
15	2	Consequences of wrong upbringing.	Define the student as follows: - Unsuitable conditions and their effects on mental health.	lecture, discussion,	Daily written exam

12. Infrastructure

Required reading:	
Main references (sources)	
Recommended books and references (scientific journals, reports,...)	
B - Electronic references, Internet sites...	YouTube sites and some educational lessons that increase students' information and skills in psychology.

13. Course development plan

6- Review modern scientific literature 7- Participation in relevant scientific conferences 8- Hosting specialized professors 9- Scientific pairing with other universities and corresponding colleges
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COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Nursing Techniques Department
3. Course title/code	Fundamentals of first aids/NUTF 110/First aid branch
4. Programme (s) to which it contributes	Technical Diploma in Nursing
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)	90hours
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course 1- The student can be able to know the general information about basic first aid 2- Teaching and training the student on how to receive the injured. 3- Teaching and training the student to take the appropriate position for the injured. 4- Teaching and training the student how to perform cardiopulmonary resuscitation 5- Teaching and training students about the first aid kit and its contents	
10. Course outcomes and teaching, learning and evaluation methods	
A.Cognitive objectives 1. Know the basic procedures for first aid: Explain the basic steps and actions to take in an emergency, such as opening the airway, applying pressure on the wound, applying bandages, and performing artificial respiration. 2-. Introduce students to basic medical equipment and tools used in first aid, such as bandages, medical pistols, and fracture fixing tools. 3- Enhance students' understanding of the importance of preventing injuries and maintaining personal and public safety, and educate them about the necessary preventive measures to avoid accidents 4- Knowledge on how to communicate with victims effectively and professionally, as well as deal with them with tenderness and understanding, which helps in providing primary care more effectively.	

<p>B - The skills objectives of the course.</p> <p>1- Students learn how to assess emergency situations quickly and effectively, determine the degree of emergency and estimate the risk.</p> <p>2. Acquire the necessary skills to apply basic procedures such as cardiopulmonary resuscitation, application of bandages and stabilization of fractures</p> <p>3-. Students learned how to quickly and effectively assess the medical condition of the injured to determine the necessary procedures.</p> <p>4- Training students on how to properly and effectively apply CPR in emergency situations that require it.</p> <p>5- Developing teamwork skills and cooperation with first aid teams and other medical teams to achieve comprehensive and integrated care.</p> <p>6- Training students on how to deal with cases of shock, poisoning, and burns effectively in accordance with the approved procedures.</p>
<p>Teaching and learning methods</p>
<p>Traditional lecture, report writing, seminar conduct, practical training in the laboratory, methodological training in the hospital, and summer training.</p>
<p>Evaluation methods</p>
<p>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.</p>
<p>C- Emotional and value goals</p> <p>1- Enhancing self-confidence and psychological readiness to deal with emergency cases and provide primary care, through the development of the necessary skills and appropriate training.</p> <p>2- Promoting the values of excellence in providing health care and social responsibility in providing first aid in a distinct and effective manner.</p> <p>3- Promoting the values of continuous learning and self-development in the field of first aid.</p>
<p>Teaching and learning methods</p>
<p>Traditional lecture, self-learning, feedback, deductive and analytical thinking questions, methodological training in laboratories, applied training in hospitals, and summer training.</p>
<p>Evaluation methods</p>
<p>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</p>

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- 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	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	6	Introduction to first aid and emergency medicine system(EMS). Component of EMS system, access, administration and policy, regulation and equipment	Lecture, discussion, presentation of videos, Clinical training	Test
2	6	First aid kit; format, appearance, contents airway, breathing and others, improvised uses, workplace first aid kit, historic first aid kits. Ambulance, transports, working with hospital staff, working with public safety agencies training.	Lecture, discussion, presentation of videos, Clinical training	Test
3	6	Emotional aspect of emergency care, death and dying, the grieving process, dealing with patient and family member initial care of the dying, critical ill, injured patient. Physical signs of death, presumptive signs of death, definitive signs of death, medical examiner cases.	Lecture, discussion, presentation of videos, Clinical training	Test
4	6	Anxiety, pain, fear and hostility depression dependency, mental health receiving bad news Communicable diseases(routes of transmission), risk reduction and system prevention. Scene safety and personal protection.	Lecture, discussion, presentation of videos, Clinical training	Test
5	6	Trauma, kinetic of trauma Bleeding, types, causes and management.	Lecture, discussion, presentation of	practical test

			videos, Clinical training	
6	6	Shock, types, causes and management. Injuries, soft tissue injuries, eye injuries, face and throat injuries.	Lecture, discussion, presentation of videos, Clinical training	practical test
7	6	Chest injuries, abdomen and genital injuries, head and spine injuries. Cardiac structure and function circulation atherosclerosis.	Lecture, discussion, presentation of videos, Clinical training	practical test
8	6	Heart attack, signs and symptoms of heart attack, physical findings of am/ sudden death cardiogenic shock/CHF. Chest pain: science size-up.	Lecture, discussion, presentation of videos, Clinical training	practical test
9	6	Initial assessment/ general impression, airway/breathing circulation / history and physical heart surgeries and pacemakers. Cardiac arrest AAD/ DC emergency care for cardiac arrest.	Lecture, discussion, presentation of videos, Clinical training	practical test
10	6	Brain structure and function stroke types stroke. Hemorrhagic shock/ signs and symptoms scene size-up / history and physical.	Lecture, discussion, presentation of videos, Clinical training	practical test
11	6	Seizure types, signs and symptoms, causes / postictal state airway breathing. First aid for drug related injuries, drug toxicity and animal toxins management.	Lecture, discussion, presentation of videos, Clinical training	practical test
12	6	Abuse of children and older person. Special reporting for childbirth, stages and emergency care.	Lecture, discussion, presentation of videos, Clinical training	practical test
13	6	Death, physical signs of death, presumptive signs and definitive signs of death. Special situations: organ donor	Lecture, discussion, presentation of videos, Clinical training	practical test
14	6	Pediatric emergency, pediatric assessment and management.	Lecture, discussion,	practical test

		Geriatric assessment and management.	presentation of videos, Clinical training	
15	6	Advance airway management. Ambulance operatotor- EMSresponse to terrorism.	Lecture, discussion, presentation of videos, Clinical training	practical test

12.Reference :

Walsh, C. (2007). First aid for the USMLE step 1 2007: a student to student guide. JAMA, 298(9), 1065-1070.

Drake, E., Phillips, J. P., & Kovar-Gough, I. (2021). Exploring preparation for the USMLE Step 2 exams to inform best practices. PRiMER: Peer-Review Reports in Medical Education Research, 5.

Vincent, J. L., Moore, F. A., Bellomo, R., & Marini, J. J. (Eds.). (2022). Textbook of Critical Care E-Book. Elsevier Health Sciences.

Johnston, B. (2010). EBOOK: The First Year At University: Teaching Students In Transition. McGraw-Hill Education (UK).

13.Course development plan	
Access to modern scientific literature	
<ol style="list-style-type: none"> 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/ Nursing Techniques Department
3. Course title/code	Computer2 NTU201
4. Programme (s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practical) * Scientific discussions, seminars, other activities
6. Semester/Year	Module 1
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	8 / 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 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	Knowledge and practical application	Practical + Theoretical	Tests & Discussion
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	Knowledge and practical application	Practical + Theoretical	Tests & Discussion

		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			
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12.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

13.Course development plan
<ul style="list-style-type: none"> 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/ Nursing Techniques Department
3. Course title/code	Crimes of the Baath regime in Iraq NTU203
4. Programme (s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical) * Scientific discussions
6. Semester/Year	Module
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course	
1- Providing students with basic concepts related to the definition of crimes, their and divisions.	
2- Definition of crimes and violations of the former regime and types of international crimes	
3- Introducing mass grave crimes and violations of Iraqi laws	
4- Addressing environmental crimes, the destruction of cities, policies of demographic 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 crimes of the authority	Knowledge and practical application	theoretical	Tests & Discussion
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	Knowledge and practical application	theoretical	Tests & Discussion

Baath Regime				al	
9	2	- Environmental crimes of the Baath regime in Iraq	Knowledge and practical application	theoretic al	Tests & Discussion
10	2	- War and radioactive contamination and mine explosions	Knowledge and practical application	theoretic al	Tests & Discussion
11	2	- Destruction of towns and villages - Scorched earth policy	Knowledge and practical application	Theoretic al	Tests & Discussion
12	2	- Drainage of marshes - Dredging palm groves, trees and plantings	Knowledge and practical application	Theoretic al	Tests & Discussion
13	2	- Mass grave crimes - Mass graves	Knowledge and practical application	Theoretic al	Tests & Discussion
14	2	- Mass graves and genocide committed by the Baathist regime	Knowledge and practical application	Theoretic al	Tests & Discussion
15	2	- Chronological classification of genocide graves in Iraq	Knowledge and practical application	Theoretic al	Tests & Discussion

12.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.

13.Course development plan
<p style="text-align: right;">Access to modern scientific literature</p> <p>There are no proposals because the subject is taught in the current academic year for the first time</p>

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Nursing Techniques Department
3. Course title/code	Professional Ethics NTU204
4. programmer (s) to which it contributes	Technical Diploma in Nursing
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	8 / 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 between Work 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.

