

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



2025

Introduction:

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

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

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

programs that adopt the Bologna Process as the basis for their work.

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Al - Furat Al-Awsat Technical University.

The Technical Institute of Kufa

Scientific Department of Health Community Technologies

Name of the academic or professional program:diploma

Name of the final certificate. Technical Diploma

School program : courses (quarterly)

Date the description was prepared:

7/10/2025

File filling date: 01/10/2025

signature:



Name of head department: Lecturer: Ahmed Abdulhassan Mohsein

Name of scientific assistant: Ayad Muslim Hamzah

Assist. Prof.



date:

Check the file by:

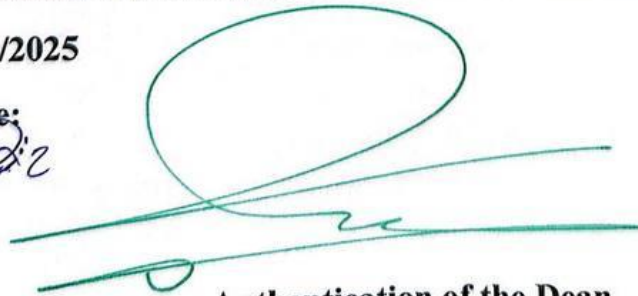
Division of Quality Assurance and University Performance

Name of the director of the Quality Assurance and University

Performance Division: Khulood Mudhaffer Abd Ali

date: 7/10/2025

signature:



Authentication of the Dean

Prof. Dr. Athar Kadh



1. Program Vision

An ambitious picture for the future of the academic program to be an advanced, inspiring, motivating, realistic and applicable program

2. Program Mission

Achieving excellence in teaching and learning in the field of community health through the development and implementation of robust educational programs and research activities, leading to enhanced health care services and access to all members of the community.

3. Program Objectives

- 1 – The department aims to graduate technical personnel in environmental health, occupational safety, inspection, health control, health survey, implementation of primary health care programs, carrying out health awareness campaigns, and operating and caring for special devices.
- 2.–Preparing students to become community leaders in competence and professionalism in the field of community health.
- 3– Emphasizing the importance of health education in the educational and professional aspects to increase individual, family and community awareness towards achieving self–care.
- 4–Cooperating with public and private organizations in meeting the health needs of the community
- 5– Enabling the student to work within survey teams on communicable diseases and how to control them

4. Program Accreditation

Program accreditation has been applied for

5. Other external influences

Using modern visual teaching aids

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements	18	68		
Summer Training		2		
Other				

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

7. Program Description

Level/Year	Course or Module Code	Course or Module Title	Credit rating
First year		Community Health(1)	10
		Fundamentals of Nursing & first aids	6
		Anatomy	6
		Physiology	8
		Microbiology	10
		Biostatic	6
		Bio chemistry	8
		Computer Applications (1)	6
		Human Rights & Democratic	4

Level/Year	Course or Module Code	Course or Module Title	Credit rating
Second year		Community Health (2)	10
		Health Inspection	10
		Medicine & Surgery	12
		Health & Occupational Safety	8
		Epidemiology	6
		proposal	4
		Pharmacology	8
		Professional Ethics	2
		Computer Applications (2)	6

8. Expected learning outcomes of the program

Knowledge

Lear Teaching leadership skills, the value and quality of commitment, ethical behavior and respect for others – Qualifying the student to participate in health inspection and control teams and assist in laboratory investigation of the examined samples and their conformity with health conditions.ning Outcomes 1	The ability to know the work of supervisory committees on markets Enabling students to learn and participate in survey teams on communicable diseases and how to control them, and health awareness campaigns.
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Skills

Effective influence in society and the labor market through training and development programs related to specialization and at various levels.	Be able to work on advanced medical devices and vaccines. Be able to perform administrative and technical work Enabling the student to operate and care for the medical equipment used and the machines used in diagnosis and treatment
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Ethics

Opening up to society in the medical fields and activating relations with the

private sector in the field of pathological analyses, training and technical qualification

9. Teaching and Learning Strategies

1. Graduating qualified personnel to carry out the various sections of community health work
2. Completing the largest number of applied scientific research in cooperation with relevant ministries and departments.
3. Ensuring continuous cooperation between the department and development sectors in the fields of medical consultation.

10. Evaluation methods

As for the student's evaluation in the educational program, it depends entirely on oral and written examinations, noting that the passing grade is (50%) according to the following mechanism:

- 1- The grade for semester subjects is divided into two parts (40% undergraduate and 60% final). The division between practical and theoretical is shown in the table below:
- 2- 1-Study subjects of a (theoretical + practical) nature
- 3- First semester
- 4- Final grade 100% Final exam Annual pursuit First semester grade Study subject T

11. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff
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			(if applicable)			
	General	Special			Staff	Lecturer
A. P. Dr	4				4	
L. Dr.	2				2	
A .L.	3				3	

Professional Development

Mentoring new faculty members

Achieve excellence in teaching and learning in community health through the development and implementation of robust educational programs and research activities, leading to enhanced healthcare services and access to all levels of students

Professional development of faculty members

The department adopts the dissemination of scientific and technical knowledge in the field of civil technologies to graduate national cadres at the level of education capable of absorbing modern technologies and supporting the process of scientific and technical development to keep pace with global developments and to meet the following: – 1. Openness to the community in the medical fields and activating relations with the private sector in the field of community health technologies, training and technical rehabilitation. 2. Focusing on scientific research between academics in the department and medical staff to solve problems and related to medical solutions and develop their production. 3. Graduating qualified cadres to carry out the implementation of the profession of community health technician in all health sectors. 4. Completion of the largest number of applied scientific research in cooperation with the relevant ministries and departments.

12. Acceptance Criterion

Middle School Certificate / Scientific Branch / Competitive Average

13. The most important sources of information about the program

Information network, books, brochures and publications

14. Program Development Plan

The objectives of the educational program are reviewed periodically every year to develop them with the developments in places where samples of work sites are visited by some teachers to observe developments and prepare the necessary recommendations for the department to reconsider the educational objectives of the academic program and make the necessary changes for that according to the developments and indicators in the study prepared by the Committee to visit work sites, taking into account not to deviate from the vision of the department.

Program Skills Outline															
				Required program Learning outcomes											
Year/ Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A 1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C 3	C 4
/First	Community Health	Basic	Basic	/	/	/	/	/	/	/	/	/	/	/	/
	Principles General Anatomy	Basic	Basic	/	/	/	/	/	/	/	/	/	/	/	/
	Computer Applications	Assistance	Assistance	/	/	/	/	/	/	/	/	/	/	/	/
	Clinical Chemistry	Assistance	Assistance												
Second	Inspection and Control	Basic	Basic												
	Ethics	Assistance	Assistance												
	Environmental Health	Assistance	Assistance												

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

Course Description Form

1. Course Name: Health inspection and control	
2. Course Code:	
3. Semester / Year: First and second semester \2 nd	
4. Description Preparation Date: 15\3\2025	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) 120\	
7. Course administrator's name (mention all, if more than one name)	
Name: Zahraa Kareem Taiban	
Email: zahraa.saad@atu.edu.iq	
8. Course Objectives	
Course Objectives	<p>General goals:</p> <p>he end of the academic year, the student will be able to become familiar with the programs and A pt of health inspectionconce</p> <p>c Objectives: The student will be able toSpecifi</p> <p>A–become familiar with the foundations, rules and requirements for the success of the inspecti process</p> <p>B– determine the health conditions and specifications that must lable in stores subject legally a to health supervision</p>
9. Teaching and Learning Strategies	
Strategy	<p>Cooperative education strategy</p> <p>Teaching strategy brain storming</p> <p>time feedback-Education strategy real</p> <p>.Education strategy notes series</p> <p>.ging opinions and discussionEducation strategy by exchan</p> <p>.Education strategy by presenting information</p>

-.Education strategy through training and presenting scientific developments

10. Course Structure

Week	Hours	Required Outcomes	Learning	Unit or subject name	Learning method	Evaluation method
1	4	Getting to know the units of Oversight Division, the work of each unit, and the duties assigned to it		A visit to Oversight Division And get to know units And the duties of each unit	Theoretical explanation laws and conducting field visits. Showing videos about some of the sites under study and discussing whether conditions are met or not	Daily, oral written examinations, reports, discussions
2	4	Learn how to keep records and most important administrative procedures		How to keep records And other administrative matters	=	=
3	4	Enabling the student to understand the contexts of field and administrative work		Work contexts	=	=
4	4	Learn about the most important laws and conditions It must be available in hotels and rest houses		Hotels and rest houses	=	=
5	4	Learn about the most important laws and conditions It must be available in public cafeterias, casinos, family parks, and stores selling coffee and travel tea		Public cafeterias and casinos Family parks, shops Selling coffee and travel tea	=	=
6	4	Learn about the most important laws and conditions It must be available in ovens, bakeries, pastries, and shops that prepare, prepare, and serve food and beverages		Ovens, bakeries and pastries, Preparation and serving shops Food and drinks	=	=
7	4	Learn about the most important laws and conditions It must be available in shops that prepare and sell service ice cream and shops that sell individual food supplies		Shops that prepare and sell service cream, and shops that sell individual home food supplies	=	=
8	4	Learn about the most important laws and conditions It must be available in stores that sell meat, dairy, eggs, and animal products (in bulk) and stores of		Meat and dairy stores Eggs and products Animals (wholesale), stores	=	=

		meat, poultry and their products	selling red m poultry and th products		
9	4	Learn about the most important laws and conditions It must be available in stores selling ready-made food and beverages, stores selling wholesale individual river and marine fish and kiosks selling sherbet, juice and ready-made foods	Stores selling ready-made food, drinks, shops selling wholesale individual river and marine fish, kiosks selling sherbet, juice and ready-made foods.	=	=
10	4	Learn about the most important laws and conditions It must be available in barber and beauty salons, coffee grinding and selling shops, and live chicken shops	Barber and beauty salons, coffee grinding and selling shops, live chicken shops	=	=
11	4	Identify the most important laws and conditions that must be met in fitness centers	Identify the most important laws and conditions that must be met in fitness centers And apply through conducting a field visit to site	=	=
12	4	Learn about the most important laws and conditions It must be available in the food industry laboratory	Learn about most important laws and conditions It must be available in the food industry laboratory applied conducting a field visit to the site	=	=
13	4	Learn about the most important laws and conditions These must be available in the food processing plant	Food processing plant	=	=
14	4	Learn about the most important laws and conditions It must be available in the food appetizers factory	Food appetizers factory	=	=
15	4	Learn about the most important laws and conditions Must be available in confectionery factory	Sweets factory	=	=

