Ministry of Higher Education and Scientific Research

Scientific supervision and evaluation device

Department of Quality Assurance and Academic Accreditation

Accreditation Department

Academic program and course description guide

2024-1445

INTRODUCTION:

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the primary purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the External Examiner Program.

The academic description provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire the students, based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program and its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies, 3/2906. On 5/3/2023 regarding programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

Concepts and terminology

Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities, and is accompanied by a description of each course within the program.

Course description

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the

learning opportunities available, and this must be linked to the program description.

Program vision

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

Program message

It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

Program Goals

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

Curriculum structure

All courses/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

The prescribed curriculum is a 4-course system divided into two study stages

First year: First semester: 35 units

First year: Second semester: 35 units

Second year: First semester: 34Unit

Second year: Second semester: 34 units

Teaching and learning strategies: Multiple methods are used, such as presentations containing pictures and explanatory videos, as well as directing oral and written questions (homework), preparing reports, and quick and semester examinations.

Learning Outcomes

A compatible set of knowledge, skills and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

Teaching and learning strategies

They are the strategies used by the faculty member to develop the student's teaching and learning. They are plans that are followed to reach the learning objectives, that is, they describe all curricular and extracurricular activities to achieve the learning outcomes of the program.

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Academic program description forms for colleges and institutes

University name: Central Technical University

College/Institute: Cote Technical Institute

Scientific Department: Community Health Technologies

Academic program name: Community Health Technologies

Name of degree: Community Health Diploma

Final certificate: technical diploma / academic system: semester

Date of filling the file: 2/22/2420

Quality Assurance and University Performance Manager

Date: 2024 / 3 / 1

Signature

Dean 's Assistant for Scientific Affairs

Dr. Adel Sabr

Date: 2024 /3 / 1

Signature

Head of Department

Dr. Haider Hafudh

Date: 2024 / 3 / 1

Signature

Dean's approval 12/3/2024

Date:2024/ /

الاستاذ الدكتور
مهدي فرحان بنية
عميد المعهد التقني. كوت

1- The vision of the program

That the Community Health Department becomes known regionally and globally thanks to its achievements in the fields of health care, leadership, education, and scientific research.

2- Program message

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

3- Program objectives

The department aims to graduate technical personnel in environmental health, occupational safety, inspection, health control, health surveys, implementing primary health care programs, carrying out health awareness campaigns, and operating and caring for special devices.

Preparing students to become community leaders in competence and professionalism in the field of community health.

Emphasizing the importance of health education in the educational and professional aspects to increase individual, family and community awareness towards achieving self-care.

Cooperating with public and private organizations in meeting the health needs of the community

4- Program accreditation

Nothing

5- Other external influences

Nothing

6- Program structure				
Notes*	Percentage Study	Percentage Study	Number of courses	Program structure
		2	1	Organization requirements
		10	4	COLLEGE REQUIREMENTS

	%100	98	28	Department requirements
			There is	summer training
				Other

* Notes may be included later if the course is core or optional.

7- Program description

First academic year/first semester

Language of instruction /school system	Material type	Requirement type	number of units	The number of hours			Subject	T
				م	ع	ن		
Arabic language/semester	**Specialized/basic**	**scientific department**	5	5	3	**2**	**Principles of Community Health**	**1**
English language/semester	Specialized/basic	scientific department	**5**	**5**	**3**	**2**	**1 Fundamentals of Nursing 1**	**2**
English language/semester	Specialized/basic	scientific department	**4**	**4**	**2**	**2**	**1General Anatomy 1**	**3**
English language/semester	Specialized/basic	scientific department	**5**	**5**	**3**	**2**	**1 Physiology 1**	**4**
English language/semester	Specialized/basic	scientific department	5	5	3	**2**	**Medical Microbiology 1**	**5**
Arabic language/semester	Specialized/basic	scientific department	2	2		2	**Biostatic 1**	**6**
Arabic language/semes	**support**	scientific	**3**	**3**	**2**	**1**	**Computer application**	**7**

ter		departm ent						
English language/semes ter	**suppor t**	**universi ty**	4	4	3	1	**Clinical / Chemistry 1**	**8**
Arabic language/semes ter	**Gener al**	**universi ty**	2	2		2	**Human rights and democracy**	**9**
			35	**3 5**	**19**	**16**	**first semester**	**total**

First academic year/secondary semester

Language of instruction /school system	**Mate rial type**	**Requir ement type**	**numbe r of units**	**The number of hours**			**Subject**	**T**
				M	pr ac tic al	the ore tic al		
Arabic language/semes ter	**Speciali zed/basi c**	**scientifi c depart ment**	5	5	3	**2**	**Principles of Communi ty Health**	**1**
English language/semes ter	Special ized/ba sic	scientifi c departm ent	**5**	**5**	**3**	**2**	**2 Fundamen tals of Nursing**	**2**
English language/sem ester	Special ized/ba sic	scientifi c departm ent	**4**	**4**	**2**	**2**	**General Anatomy 2**	**3**
English language/sem ester	Special ized/ba sic	scientifi c departm ent	**5**	**5**	**3**	**2**	**Physiolog y 2**	**4**
English language/sem ester	Special ized/ba sic	scientifi c departm ent	5	5	3	**2**	**Medical Microbiol ogy 2**	**5**
Arabic language/semes	Special ized/ba	scientifi c	2	2		2	**Biostatic 2**	**6**

ter	sic	departm ent						
Arabic language/semes ter	**suppor t**	scientifi c departm ent	**3**	**3**	**2**	**1**	**Computer applicatio n**	**7**
English language/semes ter	**suppor t**	**universi ty**	4	4	3	1	**Clinical / Chemistry 2**	**8**
semester	**Gener al**	**Ministr y**	2	2		2	**English**	**9**
			35	**3 5**	**19**	**16**	**first semester**	**Total**

Second stage/first semester

Language of instruction /school system	**Mate rial type**	**Requir ement type**	**Numbe r of units**	**The number of hours**			**Subject**	**T**
				M	pr ac tic al	the ore tic al		
Arabic language/sem ester	Special ized/ba sic	scientifi c departm ent	5	5	3	2	Principles of Community Health1	**1**
Arabic language/sem ester	Special ized/ba sic	scientifi c departm ent	6	6	4	2	Health Inspection 1	**2**
English language/semes ter	Special ized/ba sic	scientifi c departm ent	6	6	4	2	Medicine & Surgery 1	**3**
Arabic language/sem ester	Special ized/ba sic	scientifi c departm ent	5	5	3	2	Health & Occupational Safety1	**4**
Arabic language/sem ester	Special ized/ba sic	scientifi c departm ent	4	4	2	2	Epidemiolog y1	**5**

Arabic language/semester	Specialized/basic	scientific department	4	2	2	2	Environmental Health1	**6**
English language/semester	support	scientific department	4	2	2	2	Pharmacology1	**7**
			34	**34**	**20**	**14**	**first semester**	**total**

Second stage/second semester

Language of instruction /school system	**Material type**	**Requirement type**	**Number of units**	**The number of hours**			**Subject**	**T**	
				M	practical	theoretical			
Arabic language/semester	Specialized/basic	scientific department	5	5	3	**2**	**Principles of Community Health 2**	**1**	
Arabic language/semester	Specialized/basic	scientific department	6	6	4	**2**	**Health Inspection 2**	**2**	
English language/semester	Specialized/basic	scientific department	6	6	4	**2**	**Medicine & Surgery 2**	**3**	
Arabic language/semester	Specialized/basic	scientific department	**5**	**5**	**3**	**2**	**Health & Occupational Safety 2**	**4**	
Arabic language/semester	Specialized/basic	scientific department	4	4	2	**2**	**Epidemiology** 2	**5**	

Arabic language/semester	Specialized/basic	scientific department	4	2	2	2	**Environmental Health2**	**6**	
English language/semester	**support**	scientific department	4	2	**2**	2	**Pharmacology 2**	**7**	
Arabic language/semester	**Specialized/basic**	scientific department	**2**	**2**	**2**		**Proposal**	**8**	
			34	**34**	**20**	**14**	**first semester**	**total**	

8- The expected learning outcomes of the program

Knowledge

- Knows the concept of community health

-Explains to the student the components of community health

- Explains the community health program to the student

- Explains to the student the development of the framework for community health programs

- Explains to the student the development that primary health care has reached

- It gives the student applied examples of health conditions in society

Skills

- Collects information about health phenomena and problems

- Analyze the causes of these problems.

- Compares past and present experiences

- Communication and communication skills

9- Teaching and learning strategies

- Using the presentation and presentation method

- Drawing illustrative diagrams

- Brainstorming method

10- Evaluation methods

- True and false questions

-Multiple choice questions

- Questions for clarifications

- Duties

- self evaluation

Tests (monthly, semester, final)

education institution -11

Specialization	employment status	certificate	academic title	full name	ت
Veterinary medicine,	Perpetual angel	Ph.D.	Assistant Professor	Haider Humaish	-1
Veterinary medicine/food health	Perpetual angel	Ph.D.	teacher	Dkegem Mohammed	-2
Biotechnology	Perpetual angel	Ph.D.	teacher	Basim R Sahar	-3
Adult nursing	Perpetual angel	Ph.D.	teacher	Qassim J Odeh	-4
statistics Science	Perpetual angel	Master	Assistant Professor	Alaa Hussein	-5
Community health	Perpetual angel	Master	Assistant Professor	Sameha Naser	-6
Community health	Perpetual angel	Master	assistant teacher	Fatema Haran	-7
Community health	Perpetual angel	Master	teacher	Rawaa Kamel	-8
Community health	Perpetual angel	Master	assistant teacher	Qasim abbas	-9
Veterinary medicine,	Perpetual angel	Master	teacher	Zahraa Zuher Muslim	-10
veterinary	Perpetual	Ph.D.	teacher	Seab Amed	-11

medicine	angel				
Physiology	Perpetual angel	Ph.D.	Assistant Professor	Hassanain Alkenone	-12
Veterinary medicine,	Perpetual angel	Bachelor's	Trainee veterinarian	Rand jawed	-13
Veterinary medicine,	Perpetual angel	Bachelor's	Trainee veterinarian	Ola Salem	-14
Sciences	Perpetual angel	Master	assistant teacher	Ghufran Lateef	-15
Sciences	Perpetual angel	Bachelor's	Senior technical trainers	Hussan Abbas	-16
Higher Health Institute	Perpetual angel	diploma	Senior technical trainers	Hefei make	-17
Sciences	Perpetual angel	Bachelor's	Senior technical trainers	Thema Salem	-18
Higher Health Institute	Perpetual angel	diploma	Senior technical trainers	Fareq Mizel	-19
Veterinary medicine,	Perpetual angel	Bachelor's	Trainee veterinarian	Ahmed Karem	-20
Sciences	Perpetual angel	Bachelor's	Biology associate	Basher Hilal	-21
Community health	Perpetual angel	Bachelor's	Trainee medical technician	Osama Ased Ali	-22
agricultural	Perpetual angel	Bachelor's	Assistant agricultural engineer trainee	Ghufran Raised	-23
Community health	Perpetual angel	Bachelor's	Trainee medical technician	Aseed Jasem	-24
nursing	outermost	Master		Theaa Mohamed	-25
nursing	outermost	Master		Wesam Qasem	26
Community health	outermost	Master		Ahmed Thani	27

Veterinary medicine,	outermost	Master		Basem Jawed	28
Community health	outermost	Bachelor's		Dekle Jether	29
chemistry	outermost	Master		Simah Jehad	30
analyses	outermost	Bachelor's		Rama Jasem	31
nursing	outermost	Bachelor's		Sara Aide	32
nursing	outermost	Bachelor's		Doha Hussan	33
Community health	outermost	Bachelor's		Pager Zidan	34
Community health	outermost	Bachelor's		Ahmed Dawood	35
chemistry	outermost	Bachelor's		Mohammed Nori	36
Sciences	outermost	Bachelor's		Abeer Azeez	37
analyses	outermost	Bachelor's		Sajad Alon	38
Community health	outermost	Bachelor's		Hatem Dereesh	39
nursing	outermost	Bachelor's		Saleh Hussan	40
nursing	outermost	Bachelor's		Amran Janner	41
political science	outermost	Master		Sajad Kathem	42
political science	outermost	Master		Abd Allah Salman	43
Sciences	outermost	Bachelor's		Noor Kamel	44
Sciences	outermost	Bachelor's		Saja Abd ALjalleq	45
Veterinary medicine,	outermost	Bachelor's		Zahria Ali	46
Chemistry	outermost	Bachelor's		Noor Alhuda Saker	47
Sciences	outermost	Bachelor's		Mariem Mohsen	48
analyses	outermost	Bachelor's		Iaai Osama	49
nursing	outermost	Master		Hani Hubbub	50
Veterinary medicine,	outermost	Bachelor's		Mustafa Farhan	51
analyses	outermost	Bachelor's		Dalaa Hameed	52
Sciences	outermost	Bachelor's		Athar Kamel	53

Animal physiology	outermost	Ph.D.		Huda Bader	54
pharmacology	outermost	Bachelor's		Ali Mahdi	55
Histology	outermost	Master		Hussen Shondi	56
Microbiology	outermost	Ph.D.		Jasem Hussen	57
Arabic	outermost	Master		Mona Razaq	58
Arabic	outermost	Master		Saif Aldeen Naser	59

Professional development

Orienting new faculty members

Guiding new faculty members through specialized workshops and placing them between permanent and temporary committees under the supervision of old members in order to develop their teaching and administrative skills.

Professional development for faculty members

Providing proposals to develop curricula and introducing new learning methods to deliver information to students clearly and smoothly. 12- Acceptance standard

1- Central admission through admission lists issued by the Ministry of Higher Education and Scientific Research

2- Direct application through applying for evening study

3- Graduate of the scientific branch

4- Rate higher than 80%

13- The most important sources of information about the program

1- Employing students in the Ministry of Health after graduation.

2- Follow-up and practice by students and work to raise the level of students in educational institutions.

