



Academic Program and Course Description Guide

2024

Course Description Form

1- Course name
Anatomy
2- Course Code
3- Semester / Year: 20/2/2024
4- Description Preparation Date:
5- Available Attendance Forms:
6- Number of Credit Hours (Total) / Number of Units (Total)
7- Course administrator's name (mention all, if more than one name)

Dr. Abdulla hadeed
abdullahadeed@yahoo.com

8- Course Objectives

General Objective:

By the end of the academic year, the student should be able to understand the general anatomy of the human body and the main functions related to organ anatomy.

Specific Objective:

The student will become acquainted with the detailed anatomy of certain body organs and their functions, both theoretically and practically.

9- Teaching and Learning Strategies

Strategy

- Cooperative Learning Strategy.
- Brainstorming Education Strategy.
- Cooperative Concept Mapping Education Strategy.
- Real-Time Feedback Education Strategy.
- Observation Chain Education Strategy.
- Opinion Exchange and Discussion Education Strategy.
- Information Presentation Education Strategy.
- Training and Presenting Scientific Updates Education Strategy.

10- Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	weeks
Daily quizzes, oral and written exams, reports, and discussions	<ul style="list-style-type: none"> -Cooperative Learning Strategy. -Brainstorming Education Strategy. -Cooperative Concept Mapping Education Strategy. -Real-Time Feedback Education Strategy. -Observation Chain Education Strategy. -Opinion Exchange and Discussion Education Strategy. -Information Presentation Education Strategy. -Training and Presenting Scientific Updates Education Strategy. 	Introduction to human anatomy: Anatomical (terms, types, surfaces, regions) And surgical incision) Surface anatomy : planes and vertical lines .	<ul style="list-style-type: none"> 1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement motivation 2-Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress 3-Creating opportunities to implement collaborative curriculum planning and to foster cooperation among faculty members to identify gaps and repetitions 4-Assisting students in ensuring that curriculum and educational environment-related decisions are sound 5-Promoting a philosophy of continuous monitoring and improvement 6-Helping students to affirm accountability and ensure the quality of academic programs 	2	1-2
=	=	Cell and tissue, Type of	=	2	3-5

		tissues (epithelial, connective , muscular, nervous tissues, etc.) Skeleton Anatomy (Skull) Skeleton Anatomy (Vertebral Column and thoracic cage).			
=	=	Skeleton Anatomy (Thoracic Cage) Skeleton Anatomny (pelvic, upper limb and lower limb)	=	2	6-7
=	=	Joints types, classification and functions . Joints of the Upper and Lower limb	=	2	8-9
=	=	Anatomy of muscular system(Head and Neck) . Anatomy of Muscular System (Upper and Lower Limbs).	=	2	10-11
=	=	Anatomy of Muscular System (Pelvic). Blood Vessel and Blood Circulation	=	2	12-13
=	=	Anatomy of Cardiovascular System.(Definition and Classification) Anatomy of the Heart, Cardiac (Covers, Layers, Chambers and Valves Anatomy of Digestive System(mouth, Pharynx and oesophagus)	=	2	14-16
=	=	Anatomy of Digestive System (stomach and Intestine)	=	2	17-18
=	=	Anatomy of genitourinary system and Respiratory system	=	2	19-20
=	=	Anatomy of C.N.S (Brain, spinal cord)	=	2	21
=	=	Spinal nerves	=	2	22-24
=	=	Anatomy of peripheral nervous system (cranial nervous, spinal nerves)	=	2	25-26
=	=	Anatomy of endocrine system(definition, location, connections and functions	=	2	27-28
=	=	Lymphatic system and respiratory system	=	2	29-30

10-Course structure (practical)

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	weeks
Daily quizzes, oral and written exams, reports, and discussions	Cooperative Learning Strategy. -Brainstorming Education Strategy. -Cooperative Concept Mapping Education Strategy. -Real-Time Feedback	Demonstration on human body model	Enhancing motivation for .1 learning in its various forms: internal motivation, social motivation, and achievement .motivation Encouraging self-directed and .2 independent learning, where students can take responsibility	2	1