11.Course structure					
Evaluati on method	Teachin g method	Name of the unit/topic	Required learning outcomes	hours	week
Duties Quizzes Reports	Theoreti cal lectures Group discussi ons	Moral.	identification requester Concept Moral	2	1
Duties Quizzes Reports	Theoreti cal lectures Group discussi ons	Work and profession.	Define the student the difference between work and profession	2	2
Duties Quizzes Reports	Theoreti cal lectures	Professional ethics.	The student understands the nature of professional ethics	2	3

	Group discussions				
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	The medical technician's .2 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	Professional relations (the .3 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

	ons				
Duties	Theoretical lectures Group discussions	Ethics of teaching and learning for patients. .4	Understand and explain the ethics of teaching and learning to patients	2	15

12. Infrastructure	
Unified curriculum for technical universities in Iraq	1- Required prescribed books 2- Main references (sources)
<p>Abu Al-Khair, Muhammad Saeed (B.T): Guide to Professional Ethics, Faculty of Arts, Zagazig University. ●</p> <p>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</p> <p>Al-Hourani, Ghaleb Saleh Watanash, Salama Youssef (2007): Academic ethics for university professors from Faculty members' point of view University of Jordan Studies Journal, Educational Sciences, Vol.34), Issue (2), Jordan. ●</p> <p>Rabhi, Israa (2018): The concept of bribery, Internet site. https://mawdoo3.com</p> <p>Mohamed Ahmed (2018): What is the difference between a gift and a bribe? https://mawdoo3.com/ ●</p> <p>National Center for Developing Faculty and Leadership Capabilities (2011): Ethics of Scientific Research, Program Series, Egypt. ●</p> <p>Mishal, Talal (2018): What is the importance of ethics, website. https://mawdoo3.com/ ●</p>	

<p>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.</p> <p>Quality Assurance Unit (2017): Guide to Professional Ethics, Faculty of Arabic Language, Al-Azhar University, Cairo.</p> <p>Iraqi Ministry of Health (2018): Code of Medical Research Ethics, National Center for Training and Human Development.</p> <p>Iraqi Ministry of Health (2017): Principles of medical ethics in Iraqi health institutions.</p>	<ul style="list-style-type: none"> • • •
	Recommended books and references (scientific journals, reports,...)
Modern sources via the Internet	B - Electronic references, Internet sites...

13.Course development plan

- 1- Access to modern scientific literature
- 2- Periodic review of the course

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Nursing Techniques Department
3. Course title/code	Bio-Statistic / TIMM202
4. Program (s) to which it contributes	Technical Diploma in Nursing
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)	30 Hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course The student will be able to:	
<ul style="list-style-type: none"> • Processing and analyzing statistical data, arriving at correct conclusions, preparing statistical forms. 	
10. Course outcomes and teaching, learning and evaluation methods	
A. <u>Cognitive objectives</u> : 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 - <u>Skills and Behavioral objectives</u> : The student will be able to:	
<ul style="list-style-type: none"> • Analyze statistical data. 	
C- <u>Emotional and Value-Based objectives</u> : The student will be able to:	
<ul style="list-style-type: none"> • Explain the community's need to learn statistics and its applications at work 	
D - <u>General and qualifying skills</u> :	
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

12.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...

13.Course development plan
Access to modern scientific literature through: 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 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/ Nursing Techniques Department
3. Course title/code	Primary Health Care / NUT 203
4. Program (s) to which it contributes	Technical Diploma in Nursing
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)	75 Hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course	
The student will be able to:	
<ul style="list-style-type: none"> • Know the concept of primary health care. • Identify the areas of primary health care. 	
10. Course outcomes and teaching, learning and evaluation methods	
C. <u>Cognitive objectives</u> :	
A1. Learn about emergency situations and how to deal with them.	
A2. Learn about disease prevention programs.	
A3. Identify laboratory tests, methods for conducting them, and the cases in which field surveys must be conducted.	
A4. Learn about school health and related services.	
B - <u>Skills and behavioral objectives</u> : The student will be able to:	
B1. How to administer vaccines to the mother and child.	
B2. How to provide health education to the mother and the community.	
B3. How to evaluate the need for health services regarding the family or community.	
B4. How to take care of the environment and get rid of health problems resulting from environmental pollution.	
C- <u>Emotional and value objectives</u> : The student will be able to:	
C1. Recognizing the importance of primary health care in all its fields.	
C2. Guiding the community on the necessity of applying primary health care standards in all its fields.	
D - <u>General and qualifying skills</u> :	
D1. Access to scientific developments in the field of specialization (educational	

<p>videos).</p> <p>D2. Practical training in Primary Health Care Centers.</p> <p>D3. Field Visits.</p>
Teaching and learning methods
Traditional lecture, report writing, conducting seminars, practical training in health centers, school and factory visits, home visit, water purification visit, and summer 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	5	Health - public health - community health - primary health care - elements of primary health care. Assessing the family situation: defining the family - evaluating the family situation - collecting information - family card. Assessing the state of the community: defining the community - collecting information - diagnosing the priorities of health problems - analyzing the problem - planning - implementation - evaluation.	Lecture, discussion, visit to primary health centers	test
2	5	The development of community health nursing - elements of primary health care.	Lecture, discussion, visit to primary health centers	test
3	5	Assessing the condition of the community - collecting information about the community - analyzing	Lecture, discussion, visit to primary health centers	test

		the information - diagnosis - nursing the health needs of the community - developing a plan for nursing care - operating the plan - evaluating nursing care. Health education - its objectives and means of mass communication. Teaching aids - rules for using the media - the role of the nurse in health education.		
4	5	motherhood and Childhood care. Maternity care - its importance - its goals. Mother care during pregnancy. Mother care during childbirth. Mother care during the postpartum period. The role of the nurse in maternity care.	Lecture, discussion, visit to primary health centers	Test
5	5	Child care - its importance - its objectives. Newborn baby care. Infant vaccinations - child care in nurseries. The home visit - its importance - its objectives - planning the home visit.	Lecture, discussion, video presentation, nursery visit, home visit	practical test
6	5	Ways to contact the head of the family. Preparing reports - the nurse's duties in family nursing. School health - its goals. School health services - school health environment.	Lecture, discussion, video presentation, home visit, school visits	practical test
7	5	School health education - school card. The nurse's role in organizing the card. Immunization against diseases - types of vaccines - B-C-G vaccine. Triple vaccine - polio vaccine - measles vaccine.	Lecture, discussion, video presentation, school visits, training in health centers	practical test
8	5	Mixed measles vaccine - Pregnant mother vaccinations - Typhoid vaccine - The role of the nurse in immunization against diseases. The cold chain - its importance - professional rules to ensure the effectiveness of the cold chain - its components - cold chain procedures.	Lecture, discussion, video presentation, training in the health center	practical test
9	5	Stages of vaccine distribution -	Lecture, discussion, video	practical test

		caring for vaccines in the refrigerator - health center - the role of the nurse in the cold chain - registration. Prevention of infectious diseases - (infectious diseases - their types) - epidemics - endemic diseases.	presentation, training in the health center	
10	5	Infection process - actions taken towards the pathogenic source and causes. Measures taken towards the environment - prevention of communicable diseases. International procedures.	Lecture, discussion, video presentation, training in the health center	practical test
11	5	Occupational health - its objectives - occupational factors that affect the health of workers inside laboratories - characteristics and conditions of the environment in the laboratory. Health care curriculum for workers - the role of the nurse in occupational health.	Lecture, discussion, showing videos, visiting some workshops and factories	practical test
12	5	Environmental health - the most important components of environmental health - healthy housing - water health. Atmospheric health - nutritional health - its importance - its components.	Lecture, discussion, video presentation, water dispensing visit, home visits	practical test
13	5	Explaining waste - its causes - the role of the nurse in environmental health. Food menus - factors affecting community nutrition - nutritional education - nutritional educational program - and nutritional guide meals.	Lecture, discussion, video presentation, training at the health center, home visits	practical test
14	5	School nutritional educational programs. Rural health - its goals. Priorities of health problems in rural areas.	Lecture, discussion, video presentation, school visits, home visits	practical test
15	5	Rural health services - health programs in the countryside. Therapeutic services - health administration - modular system	Lecture, discussion, video presentation, training at the health center, home visits	practical test

12. Infrastructure	
Required reading:	
هدى عبد الغني – سميرة معروف – تمرير صحة مجتمع، مطبعة التضامن 1985 / بغداد	
1- Fred , Community Medicine , 5 TH ED . London 1984 . 2. Bayer . M. Community health NURSING In Developing, country Oxford – London 1976. Kart Community Health Nursing Philadelphia 1981 .	
B - Electronic references, Internet sites...	

13. Course development plan
Access to modern scientific literature through: 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/ Nursing Techniques Department
3. Course title/code	Maternity & Obstetric Nursing / NUT 204
4. Program (s) to which it contributes	Technical Diploma in Nursing
5. Modes of Attendance offered	* Weekly lesson schedule (theoretical and practice) * Scientific discussions, seminars, other activities
6. Semester/Year	Modules

7. Number of hours tuition (total)	90 Hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course	
The student will be able to:	
<ul style="list-style-type: none"> • Know the stages of pregnancy and its outcomes. • Identify pregnancy disorders and complications. 	
10. Course outcomes and teaching, learning and evaluation methods	
A. Cognitive objectives:	
A1. Learn the anatomy and physiology of the reproductive system.	
A2. Learn the normal pregnancy, stages of pregnancy, normal labor and abnormal labor.	
A3. Identify pregnancy complications.	
A4. Identify postpartum complications.	
A5. Do Obstetrics and gynecology examination.	
A6. Identify the characteristics of the newborn.	
A7. Know the importance of breastfeeding and its complications.	
A8. Prenatal care.	
B - Skills and Behavioral objectives: The student will be able to:	
B1. Guide mothers on how to take care of themselves during pregnancy	
B2. Provide care to mothers before and during pregnancy.	
B3. Provide care to mothers during pregnancy and postpartum complications.	
B4. Care of Newborn baby.	
C- Emotional and Value-Based objectives: The student will be able to:	
C1. Highlight the importance of a healthy pregnancy.	
C2. Highlight the importance of breastfeeding.	
C3. Maintain a healthy pregnancy and reducing complications during it and during the postpartum period.	
D - General and qualifying skills:	
D1. Access to scientific developments in the field of specialization.	
D2. Communication skills with others.	
D3. Self-reliance skills.	
Dr.. Teamwork skills.	
Teaching and learning methods	
Traditional lecturing, writing reports, conducting seminars, showing educational videos, and clinical 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	6	Anatomy and physiology of female internal reproductive system (uterus ,ovary, fallopian tube , vagina). Stages of pregnancy (ovulation, insemination, fertilization – implantation). Normal pregnancy –signs and symptoms of pregnancy(presumptive, probable and positive signs). Calculation of the expected date of delivery.	Traditional lecture, group discussion, simulation, video presentation	Test
2	6	Size and development of the fetus. Placenta-umbilical cord, fetal membranes and amniotic fluid. Antenatal care (Nursing care and advices during pregnancy about rest , sleep , diet , exercise , and breast care). General complications during pregnancy Hyperemesis gravidarum , hemorrhoid, heart burn , edema , constipation , varicose vein , and anemia , DM.	Traditional lecture, group discussion, simulation, video presentation	Test
3	6	Complication of pregnancy – hypertension causes, signs and symptoms, complication and treatment and nursing care. Toxemia of pregnancy – causes-signs and symptoms , complication , treatment and nursing care .	Traditional lecture, group discussion, simulation, video presentation	Test
4	6	Uterine bleeding during pregnancy before 28 week of pregnancy. (Abortion	Traditional lecture, group discussion, simulation, video	Test

