

مقررات المرحلة الثالثة/تمريض الام والوليد

Course Description Maternal and neonate nursing (Theory)Form2026-2025	
1.Course Name:	
Maternal and neonate nursing (Theory)	
2.Course Code:	
WNR-31—01	
3.Semester / Year:	
First trimester\2025-2026	
4.Description Preparation Date:	
25/9/2025	
5.Available Attendance Forms:	
Paper lectures in college halls, and electronic lectures on the university website	
6.Number of Credit Hours (Total) / Number of Units (Total)	
3 hours\ (8)units	
7.Course administrator's name (mention all, if more than one name)	
Name: DR.Fatimah Fadhil Jawad Email: fatimah.al@uowa.edu.iq Name: DR. Amal Kalaf Kadhim Email: amel.kh@uowa.edu.iq	
8.Course Objectives	
Course Objectives	<p>The pupil can be able to know the general information about the maternity nursing.</p> <ul style="list-style-type: none"> ✓ Explain the physiological, psychological, and social changes that occur during pregnancy, labor, postpartum, and newborn periods. ✓ Demonstrate understanding of reproductive health concepts including family planning, preconception care, and safe motherhood initiatives. ✓ Perform comprehensive assessment and nursing care for pregnant women using evidence-based guidelines and culturally sensitive approaches. ✓ Identify and manage common discomforts, complications, and high-risk conditions during pregnancy, labor, delivery, and postpartum. ✓ Apply effective communication, teaching, and counseling skills to promote maternal and newborn health and positive parent-infant relationships. ✓ Provide safe and supportive intrapartum and postpartum nursing care, including pain management, breastfeeding support, and newborn care.

	<ul style="list-style-type: none"> ✓ Implement infection prevention and patient safety measures in all maternal and neonatal care settings. ✓ Collaborate with the interdisciplinary healthcare team to provide holistic, family-centered maternal and newborn care. ✓ Utilize critical thinking and clinical judgment in planning, implementing, and evaluating maternal and newborn nursing care. ✓ Promote advocacy, ethical practice, and respect for women's rights, dignity, and autonomy throughout the childbirth continuum.
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9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Classroom lectures. • Online discussions and explanations via Moodle . • Brainstorming. • group discussions
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10. Course Structure

Week	Hours	Unit or subject name	Learning method	Evaluation method
.	3 hours	Introduction to maternal & neonatal nursing	lecture	Quiz & grope discussion
.	3 hours	Introduction to maternal & neonatal nursing	Lecture and discussions	Quiz & grope discussion
.	3 hours	Reproductive system	Lecture and discussions	Quiz & grope discussion
.	3 hours	Family planning:	Lecture and discussions	Quiz & grope discussion
.	3 hours	Pregnancy	Lecture and discussions	Quiz & grope discussion
.	3 hours	Complications of pregnancy	Lecture and discussions	Quiz & grope discussion
.	3 hours	Labor & delivery	Lecture and discussions	Quiz & grope discussion
.	3 hours	Mid Exam(1)		
.	3 hours	Labor & delivery	Lecture and discussions	Quiz & grope discussion
.	3 hours	Obstetrical operation	Lecture and discussions	Quiz & grope discussion
.	3 hours	Puerperium1	Lecture and discussions	Quiz & grope discussion

.	3 hours	Puerperium2	Lecture and discussions	Quiz & grope discussion
.	3 hours	Neonatal nursing care1	Lecture and discussions	Quiz & grope discussion
.	3 hours	Neonatal nursing care2	Lecture and discussions	Quiz & grope discussion
.	3 hours	Gynecological disorders	Lecture and discussions	Quiz & grope discussion
.		Mid2		

Course Evaluation

First and Second Monthly Exams: 20 marks

- **Daily Quizzes: 5 marks**
- **Seminar: 10 marks**
- **Hospital Report: 10 marks**
- **Laboratory and Hospital Attendance/Performance: 15 marks**
- **Final Practical Hospital Exam: 10 marks**
- **Final Theoretical Exam: 20 marks**
- **Final Practical Laboratory Exam: 10 marks**

12.Learning and Teaching Resources

- Silbert-Flagg, J. (2022). Maternal & child health nursing: Care of the childbearing & childrearing family. Lippincott Williams & Wilkins.
- . Maternal-Neonatal Nursing: Stephanie C. Butkus, Fort Worth, 2015, Texas

- Maternal Child Nursing Care 7th Edition by Shannon .