	<p>Education Strategy. -Observation Chain Education Strategy. -Opinion Exchange and Discussion Education Strategy. -Information Presentation Education Strategy. Training and - Presenting Scientific Updates Education .Strategy</p>		<p>for their studies and have the ability to measure their academic .progress Creating opportunities to .3 implement collaborative curriculum planning and to foster cooperation among faculty members to identify gaps and .repetitions Assisting students in ensuring .4 that curriculum and educational environment-related decisions are .sound Promoting a philosophy of .5 continuous monitoring and .improvement Helping students to affirm .6 accountability and ensure the .quality of academic programs</p>		
=	=	<p>Anatomical position, median plane and types of anatomical study. Surface anatomy : planes and vertical lines and Surface anatomy of the abdomen</p>	=	2	2-4
=	=	Studying Tissues and cells by charts	=	2	5
=	=	Studying Bone and joints by models	=	2	7-6
=	=	Studying the general appearance of the Skull, and lower jaw	=	2	10-9-8
=	=	Types of Joints, joints of upper and lower limb and trunk	=	2	12-11
=	=	Muscular system : types of muscles	=	2	13
=	=	Draw demonstration and draw discussion	=	2	15-14
=	=	Blood vessels in general using models and charts And Cardio- vascular system using models and charts	=	2	1716-
=	=	Veins and arteries, systemic circulation arteries And Studying Digestive system using models and charts	=	2	19-18
=	=	Studying Respiratory system using models and charts With Report and discussion	=	2	21-20
=	=	Studying Spinal cord, ventricles of the brain using models and charts Peripheral nervous system, cranial nerves	=	2	22-24
=	=	Studying Lymphatic system using models and charts	=	2	25-28
=	=	Report and discussion	=	2	29-30

11- Course Evaluation

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

preparation, daily oral, monthly, or written exams, reports etc

12- Learning and Teaching Resources

Required textbooks (curricular books, if any)	GRAYS ANATOMY 5 TH EDITION
.Main references (sources)	- Snell clinical anatomy by regions 10 th edition Grant atlas of anatomy 15 th edition
Recommended books and references (scientific journals, reports...)	.Clinically oriented anatomy by MOORE 9 th edition
Electronic References, Websites	PUBMED and NCBI

**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

2024

Academic Program Description Form

University Name: Al-Furat Al-Awsat Technical University
Faculty: College of Health and Medical Techniques-Kufa
Scientific Department: Community Health Techniques
Academic or Professional Program Name: (Medical Microbiology)
Final Certificate Name: Philosophy doctorate
Academic System: quarterly
Description Preparation Date: 1/ 2/ 2024
File Completion Date: 3/ 2/ 2024

Signature:

Head of Department Name:

Oday M. Hady

Date: 3/ 2/ 2024

Signature:

Scientific Associate Name:

Miaad K. Alkhudhairy

Date: 3/ 2/ 2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Al-Furat Al-Awsat Technical University

Faculty/Institute: College of health & medical techniques / Kufa

Scientific Department: Community health techniques.

Academic or Professional Program Name: Medical Microbiology

Final Certificate Name. philosophy doctorate

Academic System: quarterly

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Prof. Dr. Oday Mutaab Hady

Date: 1/ 2/ 2024

Signature:

Scientific Associate Name:

Assist. Prof. Dr. Miaad K. Alkhudhairy

Date: 1/ 2/ 2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				

Department Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
First stage		Medical Microbiology	theoretical	practical
		Medical Microbiology	2	4

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

11. Faculty
Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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

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

Course Description Form

1. Course Name: Medical Microbiology	
2. Course Code:	
3. Semester / Year: The first stage	
4. Description Preparation Date:	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total): 6/ 8	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Miaad K. Alkhudhairi and Dr. Oday M. Hady	
Email: Email: kuh.mead@atu.edu.iq	
8. Course Objectives	
Course Objectives	General goal: The student should be able to know pathogenic microbes, how to diagnose them, and the diseases they cause and control them. Special goal: 1 – The student should be able to know the pathogenic microbes (bacteria, fungi, viruses, and protozoa) that infect the body’s systems. The various diseases, their epidemiology, symptoms, how to control each disease, and the study of the body’s resistance to the studied diseases. 2– To recognize the epidemiology and symptoms of microbial diseases and control each disease
9. Teaching and Learning Strategies	
Strategy	Cooperative education strategy. Teaching strategy brainstorming. Education strategy collaborative concept planning. Education strategy real–time feedback Education strategy notes series. Education strategy by exchanging opinions and discussion. Education strategy by presenting information.

Education strategy through training and presenting scientific developments.

10. Course Structure (A) Theoretical lectures

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	<ol style="list-style-type: none"> 1. Raising the level of motivation for learning of its various types: internal motivation, social motivation, and achievement motivation. 2. Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3. Creating opportunities to implement a collective planning approach to the curriculum, and for cooperation among faculty members to identify gaps and repetitions. 4. Helping the student to ensure that decisions related to the curricula and educational environment are rational. 5. Promoting the philosophy of follow-up and continuous improvement. 6. Helping the student to ensure accountability and ensure the quality of academic programs. 	General bacteriology; History and scope	<ol style="list-style-type: none"> 1. Cooperative education strategy. 2. Education strategy brainstorming. 3. Education strategy collaborative concept planning. 4. Education strategy real time feedback 5. Education strategy notes series. 6. Education strategy by exchanging opinions and discussion. 7. Education strategy by presenting information. 8. Education strategy through training and presenting scientific developments. 	Daily, oral and written examinations, reports, discussions.
3-4	2	=	Morphology of bacteria; Nutritional requirement of bacteria	=	
5-6	2	=	Bacterial metabolism; Infection; Classification; Bacterial & viral infections.	=	=
7-13	2	=	Systematic bacteriology; Staphylococcus; Neisseria; Corynebacteria; Mycobacteria; Bacillus; & Clostridium	=	=
14	2	=	Enterobacteriaceae, Salmonella, E. coli, shiield	=	=
15	2	=	Pseudomonas	=	=
16	2	=	Vibrio	=	=