14- Program development plan

Keeping pace with the development of educational curricula

Curriculum Skills Map																			
please tick in the relevant boxes where individual Programmed Learning Outcomes are being assessed																			
				Programmed Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A 1	A2	A3	A 4	B1	B 2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
first		Community Health(1)	**principles**	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
		Fundamentals of Nursing &	**principles**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Anatomy	**principle**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Physiology	**principles**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Microbiology	**principles**	√	√	√	√	√	√	√		√	√	√		√	√	√	
			principle	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Bio chemistry	**Assist**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Computer	**Assist**	√	√	√	√	√	√	√		√	√	√		√	√	√	
Second		Human	**General**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Community	**principles**	√	√	√	√	√	√	√		√	√	√		√	√	√	
			principle	√	√	√	√	√	√	√		√	√	√		√	√	√	

		Medicine &	**principles**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Health &Occupation	**principles**	√	√	√	√	√	√	√		√	√	√		√	√	√	
			principle	√	√	√	√	√	√	√		√	√	√		√	√	√	
		proposal	**principle**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Pharmacolog	**Assist**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Professional	**Assist**	√	√	√	√	√	√	√		√	√	√		√	√	√	
		Computer Applications	**Assist**	√	√	√	√	√	√	√		√	√	√		√	√	√	

Course description

(Principles of Community Health)

It aims to identify the most important concepts of community health and related techniques.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_First Phase**
3- Course name/code	**Principles of Community Health**
4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, First semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 3 practical * 15 weeks = 45 hours**
8- The date this description was prepared	**19/2/2024**
9- **Course objectives** **1- At the end of the academic year, students will have the ability to learn about community health concepts and related techniques.**	
10- **Course outcomes and teaching, learning and evaluation methods** **A- <u>Cognitive objectives</u>** **1. The student becomes familiar with general concepts about the most important community health terms.** **2. Identify the goals and strategies of the community health system.** **3. Identify the services provided in primary health care centers.**	

4. Learn how to organize forms for pregnant women, children, and the family registry. **5. Identify the most important types of vaccines and ways to deal with them.** **6. Identify health information and measures of health and disease**
B- <u>The skills objectives of the course</u> **1- He can manage programs related to community health, such as maternal and child care, vaccinations, etc.** **2- It can help the doctor diagnose and treat in some way, basically and simply when necessary**
C- <u>Teaching and learning methods</u> **1- The teacher delivers detailed theoretical lectures.** **2- The teacher requests the implementation of some skills.** **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account**

daily activities. **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to general anatomy.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **1- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of general anatomy subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure

weeks	hours	Required educational outcomes	Name of the unit or topic	Teaching method	Evaluation method
1	2 the. + 3 prac.	The student understands the lesson	Introduction to community health - definition of community health - what does health include Community - the goal of community	Theoretical and practical lecture	**Discussion , asking some questions and a quick**

			health.		**exam**
2	2 the. + 3 prac.	The student understands the lesson	Primary health care - primary health care programs - goals and strategies	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 the. + 3 prac.	The student understands the lesson	Vaccines -: Immunity - Vaccines, their types and methods of administration - National vaccine schedule in Iraq.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4-5	2 the. + 3 prac.	The student understands the lesson	Maternal and child care services.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 the. + 3 prac.	The student understands the lesson	Breastfeeding - its benefits for the mother and the child Artificial feeding	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2 the. + 3	The student	Diarrhea in children - its	Theoretical	**Discussion**

	prac.	understands the lesson	causes - types - how to avoid and prevent it.	and practical lecture	**, asking some questions and a quick exam**
8	2 the. + 3 prac.	The student understands the lesson	Dehydration in children - its types - signs - how to treat it.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
9	2 the. + 3 prac.	The student understands the lesson	The importance of school health unit services within the primary health care center.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10	2 the. + 3 prac.	The student understands the lesson	Medical waste and how to deal with it	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
11	2 the. + 3 prac.	The student understands the lesson	Pandemic influenza (Corona - bird flu)	Theoretical and practical	**Discussion , asking some**

				lecture	**questions and a quick exam**
12	2 the. + 3 prac.	The student understands the lesson	Some transmissible diseases (tuberculosis, polio)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 the. + 3 prac.	The student understands the lesson	Some communicable diseases (diphtheria, whooping cough, tetanus)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2 the. + 3 prac.	The student understands the lesson	Biostatistics: General method of health research Births and deaths information	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	2 the. + 3 prac.	The student understands the lesson	Measures of health and disease: measures of births and deaths	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
12- Infrastructure					
1- The required prescribed books			The institute's library for additional curricula resources		
2- Main references (sources)			1. Community Medicine... World Health Organization... University Book Series		
A- Recommended books and references (scientific journals, reports, etc.)			All sober journals that have anything to do with the moon		
B- Electronic references and Internet sites			Websites on the Internet related to the course		
13- Course development plan					
Keeping pace with developments in society					

(Microbiology 1)

Course description

It aims to identify the most important microbiology terms with regard to bacteria, as well as to identify all the characteristics of bacteria, and thus it is st important diseases cau o control them.

Dr. Haider Hafudh

Head of Department

Assist. Prof. Sameeha Naser Abed

Lecturer of the subject

on	Middle Tec Technical I
12- Scientific Department/Center	Department of Community Health Technologies_First Phase

13- Course name/code	**Microbiology1**
14- The programs in which he participates	**Department**
15- Available forms of attendance	**Built-in**
16- Semester/year	**Academic year 2023-2024, second semester**
17- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 2 practical * 15 weeks = 30 hours**
18- The date this description was prepared	**20/2/2024**

19- Course objectives

1. The student will be able to get a simple general idea about: pathogens (bacteria, fungi, parasites and viruses), immunity and disease prevention.

20- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

1- The student gets to know general concepts about the most important microbiology terms.

2- The student learns about the precise structure of most microscopic organisms.

B- <u>The skills objectives of the course</u>

1. Student will be able to :

- **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 pathgenic samples.**
- **Give an advice for disease prevention and control.**

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills. **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to general anatomy.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **2- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of microbiology**

subject to keep pace with development in order to achieve personal development for the level of students.

3- Discussion of research and projects by scientific committees in the department.

4- Written tests.

5- Direct observations.

11- Course structure

weeks	**Hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands the lesson	History of microbiology, site of microorganism in & the world of the living the branches of microbiology. Biological hazards and how to deal ,with them signs and warning signs in laboratories, Disposal of waste from workshops and medical laboratories, Disposal of medical laboratory waste.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
2	2 the. + 2 prac.	The student understands the lesson	Bacterial morphology,bacterial cell structure.	Theoretical and practical lecture	**Discussion , asking some questions and a**

					quick exam
3	2 the. + 2 prac.	The student understands the lesson	Bacterial requirement, growth curve	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 the. + 2 prac.	The student understands the lesson	Controle of microorganisms.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 the. + 2 prac.	The student understands the lesson	Pathogenes of respiratory system .	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 the. + 2 prac.	The student understands the lesson	Pathogenes of digestive system.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

7	2 the. + 2 prac.	The student understands the lesson	Pathogenes of urinary and sexual systems	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 the. + 2 prac.	The student understands the lesson	Food poisoning.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	2 the. + 2 prac.	The student understands the lesson	Contamination of hospitals .	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2 the. + 2 prac.	The student understands the lesson	General characters of fungi .	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2 the. + 2 prac.	The student understands	Fungal diseases.	Theoretical and	**Discussion, asking**

		the lesson		practical lecture	**some questions and a quick exam**
12	2 the. + 2 prac.	The student understands the lesson	The viruses , shapes , sizes & some viral diseases.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
13	2 the. + 2 prac.	The student understands the lesson	Introduction of parasites.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14	2 the. + 2 prac.	The student understands the lesson	Protozoa , Entamoeba histolytica.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
15	2 the. + 2 prac.	The student understands the lesson	Flagellates, Giardia . Trichomonase .	Theoretical and practical lecture	**Discussion , asking some questions**

					and a quick exam
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1- Michael J. Leboffe. (2002). Microbiology: Laboratory Theory & Application, Brief 3e 3rd Edition 2- P.C. 2- Trivedi, Sonali Pandey, Seema Bhadauria. 2010. TEXT BOOK OF MICROBIOLOGY. Aavishkar Publishers, Distributors. ISBN 978-81-7910-306-7.**		
A- Recommended books and references (scientific journals, reports, etc.)			**All sober magazines that have anything to do with the moon**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments in society					

Dr. Haider Hafudh

Head of Department

OLA SALAM ZNAD

Lecturer of the subject

Clinical Chemistry 1

Course description

Knows clinical chemistry. He knows the chemical compounds present in the human body and the sources of their formation in the body.	
21- Educational institution	**Middle Technical University- Technical Institute / Kut**
22- Scientific Department/Center	**Department of Community Health Technologies_First Phase**
23- Course name/code	**Clinical Chemistry**
24- The programs in which he participates	**Department**
25- Available forms of attendance	**Built-in**
26- Semester/year	**Academic year 2023-2024, second semester**
27- Number of study hours (total)	**Theoretical 1 * 15 weeks = 15 total hours and 2 practical * 15 weeks = 30 hours**
28- The date this description was prepared	**25/2/2024**
29- Course objectives **2. Knows the normal ratios of chemical compounds in the blood. Recognize**	

the variables that can occur to these compounds in abnormal cases.

30- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

1- It uses the levels of these compounds in the blood serum to measure the efficiency of the functional performance of some body organs such as the liver and kidneys.

2- Diagnoses various diseases in terms of changes that occur in the levels of these compounds in blood and other body fluids.

B- <u>The skills objectives of the course</u>

2. Know the different laboratory methods that are used in clinical chemistry laboratories.

3. Uses devices that are used in clinical chemistry laboratories 9) Measures the levels of chemical components important in diagnosing diseases in the blood laboratory...

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some questions.

2- Group evaluation through a short and quick exam.

3- Evaluation through daily assignments.

4- Monthly, end-of-semester and final exams.

E- <u>Emotional and value-based goals</u>

1- Urging the student to think in different ways.

2- Urging the student to think about the importance of the subject and the danger of neglecting it. **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to Clinical Chemistry** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **3- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of general anatomy subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure					
weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method

1	1 the. + 2 prac.	The student understands the lesson	Laboratory Safety - Tools used in a clinical chemistry laboratory and how to use them	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	1 the. + 2 prac.	The student understands the lesson	The devices used in the clinical chemistry laboratory - the centrifuge and how to use it - the scales and how to use them - the water bath and its uses	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	1 the. + 2 prac.	The student understands the lesson	Methods of analysis used in clinical chemistry laboratories - methods of preparing solutions - standard solution - molar solution - percent concentration solution - and how to prepare each of them.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	1 the. + 2 prac.	The student understands the lesson	Hydrogen concentration (pH) - Methods for preparing buffer solutions - Measuring the hydrogen concentration using pH measuring papers and using a pH measuring	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

			device by measuring the pH of a number of different solutions - Measuring the pH concentration of blood and urine		
5	1 the. + 2 prac.	The student understands the lesson	General urine analysis, including physical analysis of urine (color - pH concentration - measurement of specific density of urine - transparency) - chemical analysis of urine (sugar in urine - albumin - ketone bodies - bilirubin - urobilonegen)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	1 the. + 2 prac.	The student understands the lesson	Blood - Drawing blood - Methods of blood collection and conditions to be followed for preserving blood samples - Preparation of blood plasma - Preparation of blood serum	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	1 the. + 2 prac.	The student understands the lesson	Quantitative analysis methods - titration method - measuring the level of chloride in blood serum using the scattering	Theoretical and practical lecture	**Discussion, asking some questions and a**

			method		**quick exam**
8	1 the. + 2 prac.	The student understands the lesson	Measurement of calcium level in blood serum by scaling method	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	1 the. + 2 prac.	The student understands the lesson	Chromatography method - chromatography devices - spectrophotometer device basic components of the device - how to use the device - maximum absorption curve - standard curve	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	1 the. + 2 prac.	The student understands the lesson	Measurement of phosphorous level in blood serum by chromatography method	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	1 the. + 2 prac.	The student understands the lesson	Measurement of iron level in blood serum by chromatography method	Theoretical and practical lecture	**Discussion, asking some questions and a quick**

					exam
12	1 the. + 2 prac.	The student understands the lesson	Flame illuminator - The basic components of a flame illuminator - How to use a flame illuminator	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	1 the. + 2 prac.	The student understands the lesson	Using a flame retardant to measure the level of sodium and potassium in the blood serum	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	1 the. + 2 prac.	The student understands the lesson	Glucose - measuring blood sugar level	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	1 the. + 2 prac.	The student understands the lesson	Cholesterol - chemical formula - presence of cholesterol - cholesterol metabolism - cholesterol biosynthesis - function of cholesterol in the human body - clinical significance of cholesterol	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

12- Infrastructure	
1- The required prescribed books	**The institute's library for additional curricula resources**
2- Main references (sources)	**3- Fundamental of clinical chemistry / Norbert Tietz)** **4- Clinical chemical pathology / G.H. Gary)** **5- Basic Techniques for the medical laboratory / Jean Jorgenas**
A- Recommended books and references (scientific journals, reports, etc.)	**All sober magazines that have anything to do with the moon**
B- Electronic references and Internet sites	**Websites on the Internet related to the course**
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh ***Head of Department***	**(General anatomy1)** **Course description**	***M.S.C. samah A. Jehid*** ***Lecturer of the subject***

It aims to identify the most important anatomical terms related to the human body, which includes identifying bones and tissues in an accurate and detailed manner, as well as the systems and organs of the human body.	
31- Educational institution	**Middle Technical University- Technical Institute / Kut**
32- Scientific Department/Center	**Department of Community Health Technologies_First Phase**
33- Course name/code	**General anatomy**
34- The programs in which he participates	**Department**

35- Available forms of attendance	**Built-in**
36- Semester/year	**Academic year 2023-2024, second semester**
37- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 2 practical * 15 weeks = 30 hours**
38- The date this description was prepared	**19/2/2024**

39- Course objectives

3. At the end of the academic year, students will have the ability to identify all parts of the human body anatomically.

40- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

1- The student gets to know general concepts about the most important general anatomy terms.

2- The student learns about the precise structure of all tissues and organs of the body.