Domain	EPSLO	Description	Example in Maternal and Child Health Nursing	Learning Outcomes
Knowledge	EPSLO -1	Integrate theoretical and scientific knowledge from nursing and related disciplines in the delivery of care.	Understanding physiological changes during pregnancy and their impact on maternal and fetal health	Students will explain the physiological, psychological, and social aspects of pregnancy and childbirth
	EPSLO-2	Apply critical thinking and problem-solving skills to nursing practice	Identifying risk factors for preeclampsia and planning preventive interventions	Students will analyze maternal health problems and propose evidence-based nursing interventions
	EPSLO-3	Demonstrate knowledge of health promotion and disease prevention strategies	Educating mothers about exclusive breastfeeding and immunization schedules	Students will describe preventive strategies to promote maternal and child
	EPSLO-4	Recognize the impact of social, cultural, and environmental factors on health.	Assessing how cultural beliefs influence maternal nutrition and newborn care	Students will identify and discuss cultural and environmental factors affecting maternal and child health
Skills	EPSLO-5	Apply evidence-based knowledge and technology in the provision of safe and effective nursing care	Using current guidelines to monitor fetal heart rate during labor and applying appropriate interventions	Students will be able to integrate research-based guidelines in maternal and neonatal care
	EPSLO-6	Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing	Calculating correct medication dosages for postpartum women and pediatric patients	Students will accurately calculate and administer medications for mothers and children.

	EPSLO-7	Demonstrate clinical competence in providing therapeutic nursing care across the lifespan	Assessing maternal vital signs and providing care for both mother and newborn immediately after delivery	Students will perform comprehensive assessments and provide therapeutic care for mothers and newborns
	EPSLO-8	.procedures and clinical interventions accurately and safely in accordance with established standards	Performing safe intramuscular injections and umbilical cord care for newborns	Students will demonstrate correct technique in essential maternal and child nursing procedures.
	EPSLO-8	Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care	Respecting cultural practices during childbirth and involving family in care decisions	Students will apply culturally sensitive care and respect patient beliefs in maternal and child health settings
Values	EPSLO-9	Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centered care	Providing emotional support to mothers experiencing postpartum depression while maintaining professional accountability	Students will demonstrate empathy, integrity, and accountability in patient-centered care
	EPSLO-10	Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team	Coordinating care between obstetricians, pediatricians, and nurses to ensure comprehensive care for mother and newborn	Students will effectively communicate and collaborate with healthcare teams for optimal maternal and child outcomes

The Lecturer of maternity Nursing




Dr.Fatimah Fadel Jawad

Dr. Amal khalsf kadem

Course Description Health Sociology form 2025-2026

1. Course Name:	
Health Sociology	
2. Course Code:	
WNR-31-03	
3. Semester / Year:	
Third stage/ First Semester	
4. Description Preparation Date:	
2025-9-13	
5. Available Attendance Forms:	
Full time	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2hours per week/ Total (30) hours per 15 Week.	
7. Course administrator's name (mention all, if more than one name)	
Name: Hadi Faiz Jazan	
Email: hadi.ja@uowa.edu.iq	
8. Course Objectives	
Course Objectives: the end of the course, students are expected to be able to:	<ol style="list-style-type: none"> 1. Identify the theoretical and practical foundations of medical and health sociology. 2. Explain sociological concepts related to health, illness, and healing from a social perspective. 3. Recognize illness behaviors and patient roles within different social and cultural structures. 4. Describe the healing process as a social and psychological experience intertwined with medical aspects. 5. Analyze the nature of social relationships and their influence on the health of individuals and communities. 6. Apply sociological theories and concepts to practical healthcare situations and nursing practice. 7. Critically evaluate health policies, interventions, and models of patient care from a sociological perspective. 8. Demonstrate the ability to link theoretical knowledge with professional practice in diverse healthcare contexts.

	9. Demonstrate awareness of professional responsibility in engaging with society, particularly within the hospital setting. 10. Uphold ethical standards in all interactions with patients, families, and the wider community. 11. Value the importance of the nurse–patient relationship as a professional and humanistic foundation for quality care. 12. Foster a socially responsive and holistic approach to nursing practice.
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9. Teaching and Learning Strategies

Interactive Lectures Class Discussions Case-Based Learning Collaborative Learning & Group Work Problem-Based Learning – PBL
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	Identify introduction health sociology	Introduction to Sociology and Health Sociology	Interactive Lectures Class Discussions	Quizzes, students' participation in the lecture,
2	2T	Learn the study of social relationships	The study of social relationships	Interactive Lectures Class Discussions Case-Based Learning	Quizzes, students' participation in the lecture,
3	2T	Learn The Nurse – Patient Relationship	The Nurse – Patient Relationship	Interactive Lectures Class Discussions Problem-Based Learning – PBL	Quizzes, students' participation in the lecture,

4	2T	Understanding the Sociology of Health ,Health, Illness, and Healing.	Identify Sociology of Health ,Health, Illness, and Healing.	Interactive Lectures Collaborative Learning & Group Work ss Discussions	Quizzes, students' participation in the lecture
5	Mid-term Exam. No 1				
6	2T	Learn the Illness behavior and the sick role.	the Illness behavior and the sick role	Interactive Lectures Case-Based Learning Collaborative Learning & Group Work Problem-Based Learning – PBL	Quizzes, students' participation in the lecture,
7	2T	Understand the basic concepts of the healing process	Identify healing process	Interactive Lectures Class Discussions Collaborative Learning & Group Work	Quizzes, students' participation in the lecture,
8	2T	Understand the Social Stress	Identify the Social Stress	Interactive Lectures Case-Based Learning Problem-Based Learning – PBL	Quizzes, students' participation in the lecture,
9	2T	Identify The Social Demography of Health	Social Demography and Health Inequalities	Interactive Lectures Case-Based Learning ss Discussions	Quizzes, students' participation in the lecture.
10	Mid-term Exam. No 2				