17	2	=	Rubella	=	=
18	2	=	Hemophiles	=	=
19	2	=	Bordetella	=	=
20	2	=	Spirochetes	=	=
21	2	=	Rickettsia	=	=
22	2	=	Chlamydia and mycoplasma	=	=
23	2	=	Immunology; immunity	=	=
24	2	=	Antigens	=	=
25	2	=	Antibodies; immunoglobulin	=	=
26	2	=	Antigen and Antibody reaction, The complement system	=	=
27-	2	=	Structure and function of immune system, The immune response	=	=
28	2	=	Hypersensitivity	=	=
29	2	=	Some important virus diseases; Hepatitis B	=	=
30	2	=	General bacteriology; History and scope	=	=

11. Course Structure (B) Practical lectures

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	<p>1. Raising the level of motivation for learning of its various types: internal motivation, social motivation, and achievement motivation.</p> <p>2. Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress.</p> <p>3. Creating opportunities to implement a collective planning approach to the curriculum, and for cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure that decisions related to the curricula and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure</p>	Safety in Microbiology Lab. And the main equipment	<p>1. Cooperative education strategy.</p> <p>2. Education strategy brainstorming.</p> <p>3. Education strategy collaborative concept planning.</p> <p>4. Education strategy real time feedback</p> <p>5. Education strategy notes series.</p> <p>6. Education strategy by exchanging opinions and discussion.</p> <p>7. Education strategy by presenting information.</p> <p>8. Education strategy through training and presenting scientific developments.</p>	Daily, oral and written examinations, reports, discussions.

		accountability and ensure the quality of academic programs.			
2	2	=	Electron microscope usage	=	
3	2	=	Equipment of Sterilization and disinfection	=	=
4	2	=	Media and nutrient preparation	=	=
5	2	=	Solid, semisolid, and liquid media	=	=
6	2	=	Isolation of bacteria from urine, blood, soil	=	=
7	2	=	Cultivation of bacteria	=	=
8	2	=	Preparation of smear	=	=
9	2	=	Staining and the types of stain	=	=
10	2	=	Differences between Gram +ve and Gram -ve stain	=	=
11	2	=	Morphology of bacteria (shapes)	=	=
12	2	=	Cocci shape bacteria	=	=
13	2	=	Bacilli shape bacteria	=	=
14	2	=	Spiral and filamentous shapes of bacteria	=	=
15-27	2	=	Show slide about Neisseria genus of bacteria; Show slide about Staphylococcus. genus of bacteria; Show slide about Vibrio cholera bacteria; Show slide about Escherichia coli bacteria; Show slide about Pseudomonas aeruginosa bacteria ; Show slide about Bordet Ella genus of bacteria; Show slides about Bacillus genus of bacteria; Show slide about Proteus genus of bacteria; Show slide about Hemophilus genus of bacteria	=	=
28	2	=	Show slides of some pathogenic bacteria	=	=
29	2	=	Visit Genetic engineering center for practice (PCR Techniques)	=	=
30	2	=	Visit Biotechnology center for practice (ELISA)	=	=

12. 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

13. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)	<ol style="list-style-type: none"> 1. Bergey's Manual of Systematic Bacteriology by John G. Holt (Editor); Noel R. Krieg (Editor) 3. Biochemical Tests for Identification of Medical Bacteria, Jean F. Mac McFadden Lippincott Williams & Wilkins. 4. Sherris Medical Microbiology, Seventh Edition.
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. Journal of Clinical Microbiology 2. Critical Reviews in Microbiology 3. Nature Reviews Microbiology 4. Journal of Virology 5. The ISME Journal 6. FEMS Microbiology Reviews 7. Journal of Bacteriology 8. International Journal of Food Microbiology 9. Microbiology and Molecular Biology Reviews
Electronic References, Websites	<ol style="list-style-type: none"> 1. American Society for Microbiology 2. "to advance microbiological sciences through the pursuit of scientific knowledge and dissemination of the results of fundamental and applied research." 3. Careers blog at ASM 4. Useful career info, from choosing a post-doc position to HOW TO FIND THE SCIENCE CAREER FOR YOU 5. Microbiology Society 6. Membership organization for scientists who work in all areas of microbiology. Largest in Europe. 7. Society for Industrial Microbiology 8. "Nonprofit, international association dedicated to the advancement of microbiological sciences, especially as they apply to industrial products, biotechnology, materials, and processes."



