

## مقررات المرحله الرابعة/تمريض صحة المجتمع

<b>1. Course Name:</b>	Community Health Nursing
<b>2. Course Code:</b>	WNR-41-01
<b>3. Semester / Year:</b>	First and Second Semester / 2024-2025
<b>4. Description Preparation Date:</b>	20/09/2025
<b>5. Available Attendance Forms:</b>	In-person attendance, no reliance on electronic lectures
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	3 theoretical hours (3 credit) + 12 practical hours (4 credit) = 15 hours * 15 weeks = 225 / (7 credit)
<b>7. Course administrator's name (mention all, if more than one name)</b>	Name: Email: Dr. Ali Oun Jebur Al-Obaidi <a href="mailto:ali.oun@uowa.edu.iq">ali.oun@uowa.edu.iq</a>
<b>8. Course Objectives</b>	<p><b>Course Objectives</b></p> <ul style="list-style-type: none"><li>a. Understand the dimensions of community health and how to assess community needs.</li><li>b. Gain knowledge of primary health care services and family health services.</li><li>c. Explore health services for specific population groups such as children, adolescents, women, men, and the elderly.</li><li>d. Develop practical skills in community assessment, home visits, and environmental safety.</li><li>e. Address public health topics such as school health, nutrition, occupational health, and maternal and child health.</li></ul>
<b>9. Teaching and Learning Strategies</b>	<p><b>Strategy</b></p> <ul style="list-style-type: none"><li>a. Lectures</li><li>b. Group discussions</li><li>c. Case studies</li><li>d. Presentations</li><li>e. Practical training in real community settings</li></ul>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	- Understand the determinants of public health in communities	Dimensions of Community Health	Lectures, Group Discussions	Written Exam
2	2 hours	- Use methods and techniques for community health assessment	Community Assessment	Lectures, Presentations, Case Studies	Written Exam
3	2 hours	- Apply the principles of primary health care in community settings	Primary Health Care	Lectures, Group Discussions	Written Exam
4	2 hours	- Understand the role of the family in maintaining individual health	Family Health Services	Lectures, Presentations, Case Studies	Report Submission
5	2 hours	- Identify the health care needs of children and adolescents	Child and Adolescent Health	Lectures, Group Discussions	Written Exam
6	2 hours	- Understand the health and preventive care differences between genders	Women's and Men's Health	Lectures, Presentations, Case Studies	Written Exam
7	2 hours	- Understand the healthcare needs of the elderly	Elderly Health	Lectures, Presentations, Case Studies	Written Exam

8	2 hours	<ul style="list-style-type: none"> <li>- Analyze the concepts of maternal and child health and apply them in community care</li> </ul>	Maternal and Child Health	Lectures, Group Discussions	Report Submission
9	2 hours	<ul style="list-style-type: none"> <li>- Apply health promotion and disease prevention strategies in schools</li> </ul>	School Health	Lectures, Group Discussions	Written Exam
10	2 hours	<ul style="list-style-type: none"> <li>- Evaluate the role of nutrition in maintaining individual and community health</li> </ul>	Nutrition	Lectures, Presentations, Case Studies	Written Exam
11	2 hours	<ul style="list-style-type: none"> <li>- Apply strategies for maintaining health and safety in work environments</li> </ul>	Occupational Health	Lectures, Presentations, Case Studies	Written Exam
12	2 hours	<ul style="list-style-type: none"> <li>- Apply techniques of home health care and enhance home safety</li> </ul>	Home Visits and Home Health Care	Lectures, Group Discussions, Field Visits	Report Submission

13	2 hours	Community disasters and emergencies	<p>1. The student will be able to: Define the concept of disasters and their types (natural, industrial, and man-made).</p> <p>2. Explain the role of public health institutions and local emergency organizations in responding to disasters.</p> <p>3. Think critically about how to improve community health planning to reduce losses.</p>	Lectures, Group, Discussions,	Written Exam
14	2 hours	Environmental health and occupational safety	<p>1. The student will be able to: Define the concept of environmental health and its relationship to individual and community health.</p> <p>2. Distinguish between types of environmental pollutants (air, water, food, soil) and their effects on health.</p> <p>3. Familiarize themselves with the laws and regulations pertaining to protecting workers from occupational hazards.</p>	Lectures, Group, Discussions,	Written Exam
15	180 practical hours	- Evaluate the application of health care practices in various community settings	Practical Applications	Practical Training in Community, Practical Demonstrations	Final Exam (Theory and Practical)

## **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

Theory Exam: 20%

Practical Performance: 5%

Seminar Presentation: 5%

Practical Exam: 10%

Final Theory Exam: 40%

Final Practical Exam: 20%

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**Total: 100%**

## **12. Learning and Teaching Resources**

Required textbooks (curricular books, if any)	Clark, M. J. (2015). Population and community health nursing. six edition, Pearson.
Main references (sources)	Allender, J., Rector, C., Rector, C., & Warner, K. (2013). Community & public health nursing: Promoting the public's health. lippincott williams & wilkins.
Recommended books and references (scientific journals, reports...)	<p>Public Health Nursing (PHN): A leading journal in community nursing that publishes research and case studies on community health and the role of nursing in public health care.</p> <p>Community Health Nursing Journal: Focuses on topics related to community health nursing, including disease prevention and health promotion.</p> <p>Journal of Advanced Nursing (JAN): Covers various nursing topics, including recent developments in community health care.</p>
Electronic References, Websites	World Health Organization (WHO) Centers for Disease Control and Prevention (CDC)

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
<p><b>Knowledge</b></p> <p><b>EPSLO-1:</b> <b>Demonstrate the highest level of understanding and awareness of the scientific related to the community nursing</b></p> <p><b>EPSLO-2:</b> <b>Engage in lifelong learning and self-development to continuously improve community nursing practice.</b></p> <p><b>EPSLO-3:</b> <b>Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.”</b></p> <p><b>EPSLO-4</b> <b>Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve</b></p>	<p>Identify the theoretical and practical foundations of medical and health sociology.</p> <p>Explain key sociological concepts related to health, illness, prevention and healing from a social perspective.</p> <p>Recognize patterns of community diseases and patient roles within different social and cultural structures.</p> <p>Describe the healing process as both a social and psychological experience intertwined with medical aspects.</p>	<p><i>Identify the theoretical and practical foundations</i> → builds understanding of the social sciences underlying nursing.</p> <p><i>Explain sociological concepts of health</i> → encourages continuous learning of sociological knowledge that evolves with society.</p> <p><i>Recognize illness behaviors</i> → links sociology with clinical reasoning in complex care.</p> <p><i>Describe the healing process as a social and psychological experience</i> → integrates sociological insights with evidence-based practice.</p>

<p>the best clinical and psychosocial outcomes for individuals and population with complex health conditions.</p>		
<p><b>Skills</b></p> <p><b>EPSLO-5:</b> <b>Apply evidence-based knowledge and technology</b> in the provision of safe and effective community nursing.</p> <p><b>EPSLO-6:</b> Demonstrate <b>quantitative reasoning</b> and apply relevant scientific principles in the practice of community nursing.</p> <p><b>EPSLO-7:</b> Demonstrate clinical competence in providing therapeutic community nursing across the lifespan.</p> <p><b>EPSLO-8:</b> Perform nursing procedures and clinical interventions accurately and safely in</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 community nursing practice.</p> <p>Critically evaluate health policies, interventions, and models of patient care from a sociological perspective.</p> <p>Integrate theoretical knowledge with professional community nursing practice in diverse healthcare contexts.</p>	<p><i>Apply sociological theories to healthcare and nursing practice</i> → ensures sociological concepts are translated into practice.</p> <p><i>Critically evaluate health policies, interventions, and models of care</i> → develops sociological analysis skills supported by evidence.</p> <p>Analyze social relationships and 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</i> → embeds sociological awareness into</p>

accordance with established standards.		everyday safe practice.
<b>Values</b> <b>EPSLO-9:</b> Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care for individuals and population.	Demonstrate professional responsibility in engaging with society, particularly within healthcare institutions.	<i>Demonstrate professional responsibility in engaging with society</i> → connects science with social responsibility.
<b>EPSLO-10:</b>  Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.	Uphold ethical standards in interactions with patients, families, and the wider community.	<i>Uphold ethical standards and value nurse-patient relationship</i> → integrates humanistic and ethical foundations of sociology into care.
<b>EPSLO-11:</b>  Demonstrate effective communication and collaboration skills in the role of the community nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	Value the nurse-patient relationship as both a professional duty and a humanistic foundation for quality care.  Foster a socially responsive and holistic approach to nursing practice.	<i>Foster socially responsive and holistic nursing practice</i> → ensures nursing care respects cultural and social diversity.

## **Course Description 2025-2026**

<b>1.Course Name:</b>
Epidemiology
<b>2.Course Code:</b>
<b>Course Description 2025-2026</b>
<b>3.Semester / Year:</b>
Fourth Stage/First Semester
<b>4.Description Preparation Date:</b>
20/9/2025
<b>5.Available Attendance Forms:</b>
In-person lectures (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
(2) hours Weekly 0f (15) weeks. Theory (30) hrs.
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Murtadha Ghanim Aday
Email: <a href="mailto:murtadha.gh@uowa.edu.iq">murtadha.gh@uowa.edu.iq</a>

## 8. Course Objectives

- Understand the basic concepts and theories of epidemiology.
- Explain the natural history of diseases and the different types of diseases and their methods of transmission.
- Describe the methods of preventing diseases and their occurrence or transmission.
- Discuss the concepts of epidemiological surveillance and the incubation period for diseases.
- Differentiate between the epidemiology of communicable and non-communicable diseases.
- Explain the various measurement tools used in epidemiology.
- Understand the principles of risk studies and the different methods of epidemiological studies.
- Develop skills in designing epidemiological studies and applying statistical methods for data analysis.
- Acquire data analysis skills to make informed decisions and develop health policies.
- Apply epidemiological principles and methods to nursing and public health practice.