16	4	Learn about the most important laws and conditions It must be available in the Al-Ra production plant and applied conducting a field visit to the site	Al-Rashi product plant	=	=
17	4	Learn about the most important laws and conditions Must be available in ice factories	Snow factor	=	=
18	4	Learn about the most important laws and conditions Must be available in chips factories	chips laboratories	=	=
19	4	Learn about the most important laws and conditions It must be available in juice and j factories and applied by conducting a field visit to the site	Juice and j factories	=	=
20	4	Learn about the most important laws and conditions It must be available in mineral water and soft drinks factories and applied by conducting a field visit to the site	Mineral water and soft drinks factories	=	=
21	4	Learn about the most important laws and conditions It must be available in factories desalination and sterilization drinking water using a sp membrane system and reverse osmosis	Water desalination and sterilization plants Drinking with a membrane system Helicity and reverse osmosis	=	=
22	4	Learn about the most important laws and conditions What must be available liquefaction water projects and how to test liquefaction water	Basalt water projects	=	=
23	4	Learn about the most important laws and conditions It must be available in cosmetic and detergent laboratories and applied through a field visit to site	Beauty centers	=	=
24	4	Learn about the most important laws and conditions It must be available in cosmetic and detergent laboratories and applied through a field visit to site	Cosmetics laboratories Cosmetics and detergents factories	=	=
25	4	Learn about the most important laws and conditions It must be available in the means of transport designed to transport preserve, display, sell and prepare	Means of transport intended for transport Preserve,	=	=

		foodstuffs	display and sell And food processing		
26	4	Learn about the most important laws and conditions Must be available in public bathrooms And apply it through conducting field visit to the site	Public bathrooms	=	=
27	4	Learn about the most important laws and conditions Must be available in swimming pools And apply it through conducting field visit to the site	Swimming pools	=	=
28	4	Learn about the most important laws and conditions Health and environmental standards that must be available in schools and implemented through conducting a field visit to the site	Health environmental inspection On schools	=	=
29	4	Learn about the most important laws and conditions Must be available in slaughterhouses And apply it through conducting field visit to the site	Massacres	=	=
30	4	Learn about the most important laws and conditions These must be available in sanitary landfill sites and applied through conducting a field visit to the site	Sanitary landfill sites	=	=

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- وزارة الصحة العراقية- دليل الرقابة الصحية 2012-2013 2- قانون الصحة العامة رقم 89 لسنة 1981 وتعديلاته 3- قانون رقم 54 لسنة 2001 (التعديل الثامن لقانون الصحة العامة) 4- نظام الأغذية رقم 29 لسنة 1982
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name:

Biostatic 1 - Biostatic 2

2. Course Code:

3. Semester / Year:					
First and second semester / First stage – 2023 / 2024					
4. Description Preparation Date:					
4 / 3 / 2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total) :					
30 Hour at first semester with 4 unit					
30 Hour at second semester with 4 unit					
7. Course administrator's name (mention all, if more than one name)					
Abdel Nasser Ahmed El-Sayed Ali nasserabdel166@gmail.com					
8. Course Objectives					
Course Objectives		<p>General goals:</p> <p>Processing and analyzing statistical data, reaching correct conclusions and preparing statistical forms.</p> <p>Special goal:</p> <p>Acquaintance:</p> <ul style="list-style-type: none"> - Dealing with statistical data. - Dealing and knowledge of life and health statistical measures. - Organizing the statistical form and the health form related to daily accidents such as births, deaths and diseases. - Identify the types of health and medical research - Organizing questionnaires and how to deal with them 			
9. Teaching and Learning Strategies					
Strategy		<p>Cooperative education strategy.</p> <p>Teaching strategy brainstorming.</p> <p>Education strategy collaborative concept planning.</p> <p>Education strategy real time feedback</p> <p>Education strategy notes series.</p> <p>Education strategy by exchanging opinions and discussion.</p> <p>Education strategy by presenting information.</p> <p>Education strategy through training and presenting scientific developments</p>			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Learn about the statistical process from identifying the original population, how samples are selected, and how to collect	Introduction to Statistics	Theoretical explanation supported by	Daily, written and final exams

		data from the selected sample		presentation Power Point	
2	2	How to prepare the questionnaire form (unclassified data) Explanation of statistical data display methods	=	=	=
3	2	Explain how to build descriptive tables	=	=	=
4	2	Explain how to build frequency distribution tables	=	=	=
5	2	Explain graphical presentation	=	=	=
6	2	How to display tables of frequency distributions graphically (histogram - frequency polygon - frequency curve)	=	=	=
7	2	How to calculate measures of central tendency (arithmetic mean)	=	=	=
8	2	How to calculate measures of central tendency (median - mode)	=	=	=
9	2	An explanation of the concept of Biostatistics and how to calculate the ratio and rate	Biostatistics	=	=
10	2	Mortality statistics and how to calculate different mortality rates in order to improve the health situation	=	=	=
11	2	Fertility statistics and the calculation of different birth rates in order to improve the health status	=	=	=
12	2	Disease statistics and the method of calculating the rates of different diseases in order to work to improve the health situation	=	=	=
13	2	Training on how to build life tables	=	=	=
14	2	Learn about health statistics, its sources and the fields it treats	Health Statistics	=	=
15	2	Clarification of Causes of Death Statistics – Health Institutions Statistics	=	=	=
Second Semester					
1	2	Explain the purpose of scientific research and what are the ambitions of conducting it	Scientific research	=	=
2	2	Explanation of the ambitions of conducting scientific research	=	=	=
3	2	Explanation of the ethics of scientific research	=	=	=
4	2	Explanation of the structure of scientific research	=	=	=
5	2	The student's knowledge of the types of statistical studies	=	=	=
6	2	Training the student on data collection technology and data collection plan	=		
7	2	Train the student in data analysis as well as testing and ethical considerations	=	=	=
8	2	Training on the preparation of the questionnaire form	=	=	=
9	2	Continue to train the student to prepare the questionnaire form	=	=	=
10	2	Continue to train the student to prepare the questionnaire form	=	=	=

11	2	Training the student on how to empty questionnaires and convert them into classified data	=	=	=
12	2	Training the student on how to start scientific research and how to choose the title, objectives and type of samples.	=	=	=
13	2	Continue to train the student on how to initiate scientific research and how to choose the title, objectives and type of samples	=	=	=
14		The student's knowledge of some of the applications used in scientific research	=	=	=
15		Continuing the student's knowledge of some of the applications used in scientific research	=	=	=

11.Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student such as daily, monthly and written exams (Med and final)

12.Learning and Teaching Resources

1- Biostatistics - Dr. Abdul Khaliq Abdul Jabbar Al-Naqib - Technical Education Authority	
2- Introduction to Statistics - Dr. Khasha Mahmoud Al-Rawi - University of Mosul	
3 - Statistics in Social Sciences - Dr. Mohamed Awad Abdel Salam - Alexandria University	
4- Introduction to Health and Life Statistics - Dr. Adnan Shukri Al-Rubaie - Ministry of Health	
5- Introducing population statistics – Norma Mc Arthur .	
6- W. Dixon and F. Massey – Introduction to statistical Analysis .	
7- Banderrfort Hill, Fundament in biostistics .	

13.	Course Name: Occupational Health & Safety
14.	Course Code:
15.	Semester / Year: First and Second Semester – Phase II – 2023–2024
16.	Description Preparation Date:10/3/2024
17.	Available Attendance Forms:
18.	Number of Credit Hours (Total) / Number of Units (Total):5 unit/60

19. Course administrator's name (mention all, if more than one name)					
Name: Thikra Ali Harb Email: thikra.harb.iku@atu.edu.iq					
20. Course Objectives					
Course Objectives		<p>General: – At the end of the academic year, the student be able to recognize the importance of occupational health and safety.</p> <p>Own: – The student will be able to:</p> <p>A- To identify the damages suffered by workers in various facilities.</p> <p>B – To be familiar with the occupational health and safety conditions that must be met for the prevention of accidents, work injuries and various occupational diseases.....</p> <ul style="list-style-type: none"> • • 			
21. Teaching and Learning Strategies					
Strategy	<p>Cooperative education strategy. Brainstorming education strategy. Education strategy collaborative concept planning. Real-time feedback education strategy Education Strategy Notes Series. The strategy of education by exchanging views and discussing. Education strategy by presenting information. Education strategy by training and presentation of scientific developments.</p>				
22. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first	2	Enable students to understand The concept of safety and health Professionalism and history	Identify the concept of occupational health and safety and history.	Theoretical explanation supported practical and how to display videos.	Daily exams with assignments and reports

		and safety responsibilities			
second and third	2	Identify occupational health and safety in Iraq and its relationship to productivity and how to increase the rate of profits and avoid injuries	Occupational health and safety in Iraq and its relationship to productivity	=	=
From the fourth to the eleven	2	Understand the types of risks in different work environments and how to deal with them. With her and ways to avoid them.	Types of risks to workers in different work environments)Physical hazards Chemical hazards Mechanical hazards	=	=
Second and thirteen	2	To recognize the types of Risks to workers in different work environments (biological hazards Electrical hazards Risks of roofing scaffolding - - - And the stairs will enable the student to know the necessary health programs To protect resources Humanity is a disease resulting from the nature of work and its material climate..	Biological hazards Mechanical hazards	=	=
Fourteen	2	Students get to know each other knowingly Toxins (definition	Industrial poisons	=	=

		of poison - the way it enters the body its interactions inside the body and how to excrete it outside the body)			
Fifteen	2	To compare risks and methods Exposure and mechanism of action These toxins inside the body And how to prevent them	Poisoning with heavy metals such as lead, mercury and chromium	=	=
Sixteen and the sevente	2	Pesticide poisoning Poisoning with organic compounds	To distinguish the student between different types of poisons	=	=
Eighteen and nineteen	2	Understand the types of risks in different work environments and how to deal With it and ways to avoid it.	Work accidents and injuries Definition of accident and injury and its types	=	=
20th Twenty one	2	To know the environmental problems that the worker is exposed to and how Applying principles Occupational safety and health at work	Handling and storage of materials Security and safety signs	=	=
Twenty two	2	To analyze the environmental problems to which the worker is exposed and how Applying principles Occupational Safety and Health While working	Statistics of Work Injuries	=	=
Twenty	2	Clarification of	Medical prevention	=	=

third		primary examinations Periodic, special and rehabilitation	methods		
Twenty four	2	First aid applications and a first aid kit	First aid services at work sites	=	=
Twenty five	2	Explain engineering prevention methods and avoid engineering hazards such as wearing protective clothing and other	engineering prevention methods	=	=
Twenty sixth	2	To analyze the environmental problems to which the worker is exposed and how Applying principles Occupational safety and health during work.	Ventilation and monitoring of the working environment	=	=
Twenty seven	2	Students learn about the importance of inspection tours and how to provide tips	General personal hygiene Inspection of Workplaces	=	=
Twenty eighth	2	Students distinguish between protective equipment with an indication of the type of work and the best means of protection	Personal protective equipment - types specifications - use	=	=
Twenty nine and thirty	2	Explain the types of risks in different work environments and how to deal With them and ways to avoid them	Age and occupational safety legislation	=	=

23. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	
24. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Methodological book (Occupational Safety and Health Administration Bo 2009)
Main references (sources)	Encyclopedia of Occupational Health and Safety Geneva 1990
Recommended books and references (scientific journals, reports...)	Occupational Health and Safety Bo 2015
Electronic References, Websites	Google

25. Course Name: environmental health	
26. Course Code:	
27. Semester / Year: First semester\ 2 nd	
28. Description Preparation Date: 5\3\2024	
29. Available Attendance Forms:	
30. Number of Credit Hours (Total) / Number of Units (Total) 30\ 4	
31. Course administrator's name (mention all, if more than one name)	
Name: Hiba Ridha Hussein Email: hiba.hussein.iku@atu.edu.iq	
32. Course Objectives	
Course Objectives	<u>Objectives of the course:</u> The student will be able to identify the most important environmental components and their sources of pollution <u>Specific Objective:</u>

	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1- Learn about water, soil and air pollution in cities and the method of treating pollutants. 2- Treating all industrial waste. 3- Treatment of ground and surface water. 4- Identify global environmental problems and greenhouse gas emissions.
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33. Teaching and Learning Strategies