Academic Program and Course Description Guide

2024

Course Description Form

1- Course name
Epidemiology
2- Course Code
3- Semester / Year: 29/2/2024
4- Description Preparation Date:
5- Available Attendance Forms:
6- Number of Credit Hours (Total) / Number of Units (Total)
7- Course administrator's name (mention all, if more than one name)
Lecturer: Mohammed Malih Radhi Mohammed.amri92@gmail.com

8- Course Objectives

General goal: to know how diseases occur and how to analyze the occurrence of epidemics.

Specific objective: Calculating the spread of diseases, calculating the different rates of diseases and deaths, and how infectious diseases are transmitted and controlled.

9- Teaching and Learning Strategies

Strategy

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

10- Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	weeks
Daily quizzes, oral and written exams, reports, and discussions	-Cooperative Learning Strategy. Brainstorming Education Strategy. -Cooperative Concept Mapping Education Strategy. Real-Time Feedback Education Strategy. Observation Chain Education Strategy. Opinion Exchange and Discussion Education Strategy. Information Presentation Education Strategy. Training and Presenting Scientific Updates Education Strategy.	Definition & objective of epidemiology	1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement motivation. 2-Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3-Creating opportunities to implement collaborative curriculum planning and to foster cooperation among faculty members to identify gaps and repetitions. 4-Assisting students in ensuring that curriculum and educational environment-related decisions are sound. 5-Promoting a philosophy of continuous monitoring and improvement. 6-Helping students to affirm accountability and ensure the quality of academic programs.	2	1-2
=	=		=	2	3-5
=	=	Definition & objective of epidemiology	=	2	6-7
=	=	Definition & objective of epidemiology	=	2	8-9
=	=	Epidemiology of infectious diseases	=	2	10-11

=	=	Epidemiology of infectious diseases	=	2	12-13
=	=	Agents & mode of transmission	=	2	14-16
=	=	Agents & mode of transmission	=	2	17-18
=	=	Agents & mode of transmission	=	2	19-20
=	=	Herd immunity	=	2	21
=	=	The effect of environment	=	2	22-24
=	=	The effect of environment	=	2	25-26
=	=	Exploring diseases occurrence	=	2	27-28
=	=	Exploring diseases occurrence-place	=	2	29-30

10-Course structure (practical)

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	weeks
Daily quizzes, oral and written exams, reports, and discussions	-Cooperative Learning Strategy. -Brainstorming Education Strategy. -Cooperative Concept Mapping Education Strategy. -Real-Time Feedback Education Strategy. -Observation Chain Education Strategy. -Opinion Exchange and Discussion Education Strategy. -Information Presentation Education Strategy. -Training and Presenting Scientific Updates Education Strategy.	Training for calculation	1.Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement motivation. 2. Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3. Creating opportunities to implement collaborative curriculum planning and to foster cooperation among faculty members to identify gaps and repetitions. 4. Assisting students in ensuring that curriculum and educational environment-related decisions are sound. 5. Promoting a philosophy of continuous monitoring and improvement. 6. Helping students to affirm accountability and ensure the quality of academic programs.	2	1
=	=	Incidence rate	=	2	2-4
=	=	Incidence rate	=	2	5
=	=	Prevalence rate	=	2	7-6
=	=	Prevalence rate	=	2	10-9-8
=	=	Mortality rate	=	2	12-11
=	=	Training for problem	=	2	13
=	=	Specificity	=	2	15-14
=	=	Specificity	=	2	1716-
=	=	Validity	=	2	19-18
=	=	Validity	=	2	21-20
=	=	Seminars & example	=	2	22-24
=	=	Case control study	=	2	25-28

=	=	Cross-section study	=	2	29-30
11– Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
12– Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Rothman KJ, Greenland S, Lash TL. Modern epidemiology. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins; 2008 Sep 20. Rothman KJ. Epidemiology: an introduction. Oxford university press; 2012 May 4.			
-Main references (sources)		<ul style="list-style-type: none"> • Journal of Clinical Microbiology • Critical Reviews in Microbiology • Nature Reviews Microbiology • Journal of Virology • The ISME Journal 			
Recommended books and references (scientific journals, reports...)		Szklo M, Nieto FJ. Epidemiology: beyond the basics. Jones & Bartlett Publishers; 2014.			
Electronic References, Websites		Google scholar			

