

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



**Academic Program and  
Course Description Guide  
For  
Community Health  
Department**

**2024**



جمهورية العراق  
وزارة التعليم العالي والبحث العلمي جهاز الاشراف والتفويض العلمي  
قسم الاعتماد/دائرة ضمان الجودة والاعتماد الاكاديمي  
المجلس الوطني لاعتماد برامج كليات ومعاهد التقنيات الصحية والطبية



## ACADEMIC PROGRAM DESCRIPTION FORM

University Name: Al-Furat Al-Awsat Technical University

Faculty/Institute: Karbala Technical Institute

Scientific Department: Community Health Technologies Department.

Academic or Professional Program Name: Community Health Technologies

Final Certificate Name: Technical diploma

Academic System: Semester study system

Description Preparation Date: 10/2/2024

File Completion Date: 10/2/2024

Signature:

Head of Department Name:

Assist.Prof.Dr. Salim Hussein Hassan

Date: 29/2/2024

Signature:

Scientific Associate Name:

Assist.Prof.Dr. Layth Hasan Jawad

Date: 29/2/2024

\* The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Signature:

Assist.Prof.Ali Neamah Hasan AL-Aaragi

Date: /2/2024

3/26  
2024

Fadhil M. Bahir

26-3-2024

Approval of the Dean



### Program Vision

Providing graduates with the necessary knowledge and experience in the fields of work in the fields of (occupational health and safety, health inspection and control), assisting in the implementation of primary health control programs and health awareness campaigns, and assisting the doctor in diagnostic procedures in programs implemented in health centers. Thus, the graduate will be qualified, acquire scientific and practical skills, and have an impact. Positive development of the public and private health sector and spreading awareness in the areas of public health in society.

### Program Mission

Achieving excellence in teaching and education, acquiring scientific skills, and implementing educational and training programs and research activities, which leads to enhancing the high capacity in diagnosing various diseases and developing preventive and curative health services so that they are accessible to all members of society.

### Program Objectives

The department aims to...

1. Health inspection and control teams and assist in laboratory investigation of the examined samples and their compliance with health conditions.
2. Occupational health and safety field
3. Implementing primary health care programs.
4. Health survey teams and health awareness campaigns.
5. Assisting the doctor in diagnostic, nursing, and therapeutic procedures during the implementation of health programs.
6. Operating and caring for used medical equipment and machines used in diagnosis and treatment.
7. Survey teams on communicable diseases and how to control them.



### Program Accreditation

The established programs are accredited by the Ministry of Higher Education and Scientific Research/Al-Furat Al-Awsat Technical University.  
In addition to the World Health Organization WHO.

### Other external influences

- Scientific research related to the department's specialty.
- The World Wide Web (the Internet.)
- Regular and digital libraries.
- Summer training in government hospitals.

### Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	2	2.9%	Nothing
College Requirements	3	6	8.8%	Nothing
Department Requirements	14	60	88.3%	Nothing
Summer Training	Two months	/	/	Nothing
Other	Nothing	Nothing	Nothing	Nothing

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

### Program Description

Year/Level	Course Code	Course Name	Credit Hours		
			Theoretical	Practical	All
First semester	T.C.H	Community Heath Technologies	15	16	31
Second Semester	T.C.H	Community Heath Technologies	16	16	32
First semester	T.C.H	Community Heath Technologies	14	20	34
Second Semester	T.C.H	Community Heath Technologies	14	20	34



## Expected learning outcomes of the program

### Knowledge

#### A- Cognitive objectives

1. Assistance in laboratory and epidemiological investigations.
2. Assisting the doctor in diagnostic and therapeutic nursing procedures during the implementation of the program.
3. Operating and caring for used medical equipment.
4. Managing primary health care centers according to the units within the health center.
5. Implementing surveys on communicable diseases and how to control them.

### Skills

#### B- The program's skill objectives

1. Working in the field of occupational health and safety.
2. Working in emergency rooms and emergency medicine.
3. Health inspection and control.
4. Health education and the art of prevention and control of communicable and non-communicable diseases.

### Ethics

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 5

Learning Outcomes Statement 5

## Teaching and Learning Strategies

- Cooperative education strategy.
- Brainstorming education strategy.
- Educational strategy, collaborative concept planning.
- Strategy education real-time feedback
- Education strategy notes series.
- Education strategy by exchanging opinions and discussion.
- Educational strategy by presenting information.

## 10. Evaluation methods

- 1- Daily exams.
- 2- Quarterly exams
- 3- Final exams.
- 4- Practical projects.
- 5- Laboratory reports.



## 1. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/ Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	General medicine and surgery	Community medicine	-	-	-	1
Assistant Professor	Medical microbiology	immunity	-	-	1	-
	Physical education and sports sciences	Training Physiology/Electromyography	-	-	1	-
	Veterinary medicine and surgery	Preventive internal medicine	-	-	1	-
	Community health technologies	Community health technologies	-	-	2	-
	Life sciences	Medical microbiology	-	-	1	-
Lecturer	Nursing sciences	Maternal and newborn health	-	-	1	-
	Veterinary medicine and surgery	Medical physiology	-	-	1	-
	Community health technologies	Community health technologies	-	-	2	-
	Biological analyses	Medical microbiology	-	-	1	-
Assistant Lecturer	Life science	Life science	-	-	1	-
	Veterinary medicine and surgery	Medical microbiology	-	-	1	-
	political science	International relations	-	-	1	-
	Life sciences/plant	Medicinal plants	-	-	1	-
	Life sciences	environment	-	-	1	-
	Life sciences	Bioresistance techniques	-	-	1	-
Contracted	Chemistry Science	Chemistry Science	-	-	1	-
	Veterinary medicine and surgery	Medicines and toxins	-	-	1	-



## Professional Development

### Mentoring new faculty members

- Encourage them to participate in specialized courses within their specialty.
- Participation in holding seminars, workshops, and training programs.
- Participation in teaching methods courses to acquire different skills and methods in teaching.

### Professional development of faculty members

- Continuous development of teaching capabilities in a manner consistent with cognitive development in the field of specialization.
- Developing the educational system so that it rises to high quality and solid specifications and supports innovation and creativity to serve society.
- Encouraging the participation of teachers in scientific programs and specialized courses and giving lectures in corresponding institutes and colleges to enhance academic and professional partnerships with reputable universities and institutions.

## Acceptance Criterion

According to the controls specified by the Ministry of Higher Education and Scientific Research through the central admission portal and the special controls for admission to colleges and institutes approved by the Ministry, provided that the student holds a preparatory certificate in the scientific/biological stream exclusively.”

## The most important sources of information about the program

- Methodical books, scientific lectures by professors, scientific portfolios, scientific research and theses within the specialty, the Internet.
- The official website of the Technical Institute (<https://ikr.atu.edu.iq>)

## Program Development Plan

- Applied education in health institutions.
- Using modern means of communication such as the Internet and others.
- Using modern means of illustration and advanced laboratory equipment.
- Conducting scientific conferences for the institute or student conferences within the institute or with the participation of corresponding institutes.
- Scientific seminars and quarterly seminars for the department.
- Establishing specialized workshops for graduate and continuing students by professors.



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### Program Skills Outline

				Required program Learning outcomes												
Year/ Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	
The first/first semester	C.H.	Community health	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	F.N.	Fundamental Nursing1	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	G.A.	General anatomy1	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	Ph.	Physiology1	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	M.Mic.	Medical microbiology1	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	Bio.	Biostatistics1	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	C.Ch.	Biochemistry1	Assistance	√	√	√	√	√	√	√	√	√	√	√	√	√
	C.A.	Computer applications1	Assistance	√	√	√	√	√	√	√	√	√	√	√	√	√
H.R.D.	Human rights and democracy	General	-	-	-	-	-	-	-	-	-	-	-	-	-	
First/second semester	S.H.	School health	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	F.N.	Fundamental Nursing2	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	G.A.	General anatomy2	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	Ph.	Physiology2	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	M.Mic.	Medical microbiology2	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√	√





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	<b>Bio.</b>	<b>Biostatistics2</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>C.Ch.</b>	<b>Biochemistry2</b>	<b>Assistance</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>C.A.</b>	<b>Computer applications2</b>	<b>Assistance</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>Eng.</b>	<b>English</b>	<b>General</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Second/first semester</b>	<b>C.H.</b>	<b>Community Health</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>H.I.</b>	<b>Health inspection1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>M.S.</b>	<b>Medicine &amp; Surgery1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>H.O.S</b>	<b>Occupational health and safety1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>Epi.</b>	<b>Epidemiology1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>E.H.</b>	<b>Environmental Health1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>Pha.</b>	<b>Pharmacology1</b>	<b>Assistance</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>Cr.</b>	<b>Baath crimes</b>	<b>Assistance</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Second/second semester</b>	<b>I.H.</b>	<b>International Health</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>H.I.</b>	<b>Health inspection1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>M.S.</b>	<b>Medicine &amp; Surgery1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>H.O.S</b>	<b>Occupational health and safety1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√
	<b>Epi.</b>	<b>Epidemiology1</b>	<b>Specialized/basic</b>	√	√	√	√	√	√	√	√	√	√	√	√



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	Pha.	Pharmacology1	Assistance	√	√	√	√	√	√	√	√	√	√	√	√
	Pro.	Research project	Specialized/basic	√	√	√	√	√	√	√	√	√	√	√	√
	P.E	Professional Ethics	Assistance	-	-	-	-	-	-	-	-	-	-	-	-

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



## COURSE DESCRIPTION FORMS FOR THE FIRST YEAR

### \* Community health:

1. Course Name:	
Principles of community health	
2. Course Code:	
P.C.H	
3. Semester / Year:	
First Year / First and second Semester	
4. Description Preparation Date:	
12/2/2024	
5. Available Attendance Forms:	
Attendance according to the weekly lesson schedule Electronic doses on the electronic Attendance and Google Meet	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 theoretical + 3 practical	
7. Course administrator's name (mention all, if more than one name)	
Name: Ali Neamah Hasan Email: <a href="mailto:alineamah93@atu.edu.iq">alineamah93@atu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	A- Recognizes the importance of basic health services provided at the primary health care center. B- Distinguish between levels of primary health care. c- Differentiates between health services provided in primary health care centers and hospitals. D - It identifies the most important diseases that affect children and identifies their causes, methods of transmission, and how to prevent them. e- Enumerate the benefits of breastfeeding for the mother, child, and society.
9. Teaching and Learning Strategies	
<b>Strategy</b>	Using modern methods through presentation boards (PowerPoint), in addition to using the classroom blackboard. • Enhancing the lecture through (YouTube) and electronic programs and displaying educational videos. • Concentrating performance skills through field visits and summer training.



## 10. Course Structure: (First semester) Two theoretical hours and three practical hours per week

Weeks	Unit or subject name Week
the first	1- Introduction to community health - Definition of community health - What does community health include - The goal of community health.
the second	2- Primary health care - primary health care programs - goals and strategies
the third	3- Vaccines:- - Immunity - Vaccines, their types and methods of giving them. - National vaccination schedule in Iraq.
Fourth and fifth	4- Maternal and child care services.
Six	5- Breastfeeding - its benefits for the mother and the child
Seventh	6- Artificial feeding
Eight	7- Diarrhea in children - its causes - its types - how to avoid and prevent it.
Ninth	8- Dehydration in children - its types - signs - how to treat it.
The tenth	9- Acute respiratory infections and their control.
eleventh	11- Nutrition and food - the basic elements of food and how they affect the structure, growth development of the child - diseases of malnutrition.
twelveth	12- Prevention and control of communicable diseases.
Thirteenth	Principles of prevention - Types of prevention
fourteenth	13- Health Administration - Introduction - Objectives
Fifteenth	14- Some transmissible diseases (tuberculosis, polio, whooping cough, tetanus, diphtheria, measles, rubella, mumps): symptoms - prevention - treatment

## 11. Course Structure: (second semester) Two theoretical hours and three practical hours per week

Weeks	Unit or subject name Week
the first	- School Health .
the second	(The concept of school health and mental health - the emergence of school health services).
the third	- Genetic diseases in the provision of school health services.
Fourth and fifth	- Objectives and importance of school health.
SIX	- Diseases of school health systems.
Seventh	- Specialization, services and duties of school health.
Eight	- Components of school health.
Ninth	- Conditions of the school environment.
The tenth	- The importance of a healthy relationship with society.
eleventh	Procedures followed in inspecting the school environment.
twelveth	- Drinking water (general conditions - sampling and desalination)
Thirteenth	-
fourteenth	- Taking care of the health of workers.
Fifteenth	- Training school staff (educational and technical staff)

## 12. Course Evaluation

1. Daily exams, whether (oral or written).
2. Preparing scientific reports and participating with students in discussions.
3. Semester and final exams.
4. Brainstorming.