		and their types , ectopic pregnancy , Hydatid formmole) causes , signs and symptoms and nursing care . Bleeding after 28 week of pregnancy (placenta previa and abruptia placenta) causes, signs and symptoms, nursing care .	presentation	
5	6	Normal labor – definition of normal labor, signs of false and true labor. Premonitory signs of labor . Stages of labor. First stage (dilating stage) . Second stgaje (baby delivery) . Third stage (delivery of placenta). Nursing care and advices during the stages of labor .	Traditional lecture, group discussion, simulation, video presentation	Test
6	6	Preparation for normal labor . - Prepare the pregnant women . - Advising about diet , exercise , perineal care , walking . - Checking uterine contraction , fetal heart , vaginal examination . Mechanism of labor (definition , causes , show , the onset of labor , rupture of membrane).	Traditional lecture, group discussion, simulation, video presentation	Test
7	6	Mechanism of first stage of labor . Mechanism of second stage of labor . Mechanism of delivery or signs of placenta separation . Presentation of fetus . - cephalic – breech – transverse – face – umbilical cord , causes and nursing care. Mechanism of presentation .	Traditional lecture, group discussion, simulation, video presentation	Test
8	6	Complication of labor . Complication of first stage (rupture of membrane , cord prolapse). Complication of second stage (uterine rupture , tears (signs and nursing care) uterine version (causes , signs and symptoms and nursing care) .	Traditional lecture, group discussion, simulation, video presentation	Test
9	6	Newborn baby (physical characteristics of newborn baby). Nursing care (care of the eyes,	Traditional lecture, group discussion, simulation, video presentation	Test

		umbilical cord , cleaning the airway , weight and recording)		
10	6	Puerperium (definition , the normal duration of puerperium , the physiological changes during puerperium and nursing care . Complication of puerperium . Puerperial infection (definition , causes signs and symptoms and nursing care). Endometritis (signs and symptoms and nursing care).	Traditional lecture, group discussion, simulation, video presentation	Test
11	6	Lactation (types , advantages and methods of lactation). Nursing care and advising about breast feeding . Complication of breast feeding (engorgement mastitis , and breast abscess) causes signs and symptoms and nursing care.	Traditional lecture, group discussion, simulation, video presentation	Test
12	6	Abnormal labor and abnormal position and presentation of baby . Causes , nursing care . Induction of labor .(definition , causes , nursing care).	Traditional lecture, group discussion, simulation, video presentation	Test
13	6	Methods of induction of labor . - Artificial rupture of membrane . - Forceps delivery. - Episiotomy . - Version. - Vacuum. - Causes , complication , nursing care. Cesarean section – causes , types .	Traditional lecture, group discussion, simulation, video presentation	Test
14	6	Nursing care – pre and post operative care , complication and contraindication. Gynecology – (prolapses of uterus – cancer of uterus – carcinoma of cervix myoma , fibroid , ovarian cysts) causes signs and symptoms and nursing care .	Traditional lecture, group discussion, simulation, video presentation	Test
15	6	Uterine bleeding (Amenorrhea , Dysmenorrhea , Menorrhagia) causes , signs and symptoms and nursing care . Cautary , curettage and hysterectomy pre and post operative nursing care .	Traditional lecture, group discussion, simulation, video presentation	Test

12.Infrastructure
Required reading:
نظيرة حسين ، إقبال مجيد ، تمريرض نسائية وتوليد، هيئة التعليم التقني / بغداد / 2002.
* علي عبد الأمير – طب نسائية وتوليد – وزارة الصحة – مطبعة العمال المركزية / 1985 . * علي عبد الأمير – الأمراض النسائية والتوليد - وزارة الصحة – مطبعة العمال المركزية / 1985 .
* Book Miller and Bowen . Text book of Obstetric and Obstetric Nursing, Fifth Edition – 1974 . * John Howkins and Corden Bourne, Text book of Gynecology Lippincott , Co. 1975 . * Reeder Mastroianni – Maternity Nursing 5 th Edition J. B. Lippincott Company, Philadelphia – 1978 .
B - Electronic references, Internet sites...

13.Course development plan
Access to modern scientific literature through: 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 twinning with other universities and corresponding colleges

COURSE SPECIFICATION

1.	Educational institution	Ministry of Higher Education and Scientific Research/Northern Technical University
2.	University/Scientific Department	Mosul Medical Technical Institute/Nursing Technology Department
3.	Name/code of the course	Pediatric Nursing (NUT 205)
4.	The program(s) in which you enter	A nursing technical diploma
5.	Available forms of attendance	1- Weekly lesson schedule (theoretical and practical) 2- Teaching and training students to take the appropriate position while dealing with the patient and providing him with nursing care
6.	year courses	Semester
7.	Number of study hours (total)	105 (number of theoretical and practical hours during the 15 weeks)
8.	The date this description	8 / 1 / 2024

9. Course objectives

- 1- Teaching and training students on how to receive a sick child and those who accompany him
- 2- Teaching and training students to take the appropriate position while dealing with the patient and providing him with nursing care.
- 3- Teaching and training students to prepare the sick child according to the condition required to be dealt with for him
- 4- Teaching and training students to prepare surgical instruments if their work is in pediatric operating theaters and surgical units.
- 5- Teaching and training students on methods of disinfection, sterilization, personal protection, and methods of personal protection and safety.
- 6- Teaching and training students on how to deal with all emergency and special cases for children in emergency units, the intensive care unit, or the incubator hall .

10- Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives :

A1- Identifying the risks of medical materials used in sterilization or disinfection cases

A2- Identifying the devices and tools used in children's units or lobbies

A3- Identifying the risks of exposure to injuries resulting from incorrect handling methods with the patient or with the nursing tools used, such as syringes, cannulas, blades, and surgical instruments.

B - The skills objectives of the course :

B1 - Training on determining the conditions and methods in which children are dealt with

B2 - Training students on how to deal with devices and tools in the halls, special units, or pediatric operating rooms.

B3 - Training the parents or those accompanying the child on methods and ways of dealing with the child in terms of moving the child or not moving him or the correct and appropriate positions for each case and according to the medical condition.

B4 - Training on personal prevention methods for the disease itself and how to avoid work injuries or being affected by work pressure.

Teaching and learning methods

Traditional lecturing, writing reports, conducting seminars, systematic training in hospitals, 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 The same questions and the student is asked to evaluate himself in light of the teacher's answers, reports on scientific developments in the field of specialization, and asking analytical and deductive questions .

C- Emotional and value-based goals

C1- Training on how to deal with pregnant women and the fetus

C2- Training on how to deal with a premature or naturally born child before the end of pregnancy

C3- Training on how to deal with a newborn child

C4- Training on how to deal with the stages of a child's development and growth within the first 6 years of his life

C5- Training on how to deal with the stages of a child's development and growth after the age of 6 years until the stage of puberty or physical maturity and mental and cognitive development .

Teaching and learning methods**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 set To the student by the teacher, the student answers the questions, and the teacher also answers the same questions, and the student is asked to evaluate himself in light of the teacher's answers) and deductive and deductive questions .

D - General and qualifying transferable 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 .

.11Theory Topics		
Weeks	hours	Topics Covered
1 st	6	<p>The new born baby (fetal) Characteristic of new born 1- Wight 2- Length 3- Skin 4- born 5- Head 6- Chest 7- Musles 8- Vital signs 9- senses (eye and sight , hearing , , taste , smell , touch) 10- nervous system (reflexes) (grasping , clones , Darwinian reflex , coughing , sneezing , yawing , sucking , swelling , rooting reflex) . The premature baby :- 1- Definition of premature baby 2- Cause of premature baby 3- Nursing care of premature baby 4- Nursing care during the delivery A- Nursing care in incubator . B- Giving oxygen by (in cubator , nasattub or mask)</p>
2	6	<ul style="list-style-type: none"> - Keep premature with stable temperature - The premature feeding (Tub feeding , Tea spoon feeding , Drop feeding , Gavages feeding) - Giving drugs - Handling the premature in bed - Monitoring the premature
		<p>The growth and development stages of normal baby . - The new born stage , infant stage , Toddler stage pre – school stage , school age stage , Adolescent stage , Adulthood stage .</p>
3	6	<p>The factors of growth and development (Heredity , constructional makup , Racial & National characteristics A- Sex. B- Prénatal environment & post natal environ . C- External environment . The type of growth & development . 1- Growth the body . 2- Development of capacity of muscels . 3- Mentally development . 4- Emotionally development . 5- Socially development . 6- Teething .</p>