Strategy	<p>Cooperative education strategy . Teaching strategy brainstorming. Education strategy collaborative concept planning. Education strategy real-time feedback Education strategy notes series. Education strategy by exchanging opinions and discussion. Education strategy by presenting information. Education strategy through training and presenting scientific developments</p>
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34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	<p>Introducing the student to the concept of health and the environment, and what are the health goals of the environment. Enabling the student to know the most important things Strategies needed to reach a healthy environment. The ability to distinguish between species in different environments</p>	1- Environmental health (health concept Environment, goals strategies, types environment)	Theoretical explanation supported by videos	Daily exams Oral and written Reports, discussions
2	2	<p>The student should know the most important components Environmental. To be able to distinguish between Environmental components Ability to identify</p>	2- Components of environment 3- Environmental pollutants	=	=

		environmental polluta			
3	2	Identify the m important sources pollution Air. The student acqui basic concepts About methods treating air pollution	4- Air pollution	=	=
4	2	=	air pollution	=	=
5	2	Identify the m important sources pollution water. The student acqui basic concepts About methods treating water polluti	5- Water pollution	=	=
6	2	=	Water pollution	=	=
7	2	Identify the m important sources pollution the soil. The student acqui basic concepts On methods of treat soil pollution	6- Soil pollution	=	=
8	2	The student knows methods Drainage of waste waste Learn how to drain wa And waste	7- Waste drainage And waste	=	=

9	2	=	Drainage of waste waste	=	=
10	2	The student's knowledge of types of waste requester The student should be able to Dealing with medical waste And how to get rid of them	8- Medical waste	=	=
11	2	Learn about the most important treatment methods Sewage Explain how to treat wastewater	9- Wastewater treatment Healthy	=	=
12	2	Understanding relationship between environment and food Knowledge of foodborne diseases Learn how to preserve food	10- Environment & food: foodborne diseases, Food preservation	=	=
13	2	Knowledge of the most important types of insects And rodents Teach them how to control insects Teach them how to control rodents	11- Pest control And rodents	=	=
14	2	Identify radioactive contamination And its sources Providing students with the necessary knowledge and skills on how to get rid of radioactive contamination Providing students with the knowledge and skills necessary to prevent radioactive contamination	12-Radioactive contamination	=	=

15	2	Explain how to monitor the environment Providing students with the knowledge and skills necessary to improve environment	13- How to monitor and improve the environment	=	=
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35. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

36. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name: Professional ethics

2. Course Code:

3. Semester / Year: Second semester \2nd

4. Description Preparation Date: 5\3\2024

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total): 30\2

7. Course administrator's name (mention all, if more than one name)

Name: Hiba Ridha Hussein
Email: hiba.hussein.iku@atu.edu.iq

8. Course Objectives

Course Objectives

Objectives of the article:

Identify the basic etiquette of professional behavior for employees

	<p>In medical specialties</p> <p><u>Special objectives:</u></p> <p>Qualifying the graduate on professional behavior dealing with his profession</p> <p>And achieving harmony with himself and professional environment (the patient</p> <p>And his companions, health workers and medical devices)</p>
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9. Teaching and Learning Strategies

Strategy	<p>Cooperative education strategy</p> <p>Teaching strategy brainstorming.</p> <p>Education strategy real-time feedback</p> <p>Education strategy notes series.</p> <p>Education strategy by exchanging opinions and discussion.</p> <p>Education strategy by presenting information.</p> <p>Education strategy through training and presenting scientific developments</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The student's knowledge of the concept of behavior Professional. Explain the most important elements of professional behavior	- Professional behavior - Elements of human behavior	Supported theoretical explanation With examples and methods Clarification	Exams Daily, class and written reports, discussions
2	2	Understanding the principles of professional ethics in stages Civilizational and Islamic developments Explain how to deal with the patient In hospitals	Principles of professional ethics in stages Civilizational developments .And Islamic Etiquette for dealing with the patient In hospitals	=	=

3	2	Understand the meaning of trends inclinations and enable the student to Differentiate between them	-Behavioral trends and tendencies	=	=
4	2	Understand what is meant by values and customs Traditions and the distinction between them	Values, customs and traditions	=	=
5	2	Identify personality types And the general features and characteristics of each Personality and how to deal with it	Personality types, how dealing with it	=	=
6	2	Providing students with the necessary knowledge about Basic ethics of the health profession And medical	Basic ethics of the profession Health and medical	=	=
7	2	The student is familiar with the moral and legal rights of the patient and employees In the health and medical professions	Moral and legal rights For the patient - Moral and legal rights For workers in health professions And medical	=	=
8	2	Understanding the student and giving him the experience necessary to deal with the patient	Behavioral dealing with the patient	=	=
9	2	Empowering students with methods And the behaviors needed to deal with Medical devices and equipment	Behavioral dealing with Medical devices and equipment	=	=
10	2	The student knows the most important conditions Necessary to embody mental health	Conditions for the embodiment of mental health	=	=

11	2	Clarifying the concept of professional compatibility And understand its concept and conditions	Professional compatibility and its relationship to work (its concept and conditions)	=	=
12	2	Introducing the student to the concept of occupational safety Its importance and how to achieve occupational safety for health workers	Occupational safety	=	=
13	2	The student's knowledge of the human dimensions and religious health professions	Human and religious dimensions and democracy for the health professions And medical	=	=
14	2	Clarifying the role of the affiliate in spreading health culture. The student acquires basic concepts On the factors of effective communication with patients. Identify the most important necessary conditions For success while on the lookout.	- The role of the medical associate in Reporting and disseminating health culture Among community members - Factors for effective communication between medical associates and patients - Conditions necessary for success The medical member during his guard duty	=	=
15	2	Identify the most important applications of professional behavior	Applications in professional behavior	=	=

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	السلوك المهني- تأليف د. عدنان شاكر – د. هناء أحمد توفيق د. عبد الله جاسم
Main references (sources)	1-الدستور الاسلامي للمهنة الطبية – وثيقة الكويت – 1981 للم العالمي الأول – الطب الاسلامي في الكويت 2-الطب القضائي وآداب المهنة- تأليف د. ضياء الموسوي – 86 كتيب عن السلوك المهني للأطباء 3-كتيب عن السلوك المهني للأطباء – اصدار نقابة الأطباء العراقية 1977

Recommended books and references (scientific journals, reports...)	السلوك المهني للأطباء – تأليف: د. راجي عباس التكريتي، 1970
Electronic References, Websites	

37.	Course Name: Computer Applications
38.	Course Code:
39.	Semester / Year: first and second semester / 1 st stage
40.	Description Preparation Date: 5/3/2024
41.	Available Attendance Forms:
42.	Number of Credit Hours (Total) / Number of Units (Total): 60/6
43.	Course administrator's name (mention all, if more than one name) Name: Ebtihal Aziz Mustafa Email: ebtihal.aziz.iku@atu.edu.iq
44.	Course Objectives
Course Objectives	<p>General goals:</p> <p>The goal of this course is to enable students to acquire practical skills and the ability to deal with a computer. The course includes introducing students to the hardware and software components of a computer, the types of computers and their generations, as well as the types of operating systems, including the MS-DOS operating system, and learning how to write programming commands for the system. The students also learned about the Windows operating system, its versions and advantages, how to operate the computer, how to deal with mouse buttons, using the keyboard, learning about desktop components and icons, dealing with windows, creating files and documents, and shutdown the computer, also learn about the concept of computer viruses and how to avoid infection by using anti-virus programs available within the Windows operating system environment.</p> <p>Special goal: The student acquires knowledge in using computers and its</p>

software.

45. Teaching and Learning Strategies

Strategy	<p>Cooperative education strategy. Teaching strategy brainstorming. Education strategy collaborative concept planning. Education strategy real time feedback Education strategy notes series. Education strategy by exchanging opinions and discussion. Education strategy by presenting information. Education strategy through training and presenting scientific developments</p>
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46. Course Structure

Week	Hours (Theoretical 1 + Practical 2)	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	3	Computer Fundamentals Computer Concept, Computer Features Hardware Computer Components Software Computer Components	Computer Fundamentals and Components	Theoretical explanation supported by presentation and practical application	Daily examinations, oral and written discussions
2.	3	Types of computers and their classification in terms of working method, size and type of data And the development of computer generations	Computer Fundamentals and Components	=	=
3.	3	Fields of computer use and computer components manufacturing	Computer Fundamentals and Components	=	=
4.	3	MS-DOS Operating System: The concept of the Operating System - the system index - disk directories and their levels - and system files Internal Operating System Commands And External Operating System Commands	MS-DOS Operating System	=	=
5.	3	Internal operating system commands:	MS-DOS Operating	=	=

		Time – Date – Cls – Help – Exit	System		
6.	3	Internal operating system commands: RD – CD – MD	MS-DOS Operating System	=	=
7.	3	Internal operating system commands: Vol - Ver - Path - Dir	MS-DOS Operating System	=	=
8.	3	Internal operating system commands: Echo - Ren - Copy - Del	MS-DOS Operating System	=	=
9.	3	Windows Operating System: Windows Operating System Concept Its advantages or basic requirements for operating the system Know the type and version of Windows How to operate a computer	Windows Operating System	=	=
10.	3	Desktop home screen components, Getting to know the Task Bar The concept of Icon, File, Folder, and Program Exit the system and Shut Down the computer	Windows Operating System Desktop Home Screen Components	=	=
11.	3	Start menu components How to deal with mouse and keyboard activities	Windows Operating System Desktop Home Screen Components	=	=
12.	3	Dealing with main desktop icons such as My Computer - My Documents - Recycle Bin, Control Panel, Network The importance and components of the Task Bar	Windows Operating System Desktop Home Screen Components	=	=
13.	3	The concept of the window and the program and identifying its main components of the window Identify the components of the My Computer	Windows Operating System Desktop Home Screen Components	=	=

		window in terms of disks, folders, and files			
14.	3	Manage the desktop right Click menu Display desktop icons and automatic arrangement of icons Show and hide desktop icons And sort desktop icons Personalize your desktop Change desktop wallpaper Show the main icons of the desktop	Windows Operating System Desktop right Click menu	=	=
15.	3	Create folders and files Use the rename feature Make use of copy, cut and paste files or folders Know the properties of files and folders and the file type (extension) of each file Delete files and folders Dealing with the Recycle Bin, how to permanently delete folders, and recover deleted folders	Windows Operating System Desktop right Click menu	=	=
16.	3	Manage the taskbar's right- click menu Lock and unlock the taskbar Move the taskbar up, left, right, and Click Auto-hide the taskbar and use small icons for the taskbar icons	Windows Operating System Taskbar right Click menu	=	=
17.	3	Knowing the parts of a window and performing operations on windows such as moving or moving the window How to search for files and folders Use the Task Manager to cancel a task or program	Windows Operating System Taskbar right Click menu	=	=
18.	3	Arrange open windows on the taskbar using specials (cascade, side-by-side and stack windows) Pin and unpin programs to the taskbar	Windows Operating System Taskbar right Click	=	=

			menu		
19.	3	Use the Control Panel Standard control panel view in Categories view <i>Learn about the parts of the control panel:</i> - 1) System and Security: Action Center Windows Firewall Windows Update System Power Options Backup 2) Network and Internet: Network Options, Home Group Sharing Center, and Internet Options.	Windows Operating System Control Panel	=	=
20.	3	<i>Learn about the parts of the control panel:</i> - 3) Learn about the use of user accounts such as Change the name and picture of the account, create and remove a password, create an account and remove the account, as well as change the account type to a standard or administrator account 4) Appearance and personal-ization , such as changing the taskbar properties and file explorer options	Windows Operating System Control Panel	=	=
21.	3	<i>Learn about the parts of the control panel</i> 5) Devices and sounds - such as the mouse, changing the action of the mouse buttons, changing the appearance of the mouse pointer, changing the action of the mouse pointer 6) Clock & Zone: Set date and time and change time zone and language	Windows Operating System Control Panel	=	=