### 13. Learning and Teaching Resources

Required textbo (curricular books, if any)	
Main references (sources)	Guide for workers in the Expanded Program on Immunization - Iraqi Ministry of Health - 2014 National Guide to Newborn Screening - Iraqi Ministry of Health - 2014 Integrated care for children's health - Iraqi Ministry of Health - 2012 Field guide to flaccid paralysis - Iraqi Ministry of Health - 2013 Guide to the National Breast Cancer Early Detection Program
Recommended books and references (scientific journals, reports...)	The comprehensive medical textbook on community health nursing - World Health Organization 2006 National Breast Cancer Early Detection Program Guide for Health Workers - 2018 Breast Cancer Professor Mike Dixon 2013
Electronic References, Websites	World Health Organization, Organization for the Control of Communicable Diseases.



## \*Fundamental Nursing:

1. Course Name:	
Fundamentals of nursing	
2. Course Code:	
N.C.H	
3. Semester / Year:	
First Year / First and second Semester	
4. Description Preparation Date:	
14/2/2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
<b>Total number of hours: 5 hours (2 theoretical + 3 practical) / total number of units: 5 units</b>	
7. Course administrator's name (mention all, if more than one name)	
Name: Lec.Dr. Najat Hamza Hasan Email: ink.r.njh@atu.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<p><b>Objectives of the subject:-</b></p> <p><b>1- General objectives:</b> The student able to know the general information about Nursing .</p> <p><b>2- Specific objective :</b></p> <ul style="list-style-type: none"> <li>☐☐History of Nursing , Nursing , Nurse , Hospital its department , health agency in Iraq .</li> <li>☐☐Vital signs , Temperature , Respiration , Blood pressure &amp; its methods.</li> <li>☐☐Administration of Medication as general ,&amp; storage of drugs .</li> <li>☐☐Methods of giving O2, section the recreation from chest, Arterial respiration Mouth to Mouth.</li> <li>☐☐Normal feeding &amp; gastric Laval.</li> <li>☐☐Physical examination &amp; Laboratory test .</li> <li>☐☐Pre-post-operative care.</li> <li>☐☐First aid &amp; Civil defiance.</li> <li>☐☐Make practices in collection sample.</li> <li>☐☐First aid in nursing procedures in case of fractures, wounds, bleeding, burns, poisoning, shock.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<b>1- Theoretical lecture and the use of modern means in presenting lectures</b>



- (modern television screens for presentation and video clips)
- 2- Practical lecture: Practical application of practical vocabulary to apply nursing and first aid skills using an educational doll, bandages, syringes, thermometers, pressure devices, etc.
  - 3- Discussion with students about the important points of the course
  - 4- Oral exams
  - 5- Short written exams

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	5	The student's ability know first aid laboratories, personal protection methods and define some basic nursing terms (nurse, health, hospital)	First aid in laboratories and Personal protective equipment Fundamental of Nursing, definition (Nursing Nurse, health, Hospital)	Use PowerPoint presentation present videos	Testing
2+3	5	The student learns how to admit a patient to hospital and how to discharge him when he recovers. He also learns how to write oral and written reports and what is the nursing process through which care is provided to patient, which consists of four stages (evaluation, planning, implementation, and evaluation).	Administration and discharge of patient from hospital, patient chart, oral report, written report, Nursing process.(Assessing, planning, Implementation, Evaluation).	Use PowerPoint presentation present videos	Testing
4+5	5	The doctor learned the role of the nurse in preparing the patient for the examination by hand and how to collect the necessary tools from the patient face to face to the laboratory. The student learns	Physical examination, prepare the patient for examination, role of Nurse in physical examination, collection of sample, prepare equipment.	Use PowerPoint presentation present videos	Testing



		patient's positions that are beneficial for clinical examination and treatment, how to position the patient, and what is and how much blood is taken			
6	5	The student's knowledge of patient's basic needs and care for him in terms of Bed making and personal hygiene, patient bathroom, and dental hygiene, bed sores: their causes and ways to prevent them	Position of patient, patient lifting and its risks.	Use PowerPoint presentation present videos	Testing
7+8	5	The student's knowledge of sterilization methods Disinfection, wound dressing, types of sterilization of surgical instruments, principle of dressing and removing surgical sutures	Basic Needs of Pt. care of Pt. unit , bed making personal hygiene patient bath, mouth and tooth care. Bed sores care of sores, causes prevention of bed sores	Use PowerPoint presentation present videos	Testing
9+10	5	The student's ability to know vital signs, define temperature and how to measure it, define fever, its signs and symptoms and how to treat it. The student also learns what pulse breathing, and blood pressure are, how to measure them, and what are the factors that affect them.	Method of sterilization, surgical sterilization , Medical sterilization , kind of disinfectant, Dressing the wound kind of sterilize surgical equipment ,principle of Dressing remove of stitches.	Use PowerPoint presentation present videos	Testing
1+12		The student learned how to give medications to	Vital signs, Definition Temperature, change Temperature, Type	Use PowerPoint presentation	Testing





	5	patients, starting with the definition of the medication, its types and methods of administering it Orally and through glaucoma of its common types (intramuscular, intravascular, skin and subcutaneous), and compresses Cold and hot, mouth and nose drops	check Temp-oral,axillary Rectal definition fever , causes, signs, symptom, Nursing care of pyrexia , pulse definition, factors affecting of pulse , site of taking pulse, Nursing point in check pulse Respiration , definition of respiration, definition of Blood pressure Definition of diastolic systolic pressure.	present videos	
13+14	5	The student learns about his nursing role in giving intravenous fluids and blood	Drug administration define of drug Type administration medication , administration Injection {I.M,I.V.,S.c,I.D,} cold hot. Compress, nose eyes & ears drops.	Use PowerPoint presentation present videos	Testing
15	5	The student learns about his nursing role in giving intravenous fluids and blood	Giving fluid & Blood intravenous infusion role of Nurse in giving intravenous infusion	Use PowerPoint presentation present videos	Testing
<b>The second course</b>					
1	5	The student learns about the purpose of the blood transfusion and the most important notes that must be taken into account during the steps of blood transfusion	Role of Nurse in giving blood transfusion goal of blood transfusion , important notes in blood infusion	Use PowerPoint presentation present videos	Testing
2	5	The student learns the methods of inhaling oxygen, what its purpose is, and the observations that must be taken He takes it	Inhalation & oxygen method of giving oxygen, goals, nursing observations during giving oxygen.	Use PowerPoint presentation present videos	Testing



		into account when giving oxygen			
3	5	Learn how to feed patient using nasogastric tube, how to wash the stomach and what nursing care is for each of them	Nasogastric feeding nursing procedures and nursing care, gastric lavage, definition, goals and nursing care during gastric lavage.	Use PowerPoint presentation present videos	Testing
4	5	The student learn urinary catheterization and enema: purpose and nursing notes for each	Urinary catheterization definition, goals, nursing observations, enema definition, goals, nursing observations.	Use PowerPoint presentation present videos	Testing
5	5	The student learn about the care and nursing care of patient before and after the surgical operation and in the recovery room and what are complications that occur after surgery	Pre & post-operative nursing care and nursing care in recovery room complications after surgery (bleeding, wound contamination, embolus, constipation)	Use PowerPoint presentation present videos	Testing
6	5	The student learn about the goals and general principles of first aid	First aid, goals, general principles in first aid.	Use PowerPoint presentation present videos	Testing
7	5	First aid for open and closed wounds, wound infection, what are the signs and symptoms of wound infection, and methods His treatment	First aid of wound types of wounds (open and close) wound contamination, signs and symptoms of wound infection and treatment procedures	Use PowerPoint presentation present videos	Testing
8	5	The student learns how to treat bleeding of types, arterial, venous and capillary	First aid in bleeding definition, types of bleeding (arterial, venous, capillary) first aid of all types of bleeding, Epitaxial	Use PowerPoint presentation present videos	Testing



			definition, first aid and nursing procedures.		
9	5	The student learn about the types of nervous, psychological, toxic, anaphylactic, and cardiac shock	First aid of shock definition, types of shock (neurogenic, psychiatric, anaphylactic, cardiogenic).	Use PowerPoint presentation present videos	Testing
10	5	Learn about first aid for fractures, their types, signs and symptoms, complications, and nursing care. For patient treated with splint	First aid in fractures definition, types of fractures, signs and symptoms, complications, nursing care for patient treated by splint.	Use PowerPoint presentation present videos	Testing
11	5	Learn about first aid for burns, their definitions, types, degrees, and complications	First aid of burns definition, types and degree of burns complications.	Use PowerPoint presentation present videos	Testing
12	5	First aid for poisoning cases, definition of poison and poisoning, what are the signs and symptoms of poisoning and what are the basic principles of treatment poisoning.	First aid of poisoning, definition, sign and symptoms, types of poisoning, general principles of poisoning treatment poisoning.	Use PowerPoint presentation present videos	Testing
13	5	First aid for suffocation its signs and symptoms, signs and symptoms of drowning, first aid for drowning person	First aid of asphyxia definition, signs and symptoms of asphyxia, drowning, definition, signs and symptoms of drowning, first aid for drowning person.	Use PowerPoint presentation present videos	Testing
14	5	The student learns how to provide first aid for cardiac arrest and respiratory failure, what is artificial respiration and types (from mouth to mouth and the Schafer	First aid of cardiac arrest and respiration failure definition of artificial respiration, types (mouth to mouth Schafer's method).	Use PowerPoint presentation present videos	Testing



		method)			
15	5	The student learn about the signs of cardiac arrest and how to massage the heart	Cardiac arrest, signs of cardiac massage and nursing procedures during cardiac massage	Use PowerPoint presentation to present videos	Testing
<b>11. Course Evaluation</b>					
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					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curriculum books, if any)	<p><b>1. Methodological books:</b></p> <p>1 - Salwa Abbas - Principles of Nursing Foundations - Ministry of Health - Health Education Foundation - 1985.</p> <p><b>2- Helping books:</b></p> <p>Fundamentals of Nursing - Salwa Abbas - Nazira Hussein - Sarah Dinkha - Ministry of Education Higher - Authority of Technical Institutes - 1989</p> <p>Ahlam Farag, Elham Amin - Basic Principles in Nursing - Ministry of Higher Education and Scientific Research - 1986</p>				
Main references (sources)	<p>The modern references in the specialty that I relied on when writing my lectures, and I did not rely on the above sources because they are very, very old.</p> <p>It is as follows:</p> <p>1-Miller-Rosser, K., Chapman, Y., Francis, K. (July 19, 2006): "Historical, Cultural, and Contemporary Influences on the Status of Women in Nursing in Saudi Arabia." OJIN: The Online Journal of Issues in Nursing. Vol. 11, No. 3.</p> <p>2- Al-Hassani, Salin TS. "Women's Contribution to Classical Islamic Civilization: Science, Medicine, and Politics". Muslim</p> <p>3- Kasule, O. H. (2003). Historical roots of the nursing profession in Islam. Retrieved June 2004.</p> <p>4-Charles P. D: Hospital Admissions Introduction, eMedicineHealth 014. - American Nurses Association: The Nursing Process, 2003.</p> <p>5- Singh R: The Importance of Exercise as a Therapeutic Agent, Malays J Med Sci. 2002 Jul;9(2):7-16.</p>				
Recommended books and references (scientific journals, reports...)	Specialized books				
Electronic References, Websites	Medical websites				



## \* General anatomy:

1. Course Name:					
General Anatomy 1+ 2					
2. Course Code:					
A107					
3. Semester / Year:					
First Year / First and second Semester					
4. Description Preparation Date:					
٢٠٢٤ / ٢ / ١١					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total number of hours: 4 hours (2 theoretical + 2 practical) / Units total number are: =: 4 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Zahra Maki Mahmood Al- Hakak Email: zahra.malhakak@atu.edu.iq					
8. Course Objectives					
Course Objectives	Course objectives: Students will be able to achieve two objectives:				
	<p><b>1-General objectives:</b> At the end of the academic year, students will have the ability to identify all parts of the human body anatomically and the location of each internal organ, its relationship and position in relation to the external surface of the body.</p> <p><b>٢- Special objectives:</b> The student will be able to: -Knows the function and anatomy of each part of the body. - links the functions and anatomy of all parts, organs and systems of the body and their relationship with each other. -The student will have the ability to assist the doctor in diagnosing and treating in one way or another in a simple way as necessary. He will be able to save a person's life, provide first aid, or stabilize the condition from developing until the specialist doctor arrives.</p>				
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> <li>- Education by presenting information.</li> <li>-Education by exchanging opinions and concepts.</li> <li>-Education through discussion.</li> <li>-Teaching with the student's participation in conducting short seminars (lectures) on the subject theory and practical.</li> <li>- Instilling the concept of cooperative education among students, especially the practical part of subject.</li> <li>- Teaching using brainstorming.</li> <li>- Education using scientific visits.</li> <li>- Education using modern technological techniques.</li> <li>- Education by presenting developments related to the academic subject and training on it.</li> </ul>				
10. Course Structure					
<b>First semester</b>					
Week	Hours	Required Learning	Unit or subject	Learning method	Evaluation method