B- <u>The skills objectives of the course</u>

4. He can link the functions and anatomy of each part of the body.

5. It can help the doctor diagnose and treat in some way, basically and simply when necessary.

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some

questions. **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to general anatomy.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **4- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of general anatomy subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure					
weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands the lesson	Introduction and definition of anatomy , surface anatomy of the body , anatomical position , median plane .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
2	2 the. + 2 prac.	The student understands the lesson	Surface anatomy : planes and vertical lines	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
3	2 the. + 2 prac.	The student understands the lesson	Tissues and cells : Types of cells which form different types of tissues , e.g. : epithelial, connective , muscular, nervous tissues . etc.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
4	2 the. +	The student	Bone and joints : types	Theoretical	**Discussion**

	2 prac.	understands the lesson	of bones , functions of bones , parts of skeleton	and practical lecture	**, asking some questions and a quick exam**
5	2 the. + 2 prac.	The student understands the lesson	Skeleton of upper limb : general anatomical appearance , skeleton of shoulder girdle : clavicle , scapula, humerus , radius, ulna , skeleton of the hand .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
6	2 the. + 2 prac.	The student understands the lesson	Skeleton of lower limb : general anatomical appearance, skeleton of the pelvis : hip bones : Ilium , pubis , ischium . femur. Leg :tibia, fibula. Skeleton of the foot	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
7	2 the. + 2 prac.	The student understands the lesson	Trunk skeleton : thorax : sternum , rips .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
8	2 the. + 2 prac.	The student understands the lesson	Skull : general appearance .	Theoretical and practical	**Discussion , asking some**

				lecture	**questions and a quick exam**
9	2 the. + 2 prac.	The student understands the lesson	Cranium , lower jaw	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10	2 the. + 2 prac.	The student understands the lesson	Vertebral column : the types of vertebra of each part.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
11	2 the. + 2 prac.	The student understands the lesson	Joints : definition , types	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12	2 the. + 2 prac.	The student understands the lesson	Joints of upper and lower limb and trunk	Theoretical and practical lecture	**Discussion , asking some questions and a**

					quick exam
13	2 the. + 2 prac.	The student understands the lesson	Muscular system : types of muscles , muscles of head and face , general information	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14	2 the. + 2 prac.	The student understands the lesson	Muscles of upper limb : limbo vertebral muscles , limbo thoracic muscles , muscles of the shoulder , muscles of upper arm, muscles of hand	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
15	2 the. + 2 prac.	The student understands the lesson	Muscles of the lower limb : muscles of the iliac region , muscles of the gluteal region , muscles of thigh	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**6- Principle of anatomy , Dr. Hani T. Al-Azawi , 4th edition , 1988.** **7- Principle of anatomy , Dr. Abdul-Rahman M. Abdul- Raheim & Dr. Ali K.**		

A- Recommended books and references (scientific journals, reports, etc.)	**All sober magazines that have anything to do with the moon**
B- Electronic references and Internet sites	**Websites on the Internet related to the course**
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh

Head of Department

Ghufran L. Naeemah

Lecturer of the subject

(Fundamental of Nursing 1)

Course description

The aim of studying Foundations of Nursing is to provide students with the basic knowledge and skills to provide health care in the best possible way. This includes understanding medical theories and basic scientific concepts, developing critical thinking and analytical skills, in addition to learning the arts of interacting effectively with patients and understanding professional ethics.	
41- Educational institution	**Middle Technical University- Technical Institute / Kut**
42- Scientific Department/Center	**Department of Community Health Technologies First stage**
43- Course name/code	**Foundations of Nursing**
44- The programs in which he participates	**department**

45- Available forms of attendance	**Built-in**
46- Semester/year	**Academic year 2023-2024, First semester**
47- Number of study hours (total)	**Theoretical 2 * 15 weeks = 30 total hours and 3 practical * 15 weeks = 45 hours**
48- The date this description was prepared	**23/2/2024**

49- Course objectives

4. At the end of the academic year, students will have the ability to provide comprehensive, evidence-based health care, ensuring the safety and comfort of patients.

50- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

1- The student is introduced to general concepts about the basics of nursing.

2- The student learns about practicing practical nursing methods.

B- <u>The skills objectives of the course</u>

6. He can administer medications in different ways and practice the practical principles in health institutions.

7. It can help the doctor diagnose and treat in some way, basically and simply when necessary.

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some

questions. **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to nursing.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **5- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies and presenting them at student conferences.** **6- Developing an update to the vocabulary of the Fundamentals of Nursing subject to keep pace with developments in order to achieve personal development of the students' level.** **7- Discussion of research and projects by scientific committees in the department.** **8- Written tests.** **5- Direct observations.**

11- Course structure					
weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 3 prac.	The student understands the lesson	Health and its maintain	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	2 the. + 3 prac.	The student understands the lesson	Hospitals and its division	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 the. + 3 prac.	The student understands the lesson	Patients care units	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 the. + 3 prac.	The student understands the lesson	Nursing process	Theoretical and practical lecture	**Discussion, asking some**

					questions and a quick exam
5	2 the. + 2 prac.	The student understands the lesson	Body mechanism	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 the. + 3 prac.	The student understands the lesson	Patients history	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2 the. + 3 prac.	The student understands the lesson	Disinfection and sterilization	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 the. + 3 prac.	The student understands the lesson	Personal protective equipment	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
9	2 the. + 3 prac.	The student understands the lesson	Oral care	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2 the. + 3 prac.	The student understands the lesson	Nutritional assessment	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2 the. + 3 prac.	The student understands the lesson	Body mass index	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2 the. + 3 prac.	The student understands the lesson	Body posture	Theoretical and practical lecture	**Discussion, asking some questions and a quick**

					exam
13	2 the. + 3 prac.	The student understands the lesson	Motor and physical activity	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14	2 the. + 3 prac.	The student understands the lesson	Isolation and quarantine techniques	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
15	2 the. + 3 prac.	The student understands the lesson	First aid for choking	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**8- Springhouse corporation , Nursing procedures ,publication,1994**		
A- Recommended books and references (scientific journals, reports, etc.)			**All sober magazines that have anything to do with the moon**		

B- Electronic references and Internet sites	Websites on the Internet related to the course
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh ***Head of Department***	***Qasim Abbas Kahyoosh*** ***Lecturer of the subject***

(Physiology1)

Course description

It aims to identify the most important terms related to the subject of human physiology, which includes identifying the functions of the body's organs in general and detail, such as the circulatory system, as well as the blood and its functions.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_ The first Phase**
3- Course name/code	**Physiology1**
4- The programs in which he participates	**Department**

5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, first semester**
7- Number of study hours (total)	**Theoretical 2 * 15 weeks = 30 total hours and 2 practical * 15 weeks = 30 hours**
8- The date this description was prepared	**2/24/2024**
9- Course objectives **5. At the end of the academic year, students will have the ability to identify all parts of the human organs functions .**	
10- Course outcomes and teaching, learning and evaluation methods **A- <u>Cognitive objectives</u>** **1- The student gets to know general concepts about the most important physiology terms.** **2- The student learns about the precise structure of all tissues and organs of the body.**	
B- <u>The skills objectives of the course</u> **8. He can link the functions of each part of the body.** **9. It can help the doctor diagnose and treat in some way, basically and simply when necessary.**	
C- <u>Teaching and learning methods</u> **1- The teacher delivers detailed theoretical lectures.** **2- The teacher requests the implementation of some skills.** **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**	
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some**	

questions. **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to physiology.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **9- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of physiology subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure					
weeks	**Hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands the lesson	Safety precautions from the hazards of laboratory materials, chemicals and electricity. Cells(Define – Types – Structures of cells) , Tissues (Define , Types , Structures of tissues) , Muscles (Define , Types , Structures of muscles)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
2	2 the. + 2 prac.	The student understands the lesson	Safety precautions from the hazards of laboratory materials, chemicals and electricity. Cells(Define – Types – Structures of cells) , Tissues (Define , Types , Structures of tissues) , Muscles (Define , Types , Structures of muscles)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
3	2 the. + 2 prac.	The student understands the lesson	Blood –Functions – properties composition – blood plasma –blood serumErythrocyte(properieties –shapes-number – functions) production	Theoretical and practical lecture	**Discussion , asking some questions and a quick**

			and degradation		**exam**
4	2 the. + 2 prac.	The student understands the lesson	Blood –Functions – properties composition – blood plasma –blood serumErythrocyte(properieties –shapes-number – functions) production and degradation	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
5	2 the. + 2 prac.	The student understands the lesson	5 Leukocyte (Types – Shapes –number- functions)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
6	2 the. + 2 prac.	The student understands the lesson	Hemoglobin-functions – normal value- composition Platelets(number-functions) Coagulation of blood – anticoagulant	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
7	2 the. + 2 prac.	The student understands the lesson	cardiovascular system – heart- structure of heart – function – cardiac valvescardiac cycle – heart sounds .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**

8	2 the. + 2 prac.	The student understands the lesson	Blood vessels (arteries – veins-capillary blood vessels) properties – blood cycle (pulmonary &systemic	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
9	2 the. + 2 prac.	The student understands the lesson	Blood pressure –normal value- factors effecting of blood pressure	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10	2 the. + 2 prac.	The student understands the lesson	Respiratory system – structure –expiration – inspiration – respiratory muscles – respiratory rate	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
11	2 the. + 2 prac.	The student understands the lesson	Pulmonary volume – pulmonary ventilation – regulation of gas exchange in blood by respiration	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12	2 the. + 2 prac.	The student understands	Urinary system – structure – functions	Theoretical and	**Discussion , asking**

		the lesson		practical lecture	**some questions and a quick exam**
13	2 the. + 2 prac.	The student understands the lesson	Functions of kidneys- composition of urine – cast and stone in urine normal	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14	2 the. + 2 prac.	The student understands the lesson	Ear and eye (structure and functions)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
15	2 the. + 2 prac.	The student understands the lesson	Skin (Define , Structures , Functions)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**Guyton, A. C. and Hall, J. E. 2006. Textbook**		

	of Medical Physiology. 11th Edition. Saunders, Philadelphia. USA. - Bipin Kumar. 2001. Human Physiology. Campus Book International, New Delhi.
A- Recommended books and references (scientific journals, reports, etc.)	**All relevant journals related to the course**
B- Electronic references and Internet sites	**Websites on the Internet related to the course**
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh

Head of Department

Dr. Hasanain Jihad Neamah

(Biostatisics1)

Course description

This course description provides a concise summary of the most important course characteristics and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.	
1- Educational institution	**Middle Technical University-**

	Technical Institute / Kut
2- Scientific Department/Center	**Department of Community Health Technologies First Phase**
3- Course name/code	**Biostatisics1**
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024 first semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30 total hours**
8- The date this description was prepared	**1/9/2023**

9- Course objectives

At the end of the academic year, the student will be able to process and analyze statistical data and reach correct conclusions.

10- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

The student learns to the steps of the statistical method
The student learns to the types of classified and unclassified data and the sources of their collection
The student learns to calculating statistical parameters and indicators-
The student learns to representing data graphically
The student learns to analyzing and interpreting results and predicting the future

B- <u>The skills objectives of the course</u>

1- Display and represent data graphically.
2- Calculating measures of central tendency.
3- Preparing the questionnaire form
4- Calculating the ratio, rate and proportion.

5- Calculating mortality metrics. **6- Calculating birth and fertility standards**
C- <u>Teaching and learning methods</u> **1- The teacher delivers detailed theoretical lectures.** **2- The teacher requests the implementation of some skills.** **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam 30% that takes into account daily activities.** **2- End of semester exam 70%.**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to Biostatistics.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u>

11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.
2- Developing an update to the vocabulary of the Fundamentals of Biostatistics subject to keep pace with development in order to achieve personal development for the level of students.
3- Discussion of research and projects by scientific committees in the department.
4- Written tests.
5- Direct observations.

11- Course structure					
Week	**Hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2	The student learns about the concept of statistics and an overview of statistical analyses	Definition of statistics. Data collection methods	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	2	The student learns how to present and describe statistical data	Display and describe statistical data,	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

3	2	The student learns how to represent frequency distributions for classified and unclassified data	Representing frequency distributions for classified and unclassified data	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2	The student becomes familiar with the tabular display of frequency distribution tables	Tabular display (frequency distribution tables)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2	The student learns how to calculate measures of central tendency /arithmetic mean using different methods	Measures of central tendency/arithmetic mean	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2	The student learns how to calculate the median in different ways	the median	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2	The student learns how to calculate the	the mode	Theoretical and	**Discussion, asking**

		mode in different ways		practical lecture	**some questions and a quick exam**
8	2	he student learns about samples and their types Probabilistic sampling	Samples and their types Probabilistic sampling	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
9	2	The student learns about samples and their types Probabilistic sampling	Non-probability samples	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10	2	The student learns how to prepare a questionnaire form	Questionnaire Preparing the questionnaire form	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
11	2	he student learns about health statistics and its sources	Definition of health statistics and its sources	Theoretical and practical lecture	**Discussion , asking some questions**

					and a quick exam
12	2	The student learns life statistics, ratio and average	Life statistics, ratio and average	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2	The student learns about the types of mortality metrics and methods of calculating them	Mortality metrics	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2	The student learns about different fertility measures and methods of calculating them	Fertility measures	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	2	The student learns about the statistics of causes of death on the medical certificate and death certificate	Statistics of causes of death, medical certificate, and death certificate.	Theoretical and practical lecture	**Discussion, asking some questions and a quick**

					exam
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**9- عبد الخالق عبد الجبار النقيب ، الإحصاء الحياتي، هيئة التعليم التقني،1993م.** **10- عدنان شاكر الربيعي ـ مبادئ الإحصاء واستخداماته في حقل الصحة العامة / وزارة الصحة 1981**		
A- Recommended books and references (scientific journals, reports, etc.)			1-Banderford Hill. Fundamental in Biostatistics 1975 2- F. Margrette -Fundamental in Public health 3W.DIXON and F. massey _ Introduction to statistical Analysis		
B- Electronic references and Internet sites			**https://books-library.net/c-Statistics-download & https://www.youtube.com/@allaansaf6094 Alla Ansaf علاء انصاف - YouTube**		
13- Course development plan					
Keeping pace with developments in society					

Dr. Haider Hafudh

Head of Department

Ass. Prof Alla Hussein Ansaf

Lecturer of the subject

The first sta

(Community Health)

Course description

It aims to identify the most important concepts of community health and related techniques.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_First Phase**
3- Course name/code	Community Health
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, First semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 3 practical * 15 weeks = 45 hours**
8- The date this description was prepared	**19/2/2024**
9- Course objectives **1- At the end of the academic year, students will have the ability to learn about the most important services provided at the primary health care center**	
10- Course outcomes and teaching, learning and evaluation methods **A- <u>Cognitive objectives</u>** **Identify the procedures that must be followed inside and outside the school health unit within the primary health care center.** **Identify the most important basic components of food and the most important malnutrition diseases for children and how to deal with them.** **The student should be able to identify the most important respiratory infections in children.** **The student should be able to apply procedures for preventing and controlling communicable diseases.**	

The student should be able to apply the art of health education.
B- <u>The skills objectives of the course</u> **1- He can manage programs related to community health, such as maternal and child care, vaccinations, etc.** **2- It can help the doctor diagnose and treat in some way, basically and simply when necessary**
C- <u>Teaching and learning methods</u> **1- The teacher delivers detailed theoretical lectures.** **2- The teacher requests the implementation of some skills.** **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u>

1- Enabling students to write reports related to general anatomy.
2- Enabling students to perform matching the practical reality.
3- Enabling students for continuous self-development after graduation.