## 1. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"><li>- Theoretical lectures.</li><li>- Discussions.</li><li>- Reports.</li><li>- Seminars.</li></ul>
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<b>2. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2T	<input type="checkbox"/> Define the basic concepts and principle epidemiology. <input type="checkbox"/> Understand the importance of epidemiology in the field of nursing and public health.	Introduction to Epidemiology	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
2	2T	Explain the various theories and mode in epidemiology.	Epidemiology Theories	- Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
3	2T	Describe the natural history and progression of diseases.	Natural History of Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
4	2T	Differentiate between the types of diseases and their methods of transmission.	Types of Diseases and Transmission	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
5	<b>Mid-term exam. No 1</b>				
6	2T	Identify the methods for prevent diseases and their occurrence or transmission.	Disease Prevention and Control	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
7	2T	Understand the concepts and importance of epidemiological surveillance.	Epidemiological Surveillance	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
8	2T	Explain the concept of incubation period for diseases.	Incubation Period	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
9	2T	Discuss the epidemiology of communicable diseases.	Epidemiology of Communicable Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
10	<b>Mid-term exam. No 2</b>				
11	2T	Discuss the epidemiology of non-communicable diseases.	Epidemiology of Non-Communicable Diseases	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
12	2T	Identify the various measurement tools and techniques used in epidemiology.	Measurement Tools in Epidemiology	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
13	2T	Understand the principles and applications of risk studies in epidemiology.	Risk Studies	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
14	2T	Definition the concept of global health	Global health and modern epidemics.	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

15	2T	<p>Identify major international health organizations</p> <p>1- Using artificial intelligence to predict epidemics.</p> <p>2- Control systems using GIS.</p> <p>3-Outbreak modeling.</p>	<b>Modern epidemiology of digital output.</b>	Lectures. - seminars	Quizzes, students' participation in the lecture, evaluation
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### 3. Course Evaluation

Evaluation				Score standard
Formative		Summative		
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	-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)
2%	Seminars	10%	Second-midterm exam	
2%	Reports	70%	Final theoretical exam	
2%	Participation			
10%		90%		

### 4. Learning and Teaching Resources

Required textbooks	<p>"Epidemiology" by Leon Gordis (6th Edition, 2019), Elsevier, ISBN: 978-0-323-55159-4</p> <p>"Epidemiology for Public Health Practice" by Robert H. Friis and Thomas A. Sellers (5th Edition, 2013), Jones &amp; Bartlett Learning, ISBN: 978-1-4496-3468-3</p> <p>"Principles of Epidemiology in Public Health Practice" by Centers for Disease Control and Prevention (CDC) (3rd Edition, 2012)</p>
Electronic References, Websites	<ul style="list-style-type: none"> <li>• World Health Organization (WHO) Epidemiology website: <a href="https://www.who.int/topics/epidemiology/en/">https://www.who.int/topics/epidemiology/en/</a> May 23, 2023</li> <li>• Centers for Disease Control and Prevention (CDC) Epidemiology and Prevention website: <a href="https://www.cdc.gov/epidemiology/index.html">https://www.cdc.gov/epidemiology/index.html</a> May 23, 2023</li> </ul>

- Epidemiology and Health Informatics (EHI) Journal:  
<https://www.ejhi.net/> May 23, 2023

- Journal of Epidemiology and Community Health (JECH):  
<https://jech.bmjjournals.org/>

End of program student learning outcomes (EPSLO)	Course Learning outcomes	the Link to EPSLO
<b>Knowledge</b> <b>EPSLO-1:</b> <b>Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession</b>	<ul style="list-style-type: none"> <li>Understand the basic concepts and theories of epidemiology.</li> </ul>	<b>EPSLO-1:</b>
<b>EPSLO-2:</b> <b>Engage in lifelong learning and self-development to continuously improve nursing practice.</b>	<ul style="list-style-type: none"> <li>Explain the natural history of diseases and the different types of diseases and their methods of transmission.</li> </ul>	<b>EPSLO-5:</b> <b>EPSLO-6:</b>
<b>EPSLO-3:</b> <b>Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs."</b>	<ul style="list-style-type: none"> <li>Describe the methods of preventing diseases and their occurrence or transmission.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-7:</b>
<b>EPSLO-4</b> <b>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.</b>	<ul style="list-style-type: none"> <li>Discuss the concepts of epidemiological surveillance and the incubation period for diseases.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-4:</b>
<b>EPSLO-5:</b> <b>Develop skills in designing epidemiological studies and applying statistical methods for data analysis.</b>	<ul style="list-style-type: none"> <li>Differentiate between the epidemiology of communicable and non-communicable diseases.</li> <li>Explain the various measurement tools used in epidemiology.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-7:</b>
<b>EPSLO-6:</b> <b>Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.</b>	<ul style="list-style-type: none"> <li>Understand the principles of risk studies and the different methods of epidemiological studies.</li> </ul>	<b>EPSLO-4:</b> <b>EPSLO-10:</b>
<b>EPSLO-7:</b> <b>Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.</b>	<ul style="list-style-type: none"> <li>Develop skills in designing epidemiological studies and applying statistical methods for data analysis.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-7:</b>
<b>EPSLO-8:</b> <b>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.</b>	<ul style="list-style-type: none"> <li>Develop skills in designing epidemiological studies and applying statistical methods for data analysis.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-7:</b>
	<ul style="list-style-type: none"> <li>Acquire data analysis skills to make informed decisions and develop health policies.</li> </ul>	<b>EPSLO-5:</b> <b>EPSLO-6:</b>
	<ul style="list-style-type: none"> <li>Apply epidemiological principles and methods to nursing and public health practice</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-9:</b>

DraAliObaidi

رئيس الفرع  
م.د علي عون جبر



مدرس المادة  
أ.د. مرتضى غانم عدائي

## Course Description 2025-2026

<b>1.Course Name:</b>
Administration and Leadership in Nursing
<b>2.Course Code:</b>
WNR-41-03
<b>3.Semester / Year:</b>
Fourth Stage/First Semester
<b>4.Description Preparation Date:</b>
20/9/2025
<b>5.Available Attendance Forms:</b>
In-person lectures and practical laboratories (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
Credit Hours 3 Course Calendar: Total ( 5 ) hours Weekly (Theory (2) hrs. Clinical (3) hrs.).
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Hussam Y. Youssef Email: <a href="mailto:hussam.yousif@uowa.edu.iq">hussam.yousif@uowa.edu.iq</a>
<b>8.Course Objectives</b>

- Distinguish between the different roles of nursing managers.
- Understand the hospital's organizational structure and hierarchical relationships.
- Explain the main functions in the management process, including planning, organizing, staffing, directing, and controlling.
- Describe the stages and components of the staffing process.
- Understand the principles of team building, interprofessional collaboration, and effective interprofessional healthcare teams.
- Explain the concepts of delegation, prioritization, conflict, change, quality, safety, and time management in nursing management.
- Observe and accurately identify the leadership styles of selected nursing administrators.
- Complete a one-month staffing schedule for a theoretical unit.
- Observe and critically evaluate the nursing care provided to a group of patients.
- Resolve conflicts when relevant data is available.
- Effectively evaluate and make positive suggestions for improving nursing services in the assigned unit.
- Demonstrate the ability to delegate work to colleagues, complete administrative reports, prepare delivery reports, and calculate staffing needs.
- Apply technical, conceptual, and interpersonal skills in nursing management.
- Develop an appreciation for the diverse roles and responsibilities of nurse managers.
- Promote interprofessional collaboration and teamwork in healthcare settings.
- Develop a proactive approach to managing change and adapting to evolving healthcare challenges.

## 1. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Clinical training</li> </ul>
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<b>2. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+2L	Define the key concepts and principles of administration.  Understand the organizational structure and hierarchy of the hospital.	Introduction to Administration	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
2	3T+2L	Explain the major functions of the management process (planning, organizing, staffing, directing, and controlling).  Differentiate between the levels of management and their respective roles.	Management Process Functions	- Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
3	3T+2L	Define the concept of leadership.  Identify and describe the different leadership styles and their characteristics.	Leadership Styles	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
4	3T+2L	Explain the eight steps of the staffing process, including human resource planning, recruitment, selection, orientation, development, performance appraisal, transfers, and separations.	Staffing Process	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
5	<b>Mid-term exam. No 1</b>				
6	3T+2L	- Develop skills in being an effective team player.	Team Building and Interprofessional Collaboration	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical

		<ul style="list-style-type: none"> <li>- Understand the principles of building a working team and an interprofessional healthcare team</li> <li>- Identify the characteristics of an effective interprofessional healthcare team.</li> </ul>			evaluation.
7	3T+2L	Define the concept of delegation, rights, criteria, and potential barriers.	Delegation of Client Care	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.
8	3T+2L	Understand the concept of prioritization and its role in coordinating nursing assignments.	Prioritization	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.
9	3T+2L	Define the concept of conflict, its sources, and strategies for resolving problems.	Conflict Management	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.
10	Mid-term exam. No 2				
11	3T+2L	<p>Explain why stress is necessary.</p> <p>Describe the organizational, interpersonal, and individual factors that cause stress.</p> <p>Explain the consequences that result from stress, including burnout and compassion fatigue.</p>	Managing Stress	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> <li>- Clinical training</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation.
12	3T+2L	Understand the principles and importance of quality	Quality Improvement	-Lectures.	Quizzes, students'

		improvement in nursing management.		- seminars. - Clinical training	participation in the lecture, & Practical evaluation.
13	3T+2L	Explain the concepts of risk management, medical errors, physical environment, and burnout in nursing management.	Safety and Risk Management	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation.
14	3T+2L	Define the concept of time management, its nature, and purpose.  Describe the process of effective time management.	Time Management	-Lectures. - seminars. - Clinical training	Quizzes, students' participation in the lecture, & Practical evaluation .