4	6	<p>Feeding of baby .</p> <ol style="list-style-type: none"> 1- Breast feeding . 2- Artificial feeding . 3- Types of weaning . 4- Feeding baby with deferent ages . <p>Malnutrition Diseases :</p> <ol style="list-style-type: none"> 1- Marasms 2- Rickets 3- Kwasshiokor . 4- Tetancy 5- Scurvy disease , Causes , The factors influence , Nursing care , prevention .
5	6	<p>Nursing care with Respiratory disease .</p> <ol style="list-style-type: none"> 1- Acut Nasophryingitis (Common cold) . 2- Tonsillitis . 3- Otitismedia . <ul style="list-style-type: none"> - Pneumonia , staph or strep pneumonia. - Viral pneumonia , Mechanical pneumonia . - Asthma .
6	6	<p>Nursing care of gastro – Intestinal disorder .</p> <ol style="list-style-type: none"> 1- Acute (Gastritis) . 2- Gastro - - enteritis . 3- Abdominal Colic . 4- Vomiting 5- diarrhea 6- Constipation .
7	6	<p>Congenital digestive .</p> <ol style="list-style-type: none"> 1- Cleft lip . 2- Cleft palate . 3- Rectum obstruction . <p>Nursing care of urinary condition system .</p> <ol style="list-style-type: none"> 1- Acute Glomerulonephritis . 2- Nephritic syndrome (nephrosis) . 3- Pye lonephritis (pyelitis) . 4- Renal failure .
8	6	<p>The nursing care of heart and blood disease</p> <ol style="list-style-type: none"> 1- Anemia 2-Thalassem'a 3-leukem'a 4-Hemophilia 5-Christmas 6-congenital heart disease 7- Congestive heart failure <p>The nursing care of nervouse system</p> <ol style="list-style-type: none"> 1. mastoiditis 2. brain abcess and meningitis 3. hydrocephlitis 4. spina bifida

9	6	Nursing care at communicable disease 1. pulmonary tuberculosis
10	6	2. measles 3. Germany measles 4. mumps 5. diphtheria 6. Pertusis 7. tetanus 8. Poliomyelitis 9.chickenpox 10 .Infection hepatitis 11.Typhoid fever
11	6	Nursing care at endocrine disorders 1. hypothyroidism 2. hyper thyroidism 3. diabetes The contaminated environment influence of health baby 1. cholera 2-malta fever
12	6	The endemic disease and influence of health child :- 1. malaria 2- trematoda 3. tina solium ,tina saginata ,oxyuris ,anglistoma Handicap children :- 1- Definition the handicap or hindrance child . 2- Types of handicap including :- (Physical , psychsocial , mental) .
13	6	Rehabilitation center . - Handicap prevention and nursing care . Prevention of child from accident . 1- Poisoning 2- Burns 3- injuries 4- Jumping on a high level or accident or run over .
14	6	The children care of orphan - Development and depended stages . - Religion , norms depend on type of society . - Learn child to make independence .
15	6	- Imported role of educational status or establishment with care of orphanage . - The nursing care of the dying child .

12- Infrastructure	
1- The required textbooks	1- Al-Abdali, Samira Shaker, Pediatric Nursing – Baghdad Central Workers Press, third edition / 1989 2- Murad, Siham Boutros Sarwan, Pediatric Nursing Technical Education Authority / Baghdad / 1989 - first edition
2- Main references (sources)	1- Eiger , M. S & Olds , S. W, The Complete Book Breast feeding New York – Workman Publishing Company , Inc / 1972 . 2- Hamilton , persis Mary – Basic pediatric Nursing – Mosby Company , Saint Louis / 1978 . 3- Marlow , Dorothy R. Textbook of pediatric Saunders Company Philadelphia , 4 th Edition / 1973 .
A- Recommended books and references (scientific journals, reports,...)	1- Broadribb , Violet , Foundations of pediatric Nursing – Lippincott Company , Philadelphia , 1973 . 2- Hassan, Souad Hussein (Children and Comprehensive Nursing) - Beirut - Dar Al-Qalam - first edition / 1978.
B- Electronic references, Internet sites....	1- https://www.facebook.com/neonatalnursingbook/ 2- https://www.doctorhypo.me/2024/02/pediatric-nursingfundamentals.html#:~:text=%D9%85%D9%82%D8%AF%D9%85%D8%A9,%D9%83%D8%AA%D8%A7%D8%A8%20%D8%A3%D8%B3%D8%A7%D8%B3%D9%8A%D8%A7%D8%AA%20%D8%AA%D9%85%D8%B1

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- 3- <https://www.doctorhypo.me/2024/02/pediatric-nursingfundamentals.html#:~:text=%D8%AD%D8%AF%D9%8A%D8%AB%D9%8A%20%D8%A7%D9%84%D9%88%D9%84%D8%A7%D8%AF%D8%A9%20pdf,%D9%85%D8%AD%D8%AA%D9%88%D9%8A%D8%A7%D8%AA%20%D9%83%D8%AA%D8%A7%D8%A8%20pediatric%20nursing%20book%20%D8%A7%D9%84%D8%B9%D9%85%D9%84%D9%8A,%D9%83%D9%85%D8%A7%20%D8%A3%D8%B4%D8%B1%D9%86%D8%A7%20%D9%81%D8%A7%D9%84%D9%83%D8%AA%D8%A7%D8%A8>

13- Course development plan

- 1- Access to modern scientific literature
- 2 -Participation in relevant scientific conferences
- 3 -Devoting teaching and training staff to work in hospitals
- 4 -Hosting specialized professors
- 5 -Academic pairing with other universities, colleges and corresponding institutes

COURSE SPECIFICATION

1. Teaching Institution	Ministry of Higher Education and Scientific Research / Northern Technical University
2. University/ Department	Mosul Medical Technical Institute/ Nursing Techniques Department
3. Course title/code	Mental & Psychiatric Nursing / NUT / 206
4. Program (s) to which it contributes	Technical Diploma in Nursing
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)	75 Hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course The student will be able to:	
<ul style="list-style-type: none"> • Know the psychological and mental illnesses that a person may be exposed to. • Classification of psychological and mental illnesses. 	
10. Course outcomes and teaching, learning and evaluation methods	
<p>A. <u>Cognitive objectives</u>: The student will be able to:</p> <p>A1. Know the psychological and mental disorders and crises facing the individual and providing nursing care.</p> <p>A2. Know the concept of mental health in order for the individual to be free from psychological and mental disorders.</p> <p>A3. Know how to deal with people with psychological and mental illnesses.</p> <p>A4. Providing nursing care for people with psychological and mental illnesses.</p> <p>A5. Know how to deal with people who suffer from psychological and mental disorders and diseases, and knowing the real reasons that lead to the emergence of patients' behavior, then how to investigate and overcome crises and some psychological and mental diseases.</p>	
<p>B - <u>Skills and Behavioral objectives</u>: The student will be able to:</p> <p>B1. Know how to deal with the patient according to the medical condition.</p> <p>B2. Knowledge of psychotherapy methods.</p> <p>B3. Know how to use medications to treat mental illnesses.</p>	
<p>C- <u>Emotional and Value-Based objectives</u>: The student will be able to:</p> <p>C1. Appropriate dealing with the patient according to the patient's condition.</p> <p>C2. Guiding the community on staying away from the causes of mental illness.</p> <p>C3. Guiding people on the appropriate method for dealing with a psychological patient.</p>	

D - <u>General and qualifying skills</u> :
<ul style="list-style-type: none"> • Access to scientific developments in the field of specialization (educational videos). • Field visits. • Attendance in specialized meetings and conferences.
Teaching and learning methods
Traditional lecturing, writing reports, conducting seminars, showing educational videos, behavioral therapy, and group therapy.
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	5	The psychological crisis The origin of the psychological crisis - physical and physiological changes - new motivations - disorders of adolescence - social factors - conflicts. - Causes of psychological crises - Financial obstacles - Personal obstacles - Economic factors - Personal defects - Public health - Physical disability. - The effect of psychological defects. - The effect of psychological defects on intelligence and	Traditional lecture, group discussion, educational video presentation, simulation	Test

		<p>aptitudes. - Weak individual self-confidence.</p> <ul style="list-style-type: none"> - Inability to make friendships with others - pricking conscience. 		
2	5	<p>The conflict of motives:</p> <ul style="list-style-type: none"> - Psychological conflict - psychological state - Painful conflicts - satisfying motives - His relationship with family members - Conflict in childhood - Conflict in adolescence - Conflict in adulthood - Temporary conflicts - Permanent conflicts - Emotional conflict - Subconscious conflicts <p>The opinion of the school of psychoanalysis on conflicts and their impact.</p> <p>Sources of crises:</p> <ul style="list-style-type: none"> - Actions and situations that provoke pricks of conscience. - An individual's respect for others and themselves. - The individual's circumstances. - Loss of position - helplessness - punishment - efficiency. - Sleep dreams - Imaginations in sleep dreams. - Repressed factors in sleep dreams. - Psychological life and its effect on sleep dreams. - The time when sleep dreams occur. - The opinion of the school of psychoanalysis on sleep dreams. 	<p>Traditional lecture, group discussion, educational video presentation, simulation</p>	<p>Test</p>

		- The opinion of some scholars regarding sleep dreams.		
3	5	<p>Recidivism:</p> <ul style="list-style-type: none"> - Methods of recidivism - Manifestations of recidivism - Intentional and unintentional relapse - Justification - The reason for justification - Ways to use justification - Forms of justification - Excessive behavior of justification <p>Projection:</p> <ul style="list-style-type: none"> - The relationship of projection to books - Projection method - Projection by justification. <p>Overcompensation:</p> <ul style="list-style-type: none"> - Manifestations of overcompensation - Pictures of overcompensation <p>Reverse configuration:</p> <ul style="list-style-type: none"> - Emotional and subconscious factors of reverse formation. - The appearance of the reverse configuration. - The relationship of reverse formation to heritage 	Traditional lecture, group discussion, educational video presentation, simulation	test
4	5	<p>Lonely and frustrated:</p> <ul style="list-style-type: none"> - A single concept: frustration - surrender - failure - Behavioral factors that lead to frustration - Environmental factors that lead to frustration - Genetic factors that lead to frustration. <p>The effect of shocks on the emergence and increase of</p>	Traditional lecture, group discussion, educational video presentation, simulation	Test

		<p>frustration.</p> <ul style="list-style-type: none"> - Defensive tricks. <p>Repression:</p> <ul style="list-style-type: none"> - The relationship of repression to anxiety - Motives for repression, reasons that lead to repression. - Emotional repression - subconscious repression - The opinion of the school of psychoanalysis on repression - Types of repression - Violent repression - The function of repression. <p>Withdrawal:</p> <ul style="list-style-type: none"> - Deteriorating situations - factors leading to withdrawal - forms of withdrawal - Withdrawal and indifference - Withdrawal and escape - Withdrawal and the relationship with the self <p>Daydreams:</p> <p>The nature of reminders in daydreaming behavior. -The nature of daydreaming behavior</p> <ul style="list-style-type: none"> - Daydreaming, sick and normal daydreaming - The relationship of daydreaming to psychological activity, other defensive tricks - Aggression - Isolation - Empathy - Joking Aggression - Rebound Aggression 		
5	5	<p>Compatibility and incompatibility. - Harmony between the individual.</p> <ul style="list-style-type: none"> - New circumstances facing the individual? 	<p>Traditional lecture, group discussion, educational video presentation, simulation</p>	<p>Test</p>