22.	3	<p><i>Learn about the parts of the control panel</i></p> <p>7) Software: Know how to uninstall software</p> <p>8) Ease of Access: Ease of Access Speech Recognition Center</p>	<p>Windows Operating System</p> <p>Control Panel</p>	=	=
23.	3	<p>Accessories It contains a group of programs that are useful to the user and are easy to use, such as:</p> <p>1) Snipping tool: Know how to open a tool, use the screenshot feature, and save the snippet</p> <p>2) Painter: Use it to create and save drawings through the commands it provides.</p>	<p>Windows Operating System</p> <p>Accessories</p>	=	=
24.	3	<p>Accessories</p> <p>3) Run is used to open a program, folder, document, or website.</p> <p>4) Calculator is used to perform simple calculations</p>	<p>Windows Operating System</p> <p>Accessories</p>	=	=
25.	3	<p>Accessories</p> <p>5) Notepad is a basic text editing program that you can use to create documents.</p> <p>6) WordPad is a text editing program that you can use to create and edit documents.</p>	<p>Windows Operating System</p> <p>Accessories</p>	=	=
26.	3	<p>Accessories</p> <p>7) Sticky Notes: Used to write a to-do list or to write notes</p> <p>8) Magnify is used to make things on the screen easier to see</p>	<p>Windows Operating System</p> <p>Accessories</p>	=	=
27.	3	<p>Accessories</p> <p>9) Keyboard on screen displays 'on-screen keyboard'</p> <p>10) Recorder is used to record audio and save it as an audio file on the computer.</p>	<p>Windows Operating System</p> <p>Accessories</p>	=	=

		Learn how to get help and its different methods			
28.	3	Computer virus concept Viruses: How to get infected with viruses and the damage resulting from computer viruses Characteristics of computer viruses Components of computer viruses Methods of transmission of computer viruses	Computer Virus	=	=
29.	3	Types of viruses in terms of methods of spread Computer Antivirus Software Install antivirus or antivirus software	Computer Virus	=	=
30.	3	Malware: Malware The most important steps necessary to protect against hacking and viruses	Computer Virus	=	=

47. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

48. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Computer basics and office applications, Part One
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Coursera Udemy LinkedIn Learning

Course Description Form

Course Name:	
Internal medicine and surgery	
2. Course Code:	
3.semester/year	
First semester 2025	
4.description preparation date	
2025\9\8	
5.available attendance forms	
In- person education	
6. Number of credit houres (total)/number of units (total)	
30hours/6unite	
7.course administrators name (mention all , if more than one name)	
Name :- muhammed hameed E mail:- momammedh@gmail.com	
8.course objectives	
General Objectives: By the end of the year, the student should be able	Course objectives

<p>deal with</p> <p>both emergency and non-emergency cases,</p> <p>understand treatment methods, and assist in the diagnosis of diseases.</p> <p>Specific Objectives:</p> <p>The student should be able to connect different topics and understand how the body deals with diseases and how treatments work.</p>	
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9. Teaching and Learning Strategies

<ul style="list-style-type: none"> • Active Learning Strategy • Brainstorming Strategy • Group Work and Discussion Strategy • Storytelling Strategy • Self-Learning Strategies <ul style="list-style-type: none"> • Repetition and Review Strategies • Mixing between all strategies 	Strategy
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10. Course Structure

Evaluation method	Learning method	Unit subject name	Required learning outcomes	Hour	Week
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<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	Diphtheria	Understanding and comprehension	2	1.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	Whooping cough meningeal injury	Understanding and comprehension	2	2.

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>Typhoid and face injury</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>3.</p>
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>Measles, smallpox and coronavirus surgical mouth</p>	<p>Understanding and comprehension</p>		<p>4.</p>

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>Infection mouth tongue surgical tongue</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>5.</p>
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>Gastritis peptic ulcer gum ulcer</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>6.</p>

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>Jaundice tonsillitis</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>7.</p>
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>Hf epigastric ca</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>8.</p>

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>IMI</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>9.</p>
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>ANGINA</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>10.</p>

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	Ca stomach	Understanding and comprehension	2	11.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	Appendix a hypertension	Understanding and comprehension	2	12.

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>CHD and IO</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>13.</p>
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	<p>Pneumonia and abscess</p>	<p>Understanding and comprehension</p>	<p>2</p>	<p>14.</p>

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use Interactive Lectures</p> <p>Use Innovative Learning</p>	Asthma liver injury	a	Understanding and comprehension	2	15.
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11.Course evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12.Learning and Teaching Resources

ملزمة الطب الباطني الجراحي د فواز الخالدي	Required text books (curricular books if any)
Davidsons by davidon Harrison text book of medicine by Harrison Clinical methods by Hatschison General surgery baily and lovers	Main references (source)
Google search ,ncbi	Electronic references , website

2025

Course Description Form

1. Course Name:					
Clinical Chemistry 1 + Clinical Chemistry 2					
2. Course Code:					
CHM121					
3. Semester / Year:					
First semester – second semester /First Year					
4. Description Preparation Date:					
19/7/2025					
5. Available Attendance Forms:					
Theoretical and Practical					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours per semester (1 theoretical + 3 practical), total number of units (4).					
7. Course administrator's name (mention all, if more than one name)					
Name: Zeyad Kadhim Oleiwi + Esam Mohammed Turki Email: Zeyadk.almajtoomi@uokufa.edu.iq					
8. Course Objectives					
Course Objectives		Introduce students to the fundamental concepts of clinical chemistry. <ul style="list-style-type: none"> Understand the composition and properties of body fluids and their role in medical diagnosis. Learn laboratory techniques and safety precautions used in clinical chemistry laboratories. Identify and understand biochemical substances and their physiological/pathological roles in the human body. Train students to collect and handle blood and urine specimens correctly. Prepare students for real-world applications of biochemical analysis in clinical settings. 			
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Classroom lectures (theoretical foundations) Laboratory experiments and hands-on practical sessions Visual aids (charts, PowerPoint, videos) Group discussions and report writing Daily quizzes and mid-term evaluations 			
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
10-Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
(1)	1	Safety standards when establishing or establishing workshops and scientific laboratories. Basic equipment to be available in laboratories . Safety precautions from the hazards of laboratory materials, chemicals and electricity. Chemical hazards and how to deal with them, Radiation hazards and how to deal with them	Safety of laboratories	The lecture is theory and practice	Theoretical, practical and quarterly examination
(2)	1	Introduction to analytical chemistry - methods of expressing solution concentrations - molar concentration - standard concentration - percent concentration - methods of dilution and preparation of laboratory	Introduction to analytical chemistry	The lecture is theory and practice	Theoretical, practical and quarterly examination
(3)	1	-Hydrogen concentration (pH) - the importance of the hydrogen concentration in the human body - the hydrogen concentration of the blood - buffer solutions - their properties and methods of preparation	-Hydrogen concentration (pH)	The lecture is theory and practice	Theoretical, practical and quarterly examination

(4)	1	Analytical methods used in clinical chemistry laboratories - qualitative analysis - quantitative analysis - types of quantitative analysis	Analytical methods used in clinical chemistry laboratories	The lecture is theory and practice	Theoretical, practical and quarterly examination
(5)	1	Chromatography - Types of chromatography -	Chromatography	The lecture is theory and practice	Theoretical, practical and

		Beer's law - Beer Lambert's law - Stand			quarterly examination
(6)	1	Definition of biochemistry - Definition of clinical chemistry - Body fluids and their importance in conducting clinical chemistry tests - Urine - Urine collection and methods of preservation - The formation of urine in the human body - Normal rate of urine excretion - Definition of excessive urine - Definition of poor urine - Definition of lack of urine	Definition of biochemistry	The lecture is theory and practice	Theoretical, practical and quarterly examination
(7)	1	Natural and unnatural components of urine - general urine analysis - clinical importance - urinary system stones and their types - and the reasons for their formation	Urine	The lecture is theory and practice	Theoretical, practical and quarterly examination

(8)	1	Blood - blood collection - blood plasma - blood serum - the difference between plasma and serum and how to get 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 conducting some clinical chemistry tests - The most important blood protein precipitators used in clinical chemistry	Blood	The lecture is theory and practice	Theoretical, practical and quarterly examination
(9)	1	Electrolytes - the importance of electrolytes in the	Electrolytes	The lecture is theory and practice	Theoretical, practical and
		human body - types of electrolytes - sodium - its metabolism - its function its clinical importance - potassium - its metabolism - its function - its clinical importance - chloride - its metabolism - its function - its clinical importance			quarterly examination
(10)	1	Calcium - Metabolism - Function - Clinical Importance - Phosphorous - Metabolism - Function - Clinical Importance - Iron - Metabolism - Function - Clinical Importance	- types of electrolytes	The lecture is theory and practice	Theoretical, practical and quarterly examination

(11)	1	Carbohydrate compounds - their sources - their classification - glucose sugar - glucose metabolism - glucose level in blood - factors that maintain blood glucose level - clinical significance of glucose - renal threshold and urine glucose level	Carbohydrate	The lecture is theory and practice	Theoretical, practical and quarterly examination
(12)	1	Diabetes mellitus - alternative energy - sources of its formation - ketone bodies - acidification of the blood	Diabetes mellitus	The lecture is theory and practice	Theoretical, practical and quarterly examination
(13)	1	glucose tolerance test - preparing the patient for the test - the most important glucose tolerance charts - normal chart - diabetes mellitus chart - poor storage process chart - flat chart - diabetes urine chart	glucose tolerance test	The lecture is theory and practice	Theoretical, practical and quarterly examination
(14)	1	Fats - classification - lipid metabolism - lipids	Fats	The lecture is theory and practice	Theoretical, practical and

		in blood plasma - fatty acids			quarterly examination
(15)	1	Cholesterol - chemical formula - presence of cholesterol - cholesterol metabolism - cholesterol biosynthesis - function of cholesterol in the human body - clinical significance of cholesterol	Cholesterol	The lecture is theory and practice	Theoretical, practical and quarterly examination
Second semester					

(1)	1	Triglycerides - types of triglycerides - their clinical significance	Triglycerides	The lecture is theory and practice	Theoretical, practical and quarterly examination
(2)	1	Proteins - protein structure - amino acids - properties of amino acids - union of amino acids to form protein - peptide bond - Zwitter ion	Proteins	The lecture is theory and practice	Theoretical, practical and quarterly examination
(3)	1	Classification of proteins in the human body - insoluble proteins - soluble proteins - blood plasma proteins - serum proteins - functions and importance of proteins in the human body - clinical significance of total protein in serum	Classification of proteins	The lecture is theory and practice	Theoretical, practical and quarterly examination
(4)	1	Techniques used to separate different types of blood proteins - Electrophoresis of serum proteins - Factors affecting the electrophoresis process - Types of supporting media - Separation method - Methods for reading the results	separate of blood	The lecture is theory and practice	Theoretical, practical and quarterly examination
(5)	1	Non-protein nitrogen compounds - their types in the human body - uric acid - the biosynthesis of uric acid - the clinical importance	-protein compounds	The lecture is theory and practice	Theoretical, practical and quarterly examination
		of uric acid - urea - the biosynthesis of urea - the clinical importance of urea			

(6)	1	Creatine - Creatine biosynthesis - Clinical significance of creatine - Creatinine - Creatinine biosynthesis - Clinical significance of creatinine - Creatinine clearance test	Creatine	The lecture is theory and practice	Theoretical, practical and quarterly examination
(7) (8)	2	Liver function tests - liver - liver function - clinical signs of liver disease - bilirubin - biosynthesis and fate of bilirubin	Liver	The lecture is theory and practice	Theoretical, practical and quarterly examination
(9)	1	Jaundice - types of jaundice - pigment excretion in different cases of jaundice - liver function tests importances	Jaundice	The lecture is theory and practice	Theoretical, practical and quarterly examination
(10)	1	Enzymes - Functions of enzymes in the body - Classification of enzymes - Factors affecting the work of enzymes - The basic substance on which the enzyme works - How does an enzyme work - GOT & GPT enzymes - Properties and function of each and its clinical importance	Enzymes	The lecture is theory and practice	Theoretical, practical and quarterly examination
(11)	1	Alkaline phosphatase and acid phosphatase - properties, functions and clinical significance of each	Types of Enzymes	The lecture is theory and practice	Theoretical, practical and quarterly examination
(12)	1	Amylase and lipase - properties, functions and clinical significance of each	Amylase	The lecture is theory and practice	Theoretical, practical and quarterly examination