		Outcomes	name		
First	4	What is anato anatomical posit surgical dissection, what are the anatom terms?	Introduction definition anatomy , surf anatomy of body , anatom position , med plane .	Using PowerPoin illustrations scientific films skeleton + puppet models	Attendance participation lectures also and writ examinations
Second	4	Anatomical position surgical cuts , abdom regions, and what are anatomical terms.	Surface anatom planes and vert lines	Using PowerPoin illustrations scientific films skeleton + puppet models	Attendance participation lectures also and writ examinations
Third	4	Definition of cell tissue and the differe between cell tissue.What are the ty of tissues?	Tissues and ce Types of c which fe different types tissues, e.g. epithelial, connective muscular, nerv tissues . etc.	Using PowerPoin illustrations scientific films	Attendance participation lectures also and writ examinations
Fourth	4	Knowing what bones joints are, the types bones and their functio	Bone and joint types of bone functions of bon parts of skeleton	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and writ examinations
Fifth	4	Knowledge of the skel structure of the up limb with all its p (shoulder girdle, hume area, forearm area, p area).	Skeleton of up limb : gen anatomical appearance skeleton shoulder girdle clavicle , scap humerus , rad ulna , skeleton the hand .	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and writ examinations
Sixth	4	Knowledge of the skel structure of the lower limb with all its parts (pelvic girdle and its composing bones, thig area, leg area, foot area	Skeleton of lo limb : gen anatomical appearance, skeleton of pelvis : hip bon Ilium , pubis ischium . fen	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and writ examinations



			Leg :tibia, fib Skeleton of the t		
Seventh	4	Knowledge of the skel of thoracic cage	Trunk skeleton thorax : sternu ribs .	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and written
Eighth	4	To know the descrip of the skeleton skull what it consists of.	Skull : gen appearance .	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and wri examinations
Ninth	4	Knowledge of the skeleton skull and low jaw	Cranium , lo jaw	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and wri examinations
Tenth	4	Knowledge of the skel vertebral column .	Vertebral colum the types vertebra of e part.	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and wri examinations
Eleventh	4	To know what are joints and their types.	Joints : definiti types	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and wri examinations
Twelfth	4	Knowledge the joints the upper and lo extremities and trunk	Joints of upper lower limb trunk	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and wri examinations
Thirteenth	4	Identify the types muscles in the hur body and the importa of the muscles of the h and eyes	Muscular syste types of muscl muscles of h and face , gen information	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and wri examinations
Fourteenth	4	Identify the muscles the upper limb connect it with verte column , thoracic c and shoulder ; also kn the muscles of humerus, forearm, palm	Muscles of up limb : lin vertebral muscl limbo thora muscles , mus of the shoulde muscles of up arm, muscles hand	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and wri examinations
Fifteenth	4	Knowledge the mus of the lower extren (muscles of the i region, gluteal region,	Muscles of lower limb muscles of the i region , muscl	Using PowerPoin illustrations scientific films skeleton	Attendance participation lectures also and wri



Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
			thigh region).	the gluteal region muscles of thigh	examinations
<b>Second semester</b>					
First	4	Identify the muscles of the foot area.	<b>Muscles of leg and foot</b>	Giving lectures +using illustrations of puppets + models	Examinations
Second	4	Knowledge of superficial and deep muscles of the trunk and muscles of the abdominal and back regions	<b>Muscles of the trunk , muscles of the thorax (superficial and deep ) , muscles of the abdomen and muscles of back .</b>	Giving lectures +using illustrations of puppets + models	Examinations
Third	4	Knowing the components , parts of the central nervous system understanding components of the brain	<b>Nervous system :brain , cerebellum , cerebellum brain stem</b>	Giving lectures +using illustrations of puppets + models	Examinations
Fourth	4	Knowing the components of the second part of the central nervous system (spinal cord)	<b>Spinal cord ventricles of brain</b>	Giving lectures +using illustrations of puppets + models	Examinations
Fifth	4	Know the components of the peripheral nervous system and its functions	<b>Peripheral nervous system cranial nerves numbers functions</b>	Giving lectures +using illustrations of puppets + models	Examinations
Sixth	4	Definition and anatomy of the spinal cord	<b>Spinal nerves</b>	Giving lectures +using illustrations of puppets + models	Examinations
Seventh	4	Knowledge of the anatomy and function of the autonomic nervous system	<b>Autonomic nervous system parts functions</b>	Giving lectures +using illustrations of puppets + models	Examinations
Eighth	4	Knowledge of the parts of the anatomy of the digestive system	<b>Digestive system : mouth accessories Pharynx esophagus stomach</b>	Giving lectures +using illustrations of puppets + models	Examinations
Ninth	4	Knowledge of the anatomy of the cardiovascular system and the types of blood vessels	<b>Cardio- vascular system, Blood vessels in general</b>	Giving lectures +using illustrations of puppets + models	Examinations
Tenth	4	To know the blood circulation and the heart	<b>Blood and heart</b>	Giving lectures +using illustrations of puppets + models	Examinations





				of puppets + mode	
Eleventh	4	Knowledge the anatomy of veins and arteries	<b>Veins and arteries , systemic circulation arteries , thoracic aorta</b>	Giving lectures +using illustrations of puppets + mode	Examinations
Twelfth	4	To know the parts of abdominal aorta	<b>Abdominal aorta and its branches</b>	Giving lectures +using illustrations of puppets + mode	Examinations
Thirteenth	4	Knowledge the anatomy of the veins that supply the lower extremities and the abdominal area	<b>Veins of systemic circulation , veins of the lower limbs and veins of abdomen</b>	Giving lectures +using illustrations of puppets + mode	Examinations
Fourteenth	4	Knowledge the anatomy of the veins of the head, neck and pulmonary veins and arteries	<b>Veins of the head and neck , application points , veins of pulmonary circulation</b>	Giving lectures +using illustrations of puppets + mode	Examinations
Fifteenth	4	Knowledge the anatomy of lymphatic and respiratory systems	<b>Lymphatic system and respiratory system</b>	Giving lectures +using illustrations of puppets + mode	Examinations

#### 11. Course Evaluation

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

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no systematic book.
Main references (sources)	<u>References :</u> 1-Principle of anatomy , Dr. Hani T. Al-Azawi , 4 <sup>th</sup> edition , 1988. 2-Principle of anatomy , Dr. Abdul-Rahman M. Abdul-Raheim & Dr. Ali K.
Recommended books and references (scientific journals, reports...)	grant atlas anatomy
Electronic References, Websites	الموقع الرسمي للمعهد <a href="https://ikr.atu.edu.iq/">https://ikr.atu.edu.iq/</a>



## \* Physiology:

1. Course Name:					
Physiology					
2. Course Code:					
T.C.H					
3. Semester / Year:					
First Year / First and second Semester					
4. Description Preparation Date:					
14/2/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total number of hours: 5 hours (2 theoretical+ 3Practical ) total number of units =5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr.Shukrya Hatem Alwan					
Email: <a href="mailto:shukrya.alwan.ikr@atu.edu.iq">shukrya.alwan.ikr@atu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>		1. Knowing the structure and function of each organ in the body. 2. Knowledge of clinical examinations and their relationship to organ function. 3. Knowledge of diseases that affect various organs and tissues of the body.			
9. Teaching and Learning Strategies					
<b>Strategy</b>		1. Theoretical lecture and the use of modern means in presenting lectures (modern television screens) 2. Practical lecture: practical application of theoretical lectures through conducting laboratory experiments 3. Discussion with students about the important points of the course 4. Oral exams 5. Short written exams.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Knowing structure	Digestive system – part of it	Giving lectures	Exams (oral and written).



		function of e organ in the bod		using mea of explanatio	
2	2	=	Stage of digestion (oral, stomac intestine) and digestives enzymes	=	=
3	2	=	Intestinal functions and absorptio	=	=
4	2	=	Digestion system glands (saliv glands , pancreas – liver ) structu and functions	=	=
5	2	=	Gallbladder – structure a functions	=	=
5	2	=	Stool formation	=	=
7	2	=	Nervous system –structure – functions  Central nervous system –periphe nervous system	=	=
8	2	=	The brain and spinal cord	=	=
9	2	=	Different area in brain wh responsible for sense, moveme hearing, smell, taste, sight.	=	=
10&1	2	=	Endocrine glands (types & functio )	=	=
12&1	2	=	Reproductive system (male a female) structure and functions	=	=

### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no systematic book
Main references (sources)	1- Scientific methodological books in the field of specialization. 2- Specialized practical books.
Recommended books and references (scientific journals, reports...)	1. Hall, J. E. 1. (2016). Guyton and Hall textbook of medical physiology (13th edition) Philadelphia, PA: Elsevier.
Electronic References, Websites	Official website of Karbala Technical Institute ( <a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a> )



### \* Medical microbiology:

1. Course Name:	
Medical Microbiology	
2. Course Code:	
M.M	
3. Semester / Year:	
First Year / First and second Semester	
4. Description Preparation Date:	
17\2\2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Total number of hours: 5 hours (2 theoretical + 3 practical) / total number of units: 5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant teacher Noor Imad Yahya Email: noor.yahya@atu.edu.iq	
8. Course Objectives	
Course Objectives	<b>Objectives of the subject :</b> <b>General objectives :</b> <b>Student will be able to know a simple general idea about :</b> <b>Pathogenes (Bacteria, fungi, parasites and viruses), the immunity and disease prevention</b> <b>Special objectives :</b> <input type="checkbox"/> <b>To diagnose some simple cases in his field work, instead of specaiest, when specielest is absent.</b> <input type="checkbox"/> <b>Do some tests in the labs.</b> <input type="checkbox"/> <b>Collect, preserve and transport the pathgenic samples.</b> <input type="checkbox"/> <b>Give an advice for disease prevention and control</b>
9. Teaching and Learning Strategies	
Strategy	1- Brainstorming education strategy 2- Real-time feedback education strategy 3- Education strategy by exchanging opinions and discussion



4- Educational strategy by presenting information  
5- Education strategy through training and presenting recent developments

10. Course Structure (theoretical)

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1+2	2	Raising the level of motivation for learning various types As well as helping the student to ensure accountability And ensuring the quality of academic programs And enhancing philosophy of follow and continuous improvement	1\History of microbiology, site of microorganism in the world of the living & branches of microbiology. Biological hazards and how to deal with them, signs and warning signs in laboratories, Disposal of waste from workshop and medical laboratory Disposal of medical laboratory waste. 2\Bacterial morphology, bacterial cell structure	Lectures Laboratories Systematic training summer training	Daily exams Quarterly exams final exams Practical projects
3	2	=	Bacterial requirements growth curve	=	=
4	2	=	Control microorganisms	=	=
5	2	=	Pathogenes respiratory system .	=	=
6	2	=	Pathogenes of digestive system.	=	=
7	2	=	Pathogenes of urinary and sexual systems	=	=
8	2	=	Food poisoning.	=	=
9	2	=	Contamination hospitals .	=	=
10	2	=	General characters fungi .	=	=
11	2	=	Fungal diseases.	=	=
12	2	=	The viruses , shapes sizes & some viral diseases.	=	=
13	2	=	Introduction parasites.	=	=
14	2	=	Protozoa , Entamoeba histolytica.	=	=



15	2		Flagellates, Giardia Trichomonase	=	=	
Course Structure (practical)						
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	
1+2	3	Raising the level of motivation for learning of various types As well as helping the students ensure accountability And ensuring the quality of academic programs And enhancing the philosophy of follow-up and continuous improvement	Tools and instruments microscope, parts of microscope, instrument of sterilization, incubator 2 Culture media cultivation methods	Lectures Laboratories Systematic training summer training	Daily exams Quarterly exams final exams Practical projects	
3	3	=	Sterilization	=	=	
4	3	=	Smear preparation for solid & liquid cultures types of bacterial staining & practical exam. For each student to prepare smear	=	=	
5	3	=	Bacterial motility capsule staining	=	=	
6	3	=	Bacterial diagnosis	=	=	
7	3	=	General examination and culture, methods sample collection, cultivation in special media and sensitivity of antibiotics	=	=	
8	3	=	Ear swab, sputum methods of taking the samples, preservation cultivation .	=	=	
9	3	=	Methods of sterilization	=	=	
10	3	=	Cultivation contaminated food contaminated water in cultural media	=	=	
11	3	=	Laboratory diagnosis the fungi for scraping, hair and nail KOH wet mount preparation.	=	=	
12	3	=	Shapes of viruses, show presentation and shapes, methods cultivation of the viruses and viral diseases	=	=	
13	3	=	Parasites, general examination & practical	=	=	



14	3	=	exa. Diagnosis Entamoeba and Entamoeba histolytica examination of wet mount preparation permanent stained slide	=	=
15	3	=	Giardia lamblia Trichomonase	=	=

### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no systematic book
Main references (sources)	Methodological books in the field of specialization Specialized practical books
Recommended books and references (scientific journals, reports...)	1- Michael J. Leboffe. (2002). Microbiology: Laboratory Theory & Application, Brief 3e 3rd Edition 2- P.C. Trivedi, Sonali Pandey, Seema Bhaduria. 2000. TEXT BOOK OF MICROBIOLOGY. Aavishkar Publishers, Distributors. ISBN 978-81-7910-306-7. 3- Subhash Chandra Parija. 2012. Textbook of Microbiology and Immunology, 2nd edition. Elsevier
Electronic References, Websites	The official website of the Technical Institute of Knowledge (TIK) (https://\ ikr.atu.edu.iq)