11	2T	Identify The Social Implications of Advanced Health Care	The Social Implications of Advanced Health Care	Interactive Lectures Case-Based Learning Problem-Based Learning – PBL	Quizzes, students' participation in the lecture.
12	2T	Analyze strengths and weaknesses of Iraq's healthcare system. Discuss policies and health equity.	Health Care Systems & Social Policy	Interactive Lectures Case-Based Learning Problem-Based Learning – PBL	Quizzes, students' participation in the lecture.
13	2T	Evaluate impact of technology in healthcare. Identify ethical dilemmas in advanced care	Social Implications of Advanced Healthcare	Interactive Lectures Case-Based Learning ss Discussions	Quizzes, students' participation in the lecture.

11. Course Evaluation

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

Formative		Summative		Score standard
Evaluation methods	Scores %	First midterm theoretical exam	Scores 10%	Excellent (90-100) Very Good (80-less than 90) Good (70-less than 80)
Quizzes	5%	Second midterm theoretical exam	10%	

Students' participation in the lecture, Assignment evaluation.	5%	Final theoretical exam	70%	Fair (60-less than 70) Acceptable (50-less than 60) Fail (less than 50)
12. Learning and Teaching Resources				
Required textbooks (curricular books, if any)	Arcia AR, Filipe SB, Fernandes C, Estevão C, Ramos G. The Sociology of Health, Healing, and Illness. 2023			
Main references (sources)	Arcia AR, Filipe SB, Fernandes C, Estevão C, Ramos G. Textbook of Applied Sociology and Psychology for BSc Nursing Students. 2022.			
Recommended books and references (scientific journals, reports...)	Chan B. INTRODUCTION TO SOCIOLOGY Concepts and Theories. Vol. 17. 2022. 302 p.			
Electronic References, Websites	Jenkins SP, Storrow A, Liu D, Jenkins CA, Miller KF, Kampe et al. Basic and Applied Sociology for Nursing. 3rd ed. 2021. 167–186 p.			

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
<p>Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession</p> <p>EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice.</p> <p>EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.”</p>	<ol style="list-style-type: none"> 1. Identify the theoretical and practical foundations of medical and health sociology. 2. Explain key sociological concepts related to health, illness, and healing from a social perspective. 3. Recognize patterns of illness behavior and patient roles within different social and cultural structures. 	<p><i>Identify the theoretical and practical foundations → builds understanding of the social sciences underlying nursing.</i></p> <p><i>Explain sociological concepts of health → encourages continuous learning of sociological knowledge that evolves with society.</i></p> <p><i>Recognize illness behaviors → links sociology with</i></p>

<p>EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.</p>	<p>4. Describe the healing process as both a social and psychological experience intertwined with medical aspects.</p>	<p>clinical reasoning in complex care.</p> <p><i>Describe the healing process as a social and psychological experience → integrates sociological insights with evidence-based practice.</i></p>
<p><u>Skills</u> EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.</p> <p>EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.</p> <p>EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.</p> <p>EPSLO-8: Perform nursing procedures and clinical</p>	<p>Analyze the nature of social relationships and their influence on the health of individuals and communities.</p> <p>Apply sociological theories and concepts to practical healthcare and nursing practice.</p> <p>Critically evaluate health policies, interventions, and models of patient care from a sociological perspective.</p>	<p><i>Apply sociological theories to healthcare and nursing practice → ensures sociological concepts are translated into practice.</i></p> <p><i>Critically evaluate health policies, interventions, and models of care → develops sociological analysis skills supported by evidence.</i></p> <p>Analyze social relationships and</p>

<p>interventions accurately and safely in accordance with established standards.</p>	<p>Integrate theoretical knowledge with professional nursing practice in diverse healthcare contexts.</p>	<p>their influence on health → enhances ability to contextualize care for patients of different ages and social backgrounds.</p> <p><i>Link theoretical knowledge with professional practice in diverse contexts → embeds sociological awareness into everyday safe practice.</i></p>
<p><u>Values</u> EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.</p> <p>EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.</p> <p>EPSLO-11: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-</p>	<p>Demonstrate professional responsibility in engaging with society, particularly within healthcare institutions.</p> <p>Uphold ethical standards in interactions with patients, families, and the wider community.</p> <p>Value the nurse–patient relationship as both a professional duty and a humanistic foundation for quality care.</p>	<p><i>Demonstrate professional responsibility in engaging with society → connects science with social responsibility.</i></p> <p><i>Uphold ethical standards and value nurse–patient relationship → integrates humanistic and ethical foundations of sociology into care.</i></p> <p><i>Foster socially responsive and</i></p>