### 3. Course Evaluation

Evaluation				Score standard
Formative		Summative		
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	-Excellent (90-100)
2%	Seminars	10%	Second-midterm exam	-Very Good (80-less than 90)
2%	Reports	10%	Mid-term-practical evaluation	-Good (70-less than 80)
2%	Participation	20%	Final practical exam	-Fair (60-less than 70)
		40%	Final theoretical exam	-Acceptable (50-less than 60) - Fail (less than 50)
10%		90%		

### 4. Learning and Teaching Resources

Required textbooks	"Leadership roles and management functions in nursing: theory and application" (9th Edition, 2017) by Marquis B. and Huston C., published by Wolters Kluwer Health   Lippincott Williams & Wilkins.
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	<p>"Essentials for Nursing Assistants" (4th Edition, 2017) by Carter P., published by Wolters Kluwer Health   Lippincott Williams &amp; Wilkins.</p> <p>"Introduction to management and leadership: Concepts, Principles and Practices" by Darr K., published by Jones &amp; Bartlett Learning, LLC.</p> <p>"Nursing Leadership and Management" (2017) by Murray E., published by F. A. Davis Company.</p>
Electronic References, Websites	<ul style="list-style-type: none"> <li>• American Nurse Association (ANA) website: "Nursing Administration Scope of Practice" (2nd Edition, 2016)           <p>URL: <a href="https://www.nursingworld.org/">https://www.nursingworld.org/</a> (Accessed on May 23, 2023)</p> </li> <li>• Centers for Disease Control and Prevention (CDC) website: "Nurse Manager Leadership Development Program"           <p>URL: <a href="https://www.cdc.gov/">https://www.cdc.gov/</a> (Accessed on May 23, 2023)</p> </li> <li>• Joint Commission International (JCI) website: "Effective Leadership and Management in Nursing"           <p>URL: <a href="https://www.jointcommissioninternational.org/">https://www.jointcommissioninternational.org/</a> (Accessed on May 23, 2023)</p> </li> </ul>

End of program student learning outcomes (EPSLO)	Course Learning outcomes	the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession	• Distinguish between the different roles of nursing managers.	EPSLO-1:
	• Understand the hospital's organizational structure and hierarchical relationships.	EPSLO-5: EPSLO-6:
	• Explain the main functions in the management process, including	EPSLO-3: EPSLO-7:

<p><b>EPSLO-2:</b> Engage in <b>lifelong learning and self-development</b> to continuously improve nursing practice.</p>	<p><b>planning, organizing, staffing, directing, and controlling.</b></p>	
<p><b>EPSLO-3:</b> Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs."</p>	<ul style="list-style-type: none"> <li>• <b>Describe the stages and components of the staffing process.</b></li> </ul>	<b>EPSLO-3: EPSLO-4:</b>
<p><b>EPSLO-4</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• <b>Understand the principles of team building, interprofessional collaboration, and effective interprofessional healthcare teams.</b></li> </ul>	<b>EPSLO-3: EPSLO-7:</b>
<p><b>Skills</b></p> <p><b>EPSLO-5:</b> Apply <b>evidence-based knowledge and technology</b> in the provision of safe and effective nursing care.</p>	<ul style="list-style-type: none"> <li>• <b>Apply technical, conceptual, and interpersonal skills in nursing management.</b></li> </ul>	<b>EPSLO-4: EPSLO-10:</b>
<p><b>EPSLO-6:</b> Demonstrate <b>quantitative reasoning</b> and apply relevant scientific principles in the practice of nursing.</p>		<b>EPSLO-3: EPSLO-8:</b>
<p><b>EPSLO-7:</b> Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.</p>	<ul style="list-style-type: none"> <li>• <b>Demonstrate the ability to delegate work to colleagues, complete administrative reports, prepare delivery reports, and calculate staffing needs.</b></li> </ul>	<b>EPSLO-3: EPSLO-7:</b>
<p><b>EPSLO-8:</b></p>	<ul style="list-style-type: none"> <li>• <b>Promote interprofessional collaboration and teamwork in healthcare settings.</b></li> </ul>	<b>EPSLO-3: EPSLO-5:</b>
	<ul style="list-style-type: none"> <li>• <b>Develop an appreciation for the diverse roles and responsibilities of nurse managers.</b></li> <li>• <b>Promote interprofessional collaboration and teamwork in healthcare settings.</b></li> </ul>	<b>EPSLO-3: EPSLO-9:</b>

<p><b>Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.</b></p> <p><b>Values</b></p> <p><b>EPSLO-8:</b> Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.</p> <p><b>EPSLO-9:</b> Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.</p> <p><b>EPSLO-10:</b> 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.</p>		
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رئيس الفرع

م.د علي عون جبر



DrAliObaidi

مدرس المادة

م. د حسام يوسف

<b>1.Course Name:</b>
Health Promotion
<b>2.Course Code:</b>
WNR-41-04
<b>3.Semester / Year:</b>
Fourth Stage/First Semester
<b>4.Description Preparation Date:</b>
20/9/2025
<b>5.Available Attendance Forms:</b>
In-person lectures (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
(2) hours Weekly 0f (15) weeks. Theory (30) hrs.
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Hussam Y. Youssef Email: <a href="mailto:hussam.yousif@uowa.edu.iq">hussam.yousif@uowa.edu.iq</a>

## 8. Course Objectives

- Identify the concepts, principles, and definitions of health and health promotion.
- Review models of health and disease.
- Discuss models of health promotion.
- Understand the levels of health measurement and health promotion.
- Distinguish between health promotion and health protection.
- Describe the stages of health behavior change.
- Apply health promotion and disease prevention approaches.
- Develop skills in delivering health promotion interventions to various population groups (infants, toddlers, preschoolers, school-aged children, adolescents, and the elderly).
- Utilize the nursing process in health promotion and nursing management.
- Appreciate the importance of integrating health promotion goals and values into nursing practice.
- Recognize the role of nurses in contributing to improving and maintaining population health.
- Demonstrate a commitment to promoting and protecting the health of various population groups.
- Develop a sense of responsibility and ethical practices in health promotion.

### 1. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"><li>- Theoretical lectures.</li><li>- Discussions.</li><li>- Reports.</li><li>- Seminars.</li></ul>
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### 2. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1	2T	<p><input checked="" type="checkbox"/> Identify concepts, principles, and definitions of health and health promotion.</p> <p><input checked="" type="checkbox"/> Differentiate between health promotion and health protection.</p>	Introduction to Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
2	2T	<p><input type="checkbox"/> Apply approaches to health promotion and disease prevention.</p> <p><input type="checkbox"/> Distinguish between personal and community approaches to health promotion.</p>	Approaches to Health and Disease Prevention	- Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
3	2T	Overview models of health and illness, including the health-illness continuum model, health belief model, holistic health model, and health promotion model.	Models of Health and Illness	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
4	2T	<p><input checked="" type="checkbox"/> Understand the stages of health behavior changes (precontemplation, contemplation, preparation, action, maintenance, and termination).</p> <p><input checked="" type="checkbox"/> Discuss the levels of measurement of health and health promotion.</p>	Measurement of Health and Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
5	<b>Mid-term exam. No 1</b>				
6	2T	Recognize the role of nurses in health promotion activities	Nurses' Role in Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
7	2T	Develop strategies for promoting and protecting the health of infant, toddler, and preschool populations.	Promoting and Protecting the Health of Infant, Toddler, and Preschool Population	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
8	2T	Develop strategies for promoting and protecting the health of school-aged and adolescent populations.	Promoting and Protecting the Health of School-aged and Adolescent Population	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
9	2T	Develop strategies for promoting and protecting the health of older adult populations.	Promoting and Protecting the Health of Older Adult Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

10	<b>Mid-term exam. No 2</b>				
11	2T	<p>Describe what the term “vulnerable populations” means.</p> <p>Describe and explain a conceptual model of vulnerability.</p> <p>Discuss the effects of vulnerability and relative risk.</p> <p>Differentiate between the concepts of social capital and human capital.</p>	Working with Vulnerable People	<p>-Lectures.</p> <p>- seminars.</p>	Quizzes, students’ participation in the lecture, evaluation.
12	2T	Discuss and apply various health promotion models	Health Promotion Models	<p>-Lectures.</p> <p>- seminars.</p>	Quizzes, students’ participation in the lecture, evaluation.
13	2T	Differentiate between personal and community approaches to health promotion	Approaches to Health Promotion.	<p>-Lectures.</p> <p>- seminars.</p>	Quizzes, students’ participation in the lecture, evaluation.
14	2T	Describe the stages of health behavior changes.	Stages of Health Behavior Changes.	<p>-Lectures.</p> <p>- seminars.</p>	Quizzes, students’ participation in the lecture, evaluation.

### 3. 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	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	70%	Final theoretical exam	
2%	Participation			

10%	90%		
<b>4. Learning and Teaching Resources</b>			
Required textbooks	<p>"Health Promotion in Nursing Practice" (7th Edition), by Nola J. Pender, Carolyn L. Murdaugh, and Mary Ann Parsons, published in 2019.</p> <p>"Health Promotion Throughout the Life Span" (9th Edition), by Edith Maville and Janice E. Huerta, published in 2020.</p> <p>"Introduction to Community and Public Health" (6th Edition), by Manoj Sharma and Paul W. Branscum, published in 2019.</p> <p>"Foundations of Health Promotion and Education" (6th Edition), by Ralph Hingson and Jonathan Howland, published in 2018.</p>		
Electronic References, Websites	<ul style="list-style-type: none"> <li>• World Health Organization (WHO) Health Promotion website: <a href="https://www.who.int/health-topics/health-promotion">https://www.who.int/health-topics/health-promotion</a> (accessed on May 23, 2023)</li> <li>• Centers for Disease Control and Prevention (CDC) Health Promotion website: <a href="https://www.cdc.gov/healthpromotion/index.html">https://www.cdc.gov/healthpromotion/index.html</a> (accessed on May 23, 2023)</li> <li>• National Institutes of Health (NIH) Health Promotion resources: <a href="https://www.nih.gov/health-information/health-promotion">https://www.nih.gov/health-information/health-promotion</a> (accessed on May 23, 2023)</li> <li>• Health Promotion Journal of Australia: <a href="https://onlinelibrary.wiley.com/journal/18361980">https://onlinelibrary.wiley.com/journal/18361980</a> (accessed on May 23, 2023)</li> <li>• Health Promotion International journal: <a href="https://academic.oup.com/heapro">https://academic.oup.com/heapro</a> (accessed on May 23, 2023)</li> <li>• The Community Guide (from the CDC): <a href="https://www.thecommunityguide.org/">https://www.thecommunityguide.org/</a> (accessed on May 23, 2023)</li> <li>• Healthy People 2030 (from the U.S. Department of Health and Human Services): <a href="https://health.gov/healthypeople">https://health.gov/healthypeople</a> (accessed on May 23, 2023)</li> </ul>		

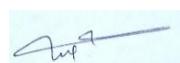
End of program student learning outcomes (EPSLO)	Course Learning outcomes	the Link to EPSLO
Knowledge	• Identify the concepts, principles, and definitions of health and health promotion.	EPSLO-1:

<p><b>EPSLO-1:</b> <b>Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession</b></p> <p><b>EPSLO-2:</b> <b>Engage in lifelong learning and self-development to continuously improve nursing practice.</b></p> <p><b>EPSLO-3:</b> <b>Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.”</b></p> <p><b>EPSLO-4</b> <b>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.</b></p>	<ul style="list-style-type: none"> <li>• Review models of health and disease.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Discuss models of health promotion.</li> <li>• Understand the levels of health measurement and health promotion.</li> </ul>	<b>EPSLO-5:</b> <b>EPSLO-6:</b>
	<ul style="list-style-type: none"> <li>• Distinguish between health promotion and health protection.</li> <li>• Describe the stages of health behavior change.</li> <li>• Apply health promotion and disease prevention approaches.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-7:</b>
	<ul style="list-style-type: none"> <li>• Develop skills in delivering health promotion interventions to various population groups (infants, toddlers, preschoolers, school-aged children, adolescents, and the elderly).</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-4:</b>
	<ul style="list-style-type: none"> <li>• Utilize the nursing process in health promotion and nursing management.</li> <li>• Appreciate the importance of integrating health promotion goals and values into nursing practice.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-7:</b>
	<ul style="list-style-type: none"> <li>• Recognize the role of nurses in contributing to improving and maintaining population health.</li> </ul>	<b>EPSLO-4:</b> <b>EPSLO-10:</b>
	<ul style="list-style-type: none"> <li>• Appreciate the importance of integrating health promotion goals and values into nursing practice.</li> <li>• Recognize the role of nurses in contributing to improving and maintaining population health.</li> <li>• Demonstrate a commitment to promoting and protecting the health of various population groups.</li> <li>• Develop a sense of responsibility and ethical practices in health promotion.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-9:</b>

Dra. AlObaidi

رئيس الفرع

م. د. علي عون جبر



مدرس المادة

م. د. حسام يوسف

## **Professional Perspectives and Issues in Nursing Course Description 2025-2026**

<b>40. Course Name:</b>
Professional Perspectives and Issues in Nursing
<b>41. Course Code:</b>
WNR-41-05
<b>42. Semester / Year:</b>
First Semester / Fourth -Year
<b>43. Description Preparation Date:</b>
20/9/2025
<b>44. Available Attendance Forms:</b>
Paper lectures in college halls, and electronic lectures on the university website.
<b>45. Number of Credit Hours (Total) / Number of Units (Total)</b>
(2) Credit hours/ (2) Units
<b>46. Course administrator's name (mention all, if more than one name)</b>
Name: Lecturer Roula Mohammad Abboud /Email: <a href="mailto:roula.ab@uowa.edu.iq">roula.ab@uowa.edu.iq</a>
<b>47. Course Objectives</b>
<ol style="list-style-type: none"><li>1. Understand the professional nursing practice.</li><li>2. Interpret socialization issues to professional nursing.</li><li>3. Realized legal issues in nursing and healthcare</li><li>4. Identify the ethical dimension of nursing and health care.</li><li>5. Realize different models related to nursing practice.</li><li>6. Understand using the research result in practice (EBP).</li><li>7. Apply the computer science in nursing practice.</li><li>8. Use nursing models in solving nursing problems.</li><li>9. Apply effective communication skills.</li><li>10. Discuss the client's individual, family, and community systems.</li><li>11. Deepening and strengthening interest in scientific research and its ethical and professional requirements.</li><li>12. Identifying the modern technology.</li><li>13. Knowing the importance of other sciences and their interconnectedness.</li></ol>
<b>48. Teaching and Learning Strategies</b>

1. Classroom lectures.
2. Online discussions and explanations via Moodle and forums.
3. Brainstorming.
4. Group discussions.

#### 49. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation methods
1.	2Hours	<ol style="list-style-type: none"> <li>1. An understanding of the development of the nursing profession through history.</li> <li>2. Identify the role of Florence Nightingale in nursing as a profession.</li> <li>3. Identify important leaders and events that have significantly affected the development of professional nursing practice.</li> <li>4. Mention the first nurse in Islam and their role.</li> <li>5. Enumerate the criteria for caring in nursing.</li> </ol>	Introduction	Lecture	Daily Quiz
2.	2Hours	<ol style="list-style-type: none"> <li>1. Distinguish between the profession and occupation.</li> <li>2. Identify the criteria of the profession.</li> <li>3. Describe the personal qualities of a nurse.</li> <li>4. Discuss the Roles of a Professional nurse.</li> <li>5. Discuss the Dimensions of Nursing Practice.</li> <li>6. Identify the Characteristics of a Profession.</li> <li>7. Numerate Characteristics of Nursing.</li> </ol>	Using AI in the Professional nursing practice	Lecture + Discussion	Daily Quiz
3.	2Hours	<ol style="list-style-type: none"> <li>1. Key Uses of AI in Nursing</li> <li>2. Benefits for Nurses and Patients</li> <li>3. Considerations for Integration</li> </ol>	Using AI in the nursing field	Lecture + Discussion	Daily Quiz + assignment

4.	2Hours	<ol style="list-style-type: none"> <li>1. Appreciate the importance of legal issues in nursing.</li> <li>2. Describe sources of law that affect nursing practice.</li> <li>3. Identify principles and related laws that should be reflected in nursing practice.</li> <li>4. Know and apply legal aspects in their many different roles.</li> </ol>	<b>Legal Issues in Nursing /I/ (Nursing Practice and the Law)</b>	Lecture	Daily Quiz+ assignment
5.	2Hours	<ol style="list-style-type: none"> <li>1. Define the related terms.</li> <li>2. Enumerate the classifications of crime and tort.</li> <li>3. Differentiate between assault and battery.</li> <li>4. Explain the elements needed to prove nursing malpractice.</li> </ol>	<b>Legal Issues in Nursing and Healthcare II (Crimes and Torts)</b>	Lecture	Daily Quiz+ assignment
6.	2Hours	<ol style="list-style-type: none"> <li>1. Define the related concepts.</li> <li>2. Appreciate the importance of ethics in nursing.</li> <li>3. Identify core ethical principles.</li> </ol>	<b>Ethical dimensions of nursing and health care I</b>	Lecture	Daily Quiz+ assignment
7.	2Hours	<ol style="list-style-type: none"> <li>1. Define the related concepts</li> <li>2. Understand core ethical principles and apply these to practice.</li> <li>3. Understand the importance of confidentiality.</li> </ol>	<b>Ethical dimensions of nursing II.</b>	Lecture	Daily Quiz+ assignment
8.	2Hours		<b>The communication</b>	Lecture	Daily Quiz+ assignment
9.	2Hours	<ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Illustrate the importance of communication.</li> <li>3. Knowing the purpose of communication.</li> <li>4. Explain communication components or elements</li> <li>5. Discuss the communication types.</li> <li>6. Elaborate the Principles of effective communication.</li> </ol>	<b>Written exam</b>	Daily Quiz	Daily Quiz+ assignment

		7. Discuss barriers to effective communication.			
10.	2Hours	1. Identify the Importance of nursing theories in clinical practice 2. Discuss the Models of the following Nursing Theories: A. Roger. B. Orem 3. Identify the concepts of the following Nursing Theories: A. Roger. B. Orem.	<b>Nursing models I.</b>	Lecture	Daily Quiz
11.	2Hours	1. Discuss the common concepts of Nursing Theory. 2. Discuss the Models of the following Nursing Theories: A. Roy B. Neuman. 3. Identify the concepts of the following Nursing Theories: A. Roy B. Neuman.	<b>Nursing models II.</b>	Lecture	Daily Quiz
12.	2Hours	1. Discuss common ethical dilemmas in nursing practice. 2. Find out the available resources to help in dealing with ethical dilemma. 3. Explore best ways to deal with ethical dilemmas in nursing practice.	<b>Ethical dilemmas in nursing.</b>	Lecture	Daily Quiz
13.	2Hours	1. Define the nursing research 2. Evaluate the research in nursing 3. Assess the research priorities 4. Recognize the Components of the research process 5. Find out the relation between Evidence-based practice and research. 6. Utilize the Evidence-based practice in research.	<b>Nursing research and evidence-based practice (EBP).</b>	Lecture	Daily Quiz+ assignment

14.	2Hours	<ol style="list-style-type: none"> <li>Utilize the electronic health records.</li> <li>Understand the point-of-care technology</li> <li>Discuss the available consumer health information technology.</li> <li>Engaged in the future health information technology trends.</li> </ol>	Information technology.	Lecture	Daily Quiz
15.	2Hours		Exam (2)		Written exam

#### 50. Course Evaluation

Evaluation				Score standard
Formative		Summative		
Scores	Evaluation methods	Scores	Evaluation methods	
10%	Daily Quizzes	10%	Mid-term exam	- Excellent (90-100)
5%	Assignments	70%	Final theoretical exam	- Very Good (80-less than 90)
5%	Attendance& Participation			- Good (70-less than 80)
20%		80%		- Fair (60-less than 70)
				- Acceptable (50-less than 60)
				- Fail (less than 50)

#### 51. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Not available
Main references (sources)	Grace, P. J. (2022). Nursing ethics and professional responsibility in advanced practice. Jones & Bartlett Learning. Black, B. (2022). Professional nursing-e-book: concepts & challenges. Elsevier Health Sciences. Nunnery, R. K. (2019). Advancing your career: Concepts of professional nursing. FA Davis.
Recommended books and references (scientific journals, reports...)	BRYK CZYNSKI, C. L. M. K. A. (2022). Role development of the advanced practice nurse. Hamric & Hanson's Advanced Practice Nursing-E-Book: An Integrative Approach, 98 Cherry B, Jacob S. (2014). Contemporary nursing, issues trends and management, ELSEVIER, 6th ed, China.