## \*Biostatistics:

14. Course Name:					
Biostatistics					
15. Course Code:					
Bio.St.					
16. Semester / Year:					
First grade/ First & Second semester					
17. Description Preparation Date:					
12/ 2/2024					
18. Available Attendance Forms:					
19. Number of Credit Hours (Total) / Number of Units (Total)					
Total number of hours: 2 hours (2 theoretical only) / total number of units: 2 units					
20. Course administrator's name (mention all, if more than one name)					
Name: <b>Dr. Alaa Mohamed Dhahir</b>					
Email: <a href="mailto:alaaza_66@atu.edu.iq">alaaza_66@atu.edu.iq</a>					
21. Course Objectives					
<b>Course Objectives</b>		<b>General Objectives: -</b> - At the end of the academic year, the student will be able to process and analyze statistical data and reach correct conclusions. In particular: - The student will be able to: - Dealing with statistical data. - Dealing with and Motility and Morbidity statistics. - Organizing the statistical form and health form related to daily incidents such as births, deaths and diseases.			
22. Teaching and Learning Strategies					
<b>Strategy</b>		- Cooperative education strategy. - Brainstorming education strategy. - Education strategy by exchanging opinions and discussion. - Educational strategy by presenting information.			
10. The theoretical structure of the course					
First: Course structure (theoretical - first semester)					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1+2	2	- Raising the level of motivation for learning in its various types: internal motivation. - Creating opportunities to implement the	Introduction to statistics and its types. - Samples.	•Lecture. •Systematic training. •Summer training.	•Daily exams. •Quarterly exams Final exams.





		collective planning approach to the curriculum.	- Variables. - Classified and unclassified data		
3+4	2	=	Representing frequency distributions for "classified data" - Graphical presentation methods.	=	=
5-7	2	=	- Measures of central tendency	=	=
8	2	=	Methods of selecting statistical samples, their meaning and reasons for choosing them.	=	=
9+10	2	=	Preparing a questionnaire form for medical research.	=	=
11	2	=	Definition of Biostatistics and its sources.	=	=
12-14	2	=	Life statistics: - The concept of ratio and rate - Mortality. - Morbidity.	=	=
15	2	=	Statistics on causes of death: (Medical certificate, cause, death, death certificate).	=	=

**Course structure (Theoretical - Second semester)**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1+2	2	- Raising the level of motivation for learning in its various types: internal motivation. - Creating opportunities to implement the collective planning	Research: (The purpose of the research and what are the ambitions for conducting it)	•Lecture. •Systematic & Summer training.	•Daily exams. •Quarterly exams Final exams.



		approach to the curriculum.			
3	2	=	Ethics of scientific research	=	=
4	2	=	Structure of scientific research	=	=
5	2	=	Types of statistical studies	=	=
6+7	2	=	Basics of research - Data collection technology - Data collection plan -data analysis - Testing and ethical considerations	=	=
8-10	2	=	Preparing the questionnaire form	=	=
11	2	=	How to transcribe questionnaires and convert them into classified statistical data	=	=
12+13	2	=	How to start scientific research: (Choose the title, objectives, type of samples)	=	=
14+15	2	=	Some applications used in scientific research.	=	=

### 23. Course Evaluation

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

### 24. Learning and Teaching Resources

<b>Required textbooks (curricular books, if any)</b>	Life Statistics Manual, a methodological book / 1986
<b>Main references (sources)</b>	<ul style="list-style-type: none"> <li>• Scientific methodological books in the field of specialization</li> <li>• Specialized practical books.</li> </ul>
<b>Recommended books and references (scientific journals, reports...)</b>	World Health Organization Textbook of Community Medicine
<b>Electronic References, Websites</b>	The official website of the Technical Institute <a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a>



## \* Biochemistry:

1. Course Name:					
Clinical chemistry					
2. Course Code:					
C.C.					
3. Semester / Year:					
First Year / First and second Semester					
4. Description Preparation Date:					
15/2/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total number of hours: 4 hours (1 theoretical + 3 practical) / total number of units: 4 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Zainab mohammed kadhim Email: <b>Zainab.kadhim@atu.edu.iq</b>					
8. Course Objectives					
<b>Course Objectives</b>		<b>General Goals: 1)</b> The student knows what clinical chemistry is, its principles and its importance in the field of medicine. <b>2)</b> It measures the chemical components in the human body in the laboratory.			
9. Teaching and Learning Strategies					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>- Cooperative education strategy.</li> <li>- Brainstorming education strategy.</li> <li>- Education strategy by exchanging opinions and discussion.</li> </ul>			
10. The theoretical structure of the course					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First & Second	1	Safety in laboratories and the analytical chemistry methods.	-Safety standards when establishing or establishing workshops and scientific laboratories. Basic equipment to be available in laboratories . Safety	1. The lecture. 2.Laboratories.	<ul style="list-style-type: none"> <li>• Daily exams.</li> <li>• Quarterly exams</li> <li>• Final exams.</li> </ul>



			<p>precautions from the hazards of laboratory materials, chemicals and electricity. Chemical hazards and how to deal with them , Radiation hazards and how to deal with them.</p> <p>-Introduction to analytical chemistry - methods of expressing solution concentrations - molar concentration - standard concentration - percent concentration - methods of dilution and preparation of laboratory solutions.</p>		
<b>Third</b>	1	Same the title	Hydrogen concentration (pH) - the importance of the hydrogen concentration in the human body		
<b>Fourth</b>	1	Same the title	Analytical methods used in clinical chemistry laboratories		
<b>Fifth</b>	1	=	Chromatography - Types of chromatography - Beer's law		
<b>Sixth</b>	1	=	Biochemistry and clinical biochemistry,		
<b>Seventh</b>	1	=	Urine test		
<b>Eighth</b>	1	=	Blood , the difference between plasma and serum		
<b>Ninth</b>	1	The element and its function	Sodium , potassium , and chloride		
<b>Tenth</b>	1	=	Calcium , Phosphorous		



<b>Eleventh</b>	1	The importance and glucose metabolism	Carbohydrate compounds		
<b>Twelfth</b>	1	sources of its formation	Diabetes mellitus		
<b>Thirteenth</b>	1	Same the title	glucose tolerance test		
<b>Fourteenth</b>	1	Classification and metabolism	Fats		
<b>Fifteenth</b>	1	Metabolism	Cholesterol		
<b>The practical structure of the course</b>					
<b>First &amp; Second</b>	3	Same the title	-Laboratory Safety - Tools used in a clinical chemistry laboratory and how to use them -The devices used in the clinical chemistry laboratory - the centrifuge and how to use it - the scales and how to use them - the water bath and its uses	1. The lecture. 2. Laboratories. 3. Field visits. 4. Systematic training. 5. Summer training	<ul style="list-style-type: none"> <li>• Daily exams.</li> <li>• Quarterly exams</li> <li>• Final exams.</li> </ul>
<b>Third</b>	3	=	methods of preparing solutions - standard solution - molar solution - percent concentration solution - and how to prepare each of them.		
<b>Fourth</b>	3	=	Measuring the hydrogen concentration using pH measuring papers and using a pH measuring device by measuring the pH of a number of different solutions - Measuring the pH concentration of blood and urine .		
<b>Fifth</b>	3	=	General urine analysis,		
<b>Sixth &amp; Seventh</b>	3	=	Preparation of blood plasma - Preparation		



			of blood serum		
<b>Eighth</b>	<b>3</b>	measuring the level of chloride in blood serum using the scattering method.	titration method		
<b>Ninth</b>	<b>3</b>	<b>Same the title</b>	Measurement of calcium level in blood serum		
<b>Tenth</b>	<b>3</b>	how to use the device - maximum absorption curve - standard curve	spectrophotometer device		
<b>Eleventh</b>	<b>3</b>	<b>Same the title</b>	Measurement of phosphorous level in blood serum by chromatography method		
<b>Twelfth</b>	<b>3</b>	=	Flame illuminator		
<b>Thirteenth</b>	<b>3</b>	=	Using a flame retardant to measure the level of sodium and potassium in the blood serum		
<b>Fourteenth</b>	<b>3</b>	=	Glucose measuring blood sugar level		
<b>Fifteenth</b>	<b>3</b>	=	measure the level of cholesterol in the blood serum		

#### 10. 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

#### 11. Learning and Teaching Resources

<b>Required textbooks (curricular books, if any)</b>	There is no systematic book.
<b>Main references (sources)</b>	- lippincott's books - Skoog -Analytical chemistry
<b>Recommended books and references (scientific journals, reports...)</b>	Separation methods in analytical chemistry Separation in chemistry
<b>Electronic References, Websites</b>	There is no websites



## \*Human rights and democracy:

1. The rapporteur's name					
Hussein Ali Muhammad					
2. Course Code					
3. Semester/ year					
First Year / second Semester					
4. The date this description was prepared					
10/2/2024					
5. Attendance forms available for the first stage .A					
6. (Number of study hours (total)/number of units (total					
2					
7. (Name of the course administrator (if more than one name is mentioned					
:Yamil - Name: Hussain Ali Muhammad Al <a href="mailto:hussain.muhammed@atu.edu.iq">hussain.muhammed@atu.edu.iq</a>					
8. objectives Course					
1- The student learns about the principles and values of human rights 2- Defining and educating generations on democracy and stick to it Respect it. 3- Learn about public freedoms and what these freedoms are Its details					Objectives of the student subject
9. Teaching and learning strategies					
The student learns about continuous awareness of human rights and fundamental freedoms associated with them fight everything that aims to ignore it, harm it, or undermine its sanctity, And and to recognize .The concept of democracy and its relationship to public freedoms					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
oral test	a lecture	rights Human Definition and objectives	Community health technologies	2	1
oral test	a lecture	Human rights in ancient civilizations, especially the Mesopotamian civilization	Community health technologies	2	2
oral test	a lecture	Human rights in heavenly laws	Community health technologies	2	3
A written test	discussion	Human rights in	Community health	2	4



		Islam	technologies		
oral test	a lecture	governmental -Non organizations and rights human International ) Committee of the Amnesty -Red Cross - International	Community health technologies	2	5
oral test	a lecture	Human Rights Watch Arab Human Rights - .Organizations	Community health technologies	2	6
oral test	a lecture	in Iraqi Human rights constitutions between -theory and reality. The Iraqi Constitution	Community health technologies	2	7
oral test	a lecture	The relationship between human rights and public .freedoms	Community health technologies	2	8
oral test	a lecture	Universal Declaration of Human Rights	Community health technologies	2	9
A written test	discussion	Regional charters and national .constitutions	Community health technologies	2	10
oral test	a lecture	Modern human rights: economic, social and cultural human rights and civil and political (human rights	Community health technologies	2	11
oral test	discussion	Guarantees of respect and protection of human rights at the national and .international levels	Community health technologies	2	12
oral test	a lecture	The general theory of freedoms: the origin of rights and the -freedoms project's position on declared rights and .freedoms	Community health technologies	2	13





oral test	a lecture	-The role of non governmental organizations in respecting and protecting human rights	Community health technologies	2	14
oral test	a lecture	Democracy definition and types	Community health technologies	2	15
11. Headquarters evaluation t					
daily according to the tasks assigned to the student, such as ١٠٠ Distribution of the grade out of .preparation, daily, oral, monthly, written exams, reports, etc marks monthly exam ٤٠ marks for daily and oral preparation and report writing ١٠ final exam score ٥٠					
12. Learning and teaching resources					
rights and democracy Human			(Required textbooks (methodology, if any		
Public opinion and human rights / Dr. An Hassan Fayyad			(Main references (sources		
Scientific journals, periodicals and research And specialty			Recommended supporting books and (...references (scientific journals, reports		
Internet sites (YouTube and Google) and otl media Communication in the specialty			references, Internet sites Electronic		



**\* English:**

1. Course Name:	
<b>English Language</b>	
2. Course Code:	
3. Semester / Year:	
First year / Second semester	
4. Description Preparation Date:	
18/2/2024	
5. Available Attendance Forms:	
Present	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Theoretical / Number of Total unit 4 unite	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Dr. Balkeas Abd Ali Abd Aun Jwad Email: <a href="mailto:inker.balk@atu.edu.iq">inker.balk@atu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p><b>General Objectives</b> The student will be able to know medical English in general</p> <p><b>Special Objectives</b></p> <ul style="list-style-type: none"><li>- Define and identify the functions of Root, Suffixes and Prefixs in medical terms,</li><li>- Pronounce medical terms containing root, suffixes and prefixes properly and analyze medical terms into their components</li><li>- Read and write definitions of medical terms, diseases, and medical procedures</li><li>- differentiate between the terms system, organ, and tissue</li><li>- Paraphrase a sentence or a paragraph</li><li>- Write a referral letter and prepare an oral presentation</li></ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"><li>- Cooperative education strategy.</li><li>- Brainstorming education strategy.</li><li>- Educational strategy, collaborative concept planning.</li><li>- Strategy education real-time feedback</li></ul>



- Education strategy notes series.
- Education strategy by exchanging opinions and discussion.
- Educational strategy by presenting information.
- Education strategy through training and presenting scientific developments.