		<ul style="list-style-type: none"> - Manifestations of general maladjustment. – Treatment and repair. - Pictures of manifestations of general poor compatibility - Lack of production. - Not feeling happy. - Mental ill health. 		
6	5	<p>Genetic factors. - Maladjustment as seen by schools of psychology.</p> <ul style="list-style-type: none"> - Normal and abnormal characters. -Statistical standard. - The ideal standard. – Cultural standard – Pathological standard. <p>The effect of repressed psychological aspects in the process of maladjustment.</p> <ul style="list-style-type: none"> - The relative mismatch between different societies and society. 	Traditional lecture, group discussion, educational video presentation, simulation	Test
7	5	<p>The psychological traumas he faces during his public relationship.</p> <ul style="list-style-type: none"> - Habits and trends. 	Traditional lecture, group discussion, educational video presentation, simulation	Test
8	5	<p>The effect of genetic factors on compatibility - psychological needs.</p> <p>Mental illnesses:</p> <p>Anxiety: Types of anxiety - Subjective anxiety - Normal anxiety - Normal objective anxiety</p> <ul style="list-style-type: none"> - Nervous anxiety - anxiety treatment - psychotherapy - environmental therapy - social therapy - chemotherapy. <p>Neurotic depression: - The nature of neurotic depression - Social</p>	Traditional lecture, group discussion, educational video presentation, simulation	Test

		<p>factors - Psychological pressures - Depression during childhood - The opinion of the school of psychoanalysis - The causes of neurotic depression.</p>		
9	5	<p>Phobia: - The concept of phobia - the nature of phobia - factors that contribute to the emergence of the pathological condition of phobia - types of phobia - internal causes - environmental fear, which includes fear of closed spaces - fear of crowds - fear of meeting people - fear of animals - symptoms of phobia - methods of treating phobia. The gang of authoritarian ideas: The nature of obsessive thoughts - Obsessive thoughts - The reasons that lead to obsessive thoughts - The beginning of obsessive thoughts neurosis - Factors that help increase the appearance of obsessive symptoms - The effect of early childhood on the emergence of obsessive thoughts - The effect of adolescence on the emergence of obsessive thoughts - Types of obsessive thoughts neurosis - The effect Adolescence on the appearance of the jaws Authoritarianism - Types of authoritarian neurosis - Obsessive thoughts - Coercive behavior - Treatment methods used.</p>	<p>Traditional lecture, group discussion, educational video presentation, simulation</p>	<p>Test</p>
10	5	<p>Hysteria:</p>	<p>Traditional lecture, group</p>	<p>Test</p>

	<p>The concept of hysteria - motives of hysteria - signs of the appearance of hysteria in early childhood</p> <p>- And the late childhood stage - the adolescence stage - the youth stage - forms of hysteria - disturbance in motor ability - confusion in the space of consciousness - organic causes - functional causes - forms of hysteria - reversal in personal behavior - dissociativeness in personal behavior - types of hysteria - simple - acute - Chronic - methods of treating hysteria - the school of psychoanalysis and its opinion on treating hysteria.</p> <p>hypochondria: The individual's preoccupation with his health in a pathological manner - the relationship of hypochondria to other psychological illnesses - anxiety - depression - cases of hysterical hypochondria - the individual's feeling of extra-ordinary caution in his public relations.</p> <p>Suicide: 1- Suicide attempt - Reasons leading to suicide attempt - Ways to use defensive tricks to justify - Types of suicide attempt such as psychological harm by taking quantities of medications - Use of poisonous gases - Use of cutting weapons. 2- Motives for suicide such as feeling sad - pessimism - feeling</p>	<p>discussion, educational video presentation, simulation</p>	
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		<p>guilty - emotional failure - loss of hope - feeling lost - suicide methods such as toxic drugs - hanging - firearms - jumping from high places - using electricity - using toxic gases.</p>		
11	5	<p>Nervous tension: - The nature of nervous tension - pictures of nervous tension - neurasthenia - nervous understanding - factors that lead to nervous tension. Mental illnesses: - Mental illnesses of functional origin. Schizophrenia: - The concept of schizophrenia - Definition of schizophrenia - What is schizophrenia - Limits of schizophrenia - Causes of schizophrenia - The time of schizophrenia begins as isolation, exhausting sensitivity - The individual's excessive preoccupation with his bodily processes - A tendency towards philosophical topics - Neglect in his physical appearance - The individual's inner self.</p>	<p>Traditional lecture, group discussion, educational video presentation, simulation</p>	<p>Test</p>
12	5	<p>Reasons for imagination - cases of schizophrenia - methods of treating schizophrenia such as chemical shock - electric shock treatment - insulin treatment - psychosurgical treatment - drug treatment - maintenance treatment - preventive treatment - psychotherapy. Epilepsy</p>	<p>Traditional lecture, group discussion, educational video presentation, simulation</p>	<p>Test</p>

13	5	<p>The nature of epilepsy - factors causing epilepsy - types of epilepsy such as cryptogenic epilepsy - positional epilepsy - types of epilepsy - primary epilepsy - secondary epilepsy and reversible epilepsy - positional epilepsy - epileptic seizures - how to deal with an epileptic seizure.</p> <p>Psychotic depression: The nature of psychotic depression - the causes leading to psychotic depression - the factors that help the emergence of psychotic depression - types of psychosis - recurrent manic psychosis.</p>	Traditional lecture, group discussion, educational video presentation, simulation	Test
14	5	<p>Anthropomania: Gradual progression of mania - recurrent manic depression - recurrent dysthymic depression - dysthymic depression - treatment of psychotic depression.</p> <p>Persecutory psychosis: The nature of persecutory psychosis - factors that contribute to the emergence of persecutory psychosis - the beginning of persecutory psychosis - images of persecutory psychosis - symptoms of persecutory psychosis - causes leading to persecutory psychosis such as exhausting sensitivity - doubt - feeling of inferiority - caution and circumspection - types of persecutory psychosis - falsehood.</p>	Traditional lecture, group discussion, educational video presentation, simulation	Test
15	5	Mental illnesses of organic origin: Geriatric psychosis - its nature -	Traditional lecture, group discussion, educational video	Test

	<p>its causes - methods of care - mental disorders resulting from alcoholic psychosis - mental disorders resulting from sexual diseases - mental disorders resulting from brain tumors.</p> <p>Mental health: General principles in mental health - the psychological burdens of modern civilization - maintaining mental health - mental health in society - maintaining mental health - environmental factors - caring for physical health - caring for raising the cultural level of citizens - caring for pregnant mothers - health education.</p> <p>The role of psychiatric clinics: - Types - service institutions in the field of mental health - hospitals - social and psychological medicine - social service.</p>	presentation, simulation	
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12.Infrastructure
Required reading:
B - Electronic references, Internet sites...

13.Course development plan
<p>Access to modern scientific literature through:</p> <ol style="list-style-type: none"> 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 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/ Nursing Techniques Department
3. Course title/code	Nutrition & Diet Therapy / NUT 207
4. Program (s) to which it contributes	Technical Diploma in Nursing
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)	30 Hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course The student will be able to:	
<ul style="list-style-type: none"> • The student should be able to know the foundations of nutrition and food processing. 	
10. Course outcomes and teaching, learning and evaluation methods	
<p>D. Cognitive objectives:</p> <p>A1. Learn about the importance of healthy, balanced nutrition and how the body benefits from food.</p> <p>A2. Distinguishing between beneficial and harmful foods when consumed in excess, and the impact of this on the individual and society.</p> <p>A3. Identify diseases resulting from deficiency, excess or malnutrition.</p> <p>A4. Avoid nutritional problem</p>	
<p>B - Skills and Behavioral objectives: The student will be able to:</p> <p>B1. Identify a person's daily nutritional needs according to age, marital status, and effort.</p> <p>B2. Determine the components of your daily meal.</p> <p>B3. Determine the need for ingredients and nutrients for pathological conditions.</p>	
<p>C- Emotional and Value-Based objectives: The student will be able to:</p> <ul style="list-style-type: none"> • Guiding the community about the need for food in terms of quantity and quality. 	
<p>D - General and qualifying skills:</p> <ul style="list-style-type: none"> • Access to scientific developments in the field of specialization (educational 	

videos).
Teaching and learning methods
Traditional lecture, Writing reports, Seminar conduct.
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	healthy nutrition - the importance of balanced food - how the body uses food. Daily nutritional standards and recommendations - nutritional needs of individuals.	Lecture, discussion	test
2	2	Nutrient elements in food - carbohydrates - their classification - their functions - carbohydrates in food - carbohydrate needs - tooth decay. Natural dietary fiber - its sources - the importance of fiber - the relationship of fiber to heart disease.	Lecture, discussion	test
3	2	Fats - essential fatty acids - the role of fats in the body - fats in food - nutritional needs - the relationship of fats to heart disease and cancer. Proteins - amino acids - food as a source of amino acids - functions of proteins - the need for proteins - food sources.	Lecture, discussion	test
4	2	energy - the body's need for energy - energy balance - the caloric value of foods - nutritional tables. Water - its distribution in the body - its	Lecture, discussion	Test

		functions - the individual need for water for electrolytes in the body - sodium - potassium - chloride.		
5	2	M & salts - calcium - iron - iodine. Fat-soluble vitamins: Vitamin K, D, A	Lecture, discussion	Test
6	2	water-soluble vitamins: Vitamin C. B12. B6. B1 B2, .. – folic acid, Niacin. Choosing meals - food classification - the four food groups - nutritional value of food groups.	Lecture, discussion	Test
7	2	Vegetarian food - natural (healthy) food - nutritional education. Evaluation of nutritional status - medical and clinical evaluation - laboratory and biochemical evaluation - evaluation of physical measurements.	Lecture, discussion	Test
8	2	Evaluation of food consumption - methods of epidemiological research in the field of nutrition. Nutritional problems in the world and in Iraq, especially nutritional deficiency syndromes - nutritional anemia - goiter - rickets - protein and energy deficiency.	Lecture, discussion	Test
9	2	1- Nutrition during pregnancy - nutritional needs. 2- Nutrition during breastfeeding - nutritional needs.	Lecture, discussion	Test
10	2	3. Nutrition of infants - nutritional needs. – Solid food – weaning foods. 4- Nutrition in early childhood - nutritional needs.	Lecture, discussion	Test
11	2	5- Adolescent Nutrition - Nutritional Needs - Factors affecting the nutritional needs of adolescents. 6- Nutrition of the elderly - factors affecting food consumption - problems of the elderly - nutritional needs.	Lecture, discussion	Test
12	2	Nutrition and diseases: 1- Diabetes - Nutrition for people with diabetes - Factors that lead to the emergence of diabetes - Nutritional treatment. 2- Obesity - factors that lead to obesity	Lecture, discussion	Test