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References,  
Websites

American nursing association (ANA), The Power of Nurses.  
Retrieved from: <https://www.nursingworld.org/>  
Nursing Times: Resources for the Nursing Profession. Retrieved  
from: <https://www.nursingtimes.net/>

McKenna, H. P., Pajnkihar, M., & Vrbnjak, D. (2025).  
Fundamentals of nursing models, theories and practice. John  
Wiley & Sons.  
[https://books.google.iq/books?hl=en&lr=&id=2w9SEQAAQBAJ&oi=fnd&pg=PP12&dq=nursing+theory&ots=0DDg oLrnYH&sig=p00FbIQpu-o9e5EYz2tG6bqOEE&redir\\_esc=y#v=onepage&q=nursing%20theory&f=false](https://books.google.iq/books?hl=en&lr=&id=2w9SEQAAQBAJ&oi=fnd&pg=PP12&dq=nursing+theory&ots=0DDgoLrnYH&sig=p00FbIQpu-o9e5EYz2tG6bqOEE&redir_esc=y#v=onepage&q=nursing%20theory&f=false)

Alligood, M. R. (2013). *Nursing theory: Utilization & application*.  
Elsevier Health Sciences.  
[https://books.google.iq/books?hl=en&lr=&id=adLsAwAAQBAJ&oi=fnd&pg=PP1&dq=nursing+theory&ots=qvfKThd84t&sig=a8gkIQQzyrjLnbZRsjuj2SNZ4g&redir\\_esc=y#v=onepage&q=nursing%20theory&f=false](https://books.google.iq/books?hl=en&lr=&id=adLsAwAAQBAJ&oi=fnd&pg=PP1&dq=nursing+theory&ots=qvfKThd84t&sig=a8gkIQQzyrjLnbZRsjuj2SNZ4g&redir_esc=y#v=onepage&q=nursing%20theory&f=false)

End of Program Student Learning Outcomes (EPSLO)	Course Learning Outcomes (CLO)	Link to EPSLO
<b>Knowledge</b>		
EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession.	Explain the historical development of nursing and its impact on current professional practice.	CLO supports EPSLO by enhancing scientific and professional awareness.
EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice.	Recognize the importance of professional development, continuing education, and lifelong learning in nursing.	CLO reflects EPSLO through emphasis on continuous self-growth.
EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.	Discuss ethical and legal issues in nursing practice and their implications for patient care.	CLO aligns with EPSLO by integrating psychosocial aspects into nursing decision-making.
EPSLO-4: Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes.	Apply principles of evidence-based practice to analyze contemporary issues in nursing.	CLO links to EPSLO by encouraging use of research and critical judgment in addressing professional challenges.
<b>Skills:</b>		
EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.	Demonstrate awareness of health policies, regulations, and their role in ensuring quality and safe nursing care.	CLO supports EPSLO through application of evidence-based knowledge to practice and policy.
EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.	Analyze nursing roles in healthcare systems and organizational structures using critical thinking and reasoning.	CLO connects to EPSLO by applying reasoning to professional roles.
EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.	Identify the nurse's role in promoting patient advocacy and safe professional conduct across different clinical settings.	CLO relates to EPSLO by promoting competent and safe

End of Program Student Learning Outcomes (EPSLO)	Course Learning Outcomes (CLO)	Link to EPSLO
		patient-centered practice.
EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	Explain standards of professional nursing practice and codes of ethics that guide safe clinical interventions.	CLO supports EPSLO by emphasizing adherence to professional standards.
<b>Values:</b>		
EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.	Value cultural competence and diversity in professional nursing practice.	CLO aligns directly with EPSLO by highlighting respect for diversity in care.
EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.	Demonstrate professional behaviors that reflect accountability, empathy, and integrity in nursing roles.	CLO directly supports EPSLO through professional value-based practice.
EPSLO-11: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patients and healthcare team members.	Communicate effectively with patients, colleagues, and interdisciplinary teams in professional nursing contexts.	CLO links to EPSLO by fostering communication and teamwork skills.

### Mapping of EPSLOs and CLOs for Professional Perspectives in Nursing

*Dr. Ali Obaidi*

**Head of Department  
lecturer**  
**Dr. Ali Oun Al-Obaidi**

فرع تمريض  
صحة المجتمع



*Roula Abboud*

**Dr. Roula Abboud**

## Course Description Mental Health Nursing (2025-2026)

### Course Description Mental Health Nursing (2025-2026)

<b>1. Course Name:</b>	
<b>Mental Health Nursing</b>	
<b>2. Course Code:</b>	
NUR 408	
<b>3. Semester / Year:</b>	
Fourth year/ First Semester	
<b>4. Description Preparation Date:</b>	
21/9/2025	
<b>5. Available Attendance Forms:</b>	
Class attendance forms	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
Number of Credits Hours (7) = (4) Theoretical (3 Hours Per Week) + (3) Clinical (12 Hours Per Week)	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: <b>Assist. Prof. Dr. Dhafer Ameen Jabbar Al-Mossawy</b> Email: <a href="mailto:dhafer.ameen@uowa.edu.iq">dhafer.ameen@uowa.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>At the end of this course, students will be able to:</b>	
	<ol style="list-style-type: none"><li>1. Discuss the trends, foundations, and concepts of mental health nursing.</li><li>2. Identify the community based nursing care (mental health promotion and mental illness prevention.)</li><li>3. Describe the ethical and legal issues in nursing.</li><li>4. Identify the mental health nursing theories.</li><li>5. Differentiate between neurotic and psychotic disorders.</li><li>6. Demonstrate professional interview and identify patient's problems.</li></ol>

	<p><b>7.</b> Identify and assist in providing special treatment modalities.</p> <p><b>8.</b> Describe different types of psychiatric disorders.</p> <p><b>9.</b> Recognize client behaviors and problems.</p> <p><b>10.</b> Change the student's attitudes toward mental health and mental illness nursing.</p> <p><b>11.</b> Appraise the nurse's role in the community mental health nursing.</p> <p><b>12.</b> Assess the mental health status of the client.</p> <p><b>13.</b> Identify the terminology relate to mental health and mental illness.</p> <p><b>14.</b> Demonstrate verbal and non-verbal therapeutic communication skills.</p> <p><b>15.</b> Demonstrate critical thinking skills to assess the needs for patients with mental disorders.</p> <p><b>16.</b> Identify and assist in providing special treatment modalities.</p> <p><b>17.</b> Apply therapeutic strategies to protect themselves and maintain patients' safety.</p> <p><b>18.</b> Implement therapeutic communication and interpersonal relationship.</p> <p><b>19.</b> Work collaboratively with mental health team to care for patients with mental disorders.</p> <p><b>20.</b> Understand the indications, contraindications, and side effects of the basic psychopharmacological treatments.</p> <p><b>21.</b> Apply the nursing process when providing nursing care for the client.</p> <p><b>22.</b> Create nursing care plan to address the mental health needs of the patients and their families.</p> <p><b>23.</b> Demonstrate responsibility in handling with psychiatric patients.</p> <p><b>24.</b> Appreciate the importance of mental health in maintaining general health.</p> <p><b>25.</b> Adheres to principles of integrity and professionalism while providing nursing care, maintaining confidentiality and respecting patient rights.</p> <p><b>26.</b> Apply concepts of empathy and holistic care to address the psychological, social, and spiritual needs of patients.</p> <p><b>27.</b> Commit to ethical standards in Psychiatric Assessment.</p> <p><b>28.</b> The student effectively uses verbal and non-verbal communication skills when interacting with patients to promote trust and build a therapeutic relationship.</p>
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	29. The student actively participates within the healthcare team by sharing information and collaborating in planning and implementing nursing care.
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## 9. Teaching and Learning Strategies

<b>Strategy</b>	<p><b>Methods of teaching (Theoretical)</b></p> <p><b>Learning Resources :</b></p> <p>Whiteboard, Posters, Handouts, video-films</p> <p><b>Teaching / Learning Strategies :</b></p> <p>Interactive lecture, Small group's discussion, Demonstration, Assignments, Video-based learning.</p> <hr/> <hr/>
	<p><b>Methods of teaching (Clinical)</b></p> <p><b>Learning Resources :</b></p> <p>Psychiatric clinics and Psychiatric teaching hospitals, Rehabilitative Centers.</p> <p><b>Teaching / Learning Strategies :</b></p> <p>Writing reports, Case study, Clinical practice and scientific visitations, Role playing</p>

## 10. Course Structure

<b>Wee k</b>	<b>Hou rs</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>E valuation method</b>
1	3	<ul style="list-style-type: none"> <li>– Discuss the trends, foundations, and concepts of mental health nursing.</li> <li>– Identify the community based nursing care (mental health promotion and mental illness prevention.)</li> <li>– Describe the ethical and legal issues in nursing.</li> </ul>	<b>Foundations of Psychiatric– Mental Health Nursing</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning.</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students' participation in the lecture,</li> </ul>

					& Practical evaluation. -Seminars. -Daily oral test
& 3	6	<ul style="list-style-type: none"> <li>– Identify the mental health nursing theories.</li> <li>– Explain the basic beliefs and approaches of the main psychosocial theories.</li> <li>– Identify the psychosocial theory on which each treatment strategy is based.</li> <li>– Identify how several of the theoretical perspectives have influenced current nursing practice.</li> </ul>	<b>Theories in mental health nursing</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning.</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students' participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>
4	3	<ul style="list-style-type: none"> <li>– Identify and discuss the components of therapeutic relationship</li> <li>– Discuss inappropriate techniques that impact the communication between psychiatric nurses and their clients.</li> <li>– Appropriately demonstrate therapeutic communication with clients who experience mental health problems.</li> <li>– Implement therapeutic communication and interpersonal relationship.</li> </ul>	<b>Building the Nurse–Client Relationship</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning.</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>– Daily or weekly quiz.</li> <li>– Students' participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> </ul>

					-Daily oral test
5	3	<ul style="list-style-type: none"> <li>- Summarize the similarities and differences in diagnostic criteria, etiology, and treatment options between post-traumatic stress disorder and other disorder.</li> </ul>	<b>Trauma and Stressor-Related Disorders</b> <b>PTSD</b>	<ul style="list-style-type: none"> <li>- Interactive Lecture.</li> <li>- Presentation using audiovisuals.</li> <li>- Video-based learning.</li> <li>- Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily or weekly quiz.</li> <li>- Students' participation in the lecture, &amp; Practical evaluation.</li> <li>- Seminars.</li> <li>- Daily oral test</li> </ul>
& 7	6	<ul style="list-style-type: none"> <li>- Describe anxiety as a response to stress.</li> <li>- Describe the levels of anxiety with behavioral changes related to each.</li> <li>- Types of anxiety disorders.</li> <li>- Apply the nursing process to the care of clients with anxiety and anxiety disorders.</li> <li>- Treatment Modalities.</li> </ul>	<b>Anxiety disorders</b>	<ul style="list-style-type: none"> <li>- Interactive Lecture.</li> <li>- Presentation using audiovisuals.</li> <li>- Video-based learning.</li> <li>- Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily or weekly quiz.</li> <li>- Students' participation in the lecture, &amp; Practical evaluation.</li> <li>- Seminars.</li> <li>- Daily oral test</li> </ul>
8	3	<ul style="list-style-type: none"> <li>- Discuss etiologic theories of obsessive-compulsive disorder (OCD).</li> </ul>	<b>Obsessive-Compulsive and</b>	<ul style="list-style-type: none"> <li>- Interactive Lecture.</li> <li>- Presentation using audiovisuals.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily or weekly</li> </ul>