H- <u>Other learning and teaching methods</u>

11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.
2- Developing an update to the vocabulary of the Fundamentals of general anatomy subject to keep pace with development in order to achieve personal development for the level of students.
3- Discussion of research and projects by scientific committees in the department.
4- Written tests.
5- Direct observations.

11- Course structure

weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 3 prac.	The student understands the lesson	- The disease, its causes, and the factors affecting the occurrence of the disease (the epidemiological triad).	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	2 the. + 3 prac.	The student understands the lesson	- Health education and its procedures.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 the. + 3 prac.	The student understands the lesson	- Acute respiratory infections and their control.	Theoretical and practical	**Discussion, asking some questions and**

				lecture	**a quick exam**
4	2 the. + 3 prac.	The student understands the lesson	- Nutrition and food - the basic elements of food and how they affect our structure, growth and development Child - malnutrition diseases.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 the. + 3 prac.	The student understands the lesson	- School Health. (The concept of school health and mental health - the emergence of school health services.)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 the. + 3 prac.	The student understands the lesson	Objectives and importance of school health. The development of school health systems	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2 the. + 3 prac.	The student understands the lesson	School health strategies, services and duties.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 the. + 3 prac.	The student understands the lesson	School health components. -Conditions of the school environment. - The importance of a healthy school's relationship with society.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	2 the. + 3	The student	Procedures followed in	Theoretical	**Discussion,**

	prac.	understands the lesson	inspecting the school environment. -Drinking water (general conditions - sampling and desalination) - Health facilities .	and practical lecture	**asking some questions and a quick exam**
10	2 the. + 3 prac.	The student understands the lesson	Initial examination procedures for new students (sight, hearing, and speech examination) And physical examination (physical impairments(- Primary eye and dental care.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2 the. + 3 prac.	The student understands the lesson	- Prevention and control of communicable diseases. - Principles of prevention - Types of prevention	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2 the. + 3 prac.	The student understands the lesson	Some transmissible diseases. (Mumps - measles - German measles) : Symptoms - prevention - treatment.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 the. + 3 prac.	The student understands the lesson	Some sexually transmitted diseases (AIDS - viral hepatitis B) : Symptoms - prevention	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

			- treatment.		
14	2 the. + 3 prac.	The student understands the lesson	Measures of health and disease -Incidence rate of diseases -Prevalence of diseases	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	2 the. + 3 prac.	The student understands the lesson	-Health administration - introduction - objectives	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1. Community Medicine... World Health Organization... University Book Series**		
A- Recommended books and references (scientific journals, reports, etc.)			**All sober journals that have anything to do with the moon**		
B- Electronic references and			**Websites on the Internet related to the course**		
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ments in society					

Dr. Haider Hafudh

Head of Department

Assist. Prof. Sameeha Naser Abed

Lecturer of the subject

(Microbiology 2)

Course description

It aims to identify the most important pathogenic parasites that cause many dangerous diseases to humans, as well as studying immunology and identifying the most important parts and structures of the immune system.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_The second Phase**
3- Course name/code	**Microbiology2**
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 2 practical * 15 weeks = 30 hours**
8- The date this description was prepared	**20/2/2024**
9- Course objectives **6. The student will be able to get a simple general idea about: pathogens (bacteria, fungi, parasites and viruses), immunity and disease prevention.**	
10- Course outcomes and teaching, learning and evaluation methods **A- <u>Cognitive objectives</u>** **a. The student gets to know general concepts about the most important microbiology terms.**	

b. The student learns about the precise structure of most microscopic organisms.

B- <u>The skills objectives of the course</u>

10. Student will be able to :

- **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 pathgenic samples.**
- **Give an advice for disease prevention and control.**

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.
2- The teacher requests the implementation of some skills.
3- Asking some intellectual questions.
4- Requesting the submission of some reports from the library and the Internet.
5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some questions.
2- Group evaluation through a short and quick exam.
3- Evaluation through daily assignments.
4- Monthly, end-of-semester and final exams.

E- <u>Emotional and value-based goals</u>

1- Urging the student to think in different ways.
2- Urging the student to think about the importance of the subject and the danger of neglecting it.
3- Urging the student to acquire some skills that he can apply in practical life.

F- <u>Evaluation methods</u>

1- A monthly exam (15% practical + 25% theoretical) that takes into account

daily activities. **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to microbiology2.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of microbiology subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure

weeks	**Hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands the lesson	Blood flagellates, Leishmania.	Theoretical and practical lecture	**Discussion, asking some questions and a quick**

					exam
2	2 the. + 2 prac.	The student understands the lesson	Sporozoa, Plasmodium , Toxoplasma.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
3	2 the. + 2 prac.	The student understands the lesson	Helimenthes , Taenia .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
4	2 the. + 2 prac.	The student understands the lesson	Echinococcus granulosis..	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
5	2 the. + 2 prac.	The student understands the lesson	Hymenolipes nana	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
6	2 the. +	The student	Trematoda helminthes .	Theoretical	**Discussion**

	2 prac.	understands the lesson		and practical lecture	**, asking some questions and a quick exam**
7	2 the. + 2 prac.	The student understands the lesson	Trepanoma ,Schistosomes	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
8	2 the. + 2 prac.	The student understands the lesson	Bacterial genetics	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
9	2 the. + 2 prac.	The student understands the lesson	Immunty and immune system	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10	2 the. + 2 prac.	The student understands the lesson	Antibody &antigen .	Theoretical and practical	**Discussion , asking some**

				lecture	**questions and a quick exam**
11	2 the. + 2 prac.	The student understands the lesson	Antibody &antigen reactions .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12	2 the. + 2 prac.	The student understands the lesson	Hypersensitivity	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
13	2 the. + 2 prac.	The student understands the lesson	Autoimmune diseases.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14	2 the. + 2 prac.	The student understands the lesson	Discussion of course material	Theoretical and practical lecture	**Discussion , asking some questions and a**

					quick exam
15	2 the. + 2 prac.	The student understands the lesson	Discussion of course material	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**12- Michael J. Leboffe. (2002). Microbiology: Laboratory Theory & Application, Brief 3e 3rd Edition** **13- P.C. Trivedi, Sonali Pandey, Seema Bhadauria. 2010. TEXT BOOK OF MICROBIOLOGY. Aavishkar Publishers, Distributors. ISBN 978-81-7910-306-7.**		
A- Recommended books and references (scientific journals, reports, etc.)			**All sober magazines that have anything to do with the moon**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments in society					

Dr. Haider Hafudh

Head of Department

OLA SALAM ZNAD

Lecturer of the subject

(Biostatisics2)

Course description

This course aims to introduce the student to the basic concepts of scientific research and the steps and procedures of research Scientific and types of scientific research methods. In addition to introducing the student to the different methods of collecting and analyzing data, How can the student choose the appropriate source that suits the nature of his research? Also through this course Introducing the student to how to document scientific research and how the student can benefit from the Internet in scientific research And writing a scientific research report, and how to write a scientific research report.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies /second Phase**
3- Course name/code	**Biostatisics2**
4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024 second semester**
7- Number of study hours (total)	**Theoretical 2 * 15 weeks = 30 total hours**
8- The date this description was	**19/2/2024**

prepared	
9- Course objectives **At the end of the academic year, the student will be able to process and analyze statistical data and reach correct conclusions. As well as writing the research project.**	
10- Course outcomes and teaching, learning and evaluation methods **A- <u>Cognitive objectives</u>** **The student will be able to:** **- Dealing with statistical data and how to select samples.** **- Identifying the types of medical health research.** **- Organizing questionnaire forms and how to deal with them statistically**	
B- <u>The skills objectives of the course</u> **He plans a mini-scientific research through:** **- Choose a research problem.** **- Designing the research tool.** **Choosing a population and research sample**	
C- <u>Teaching and learning methods</u> **1- The teacher delivers detailed theoretical lectures.** **2- The teacher requests the implementation of some skills.** **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**	
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.**	

4- Monthly, end-of-semester and final exams.
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam 30% that takes into account daily activities.** **2- End of semester exam 70%.**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to Biostatistics.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of Biostatistics subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure					
Weeks	**hours**	**Required educational**	**Name of the unit or topic**	**Teaching method**	Evaluation method

		outcomes			
1	2	Teaching the student the purpose of scientific research	Scientific research (the purpose of the research and what are the ambitions for conducting it)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	2	Teaching students aspirations to conduct scientific research	Scientific research (the purpose of the research and what are the ambitions for conducting it)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2	Teaching students the ethics of scientific research	Ethics of scientific research	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2	Teaching the student the structure of scientific research	Structure of scientific research	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2	Teaching the	Types of statistical	Theoretical	**Discussion**

		student the types of statistical studies	studies	and practical lecture	**, asking some questions and a quick exam**
6	2	Teach the student the technique and plan for data collection	(statistical method): - Data collection technology - Data collection plan - data analysis - Testing and ethical considerations	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2	Teach the student how to analyze data.	(statistical method): - Data collection technology - Data collection plan - data analysis - Testing and ethical considerations	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2	Teaching the student how to prepare a questionnaire form	Preparing the questionnaire form	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

9	2	Teaching the student how to prepare a questionnaire form	Preparing the questionnaire form	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2	Teaching the student how to prepare a questionnaire form	Preparing the questionnaire form	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2	Teaching the student how to dump data	How to transcribe questionnaires and convert them into classified statistical data	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2	Teach the student how to choose a title	How to start scientific research (choosing the title, objectives, type of samples)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2	Teaching the student how to	How to start scientific research (choosing the	Theoretical and	**Discussion, asking**

		write research objectives and choose the type of sample	title, objectives, type of samples)	practical lecture	**some questions and a quick exam**
14	2	Some applications used in scientific research.	Some applications used in scientific research.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
15	2	Some applications used in scientific research.	Some applications used in scientific research.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**12-** التعليم التقني،1993م. **13-** عدنان شاكر الربيعي ـ مبادئ الإحصاء واستخداماته في حقل الصحة العامة / وزارة الصحة 1981		
A- Recommended books and references (scientific journals, reports, etc.)			1-Banderford Hill. Fundamental in Biostatistics 1975 2- F. Margrette -Fundamental in Public health 3W.DIXON and F. massey _ Introduction to		

	statistical Analysis
B- Electronic references and Internet sites	**https://books-library.net/c-Statistics-download & https://www.youtube.com/@allaansaf6094 Alla Ansaf علاء انصاف - YouTube**
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh

Head of Department

Ass. Prof Alla Hssein Ansaf

Lecturer of the subject

(Physiology2)

Course description

It aims to identify the most important terms related to the subject of human physiology, which includes identifying the functions of the body's organs in general and detail, such as the circulatory system, as well as the blood and its functions.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_ The first Phase**
3- Course name/code	**Physiology 2**
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**Theoretical 2 * 15 weeks = 30 total hours and 2 practical * 15 weeks = 30 hours**
8- The date this description was prepared	**2/24/2024**
9- Course objectives **7. At the end of the academic year, students will have the ability to identify all parts of the human organs functions .**	
10- Course outcomes and teaching, learning and evaluation methods **A- <u>Cognitive objectives</u>** **a. The student gets to know general concepts about the most important physiology terms.**	

b. The student learns about the precise structure of all tissues and organs of the body.
B- <u>The skills objectives of the course</u> **11. He can link the functions of each part of the body.** **12. It can help the doctor diagnose and treat in some way, basically and simply when necessary.**
C- <u>Teaching and learning methods</u> **1- The teacher delivers detailed theoretical lectures.** **2- The teacher requests the implementation of some skills.** **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u>

1- Enabling students to write reports related to physiology. **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of physiology subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure

Weeks	**Hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands the lesson	1 Digestive system – Parts of it .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
2	2 the. + 2 prac.	The student understands the lesson	Stages of digestion (Oral , Stomach , Intestine). and digestives enzymes .	Theoretical and practical	**Discussion , asking some**

				lecture	**questions and a quick exam**
3	2 the. + 2 prac.	The student understands the lesson	Intestinal functions and absorption.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 the. + 2 prac.	The student understands the lesson	Digestive system glands (salivary glands , pancreas- Liver) structure – Functions	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 the. + 2 prac.	The student understands the lesson	Gallbladder – structures and function	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 the. + 2 prac.	The student understands the lesson	Stool formations	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
7	2 the. + 2 prac.	The student understands the lesson	Nervous system – structure – functions Central nervous system – peripheral nervous system	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 the. + 2 prac.	The student understands the lesson	Nervous system – structure – functions Central nervous system – peripheral nervous system	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	2 the. + 2 prac.	The student understands the lesson	The brain and spinal cord	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2 the. + 2 prac.	The student understands the lesson	Different area in brain which responsible for sense, movement, hearing, smell , taste ,sight.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

11	2 the. + 2 prac.	The student understands the lesson	Different area in brain which responsible for sense, movement, hearing, smell , taste ,sight.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12	2 the. + 2 prac.	The student understands the lesson	Endocrine glands (types and functions	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
13	2 the. + 2 prac.	The student understands the lesson	Endocrine glands (types and functions	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14	2 the. + 2 prac.	The student understands the lesson	Reproductive system (male and female) structure and functions	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
15	2 the. + 2 prac.	The student understands	Reproductive system (male and female)	Theoretical and	**Discussion , asking**

		the lesson	structure and functions	practical lecture	**some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**Guyton, A. C. and Hall, J. E. 2006. Textbook of Medical Physiology. 11th Edition. Saunders, Philadelphia. USA. - Bipin Kumar. 2001. Human Physiology. Campus Book International, New Delhi.**		
A- Recommended books and references (scientific journals, reports, etc.)			**All relevant journals related to the course**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments in society					

Dr. Haider Hafudh

Head of Department

Dr. Hasnain Jihad Nemaha

(General anatomy1)

Course description

It aims to identify the most important anatomical terms related to the human body, which includes learning about the general and precise anatomy of the body's muscles, as well as the systems and organs of the human body, including the circulatory, nervous, and digestive systems.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_ The second Phase**
3- Course name/code	**General anatomy**
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 2 practical * 15 weeks = 30 hours**
8- The date this description was prepared	**19/2/2024**
9- Course objectives **8. At the end of the academic year, students will have the ability to identify all parts of the human body anatomically.**	
10- Course outcomes and teaching, learning and evaluation methods	

A- Cognitive objectives

a. The student gets to know general concepts about the most important general anatomy terms.

b. The student learns about the precise structure of all tissues and organs of the body.