10. The theoretical structure of the course

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First & Second	2	- Raising the level of motivation for learning in its various types: internal motivation, social motivation, and achievement motivation. - Creating opportunities to implement a collective planning approach to the curriculum, and for cooperation among faculty members to identify gaps and repetitions.	- Medical terms (human body ) - Root - suffixes and - prefixes.	1. Lecturer 2. Scientific Lab 3. Systematic training. 4. Summer training	1. Daily Quick Qu 2. Oral exams 3. Theoretical exam 4. Reports 5. dissuasion
Third	=	=	Spelling of medical terms	=	=
Fourth	=	=	- Pronouncing of medical terms - Pronounce exerc	=	=
Fifth	=	=	Vocabulary development (medical vocabula	=	=
Six & Seve	=	=	reading	=	=
Eighth and Ninth	=	=	Writing	=	=
Tenth and Eleventh	=	=	grammar	=	=
Twelfth & Thirteenth	=	=	Oral communication	=	=
Fourteenth	=	=	Review	=	=
Fifteenth	=	=	Final exam	=	=

The practical structure of the course

No Practical Structure Theory only



جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جهاز الاشراف والتقويم العلمي  
قسم الاعتماد/دائرة ضمان الجودة والاعتماد الاكاديمي  
المجلس الوطني لاعتماد برامج كليات ومعاهد التقنيات الصحية والطبية



10. 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	
11. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	English for medicine and health science By shehde and Fareh
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Internet
Electronic References, Websites	<a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a>



## COURSE DESCRIPTION FORMS FOR THE SECOND YEAR

### \* Community health

1. Course Name:	
Community Health	
2. Course Code:	
C.H	
3. Semester / Year:	
Second grade/First semester	
4. Description Preparation Date:	
6/2/2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Total number of hours: 5 hours (2 theoretical + 3 practical) / total number of units: 5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Maytham Salim AL-Nasrawii</b> Email: <a href="mailto:maytham.alnasrawii@atu.edu.iq">maytham.alnasrawii@atu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p><b>General Goals:</b> The student will be able to become familiar with community health concepts and related techniques.</p> <p><b>Special: The student will be able to:</b></p> <ol style="list-style-type: none"><li>1. To become familiar with the components of public health and health education.</li><li>2. To know how to organize forms for pregnant women and children at the family registrar.</li><li>3. To know the importance of nutrition</li><li>4. To become familiar with health information and standards of health and disease.</li></ol>
9. Teaching and Learning Strategies	



<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Cooperative education strategy.</li> <li>- Brainstorming education strategy.</li> <li>- Educational strategy, collaborative concept planning.</li> <li>- Strategy education real-time feedback</li> <li>- Education strategy by exchanging opinions and discussion.</li> <li>- Educational strategy by presenting information.</li> <li>- Education strategy through training and presenting scientific developments.</li> </ul>
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10. The theoretical structure of the course

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
<b>First</b>	2	<ul style="list-style-type: none"> <li>- Cooperative education strategy.</li> <li>- Brainstorming education strategy.</li> <li>- Educational strategy, collaborative concept planning.</li> <li>- Strategy education real-time feedback</li> <li>- Education strategy by exchanging opinions and discussion.</li> <li>- Educational strategy by presenting information.</li> <li>- Education strategy through training and presenting scientific developments.</li> </ul>	1- Definition of health and Diseases : - Diseases cause. - The epidemiological triad.	1. The lecture. 2. Laboratories. 3. Field visits. 4. Systematic training. 5. Summer training	<ul style="list-style-type: none"> <li>• Daily exams.</li> <li>• Quarterly exams</li> <li>• Final exams.</li> <li>• Practical projects.</li> </ul>
<b>Second-Fourth</b>	2	=	Community health & PHC.		
<b>Fifth</b>	2	=	Health education.		
<b>Sixth</b>	2	=	Nutrition. (Basic food components		



			and their importance.)		
<b>Seventh &amp; Eighth</b>	2	=	Environmental health:- •Environmental health goals. •air pollution. •Water pollution.		
<b>Ninth &amp; Tenth</b>	2	=	• Medical waste (classification, methods of handling, and how to dispose of it) • Waste and its types (disposal of liquid and solid waste)		
<b>Eleventh</b>	2	=	Disabilities: A - Physical disabilities. B - The mentally disabled.		
<b>Twelfth</b>	2	=	Rehabilitation - Types of rehabilitation.		
<b>Thirteenth</b>	2	=	Controlling infectious diseases (transmissible diseases).		
<b>Fourteenth</b>	2	=	Non-communicable diseases.		
<b>Fifteenth</b>	2	=	Vital statistics:- The general method of health research. - Information about births and deaths.		
<b>The practical structure of the course</b>					
<b>First to third</b>	3	- Raising the level of motivation for learning in its various types:	PHC	1. The lecture. 2. Laboratories. 3. Field visits.	• Daily exams.



		<p>internal motivation, social motivation, and achievement motivation.</p> <ul style="list-style-type: none"> <li>- Creating opportunities to implement a collective planning approach to the curriculum, and for cooperation among faculty members to identify gaps and repetitions.</li> <li>- Helping the student to ensure that decisions related to the curricula and educational environment are rational.</li> <li>- Helping the student to ensure accountability and ensure the quality of academic programs.</li> </ul>		<p>4. Systematic training. 5. Summer training</p>	<ul style="list-style-type: none"> <li>• Quarterly exams</li> <li>• Final exams.</li> <li>• Practical projects.</li> </ul>
<b>Fourth &amp; Fifth</b>	<b>3</b>	=	Injections and vaccines.- National vaccination schedule in Iraq.		
<b>Sixth</b>	<b>3</b>	=	A visit to primary health care centers.		
<b>Seventh</b>	<b>3</b>	=	Discussing student reports.		
<b>Eighth</b>	<b>3</b>	=	School health and how to conduct initial examinations.		
<b>Ninth</b>	<b>3</b>	=	A visit to the Environmental Protection Center.		





<b>Tenth</b>	<b>3</b>	=	A visit to the Nutrition Research Center.		
<b>Eleventh</b>	<b>3</b>	=	Practical training at the Center for Endemic Diseases.		
<b>Twelfth</b>	<b>3</b>	=	A visit to the Institute for the Disabled (physically and mentally).		
<b>Thirteenth</b>	<b>3</b>	=	A visit to the Isolation hospital		
<b>Fourteenth</b>	<b>3</b>	=	Preventive measures regarding non-communicable diseases.		
<b>Fifteenth</b>	<b>3</b>	=	Discussing student reports.		
<b>10. Course Evaluation</b>					
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					
<b>11. Learning and Teaching Resources</b>					
<b>Required textbooks (curricular books, if any)</b>	There is no systematic book.				
<b>Main references (sources)</b>	<ul style="list-style-type: none"> <li>• Scientific methodological books in the field of specialization</li> <li>• Specialized practical books.</li> </ul>				
<b>Recommended books and references (scientific journals, reports...)</b>	World Health Organization Textbook of Community Medicine				
<b>Electronic References, Websites</b>	The official website of the Technical Institute <a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a>				



## \* International Health:

13. Course Name:					
International Health					
14. Course Code:					
T.C.H					
15. Semester / Year:					
Second grade/second semester					
16. Description Preparation Date:					
6/2/2024					
17. Available Attendance Forms:					
18. Number of Credit Hours (Total) / Number of Units (Total)					
Total number of hours: 5 hours (2 theoretical + 3 practical) / total number of units: 5 units					
19. Course administrator's name (mention all, if more than one name)					
Name: <b>Maytham Salim AL-Nasrawii</b>					
Email: <a href="mailto:maytham.alnasrawii@atu.edu.iq">maytham.alnasrawii@atu.edu.iq</a>					
20. Course Objectives					
<b>Course Objectives</b>		<b>General Goals:</b> Students will be able to gain a deeper knowledge and understanding of health-related challenges in a global perspective to develop critical thinking to formulate guidelines and policies related to international health.			
21. Teaching and Learning Strategies					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>- Cooperative education strategy.</li> <li>- Brainstorming education strategy.</li> <li>- Educational strategy, collaborative concept planning.</li> <li>- Strategy education real-time feedback</li> <li>- Education strategy by exchanging opinions and discussion.</li> <li>- Educational strategy by presenting information.</li> <li>- Education strategy through training and presenting scientific developments.</li> </ul>			
10. The theoretical structure of the course					
<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>
<b>First &amp; Second</b>	2	<ul style="list-style-type: none"> <li>- Cooperative education strategy.</li> <li>- Brainstorming education strategy.</li> <li>- Educational</li> </ul>	1- International health. (The concept of international	<ol style="list-style-type: none"> <li>1. The lecture.</li> <li>2. Laboratories.</li> <li>3. Field visits.</li> <li>4. Systematic</li> </ol>	<ul style="list-style-type: none"> <li>• Daily exams.</li> <li>• Quarterly exams</li> <li>• Final</li> </ul>



		strategy, collaborative concept planning. - Strategy education real-time feedback - Education strategy by exchanging opinions and discussion. - Educational strategy by presenting information. - Education strategy through training and presenting scientific developments.	health - the emergence of international health).	training. 5. Summer training	exams. • Practical projects.
<b>Third</b>	2	=	3- Global policy for international health.		
<b>Fourth</b>	2	=	4- Ethical issues in providing international health services.		
<b>Fifth</b>	2	=	5- International treaties and international health diplomacy.		
<b>Sixth</b>	2	=	6- Global health policy frameworks: development, economics, security, human rights.		
<b>Seventh</b>	2	=	7- Eradication and elimination of diseases.		
<b>Eighth</b>	2	=	8- Definition of infectious disease and what are the factors of the		



			epidemiological triad.		
<b>Ninth</b>	2	=	9- Methods of prevention against infectious diseases.		
<b>Tenth</b>	2	=	10- Methods of controlling infectious diseases.		
<b>Eleventh</b>	2	=	11- Vital statistics in determining the epidemiology of infectious diseases.		
<b>Twelfth</b>	2	=	12 - AIDS and hepatitis types (A) and (B)		
<b>Thirteenth</b>	2	=	13- Pandemic influenza disease (Corona, bird and swine flu).		
<b>Fourteenth</b>	2	=	14- Hemorrhagic fever (Ebola hemorrhagic disease).		
<b>Fifteenth</b>	2	=	15- Malaria.		

**The practical structure of the course**

<b>First &amp; Second</b>	3	<p>- Raising the level of motivation for learning in its various types: internal motivation, social motivation, and achievement motivation.</p> <p>- Creating opportunities to implement a collective planning approach to the curriculum, and for</p>	1- Introduction to international health.	<p>1. The lecture.</p> <p>2. Laboratories.</p> <p>3. Field visits.</p> <p>4. Systematic training.</p> <p>5. Summer training</p>	<ul style="list-style-type: none"> <li>• Daily exams.</li> <li>• Quarterly exams</li> <li>• Final exams.</li> <li>• Practical projects.</li> </ul>
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		cooperation among faculty members to identify gaps and repetitions. - Helping the student to ensure that decisions related to the curricula and educational environment are rational. - Helping the student to ensure accountability and ensure the quality of academic programs.			
<b>Third</b>	<b>3</b>	=	3- International measures to limit the spread of diseases.		
<b>Fourth</b>	<b>3</b>	=	4- International health procedures for travelers and refugee camps.		
<b>Fifth</b>	<b>3</b>	=	5- Transmissible diseases and ways to prevent them.		
<b>Sixth &amp; Seventh</b>	<b>3</b>	=	6- Non-communicable diseases. (Diabetes and high blood pressure)		
<b>Eighth</b>	<b>3</b>	=	8- Discussing student reports.		
<b>Ninth</b>	<b>3</b>	=	9- Discussing student reports.		
<b>Tenth</b>	<b>3</b>	=	10- Meningeal disease.		
<b>Eleventh</b>	<b>3</b>	=	11- Anthrax.		
<b>Twelfth</b>	<b>3</b>	=	12- Sexually transmitted		



			diseases (syphilis, human papillomavirus).		
<b>Thirteenth</b>	<b>3</b>	=	13- A visit to the fever hospital.		
<b>Fourteenth</b>	<b>3</b>	=	14- Discussing student reports.		
<b>Fifteenth</b>	<b>3</b>	=	15- Discussing student reports.		
<b>22. Course Evaluation</b>					
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					
<b>23. Learning and Teaching Resources</b>					
<b>Required textbooks (curricular books, if any)</b>	There is no systematic book.				
<b>Main references (sources)</b>	<ul style="list-style-type: none"> <li>• Scientific methodological books in the field specialization</li> <li>• Specialized practical books.</li> </ul>				
<b>Recommended books and references (scientific journals, reports...)</b>	World Health Organization Textbook of Commu Medicine				
<b>Electronic References, Websites</b>	The official website of the Technical Institute <a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a>				