		<ul style="list-style-type: none"> <li>– Apply the nursing process to the care of clients and families with OCD.</li> <li>– Provide education to clients, families, caregivers, and community members to increase knowledge and understanding of OCD and related disorders.</li> <li>– Evaluate your feelings, beliefs, and attitudes regarding OCD and related disorders.</li> </ul>	<b>related Disorders</b>	<ul style="list-style-type: none"> <li>– Video-based learning.</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>y quiz.</li> <li>– Students' participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>
x10	6	<ul style="list-style-type: none"> <li>– Identify the schizophrenia.</li> <li>– Differentiated between positive and negative seen</li> <li>– Identify two other psychotic disorders.</li> <li>– Identify treatment modalities for people with schizophrenia.</li> <li>– Identify nursing care for people with schizophrenia.</li> </ul>	<b>Schizophrenia</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning.</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>Daily or weekly quiz.</li> <li>– Students' participation in the lecture, &amp; Practical evaluation.</li> <li>– Seminars.</li> <li>– Daily oral test</li> </ul>
&1 2	6	<ul style="list-style-type: none"> <li>– Explain of core concept of mood and affect.</li> <li>– Apply the nursing process to the care of clients and families with mood disorders.</li> <li>– Provide education to clients, families, caregivers, and community members to increase knowledge and</li> </ul>	<b>Mood disorder (depression &amp; mania and Suicide)</b>	<ul style="list-style-type: none"> <li>– Interactive Lecture.</li> <li>– Presentation using audiovisuals.</li> <li>– Video-based learning.</li> <li>– Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>Daily or weekly quiz.</li> <li>– Students' participation in</li> </ul>

		<p>understanding of mood disorders.</p> <ul style="list-style-type: none"> <li>Define the Suicide and Suicidal behavior and nursing intervention.</li> </ul>			<p>the lecture, &amp; Practical evaluation.</p> <ul style="list-style-type: none"> <li>Seminars.</li> <li>Daily oral test</li> </ul>
13	3	<ul style="list-style-type: none"> <li>Discuss the new trends in substance abuse and explain the need for related prevention programs.</li> <li>Discuss the nurse's role in dealing with the chemically impaired professional.</li> <li>Evaluate your feelings, attitudes, and responses to clients and families with substance use and abuse.</li> </ul>	<b>Addiction</b>	<ul style="list-style-type: none"> <li>Interactive Lecture.</li> <li>Presentation using audiovisuals.</li> <li>Video-based learning.</li> <li>Role playing.</li> </ul>	<p>Daily or weekly quiz.</p> <ul style="list-style-type: none"> <li>Students' participation in the lecture, &amp; Practical evaluation.</li> <li>Seminars.</li> <li>Daily oral test</li> </ul>
14	3	<ul style="list-style-type: none"> <li>Describe the characteristics of and risk factors for cognitive disorders.</li> <li>Distinguish between delirium and dementia in terms of symptoms and other related issues.</li> <li>Apply the nursing process to the care of clients with cognitive disorders.</li> </ul>	<b>Cognitive Disorders</b>	<ul style="list-style-type: none"> <li>Interactive Lecture.</li> <li>Presentation using audiovisuals.</li> <li>Video-based learning.</li> <li>Role playing.</li> </ul>	<p>Daily or weekly quiz.</p> <ul style="list-style-type: none"> <li>Students' participation in the lecture, &amp; Practical evaluation.</li> <li>Seminars.</li> <li>Daily oral test</li> </ul>

						-Seminars. -Daily oral test
15	3	<ul style="list-style-type: none"> <li>- Describe somatic symptom illnesses and identify their three central features.</li> <li>- Discuss the characteristics and dynamics of specific somatic symptom illnesses.</li> <li>- Distinguish somatic symptom illnesses from factitious disorders and malingering.</li> <li>- Evaluate your feelings, beliefs, and attitudes regarding clients with somatic symptom disorders.</li> </ul>	<b>Somatic Symptom Illnesses</b>	<ul style="list-style-type: none"> <li>-Interactive Lecture.</li> <li>-Presentation using audiovisuals.</li> <li>-Video-based learning.</li> <li>-Role playing.</li> </ul>	<ul style="list-style-type: none"> <li>-Daily or weekly quiz.</li> <li>-Students' participation in the lecture, &amp; Practical evaluation.</li> <li>-Seminars.</li> <li>-Daily oral test</li> </ul>	

## 11. Course Evaluation

Evaluation				Score standard	
Formative		Summative			
Scores	Evaluation methods	Scores	Evaluation methods	Rating	Range
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	Excellent	90 - 100)
2%	Seminars	10%	Second- Mid-term exam	Very Good	80 -

						89 )
2%	Reports	%01	Mid-term-practical evaluation	Good	70 - 79 )	
2%	Participation	20%	Final practical exam	Moderate	60 - 69 )	
		40%	Final theoretical exam	Fair	50 - 59 )	
%10		%09		Fail	less than 50 )	

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Videbeck, S. (2020). Psychiatric-mental health nursing. Lippincott Williams & Wilkins. 2. Gorman, L. M., & Anwar, R. (2014). Neeb's Fundamentals of Mental Health Nursing. FA Davis.
in references (sources)	Videbeck, S. (2018). Psychiatric-mental health nursing. Lippincott Williams & Wilkins.
Recommended books and references (scientific journals, reports...)	(Linda M. Gorman 2014), Neeb's Fundamentals of Mental Health Nursing, 4th edition
Electronic References, Websites	<ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=WEG6fiRj6OA&amp;list=PL0sx7dVJFLEDQMF8334V6rFPc37R_ZTp6&amp;index=9">https://www.youtube.com/watch?v=WEG6fiRj6OA&amp;list=PL0sx7dVJFLEDQMF8334V6rFPc37R_ZTp6&amp;index=9</a></li> <li>- <a href="https://www.cdc.gov/mental-health/">https://www.cdc.gov/mental-health/</a></li> </ul>

**Mapping of End of Program Student Learning Outcomes  
(EPSLOs) to Course Learning Outcomes (CLOs) – Critical Care  
Nursing**

End of Program Student Learning Outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
<p><b>Knowledge</b></p> <p><b>EPSLO-1:</b> <b>Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession.</b></p> <p><b>EPSLO-2:</b> <b>Engage in lifelong learning and self-development to continuously improve nursing practice.</b></p> <p><b>EPSLO-3:</b> <b>Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.”</b></p> <p><b>EPSLO-4</b> <b>Utilize evidence-based research and</b></p>	<ol style="list-style-type: none"> <li>1. Discuss the trends, foundations, and concepts of mental health nursing.</li> <li>2. Identify the community based nursing care (mental health promotion and mental illness prevention.)</li> <li>3. Describe the ethical and legal issues in nursing.</li> <li>4. Identify the mental health nursing theories.</li> <li>5. Differentiate between neurotic and psychotic disorders.</li> <li>6. Demonstrate professional interview and identify patient's problems.</li> <li>7. Identify and assist in providing special treatment modalities.</li> <li>8. Describe different types of psychiatric disorders.</li> <li>9. Recognize client behaviors and problems.</li> <li>10. Change the student's attitudes</li> </ol>	<ol style="list-style-type: none"> <li>1. Builds scientific understanding (EPSLO-1) and integrates psychosocial knowledge (EPSLO-3).</li> <li>2. Enhances scientific and community knowledge (EPSLO-1), promotes continuous learning (EPSLO-2), and integrates psychosocial concepts (EPSLO-3).</li> <li>3. Ethical and legal understanding reflects scientific professionalism (EPSLO-1) and supports evidence-based judgment (EPSLO-4).</li> <li>4. Theories establish scientific foundations (EPSLO-1) and guide care planning (EPSLO-3).</li> <li>5. Requires scientific knowledge (EPSLO-1) for designing care based on psychological needs (EPSLO-3).</li> <li>6. Supports psychosocial assessment (EPSLO-3) and strengthens clinical judgment (EPSLO-4).</li> <li>7. Involves understanding scientific treatment methods (EPSLO-1) and applying evidence-based practice (EPSLO-4).</li> <li>8. Enhances foundational knowledge (EPSLO-1) and supports clinical reasoning (EPSLO-3).</li> <li>9. Essential for psychosocial assessment (EPSLO-3) and clinical judgment (EPSLO-4).</li> <li>10. Supports lifelong learning (EPSLO-2) and deepens</li> </ol>

<p><b>advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.</b></p>	<p>toward mental health and mental illness nursing.</p> <p><b>11.</b> Appraise the nurse's role in the community mental health nursing.</p>	<p>psychosocial understanding (EPSLO-3).</p> <p><b>11.</b> Strengthens scientific knowledge (EPSLO-1), continuous development (EPSLO-2), and evidence-based practice (EPSLO-4).</p>
<p><b>Skills:</b></p> <p><b>EPSLO-5:</b> Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.</p> <p><b>EPSLO-6:</b> Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.</p> <p><b>EPSLO-7:</b> Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.</p> <p><b>EPSLO-8:</b> Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.</p>	<p><b>1.</b> Assess the mental health status of the client.</p> <p><b>2.</b> Identify the terminology relate to mental health and mental illness.</p> <p><b>3.</b> Demonstrate verbal and non-verbal therapeutic communication skills.</p> <p><b>4.</b> Demonstrate critical thinking skills to assess the needs for patients with mental disorders.</p> <p><b>5.</b> Identify and assist in providing special treatment modalities.</p> <p><b>6.</b> Apply therapeutic strategies to protect themselves and maintain patients' safety.</p> <p><b>7.</b> Implement therapeutic communication and interpersonal relationship.</p> <p><b>8.</b> Work collaboratively with mental health team to care for patients with mental disorders.</p> <p><b>9.</b> Understand the</p>	<p><b>1.</b> Involves applying evidence-based knowledge (EPSLO-5) and demonstrating clinical competence (EPSLO-7).</p> <p><b>2.</b> Strengthens evidence-based understanding (EPSLO-5) and analytical reasoning (EPSLO-6).</p> <p><b>3.</b> Essential for clinical interactions (EPSLO-7) and team communication (EPSLO-10).</p> <p><b>4.</b> Requires scientific reasoning (EPSLO-6) and supports clinical decision-making (EPSLO-7).</p> <p><b>5.</b> Applies evidence-based practice (EPSLO-5) and supports skillful clinical care (EPSLO-7).</p> <p><b>6.</b> Integrates evidence-based safety measures (EPSLO-5) with professional clinical standards (EPSLO-8).</p> <p><b>7.</b> Enhances clinical competence (EPSLO-7) and interprofessional collaboration (EPSLO-10).</p> <p><b>8.</b> Demonstrates teamwork competence (EPSLO-10) and effective clinical care (EPSLO-7).</p> <p><b>9.</b> Applies evidence-based pharmacology (EPSLO-5) and scientific analysis (EPSLO-6).</p> <p><b>10.</b> Requires evidence-based knowledge (EPSLO-5), clinical competence (EPSLO-7), and safe performance (EPSLO-8).</p> <p><b>11.</b> Uses evidence (EPSLO-5), demonstrates competence (EPSLO-7), and ensures safe care planning (EPSLO-8).</p>