B- The skills objectives of the course

13. He can link the functions and anatomy of each part of the body.

14. It can help the doctor diagnose and treat in some way, basically and simply when necessary.

C- Teaching and learning methods

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- Evaluation methods

1- Individual evaluation by giving the student the opportunity to answer some questions.

2- Group evaluation through a short and quick exam.

3- Evaluation through daily assignments.

4- Monthly, end-of-semester and final exams.

E- Emotional and value-based goals

1- Urging the student to think in different ways.

2- Urging the student to think about the importance of the subject and the danger of neglecting it.

3- Urging the student to acquire some skills that he can apply in practical life.

F- Evaluation methods

1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.

2- End of semester exam (25% practical + 35% theoretical).
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to general anatomy.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of general anatomy subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure					
Weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands the lesson	Muscles of leg and foot	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
2	2 the. + 2 prac.	The student understands the lesson	Muscles of the trunk , muscles of the thorax (superficial and deep) , muscles of the abdomen , muscles of the back .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
3	2 the. + 2 prac.	The student understands the lesson	Nervous system :brain , cerebrum , cerebellum , brain stem	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
4	2 the. + 2 prac.	The student understands the lesson	Spinal cord , ventricles of the brain	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
5	2 the. + 2 prac.	The student understands the lesson	Peripheral nervous system , cranial nerves : numbers and functions	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**

6	2 the. + 2 prac.	The student understands the lesson	Spinal nerves	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
7	2 the. + 2 prac.	The student understands the lesson	Autonomic nervous system , parts and functions	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
8	2 the. + 2 prac.	The student understands the lesson	Digestive system : mouth and accessories , Pharynx , oesophagus , stomach	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
9	2 the. + 2 prac.	The student understands the lesson	Cardio- vascular system, Blood vessels in general	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10	2 the. + 2 prac.	The student understands	Blood and heart	Theoretical and	**Discussion , asking**

		the lesson		practical lecture	**some questions and a quick exam**
11	2 the. + 2 prac.	The student understands the lesson	Veins and arteries , systemic circulation arteries , thoracic aorta	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12	2 the. + 2 prac.	The student understands the lesson	Abdominal aorta and its branches	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
13	2 the. + 2 prac.	The student understands the lesson	Veins of the systemic circulation , veins of the lower limb , veins of the abdomen	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14	2 the. + 2 prac.	The student understands the lesson	Veins of the head and neck , applied points , veins and arteries , pulmonary circulation	Theoretical and practical lecture	**Discussion , asking some questions**

					and a quick exam
15	2 the. + 2 prac.	The student understands the lesson	Lymphatic system and respiratory system	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**12- Principle of anatomy , Dr. Hani T. Al-Azawi , 4th edition , 1988.** **13- Principle of anatomy , Dr. Abdul-Rahman M. Abdul- Raheim & Dr. Ali K.**		
A- Recommended books and references (scientific journals, reports, etc.)			**All sober magazines that have anything to do with the moon**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments in society					

Dr. Haider Hafudh

Head of Department

Ghufran L. Naeemah

Lecturer of the subject

(Fundamental of Nursing 2)

Course description

The aim of studying Foundations of Nursing is to provide students with the basic knowledge and skills to provide health care in the best possible way. This includes understanding medical theories and basic scientific concepts, developing critical thinking and analytical skills, in addition to learning the arts of interacting effectively with patients and understanding professional ethics.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies First stage**
3- Course name/code	**Foundations of Nursing**
4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**Theoretical 2 * 15 weeks = 30 total hours and 3 practical * 15 weeks = 45 hours**
8- The date this description was prepared	**23/2/2024**
9- Course objectives	

9. At the end of the academic year, students will have the ability to provide comprehensive, evidence-based health care, ensuring the safety and comfort of patients.

10- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

a. The student is introduced to general concepts about the basics of nursing.

b. The student learns about practicing practical nursing methods.

B- <u>The skills objectives of the course</u>

15. He can administer medications in different ways and practice the practical principles in health institutions.

16. It can help the doctor diagnose and treat in some way, basically and simply when necessary.

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some questions.

2- Group evaluation through a short and quick exam.

3- Evaluation through daily assignments.

4- Monthly, end-of-semester and final exams.

E- <u>Emotional and value-based goals</u>

1- Urging the student to think in different ways.

2- Urging the student to think about the importance of the subject and the danger of neglecting it.

3- Urging the student to acquire some skills that he can apply in practical life.

F- Evaluation methods

1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.

2- End of semester exam (25% practical + 35% theoretical).

G- General and qualifying transferable skills (other skills related to employability and personal development)

1- Enabling students to write reports related to nursing.

2- Enabling students to perform matching the practical reality.

3- Enabling students for continuous self-development after graduation.

H- Other learning and teaching methods

11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies and presenting them at student conferences.

12- Developing an update to the vocabulary of the Fundamentals of Nursing subject to keep pace with developments in order to achieve personal development of the students' level.

13- Discussion of research and projects by scientific committees in the department.

14- Written tests.

5- Direct observations.

11- Course structure

weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 3 prac.	The student understands	Physical Examination	Theoretical and practical	**Discussion, asking**

		the lesson		lecture	**some questions and a quick exam**
2	2 the. + 3 prac.	The student understands the lesson	Hygiene	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 the. + 3 prac.	The student understands the lesson	Vital signs	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 the. + 3 prac.	The student understands the lesson	Drugs administration	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 the. + 2 prac.	The student understands the lesson	Injection and its type	Theoretical and practical lecture	**Discussion, asking some questions**

					and a quick exam
6	2 the. + 3 prac.	The student understands the lesson	I.V. infusion	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2 the. + 3 prac.	The student understands the lesson	Dressing	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 the. + 3 prac.	The student understands the lesson	Bandaging	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	2 the. + 3 prac.	The student understands the lesson	Wounds	Theoretical and practical lecture	**Discussion, asking some questions and a quick**

					exam
10	2 the. + 3 prac.	The student understands the lesson	Bleeding	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2 the. + 3 prac.	The student understands the lesson	Fracture	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2 the. + 3 prac.	The student understands the lesson	Cardiac care units (CCU)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 the. + 3 prac.	The student understands the lesson	Respiratory Care Units (RCU)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2 the. +	The student	Gastric Gavages	Theoretical	**Discussion**

	3 prac.	understands the lesson		and practical lecture	**, asking some questions and a quick exam**
15	2 the. + 3 prac.	The student understands the lesson	Gastric Lavage	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**15- Principle of anatomy , Dr. Hani T. Al-Azawi , 4th edition , 1988. 16- Principle of anatomy , Dr. Abdul-Rahman M. Abdul- Raheim & Dr. Ali K.**		
A- Recommended books and references (scientific journals, reports, etc.)			**All sober magazines that have anything to do with the moon**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments in society					

Dr. Haider Hafudh

Head of Department

Qasim Abbas Kahyoosh

Lecturer of the subject

(Clinical Chemistry 2)

Course description

Knows clinical chemistry. He knows the chemical compounds present in the human body and the sources of their formation in the body.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_First Phase**
3- Course name/code	**Clinical Chemistry**
4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**Theoretical 1 * 15 weeks = 15 total hours and 2 practical * 15 weeks = 30 hours**
8- The date this description was prepared	**25/2/2024**
9- Course objectives **10. Knows the normal ratios of chemical compounds in the blood.**	

Recognize the variables that can occur to these compounds in abnormal cases.

10- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

a. It uses the levels of these compounds in the blood serum to measure the efficiency of the functional performance of some body organs such as the liver and kidneys.

b. Diagnoses various diseases in terms of changes that occur in the levels of these compounds in blood and other body fluids.

B- <u>The skills objectives of the course</u>

17. Know the different laboratory methods that are used in clinical chemistry laboratories.

18. Uses devices that are used in clinical chemistry laboratories 9) Measures the levels of chemical components important in diagnosing diseases in the blood laboratory...

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some questions.

2- Group evaluation through a short and quick exam.

3- Evaluation through daily assignments.

4- Monthly, end-of-semester and final exams.

E- <u>Emotional and value-based goals</u>

1- Urging the student to think in different ways. **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to Clinical Chemistry** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of general anatomy subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure					
Weeks	**hours**	**Required educational**	**Name of the unit or topic**	**Teaching method**	Evaluation

		outcomes			method
1	1 the. + 2 prac.	The student understands the lesson	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.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	1 the. + 2 prac.	The student understands the lesson	Introduction to analytical chemistry - methods of expressing solution concentrations - molar concentration - standard concentration - percent concentration - methods of dilution and preparation of laboratory	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	1 the. + 2 prac.	The student understands the lesson	Hydrogen concentration (pH) - the importance of the hydrogen	Theoretical and practical	**Discussion, askin**

			concentration in the human body - the hydrogen concentration of the blood - buffer solutions - their properties and methods of preparation.	lecture	**g some questions and a quick exam**
4	1 the. + 2 prac.	The student understands the lesson	Analytical methods used in clinical chemistry laboratories - qualitative analysis - quantitative analysis - types of quantitative analysis	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	1 the. + 2 prac.	The student understands the lesson	Chromatography - Types of chromatography - Beer's law - BeerLambert's law - Standard solution	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	1 the. + 2 prac.	The student understands the lesson	Definition of biochemistry - Definition of clinical chemistry -	Theoretical and practical	**Discussion, askin**

			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	lecture	**g some questions and a quick exam**
7	1 the. + 2 prac.	The student understands the lesson	Natural and unnatural components of urine - general urine analysis - clinical importance - urinary system stones and their types - and the reasons for their formation	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	1 the. + 2 prac.	The student understands the lesson	Blood - blood collection - blood plasma - blood serum - the difference between plasma and serum and how to get each of them - anticoagulants - the most	Theoretical and practical lecture	**Discussion, asking some questions**

			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 chemistr		**and a quick exam**
9	1 the. + 2 prac.	The student understands the lesson	Electrolytes - the importance of electrolytes in the 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	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	1 the. + 2 prac.	The student understands the lesson	Calcium - Metabolism - Function - Clinical Importance - Phosphorous - Metabolism - Function -	Theoretical and practical lecture	**Discussion, asking some**

			Clinical Importance - Iron - Metabolism - Function - Clinical Importance.		**questions and a quick exam**
11	1 the. + 2 prac.	The student understands the lesson	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	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	1 the. + 2 prac.	The student understands the lesson	Diabetes mellitus - alternative energy - sources of its formation - ketone bodies - acidification of the blood	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	1 the. + 2 prac.	The student understands the lesson	glucose tolerance test - preparing the patient for the test - the most	Theoretical and practical	**Discussion, askin**

			important glucose tolerance charts - normal chart - diabetes mellitus chart - poor storage process chart - flat chart - diabetes urine chart	lecture	**g some questions and a quick exam**
14	1 the. + 2 prac.	The student understands the lesson	Fats - classification - lipid metabolism - lipids in blood plasma - fatty acids	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	1 the. + 2 prac.	The student understands the lesson	Cholesterol - chemical formula - presence of cholesterol - cholesterol metabolism - cholesterol biosynthesis - function of cholesterol in the human body - clinical significance of cholesterol	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		

2- Main references (sources)	**12- Fundamental of clinical chemistry / Norbert Tietz)** **13- Clinical chemical pathology / G.H. Gary)** **14- Basic Techniques for the medical laboratory / Jean Jorgenas**
A- Recommended books and references (scientific journals, reports, etc.)	**All sober magazines that have anything to do with the moon**
B- Electronic references and Internet sites	**Websites on the Internet related to the course**
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh

Head of Department

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M.S.C. Sameh A. Jahid

Lecturer of the subject

(International health)

Course description

It aims to identify the most important international health terms related to humans and society globally, which includes identifying all global health measures related to preventing the spread of infectious diseases and toxic and dangerous substances to human health, society and the environment internationally in an accurate and detailed manner.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies second Phase**

3- Course name/code	**Community health**
4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30 total hours and 2 practical * 15 weeks = 45 hours**
8- The date this description was prepared	**19/2/2024**

9- Course objectives

1- At the end of the academic year, the student will be able to become familiar with the concepts, terminology and procedures of international health taken and followed globally and the techniques related to it.

10- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

1- The student becomes familiar with general concepts about the most important terms, activities, events and procedures of international health.

B- <u>The skills objectives of the course</u>

1 -The student will be familiar with the most important methods of global prevention and control of infectious diseases.

2- For the student to become familiar with the most important laws and procedures related to international health that apply to ports of entry and exit from countries by air, sea, and land to prevent the spread of infectious diseases.