		- nutritional treatment.		
13	2	3- Diseases of the stomach and intestines - Nutrition for people with diseases of the digestive system - Types of diseases that affect the digestive system - Nutritional treatment. 4- Liver and gallbladder diseases - Nutrition for people with liver diseases - Nutritional treatment - Nutrition for people with bile duct diseases - Nutritional therapy.	Lecture, discussion	Test
14	2	5- Kidney disease - Nutrition for people with kidney disease - Nutritional treatment. 6- Heart disease - Nutrition for people with heart disease - Nutritional treatment.	Lecture, discussion	Test
15	2	Cancer and food. Nutrition in case of infectious diseases.	Lecture, discussion	Test

12. Infrastructure

Required reading:

هيفاء إبراهيم : التغذية والعلاج الغذائي / 1990 ، مطبعة وزارة التعليم العالي والبحث العلمي.
هيفاء إبراهيم : معرفة التغذية والعلاج الغذائي / 1990 ، مطبعة / بغداد .

Sue , H , (1982) Essentials of nutrition and diet therapy, 3rd the C, V. Mosby Company.

1. Kilgour O.F. , (1987) Mastering Nutrition Macmillan Master Series , London.
2. Virginia A , (1986) , The Dietetic Technician , Effective Nutrition Counselling Avi, Publishing Company, Westport U. S. A.
3. John H. (1981) , Assessment of child in primary health care , Mcgraw – Hill Book Company.

B - Electronic references, Internet sites...

13. Course development plan

Access to modern scientific literature through:

- 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 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/ Nursing Techniques Department
3. Course title/code	Pharmacology / NUT 208
4. Program (s) to which it contributes	Technical Diploma in Nursing
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 Hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course The student will be able to:	
<ul style="list-style-type: none"> • Know the drug classifications, uses and side effects. 	
10. Course outcomes and teaching, learning and evaluation methods	
A- <u>Cognitive objectives</u> : The student will be able to:	
A1. Know the basic concept of pharmacology. A2. Know the effectiveness of the drug. A3. Know how the drug is absorbed and excreted. A4. Know the dosage and dosage form. A5. Know of toxicology.	
B - <u>Skills objectives</u> : The student will be able to:	
B 1. Administer the drug according to the method. B2. Determine the body's response to the drug. B3. Identify the side effects of each medication. B4. Identifying symptoms of poisoning with some medications.	
C- <u>Emotional and Value-Based objectives</u> : The student will be able to:	
C1. Determine the need for medication. C2. Determine the desire to become addicted to certain medications.	
D - <u>General and qualifying skills</u> :	
D1- Access to scientific developments in the field of specialization (educational videos). D2. Laboratory training. D3. Training in pharmacies in hospitals and health centers.	

D4. Training on giving medications to patients in different halls and according to different methods.
Teaching and learning methods
Traditional lectures, writing reports, conducting seminars, Presentation of educational videos, and acquaintance of informed of scientific developments.
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	Introduction; pharmacokinetics, pharmacodynamics; receptors, Dose; dose estimation: factors effecting .dosage form.	Traditional lecture, group discussion, educational video presentation, clinical training	test
2	4	Routes of drug administration oral; injection, skin, rectal other routes. Drug excretion. Autonomic nervous system; ganglia parasympathetic nervous system	Traditional lecture, group discussion, educational video presentation, clinical training	test
3	4	Acetylcholine; cholinergic drugs . Sympathetic nervous system	Traditional lecture, group discussion, educational video presentation, clinical training	test
4	4	Adrenaline; adrenergic drugs. Effects on the body and us medicine. Drug acting on digestive system: anti-acids drug uses for diarrhea; drug uses for constipation ;laxatives and other drugs used for peptic ulcer ,vomiting .	Traditional lecture, group discussion, educational video presentation, clinical training	Test

5	4	Anti-cholinergic drugs; atropine uses; side effects; drug used for spasm. Drug uses for respiratory system; expectorants; Mucolytic, sedatives; bronchodilators. Drug uses for asthma.	Traditional lecture, group discussion, educational video presentation, clinical training	Test
6	4	Drug used for cardio-vascular system, tonics; digitalis uses; side of toxic effect. Anti-arrhythmic drugs; vasodilations heparin, cycle Capron; drug used to lower cholesterol.	Traditional lecture, group discussion, educational video presentation, clinical training	Test
7	4	Antihypertensive drugs; diuretics adrenergic blockers Drug used for urinary system. Anti-spasmodic drugs in nephron.	Traditional lecture, group discussion, educational video presentation, clinical training	Test
8	4	Antibiotics used for UTIs. Histamine; histaminic receptors antihistaminic drugs. anti –H1 anti-H2	Traditional lecture, group discussion, educational video presentation, clinical training	Test
9	4	Allermine, cyproheptadin, cemetidin, ranitidin; uses in peptic ulcer. Antibiotics; classification; bacteriostatics; bactericidal penicillin's	Traditional lecture, group discussion, educational video presentation, clinical training	Test
10	4	Cephalosporin. Dry used for diabetes; insulin, hypoglycemic drugs	Traditional lecture, group discussion, educational video presentation, clinical training	Test
11	4	Drug used for central revues system; analgesics, hypnotics sedatives, anti-epileptics, anti-depressants.	Traditional lecture, group discussion, educational video presentation, clinical training	Test
12	4	Non- steroidal anti-inflammatory drugs; voltarin, Mefe.namic acid and drugs. Drugs used for uric acid. Hormones: pituitary Hormones ,Thyroid hormones	Traditional lecture, group discussion, educational video presentation, clinical training	Test
13	4	Vitamins: Types, classification, sources, Diseases caused due to Deficiency of Vitamins. Tonics : Anemia ,Treatment of Anemia , Iron – Drugs	Traditional lecture, group discussion, educational video presentation, clinical	Test

			training	
14	4	Toxicity, Toxic dose, Fatal dose. Toxicity with metals: like Mercury, leads and other metals	Traditional lecture, group discussion, educational video presentation, clinical training	Test
15	4	Toxicity with Drugs: like digitalis, barbiturates, and other drugs	Traditional lecture, group discussion, educational video presentation, clinical training	Test

12.Infrastructure
Required reading:
- توفيق الحسيني - علم الدوائيات - وزارة الصحة - مؤسسة التعليم الصحي - 1986 .
B. R. Jones; Pharmacology of student and pupil nurse. William H. Medical Books Limited .
Laurance – Clinical Pharmacology – Oxford London.
B - Electronic references, Internet sites...

13.Course development plan
Access to modern scientific literature through: 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 twinning with other universities and corresponding colleges

“COURSE DESCRIPTION”

1. Educational institution	Ministry of Higher Education and Scientific Research/Northern Technical University
2. University/scientific department	Medical Technical Institute Mosul/Nursing Technology Department/Immediate Ambulance Branch
3. Name/ Course Code	Critical care nursing/NUTF204
4. The program(s) you are accessing	Nursing technical diploma
5. Available attendance forms	1- Weekly lesson schedule(Theoretical and practical). 2- Discussions, scientific seminars and other extracurricular activities
6. The chapter/ the year	Modules
7. Number of study hours(Total)	105 hour
8. Date this description was prepared	8/1/2024.
9. Course objectives	
<ol style="list-style-type: none"> 1. Training and teaching students on critical thinking and managing the nursing process 2. Managing critical cases and developing the knowledge and skills necessary to provide rapid and effective care to patients in emergency situations, including planning necessary medical treatments. 3. Evaluating the condition and rapid diagnosis and developing the skills of assessing the condition and determining the initial diagnosis quickly and accurately to determine the appropriate procedures. 4. Emergency management of the patient with a head injury, clinical manifestations, hemiplegia patient and nursing care. 5. Emergency management of suicidal and alcohol-abusing patients. 	
10. Course outcomes and teaching, learning and evaluation methods	
Cognitive objectives :	
<ol style="list-style-type: none"> 1. Acquire the necessary skills to assess the patient's condition in the intensive care unit (ICU), and to monitor the signs and symptoms of health deterioration. 2. Understand and use advanced medical devices used in critical patient care, such as ventilators, monitors and artificial heart. 3. Study the treatments used in critical cases and understand their mechanisms 	

of action, side effects and appropriate doses.

4. Acquire planning and organizing skills to provide appropriate care to critical patients, including scheduling of medical and nursing procedures.
5. Ability to deal with emergency situations and make quick and effective decisions under emergency conditions.
6. Provide education and education to patients and their families about their health condition and the treatments used, and ensure their understanding and participation in the treatment plan.
7. Interact and collaborate effectively with multidisciplinary medical teams to achieve the best outcomes of critical care.

B- Course-specific skills objectives.