(13)	1	Vitamins - their classification - Vitamins (A - B - C - D) their respective functions - and their sources	Vitamins	The lecture is theory and practice	Theoretical, practical and quarterly examination
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(14)	1	Hormones - nature of hormones - their functions - some important hormones and their functions and the gland producing each of them	Hormones	The lecture is theory and practice	Theoretical, practical and quarterly examination
(15)	1	Introduction to PCR technique (Polymerase chain reaction) - definition - importance - uses	Introduction to PCR	The lecture is theory and practice	Theoretical, practical and quarterly examination

10- Course Evaluation

Monthly theoretical exam 25
 Monthly practical exam 15+
 Final theoretical exam 35 +Final practical exam 25

11- Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p>Fundamentals of Analytical Chemistry, by Douglas A. Skoog, Donald M. West, F. James Holler, and Stanley R. Crouch. (Latest available edition, Cengage Learning)</p> <p>Tietz Textbook of Clinical Chemistry and Molecular Diagnostics, by Carl A. Burtis, David E. Bruns. (Published by Elsevier, typically referred to as "Tietz Clinical Chemistry")</p>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • WHO Guidelines for Clinical Laboratories • Journals of Clinical Chemistry and Biochemistry <p style="text-align: center;">Electronic Resources:</p> <ul style="list-style-type: none"> •
Electronic References, Websites	<ul style="list-style-type: none"> • https://www.who.int • https://www.ncbi.nlm.nih.gov • https://labtestsonline.org

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



2024

Course Description Form

11. Course Name:					
Pharmacology					
12. Course Code:					
13. Semester / Year:					
Second					
14. Description Preparation Date:					
24 Feb 025					
15. Available Attendance Forms:					
16. Number of Credit Hours (Total) / Number of Units (Total)					
4/4					
17. Course administrator's name (mention all, if more than one name)					
Name: ph. Saif Ghalib Mahdi Email: phsaifghalib@gmail.com					
18. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> •Trade and scientific name • mechanism of action •drug interaction •side effects 		
19. Teaching and Learning Strategies					
Strategy		Data show and questions and Quizzes and informati connection between lectures			
20. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2	Data Show	GA CNS Antidepressants Hypnotic		

			Sedative Anxolytic Local Anesthesia Analgesic		
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21. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

22. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Lippincott & BNF
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Www.drug.com

Course Description Form

1. Course Name: Theoretical environmental health	
2. Course Code:	
3. Semester / Year: First semester\ 2 nd	
4. Description Preparation Date: 5\3\2025	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) 30\ 4	
7. Course administrator's name (mention all, if more than one name)	
Name: Hiba Ridha Hussein Email: hiba.hussein.iku@atu.edu.iq	
8. Course Objectives	
Course Objectives	<u>Objectives of the course:</u> The student will be able to identify the most important environmental components and the sources of pollution <u>Specific Objective:</u> The student will be able to: 1- Learn about water, soil and air pollution cities and the method of treating pollutants. 2- Treating all industrial waste. 3- Treatment of ground and surface water. 4- Identify global environmental problems heat emissions.
9. Teaching and Learning Strategies	
Strategy	Cooperative education strategy . Teaching strategy brainstorming.

Education strategy collaborative concept planning.
 Education strategy real-time feedback
 Education strategy notes series.
 Education strategy by exchanging opinions and discussion.
 Education strategy by presenting information.
 Education strategy through training and presenting scientific developments

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing the student to the concept of health. The environment, what are the health goals the environment. Enabling the student know the most important things Strategies needed reach For a health environment. The ability distinguish between species different environments	1- Environmental health (health concept Environment, goals strategies, types environment)	Theoretical explanation supported by videos	Daily exams Oral and written Reports, discussions
2	2	The student should know the most important components Environmental. To be able distinguish between Environmental components Ability to identify environmental pollutants	2- Components of environment 3- Environmental pollutants	=	=
3	2	Identify the most important sources of pollution Air. The student acquire basic concepts About methods treating air pollution	4- Air pollution	=	=

4	2	=	air pollution	=	=
5	2	Identify the most important sources of water pollution. The student acquire basic concepts about methods of treating water pollution.	5- Water pollution	=	=
6	2	=	Water pollution	=	=
7	2	Identify the most important sources of soil pollution. The student acquire basic concepts on methods of treating soil pollution.	6- Soil pollution	=	=
8	2	The student knows methods of drainage of waste and waste. Learn how to deal with waste and waste.	7- Waste drainage and waste	=	=
9	2	=	Drainage of waste and waste	=	=
10	2	The student should have knowledge of types of waste and requester. The student should be able to deal with medical waste and how to get rid of them.	8- Medical waste	=	=

11	2	Learn about the most important treatment methods Sewage Explain how to treat wastewater	9- Wastewater treatment Healthy	=	=
12	2	Understanding relationship between the environment and food Knowledge of foodborne diseases Learn how to preserve food	10- Environment and food: foodborne diseases, Food preservation	=	=
13	2	Knowledge of the most important types of insects and rodents Teach them how to control insects Teach them how to control rodents	11- Pest control and rodents	=	=
14	2	Identify radioactive contamination and its sources Providing students with the necessary knowledge and skills to get rid of radioactive contamination Providing students with the knowledge and skills necessary to prevent radioactive contamination	12- Radioactive contamination	=	=
15	2	Explain how to monitor the environment Providing students with the knowledge and skills necessary to improve the environment	13- How to monitor and improve the environment	=	=

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

23. Course Name: Physiology 1					
24. Course Code:					
25. Semester / Year:2025-2024					
26. Description Preparation Date:					
27. Available Attendance Forms:					
28. Number of Credit Hours (Total) / Number of Units (Total)					
29. Course administrator's name (mention all, if more than one name)					
Name: Zekra Ali Harb					
Email:					
30. Course Objectives					
Course Objectives			<u>The General target of study</u> 1- The student is able to know physiology human body (Structure and functions) 2- The student is able to done more clin examination that Related with physiology		
31. Teaching and Learning Strategies					
Strategy					
32. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1,2	2	Safety precautions from the hazards of laboratory materials, chemicals and electricity. Cells(Define - Types Structures of cells) , Tissues (Define , Types , Structures tissues) , Muscles (Define Types , Structures of muscles)	muscle	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance -Based Practical Assessment Peer Assessment
3,4	=	Blood -Functions - properties composition -blood plasma blood serum Erythrocyte(properties shapes-number -function production and degradation blood cells)	Blood	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance -Based Practical Assessment Peer Assessment
5	=	Leukocyte (Types -Shapes number-functions)	Leukocyte	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance -Based Practical Assessment Peer Assessment
		Hemoglobin-functions -normal value- composition Platelets(number-function) Coagulation of blood anticoagulant	Coagulation	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance -Based Practical Assessment Peer Assessment

					nt
		Cardiovascular system -heart structure of heart - function cardiac valves- cardiac cycle heart sounds .	heart	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance -Based Practical Assessment Peer Assessment
		Blood vessels (arteries -vein capillary blood vessels properties -blood cycle (pulmonary & systemic)	vessel	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance -Based Practical Assessment Peer Assessment
		Blood pressure -normal value factors effecting of blood pressure	blood pressure	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance -Based Practical Assessment Peer Assessment
		Respiratory system -structure expiration -inspiration respiratory muscles - respiratory rate.	Respiratory system	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance -Based Practical Assessment Peer

					Assessment
		Pulmonary volume – pulmonary ventilation – regulation of exchange in blood by respiration	ventilation on regulation	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
		Urinary system – structure functions Functions of kidney composition of urine – cast and stone in urine normal	Urinary system		Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
		Ear and eye (structure and functions)	Ear and eye	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
		Skin (Define , Structures Functions)s	Skin	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment

33. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as

daily preparation, daily oral, monthly, or written exams, reports etc	
34. Learning and Teaching Resources	
Required textbooks	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	scientific journals, reports`
Electronic References, Websites	

Course Description Form

1. Course Name: Physiology 2	
2. Course Code:	
3. Semester / Year:2025-2024	
4. Description Preparation Date:	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Name: Zekra Ali Harb	
Email:	
8. Course Objectives	
Course Objectives	<u>The General target of study</u> 1- The student is able to know physiology human body (Structure and functions) 2- The student is able to done more clin examination that Related with physiology
9. Teaching and Learning Strategies	
Strategy	

10. Course Structure	

Week	Topics details
1	Digestive system – Parts of it .
2	Stages of digestion (Oral , Stomach , Intestine). and digestives enzymes .
3	Intestinal functions and absorption.
4	Digestive system glands (salivary glands , pancreas- Liver) structure -Functions.
5	Gallbladder – structures and functions
6	Stool formation
7 & 8	Nervous system –structure – functions Central nervous system –peripheral nervous system
9	The brain and spinal cord
10 & 11	Different area in brain which responsible for sense, movement, hearing, smell , taste ,sight.
12 & 13	Endocrine glands (types and functions)
14 & 15	Reproductive system (male and female) structure and functions

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



Course Description Form

Course Name:
Internal medicine and surgery
2. Course Code:
3.semester/year

First semester 2025

4.description preparation date

2025\9\8

5.available attendance forms

In- person education

6. Number of credit heures (total)/number of units (total)

30hours/6unite

7.course administrators name (mention all , if more than one name)

Name :- muhammed hameed E mail:- momammedh@gmail.com

8.course objectives

General Objectives:

By the end of the year, the student should be able to deal with both emergency and non-emergency cases, understand treatment methods, and assist in the diagnosis of diseases.

Specific Objectives:

The student should be able to connect different topics and understand how the body deals with diseases and how treatments work.

Course objectives

9.Teaching and Learning Strategies

- Active Learning Strategy
- Brainstorming Strategy
- Group Work and Discussion Strategy
- Storytelling Strategy
- Self-Learning Strategies
- Repetition and Review Strategies
- Mixing between all strategies

Strategy

10.Course Structure

Evaluation method	Learning method	Unite or subject name	Required learning outcome	Hour	Week
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<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	Diphtheria	Understanding and comprehension	2	16.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	Whooping cough and meningial injury	Understanding and comprehension	2	17.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	Typhoid and face injury	Understanding and comprehension	2	18.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	Measles small pox and corona virus and surgical mouth	Understanding and comprehension		19.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	Infection of mouth and tongue and surgical tongue	Understanding and comprehension	2	20.

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	Gastritis and peptic ulcer and gum ulcer	Understanding and comprehension	2	21.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	Jaundice and tonsillitis	Understanding and comprehension	2	22.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	Hf and epigastric ca	Understanding and comprehension	2	23.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	MI	Understanding and comprehension	2	24.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	<p>Use of Active Learning</p> <p>Use of Interactive Lectures</p> <p>Use of Innovative Learning</p>	ANGINA	Understanding and comprehension	2	25.