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to international health.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of international health subject to keep pace with development in order to achieve personal development for the level of students.**

3- Discussion of research and projects by scientific committees in the department. **4- Written tests.** **5- Direct observations.**

11- Course structure					
Weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1, 2	2 theory+ 3 practical.	The student understands the lesson	International Health The concept of international health The emergence of international health	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 theory+ 3 practical.	The student understands the lesson	Global Policy for International Health	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 theory+ 3 practical.	The student understands the lesson	Ethical issues in international health service	Theoretical and practical lecture	**Discussion, asking some questions and a quick**

					exam
5	2 theory+ 3 practical.	The student understands the lesson	International treaties and international health diplomacy	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 theory+ 3 practical.	The student understands the lesson	Global health policy frameworks, development, security, economics, human rights	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2 theory+ 3 practical.	The student understands the lesson	Eradication and elimination of infectious diseases	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 theory+ 3 practical.	The student understands the lesson	Definition of infectious disease and what are the factors of the epidemiological triad	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

9	2 theory+ 3 practical.	The student understands the lesson	Methods of preventing infectious diseases	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10	2 theory+ 3 practical.	The student understands	Methods of control of infectious diseases	Theoretical and practical	**Discussion , asking some**
11	2 theory+ 3 practical.	The student understands the lesson	Biostatistics in determining the epidemiology of infectious diseases	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12	2 theory+ 3 practical.	The student understands the lesson	AIDS and hepatitis A and B	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
13	2 theory+ 3 practical.	The student understands the lesson	Pandemic influenza (Corona and influenza birds and pigs)	Theoretical and practical lecture	**Discussion , asking some questions and a**

					quick exam
14	2 theory+ 3 practical.	The student understands the lesson	Hemorrhagic fever (Ebola hemorrhagic disease)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
15	2 theory+ 3 practical.	The student understands the lesson	Malaria	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1-Scientific lectures based on World Health Organization publications and books 2-The Iraqi Ministry of Health's guide to various international health topics 3- The Internet**		
A- Recommended books and references (scientific journals, reports, etc.)			**All relevant journals related to the course**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					

Keeping pace with developments worldwide in scientific topics related to the international health course

Dr. Haider Hafudh

Head of Department

Dr. Dhakam Mohammed Abbas

Lecturer of the subject

(Environmental health)

Course description

It aims to identify the most important Pharmacology terms related to the human body, which includes identifying drugs and dose in an accurate and detailed manner, as well as drug for the systems and organs of the human body.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_Scond Phase**
3- Course name/code	**Environmental health**
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, first semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total**

	hours and 2 practical * 15 weeks = 30 hours
8- The date this description was prepared	**19/2/2024**

9- Course objectives

a. At the end of the academic year, students will have the ability to identify all Environmental health (the concept of environmental health, goals and birds, types of environment .

10- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

a. The student gets to know general concepts about the most important Basic science of Environmental health (the concept of environmental health, goals and birds, types of environment.

b. The student learns about the precise the activity of drugs and absorption and excretion of drug.

B- <u>The skills objectives of the course</u>

c. He can learns Environmental health (the concept of environmental health, goals and birds, types of environment

19. It can help the doctor diagnose and treat in some way, basically and simply when necessary.

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some questions.

2- Group evaluation through a short and quick exam.
3- Evaluation through daily assignments.
4- Monthly, end-of-semester and final exams.

E- Emotional and value-based goals

1- Urging the student to think in different ways.
2- Urging the student to think about the importance of the subject and the danger of neglecting it.
3- Urging the student to acquire some skills that he can apply in practical life.

F- Evaluation methods

1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.
2- End of semester exam (25% practical + 35% theoretical).

G- General and qualifying transferable skills (other skills related to employability and personal development)

1- Enabling students to write reports related to Environmental health.
2- Enabling students to perform matching the practical reality.
3- Enabling students for continuous self-development after graduation.

H- Other learning and teaching methods

11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.
2- Developing an update to the vocabulary of the Fundamentals of Environmental health subject to keep pace with development in order to achieve personal development for the level of students.
3- Discussion of research and projects by scientific committees in the department.
4- Written tests.
5- Direct observations.

11- Course structure					
weeks	**Hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands the lesson	Environmental health (the concept of environmental health, goals and birds, types of environment	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	2 the. + 2 prac.	The student understands the lesson	2- Components of the environment 3- Environmental pollutants	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3,4	2 the. + 2 prac.	The student understands the lesson	4- Air pollution.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5,6	2 the. + 2 prac.	The student understands the lesson	5- Water pollution.	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
7	2 the. + 2 prac.	The student understands the lesson	6- Soil pollution.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8 and 9	2 the. + 2 prac.	The student understands the lesson	7- Disposal of waste and rubbish	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2 the. + 2 prac.	The student understands the lesson	8 - Medical waste.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2 the. + 2 prac.	The student understands the lesson	9 - Wastewater treatment.	Theoretical and practical lecture	**Discussion, asking some questions**

					and a quick exam
12	2 the. + 2 prac.	The student understands the lesson	10 - Environment and food: foodborne diseases - food	Theoretical and practical lecture	**Discussion, asking some questions**
13	2 the. + 2 prac.	The student understands the lesson	11- Control of insects and rodents.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2 the. + 2 prac.	The student understands the lesson	12- Radioactive contamination.	Theoretical and practical lecture Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	2 the. + 2 prac.	The student understands the lesson The student understands the lesson	13- How to monitor and improve the environment.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

12- Infrastructure	
1- The required prescribed books	**The institute's library for additional curricula resources**
2- Main references (sources)	**-1World Health Organization** **-2The Iraqi Ministry of Health** **3- The Internet**
A- Recommended books and references (scientific journals, reports, etc.)	**All sober magazines that have anything to do with the moon**
B- Electronic references and Internet sites	**Websites on the Internet related to the course**
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh

Head of Department

Bashar Hilal

Lecturer of the subject

(Pharmacology1)

Course description

It aims to identify the most important Pharmacology terms related to the human body, which includes identifying drugs and dose in an accurate and detailed manner, as well as drug for the systems and organs of the human body.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_Scond Phase**
3- Course name/code	**Pharmacology**
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, first semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 2 practical * 15 weeks = 30 hours**
8- The date this description was prepared	**19/2/2024**
9- Course objectives	

11. At the end of the academic year, students will have the ability to identify all drugs and their side effect and route of administration .

10- Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

a. The student gets to know general concepts about the most important Basic science of pharmacology.

b. The student learns about the precise the activity of drugs and absorption and excretion of drug.

B- The skills objectives of the course

20. He can learns about routes of drug administration.

21. It can help the doctor diagnose and treat in some way, basically and simply when necessary.

C- Teaching and learning methods

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- Evaluation methods

1- Individual evaluation by giving the student the opportunity to answer some questions.

2- Group evaluation through a short and quick exam.

3- Evaluation through daily assignments.

4- Monthly, end-of-semester and final exams.

E- Emotional and value-based goals

1- Urging the student to think in different ways.

2- Urging the student to think about the importance of the subject and the danger of neglecting it.

3- Urging the student to acquire some skills that he can apply in practical life.

F- Evaluation methods

1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.

2- End of semester exam (25% practical + 35% theoretical).

G- General and qualifying transferable skills (other skills related to employability and personal development)

1- Enabling students to write reports related to Pharmacology.

2- Enabling students to perform matching the practical reality.

3- Enabling students for continuous self-development after graduation.

H- Other learning and teaching methods

11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.

2- Developing an update to the vocabulary of the Fundamentals of Pharmacology subject to keep pace with development in order to achieve personal development for the level of students.

3- Discussion of research and projects by scientific committees in the department.

4- Written tests.

5- Direct observations.

11- Course structure

Weeks	**Hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands	Introduction and General definition of	Theoretical and	**Discussion , asking**

		the lesson	pharmacology : (Pharmacology, Pharmacy , Pharmacist, Dose , Concentration)	practical lecture	**some questions and a quick exam**
2,3 and 4	2 the. + 2 prac.	The student understands the lesson	Infections: (Antibacterial, antiviral, antifungal, antiprotozoal, anthelminthic drugs)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
5	2 the. + 2 prac.	The student understands the lesson	Nutrition: Vitamins, parenteral nutrition's, Electrolytes , intravenous fluids	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
6	2 the. + 2 prac.	The student understands the lesson	Corticosteroids drugs	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
7	2 the. + 2 prac.	The student understands the lesson	Non-Steroidal anti-inflammatory drugs.	Theoretical and practical lecture	**Discussion , asking some questions**

					and a quick exam
8 and 9	2 the. + 2 prac.	The student understands the lesson	Cardiovascular system drugs Digitalis and cardiac glycosides , Diuretics , Badrenoreceptors, blocking , antiarrhythmic drugs , vasodilators, Antihypertensive ,sympathomimetic, Sclerosing agents .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10 and11	2 the. + 2 prac.	The student understands the lesson	Gastrointestinal tract drugs: Antacids, antispasmodics , drugs , Heeling peptic and D. ulcer , Antidiarrheal, Laxatives, Rectal and colonic drugs, drug act , intestinal secretions	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12 and 13	2 the. + 2 prac.	The student understands the lesson	Respiratory system : Bronchodilators , corticosteroids , Allergic disorders, respiratory stimulants, Mucolytic , antitussives and expectorant, Nasal decongestants .	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14 and	2 the. +	The student	Endocrine:- Drug used in	Theoretical	**Discussion**

15	2 prac.	understands the lesson	diabetes , hypoglycemia , Pituitary hormones , thyroid and anti-thyroids drugs , corticosteroids , female sex hormones , male sex hormone and anti-androgens , anabolic steroids Hyperglycemia drugs, otherandocrine hyper lipidemia drugs.	and practical lecture	**, asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1**- Mycek, M .J. ; Harvey R.A. and Champe , P.C. (1997).**Lippencott's Ilustrated Reviews: Pharmacology.(2nd ed.). Lippincott-Raven, Philadel phia New York .** **2** - Laurence, D.R. ; Bennett , P.N. and Brown, M.J.(1997).**Clinical pharmacology. New York ; London : Churchill Livingstone.**		
A- Recommended books and references (scientific journals, reports, etc.)			**All sober magazines that have anything to do with the moon**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments in society					

Dr. Haider Hafudh

Head of Department

Rand jawed

Lecturer of the subject

(Health inspection)

Course description

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve.	
1- Educational institution	Middle Technical University- Technical Institute / Kut
2- Scientific Department/Center	Department of Community Health Technologies_second Phase

3- Course name/code	**Health inspection**
4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 4 practical * 15 weeks = 60 hours**
8- The date this description was prepared	**22/2/2024**

9- Course objectives

12. 1- At the end of the academic year, students will have the ability to become familiar with the programs and concept of health inspection and diagnose the conditions and specifications that must be legally available in stores subject to health supervision.

10- Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1-Knowing the foundations and rules of the inspection process (a

2-Knowing the health conditions and specifications in stores subject (b to health supervision

B- Knowledge of the foundations and rules of the inspection process

Knowing the health conditions and specifications in stores subject to health supervision.

C- Teaching and learning methods

1-The teacher delivers detailed theoretical lectures.

2-The teacher requests the implementation of some skills.

3-Asking some intellectual questions.

4-Requesting the submission of some reports from the library and the Internet.

5-Using the method of brainstorming and feedback by activating the

accumulated experiences of students.
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1-Enabling students to write reports on health inspection and control.** **2-Enabling students to perform matching the practical reality.** **3-Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **1-Preparing and implementing research and projects by students within the vocabulary of the** **Department of Community Health Technologies and presenting them at student conferences.** **2-Updating the vocabulary of the health inspection and control subject to keep pace with developments in order to achieve personal development of the students' level.** **3-Discussion of research and projects by scientific committees in the**

department. **4-Written tests.** **5-Direct observations.**

11- Course structure					
weeks	**Hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 4 prac.	The student understands the lesson	The concept of health control established the goals and requirements of the health inspection process	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	2 the. + 4 prac.	The student understands the lesson	Divisions and units of the Community Health Department and their duties. The basic procedures for following up on health conditions	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 the. + 4 prac.	The student understands the lesson	Food system excerpts from the Public Health Law	Theoretical and practical	**Discussion, asking some**

				lecture	**questions and a quick exam**
4	2 the. + 4 prac.	The student understands the lesson	General conditions: Conditions for granting health leave. Conditions that must be met by the leave holder and the workers	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 the. + 4 prac.	The student understands the lesson	Special conditions include hotels, rest houses, public cafes, casinos and family parks	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 the. + 4 prac.	The student understands the lesson	Ovens, bakeries, pastries, and food and beverage preparation and serving solutions	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2 the. + 4 prac.	The student understands the lesson	Shops that prepare and sell service ice cream. Shops that sell individual home food supplies	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
8	2 the. + 4 prac.	The student understands the lesson	Stores selling meat, dairy and eggs Animal products (wholesale): Shops selling red meat, poultry and their products.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	2 the. + 4 prac.	The student understands the lesson	Stores selling ready-made food and beverages. Stores selling wholesale and retail river and marine fish. Kiosks selling sherbet, juice, and ready-made foods.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2 the. + 4 prac.	The student understands the lesson	Barber and beauty salons, coffee grinding and selling shops, shops selling live chicken	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2 the. + 4 prac.	The student understands the lesson	The role of agility	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

12	2 the. + 4 prac.	The student understands the lesson	Food industry laboratory, food additives	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 the. + 4 prac.	The student understands the lesson	Food safety (food fraud)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2 the. + 4 prac.	The student understands the lesson	Food preparations factory, food appetizers factory	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	2 the. + 4 prac.	The student understands the lesson	Al-Rashi sweets factory, Al-Rashi production factory.	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed			**The institute's library for additional curricula**		

books	**resources**
2- Main references (sources)	**11- Health inspection and control for students of international health institutes. Muter Falih. 1986**
A- Recommended books and references (scientific journals, reports, etc.)	**All sober magazines that have anything to do with the moon**
B- Electronic references and Internet sites	**WWW.MEDSCAPE.COM**
13- Course development plan	
Keeping pace with developments in society and adopting modern curricula approved by the International Health Organization within the prescribed curriculum	

رئيس القسم

ا. م. د. حيدر حافظ

مدرس المادة

زهراء زهير

حسن عباس

(1 medical and surgical medicine 1)

Course description

It aims to identify the most important medical and surgical disease related to the human body, which includes identifying disease and diagnosis ,treatment with complications as well as the systems and organs of the human body.