## \*Health inspection:

1. Course Name:					
Health inspection					
2. Course Code:					
I.C.H					
3. Semester / Year:					
Second Year / First and second Semester					
4. Description Preparation Date:					
14/2/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total number of hours: 6 hours (2 theoretical + 4 practical) / total number of units: 6 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Ahmed Ali Khesbak Email : <a href="mailto:ahmed.khesbak@atu.edu.iq">ahmed.khesbak@atu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>		<b>General Goals:</b> At the end of the academic year, the student will be able to become familiar with the programs and concept of health inspection. <b>Special: The student will be able to:</b> 1. To become familiar with the foundations, rules and requirements for the success of the inspection process. 2. To determine the health conditions and specifications that must be legally available in controlled stores			
9. Teaching and Learning Strategies					
<b>Strategy</b>		It is one of the methods of education and training that represents realistic behavior in an artificial situation, and each individual participant in the educational activity assumes one of the roles that exist in the realistic situation, and interacts with others within the limits of the relationship of his role to their roles. Its objectives: • Providing opportunities for students to express themselves and their emotions. • Increasing students' interest in the subject of the lesson at hand, as the teacher can include new scientific material in it, or reinforce the scientific material studied.			
10. The theoretical structure of the course					
<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>



<b>First</b>	2	- Raising the level of motivation for learning in its various types: internal motivation. -- Creating opportunities to implement the collective planning	The concept of health control, food system	<ul style="list-style-type: none"> <li>•Lecture.</li> <li>•Systematic training.</li> <li>4. Summer training.</li> </ul>	<ul style="list-style-type: none"> <li>•Daily exams.</li> <li>•Quarterly exams</li> <li>• Final exams.</li> </ul>
<b>Second-Fourth</b>	2	=	Food safety, environmental safety	=	=
<b>Fifth</b>	2	=	Conditions for granting health leave, conditions that must be met by the leave holder and the workers	=	=
<b>Sixth</b>	2	=	General Conditions	=	=
<b>Seventh &amp; Eighth</b>	2	=	Special conditions, including hotels, rest houses, public cafes, casinos, family parks, and shops selling coffee and travel tea.	=	=
<b>Ninth &amp; Tenth</b>	2	=	Ovens, bakeries and pastries, food and beverage preparation and serving shops	=	=
<b>Eleventh</b>	2	=	Shops that prepare and sell service ice cream, and shops that sell individual home food supplies	=	=





Twelfth	2	=	Stores selling meat, dairy, eggs, and animal products (wholesale), stores selling red meat, poultry and their products	=	=
Thirteenth	2	=	Stores selling ready-made food and drinks, shops selling river and sea fish wholesale and retail, kiosks selling sherbet, juice and ready-made food.	=	=
Fourteenth	2	=	Barber and beauty salons, coffee grinding and selling shops, live chicken shops	=	=
Fifteenth	2	=	Fitness house	=	=

#### The practical structure of the course

<b>First</b>	<b>4</b>	- Raising the level of motivation for learning in its various types: internal motivation. - Creating opportunities to implement the collective planning	A visit to the Oversight Division and learning about its units and the duties of each unit	<ul style="list-style-type: none"> <li>•Lecture.</li> <li>•Systematic training.</li> <li>•Summer training.</li> </ul>	<ul style="list-style-type: none"> <li>•Daily exams.</li> <li>•Quarterly exams</li> <li>Final exams.</li> </ul>
<b>Second</b>	<b>4</b>	=	How to keep records and other administrative matters	=	=
<b>Third</b>	<b>4</b>	=	Work contexts	=	=



<b>Fourth</b>	<b>4</b>	=	Hotels and rest houses	=	=
<b>Fifth</b>	<b>4</b>	=	Public cafes, casinos, family parks, shops selling coffee and travel tea	=	=
<b>Sixth</b>	<b>4</b>	=	Ovens, bakeries and pastries, food and beverage preparation and serving shops	=	=
<b>Seventh</b>	<b>4</b>	=	Shops that prepare and sell service ice cream, and shops that sell individual home food supplies	=	=
<b>Eighth</b>	<b>4</b>	=	Stores selling meat, dairy, eggs, and animal products (wholesale), stores selling red meat, poultry and their products	=	=
<b>Ninth</b>	<b>4</b>	=	Stores selling ready-made food and drinks, shops selling river and sea fish wholesale and retail, kiosks selling sherbet, juice and ready-made food.	=	=
<b>Tenth</b>	<b>4</b>	=	Barber and beauty salons, coffee grinding and selling shops, live chicken shops	=	=
<b>Eleventh</b>	<b>4</b>	=	The role of agility	=	=
<b>Twelfth</b>	<b>4</b>	=	Food industry laboratory	=	=
<b>Thirteenth</b>	<b>4</b>	=	Food processing plant	=	=



Fourteenth	4	=	Food appetizers factory	=	=
15	4	=	Sweets factory	=	=

**Course structure (Theoretical - Second semester)**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	=	Snow coefficient, gypsum coefficient	=	=
Second	2	=	Juice and jam factories, mineral water and soft drinks factories	=	=
Third	2	=	Desalination and sterilization plants for drinking water	=	=
Fourth	2	=	Beauty centers	=	=
Fifth	2	=	Cosmetics and detergent laboratories	=	=
Sixth	2	=	Means of transport intended for transporting, preserving, displaying, selling and processing food materials	=	=
Seventh	2	=	Public bathrooms, swimming pools	=	=
Eighth	2	=	Organizing the work of street vendors	=	=
Ninth	2	=	Health and environmental inspection of schools	=	=
Tenth	2	=	Massacres	=	=
Eleventh	2	=	Entities supporting health oversight work	=	=
Twelfth	2	=	Sanitary landfill sites	=	=
Thirteenth	2	=	Hazard analysis	=	=



			and critical control points system		
<b>Fourteenth</b>	2	=	Pull food models	=	=
<b>Fifteenth</b>	2	=	Work contexts	=	=

**The practical structure Second semester**

<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>
<b>First</b>	2	=	Al-Rashi production plant	=	=
<b>Second</b>	2	=	Snow factor	=	=
<b>Third</b>	2	=	Gypsum laboratories	=	=
<b>Fourth</b>	2	=	Juice and jam factories	=	=
<b>Fifth</b>	2	=	Mineral water and soft drinks factories	=	=
<b>Sixth</b>	2	=	Desalination and sterilization plants for drinking water	=	=
<b>Seventh</b>	2	=	Basalt water projects	=	=
<b>Eighth</b>	2	=	Beauty centers	=	=
<b>Ninth</b>	2	=	Cosmetics and detergent laboratories	=	=
<b>Tenth</b>	2	=	Means of transport intended for transporting, preserving, displaying, selling and processing food materials	=	=
<b>Eleventh</b>	2	=	Public bathrooms	=	=
<b>Twelfth</b>	2	=	Swimming pools	=	=
<b>Thirteenth</b>	2	=	Health and environmental inspection of schools	=	=
<b>Fourteenth</b>	2	=	Massacres	=	=
<b>Fifteenth</b>	2	=	Sanitary landfill	=	=



			sites		
25. 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					
26. Learning and Teaching Resources					
<b>Required textbooks (curricular books, if any)</b>			There is no systematic book.		
<b>Main references (sources)</b>			1- Iraqi Ministry of Health - Health Oversight Guide 2012-2013 2- Public Health Law No. 89 of 1981 and its amendments 3- Law No. 54 of 2001 (Eighth Amendment to the Public Health Law) 4 - Food Regulation No. 29 of 1982		
<b>Recommended books and references (scientific journals, reports...)</b>			World Health Organization Textbook of Community Medicine		
<b>Electronic References, Websites</b>			The official website of the Technical Institute <a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a>		



## \*Medicine & Surgery:

1. Course Name:					
Medicine & Surgical					
2. Course Code:					
M.&S					
3. Semester / Year:					
Second Year / First and second Semester					
4. Description Preparation Date:					
14/2224					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total Credit Hours are 6 ( 2 theoretical and 4 practical) Number of Units are 6					
7. Course administrator's name (mention all, if more than one name)					
Name: <b>Maytham Salim AL-Nasrawii</b>					
Email: <a href="mailto:maytham.alnasrawii@atu.edu.iq">maytham.alnasrawii@atu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>		<b>General ; The Student Will be able how treat simple cases</b> <b>Special ; The Student Will be able to give blood &amp; injection</b> <b>The Student Will be able to dress Wound.</b> <b>The Student Will be able to measure blood pressure, pulse, Temperature.</b>			
9. Teaching and Learning Strategies					
<b>Strategy</b>		1- Cooperative education strategy 2- Brainstorming education strategy 3- Cooperative conceptual education planning strategy 4- Education strategy by exchanging opinions and discussion 5- Education by training strategy 6- Education strategy, presentation of information			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>



1 <sup>st</sup>		increase level of of learning o its various types: internal orientation and motivation Social and motivated to achiev success  Direct the student make sure decisions regarding the curriculum and educational environment  Promote the follow-up philosophy And continuous improvement	Bronchitis (M) + cholecystitis (S)	lecture Laboratories Educational exercises Training	Quiz Mid examinatio Final exam Scientific Projects and Researches
2		=	Pleural effusion (M) + gall bladder stone (S)	=	=
3		=	Anemia (M) + spleen injury (S)	=	=
4		=	Leukemia (M) pancreatitis (S)	=	=
5		=	Lymphoma (M) + hernia (S)	=	=
6		=	Hemophilia (M) + types of hernia (S)	=	=
7		=	Glomerulonephritis (M) + Trachealobstruction (S)	=	=
8		=	Nephrotic syndrome and renal failure (M) + lung ca. (S)	=	=
9		=	Rheumatoid arthritis (M) + fracture (S)	=	=



10	=	Gout (M) pyelonephritis (S)	=	=
11	=	Hyperpituitarism (M) renal stones (S)	=	=
12	=	Thyroid gland disease (M) + bladder ca.	=	=
13	=	Addison diseases (M) + blood transfusion	=	=
14	=	Para Thyroid gland disease (M) hemorrhoid (S)	=	=

### Second Semester

1	=	Medical ward and patient	=	=
2	=	Reception of patient and doing case sheet	=	=
3	=	Surgical ward and patient	=	=
4	=	Reception of patient and doing case sheet	=	=
5	=	I.V. Fluid and blood transfusion	=	=
6	=	Minor surgical procedure stitches	=	=
7	=	I.C.U.	=	=
8 & 9	=	Dressing and I.M. injection and I.V. injection	=	=
10	=	Learning E.C.G.	=	=
11	=	Pharmacy	=	=
12	=	Renal dialysis	=	=
13	=	Fractures and splint (P.O.P)	=	=
14	=	Firstaid	=	=
14	=	E.N.T ( ear washing)	=	=

### 11. Course Evaluation





جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جهاز الاشراف والتقويم العلمي  
قسم الاعتماد/دائرة ضمان الجودة والاعتماد الاكاديمي  
المجلس الوطني لاعتماد برامج كليات ومعاهد التقنيات الصحية والطبية



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

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

- 1-DavidsonsbyDavidson
- 2- Harrison text book of medicine by Harrison
- 3-Clinical methods by Hatschison

Recommended books and references (scientific journals, reports...)

- 1 - General surgery by ;Baily and love

Electronic References, Websites



## \*Occupational health and safety:

1. Course Name:					
Occupational Health and Safety					
2. Course Code:					
3. Semester / Year:					
Second Year / First and second Semester					
4. Description Preparation Date:					
6/2/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Number of study hours (total): 5 (2 theoretical + 3 practical) / Number of units (total): 5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Mohammad Abdulbaqi Abdulmohsin Email: mohammad.abdulmohsin@atu.edu.iq Name: Ahmed Khudair Abdel Reda Email: ahmed.ganimi@atu.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>		At the end of the first semester of the second academic year, the student will be able to: A - Learn about the concept and importance of occupational health and safety and familiarity with the safety rules and principles that must be available in various work places. B- Learn about the hazards to which workers are exposed to in various facilities and work places.			
9. Teaching and Learning Strategies					
<b>Strategy</b>		-Cooperative education strategy and cooperative concept planning. -Education strategy for brainstorming. -Teaching strategy for real-time feedback. -Education strategy for notes series. -Education strategy by exchanging opinions and discussions.			
10. Course Structure:					
First/The structure of the theoretical course:					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method