professional healthcare team.	Foster a socially responsive and holistic approach to nursing practice.	<i>holistic nursing practice</i> → ensures nursing care respects cultural and social diversity.
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1. Course Name:				
Nutrition and Diet therapy				
2. Course Code:				
WNR-31-04				
3. Semester / Year:				
First trimester\2025-2026				
4. Description Preparation Date:				
25\9\2025				
5. Available Attendance Forms:				
Paper lectures in college halls, and electronic lectures on the university website				
6. Number of Credit Hours (Total) / Number of Units (Total)				
Total (2) Hours weekly \ theory (2) unite				
7. Course administrator's name (mention all, if more than one name)				
Name: DR. Fatimah Fadil Jawad				
Email: fatimah.al@uowa.edu.iq				
8. Course Objectives				
Course Objectives		Students should be able to apply knowledge gained from the class to support a healthy lifestyle for themselves and their families. They should gain experience in critical thinking, reading scientific literature, communicating ideas in nutrition and understanding how it affects daily life. Students should be able to understand the difference between science and pseudoscience in nutrition, between facts and wild extrapolations that pass for		
9. Teaching and Learning Strategies				
Strategy		1. Lecture 2. Group discussion 3. Assignment		
10. Course Structure				
Week	Hours	Unit or subject name	Learning method	Evaluation method
1.	2 hour	An Overview of Nutrition	lecture	Quiz
2.	2 hour	Digestion, Absorption and Transport	Lecture discussions and	Quiz
3.	2 hour	Carbohydrates: Sugars, Starches, and Fibers	Lecture discussions and	Quiz
4.	2 hour	Carbohydrates: health, diabetes, athletic performance	Lecture discussions and	Quiz
5.	2 hour	Protein: Amino Acids	Lecture discussions and	Quiz
6.	2 hour	The Lipids: Triglycerides, Phospholipids, and Sterols	Lecture discussions and	Quiz

7.	2 hour	(mid exam)1		
8.	2 hour	Energy Balance and Body Composition	Lecture	Quiz
9.	2 hour	Weight Management: Overweight, Obesity, and Underweight/athletic performance	Lecture	Quiz
10.	2 hour	The Water-Soluble Vitamins: B Vitamins and Vitamin C	Lecture	Quiz
11.	2 hour	The Fat-Soluble Vitamins: A, D, E, and K	Lecture	Quiz
12.	2 hour	Water and Major Minerals / The Trace Minerals	Lecture	Quiz
13.	2 hour	Planning a Healthy Diet/ (mid term)2	Lecture	Mid2
14.	2 hour	Nutrition during pregnancy	Lecture and discussions	Quiz
15.	2 hour	World Hunger/Food sustainability	discussions	Quiz
16.		Selected Topics from remaining chapters including food safety, food additives, nutrition impact on aging and disease risk.		

11. Course Evaluation

1 st month exam.	10%
2 nd month exam.	10%
Class activities and attendance	5 %
Assignment	5%
Final theory exam.	70%

Total	100%

Learning and Teaching Resources

- Whitney/Rolfes - Bundle: Understanding Nutrition, Loose-leaf Version, 15th + MindTap® Nutrition, 1 term (6 months) Printed Access Card
- Applied Nutrition** including Dietetics and Applied Biochemistry for Nurses 4e

<https://ncert.nic.in/textbook/pdf/kehe103.pdf>

4th Edition - July 15, 2023

Imprint: Elsevier India

Authors: Venkatraman Sreemathy, Sucheta P. Dandekar

Course Description Nutrition and Diet therapy (2025-2026)

Therapeutic Nutrition – EPSLO Alignment (Nursing – 3rd Year)

Domain	EPSLO	Description	Example in Therapeutic Nutrition	Student Learning Outcomes
Cognitive	EPSLO-1	Apply theoretical nutritional knowledge in nursing practice	Explaining how nutrients affect chronic diseases	<ul style="list-style-type: none"> • Describe nutrients and functions • Explain nutrition–disease relationship • Classify therapeutic diets
Skills	EPSLO-3	Apply nutritional interventions safely and effectively	Planning diets for diabetic, renal, cardiac patients	<ul style="list-style-type: none"> • Plan and implement diets • Monitor and adjust diet based on response • Teach healthy food preparation
Values	EPSLO-2	Demonstrate professional, ethical, and culturally sensitive behavior	Respecting cultural food preferences during diet planning	<ul style="list-style-type: none"> • Respect dietary beliefs • Show empathy for restricted diets • Display ethical behavior in nutrition education