1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies First Phase**
3- Course name/code	**Medical and surgical medicine**
4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, first semester**
7- Number of study hours (total)	**Theoretical 2 * 15 weeks = 30total hours and 4 practical * 15 weeks = 60 hours**
8- The date this description was prepared	**19/2/2024**

9- Course objectives

13. At the end of the academic year, students will have the ability to identify all human disease .

10- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

a. The student gets to know general concepts about the most important disease terms.

b. The student learns about the precise structure of all tissues and organs of the body.

B- <u>The skills objectives of the course</u>

22. He can link the functions and anatomy of each part of the body.

23. It can help the doctor diagnose and treat in some way, basically and simply when necessary.

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills. **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to general anatomy.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of general**

anatomy subject to keep pace with development in order to achieve personal development for the level of students.

3- Discussion of research and projects by scientific committees in the department.

4- Written tests.

5- Direct observations.

11- Course structure					
Weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 4 prac	The student understands the lesson	Diphtheria (Medicine) + Head injury (Surgery)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
2	2 the. + 4 prac	The student understands the lesson	Whooping Cough , Mumps (M) + Meningeal injury (S)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**

3	2 the. + 4 prac	The student understands the lesson	Typhoid (M) + face injury (S)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
4	2 the. + 4 prac	The student understands the lesson	Measles, german Measles ,small pox (M) + surgical mouth (S)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
5	2 the. + 4 prac	The student understands the lesson	Infection of mouth and tongue (M) + surgical tongue (S)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
6	2 the. + 4 prac	The student understands the lesson	Gastritis and pepticulcer (M) + gum ulcer (S)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
7	2 the. + 4 prac	The student understands	Jaundice (M) + tonsillitis (S)	Theoretical and	**Discussion , asking**

		the lesson		practical lecture	**some questions and a quick exam**
8	2 the. + 4 prac	The student understands the lesson	Heart failure (M)) + esophagus ca. (S)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
9	2 the. + 4 prac	The student understands the lesson	Myocardial infarction and angina (M)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10	2 the. + 4 prac	The student understands the lesson	Ca. stomach , ca. intestine (S)	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
11	2 the. + 4 prac	The student understands the lesson	Hypertension (M) + appendicitis (S)	Theoretical and practical lecture	**Discussion , asking some questions**

					and a quick exam
12	2 the. + 4 prac	The student understands the lesson	Congenital heart disease (M) + intestinal obstruction (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 the. + 4 prac	The student understands the lesson	Pneumonia (M) + liver abscess (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2 the. + 4 prac	The student understands the lesson	Asthma (M) + liver injury (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	2 the. + 4 prac	The student understands the lesson	Diphtheria (Medicine) + Head injury (Surgery)	Theoretical and practical lecture	**Discussion, asking some questions and a quick**

					exam
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1- Davidsons by Davidson** **12- 2- Harrison text book of medicine by Harrison** **13- 3-Clinical methods by Hatschison**		
A- Recommended books and references (scientific journals, reports, etc.)			**All sober magazines that have anything to do with the moon**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments in society					

Dr. Haider Hafudh

Head of Department

Dr. Qasim jewel Odeh

Lecturer of the subject

Course description form

Occupational health and safety/first course

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

, Central Technical University - Technical Institute / Kut	1. Educational institution
Community Health Technologies Department Second Phase	2. Scientific Department/Center,
, occupational health and safety	3. Name/code of the course
department	4. Programs included in the
built-in	5. Available attendance forms are
Academic year 2023_2024 First semester	6. Semester/Year
: 2 theoretical * 15 weeks = 30 total hours and 3 practical * 15 weeks=45 hours	7. Number of study hours (total)
8. 1. Course objectives: At the end of the academic year, the student will be able to	
Identify the damages to which workers in various establishments are exposed.	
To be aware of the occupational health and safety conditions that must be met to	

prevent accidents
Work injuries and various occupational diseases.

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some questions.
2- Group evaluation through a short and quick exam.
3- Evaluation through daily assignments.
4- Monthly, end-of-semester and final exams.

E- <u>Emotional and value-based goals</u>

1- Urging the student to think in different ways.
2- Urging the student to think about the importance of the subject and the danger of neglecting it.
3- Urging the student to acquire some skills that he can apply in practical life.

F- <u>Evaluation methods</u>

1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.
2- End of semester exam (25% practical + 35% theoretical).

G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u>

1- Enabling students to write reports related to general anatomy.
2- Enabling students to perform matching the practical reality.
3- Enabling students for continuous self-development after graduation.

11- Course structure

weeks	hours	Required educational outcomes	Name of the unit or topic	Teaching method	Evaluation method

1, 2	2 theory+ 3 practical.	The student understands the lesson	International Health The concept of international health The emergence of international health	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 theory+ 3 practical.	The student understands the lesson	Global Policy for International Health	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 theory+ 3 practical.	The student understands the lesson	Ethical issues in international health service	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 theory+ 3 practical.	The student understands the lesson	International treaties and international health diplomacy	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 theory+	The student understands	Global health policy frameworks, development,	Theoretical and	**Discussion, asking**

	3 practical.	the lesson	security, economics, human rights	practical lecture	**some questions and a quick exam**
7	2 theory+ 3 practical.	The student understands the lesson	Eradication and elimination of infectious diseases	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 theory+ 3 practical.	The student understands the lesson	Definition of infectious disease and what are the factors of the epidemiological triad	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	2 theory+ 3 practical.	The student understands the lesson	Methods of preventing infectious diseases	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2 theory+ 3 practical.	The student understands	Methods of control of infectious diseases	Theoretical and practical	**Discussion, asking some**

11	2 theory+ 3 practical.	The student understands the lesson	Biostatistics in determining the epidemiology of infectious diseases	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2 theory+ 3 practical.	The student understands the lesson	AIDS and hepatitis A and B	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 theory+ 3 practical.	The student understands the lesson	Pandemic influenza (Corona and influenza birds and pigs)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2 theory+ 3 practical.	The student understands the lesson	Hemorrhagic fever (Ebola hemorrhagic disease)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	2 theory+	The student understands	Malaria	Theoretical and	**Discussion, asking**

	3 practical.	the lesson		practical lecture	**some questions and a quick exam**
1- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1-Scientific lectures based on World Health Organization publications and books 2-The Iraqi Ministry of Health's guide to various international health topics 3- The Internet**		
A- Recommended books and references (scientific journals, reports, etc.)			**All relevant journals related to the course**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments worldwide in scientific topics related to the international health course					

رئيس القسم **أ.م. د حيدر حافظ حميش**	**مدرس المادة** **م.م فاطمة حران دهام**

The second stage, second semester

(medical and surgical medicine 2)

Course description

It aims to identify the most important medical and surgical disease related to the human body, which includes identifying disease and diagnosis ,treatment with complications as well as the systems and organs of the human body.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies First Phase**
3- Course name/code	**Medical and surgical medicine**

4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, first semester**
7- Number of study hours (total)	**Theoretical 2 * 15 weeks = 30total hours and 4 practical * 15 weeks = 60 hours**
8- The date this description was prepared	**19/2/2024**
9- Course objectives **1- At the end of the academic year, students will have the ability to identify all human disease .**	
2- Course outcomes and teaching, learning and evaluation methods **A- <u>Cognitive objectives</u>** **a. The student gets to know general concepts about the most important disease terms.** **b. The student learns about the precise structure of all tissues and organs of the body.**	
B- <u>The skills objectives of the course</u> **24. He can link the functions and anatomy of each part of the body.** **25. It can help the doctor diagnose and treat in some way, basically and simply when necessary.**	
C- <u>Teaching and learning methods</u> **1- The teacher delivers detailed theoretical lectures.** **2- The teacher requests the implementation of some skills.** **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**	

D- Evaluation methods

1- Individual evaluation by giving the student the opportunity to answer some questions.

2- Group evaluation through a short and quick exam.

3- Evaluation through daily assignments.

4- Monthly, end-of-semester and final exams.

E- Emotional and value-based goals

1- Urging the student to think in different ways.

2- Urging the student to think about the importance of the subject and the danger of neglecting it.

3- Urging the student to acquire some skills that he can apply in practical life.

F- Evaluation methods

1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.

2- End of semester exam (25% practical + 35% theoretical).

G- General and qualifying transferable skills (other skills related to employability and personal development)

1- Enabling students to write reports related to general anatomy.

2- Enabling students to perform matching the practical reality.

3- Enabling students for continuous self-development after graduation.

H- Other learning and teaching methods

3- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.

2- Developing an update to the vocabulary of the Fundamentals of general anatomy subject to keep pace with development in order to achieve personal development for the level of students.

3- Discussion of research and projects by scientific committees in the department.

4- Written tests.

5- Direct observations.

11- Course structure					
weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 4 prac	The student understands the lesson	Bronchitis (M) + cholycystitis (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	2 the. + 4 prac	The student understands the lesson	Pleural effusion (M)) + gall bladder stone (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 the. + 4 prac	The student understands the lesson	Anemia (M) + spleen injury (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 the. + 4 prac	The student understands	Leukemia (M) + pancreatitis (S)	Theoretical and	**Discussion, asking**

		the lesson		practical lecture	**some questions and a quick exam**
5	2 the. + 4 prac	The student understands the lesson	Lymphoma (M) + hernia (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 the. + 4 prac	The student understands the lesson	Hemophilia (M) + types of hernia (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2 the. + 4 prac	The student understands the lesson	Glomerulonephritis (M) + tracheal obstruction (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 the. + 4 prac	The student understands the lesson	Nephrotic syndrome and renal failure (M) + lung ca. (S)	Theoretical and practical lecture	**Discussion, asking some questions**

					and a quick exam
9	2 the. + 4 prac	The student understands the lesson	Rheumatoid arthritis (M) + fracture (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2 the. + 4 prac	The student understands the lesson	Bronchitis (M) + cholycystitis (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2 the. + 4 prac	The student understands the lesson	Gout (M) + pyelonephritis (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2 the. + 4 prac	The student understands the lesson	Hyperpitutirism (M) + renal stones (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick**

					exam
13	2 the. + 4 prac	The student understands the lesson	Thyroid gland disease (M) + bladder ca. (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2 the. + 4 prac	The student understands the lesson	Addison diseases (M) + blood transfusion (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
15	2 the. + 4 prac	The student understands the lesson	Para Thyroid gland disease (M) + hemorrhoid (S)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1- Davidsons by Davidson** **4- 2- Harrison text book of medicine by Harrison** **5- 3-Clinical methods by Hatschison**		
A- Recommended books and			**All sober magazines that have anything to do**		

references (scientific journals, reports, etc.)	**with the moon**
B- Electronic references and Internet sites	**Websites on the Internet related to the course**
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh	***Dr .Qasim jewel Odeh***
Head of Department	***Lecturer of the subject***

(Pharmacology 2)

Course description

It aims to identify the most important Pharmacology terms related to the human body, which includes identifying drugs and dose in an accurate and detailed manner, as well as drug for the systems and organs of the human body., including the circulatory, nervous, E.N.T. Drugs and G.U.T.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_ The second Phase**

3- Course name/code	**Pharmacology**
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 2 practical * 15 weeks = 30 hours**
8- The date this description was prepared	**19/2/2024**

9- Course objectives

14. At the end of the academic year, students will have the ability to identify all drugs and their side effect and route of administration .

10- Course outcomes and teaching, learning and evaluation methods

A- <u>Cognitive objectives</u>

a. The student gets to know general Basic science of pharmacology , The activity of drugs ,Absorption and excretion of drug , Dose and dosage form

b. The student learns about the precise structure of all Toxicology, toxins, poisoning with metals..

B- <u>The skills objectives of the course</u>

26. He can learns about routes of drug administration

27. It can help the doctor diagnose and treat in some way, basically and simply when necessary.

C- <u>Teaching and learning methods</u>

1- The teacher delivers detailed theoretical lectures.

2- The teacher requests the implementation of some skills.

3- Asking some intellectual questions.

4- Requesting the submission of some reports from the library and the Internet.

5- Using the method of brainstorming and feedback by activating the

accumulated experiences of students.
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.** **2- End of semester exam (25% practical + 35% theoretical).**
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to pharmacology .** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of pharmacology subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.**

4- Written tests.
5- Direct observations.