First and Second	٤	<ul style="list-style-type: none"> <li>- Raising the level of motivation for learning of its various types (intrinsic motivation, social motivation, and achievement motivation).</li> <li>-Creating opportunities to implement a collective planning approach to the curriculum, and for cooperation among faculty members to identify gaps and repetitions.</li> <li>-Help the student to ensure that decisions related to curricula and the educational environment are rational.</li> <li>-Enhancing the philosophy of follow-up and continuous improvement.</li> <li>-Helping students ensure accountability and ensure the quality of academic programs.</li> </ul>	<p><b>Pesticide poisoning</b>  <b>Poisoning by organic compounds</b>          (Organic solvents - hydrocarbons and their derivatives)</p>	<ol style="list-style-type: none"> <li>1.The lecture.</li> <li>2.Laboratories.</li> <li>3. Field visits.</li> <li>4. Systematic training.</li> <li>5. Summer training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily exams.</li> <li>2. Semester exams.</li> <li>3. Final exams.</li> <li>4. Practical projects.</li> </ol>
Third and Fourth	٤	=	<p><b>Chapter Four (Work accidents and injuries)</b>  <b>Definition of accident and injury, its causes and types.</b>  <b>Handling and storing materials</b></p>	=	=
Fifth, Sixth, Seventh and Eighth	٨	=	<p><b>Signs and effects of safety and security</b>  <b>Obstacles and the role of civil defense in establishments - work injury statistics</b>  <b>Chapter Five (General methods of prevention from occupational hazards)</b>  <b>1- Medical prevention methods</b>  <b>A - Primary, periodic, special and</b></p>	=	=



			rehabilitation examinations B - First aid services at the work site. C- Health services Professionalism at the work site (organization and duties)		
Ninth and Tenth	٤	=	2-Engineering prevention methods A - Locks B - Replacement C - Isolation	=	=
Eleventh and Twelfth	٤	=	E - Monitoring the work environment (detecting and measuring pollutants in the work environment And compare them with the recommended limits to identify an occupational health basis	=	=
Thirteenth and Fourteenth	٤	=	O- general personal hygiene G - Inspection of work sites 3 - Personal monitoring equipment, its types, specifications, and uses	=	=
Fifteenth	٢	=	Occupational safety legislation 1- Decisions of the Revolutionary Command Council regarding occupational health and safety 2- Laws 3- Systems 4- Instructions	=	=

Second: Structure of the practical course:

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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First and Second	٦	<ul style="list-style-type: none"> <li>- Raising the level of motivation for learning of its various types (intrinsic motivation, social motivation, and achievement motivation).</li> <li>-Creating opportunities to implement a collective planning approach to the curriculum, and for cooperation among faculty members to identify gaps and repetitions.</li> <li>-Help the student to ensure that decisions related to curricula and the educational environment are rational.</li> <li>-Enhancing the philosophy of follow-up and continuous improvement.</li> </ul>	Study and use of a respirable dust collection device	<ol style="list-style-type: none"> <li>1.The lecture.</li> <li>2.Laboratories.</li> <li>3. Field visits.</li> <li>4. Systematic training.</li> <li>5. Summer training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily exams.</li> <li>2. Semester exams.</li> <li>3. Final exams.</li> <li>4. Practical projects.</li> </ol>
Third and Fourth	٦	=	<p>Studying the types of filters used to collect dust samples and how to treat them in the laboratory.</p> <p>Study and use of the bacteria collection device</p> <ol style="list-style-type: none"> <li>1- Learn about safety and security signs and instructions by displaying slides</li> <li>2- Handling and storing materials practically according to their geometric shapes.</li> <li>3- Handle and store materials correctly to prevent injuries to the spine and legs</li> </ol>	=	=
Fifth, Sixth, Seventh and Eighth	١٢	=	A - A film about occupational health services and a slide show	=	=



			<b>B - A film about first aid at work sites, with slide shows</b> <b>Study and use of a lung efficiency screening device</b> <b>Study and use of a hearing aid testing device</b> <b>How to conduct special</b>		
<b>Ninth and Tenth</b>	٦	=	<b>Analyze test results</b>	=	=
<b>Eleventh and Twelfth</b>	٦	=	<b>Personal protective equipment of various types and uses</b>	=	=
<b>Thirteenth and Fourteenth</b>	٦	=	<b>How to determine the suitability of protective equipment to work</b>	=	=
<b>Fifteenth</b>	٣	=	<b>Laboratory tests for examining personal protective equipment</b>	=	=

## 11. Course Evaluation

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

## 12. Learning and Teaching Resources

<b>Required textbooks (curricular books, if any)</b>	-Encyclopedia of Occupational Health and Safety (ILO), Geneva 1990, Part Two. -Occupational health for students of higher health institutes. -ENcyclopedia & Occupational health & safety ILO Volume 2 Geneva 1990.
<b>Main references (sources)</b>	-Scientific, practical, methodological and specialized books in the field of specialization.
<b>Recommended books and references (scientific journals, reports...)</b>	-Guide in occupational health and safety. -Guide to the basic principles of occupational health and safety in the work environment - International Labor Organization. -Occupational health and safety - Faculty of Agriculture - Damietta University.
<b>Electronic Websites</b>	The official website of the Technical Institute/Karbala ( <a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a> )



## \*Epidemiology:

24. Course Name:					
Epidemiology					
25. Course Code:					
Epi.					
26. Semester / Year:					
Second Year / First and second Semester					
27. Description Preparation Date:					
6/2/2024					
28. Available Attendance Forms:					
29. Number of Credit Hours (Total) / Number of Units (Total)					
Total number of hours: 5 hours (2 theoretical + 2 practical) / total number of units: 4 units					
30. Course administrator's name (mention all, if more than one name)					
Name: <b>Assist.Prof.Dr. SalimHussein Hassan</b>					
Email: <a href="mailto:inkr.salm@atu.edu.iq">inkr.salm@atu.edu.iq</a>					
31. Course Objectives					
<b>Course Objectives</b>		<p><b>General Goals:</b> - The student will be able to become familiar with the concepts of epidemiology and the techniques related to it.</p> <p><b>Special: The student will be able to:</b></p> <ul style="list-style-type: none"> <li>- To learn about how diseases occur and how infectious diseases are transmitted and controlled.</li> <li>- To learn how to analyze the occurrence of epidemics.</li> <li>- To know the pathogens.</li> <li>-To learn about calculating the spread of diseases and calculating the different rates of diseases and deaths.</li> </ul>			
32. Teaching and Learning Strategies					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>- Cooperative education strategy.</li> <li>- Brainstorming education strategy.</li> <li>- Education strategy by exchanging opinions and discussion.</li> <li>- Educational strategy by presenting information.</li> </ul>			
10. The theoretical structure of the course					
First: Course structure (theoretical - first semester)					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	- - Raising the level of motivation for	1- Introduction to epidemiology.	1. The lecture. 2.Laboratories.	• Daily exams. • Quarterly



		learning in its various types: internal motivation and social motivation. - - Creating opportunities to implement a collective planning approach to the curriculum, and for cooperation among faculty members to identify gaps and repetitions.	- Objectives - Basics - General strategies	3. Field visits. 4. Systematic training. 5. Summer training	exams • Final exams. • Practical projects.
<b>Second</b>	<b>2</b>	=	2- General definitions used in the study of epidemiology	=	=
<b>Third</b>	<b>2</b>	=	3- The epidemiological triad, its importance and applications - Factors of disease occurrence (personality, place, time)	=	=
<b>Fourth</b>	<b>2</b>	=	4- Transmissible and non-transmissible diseases	=	=
<b>Fifth</b>	<b>2</b>	=	5- Methods of prevention and control of communicable diseases	=	=
<b>Sixth&amp; Seventh</b>	<b>2</b>	=	6- General immunity - herd immunity 7- Vaccines (types - preservation -	=	=





			preparation)		
<b>Eighth &amp; Ninth</b>	<b>2</b>	=	8-Epidemiological investigation and monitoring (basic steps for epidemiological monitoring) Types of epidemiological studies - Methods of investigating epidemic diseases	=	=
<b>Tenth</b>	<b>2</b>	=	9- Administrative division of health prevention departments in the Ministry of Health and the mechanism of work in the field of prevention. - Immediate news form for communicable diseases	=	=
<b>Eleventh</b>	<b>2</b>	=	10- Measles, German measles, mumps	=	=
<b>Twelfth</b>	<b>2</b>	=	11- Tuberculosis - polio	=	=
<b>Thirteenth</b>	<b>2</b>	=	12- Diphtheria, whooping cough, tetanus	=	=
<b>Fourteenth</b>	<b>2</b>	=	13- Viral hepatitis	=	=
<b>Fifteenth</b>	<b>2</b>	=	14- Typhoid fever - Malta fever.	=	=
<b>The practical structure of the course</b>					
<b>First &amp; Second</b>	<b>2</b>		1- Transmissible diseases How to control it. - Methods of transmission through air, water, food and sexual contact	1. The lecture. 2. Laboratories. 3. Field visits. 4. Systematic training. 5. Summer training	<ul style="list-style-type: none"> <li>• Daily exams.</li> <li>• Quarterly exams</li> <li>• Final exams.</li> <li>• Practical projects.</li> </ul>



<b>Third &amp; Fourth</b>	2	=	2- Medical insects - general characteristics - their role in transmitting diseases	=	=
<b>Fifth</b>	2	=	Discussing student reports	=	=
<b>Sixth &amp; Seventh</b>	2	=	3- Mosquito family: Important genera (Anopheles and Culex) Its role in transmitting diseases.	=	=
<b>Eighth</b>	2	=	4- Practical training on epidemiological investigation methods	=	=
<b>Ninth</b>	2	=	5- A scientific visit to the Center for Communicable Disease Control	=	=
<b>Tenth</b>	2	=	Discussing student reports	=	=
<b>Eleventh</b>	2	=	6- Hemorrhagic fever - causes - prevention - methods of diagnosis - transmission	=	=
<b>Twelfth</b>	2	=	7- Hepatitis of all types.	=	=
<b>Thirteenth</b>	2	=	A visit to the fever hospital.	=	=
<b>Fourteenth</b>	2	=	8- Malaria - causes	=	=
<b>Fifteenth</b>	2	=	Discussing student reports	=	=

**Course structure (Theoretical - Second semester)**

<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>
<b>First</b>	2	=	Epidemic diseases that occurred in the world, their	=	=



			consequences, and dealing with them		
<b>Second</b>	2	=	Vaccination against communicable diseases (regional plan)	=	=
<b>Third</b>	2	=	3- Types of health prevention	=	=
<b>Fourth</b>	2	=	Food poisoning (types and causes)	=	=
<b>Fifth</b>	2	=	Meningitis	=	=
<b>Sixth</b>	2	=	Cholera	=	=
<b>Seventh</b>	2	=	Hydatid cysts	=	=
<b>Eighth</b>	2	=	Malaria	=	=
<b>Ninth</b>	2	=	Schistosomiasis	=	=
<b>Tenth &amp; Eleventh</b>	2	=	Pandemic influenza - types and causes - Covid-19	=	=
<b>Twelfth</b>	2	=	Acquired immunodeficiency disease	=	=
<b>Thirteenth</b>	2	=	Hemorrhagic fever	=	=
<b>Fourteenth</b>	2	=	Chicken pox	=	=
<b>Fifteenth</b>	2	=	Rabies	=	=

**The practical structure Second semester**

<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>
<b>First</b>	2	=	Methods of prevention and elimination of insects and rodents	=	=
<b>Second</b>	2	=	Flies - diseases transmitted by flies - methods of exterminating flies	=	=
<b>Third</b>	2	=	Harves, lice, bed bugs - fleas and the diseases they transmit Methods of	=	=



			extermination - prevention		
<b>Fourth</b>	2	=	A visit to the Environmental Protection Center	=	=
<b>Fifth</b>	2	=	Discussing student reports	=	=
<b>Sixth</b>	2	=	STD (syphilitic gonorrhoea).	=	=
<b>Seventh</b>	2	=	Leprosy - causes - methods of transmission - prevention	=	=
<b>Eighth</b>	2	=	Corona disease-19	=	=
<b>Ninth</b>	2	=	Leishmaniasis	=	=
<b>Tenth</b>	2	=	Pneumonia - other respiratory diseases	=	=
<b>Eleventh</b>	2	=	Discussing student reports	=	=
<b>Twelfth</b>	2	=	A visit to the Center for Communicable Disease Control	=	=
<b>Thirteenth</b>	2	=	1- Account training:- - Incidence rate Prevalence rate	=	=
<b>Fourteenth</b>	2	=	Mortality & Morbidity Rate	=	=
<b>Fifteenth</b>	2	=	Discussing student reports	=	=

### 33. Course Evaluation

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

### 34. Learning and Teaching Resources

<b>Required textbooks (curricular books, if any)</b>	There is no systematic book.
<b>Main references (sources)</b>	<ul style="list-style-type: none"> <li>• Scientific methodological books in the field of specialization</li> <li>• Specialized practical books.</li> </ul>
<b>Recommended books and references (scientific journals, reports...)</b>	World Health Organization Textbook of Community Medicine
<b>Electronic References, Websites</b>	The official website of the Technical Institute <a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a>



## \*Environmental Health:

1. Course Name					
Environmental Health					
2. Course Code					
3. Semester / Year					
Second Year / First Semester					
4. The history of preparation of this description					
6/2/2024					
5. Available Attendance Forms					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total Hours :( 2 theoretical hours + 2 practical) / total number of units 6 unit					
7. Course administrator' s name (if more than one name)					
Name: Email :					
M.M. Tabarak Ali full ordeal			tabarik.kamel@atu.edu.iq		
8. Course Objectives					
<ul style="list-style-type: none"><li>- 1. Providing and monitoring drinking water suitable for human consumption</li><li>- 2. Protect soil from pollution</li><li>- 3. Protect the air from pollution</li><li>- 4. Water protection from pollution</li></ul>					<b>Course Objectives</b>
9. Teaching and Learning Strategies					
<ul style="list-style-type: none"><li>- Cooperative education strategy.</li><li>- Brainstorming education strategy.</li><li>- Strategy for teaching feedback in real time.</li><li>- Education Strategy Notes Series.</li><li>- Collaborative concept planning strategy.</li><li>- The strategy of education by exchanging views and discussion.</li></ul>					<b>Strategy</b>
10. Course Structure :					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Unit or subject name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>The week</b>