The Lecturer of nutrition and diet nutrition Nursing

Dr. Fatimah Fadel jawad

المرحلة الثالثة/تمريض الأطفال

Pediatric Course Description Form 2025-2026

13.Course Name:	Pediatric Nursing
14.Course Code:	WNR-32-01
15.Semester / Year:	First Semester/ 2025-2026
16.Description Preparation Date:	2025/9/25
17.Available Attendance Forms:	Paper lectures in college halls, and electronic lectures on the university website
18.Number of Credit Hours (Total) / Number of Units (Total)	18 Hours/ 8 unite
19.Course administrator's name (mention all, if more than one name)	Name: Dr. Murtadha Abbas Abdul- Hamza Email: Murtadha.ab@uowa.edu.iq
20.Course Objectives	
<ul style="list-style-type: none"> Describe the concepts and stages of normal growth and development for children, from neonates through adolescence. Identify the aetiologies, signs, symptoms, and therapeutic interventions for the most common acute and chronic Pediatric illnesses. Explain the nurse's role in promoting child health, preventing diseases, and advocating for care in various healthcare settings. Apply the Nursing Process systematically to deliver comprehensive and family-centered care to the sick child. Conduct a thorough and age-appropriate physical, psychological, and social assessment of the child, considering their developmental stage. Execute effective communication techniques and health teaching strategies to educate children and their parents regarding nutrition, immunizations, and disease management. Demonstrate empathy and respect for the dignity and rights of the hospitalized child and their family throughout the care process. Assume professional and ethical responsibility for all nursing decisions and interventions provided in Pediatric care. Promote effective teamwork and collaboration with interdisciplinary healthcare team members to ensure optimal and safe child outcomes. 	

21. Teaching and Learning Strategies

- Classroom lectures.
- Online discussions and explanations via Moodle and forums.
- Brainstorming.
- group discussions

22. Course Structure

Week	Hours	Unit or subject name	Learning method	Evaluation method
1	3	Introduction To Child Health	Lecture and Discussion	Daily Quiz
2	3	Assessment of The Child	Lecture and Discussion	Daily Quiz
3	3	Newborn Care	Lecture and Discussion	Daily Quiz
4	3	Upper Airway Infections	Lecture and Discussion	Daily Quiz
5	3	Lower Airway Infections	Lecture and Discussion	Daily Quiz
6	3	Genitourinary Dysfunction 1	Lecture and Discussion	Daily Quiz
7	3	Genitourinary Dysfunction 2	Lecture and Discussion	Daily Quiz
8	3	Gastrointestinal Dysfunction 1	Lecture and Discussion	Daily Quiz
9	3	Gastrointestinal Dysfunction 2	Lecture and Discussion	Daily Quiz
10	3	Blood Dysfunction 1	Lecture and Discussion	Daily Quiz
11	3	Blood Dysfunction 2	Lecture and Discussion	Daily Quiz
12	3	Cardiovascular Dysfunction	Lecture and Discussion	Daily Quiz
13	3	Neurological Dysfunction	Lecture and Discussion	Daily Quiz
14	3	Endocrine Dysfunction 1	Lecture and Discussion	Daily Quiz
15	3	Endocrine Dysfunction 2	Lecture and Discussion	Daily Quiz

23. Course Evaluation

Summative		Formative		Score standard
Evaluation methods	Scores %	Evaluation methods	Scores %	Excellent (90-100)
Final theoretical exam	40%	Quiz	5%	

Final practical exam	20%	Seminar	5%	Very Good (80-less than 90) Good (70-less than 80) Fair (60-less than 70) Acceptable (50-less than 60) Fail (less than 50)
Midterm theoretical exam	15%	Report	5%	
Midterm practical evaluation	10%			

24. Learning and Teaching Resources

Wong's Essentials of Pediatric Nursing (2021).

Maternity and Pediatric Nursing (2020).

Davis Advantage for Pediatric Nursing (2018).

Principles of Pediatric Nursing: Caring for Children (2016).

1. Course Name:

Growth and Development

2. Course Code:

WNR-32-03

3. Semester / Year:

Third Stage/First & second Semester

4. Description Preparation Date:

1/9/2025

5. Available Attendance Forms:

In-person lectures and practical (attendance forms)

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

3 Theoretical + 6 practical training (Per Week), Number of Credits (5)

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

Name: Kholoud Hashem Salloum

Email: kholoud.ha@uowa.edu.iq

8. Course Objectives: By the end of this course, students should be able to:

Course Objectives:

1. Understand the basic principles of child development
2. Explain and distinguish between basic terms related to growth and development
3. List the theories of human growth and development and understand their basic principles.
4. Distinguish the main points in the theories of development according to Piaget, Erikson, and Freud.
5. Provide examples of theoretical development and how to relate them to reality
6. Identify the optimal choice for growth and development during the different stages of a child's and adolescent's life.

9. Teaching and Learning Strategies

Strategy

- Theoretical lectures.
- group discussions.
- Reports.