Course Description Form

1. Course Name: Communicable Diseases I	
2. Course Code:	
3. Semester / Year: First semester/ Second stage	
4. Description Preparation Date:14-2-2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) 6/4	
7. Course administrator's name (mention all, if more than one name)	
Name: Manar Kareem Al-Quraishy Email: manar.fadelckm@atu.edu.iq	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. The student learns about diseases that are transmitted from humans to humans or from animals to humans. 2. That the student becomes familiar with the methods of disease transmission in general and the definitions used in the course. 3. The student learns about diseases caused by viruses and bacteria. 4. Learns how to control or prevent communicable diseases.
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Note-taking and summarizing strategy. 2. Self-questioning strategy. 3. Brainstorming strategy. 4. Cooperative learning strategy. 5. Reciprocal teaching or discussion strategy 6. Education strategy by presenting information. 7. Education strategy through training and presenting scientific development 8. Strategy for developing thinking.
10. Course Structure	
A/ Theoretical	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	1. Raising the level of motivation for learning of its various types internal motivation, social motivation, and achievement motivation. 2. Encouraging self-directed independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3. Creating opportunities to implement a collective planning approach to the curriculum, and cooperation among faculty members to identify gaps and repetitions. 4. Helping the student to ensure decisions related to the curriculum and educational environment are rational. 5. Promoting the philosophy of follow-up and continuous improvement. 6. Helping the student to ensure accountability and ensure the quality of academic programs.	General bacteriology; History scope	1. Note-taking and summarizing strategy. 2. Self-questioning strategy. 3. Brainstorming strategy. 4. Cooperative learning strategy. 5. Reciprocal teaching or discussion strategy. 6. Education strategy by presenting information. 7. Education strategy through training and presenting scientific developments. 8. Strategy for developing thinking	Daily, oral and written examinations, reports, discussions.
2	2	=	Transmission of infectious diseases	=	=
3	2	=	Isolation measures for infectious diseases.	=	=
4-6	2	=	Definitions	=	=
7	2	=	Viral diseases	=	=
8	2	=	Measles	=	=
9	2	=	Rubella	=	=
10	2	=	Congenital rubella	=	=
11	2	=	Chicken pox and herpes zoster	=	=
12	2	=	Small pox	=	=
13	2	=	Common cold and influenza	=	=
14	2	=	Enter –virus , poliomyelitis	=	=
15	2	=	Rabies	=	=
		=	Mumps and infectious mononucleosis	=	=

B/ Practical

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1	4	<p>1. Raising the level of motivation for learning of its various types: internal motivation, social motivation, and achievement motivation.</p> <p>2. Encouraging self-directed independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress.</p> <p>3. Creating opportunities to implement a collective planning approach to the curriculum, and cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure decisions related to the curriculum and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure accountability and ensure quality of academic programs.</p>	Introduction to the meaning of prevention control	<p>1. Note-taking and summarizing strategy.</p> <p>2. Self-questioning strategy.</p> <p>3. Brainstorming strategy.</p> <p>4. Cooperative learning strategy.</p> <p>5. Reciprocal teaching or discussion strategy.</p> <p>6. Education strategy by presenting information.</p> <p>7. Education strategy through training and presenting scientific developments.</p> <p>8. Strategy for developing thinking.</p>	Daily, oral and written examinations, reports, discussions.
2	4	=	Definition of the technical terms used in the subject	=	=
3	4	=	Transmission of infectious diseases	=	=
4-6	4	=	Isolation measures of infectious diseases	=	=
7	4	=	Epidemiological triad	=	=
8	4	=	Agent	=	=
9	4	=	Host	=	=
10	4	=	Environment	=	=
11	4	=	Chain of events in an infectious process – reservoir	=	=
12	4	=	Chain of events in an infectious process – point of exit	=	=
13	4	=	Chain of events in an infectious process – agent transmission and entry	=	=
14	4	=	Chain of events of events in an infectious process host	=	=
15	4	=	Introduction to the meaning of prevention control	=	=

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)

Main references (sources)	<ul style="list-style-type: none"> • Methodology Research by C.R. Kothari • Hand book of Research Methodology by Dr. S. B.M. & Shashi Alok • Research Methodology Concise Book by M. Yahya Al-Nour • Research Methodology by Dr. Nishikant Jha • Research Methodology and Scientific Writing by George Thomas • Methodology of educational research by Lokesh K
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Fundamentals of Research methodology book • Methods in educational research book • Methodology articles by BMC Medical Research Methodology • National Institute of Health in research Methodology • International Journal of Research and Review
Electronic References, Websites	<ul style="list-style-type: none"> • San Jose State University • The University of Western Australia • The University of Edinburgh web. • Science Direct.com