	<p>indications, contraindications, and side effects of the basic psychopharmacological treatments.</p> <p><b>10.</b> Apply the nursing process when providing nursing care for the client.</p> <p><b>11.</b> Create nursing care plan to address the mental health needs of the patients and their families.</p>	
<p><b>Values:</b></p> <p><b>EPSLO-9:</b> Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.</p> <p><b>EPSLO-10:</b> Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.</p> <p><b>EPSLO-11:</b> 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.</p>	<p><b>1.</b> Demonstrate responsibility in handling with psychiatric patients.</p> <p><b>2.</b> Appreciate the importance of mental health in maintaining general health.</p> <p><b>3.</b> Adheres to principles of integrity and professionalism while providing nursing care, maintaining confidentiality and respecting patient rights.</p> <p><b>4.</b> Apply concepts of empathy and holistic care to address the psychological, social, and spiritual needs of patients.</p> <p><b>5.</b> Commit to ethical standards in Psychiatric Assessment.</p>	<p><b>1.</b> Reflects accountability and empathy (EPSLO-9) and professional communication (EPSLO-10).</p> <p><b>2.</b> Promotes respect for patients (EPSLO-8) and holistic understanding (EPSLO-9).</p> <p><b>3.</b> Reinforce the principles of integrity and professionalism, which are essential components of ethical nursing practice. Maintaining confidentiality and respecting patient rights demonstrate accountability and respect, reflecting a holistic, patient-centered approach to care. (EPSLO-10)</p> <p><b>4.</b> Emphasize the use of empathy and holistic care, which are key elements of patient-centered practice. By addressing patients' psychological, social, and spiritual needs, students cultivate a compassionate and holistic nursing approach. (EPSLO-10).</p>

	<p>6. The student effectively uses verbal and non-verbal communication skills when interacting with patients to promote trust and build a therapeutic relationship.</p> <p>7. The student actively participates within the healthcare team by sharing information and collaborating in planning and implementing nursing care.</p>	<p>5. Supports ethical practice (EPSLO-8) and professional integrity (EPSLO-9).</p> <p>6. Develop therapeutic communication skills that are crucial for establishing trust with patients. Effective communication is foundational for collaborative practice within multidisciplinary healthcare teams. (EPSLO-11).</p> <p>7. Emphasize collaboration and teamwork within multidisciplinary healthcare settings. By sharing information and engaging in care planning, students strengthen their role as effective nursing team members and promote interprofessional communication. (EPSLO-11).</p>
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فرع تمريض  
الصحة النفسية والعقلية



## 2025-2026 Course Description Form

<b>52. Course Name:</b>
health psychology
<b>53. Course Code:</b>
WNR-42-03
<b>54. Semester / Year:</b>
First and Second Semester / 2025-2026
<b>55. Description Preparation Date:</b>
20-9-2025
<b>56. Available Attendance Forms:</b>
Full time
<b>57. Number of Credit Hours (Total) / Number of Units (Total)</b>
Total (30) hours per 15 Week. 2hours per week

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

**Name:** Hadeel sahib ali

**Email:** hadeel [sahheeb@uowa.edu.iq](mailto:sahheeb@uowa.edu.iq)

**59. Course Objectives****Course Objectives**

At the end of this course the students will able to:

Recognize basic human needs and age-specific concerns across the lifespan.

Apply effective communication techniques tailored to children, adolescents, and elderly individuals.

Utilize the nursing process to assess, diagnose, plan, implement, and evaluate health-related problems.

Emphasize preventive care strategies to promote health and well-being among children, adolescents, and older adults.

Demonstrate cultural sensitivity and ethical awareness when providing care to diverse age groups.

Integrate evidence-based practices to enhance the quality of care for pediatric, adolescent, and geriatric populations.

**60. Teaching and Learning Strategies**

1. Lectures
2. Group Discussion
3. Brain storming.

**61. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	Describe the foundational concepts and scope of health psychology.	introduction of health psychology	-Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture

2	2T	Understand the nature of stress and apply effective stress management techniques..	Stress and stress management	- Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture
3	2T	Recognize and describe different types of human emotions	Learn The human Emotions	- Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture
4	2T	Theoretical Foundations of Memory and Forgetting	Identify memory and forgetting.	-Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture
5	Mid-term exam. No 1				
6	2T	Understanding Human Motivation.	Identify the Motivations	Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture
7	2T	Understand the basic concepts of thinking And learning	Identify thinking and learning	Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture .
8	2T	Understand the personality	Identify the personality	- Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture

9	2T	Understand the Psychology and Attention	Identify Psychology and Attention	- Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture
10	Mid-term exam. No 2				
11	2T	Understand Psychology and Perception	Identify Perception And Sensation	Lectures -Discussion -Brain storming	Quizzes students' participation in the lecture

## 62. Course Evaluation

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 %	Evaluation methods	Scores %	Excellence
Daily Quizzes	5%	First-Mid-term	20%	Excellent (90-100)
Participation	5%	theoretical exam	70%	Very Good (80-less than 90)
	10%		90%	Good (70-less than 80)
				Fair (60-less than 70)
				Acceptable (50-less than 60)
				Fail

				(less than 50)
<b>63. Learning and Teaching Resources</b>				
1-Shives, Louise Rebraca; Basic Concepts of Psychiatric-Mental Health  Nursing, 6th Edition 2-Lippincott Williams & Wilkins 2005 3-Sadock, Benjamin James; Sadock, Virginia Alcott: Kaplan & Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, 10th Edition. 4- Lippincott Williams & Wilkins 2007 5-Frank J. Bruno; Psychology: A Self-Teaching Guide 2002 6-Electronic References, Websites: <ul style="list-style-type: none"> <li>• Use the virtual library.</li> <li>• Use the college website.</li> <li>• Using the Internet or related websites.</li> <li>• Use the scientific and academic research portal: Google Scholar</li> </ul>				 <p>فرع تمريض الصحة النفسية والعقلية</p>

### Mapping of End of Program Student Learning Outcomes (EPSLOs) to Course Learning Outcomes (CLOs) – Critical Care Nursing

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
<b>Knowledge</b>  <b>EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific</b>	Upon completing this course, nursing students will be able to:  1. Define the field of Health Psychology: Explain the definition, scope, and relevance of Health Psychology to nursing practice.	<b>EPSLO-1</b>  <b>EPSLO-2</b>

<b>related to the nursing profession</b>	<p>2. Identify the biopsychosocial factors influencing health: Describe the interplay between biological, psychological, and social factors that impact health and illness.</p>	<b>EPSLO-3</b> <b>EPSLO-4</b>
<b>EPSLO-2:</b> <b>Engage in lifelong learning and self-development to continuously improve nursing practice.</b>	<p>3. Understand the psychological aspects of health and illness: Discuss the psychological factors that contribute to the development, maintenance, and management of various health conditions.</p>	<b>EPSLO-1</b> <b>EPSLO-3</b> <b>EPSLO-9</b>
	<p>4. Recognize the role of stress and coping in health: Explain the impact of stress on physical and mental health, and describe various coping strategies and their effectiveness.</p>	<b>EPSLO-4</b> <b>EPSLO-6</b> <b>EPSLO-9</b>
<b>EPSLO-3:</b>  <b>Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.”</b>	<p>5. Describe the psychological aspects of pain management: Discuss the complex nature of pain, including the psychological factors that influence pain perception and management.</p>	<b>EPSLO-5</b> <b>EPSLO-7</b> <b>EPSLO-9</b>
<b>EPSLO-4</b>  <b>Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial</b>	<p>6. Understand the psychological factors influencing health behaviours: Explain the cognitive, emotional, and social factors that influence health behaviours, such as adherence to treatment regimens and lifestyle changes.</p>	<b>EPSLO-2</b> <b>EPSLO-3</b> <b>EPSLO-10</b>

<p><b>outcomes for individuals with complex health conditions.</b></p>		
<p><b>Skills</b></p> <p><b>EPSLO-5:</b> <b>Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.</b></p>	<p>1.Identify major theories and models relevant to health psychology (e.g., Health Belief Model, Trans theoretical Model, Social Support Theory).</p>	<p><b>EPSLO-1</b> <b>EPSLO-2</b></p>
	<ul style="list-style-type: none"> <li>2.Define psychological factors that influence health outcomes, including chronic illness, pain perception, and adherence to treatment regimens.</li> <li>•</li> </ul>	<p><b>EPSLO-3</b> <b>EPSLO-4</b></p>
<p><b>EPSLO-6:</b></p> <p><b>Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.</b></p>	<p>3.Explain how psychological factors influence the onset, progression, and management of common chronic illnesses (e.g., diabetes, cardiovascular disease, cancer</p>	<p><b>EPSLO-3</b> <b>EPSLO-5</b> <b>EPSLO-7</b></p>
	<ul style="list-style-type: none"> <li>4.Interpret the role of nurse-patient communication in promoting psychological well-being and health behavior change.</li> <li>•</li> </ul> <p>5.Summarize the impact of stress and emotional states on immune function and recovery.</p>	<p><b>EPSLO-9</b> <b>EPSLO-10</b></p>

<p><b>EPSLO-7:</b>  <b>Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.</b></p>	<p>•</p>	<p><b>EPSLO-4</b>  <b>EPSLO-6</b>  <b>EPSLO-9</b></p>
<p><b>EPSLO-8:</b>  <b>Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.</b></p>		