1. The ability of the nurse to assess the patient's condition in the intensive care unit and identify vital signs and critical clinical changes.
2. Develop the ability to deal with health emergencies and take quick and effective action to improve the patient's condition.
3. Learn and apply care techniques for patients who rely on ventilators and continuously monitor breathing functions.
4. Provide the necessary care to relieve pain and provide relief to critically ill patients.
5. Improve communication skills with patients, family members and other health care teams to ensure comprehensive care delivery.
6. Ability to work as part of a multidisciplinary medical team to ensure the best care outcomes for patients.
7. Apply safety and hygiene procedures correctly to reduce the risk of infection and complications in intensive care units.
8. Develop the ability to continuously learn and improve clinical practices through training and continuing education.
9. Develop leadership skills in the face of emergencies and make sound and effective decisions.

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.(Student test on the previous topic) , self evaluation(Questions are put to the student by the teacher, and the student answers the questions as well
The teacher answers the same questions and asks the student to evaluate himself in 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. Enhance the ability to provide emotional support to patients and their families during treatment periods in intensive care units, helping them cope with difficult circumstances.
2. Focus on respecting the privacy and dignity of patients and dealing with them ethically and with high respect at all times.
3. Recognize outstanding and comprehensive patient care, with a focus on quality of service and fully meet the needs of patients and their families.
4. Enhance effective communication skills with patients, their families and medical team members, and listen carefully and clarify procedures and expectations transparently.
5. Striving for continuous improvement and development of personal and professional performance through continuous learning and participation in constructive criticism.
6. Promote a sense of responsibility and integrity in the provision of medical care and make the right decisions in the interest of patients.
7. Build the trust of patients and their families by providing professional care and providing a safe and reliable environment

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

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. General and rehabilitative skills transferred (other skills related to employability and personal development).

1. Develop effective communication with patients, their families and medical team members, including the ability to listen, express clearly, and deal tactfully and respectfully.
2. Develop the ability to work as part of a multidisciplinary team and interact effectively with colleagues to achieve healthcare goals.
3. Enhance the ability to analyze problems and use knowledge and skills to make appropriate decisions in critical and emergency work environments.
4. Develop endurance and adaptation skills in the face of emergency situations and psychological pressures associated with the care of patients in critical cases.
5. Attention to continuous professional development and continuous learning to keep pace with modern technologies and practices in the field of critical care nursing.
6. Building self-confidence and professionalism in performing medical tasks and interacting with patients and colleagues confidently and efficiently.

11. Course Structure				
Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	7	Critical thinking nursing process, health history, health assessment, recording the data base, setting priorities Clinical interviewing chief complaint, history of present illness	Lecture, discussion, presentation of videos, Clinical training	test
2	7	Review of system, patient profile The physical assessment, physical examination, inspection, palpation, percussion, auscultation.	Lecture, discussion, presentation of videos, Clinical training	test
3	7	Fluids and electrolytes, balance and disturbances, homeostatic mechanisms, fluid volume disturbances “hypovolemia”. Chronic obstructive pulmonary disease “COPD”	Lecture, discussion, presentation of videos, Clinical training	test
4	7	E.C.G. interpretation, procedure obtaining an electrocardiogram, E.C.G. analysis Coronary atherosclerosis, angina pectoris, cause, signs	Lecture, discussion, presentation of videos, Clinical training	Test

		and symptoms, diagnosis, management.		
5	7	Myocardial infarction, causes diagnostic evolution, signs and symptoms, complications, management, cardiac arrest Congestive heart failure pathophysiology, clinical manifestation, diagnosis, management.	Lecture, discussion, presentation of videos, Clinical training	practical test
6	7	Intestinal obstruction, small, large bowel obstruction, causes, diagnosis, medical, surgical management. Nursing management of patient with colostomy	Lecture, discussion, presentation of videos, Clinical training	practical test
7	7	Assessment and management of patient with diabetes mellitus, pathophysiology of diabetes, hypoglycemia, diabetic keto acidosis. long- term complication of diabetes, macro vascular, micro vascular complication, leg problem in diabetes.	Lecture, discussion, presentation of videos, Clinical training	practical test
8	7	Acute appendicitis, signs and symptoms, causes, diagnosis, complications, management. Increased intracranial pressure, pathophysiology, clinical manifestations, management, unconscious patient.	Lecture, discussion, presentation of videos, Clinical training	practical test

9	7	Stroke “ cerebrovascular accident” clinical manifestations, causes, management. Cardiopulmonary resuscitation”CPR”	Lecture, discussion, presentation of videos, Clinical training	practical test
10	7	Disorders of consciousness, coma, seizures, colascow coma scale, emergency management of unconscious patient. Urinary catheterization, types, purposes, urinary retention, causes, urinary irrigations.	Lecture, discussion, presentation of videos, Clinical training	practical test
11	7	Postoperative complications, wound infection, wound separation, bleeding, thrombosis, thrombophelbetis, pneumonia. Pressure ulcers, etiology, risk factors, stages, of pressure ulcer formation, Norton’s pressure area risk assessment form” scoring system” nursing management.	Lecture, discussion, presentation of videos, Clinical training	practical test
12	7	Center monitors of L.C.U. , equipments, instruments, nursing role in L.C.U. C.C.U. department, C.C.U. contents, nursing role.	Lecture, discussion, presentation of videos, Clinical training	practical test

13	7	<p>Pleural effusion, causes, thracentesis, ascites, causes, paracentesis.</p> <p>Hypertension, auses, clinical manifestations, diagnostic, complication, management.</p>	<p>Lecture, discussion, presentation of videos, Clinical training</p>	<p>practical test</p>
14	7	<p>Jaundice, types, causes, clinical manifestations, management.</p> <p>Dialysis, types, purposes, complications, role of nursing staff, in dialysis.</p>	<p>Lecture, discussion, presentation of videos, Clinical training</p>	<p>practical test</p>
15	7	<p>Bronchial asthma, causes, sings and symptoms, investigations, laboratory tests, emergency management.</p> <p>Pruritus, pruritus in anaphylaxis, cause, emergency management, health education of patient.</p>	<p>Lecture, discussion, presentation of videos, Clinical training</p>	<p>practical test</p>

12.Critical care nursing resources
Books
"Critical Care Nursing: Diagnosis and Management" by Linda D. Urden, Kathleen M. Stacy, and Mary E. Lough
"AACN Essentials of Critical Care Nursing" by Suzanne M. Burns and Sarah A. Delgado
"Critical Care Nursing Made Incredibly Easy!" by Lippincott Williams & Wilkins
Journals and Scientific Articles
American Journal of Critical Care
Critical Care Nurse
Journal of Critical Care
Critical Care Medicine
(Online Resources): Online Resources
Society of Critical Care Medicine (SCCM) - Official website provides many educational articles and journals.
Medscape Critical Care - A critical care section offering the latest articles, research, and educational resources.
UpToDate - a site containing up-to-date and comprehensive medical information about critical care delivery.

13. Course development plan

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

COURSE DESCRIPTION

1. Educational institution	Ministry of Higher Education and Scientific Research/Northern Technical University
2.University/scientific department	Medical Technical Institute Mosul/Nursing Technology Department/Immediate Ambulance Branch
3. name/ Course Code	Emergency Nursing/NUTF 205
4.The program(s) you are accessing	Nursing technical diploma
5.Available attendance forms	Weekly lesson schedule(Theoretical and practical). Discussions, scientific seminars and other extracurricular activities
6. the chapter/ the year	regulation.
7.Number of study hours(Total)	150hour
8.Date this description was prepared	8/1/2024.
9. Course objectives	

Introducing and training the student on the following concepts:

- Emergency management priorities and principles.
- Blood gas analysis, intravenous fluid therapy.
- Complications associated with intravenous fluid therapy.
- Emergency management of upper airway obstruction, endotracheal intubation, and tracheostomy.
- Gastrointestinal intubation, nasogastric tubes, tube feeding, medical formulations, nursing management of nasogastric tubes.
- Emergency management of the patient with a head injury, clinical manifestations, development of diagnosis, hemiplegia patient and nursing care.
- Emergency management of suicidal and alcohol-abusing patients.

10. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1. **Understanding Emergencies:** Nurses learned how to recognize and evaluate different emergency situations quickly and effectively, including identifying important symptoms and vital signs.
2. **Management of critical cases:** Develop the knowledge and skills necessary to provide rapid and effective care to patients in emergency situations, including planning necessary medical treatments.
3. **Providing first aid:** Learn how to provide the necessary first aid in emergency situations, such as giving artificial respiration, performing operations (cardiopulmonary resuscitation), and applying bandages.
4. **Condition assessment and rapid diagnosis:** Developing the skills of assessing the condition and determining the initial diagnosis quickly and accurately to determine appropriate procedures.
5. **Coordination of medical care:** Understand how to deal with multiple care teams and coordinate with other doctors and nurses to ensure appropriate and integrated care is provided.
6. **Disaster interaction:** Learn how to deal with major disasters and emergencies and organize a collective medical response.
7. **effective communication:** Developing effective communication skills with patients and family members in emergency situations to provide psychological support and necessary information.

B- Course-specific skills objectives.

1- Emergency assessment:

The nurse's ability to quickly and effectively assess emergency situations, and prioritize the necessary treatment and care.

2- Providing first aid:

Developing skills to provide immediate and appropriate first aid to patients in emergency situations, such as (cardiopulmonary resuscitation) and treatment with bandages.

3- Management of critical cases:

Learn how to manage patients in critical emergency situations, such as shock, severe bleeding, and obstruction of the respiratory tract.

4- Handling emergency medical equipment:

Gain skills in using and managing medical equipment used in emergency situations, such as artificial respirators and resuscitation tools.

5- Collaboration across multiple care teams:

Develop the ability to collaborate and coordinate with multiple care teams, including doctors, nurses, and other medical technicians.

6- Providing guidance and support to patients and family members:

Acquire effective communication skills to provide psychological support and necessary information to patients and their family members in emergency situations.

7- Rapid response and making the right decisions:

Develop the ability to think quickly and make sound decisions under changing emergency conditions.

8- Working in a volatile and intense environment:

Develop flexibility and the ability to work efficiently in a volatile and intense medical environment that requires rapid action and immediate interaction.