Course Description Form

1. Course Name: Communicable Diseases II	
2. Course Code:	
3. Semester / Year: Second semester/ Second stage	
4. Description Preparation Date:14-2-2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) 6/4	
7. Course administrator's name (mention all, if more than one name)	
Name: Manar Kareem Al-Quraishy Email: manar.fadelckm@atu.edu.iq	
8. Course Objectives	
Course Objectives	1. The student learns about diseases that are transmitted from humans to humans or from animals to humans. 2. That the student becomes familiar with the methods of disease transmission in general and the definitions used in the course. 3. The student learns about diseases caused by viruses and bacteria. 4. Learns how to control or prevent communicable diseases.
9. Teaching and Learning Strategies	
Strategy	1. Note-taking and summarizing strategy. 2. Self-questioning strategy. 3. Brainstorming strategy. 4. Cooperative learning strategy. 5. Reciprocal teaching or discussion strategy 6. Education strategy by presenting information. 7. Education strategy through training and presenting scientific development 8. Strategy for developing thinking.
10. Course Structure	
A/ Theoretical	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	<p>1. Raising the level of motivation for learning of its various types internal motivation, social motivation, and achievement motivation.</p> <p>2. Encouraging self-directed independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress.</p> <p>3. Creating opportunities to implement a collective planning approach to the curriculum, and cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure decisions related to the curriculum and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure accountability and ensure the quality of academic programs.</p>	Arthropod born viral diseases	<p>1. Note-taking and summarizing strategy.</p> <p>2. Self-questioning strategy.</p> <p>3. Brainstorming strategy.</p> <p>4. Cooperative learning strategy.</p> <p>5. Reciprocal teaching or discussion strategy.</p> <p>6. Education strategy by presenting information.</p> <p>7. Education strategy through training and presenting scientific developments.</p> <p>8. Strategy for developing thinking.</p>	Daily, oral and written examinations, reports, discussions.
2	2	=	Hepatitis virus A	=	=
3	2	=	Hepatitis virus B	=	=
4	2	=	Hepatitis virus C	=	=
5	2	=	AID	=	=
6	2	=	Whooping cough	=	=
7	2	=	Diphtheria	=	=
8	2	=	Clostridia infections – tetanus	=	=
9	2	=	Tetanus neonatorum	=	=
10	2	=	Brucellosis	=	=
11	2	=	Anthrax	=	=
12-13	2	=	Bacterial meningitis	=	=
14	2	=	Viral meningitis	=	=
15	2	=	Revision of prevention measures	=	=

B/ Practical

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1-3	4	<p>1. Raising the level of motivation for learning of its various types internal motivation, social motivation, and achievement motivation.</p> <p>2. Encouraging self-directed independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress.</p> <p>3. Creating opportunities to implement a collective planning approach to the curriculum, and cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure decisions related to the curriculum and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure accountability and ensure quality of academic programs.</p>	Diseases statistics , incidence , prevalence , mortality rate and case	<p>1. Note-taking and summarizing strategy.</p> <p>2. Self-questioning strategy.</p> <p>3. Brainstorming strategy.</p> <p>4. Cooperative learning strategy.</p> <p>5. Reciprocal teaching or discussion strategy.</p> <p>6. Education strategy by presenting information.</p> <p>7. Education strategy through training and presenting scientific developments.</p> <p>8. Strategy for developing thinking</p>	Daily, oral and written examinations, reports, discussions.
4	4	=	Epidemic measures in control of infectious diseases	=	=
5	4	=	Health education in infectious diseases	=	=
6	4	=	Notification of diseases	=	=
7	4	=	International measures in control of infectious diseases	=	=
8-10	4	=	Control of blood borne diseases	=	=
11	4	=	Control of water and food borne diseases	=	=
12	4	=	Control of arthropod borne diseases	=	=
13	4	=	Visits to the communicable diseases center	=	=
14	4	=	Visit to the T.B institute	=	=
15	4	=	Visit to the isolation hospital	=	=

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)	
Main references (sources)	<ul style="list-style-type: none"> • Methodology Research by C.R. Kothari • Hand book of Research Methodology by Dr. S. B.M. & Shashi Alok • Research Methodology Concise Book by M. Yahya Al-Nour • Research Methodology by Dr. Nishikant Jha

	<ul style="list-style-type: none"> • Research Methodology and Scientific Writing by George Thomas • Methodology of educational research by Lokesh K
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Fundamentals of Research methodology book • Methods in educational research book • Methodology articles by BMC Medical Research Methodology • National Institute of Health in research Methodology • International Journal of Research and Review
Electronic References, Websites	<ul style="list-style-type: none"> • San Jose State University • The University of Western Australia • The University of Edinburgh web. • Science Direct.com