<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	Use of Active Learning Use of Interactive Lectures Use of Innovative Learning	Ca stomach	Understanding and comprehension	2	26.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	Use of Active Learning Use of Interactive Lectures Use of Innovative Learning	Appendic and hypertension	Understanding and comprehension	2	27.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	Use of Active Learning Use of Interactive Lectures Use of Innovative Learning	CHD and IO	Understanding and comprehension	2	28.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	Use of Active Learning Use of Interactive Lectures Use of Innovative Learning	Pneumonia and liver abscess	Understanding and comprehension	2	29.
<ul style="list-style-type: none"> • Formative Assessment • Continuous Assessment • Final Assessment • Performance-Based Practical Assessment • Peer Assessment 	Use of Active Learning Use of Interactive Lectures Use of Innovative Learning	Asthma and liver injury	Understanding and comprehension	2	30.
11.Course evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
12.Learning and Teaching Resources					
Required text books (curricular books, if any					

Davidsons by davidon Harrison text book of medicine Harrison Clinical methods by Hatschison General surgury baily and lovers	Main references (source)
Google search ,ncbi	Electronic references , website

Course Description Form

35.	Course Name: Medical microbiology 1,2
36.	Course Code:
37.	Semester / Year: First and second semester \2 nd
38.	Description Preparation Date: 16\2\2025
39.	Available Attendance Forms:
40.	Number of Credit Hours (Total) / Number of Units (Total) 120\
41.	Course administrator's name (mention all, if more than one name)
	Name: Zahraa Kareem Taiban Email: zahraa.saad@atu.edu.iq
42.	Course Objectives
Course Objectives	<p>General objectives :</p> <p>Student will be able to know a simple general idea about : Pathogenes (Bacteria, fungi, parasites and viruses), the immunity and disease prevention</p> <p>Special objectives :</p> <p>Student will be able to :</p> <ul style="list-style-type: none"> • To diagnose some simple cases in his field work, instead of specialest, when specielest is absent. • Do some tests in the labs. • Collect, preserve and transport the pathogenic samples. • Give an advice for disease prevention and control
43.	Teaching and Learning Strategies
Strategy	<p>Cooperative education strategy</p> <p>Teaching strategy brain storming</p> <p>time feedback-Education strategy real</p> <p>.Education strategy notes series</p> <p>.ng opinions and discussionEducation strategy by exchange</p> <p>.Education strategy by presenting information</p> <p>-Education strategy through training and presenting scientific</p> <p>.developments</p>
44.	Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	History of microbiology, site of microorganism in world of the living & branches of microbiology. Biological hazards and how to deal with them, signs warning signs laboratories, Disposal waste from workshops medical laboratories,		Theoretical explanation of the definition of microbiology and conducting field visits. Display and discuss videos and illustrative images and explain the danger of dealing with the laboratory and its ideal conditions.	Daily, oral and written examinations reports, discussions
2	4	Bacterial morphology, bacterial structure.		=	=
3	4	Bacterial requirements, growth curve		=	=
4	4	Septic respiratory system.		=	=
5	4	Control of microorganisms.		=	=
6	4	Pathogens of respiratory system .		=	=
7	4	Pathogens of digestive system.		=	=
8	4	Pathogens of urinary and sexual systems		=	=
9	4	Food poisoning.		=	=
10	4	Contamination of hospitals .		=	=
11	4	General characteristics of fungi .		=	=

12	4	The viruses , shape sizes & some v diseases.		=	=
13	4	Introduction of parasi		=	=
14	4	Protozoa , Entamo histolytica.		=	=
15	4	Flagellates, Giardia Trichomonase .		=	=
16	4	Sporozoa, plasmodium toxoplasma.		=	=
17	4	Helimenthes, taenia		=	=
18	4	Echinococcus granulos		=	=
19	4	Hymenolipes nana		=	=
20	4	Trematoda helminthes		=	=
21	4	Trepanoma ,schistosor		=	=
22	4	Immune system, organ of immune systems.		=	=
23	4	Antibody &antigen.		=	=
24	4	Antibody &antigen reactions.		=	=
25	4	Hypersensitivity.		=	=
26	4	Autoimmune diseases.		=	=
27	4	Discuss the report of bacteria		=	=
28	4	Discuss the report of parasite.		=	=
29	4	Discuss the report fungi & viruses.		=	=
30	4	Discuss the report immunity		=	=

45. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

46. Learning and Teaching Resources

Required textbooks (curricular books

any)	
Main references (sources)	<p>1- Michael J. Leboffe. (2002). Microbiology: Laboratory Theory & Application, Brief 3e 3rd Edition</p> <p>2- P.C. Trivedi, Sonali Pandey, Seema Bhadauria. 2010. TEXT BOOK OF MICROBIOLOGY. Aavishkar Publishers, Distributors. ISBN 978-81-7910-306-7.</p> <p>3- Subhash Chandra Parija. 2012. Textbook of Microbiology and Immunology, 2nd edition. Elsevier</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: Health inspection and control

2. Course Code:

3. Semester / Year: First and second semester \2nd

4. Description Preparation Date: 15\3\2024

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total) 120\

7. Course administrator's name (mention all, if more than one name)

Name: Zahraa Kareem Taiban

Email: zahraa.saad@atu.edu.iq

8. Course Objectives

Course

General goals:

Objectives

At the end of the academic year, the student will be able to become familiar with the programs concept of health inspection

udent will be able to **Specific Objectives: The st**

A- become familiar with the foundations, rules and requirements for the success of the inspect process

B- determine the health conditions and specifications that must legally available in stores sub to health supervision

9. Teaching and Learning Strategies

Strategy

Cooperative education strategy

Teaching strategy brain storming

Education strategy real-time feedback

Education strategy notes series.

Education strategy by exchanging opinions and discussion.

Education strategy by presenting information.

-Education strategy through training and presenting scientific developments.

10. Course Structure

Week	Hours	Required Outcomes	Learning	Unit or subject name	Learning method	Evaluation method
1	4	Getting to know the units of the Oversight Division, the work of each unit, and the duties assigned to it		A visit to Oversight Division And get to know units And the duties of each unit	Theoretical explanation of the laws and conduct field visits. Showing video about some of the subjects under study and discuss whether the conditions met or not	Daily, oral and written examinations, reports, discussions
2	4	Learn how to keep records and most important administrative procedures		How to keep records And other administrative matters	=	=
3	4	Enabling the student to understand the contexts of field administrative work		Work contexts	=	=
4	4	Learn about the most important laws and conditions It must be available in hotels and rest houses		Hotels and houses	=	=
5	4	Learn about the most important laws and conditions It must be available in public cafés, casinos, family parks, and shops selling coffee and travel tea		Public cafés, casinos Family parks, shops Selling coffee and travel tea	=	=
6	4	Learn about the most important laws and conditions It must be available in ovens, bakeries, pastries, and shops that prepare, prepare, and serve food and beverages		Ovens, bakeries and pastries, Preparation and serving shops Food and drinks	=	=
7	4	Learn about the most important laws and conditions It must be available in shops that prepare and sell service ice cream and shops that sell individual food supplies		Shops that prepare and sell service ice cream, and shops that sell individual home food supplies	=	=

8	4	Learn about the most important laws and conditions It must be available in stores that sell meat, dairy, eggs, and animal products (in bulk) and stores of meat, poultry and their products	Meat and dairy stores Eggs and products Animals (wholesale), stores selling red meat, poultry and their products	=	=
9	4	Learn about the most important laws and conditions It must be available in stores selling ready-made food and beverages, stores selling wholesale individual river and marine fish and kiosks selling sherbet, juice and ready-made foods	Stores selling ready-made food and drinks, shops selling wholesale individual river and marine fish, kiosks selling sherbet, juice and ready-made foods.	=	=
10	4	Learn about the most important laws and conditions It must be available in barber and beauty salons, coffee grinding and selling shops, and live chicken shops	Barber and beauty salons, coffee grinding and selling shops, live chicken shops	=	=
11	4	Identify the most important laws and conditions that must be met for fitness centers	Identify the most important laws and conditions that must be met for fitness centers And apply through conducting a field visit to the site	=	=
12	4	Learn about the most important laws and conditions It must be available in the food industry laboratory	Learn about most important laws and conditions It must be available in the food industry laboratory applied conducting a field visit to the site	=	=
13	4	Learn about the most important laws and conditions These must be available in the food processing plant	Food processing plant	=	=
14	4	Learn about the most important laws and conditions It must be available in the food appetizers factory	Food appetizers factory	=	=

15	4	Learn about the most important laws and conditions Must be available in confectionery factory	Sweets factory	=	=
16	4	Learn about the most important laws and conditions It must be available in the Al-Rashi production plant and applied through conducting a field visit to the site	Al-Rashi production plant	=	=
17	4	Learn about the most important laws and conditions Must be available in ice factories	Snow factory	=	=
18	4	Learn about the most important laws and conditions Must be available in chips factories	chips laboratories	=	=
19	4	Learn about the most important laws and conditions It must be available in juice and soft drinks factories and applied by conducting a field visit to the site	Juice and soft drinks factories	=	=
20	4	Learn about the most important laws and conditions It must be available in mineral water and soft drinks factories and applied by conducting a field visit to the site	Mineral water and soft drinks factories	=	=
21	4	Learn about the most important laws and conditions It must be available in factories for drinking water using a membrane system and reverse osmosis	Water desalination and sterilization plants Drinking water using a membrane system Helicity and reverse osmosis	=	=
22	4	Learn about the most important laws and conditions What must be available for liquefaction water projects and how to test liquefaction water	Basalt water projects	=	=
23	4	Learn about the most important laws and conditions It must be available in cosmetic and detergent laboratories and applied through a field visit to the site	Beauty centers	=	=

24	4	Learn about the most important laws and conditions It must be available in cosmetics and detergent laboratories applied through a field visit to site	Cosmetics laboratories Cosmetics detergents factories	=	=
25	4	Learn about the most important laws and conditions It must be available in the means of transport designed to transport, preserve, display, sell and prepare foodstuffs	Means of transport intended for transport Preserve, display and sell And food processing	=	=
26	4	Learn about the most important laws and conditions Must be available in public bathrooms And apply it through conducting a field visit to the site	Public bathrooms	=	=
27	4	Learn about the most important laws and conditions Must be available in swimming pools And apply it through conducting a field visit to the site	Swimming pools	=	=
28	4	Learn about the most important laws and conditions Health and environmental standards that must be available in schools and implemented through conducting a field visit to the site	Health environmental inspection On schools	=	=
29	4	Learn about the most important laws and conditions Must be available in slaughterhouses And apply it through conducting a field visit to the site	Massacres	=	=
30	4	Learn about the most important laws and conditions These must be available in sanitary landfill sites and applied through conducting a field visit to the site	Sanitary landfill sites	=	=

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)	<p>1- وزارة الصحة العراقية- دليل الرقابة الصحية 2012-2013</p> <p>2- قانون الصحة العامة رقم 89 لسنة 1981 وتعديلاته</p> <p>3- قانون رقم 54 لسنة 2001 (التعديل الثامن لقانون الصحة العامة)</p> <p>4- نظام الأغذية رقم 29 لسنة 1982</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

13. Course Name:	
2	General Anaton
14. Course Code:	
15. Semester / Year:	
2 nd Semester	
16. Description Preparation Date:	
2025	
17. Available Attendance Forms:	
18. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours - 4 study units	
19. Course administrator's name (mention all, if more than one name)	
Name: Dr. Aiman M. Baqer Email:	
20. Course Objectives	
Course Objectives	<p>1- General Goals : The students at the end of the Academic Year will have the ability to recognize all the parts of the human body anatomically .</p> <p>2- Special Goals : The students will be able to :</p> <p>a- He can correlate between the functions and the anatomy of each part of the body.</p> <ul style="list-style-type: none"> • b- He can assist the medical doctor in diagnosis a treatment in some way , primarily and simply necessary .
21. Teaching and Learning Strategies	
Strategy	<p>Brainstorming Strategy</p> <ul style="list-style-type: none"> • Modeling Learning Strategy • Group Work or Collaborative Learning Strategy • Discussion Strategy • Project Strategy • Problem Solving or Problem-Based Learning Strategy • Story Strategy <p style="text-align: center;">• Combination of Different Strategies</p>

22. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Understanding and comprehension	Muscles of leg and foot	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
2	4	Understanding and comprehension	Muscles of the trunk	Use interactive lectures	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
3	4	Understanding and comprehension	Nervous system	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
4	4	Understanding and comprehension	Spinal cord	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
5	4	Understanding and comprehension	Peripheral nervous system	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment

					Assessment
6	4	Understanding and comprehension	Spinal nerves	Use interactive lectures	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
7	4	Understanding and comprehension	Autonomic nervous system	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
8	4	Understanding and comprehension	Digestive system	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
9	4	Understanding and comprehension	Cardio-vascular system	Use interactive lectures	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
10	4	Understanding and comprehension	Blood and heart	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance-Based Practical Assessment Peer Assessment
11	4	Understanding and comprehension	Veins and arteries	Use active learning	Formative Assessment Continuous Assessment Summative

					Assessment Performance- Based Practical Assessment Peer Assessment
12	4	Understanding and comprehension	Abdominal aorta	Use interactive lectures	Formative Assessment Continuous Assessment Summative Assessment Performance- Based Practical Assessment Peer Assessment
13	4	Understanding and comprehension	Veins of the systemic circulation	Use innovative learning	Formative Assessment Continuous Assessment Summative Assessment Performance- Based Practical Assessment Peer Assessment
14	4	Understanding and comprehension	Veins of the head and neck	Use active learning	Formative Assessment Continuous Assessment Summative Assessment Performance- Based Practical Assessment Peer Assessment
15	4	Understanding and comprehension	Lymphatic system and respiratory system	Use interactive lectures	Formative Assessment Continuous Assessment Summative Assessment Performance- Based Practical Assessment Peer Assessment

23. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

24. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Not Found

Main references (sources):

Online Resources

.1Kenhub

•Features: Offers comprehensive anatomy learning

	<p>modules, quizzes, and high-quality illustrations and videos.</p> <p>.2Visible Body</p> <ul style="list-style-type: none"> •Features: A suite of apps that provide highly detailed 3D models and animations that demonstrate anatomical structures and functions. <p>Scientific Journals</p> <p>" .1Clinical Anatomy"</p> <ul style="list-style-type: none"> •Published by: Wiley-Liss •Features: Focuses on anatomy as it relates to the practice of medicine, dentistry, and physical therapy. <p>" .2Journal of Anatomy"</p> <ul style="list-style-type: none"> •Published by: Wiley-Blackwell on behalf of the Anatomical Society •Features: One of the oldest and most respected anatomy journals, publishing original research on all Reports and Other References <p>" .1The Anatomical Record"</p> <ul style="list-style-type: none"> •Features: This journal provides new insights into the functional impact of anatomical structure and the developmental origins of anatomical variation. <p>" .2American Journal of Physical Anthropology"</p> <ul style="list-style-type: none"> •Features: Publishes articles and reports on the anatomy of living and fossil hominids, contributing to the understanding of human and primate evolution.
Recommended supporting books and references (scientific journals, reports...):	<p>Process Design: Making it Work: A Practical Guide to What to do When and How for Facilitators, Consultants, Managers and Coaches · Book overview. Popular Process Engineering Books ; Principles of Process Engineering S. M. enderson ; Chemical Process Equipment: Selection and Design James R. Couper ; Apply fundamental concepts from statics, dynamics, and mechanics of materials to the design of machine components and/or systems. — Apply static and fatigue ..</p>
Electronic references, websites:	Browse the Google network using the required topic key.

Course Description Form

1. Course Name:	Community health 1 - international health 2
2. Course Code:	
3. Semester / Year:	First and second semester / First stage – 2024 / 2025
4. Description Preparation Date:	10 / 2 / 2025
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) :	30 Hour at first semester with 5 unit 30 Hour at second semester with 5 unit
7. Course administrator's name (mention all, if more than one name)	

8. Course Objectives

Course Objectives

General goals:

Special goal:

9. Teaching and Learning Strategies

Strategy

Cooperative education strategy.
 Teaching strategy brainstorming.
 Education strategy collaborative concept planning.
 Education strategy real time feedback
 Education strategy notes series.
 Education strategy by exchanging opinions and discussion.
 Education strategy by presenting information.
 Education strategy through training and presenting scientific developments

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction of Community health (definition of health ,disease)	Introduction to community health	Theoretical explanation supported by presentation Power Point	Daily, written and final exams
2	2	concept of community health type of community	=	=	=
3	2	Maternal health	=	=	=
4	2	Child health	=	=	=
5	2	Health promotion	=	=	=
6	2	Nutrition ,definition ,importance and type of nutrient	=	=	=
7	2	Environmental health	=	=	=
8	2	Air pollution ,water pollution	=	=	=
9	2	Medical waste isolation	Community health	=	=
10	2	Solid and liquid waste	=	=	=
11	2	Disability , definition, principle and type	=	=	=
12	2	Rehabilitation –type of rehabilitation	=	=	=
13	2	Control of communicable disease	=	=	=

14	2	Non- communicable disease	=	=	=
15	2	Biostatistics- scientific research ,mortality and morbidity	=	=	=
Second Semester					
1	2		International health	=	=
2	2	International health (introduction - definition –and importance)	=	=	=
3	2	History of international health	=	=	=
4	2	Political concept of international health	=	=	=
5	2	Ethical improvement of international health services	=	=	=
6	2	Development of international health	=		
7	2	Eradication ,elimination of disease	=	=	=
8	2	Definition of infectious disease – epidemiological triangle	=	=	=
9	2	Disease prevention	=	=	=
10	2	Disease control	=	=	=
11	2	Biostatistical data in epidemiology of communicable disease	=	=	=
12	2	HIV-hepatitis B-C-A	=	=	=
13	2	H1N1,H1N5,COVOID -19,Flu	=	=	=
14		Ebola disease	=	=	=
15		Malaria disease	=	=	=

11.Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student such as daily, monthly and written exams (Med and final)

12.Learning and Teaching Resources

www.WHO.com	
www.CDC.com	

Course Description Form

1. Course Name: Health inspection and control

2. Course Code:

3. Semester / Year: First and second semester \2nd

4. Description Preparation Date: 15\3\2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total) 120\

7. Course administrator's name (mention all, if more than one name)

Name: Zahraa Kareem Taiban

Email: zahraa.saad@atu.edu.iq

8. Course Objectives

Course Objectives	General goals: At the end of the academic year, the student will be able to become familiar with the programs and the concept of health inspection Specific Objectives: The student will be able to A- become familiar with the foundations, rules and requirements for the success of the inspection process B- determine the health conditions and specifications that must be legally available in stores subject to health supervision
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9. Teaching and Learning Strategies

Strategy	Cooperative education strategy strategy brain Teaching storming time feedback-Education strategy real .Education strategy notes series .Education strategy by exchanging opinions and discussion .Education strategy by presenting information -scientific developments Education strategy through training and presenting s
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10. Course Structure

Week	Hours	Required Outcomes	Learning	Unit or subject name	Learning method	Evaluation method
1	4	Getting to know the units of Oversight Division, the work of each unit, and the duties assigned to it		A visit to Oversight Division And get to know units And the du	Theoretical explanation of the laws and conducting field visits. Showing videos about some of the sites under stu	Daily, oral and written examinations, reports,

			of each unit	and discussing whether or not conditions are met	discussionns
2	4	Learn how to keep records and most important administrative procedures	How to keep records And other administrative matters	=	=
3	4	Enabling the student to understand the contexts of field administrative work	Work contexts	=	=
4	4	Learn about the most important laws and conditions It must be available in hotels and rest houses	Hotels and rest houses	=	=
5	4	Learn about the most important laws and conditions It must be available in public cafes, casinos, family parks, and stores selling coffee and travel tea	Public cafes and casinos Family parks, shops Selling coffee and travel tea	=	=
6	4	Learn about the most important laws and conditions It must be available in ovens, bakeries, pastries, and shops that prepare, prepare, and serve food and beverages	Ovens, bakeries and pastries, Preparation and serving shops Food and drinks	=	=
7	4	Learn about the most important laws and conditions It must be available in shops that prepare and sell service ice cream and shops that sell individual food supplies	Shops that prepare and sell service cream, and shops that sell individual home food supplies	=	=
8	4	Learn about the most important laws and conditions It must be available in stores that sell meat, dairy, eggs, and animal products (in bulk) and stores of meat, poultry and their products	Meat and dairy stores Eggs and products Animals (wholesale), stores selling red meat, poultry and their products	=	=
9	4	Learn about the most important laws and conditions It must be available in stores selling ready-made food and beverages, stores selling wholesale individual river and marine fish, and kiosks selling sherbet, juice and ready-made foods	Stores selling ready-made food and drinks, shops selling wholesale individual river and marine fish, kiosks selling sherbet, juice and ready-made foods	=	=

			made foods.		
10	4	Learn about the most important laws and conditions It must be available in barber beauty salons, coffee grinding and selling shops, and live chicken shops	Barber and beauty salons, coffee grinding and selling shops, live chicken shops	=	=
11	4	Identify the most important laws and conditions that must be met in fitness centers	Identify the most important laws and conditions that must be met in fitness centers And apply through conducting a field visit to the site	=	=
12	4	Learn about the most important laws and conditions It must be available in the food industry laboratory	Learn about the most important laws and conditions It must be available in the food industry laboratory applied conducting a field visit to the site	=	=
13	4	Learn about the most important laws and conditions These must be available in the food processing plant	Food processing plant	=	=
14	4	Learn about the most important laws and conditions It must be available in the food appetizers factory	Food appetizers factory	=	=
15	4	Learn about the most important laws and conditions Must be available in confectionery factory	Sweets factory	=	=
16	4	Learn about the most important laws and conditions It must be available in the Al-Rashi production plant and applied conducting a field visit to the site	Al-Rashi production plant	=	=
17	4	Learn about the most important laws and conditions Must be available in ice factories	Snow factory	=	=

18	4	Learn about the most important laws and conditions Must be available in chips factories	chips laboratories	=	=
19	4	Learn about the most important laws and conditions It must be available in juice and soft drinks factories and applied by conducting a field visit to the site	Juice and soft drinks factories	=	=
20	4	Learn about the most important laws and conditions It must be available in mineral water and soft drinks factories and applied by conducting a field visit to the site	Mineral water and soft drinks factories	=	=
21	4	Learn about the most important laws and conditions It must be available in factories desalination and sterilization drinking water using a special membrane system and reverse osmosis	Water desalination and sterilization plants Drinking with a membrane system Helicity and reverse osmosis	=	=
22	4	Learn about the most important laws and conditions What must be available liquefaction water projects and how to test liquefaction water	Basalt water projects	=	=
23	4	Learn about the most important laws and conditions It must be available in cosmetic and detergent laboratories and applied through a field visit to site	Beauty centers	=	=
24	4	Learn about the most important laws and conditions It must be available in cosmetic and detergent laboratories and applied through a field visit to site	Cosmetics laboratories Cosmetics and detergents factories	=	=
25	4	Learn about the most important laws and conditions It must be available in the means of transport designed to transport, preserve, display, sell and prepare foodstuffs	Means of transport intended for transport Preserve, display and sell And food processing	=	=
26	4	Learn about the most important laws and conditions Must be available in public bathrooms And apply it through conducting	Public bathrooms	=	=

		field visit to the site			
27	4	Learn about the most important laws and conditions Must be available in swimming pools And apply it through conducting field visit to the site	Swimming pools	=	=
28	4	Learn about the most important laws and conditions Health and environmental standards that must be available in schools and implemented through conducting a field visit to the site	Health environmental inspection On schools	=	=
29	4	Learn about the most important laws and conditions Must be available in slaughterhouses And apply it through conducting field visit to the site	Massacres	=	=
30	4	Learn about the most important laws and conditions These must be available in sanitary landfill sites and applied through conducting a field visit to the site	Sanitary landfill sites	=	=