		- clinical training			
25. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+6C	The basic concepts of growth and development	Introduction to growth and development	- Lectures. - Clinical training	-Oral Quizzes
2	3T+6C	Monitoring growth and development Measurements: Anthropometric Growth Charts	Measurements of growth and development	- Lectures. -clinical training.	- Oral Quizzes -Skills assessment
3+4	3T+6C	Explain concepts of major developmental theories (Piaget, Erikson, Freud).	Theories related to human growth and development. \ Part I	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture.
4	3T+6C	Explain how biological, psychological, and social factors interact in each developmental stage. Critique the cultural limitations of classical theories in diverse patient populations. Link developmental milestones to nursing assessments (e.g., assessing abstract thinking in adolescents per Piaget).	Theories related to human growth and development. \ Part II	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture .
5	Written Quiz				
6+7	3T+6C	A. Theoretical Understanding (Knowledge): 1. Describe key physical growth milestones (e.g., weight doubling by 5 months, tripling by 1 year). 2. Explain developmental domains: o Motor (head control, rolling, crawling, pincer grasp). o Cognitive (object permanence, sensory exploration). o Language (cooing, babbling, first words). o Social-Emotional (attachment, stranger anxiety, social smiling). 3. Compare theories applicable to infancy (e.g., Piaget's sensorimotor stage , Erikson's trust vs. mistrust). Practical Application (Skills)	Infant growth and development stage	- Lectures. -clinical training.	Oral Quizzes students' participation in the lecture

		<ol style="list-style-type: none"> 1. Accurately measure and plot infant growth (weight, length, head circumference) on WHO growth charts. 2. Assess developmental milestones using standardized tools (e.g., Denver II, Ages & Stages Questionnaire [ASQ]). 3. Demonstrate age-appropriate nursing interventions: <ol style="list-style-type: none"> a. Promoting bonding (e.g., kangaroo care, responsive feeding). b. Encouraging motor skills (tummy time, grasping toys). c. Supporting cognitive growth (high-contrast visuals, interactive play). 4. Educate parents on: <ol style="list-style-type: none"> a. Nutrition (breastfeeding/formula, introducing solids at 6 months). b. Safety (safe sleep, baby-proofing). c. Stimulation (reading, singing, responsive interactions). 5. Document and report deviations from normal growth/development for early intervention. 			
8+9	3T+6C	Theoretical Understanding (Knowledge) <ol style="list-style-type: none"> 1. Describe key physical growth patterns (e.g., slower weight gain, increased height, brain development). 2. Explain developmental milestones across domains: <ol style="list-style-type: none"> a. Gross Motor (walking, running, climbing). b. Fine Motor (stacking blocks, scribbling, self-feeding). c. Language (2-word phrases, 50+ words by age 2, following simple commands). d. Cognitive (symbolic play, object permanence, curiosity). e. Social-Emotional (autonomy, tantrums, parallel play). 3. Apply relevant developmental theories (e.g., Erikson's autonomy vs. shame/doubt, Piaget's preoperational stage). 4. Identify risk factors for delays (e.g., speech disorders, autism red flags, neglect). 	Toddler Stage	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture.

		<p>5. Recognize normal vs. abnormal behaviors (e.g., temper tantrums vs. extreme aggression).</p> <p>Practical Application (Skills)</p> <ol style="list-style-type: none"> 1. Assess growth using pediatric growth charts (CDC/WHO) and track BMI trends. 2. Implement age-appropriate nursing interventions: <ol style="list-style-type: none"> a. Safety education. b. Toilet training readiness (signs, parent coaching). 3. Engage toddlers in therapeutic play. 4. Educate parents on: <ol style="list-style-type: none"> a. Discipline strategies (positive reinforcement, setting limits). b. Sleep routines 			
10	Mid-term exam.				
11+12	3T+6C	<p>Theoretical Understanding (Knowledge)</p> <ol style="list-style-type: none"> 1. Describe key physical growth patterns (e.g., steady height/weight gain, improved coordination). 2. Explain developmental milestones across domains: <ol style="list-style-type: none"> a. Gross Motor (hopping, skipping, throwing/catching balls). b. Fine Motor (using scissors, drawing shapes, dressing independently). c. Language (complex sentences, storytelling) d. Cognitive. e. Social-Emotional (cooperative play, sharing, identifying emotions). 3. Apply developmental theories (e.g., Erikson's initiative vs. guilt, Piaget's preoperational stage). 4. Identify risk factors for delays (e.g., speech disorders, ADHD signs, social withdrawal). <p>B. Practical Application (Skills)</p> <ol style="list-style-type: none"> 1. Assess growth using pediatric growth charts and monitor BMI trends. 	Preschool Stage	- Lectures. -clinical training.	<p>Knowledge: Quizzes on milestones, case studies on developmental delays.</p> <p>Skills: Simulation: Conducting a preschool developmental assessment.</p> <p>Role-play: Counseling parents about behavior challenges.</p>