Course Description Form

1. Course Name: Communicable Diseases II	
2. Course Code:	
3. Semester / Year: Second semester/ Second stage	
4. Description Preparation Date:14-2-2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) 6/4	
7. Course administrator's name (mention all, if more than one name)	
Name: Manar Kareem Al-Quraishy Email: manar.fadelckm@atu.edu.iq	
8. Course Objectives	
Course Objectives	1. The student learns about diseases that are transmitted from humans to humans or from animals to humans. 2. That the student becomes familiar with the methods of disease transmission in general and the definitions used in the course. 3. The student learns about diseases caused by viruses and bacteria. 4. Learns how to control or prevent communicable diseases.
9. Teaching and Learning Strategies	
Strategy	1. Note-taking and summarizing strategy. 2. Self-questioning strategy. 3. Brainstorming strategy. 4. Cooperative learning strategy. 5. Reciprocal teaching or discussion strategy 6. Education strategy by presenting information. 7. Education strategy through training and presenting scientific development 8. Strategy for developing thinking.
10. Course Structure	
A/ Theoretical	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	<p>1. Raising the level of motivation for learning of its various types internal motivation, social motivation, and achievement motivation.</p> <p>2. Encouraging self-directed independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress.</p> <p>3. Creating opportunities to implement a collective planning approach to the curriculum, and cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure decisions related to the curriculum and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure accountability and ensure the quality of academic programs.</p>	Arthropod born viral diseases	<p>1. Note-taking and summarizing strategy.</p> <p>2. Self-questioning strategy.</p> <p>3. Brainstorming strategy.</p> <p>4. Cooperative learning strategy.</p> <p>5. Reciprocal teaching or discussion strategy.</p> <p>6. Education strategy by presenting information.</p> <p>7. Education strategy through training and presenting scientific developments.</p> <p>8. Strategy for developing thinking.</p>	Daily, oral and written examinations, reports, discussions.
2	2	=	Hepatitis virus A	=	=
3	2	=	Hepatitis virus B	=	=
4	2	=	Hepatitis virus C	=	=
5	2	=	AID	=	=
6	2	=	Whooping cough	=	=
7	2	=	Diphtheria	=	=
8	2	=	Clostridia infections – tetanus	=	=
9	2	=	Tetanus neonatorum	=	=
10	2	=	Brucellosis	=	=
11	2	=	Anthrax	=	=
12-13	2	=	Bacterial meningitis	=	=
14	2	=	Viral meningitis	=	=
15	2	=	Revision of prevention measures	=	=

B/ Practical

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1-3	4	<p>1. Raising the level of motivation for learning of its various types internal motivation, social motivation, and achievement motivation.</p> <p>2. Encouraging self-directed independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress.</p> <p>3. Creating opportunities to implement a collective planning approach to the curriculum, and cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure decisions related to the curriculum and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure accountability and ensure quality of academic programs.</p>	Diseases statistics , incidence , prevalence , mortality rate and case	<p>1. Note-taking and summarizing strategy.</p> <p>2. Self-questioning strategy.</p> <p>3. Brainstorming strategy.</p> <p>4. Cooperative learning strategy.</p> <p>5. Reciprocal teaching or discussion strategy.</p> <p>6. Education strategy by presenting information.</p> <p>7. Education strategy through training and presenting scientific developments.</p> <p>8. Strategy for developing thinking</p>	Daily, oral and written examinations, reports, discussions.
4	4	=	Epidemic measures in control of infectious diseases	=	=
5	4	=	Health education in infectious diseases	=	=
6	4	=	Notification of diseases	=	=
7	4	=	International measures in control of infectious diseases	=	=
8-10	4	=	Control of blood borne diseases	=	=
11	4	=	Control of water and food borne diseases	=	=
12	4	=	Control of arthropod borne diseases	=	=
13	4	=	Visits to the communicable diseases center	=	=
14	4	=	Visit to the T.B institute	=	=
15	4	=	Visit to the isolation hospital	=	=

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)	
Main references (sources)	<ul style="list-style-type: none"> • Methodology Research by C.R. Kothari • Hand book of Research Methodology by Dr. S. B.M. & Shashi Alok • Research Methodology Concise Book by M. Yahya Al-Nour • Research Methodology by Dr. Nishikant Jha

	<ul style="list-style-type: none"> • Research Methodology and Scientific Writing by George Thomas • Methodology of educational research by Lokesh K
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Fundamentals of Research methodology book • Methods in educational research book • Methodology articles by BMC Medical Research Methodology • National Institute of Health in research Methodology • International Journal of Research and Review
Electronic References, Websites	<ul style="list-style-type: none"> • San Jose State University • The University of Western Australia • The University of Edinburgh web. • Science Direct.com