<p>Exams          Daily .          Exams          Quarterly .          Exams          Final .</p> <p>=</p> <p>=</p> <p>=</p>	<p>1. Lectures.          2. Visits          Field.          3.Training          Systematic.          4.Training          Summer.</p> <p>=</p> <p>=</p> <p>=</p>	<p>First: Environmental          Health          (Environmental Health          Concept/          Objectives &amp; Strategic          types of environment)          Second: Components          the environment          and environmental          pollutants.</p> <p>air pollution</p> <p>Water pollution</p> <p>soil pollution</p> <p>Waste disposal          and waste          Medical Waste</p>	<p>Raising the level of          motivation          For learning of differ          kinds:          Internal motivation an          motivation          Social and achievem          motivation.          Create opportunities to          apply the collective          planning curve of the          curriculum,          And for cooperation          between the members          the Commission          Teaching to identify          gaps          and duplicates .          Help the student to ma          sure          that the decisions          concerning          Curriculum and          educational environme          Rashida .          Promote the philosoph          of follow-up          and continuous          improvement.          Help the student to          confirm          Accountability and          Quality Assurance          Academic programs.</p> <p>=</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>The first          The second</p> <p>Third and          fourth</p> <p>V          and the          sixth</p> <p>Seventh</p> <p>Eighth</p>
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جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جهاز الاشراف والتقويم العلمي  
قسم الاعتماد/دائرة ضمان الجودة والاعتماد الاكاديمي  
المجلس الوطني لاعتماد برامج كليات ومعاهد التقنيات الصحية والطبية



=	=	Wastewater Treatment Health	=	2	and ninth tenth
=	=	Environment and Food Transmitted diseases With food, food preservation	=	2	Eleventh
=	=	Pest control and rodents	=	2	Twelfth
=	=	Radioactive contamination	=	2	Thirteenth
=	=	How to monitor and optimize environment	=	2	Fourteenth
=	=		=	2	Fifteenth



		Introduction to Health Environmental	-Raise the level of motivation to learn Of various kinds: motivation Internal, motivation Social, achievement motivation	2	The first
		Environmental polluta	-Create opportunities the application curve group planning of the curriculum, and for cooperation between members of t Teaching to identify gaps and iterations.	2	Second
		Physical Analysis For water	-Help the student to make sure that the decisions concerning Curriculum and educational environm Rashida .	2	Third
		Discussion of reports	-Helping the student to Asserting accountabil and ensuring Quality academic programs.	2	Fourth
		Chemical Analysis For water		2	V
		Discussion of reports	=	2	Sixth and the seventh
		Bacteriological examination For water	=	2	Eighth
		Discussion of reports	=	2	Ninth
			=	2	





	air pollution	=	2	tenth
	Environmental Monitoring	=	2	Eleventh
	Physical tests	=	2	Twelfth
	Soil pollution	=	2	Thirteenth
	Medical waste and methods	=	2	Fourteenth
	Addressed	=	2	Fifteenth
	Environmental sustainability	=	2	Sixteenth
	Discussion of reports			

#### 1. Course Evaluation

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

#### 2. Learning and Teaching Resources

	Required textbooks (methodology, if any)
Methodological scientific books in the field of specialization. Specialized scientific books.	Main references (sources)
Community Health Principles Book, Research Health Man and the Environment - written by Dr. Abdullah Al-Saeed ( <a href="http://ikr.atu.edu.iq">ikr.atu.edu.iq</a> https:)	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites



## \*Pharmacology:

1. Course Name:	
Pharmacology 2	
2. Course Code:	
P.C.H	
3. Semester / Year:	
Second Year / First and second Semester	
4. Description Preparation Date:	
14/2/2024	
5. Available Attendance Forms:	
Class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Total number of hours: 4 hours (2 theoretical + 2 practical) /: 4 units	
7. Course administrator's name (mention all, if more than one name)	
Name: ali abd allatif golam mohammed Email : <a href="mailto:ali.gmohemmed@atu.edu.iq">ali.gmohemmed@atu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<b>General Goals:</b> At the end of the academic year, the student will be able to become familiar with the programs 1- Basic science of pharmacology 2- The activity of drugs 3-Absorption and excretion of drug 4- Dose and dosage form <b>Special: The student will be able to:</b> 1- Routes of drug administration. 2- Effect of drug on the body. 3- Injection routes of drug administration. 4- calculation of Dose 5- Toxicity with drugs and metals.
9. Teaching and Learning Strategies	
<b>Strategy</b>	It is one of the methods of education and training. Its objectives: • Providing opportunities for students to express themselves • Increasing students' interest in the subject of the lesson at hand in pharmacology . • - Training students to discuss and learn about principle of pharmacology and encourage them to communicate with each other to exchange information or inquire about it.
10. The theoretical structure of the course	



Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	- Cooperative education strategy.	introduction and General definition of pharmacology (Pharmacology , Pharmacy , Pharmacist , Dose , Concentration	1. The lecture.	• Daily exams.
Second- Fourth	2	=	G.U.T. Uterine stimulants , uterine relaxants , Vulval and vaginal disorders, Contraceptives, U.T. disorders	=	Final exams.
Fifth	2	=	Blood formation and coagulations :- Iron deficiency anaemia megaloblastic anaemia , other types of anaemia anticoagulants , anti platelet , fibrinolytics anti fibrinolytics.	=	=
Sixth	2	=	Skin: Emollients , antipruritics , topical Corticosteroids , Eczemaow psoriasis Acne , antibacterial , disinfectants , antifugl , Antiviral , antiparasitics , melanizing and demelanizings	=	=
Seventh	2	=	E.N.T. Drugs acting on E.N.T. Including antibiotics and anti inflamatory	=	=
Ninth & Eighth	2	=	Chemo therapy and immunosuppressant: Alkylating , antimetabolites , enzymes , Hormones , drug alter immuneresponses.	=	=



## \*Baath crimes:

1. The rapporteur's name					
<b>Baath crimes</b>					
2. Course Code					
3. Semester/ year					
Second Year / First Semester					
4. The date this description was prepared					
2					
5. Available forms of attendance for the second stage					
6. ٢ Number of study hours (total)/number of units (total) Number of units					
7. (name is mentioned Name of the course administrator (if more than one					
:Yamil - Name: Hussain Ali Muhammad Al <a href="mailto:hussain.muhammed@atu.edu.iq">hussain.muhammed@atu.edu.iq</a>					
objectives Course ٨ .					
Achieving international standards in education for others respect and respect-To emphasize self Provide the ideal environment as much as possible to achieve the optimal -٣ .learning state					<b>Objectives</b>
9. Teaching and learning strategies					
Are qualified to delve deeply into the study, equipped with a scientific thinking styl to and the ability Academic research and investigation of scientific truth in all fields					<b>The strategy</b>
Course structure ١٠ .					
Evaluation method	Learnin g method	Name of the unit or topic	Required learning outcomes	hou rs	the week
oral test	a lecture	Concept Crimes And its . sections	Community health technologies	4	1
oral test	a lecture	identification the crime language And terminologically	Community health technologies	4	2



oral test	a lecture	The crimes of the Baath regime in Iraq	Community health technologies	4	3
A written test		Sections and types of crimes of the Baath regime	health Community technologies	4	4
oral test	a lecture	crimes System Resurrection according to documentation Law The court Criminal Iraqi ... AD ٢٠٠٥ Supreme	Community health technologies	4	5
oral test	a lecture	Crimes International and Species Crimes . International	Community health technologies	4	6
oral test	a lecture	Decisions Outgoing from The court Criminal The . upper one	Community health technologies	4	7
oral test	a lecture	Crimes Mental And social And its effects, And highlighted Violations the system Baathist in Iraq	Community health technologies	4	8
oral test	a lecture	Crimes Psychological and mechanisms Crimes Psychological effects Crimes Mental	Community health technologies	4	٩
A written test	discussion	Crimes Social and militarization Society and position the system Baathist from Debt	Community health technologies	4	10
oral test	a lecture	Violations Laws Iraqi photo Violations rights crimes Human And . Authority	Community health technologies	4	11
oral test	discussion	some decisions Violations Political And the military For system	Community health technologies	4	12
oral test	a lecture	Places Prisons And detention For system Resurrection crimes Cemeteries Collective	Community health technologies	4	13
A written test	a lecture	Crimes Environmental For system Resurrection in Iraq destruction the cities And the villages	Community health technologies	4	14



		Policy the earth Scorched drying Marshes .			
oral test	a lecture	pollution The warlike And radiological And an explosion Mines . destruction the cities And the villages Policy the earth Scorched . Scraping Orchards Palm And trees And crops	Community health technologies	4	15
Course evaluation . ١١					
according to the tasks assigned to the student, such as daily ١٠٠ Distribution of the grade out of .preparation, daily, oral, monthly, written exams, reports, etc					
marks monthly exam ٤٠					
marks for daily and oral preparation and report writing ١٠					
am scorefinal ex ٥٠					
12. Learning and teaching resources					
The crimes of the Baath regime in Iraq			(Required textbooks (methodology, if any		
Local governments / Dr. Zia's joy			(Main references (sources		
Scientific journals, periodicals and research And specialty			Recommended supporting books and (...reports ·references (scientific journals		
Internet sites (YouTube and Google) and ot media Communication in the specialty			Electronic references, Internet sites		



## \*Professional Ethics:

1. Course name						
ethics of the medical profession						
2. Course Code:						
3. Semester / Year:						
Second semester/second grade						
4. Description Preparation Date:						
6/2/2024						
5. Available Attendance Forms:						
6. Number of Credit Hours (Total) / Number of Units (Total)						
Total number of hours : 2 hours (only theoretical)/total number of unit 2 units						
7. Course administrator's name (mention all, if more than one name)						
Name: tabarak ali kamil almohana						
Email: tabarik.kamel@atu.edu.iq						
8. Course Objectives						
<b>Course Objectives</b>		<b>Knowledge of basic ethics of medical Profession and qualifying the graduate for the best professional behavior to deal with his profession and compatibility with himself and his professional environment that consist of the patient,his companions and co-worker .</b>				
9. Teaching and Learning Strategies						
<b>Strategy</b>		<ul style="list-style-type: none"> <li>-Cooperative education strategy.</li> <li>- Brainstorming education strategy.</li> <li>- Educational strategy, collaborative concept planning.</li> <li>- Strategy education real-time feedback</li> <li>- Education strategy by exchanging opinions and discussion.</li> <li>- Educational strategy by presenting information.</li> <li>- Education strategy through training and presenting scientific developments</li> </ul>				
10. The theoretical structure of course						
<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>	



First And Second	2	-Cooperative education strategy. -Brainstorming education strategy. -Educational strategy, collaborative concept planning. - Strategy education real-time feedback -Education strategy exchanging opinions discussion. - Educational strategy presenting information. -Education Strategy through training presenting scientific developments.	First : Professional Behavior (definition , Concept , its Practical Application, Employment Relationship. Second : The principles of ethics in the stages of cultural and Islamic developments Patient etiquette hospitals.	1.lectures. 2.visit Field . 3.methodo-Logical Training . 4.summer Training .	-Daily Exams. -Quarterly Exams. -final Exams. -practical Projects.
third	2	=	Behavioral Trends and Tendencies (definition, Classified , Factors Affecting them.		
Fourth	2	=	Values , Customs ,and Traditions. (definition,classified, Factors affecting them).		
Fifth	2	=	Personality patterns And how to deal with them.(definition , types , their relation ....)		





Sixth	2	=	-Basic ethics of the Medical profession -characteristics of Medical workers .
Seventh	2	=	-moral and moral Rights of patient . -moral and legal Rights of health professionals .
Eighth	2	=	-treatment behavior with patient -keeping the secrets Of the profession . -scheduling for Necessary action .
ninth	2	=	-how to handle Medical devices and Equipment . -daily access to Devices,tools,and Analyses. -preparing medicines For work .
Tenth	2	=	-Mental health Conditions . -the role of mental Health in diseases.
Eleventh	2	=	Professional Compatibility and its



Twelfth	2	=	Relationship to work. -work risk prevention -prevention of Pollution risk . -prevention of Infection risks . -Avoid wrong Practices at work .
thirteenth	2	=	Human , religious and Democratic dimension of health professions.
Fourteenth	2	=	The role of the medical association in the dissemination of health culture among members of community. -conditions of success Of the medical Associate during his Policing.
Fifteenth	2	=	Apps in professional Behavior

#### 10.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

#### 11.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Medical Ethics Manual 2nd edition 2009 by The World Medical Association 'Inc.
Main references (sources)	Professional behaviour of community Health students /by prof. Dr. Tariq Tariq alzubaidi .
Recommended books and references (scientific journals, reports...)	Medical conduct of doctors/ By alhakeem Raji Al-teqriti .
Electronic References, Websites	<a href="https://ikr.atu.edu.iq">https://ikr.atu.edu.iq</a> the official website of the technical institute