		<ol style="list-style-type: none"> 2. Screen development 3. Implement age-appropriate nursing interventions: <ol style="list-style-type: none"> a. School readiness (pre-literacy/numeracy skills). b. Safety education (stranger danger, traffic safety). c. Nutrition guidance (healthy snacks, preventing obesity). 4. Educate parents/teachers on: <ol style="list-style-type: none"> a. Behavior management (positive reinforcement, time-outs). b. Social skill-building (turn-taking, conflict resolution). c. Sleep hygiene (consistent bedtime routines). 			Clinical Integration Students will apply these skills in pediatric clinics, preschools, and community health settings to support healthy development.
13	3T+6C	Theoretical Understanding (Knowledge) <ol style="list-style-type: none"> 1. Describe key physical growth patterns (e.g., slower, steady growth; puberty onset in later stage). 2. Explain developmental milestones across domains: <ol style="list-style-type: none"> o Motor Skills: Refined coordination (riding bikes, writing cursive) o Cognitive: Concrete operational thinking (logic, conservation) o Language: Complex grammar, reading comprehension o Social-Emotional: Peer relationships, self-concept development 3. Apply relevant theories (Erikson's industry vs. inferiority, Piaget's concrete operational stage). 4. Identify risk factors (e.g., learning disabilities, bullying, obesity). 5. Differentiate normal behavior (e.g., peer conflicts) from red flags (e.g., social isolation, academic struggles). B. Practical Application (Skills) <ol style="list-style-type: none"> 1. Assess growth using pediatric growth charts (tracking BMI for obesity prevention). 	School Age Stage	<ul style="list-style-type: none"> - Lectures. - seminars. -clinical training. 	Knowledge: Quizzes on milestones, Skills: Simulation: Conducting a developmental assessment. Role-play: Counseling parents about behavior challenges. Clinical Integration Students will apply these skills in pediatric

		<ol style="list-style-type: none"> Screen for developmental/behavioral concerns Implement age-appropriate interventions: <ul style="list-style-type: none"> Health education (hygiene, nutrition, exercise) Safety guidance (internet safety, stranger awareness) Academic support (recognizing signs of learning difficulties) Communicate effectively with school-age children (open-ended questions, active listening). Educate parents/teachers on: <ul style="list-style-type: none"> Promoting self-esteem Managing screen time Supporting emotional regulation 			clinics, and community health settings to support healthy development.
14	3T+6C	<p>Theoretical Understanding (Knowledge)</p> <ol style="list-style-type: none"> Describe key physical changes (pubertal development, growth spurts, sexual maturation). Explain developmental milestones across domains: <ul style="list-style-type: none"> Biological: Hormonal changes, brain development Cognitive: Abstract thinking, risk assessment, identity formation Psychosocial: Independence vs. dependence, peer influence, romantic relationships Apply developmental theories (Erikson's identity vs. role confusion, Piaget's formal operational stage). Identify health risks (e.g., mental health disorders, substance use, risky sexual behavior). Recognize cultural/societal influences on development (sex roles, media impact, family dynamics). <p>B. Practical Application (Skills)</p> <ol style="list-style-type: none"> Assess growth and development Provide anticipatory guidance on: 	Adolescent Stage	<ul style="list-style-type: none"> - Lectures. - seminars. -clinical training. 	<p>Knowledge: Quizzes on milestones, case studies on development</p> <p>Skills: Simulation: Conducting a developmental assessment.</p> <p>Role-play: Counseling parents about behavior challenges.</p> <p>Clinical Integration</p>

		<ul style="list-style-type: none"> ○ Physical health (nutrition, sleep, exercise) ○ Sexual/reproductive health ○ Mental health (stress management, coping strategies) 			Students will apply these skills in pediatric clinics, and community health settings to support healthy development.
		3. Communicate effectively using youth-friendly, nonjudgmental approaches.			
		4. Screen for high-risk behaviors (self-harm, substance use, eating disorders).			
		5. Educate parents/caregivers on supporting adolescents (balancing autonomy with guidance).			

26.Course Evaluation					
Evaluation				Score standard	
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)	
Scores	Evaluation methods	Scores	Evaluation methods		
5M	Daily Quizzes	15M	Mid-term theoretical exam		
5M	Clinical Reports	10M	Mid-term-practical evaluation		
5M	Participation	20M	Final practical exam		
		40M	Final theoretical exam		
15M		65M	100M		

27.Learning and Teaching Resources	
Required textbooks (curricular books, if any)	<ol style="list-style-type: none"> 1. "Wong's Essentials of Pediatric Nursing" (11th Ed.) <ul style="list-style-type: none"> ○ <i>Hockenberry & Wilson</i> ○ Focus: Covers developmental stages (infancy to adolescence) with nursing applications. ○ Strengths: Milestone charts, family-centered care, clinical case studies. 2. Hockenberry, M. J., & Wilson, D. (2023). :Wong's Nursing Care of Infants and Children (12th ed.). Elsevier. 3. "Growth and Development Across the Lifespan" (3rd Ed.) <ul style="list-style-type: none"> ○ <i>Gloria Leifer & Eve Fleck</i> ○ Focus: Lifespan approach (prenatal to aging) with theory integration (Piaget, Erikson). ○ Strengths: NCLEX-style questions, cultural considerations. 4. Nursing Care of Children" (5th Ed.) - <i>Susan James et al.</i> <ul style="list-style-type: none"> • Focus: Clinical pediatric nursing with developmental milestones. • Strengths: Care plans, safety alerts, family education tips.
Electronic References, Websites	<ul style="list-style-type: none"> - https://study.com/learn/lesson/developmental-domains-child-development.html - https://choc.org/primary-care/ages-stages/ - https://medlineplus.gov/ency/article/002456.htm