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- وزارة الصحة العراقية- دليل الرقابة الصحية 2012-2013 2- قانون الصحة العامة رقم 89 لسنة 1981 وتعديلاته 3- قانون رقم 54 لسنة 2001 (التعديل الثامن لقانون الصحة العامة) 4- نظام الأغذية رقم 29 لسنة 1982
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

25.Course Name:	
Fundamental of nurse 1- Fundamental of nurse 2	
26.Course Code:	
27.Semester / Year:	
First and second semester / First stage – 2024 / 2025	
28.Description Preparation Date:	
18 / 2 / 2025	
29.Available Attendance Forms:	
30.Number of Credit Hours (Total) / Number of Units (Total) :	
3 0Hour at first semester with 5 unit 3 0Hour at second semester with 5 unit	
31.Course administrator's name (mention all, if more than one name)	
Sadiq A.Rahama altaie altyye149@gmail.com	
32.Course Objectives	
Course Objectives	<p>General goals:</p> <p>The student able to know the general information about Nursing.</p> <p>Special goal:</p> <ul style="list-style-type: none"> • History of Nursing , Nursing , Nurse , Hospital its department , health agency in Iraq . • Vital signs , Temperature , Respiration , Blood pressure & its methods. • Administration of Medication as general ,& storage of drugs . • Methods of giving O2, section the recreation from chest, Arterial respiration Mouth to Mouth. • Normal feeding & gastric Laval. • Physical examination & Laboratory test . • Pre-post-operative care. • First aid & Civil defiance. • Make practices in collection sample. • First aid in nursing procedures in case of fractures, wounds, bleeding , burns, poisoning, shock.
33.Teaching and Learning Strategies	

Strategy	Cooperative education strategy. Teaching strategy brainstorming. Education strategy collaborative concept planning. Education strategy real time feedback Education strategy notes series. Education strategy by exchanging opinions and discussion. Education strategy by presenting information. Education strategy through training and presenting scientific developments
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34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
1	2	First aid in laboratories and Personal protective equipment , Fundamental of Nursing , definition (Nursing , Nurse, health, Hospital.	Introduction to nursing	Theoretical explanation supported by presentation Power point
2	2	Administration & discharge of patient from hospital, pt. Chart , oral report, written of report	=	=
3	2	Nursing process.(Assessing , planning , Implementation , Evaluation).	=	=
4	2	Position of patient, patient lifting and its risks.	=	=
5	2	collection of sample ,prepare the equipment	=	=
6	2	Physical examination, prepare the pt. to exam, role of Nurse in physical examination	=	=
7	2	Basic Needs of Pt. care of Pt. unit , bed making	=	=
8	2	, personal hygiene patient bath, mouth and tooth care. Bed sores, care of sores, causes & prevention of bed sores.	=	=
9	2	Method of sterilization, surgical sterilization , Medical sterilization , kind of disinfectant	Nursing	=
10	2	Dressing the wound , kind of sterilize of surgical equipment ,principle of Dressing & remove of stitches	=	=
11	2	Vital signs, Definition of Temperature, check Temperature, Type of check Temp-oral,axllia, Rectal definition of fever , causes, signs, & symptom, Nursing care of pyrexia , pulse, definition, factors affecting of pulse , site of taking pulse, Nursing point in check pulse	=	=

12	2	Respiration , definition of respiration, definition of Blood pressure. definition of diastolic & systolic pressure.	=	=
13	2	Drug administration , define of drug Type of administration of medication	=	=
14	2	Site of injection {I.M,I.V.,S.c,I.D,} cold & hot. Compress, nose eyes & ears drops.	=	=
15	2	Giving fluid & Blood by intravenous infusion, role of Nurse in giving intravenous infusion.	=	=
Second Semester				
1	2	Role of Nurse in giving blood transfusion the goal of blood transfusion , important notes in blood infusion	Fundamental of nursing 2	=
2	2	Inhalation & oxygen, method of giving oxygen, goals, nursing observations during giving oxygen	=	=
3	2	Nasogastric feeding, nursing procedures and nursing care, gastric lavage, definition, goals, nursing care during gastric lavage.	=	=
4	2	Urinary catheterization, definition, goals, nursing observations, enema, definition, goals, nursing observations.	=	=
5	2	Pre & post-operative nursing care nursing care in recovery room, complications after surgery (bleeding, wound contamination, embolus, constipation)	=	=
6	2	First aid, goals, general principles in first aid.	=	=
7	2	First aid of wounds, types of wounds (open, close) wounds contamination, signs and symptoms of wound infection treatment procedures.	=	=
8	2	First aid in bleeding, definition, types of bleeding (arterial, venous, capillary) first aid of all types of bleeding, Epitasis, definition, first aid and nursing procedures.	=	=
9	2	First aid of shock, definition, types of shock (neurogenic, psychiatric, toxic, anaphylactic, cardiogenic).	=	=
10	2	First aid in fractures, definition, types of fractures ,signs and symptoms, complications, nursing care for patient treated by splint.	=	=
11	2	First aid of burns, definition, types and degree of burns, complications.	=	=
12	2	First aid of poison and poisoning, definition, sign and symptoms, types of poisons, general principles in poisoning treatment of poisoning.	=	=

13	2	First aid of asphyxia, definition, signs and symptoms of asphyxia, drowning, definition, signs and symptoms of drowning, first aid for drowning person.	=	=
14	2	First aid of cardiac arrest and respiration failure, definition of artificial respiration, types (mouth to mouth, Schafer's method).	=	=
15	2	Cardiac arrest, signs, cardiac massage and nursing procedures during cardiac massage.	=	=

35.Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student such as daily, monthly and written exams (Med and final)

36.Learning and Teaching Resources

- Fuerst fundamental of nursing phaeladelphia 1976.

Kozier- and Erbs – Fundamental Of Nursing Concept ,Process And Practice Tenth Edition 2016

Course Description Form

1. Course Name: Epidemiology

2. Course Code:

3. Semester / Year: First & Second semester - second stage

4. Description Preparation Date: 6/3/2024

5. Available Attendance Forms:

6. Number of Credit Hours (Total) 4/ Number of Units (Total)/ 4

7. Course administrator's name (mention all, if more than one name)

Name: Angham Najah Hadi Alkhafaji

Email: kin.angh22@atu.edu.iq

8. Course Objectives

Course Objectives

- **General Objectives:** The student will be able to become know with the concepts of epidemiology and the techniques related to it.
- **Special:** The student will be able to

1. To know how diseases occur and how infectious diseases transmitted and controlled
2. To learn how to analyze the occurrence of epidemics
3. To identify the pathogens
4. To learn about calculating the spread of diseases and calculating the different rates of diseases and deaths

9. Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1- How to work health surveys 2- Identify the type of pathogen (bacteria, fungi, viruses and parasites) 3- Knowing the method of testing patient coming to the country for AIDS 4- Interactive lecture : include discussions by a group of students, collaborative activities, and joint problem solving. 5- Field lecture : Field visits to local communities or health facilities, where students can interact with the topics they are learning in a real-life environment and understand their practical applications. 6- Practical training: Organizing interactive workshops that include practical skills such as health awareness of communicable diseases. 7- Effective use of technology: By including innovative educational methods such as educational videos, interactive online resources, and digital educational platforms to enhance students' interaction and understanding of topics. 8- Encouraging research and analysis: Directing students to conduct independent research on topics of communicable diseases and their causes, analyze data, and make recommendations based on the results. 9- Continuous evaluation: Provide immediate and continuous feedback to students, whether through oral or written Evaluation 10- Use comprehensive evaluation techniques such as projects and tests.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Types of epidemiology Objectives The basics General strategies Factors that control the infection process	Introduction to epidemiology	Practical and theoretical explanation supported by videos	Quiz, oral and written examinations, reports
2	2	General definitions used in the study of epidemiology Disease metrics Risk factor in epidemiology	Study of epidemiology	=	=
3	2	Importance and applications of the epidemiological triad Factors of disease occurrence (diagnosis, time, place)	Epidemiological triad	=	=
4	2	Explaining communicable	Communicable	=	=

		and non-communicable diseases And the factors that control the infection process	non-Communicable diseases		
5	2	Methods of prevention and control of communicable Diseases	Methods prevention control communicable diseases	=	=
6	2	General immunity and herd immunity And the factors that determine immunity levels in the body	Immunity	=	=
7	2	Methods of dealing with vaccines - preserving and storing	vaccines	=	=
8	2	Basic steps for epidemiological surveillance Types of epidemiological studies Methods of investigating epidemic diseases Epidemiological investigation and monitoring	Basic steps for epidemiological surveillance Types epidemiological studies Methods investigating epidemic diseases Epidemiological investigation and monitoring	=	=
9	2	Basic steps for epidemiological surveillance Types of epidemiological studies Methods of investigating epidemic diseases Epidemiological investigation and monitoring	Basic steps for epidemiological surveillance Types epidemiological studies Methods investigating epidemic diseases Epidemiological investigation and monitoring	=	=
10	2	Mechanism of work in the field of prevention News about communicable diseases	Administrative division of Health prevention departments and their work mechanism communicable disease notification form	=	=

11	2	Awareness about measles, rubella and mumps	Measles and Rubella, mumps	=	=
12	2	Awareness about tuberculosis and poliomyelitis	Tuberculosis poliomyelitis	=	=
13	2	Awareness about diphtheria, whooping cough and tetanus	Diphtheria, whooping cough and tetanus	=	=
14	2	concept of hepatitis	Hepatitis	=	=
15	2	Typhoid diseases and brucella.	Typhoid fever & brucella	=	=
16	2	Results of dealing with epidemic diseases	Epidemic diseases that occurred in the world and their consequences	=	=
17	2	Regional plan for infectious disease vaccines	Vaccinations against Infectious diseases	=	=
18	2	Types of health protection, environmental pollution and medical waste	Types of health protection, environmental pollution and medical waste	=	=
19	2	Food poisoning and enteritis	Food poisoning & enteritis	=	=
20	2	Cerebral meningitis	Cerebral meningitis	=	=
21	2	Cholera	Cholera	=	=
22	2	Hydatid cyst	Hydatid cyst	=	=
23	2	Malaria	Malaria	=	=
24	2	Schistosoma	Schistosoma	=	=
25	2	Pandemic influenza types and causes	Pandemic influenza	=	=
26	2	Covid 19 (factors that led to the emergence of new viruses belonging to the coronavirus family)	Covid 19	=	=
27	2	Causes of immunodeficiency, methods of transmission and prevention	Acquired immune deficiency	=	=
28	2	Symptoms of hemorrhagic fever	hemorrhagic fever	=	=
29	2	Chicken pox	Chicken pox	=	=
30	2	rabies	rabies	=	=

11. Course Evaluation

Epidemiology

الدرجة النهائية	الامتحان النهائي		سعي الكورس الاول	الفصل الأول		
100	ع	ن	40	ع	ن	
	25	35	اربعون	15	25	
						1
						2

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	دليل صحة المجتمع / د. امجد نيازي / كتاب منهجي / 6
Main references (sources)	Basic epidemiology / R. Bonita, R. Beaglehole, T. Kjellström. 2nd edition.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	WWW.MEDSCAPE.COM