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.(Student test on the previous topic) , self evaluation(Questions are put to the student by the teacher, and the student answers the questions as well The teacher answers the same questions and asks the student to evaluate himself in 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. **Medical ethics:**
Promoting medical ethical values such as respect, integrity, confidentiality and justice in the provision of health care.
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:**
Enhancing transparency in communicating with patients and their family members and providing information honestly and clearly.
4. **Cooperation and teamwork:**
Enhance cooperation and teamwork skills with other medical team members to improve the quality of medical care and services.
5. **Social Responsibility:**
Promoting social responsibility in providing health care committed to the highest standards of quality and ethics.
6. **Continuous learning and professional improvement:**
Motivating continuous research and continuous learning to improve clinical practice and develop professional skills.
7. **Flexibility and adaptation to challenges:**
Enhancing flexibility and the ability to adapt to the increasing challenges and pressures in the medical work environment.
8. **Appreciation of cultural and social diversity:**
Emphasizing the importance of appreciation for cultural and social diversity in dealing with different patients and families.
9. **Health guidance and education:**
Provide guidance and health 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(Student test on the previous topic) , self evaluation(Questions are put to the student by the teacher, and the student answers the questions. The teacher also answers the same questions, and the student is asked to evaluate himself in light of the teacher's answers.)Inferential and inferential questions.

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 team members, including the ability to articulate 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:

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

4- work under pressure:

Developing skills to work under pressure and in a volatile environment, and the ability to control emotions and respond effectively in emergency situations.

5- time management:

Organize and manage time effectively to achieve goals and process commitments in a demanding medical environment.

6- Continuous learning:

Willingness to continuously learn 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	7	<p>Priorities and principles of emergency management .</p> <p>Bandages , types , assessing before applying bandages , Basic turns for roller bandages</p>	Lecture, discussion, presentation of videos, Clinical training	test
2	7	<p>Blood gas analysis , parenteral fluid therapy , Purposes , types of intravenous solutions .</p> <p>Complications associated with parenteral fluid therapy .</p>	Lecture, discussion, presentation of videos, Clinical training	test
3	7	<p>Shock and multi system failure , definition of shock , classification of shock , Pathophysiology of shock , blood pressure regulation .</p> <p>Management of different types of shock , hypovolemic shock cardiogenic shock .</p>	Lecture, discussion, presentation of videos, Clinical training	test
4	7	<p>Obstructive and trauma of the upper respiratory airway , epistaxis " nose bleeding , fracture if the nose " .</p> <p>Penetrating wounds of the chest , hemothorax and pneumothorax , rib</p>	Lecture, discussion, presentation of videos, Clinical training	Test

		fractures .		
5	7	Oxygen therapy , mini – nebulizer therapy . Emergency management of upper airway obstruction , endotracheal intubation , tracheostomy .	Lecture, discussion, presentation of videos, Clinical training	practical test
6	7	The patient requiring mechanical ventilation , indications for mechanical ventilation , mechanical ventilation in the home . Dysrhythmias , types of dysrhythmias , nursing management of patient with a dysrhythmias .	Lecture, discussion, presentation of videos, Clinical training	practical test
7	7	Blood and blood component therapy , transfusion techniques blood transfusion complications . Gastrointestinal intubation , nasogastric tubes , tube feeding , formulas , nursing management of nasogastric intubation .	Lecture, discussion, presentation of videos, Clinical training	practical test
8	7	The patient receiving feeding through Gastrostomy . Management of patient with burn injury , pathophysiology of burns , systemic response , emergency phase of burn care	Lecture, discussion, presentation of videos, Clinical training	practical test
9	7	Intermediate phase of burn care , the burn wound , general wound care , prevention of infection , dressing changes , pain management , nutritional	Lecture, discussion, presentation of videos, Clinical training	practical test

		support . Convulsive disorders , the epilepsies , nursing process of patient with epilepsy .		
10	7	Emergency management of patient with a head injury , clinical manifestations , diagnostic evolution , paraplegic patient and nursing care . Management the patient in a cast , types of casts , patient in traction , types of traction , principle of effective traction .	Lecture, discussion, presentation of videos, Clinical training	practical test
11	7	Emergency management of the patient with fractures , types of fractures , clinical manifestation , diagnosis . Trauma , intra – abdominal injuries m blunt abdominal trauma , crush injuries , multiple injuries .	Lecture, discussion, presentation of videos, Clinical training	practical test
12	7	Temperature emergencies , heat stroke , heat exhaustion . Poisoning , ingested " swallowed poisons , inhaled poisons , Emergency management of poisoning .	Lecture, discussion, presentation of videos, Clinical training	practical test
13	7	Emergency management of snakebites , scorpion , bite of insects . Emergency management of suicidal patients , drng alcohol abuse .	Lecture, discussion, presentation of videos, Clinical training	practical test
14	7	Body mechanics , body position , principle of transportation of patient .	Lecture, discussion, presentation of videos, Clinical	practical test

		Gastric gavage , lavage " Irrigations " , purposes , Indications , nursing care .	training	
15	7	Suturing of wound in emergency department , purpose , principles of suturing , role of nursing staff . Foreign bodies in eyes , nose , ear , throat , emergency management .	Lecture, discussion, presentation of videos, Clinical training	practical test

12. Emergency nursing resources
Books
"Emergency Nursing Core Curriculum" by ENA (Emergency Nurses Association)
"Emergency & Critical Care Pocket Guide" by Paula Derr and Jon Tardiff
"Sheehy's Manual of Emergency Care" by ENA and Belinda B. Hammond
Journals and Scientific Articles
Journal of Emergency Nursing
International Emergency Nursing

Journal of Emergency Medicine

Journal of Emergency Nursing

(Online Resources): Online Resources

Emergency Nurses Association (ENA) – Provides educational courses and resources on emergency nursing.

American College of Emergency Physicians (ACEP) – Contains educational resources and courses on emergency medicine.

Medscape Emergency Medicine - A site that provides the latest articles and research in the field of emergency medicine.

13. Course development plan

- 1- Access to modern scientific literature
- 2- Participation in relevant scientific conferences
- 3- The teaching and training staff is partially devoted to applying and working in hospitals
- 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/ Nursing Techniques Department
3. Course title/code	Health Administration / NUTF 209
4. Program (s) to which it contributes	Technical Diploma in Nursing
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)	30 Hour
8. Date of production/revision of this specification	8 / 1 / 2024
9. Aims of the Course	
<p>1- Teaching the student to understand the concept of hospital management.</p> <p>2- Teaching the student to study the administrative organization and distribution of responsibilities in the hospital.</p> <p>3- Teaching the student to understand and determine the legal and ethical standards that govern professional behavior in the field of health services, especially related to the profession of health administration.</p> <p>4- Teaching the student to know the general rules of health administration (planning, organization, direction, control, coordination, maintenance of resources and pursuit of technological progress).</p> <p>5- Teaching the student to understand the study of private sector access to hospitals and health insurance.</p> <p>6- Teaching the student to get an idea about comprehensive quality management in hospitals.</p>	
10. Course outcomes and teaching, learning and evaluation methods	
<p>A. <u>Cognitive objectives</u>: The student will be able to:</p> <p>A1. Know the administrative organization of the hospital.</p> <p>A2. Know the types of hospital organizational structures.</p> <p>A3. Know the distribution of responsibilities and powers in the hospital.</p> <p>A4. Know the privatization in public hospitals.</p>	
<p>B - <u>Skills and Behavioral objectives</u>: The student will be able to:</p> <p>B 1. Communicate and coordinate between hospital departments and other health institutions.</p> <p>B2. Distinguish between responsibility and authority in the hospital.</p> <p>B3. Solve problems related to patient comfort through comprehensive quality management.</p>	
<p>C- <u>Emotional and Value-Based objectives</u>: The student will be able to:</p> <p>C1. Teach the student to appreciate the life of in-patients.</p> <p>C2. How to deal with problems related to the administrative and legal organization of the hospital.</p> <p>C3. Train to provide the best services through good planning.</p>	
<p>D - <u>General and qualifying skills</u>:</p>	

D1. Field evaluation through field visits to gain experience from others and learn about scientific developments. D2. Problem solving. D3. Simulation.
Teaching and learning methods
Traditional lecture, self-learning, seminar, and feedback.
Evaluation methods
Written tests, semester and final exams, obligations to assignments, attendance and commitment, feedback (testing the student on the previous subject), 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 hospital management	Traditional lecture, group discussion, educational video presentation, simulation	test
2	2	The origins of hospital management	Traditional lecture, group discussion, educational video presentation, simulation	test
3	2	The nature of hospital management	Traditional lecture, group discussion, educational video presentation, simulation	test
4	2	Administrative organization of hospitals	Traditional lecture, group discussion, educational video presentation, simulation	Test
5	2	Organizational structure design	Traditional lecture, group discussion, educational video presentation, simulation	Test
6	2	Types of organizational structures	Traditional lecture, group discussion, educational video presentation, simulation	Test
7	2	Distribution of responsibilities in the hospital	Traditional lecture, group discussion, educational video presentation, simulation	Test
8	2	Privatization of public hospitals	Traditional lecture, group	Test

			discussion, educational video presentation, simulation	
9	2	Private hospitals	Traditional lecture, group discussion, educational video presentation, simulation	Test
10	2	The concept of cooperative health insurance	Traditional lecture, group discussion, educational video presentation, simulation	Test
11	2	Total quality management in the hospital	Traditional lecture, group discussion, educational video presentation, simulation	Test
12	2	Total quality management	Traditional lecture, group discussion, educational video presentation, simulation	Test
13	2	Total quality management philosophy	Traditional lecture, group discussion, educational video presentation, simulation	Test
14	2	The concept of quality in the health system (primary health care)	Traditional lecture, group discussion, educational video presentation, simulation	Test
15	2	How to start a quality program	Traditional lecture, group discussion, educational video presentation, simulation	Test

12.Infrastructure
Required reading:
B - Electronic references, Internet sites...

13.Course development plan
<p>Access to modern scientific literature through:</p> <ul style="list-style-type: none"> 10- Participation in relevant scientific conferences 11- The teaching and training staff is partially devoted to applying and working in hospitals 12- Hosting specialized professors 13- Academic twinning with other universities and corresponding colleges