	<ul style="list-style-type: none"> - https://www.cdc.gov/ncbddd/watchmetraining/module2.html - https://www.healthlinkbc.ca/healthwise/growth-and-development-milestones
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Biostatistics Course Description (2025-2026)

28.	Course Name:
	Biostatistics
29.	Course Code:
	WNR-32-02
30.	Semester / Year:
	Second semester / 3d year
31.	Description Preparation Date:
	15-9- 2025
32.	Available Attendance Forms:
	Spreadsheet
33.	Number of Credit Hours (Total) / Number of Units (Total):
	2 Hours
34.	Course administrator's name (mention all, if more than one name)
	Name: Lect. Hayder Ghaleb Jebur Email: hayder.gh@uowa.edu.iq
35.	Course Objectives
<div>Course Objectives</div> <div> <ul style="list-style-type: none"> • Demonstrate the statistical methods for collecting data, summarization, tabulation, presentation and analysis. • Apply manual calculation for descriptive and inferential tests. • Apply certain statistical program as excel or SPSS </div>	

	<p>which are used for data analysis in computer.</p> <ul style="list-style-type: none"> Deal with different data sets such as hospital records.
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36. Teaching and Learning Strategies

Strategy	<p>Lecture Discussion Demonstration Solving Exercises</p>
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37. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<p>The students define biostatistics</p> <p>The student list some areas where biostatistics is important</p> <p>The student discuss importance of biostatistics in research</p>	Introduction	Lecture Discussion	Quiz
Second	2	<p>The student define biostatistics elements</p> <p>The student list source of data required in nursing research</p>	Definitions/ Source Data	Lecture Discussion	Quiz
Third	2	<p>Define quantitative variable</p> <p>Distinguish between countable and measurable variables</p> <p>Distinguish between dependent and independent variables</p>	Variable I(Quantitative)	Lecture Discussion	Quiz
Fourth	2	<p>Define qualitative variable</p> <p>Distinguish between countable and measurable variables</p>	Variable II (Qualitative)	Lecture Discussion	Quiz

		Distinguish between dependent and independent variables			
Fifth	2	Example of nominal scale Example of ordinal scale Example of interval scale Example of ratio scale	Measurement scales	Lecture Discussion	Quiz
Sixth	2	Construct table	Descriptive Statistics I (tables)	Lecture Discussion Exercises solution	Exercises solution
Seventh	2	Construct graphs	Descriptive Statistics II (graphs)	Lecture Discussion Exercises solution	Exercises solution
Eighth	2	Calculate mean List its characteristics Find out Median and list its characteristics Find out mode and list its characteristics	Descriptive Statistics III (measurement of central tendency)	Lecture Discussion Exercises solution	Exercises solution Quiz
Ninth	2		Monthly exam		
Tenth	2	Calculate variance of data Calculate standard deviation of data	Descriptive Statistics IV (measurement of dispersion) I	Lecture Discussion Exercises solution	Exercises solution
Eleventh	2	Cohen's d Odds ratios Risk ratios Power analysis	Advanced Tests and Effect Size	Lecture Discussion Exercises solution	Exercises solution
Twelfth	2	Kaplan-Meier curves Hazard rates Time-to-event analysis	Survival Analysis Basics	Lecture Discussion Exercises solution	Exercises solution Quiz
Thirteenth	2	Define hypothesis Construct two main types of hypothesis Define main concepts related to testing hypothesis	Test of hypothesis	Lecture Discussion Exercises solution	Exercises solution
Fourteenth	2		Monthly exam		
Fifteenth	2	Define Variable and Entrance Data	Introduction to SPSS	Lecture Discussion	Redemonstration

				Exercises solut Demonstration	
38. Course Evaluation:					
Quizzes	10				
Assignments	10				
Written exam	10				
Final exam	70				
Total Mark: 100					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
39. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Lectures		
Main references (sources)			Daniel W. Biostatistics A foundation for analysis In the health sciences. 9 th ed. John Wiley & Sons, Inc.2019		
Recommended books and references (scientific journals, reports...)			Aljandali A. Quantitative Analysis and IBM SPSS Statistics. Springer International Publishing Switzerland 2016 Salkind N. Statistics for people w (think they) hate statistics. 5 th ed. I Angeles: Sage. 2014.		
Electronic References, Websites			www.datatab.net		