<p><b>Values</b></p> <p><b>EPSLO-8:</b> <b>Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.</b></p> <p><b>EPSLO-9:</b> <b>Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.</b></p> <p><b>EPSLO-10:</b> <b>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.</b></p>	<p>.Quality and Safety Education 1 for Nurses (QSEN): Patient-Centered Care, Safety, Teamwork.</p> <p>.ANA Scope and Standards of 2 Practice: Standard 8: Health Promotion and Maintenance.</p> <p>.The Nightingale Pledge &amp; 3 Florence Nightingale's Legacy: Emphasis on compassion, environment, and holistic care.</p>	<p><b>EPSLO-5</b> <b>EPSLO-7</b> <b>EPSLO-8</b> <b>EPSLO-10</b></p> <p><b>EPSLO-1</b> <b>EPSLO-2</b> <b>EPSLO-3</b> <b>EPSLO-4</b></p> <p><b>EPSLO-8</b> <b>EPSLO-9</b> <b>EPSLO-10</b></p>
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## Critical care nursing Course Description 2025-2026

<b>1. Course name:</b>
Critical Care Nursing
<b>2. Course code</b>
WNR-41-02
<b>3. Semester / Year:</b>
Fourth Stage/ First Semester
<b>4. Description Preparation Date:</b>
20/ 9/ 2025
<b>5. Available Attendance Forms:</b>
Paper lectures in college halls, and electronic lectures on the university website.
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>
2 Theoretical + 4 hospital (12 Hours Per Week), Number of Credits (6)
<b>7. Course administrator's name (mention all, if more than one name)</b>
Lecturer Roula Mohammad Abboud /Email: <a href="mailto:roula.ab@uowa.edu.iq">roula.ab@uowa.edu.iq</a> Asst. Lect. Hadi Faiz Jazan /Email: <a href="mailto:hadi.ja@uow.edu.iq">hadi.ja@uow.edu.iq</a>
<b>8. Course Objectives</b>
<p>❖ At the end of critical care nursing course the student will be able to:</p> <ul style="list-style-type: none"><li>1. Identify the critical care Nursing Roles</li><li>2. Distinguish and manage the different type of shock and stroke</li><li>3. Interpret the ventilator parameters.</li><li>4. Assess and manage the ventilated patients.</li><li>5. Distinguish the different types and degree of burns</li><li>6. Able to identify and manage (Pulmonary embolism, pleural effusion and pneumothorax).</li><li>7. Define the current procedure</li><li>8. List the indications</li><li>9. Identify the contraindications</li><li>10. Determine the complications</li><li>11. Assess the manikin before start the procedure</li><li>12. Prepare (his\ her self, patient,equipment and environment)</li><li>13. Apply the procedure steps on the manikin</li><li>14. Justify every step in procedure</li><li>15. Document the procedure</li><li>16. Interpret the ABGs values</li><li>17. Care with ventilated patient</li><li>18. Apply basic and advanced life support techniques</li><li>19. Monitor the patient hemodynamically</li><li>20. Formulate the daily follow up sheet</li><li>21. Apply nursing care plan for critically ill patient</li></ul>
<b>9. Teaching and Learning Strategies</b>

1. Lectures
2. Group Discussion
3. Assignments
4. Brain storming.
5. Case studies
6. Demonstration of Critical Skills
7. Practical sessions in Hospital

#### 10. Course Structure

Week N	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation methods
1.	2T	Prepare the students to start the critical care nursing curriculum.	Critical Care Nursing. (Introduction)	- Lectures.	Quizzes, students' participation in the lecture.
2.	2T+6P	Assess the acid-base imbalance and how to manage it	Arterial blood gases (ABG's) values, compensatory mechanisms and management	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
3.	2T+6P	Assess the acid-base balance and imbalance	ABG's Interpretation.	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
4.	2T+6P	Assess the patient's level of consciousness Provide nursing care for unconscious patient	Consciousness	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
5.	2T+6P	Determine heart rate and rhythm Identify cardiac axis Identify AT,AF,VT,VF Dysrhythmias Identify shockable and non- shockable rhythm.	Review of Conduction System	- Lectures. - Lab training -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
6.	2T+6P	Perform cardiopulmonary resuscitation and cardiac defibrillation	-Basic and advanced life support.	- Lectures. - Lab training	Quizzes, students' participation in the lecture, & Practical

				-Hospital practice	evaluation.
7.		Mid-term exam. No 1			
8.	2T+6P	In critical care unite , the patient high risk for shock. The student should learn how to deal with shocked patient	Shock (Classification, Stages, Clinical Alert and Management)	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
9.	2T+6P	Care for patient with pulmonary embolism.	Pulmonary Embolism.	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
10.	2T+6P	Care for patient with Pleural Effusion, Hemo &Pneumo thorax.	Pleural Effusion Hemo &Pneumo thorax.	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, &Practical evaluation.
11.		Mid-term exam. No 2			
12.	2T+6P	Provide nursing care for mechanically ventilated patient.	Mechanical Ventilation.	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
13.	2T+6P	Play optimal role for weaning process.	Weaning from Mechanical Ventilation.	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
14.	2T+6P	To differentiate between the tow types of Stroke and manage every type.	Cerebral Vascular Accident. Stroke	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
15.	2T+6P	determine the burns' stages degree and types	Burns.	- Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical

		Identify the primary and secondary survey guidelines			evaluation.
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## 11. Course Evaluation

Evaluation				Score standard
Formative		Summative		
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Daily Quizzes	10%	Mid-term theoretical exam	
5%	Assignment	5%	Mid-term-practical evaluation	
10%	Hospital	20%	Final practical exam	
5%	Attendance& Participation	40%	Final theoretical exam	
25%		75%		

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Morton P and Fontain D. Critical care nursing: A holistic approach (2013), 10th ed. Wolters Kluwer Health   Lippincott Williams & Wilkins, Sydney.
Main references (sources)	- Burns S. AACN Essentials of Critical Care Nursing (2014), 3rd ed. McGraw-Hill Education, Toronto.
Recommended books and references (scientific journals, reports...)	MAHASHRI KARVE STREE SHIKSHAN SAMSTHA'S SMT. BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION KARVENAGAR, PUNE CRITICAL CARE NURSING MANUAL (PRESENTED BY 3 RD YEAR B. B. Sc. NURSING). (2021). <a href="https://mksssbtine.ac.in/wp-content/uploads/2022/06/Critical-care-manual-2021-2022.pdf">https://mksssbtine.ac.in/wp-content/uploads/2022/06/Critical-care-manual-2021-2022.pdf</a> (2024) . <a href="https://bojnourd.iau.ir/file/download/page/1674382503-critical-care-nursing-diagnosis-and-management.pdf">https://bojnourd.iau.ir/file/download/page/1674382503-critical-care-nursing-diagnosis-and-management.pdf</a> Bojnourd.iau.ir.
Electronic References, Websites	CPR in Action   A 3D look inside the body: <a href="https://www.youtube.com/watch?v=DUaxt8Olt3o">https://www.youtube.com/watch?v=DUaxt8Olt3o</a> CPR step by step: <a href="https://www.youtube.com/watch?v=ozzZVQQTvo4">https://www.youtube.com/watch?v=ozzZVQQTvo4</a> Conduction system: <a href="https://www.youtube.com/watch?v=RYZ4daFwMa8">https://www.youtube.com/watch?v=RYZ4daFwMa8</a> Shock mechanism: <a href="https://www.youtube.com/watch?v=WueGqL58tlo">https://www.youtube.com/watch?v=WueGqL58tlo</a> Pulmonary embolism: <a href="https://www.youtube.com/watch?v=8UnPPZlnfbk">https://www.youtube.com/watch?v=8UnPPZlnfbk</a> Stroke: <a href="https://www.youtube.com/watch?v=EY98RInP-A4">https://www.youtube.com/watch?v=EY98RInP-A4</a>

The Lecturer: Dr. Roula Mohammad Abboud


**فرع تمريض**  
**الصحة النفسية والعقلية**  
**Mapping of End of Program Student Learning Outcomes (EPSLOs) to Course Learning Outcomes (CLOs) – Critical Care Nursing**

End of Program Student Learning Outcomes (EPSLOs)	Course Learning Outcomes (CLOs) – Critical Care Nursing	Link to EPSLO
<b>Knowledge</b>		
EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession.	CLO-1: Explain the scientific basis underlying critical care nursing interventions, including hemodynamic monitoring and ventilator management.	CLO-1 supports EPSLO-1 by emphasizing advanced scientific knowledge in nursing.
EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice.	CLO-2: Utilize reflection and case-based learning to identify personal strengths and areas for improvement in critical care nursing practice.	CLO-2 links to EPSLO-2 through encouraging continuous learning and self-evaluation.
EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.	CLO-3: Develop individualized nursing care plans for critically ill patients by integrating pathophysiological data with psychosocial assessments.	CLO-3 directly aligns with EPSLO-3 by focusing on holistic care planning.



EPSLO-4: Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best outcomes.	CLO-4: Apply current research findings and evidence-based guidelines in managing patients with multi-organ dysfunction.	CLO-4 supports EPSLO-4 by fostering evidence-based and judgment-driven practice.
<b>Skills:</b>		
EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.	CLO-5: Safely manage advanced technologies such as invasive monitoring devices and mechanical ventilators in the ICU.	CLO-5 links to EPSLO-5 through the application of technology and evidence-based practice.
EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.	CLO-6: Accurately interpret arterial blood gases (ABGs) and laboratory data to guide clinical decision-making in critical care.	CLO-6 supports EPSLO-6 by applying quantitative reasoning in practice.
EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.	CLO-7: Provide age-appropriate critical care interventions for adult and elderly patients with life-threatening conditions.	CLO-7 supports EPSLO-7 by ensuring competent practice across patient populations.
EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with standards.	CLO-8: Perform emergency procedures (e.g., CPR, advanced airway management) and routine ICU nursing interventions safely.	CLO-8 directly aligns with EPSLO-8 through accurate and safe performance of interventions.
<b>Values:</b>		
EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs.	CLO-9: Provide culturally sensitive care for critically ill patients and their families in stressful healthcare situations.	CLO-9 links to EPSLO-9 by respecting diversity in care delivery.
EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy through	CLO-10: Demonstrate accountability, empathy, and professionalism when caring	CLO-10 supports EPSLO-10 by promoting integrity

holistic, patient-centered care.	for critically ill patients and supporting families.	and patient-centered care.
EPSLO-11: Demonstrate effective communication and collaboration skills in interdisciplinary healthcare.	CLO-11: Communicate and collaborate effectively with the multidisciplinary ICU team to ensure optimal patient outcomes.	CLO-11 links directly to EPSLO-11 through teamwork and professional communication.