11- Course structure					
weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 2 prac.	The student understands the lesson	G.U.T. Uterine stimulants , uterine relaxants , Velval and virginal disorders, Contraceptives, U.T. disorders ,	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
2 and 3	2 the. + 2 prac.	The student understands the lesson	Muscular skeletal disorders , Chronic rheumatic diseases , Treatment of gout , myasthenia grvis, Mascles relaxants, Rubefacients , Soft tissues inflammations.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
4 and 5	2 the. + 2 prac.	The student understands the lesson	Blood formation and coagulations :- Iron deficiency anaemia megalobl astic anaemia , other types of anaemia anticoagulants , anti-	Theoretical and practical lecture	**Discussion , asking some questions and a quick**

			platelet , fibrinolytics anti fibrinolytics.		**exam**
6 and 7	2 the. + 2 prac.	The student understands the lesson	Skin: Emollients , antipruridics , topical Corticosteroids , Eczemaow psoriasis Acne , antibacterial , disinfectants , antifugl , Antiviral , antiparasitics , melanizing and demelanizings	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
8	2 the. + 2 prac.	The student understands the lesson	E.N.T. Drugs acting on E.N.T. Including antibiotics and anti inflamatory.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
9	2 the. + 2 prac.	The student understands the lesson	Eye: Anti-infective preparations, Anti-inflammatory (corticosteroids) , Mydriatcs and cycloplegics , Glaucoma, other preparations.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
10 and 11	2 the. + 2 prac.	The student understands the lesson	Chemo therapy and immunosuppressant: Alkylatings , antimetabolites ,	Theoretical and practical lecture	**Discussion , asking some questions**

			enrymes , Hormones , drug alter immuneresponses.		**and a quick exam**
12 and 13	2 the. + 2 prac.	The student understands the lesson	Anaesthetics: General anesthetics, preanthetics , Inhalation , local anesthetics.	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
14 and 15	2 the. + 2 prac.	The student understands the lesson	C.N.S. Hypnotics and axiolytics , Antipsychotics, Antidepressants , CNS stimulants ,Anorectics , antiemetics , analgesics (mild, moderate, sever pain , migraine , antiepileptics , parkinsonism, drugs used in chorea , tics. Trigeminal neuralgia	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**12- Mycek, M .J. ; Harvey R.A. and Champe , P.C. (1997).Lippencott's Ilustrated Reviews: Pharmacology.(2nd ed.). Lippincott-Raven, Philadel phia New York .** **13- Laurence, D.R. ; Bennett , P.N. and**		

	Brown, M.J.(1997).Clinical pharmacology. New York ; London : Churchill Livingstone.
A- Recommended books and references (scientific journals, reports, etc.)	**All sober magazines that have anything to do with the moon**
B- Electronic references and Internet sites	**Websites on the Internet related to the course**
13- Course development plan	
Keeping pace with developments in society	

Dr. Haider Hafudh

Head of Department

Rand jawed

Lecturer of the subject

(Community health)

Course description

It aims to identify the most important community health terms related to the human and community, which includes identifying vaccinations, environmental health, nutrition and health education in an accurate and detailed manner.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies second Phase**
3- Course name/code	**Community health**
4- The programs in which he participates	**Department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, first semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30 total hours and 2 practical * 15 weeks = 45 hours**
8- The date this description was prepared	**19/2/2024**
9- Course objectives **1-At the end of the academic year, the student will be able to become familiar with the concepts of community health and the techniques related to it.**	
10- Course outcomes and teaching, learning and evaluation methods **A- <u>Cognitive objectives</u>**	

1-The student gets to know general concepts about the most important terms, activities and events of community health.
B- <u>The skills objectives of the course</u> **1 -To know how to organize forms for pregnant women and children at the family registrar.** **2- To follow up on those who have dropped out of vaccinations and health education.** **3- To be able to make home visits and carry out field work in schools and institutes for the disabled.**
C- <u>Teaching and learning methods</u> **1- The teacher delivers detailed theoretical lectures.** **2- The teacher requests the implementation of some skills.** **3- Asking some intellectual questions.** **4- Requesting the submission of some reports from the library and the Internet.** **5- Using the method of brainstorming and feedback by activating the accumulated experiences of students.**
D- <u>Evaluation methods</u> **1- Individual evaluation by giving the student the opportunity to answer some questions.** **2- Group evaluation through a short and quick exam.** **3- Evaluation through daily assignments.** **4- Monthly, end-of-semester and final exams.**
E- <u>Emotional and value-based goals</u> **1- Urging the student to think in different ways.** **2- Urging the student to think about the importance of the subject and the danger of neglecting it.** **3- Urging the student to acquire some skills that he can apply in practical life.**
F- <u>Evaluation methods</u> **1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.**

2- End of semester exam (25% practical + 35% theoretical).
G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u> **1- Enabling students to write reports related to community health.** **2- Enabling students to perform matching the practical reality.** **3- Enabling students for continuous self-development after graduation.**
H- <u>Other learning and teaching methods</u> **11- Preparing and implementing research and projects by students within the vocabulary of the Department of Community Health Technologies' subjects and presenting them at student conferences.** **2- Developing an update to the vocabulary of the Fundamentals of community health subject to keep pace with development in order to achieve personal development for the level of students.** **3- Discussion of research and projects by scientific committees in the department.** **4- Written tests.** **5- Direct observations.**

11- Course structure					
weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 theory+ 3 practical.	The student understands the lesson	Definition of health and illness. Pathogens,	Theoretical and practical	**Discussion , asking some**

			epidemiological triad	lecture	**questions and a quick exam**
2, 3, 4	2 theory+ 3 practical.	The student understands the lesson	Community Health motherhood and Childhood care	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 theory+ 3 practical.	The student understands the lesson	Health education	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 theory+ 3 practical.	The student understands the lesson	Nutrition Basic food components and their importance	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7, 8	2 theory+ 3 practical.	The student understands the lesson	Environmental health, environmental health goals Air health Water health	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
9, 10	2 theory+ 3 practical.	The student understands the lesson	Medical waste Waste and its types Disposal of liquid and solid waste	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
11	2 theory+ 3 practical.	The student understands the lesson	The concept of disability Physically disabled people Mentally disabled people	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2 theory+ 3 practical.	The student understands the lesson	Rehabilitation Meaning of Rehabilitation Types of rehabilitation	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 theory+ 3 practical.	The student understands	Control of infectious (tcommunicable) diseases	Theoretical and practical	**Discussion, asking some**
14	2 theory+ 3	The student understands the lesson	Non communicable diseases	Theoretical and practical	**Discussion, asking some**

	practical.			lecture	**questions and a quick exam**
15	2 theory+ 3 practical.	The student understands the lesson	Biostatistics General method of health research Information of births and deaths	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1-Scientific lectures based on World Health Organization publications and books 2-The Iraqi Ministry of Health's guide to various community health topics 3- The Internet**		
A- Recommended books and references (scientific journals, reports, etc.)			**All relevant journals related to the course**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments worldwide in scientific topics related to the community health course					

Dr. Haider Hafudh

Head of Department

(Health inspection the second course)

Course description

This course description provides a necessary summary of the most important

characteristics of the course and the learning outcomes that the student is expected to achieve.	
1- Educational institution	**Middle Technical University- Technical Institute / Kut**
2- Scientific Department/Center	**Department of Community Health Technologies_second Phase**
3- Course name/code	**Health inspection**
4- The programs in which he participates	**department**
5- Available forms of attendance	**Built-in**
6- Semester/year	**Academic year 2023-2024, second semester**
7- Number of study hours (total)	**theoretical2 * 15 weeks = 30total hours and 4 practical * 15 weeks = 60 hours**
8- The date this description was prepared	**22/2/2024**
9- Course objectives **1- At the end of the academic year, students will have the ability to become familiar with the programs and concept of health inspection and diagnose the conditions and specifications that must be legally available in stores subject to health supervision.**	
10- Course outcomes and teaching, learning and evaluation methods **A- <u>Cognitive objectives</u>** **<u>1-Knowing the foundations and rules of the inspection process</u>** **<u>2-Knowing the health conditions and specifications in stores subject to health supervision</u>**	
B- <u>Knowledge of the foundations and rules of the inspection process</u> **<u>Knowing the health conditions and specifications in stores subject to health supervision.</u>**	

C- Teaching and learning methods

1-The teacher delivers detailed theoretical lectures.
2-The teacher requests the implementation of some skills.
3-Asking some intellectual questions.
4-Requesting the submission of some reports from the library and the Internet.
5-Using the method of brainstorming and feedback by activating the accumulated experiences of students.

D- Evaluation methods

1- Individual evaluation by giving the student the opportunity to answer some questions.
2- Group evaluation through a short and quick exam.
3- Evaluation through daily assignments.
4- Monthly, end-of-semester and final exams.

E- Emotional and value-based goals

1- Urging the student to think in different ways.
2- Urging the student to think about the importance of the subject and the danger of neglecting it.
3- Urging the student to acquire some skills that he can apply in practical life.

F- Evaluation methods

1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.
2- End of semester exam (25% practical + 35% theoretical).

G- General and qualifying transferable skills (other skills related to employability and personal development)

1-Enabling students to write reports on health inspection and control.
2-Enabling students to perform matching the practical reality.
3-Enabling students for continuous self-development after graduation.

H- Other learning and teaching methods

1-Preparing and implementing research and projects by students within the vocabulary of the

Department of Community Health Technologies and presenting them at student conferences.
2-Updating the vocabulary of the health inspection and control subject to keep pace with developments in order to achieve personal development of the students' level.
3-Discussion of research and projects by scientific committees in the department.
4-Written tests.
5-Direct observations.

11- Course structure					
Weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1	2 the. + 4 prac.	The student understands the lesson	Ice factor, gypsum factor	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
2	2 the. + 4 prac.	The student understands the lesson	Juice and jam factories, mineral water and soft drinks factories	Theoretical and practical lecture	**Discussion, asking some questions**

					and a quick exam
3	2 the. + 4 prac.	The student understands the lesson	Potable water desalination and sterilization plant using a spiral membrane system and reverse osmosis, liquefied water projects	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 the. + 4 prac.	The student understands the lesson	Beauty centers	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 the. + 4 prac.	The student understands the lesson	Cosmetics and detergent laboratories	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
6	2 the. + 4 prac.	The student understands the lesson	Means of transport intended for transporting, preserving, displaying, selling and processing food materials	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
7	2 the. + 4 prac.	The student understands the lesson	Public bathrooms, swimming pools	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 the. + 4 prac.	The student understands the lesson	Organizing the work of street vendors	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	2 the. + 4 prac.	The student understands the lesson	Health and environmental inspection of schools	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
10	2 the. + 4 prac.	The student understands the lesson	Massacres	Theoretical and practical lecture	**Discussion, asking some questions and a**

					quick exam
11	2 the. + 4 prac.	The student understands the lesson	Entities supporting health inspection	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2 the. + 4 prac.	The student understands the lesson	Sanitary landfill sites	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 the. + 4 prac.	The student understands the lesson	HACCP system	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2 the. + 4 prac.	The student understands the lesson	Pull food models	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

15	2 the. + 4 prac.	The student understands the lesson	Work contexts	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**

12- Infrastructure	
1- The required prescribed books	**The institute's library for additional curricula resources**
2- Main references (sources)	**11- Health inspection and control for students of international health institutes. Muter Falih. 1986**
A- Recommended books and references (scientific journals, reports, etc.)	**All sober magazines that have anything to do with the moon**
B- Electronic references and Internet sites	**WWW.MEDSCAPE.COM**
13- Course development plan	
Keeping pace with developments in society and adopting modern curricula approved by the International Health Organization within the prescribed curriculum	

مدرس المادة

زهراء زهير

حسن عباس

رئيس القسم

ا.م . د. حيدر حافظ

Course description form

Occupational health and safety/first course

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

, Central Technical University - Technical Institute / Kut	9. Educational institution
Community Health Technologies Department Second Phase	10. Scientific Department/Center,
, occupational health and safety	11. Name/code of the course
Department	12. Programs included in the
built-in	13. Available attendance forms are
Academic year 2023_2024 First semester	14. Semester/Year
: 2 theoretical * 15 weeks = 30 total hours and 3	15. Number of study hours

practical * 15 weeks=45 hours	(total)
16.1. Course objectives: At the end of the academic year, the student will be able to	
Identify the damages to which workers in various establishments are exposed.	
To be aware of the occupational health and safety conditions that must be met to prevent accidents	
Work injuries and various occupational diseases.	

D- <u>Evaluation methods</u>

1- Individual evaluation by giving the student the opportunity to answer some questions.
2- Group evaluation through a short and quick exam.
3- Evaluation through daily assignments.
4- Monthly, end-of-semester and final exams.

E- <u>Emotional and value-based goals</u>

1- Urging the student to think in different ways.
2- Urging the student to think about the importance of the subject and the danger of neglecting it.
3- Urging the student to acquire some skills that he can apply in practical life.

F- <u>Evaluation methods</u>

1- A monthly exam (15% practical + 25% theoretical) that takes into account daily activities.
2- End of semester exam (25% practical + 35% theoretical).

G- <u>General and qualifying transferable skills (other skills related to employability and personal development)</u>

1- Enabling students to write reports related to general anatomy.
2- Enabling students to perform matching the practical reality.

3- Enabling students for continuous self-development after graduation.

11- Course structure					
weeks	**hours**	**Required educational outcomes**	**Name of the unit or topic**	**Teaching method**	Evaluation method
1, 2	2 theory+ 3 practical.	The student understands the lesson	International Health The concept of international health The emergence of international health	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
3	2 theory+ 3 practical.	The student understands the lesson	Global Policy for International Health	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
4	2 theory+ 3 practical.	The student understands the lesson	Ethical issues in international health service	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
5	2 theory+	The student understands	International treaties and international health	Theoretical and	**Discussion, asking**

	3 practical.	the lesson	diplomacy	practical lecture	**some questions and a quick exam**
6	2 theory+ 3 practical.	The student understands the lesson	Global health policy frameworks, development, security, economics, human rights	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
7	2 theory+ 3 practical.	The student understands the lesson	Eradication and elimination of infectious diseases	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
8	2 theory+ 3 practical.	The student understands the lesson	Definition of infectious disease and what are the factors of the epidemiological triad	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
9	2 theory+ 3 practical.	The student understands the lesson	Methods of preventing infectious diseases	Theoretical and practical lecture	**Discussion, asking some questions**

					and a quick exam
10	2 theory+ 3 practical.	The student understands	Methods of control of infectious diseases	Theoretical and practical	**Discussion, asking some**
11	2 theory+ 3 practical.	The student understands the lesson	Biostatistics in determining the epidemiology of infectious diseases	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
12	2 theory+ 3 practical.	The student understands the lesson	AIDS and hepatitis A and B	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
13	2 theory+ 3 practical.	The student understands the lesson	Pandemic influenza (Corona and influenza birds and pigs)	Theoretical and practical lecture	**Discussion, asking some questions and a quick exam**
14	2	The student	Hemorrhagic fever (Ebola	Theoretical	**Discussion**

	theory+ 3 practical.	understands the lesson	hemorrhagic disease)	and practical lecture	**, asking some questions and a quick exam**
15	2 theory+ 3 practical.	The student understands the lesson	Malaria	Theoretical and practical lecture	**Discussion , asking some questions and a quick exam**
12- Infrastructure					
1- The required prescribed books			**The institute's library for additional curricula resources**		
2- Main references (sources)			**1-Scientific lectures based on World Health Organization publications and books 2-The Iraqi Ministry of Health's guide to various international health topics 3- The Internet**		
A- Recommended books and references (scientific journals, reports, etc.)			**All relevant journals related to the course**		
B- Electronic references and Internet sites			**Websites on the Internet related to the course**		
13- Course development plan					
Keeping pace with developments worldwide in scientific topics related to the international health course					

مدرس المادة	رئيس القسم
م.م فاطمة حران دهام	أ.م. د حيدر حافظ حميش