Course Description Form

1. Course Name: pharmacology

2. Course Code: Second semester/ Second stage

3. Semester / Year: semester

4. Description Preparation Date:

5. Available Attendance Forms:

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

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

Name: Saad saleem Raheem

Email: kuh.sad@atu.edu.iq

8. Course Objectives

Course Objectives	<ol style="list-style-type: none"> 1. At the end of the academic year, the student will be able to know the Groups of medications as well as the most important medications used in pharmacy and hospitals. 2. The student learns about chronic diseases and their effects on the body and its effectiveness
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9. Teaching and Learning Strategies

Strategy	Cooperative education strategy. Technical strategy brainstorming. education strategy collaborative concept planning. Education strategy real-time feedback. Education strategy note series. Education strategy by exchanging opinion and discussion. education strategy by presenting information. Education strategy through training and presenting scientific development
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10. Course Structure–theory

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1	2	<p>1. Raising the level of motivation for learning of its various types: 2. internal motivation, social motivation, and achievement motivation. 3. Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 4. Creating opportunities to implement a collective 5. Promoting the philosophy of follow-up and continuous improvement. 6. Helping the student to ensure the quality of academic programs.</p> <p>Planning proach to the curriculum, and for cooperation among Faculty members to identify gaps and repetitions.</p>	Pharmacology definitions	<p>Cooperative education strategy. Teaching strategy brainstorming. Education strategy collaborative concept planning. Education strategy real-time feedback Education strategy notes series. Education strategy by exchanging opinions and discussion. Education strategy by presenting information. Education strategy through training and presentation Scientific developments.</p>	<p>Daily exams Oral and written reports, discussions</p>
3-5	2	=	Pharmacokinetics, Basic & clinical aviation of new drug.	=	=

6-7	2	=	Drugs acting autonomic nervous syst Introduction, Cholinoceptor activating dr Cholinoceptor blocking dr Adrenoceptor activating dr Adrenoceptor blocking drugs	=	=
8-9	2	=	Drug acting cardiovascular system Antihypertensi Antianginal, Cardiac glyco & other dr used congestive, H failure, arrhythmias	=	=
10-11	2	=	Drugs acting renal sys diuretics:	=	=
12-13	2	=	Autacoids polypeptides, Histamine & blocks Seroto Ergot alkalo Prostaglandin,	=	=

14-16	2	=	Drugs acting respiratory system, Respiratory center stimu Antitussives, Drugs used bronchial asthr	=	=
17-18	2	=	Drugs acting central nerv system, Anxiolytics sedative hypnotics, Antiepileptic, General anesthetics, L anesthetic, Skeletal mus relaxants, parkinsonism, Antipsychotics antigenic, Antidepressant Opioid agonis antagonists, C stimulants, D of abuse	=	=

19-20	2	=	Drugs acting hematopoietic system, B1 forming ag Agents used hyperlipidemia Drugs used disorders coagulation	=	=
21-22	2	=	Drugs used treat inflammation, Non – steroid anti-inflammat agnate, Non opined analge Drugs used gout	=	=
23-24	2	=	Drugs used peptic ulc Anti-emetics, Anti-diarrthoca laxatives	=	=

25-26	2	=	Endocrine dr Hypothalamic pituitary hormones, Thyroid & a thyroid dr Adrenocorticoids adrenocortical agent, gondolas hormones inhibitors, Pancreatic hormones & a diabetics, Ag that affect b mineral homeostasis.	=	=
27-28	2	=	Chemotherape s	=	=

29-30	2	=	Principles antimicrobials drugs ac penicillin's: Cephalosporin Chloramphenic & tetracyclin Amino glycos & polymyx Anti-mycobacterial, Sulfonamides trimethoprim, Antifungal, Antiviral Uri antiseptics, Disinfectant, A parasitic, Antiprotozoal, Anti-helminthi Cancer chemotherapy, Immune-pharmacology, Toxicology,	=	=
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Course Structure–practical

Hour	Require Learnin Outcom	Unit or subject name	Learning meth	Evaluation meth	Hours
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1	2	<p>1. Raising the level of motivation for learning of its v arious internal motivation, social motivation, and achievement motivation.</p> <p>6. Encouraging self-directed and independent learning students can take responsibility for their studies and ability to measure their academic progress.</p> <p>7. Creating opportunities to implement a collective</p> <p>8. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure the quality of academic</p> <p>Planning proach to the curriculum, and for cooperation among</p> <p>Faculty members to identify gaps and repetitions.</p>	Pharmacology definitions	<p>Cooperative education strategy.</p> <p>Teaching strategy brainstorming.</p> <p>Education strategy collaborative concept planning</p> <p>Education strategy real-time feedback</p> <p>Education strategy notes series.</p> <p>Education strategy by exchanging opinions and discussion.</p> <p>Education strategy by presenting information.</p> <p>Education strategy through training and presentation</p> <p>Scientific developments.</p>	<p>Daily exams</p> <p>Oral written reports, discussions</p>
3-2-1	2	=	pharmacokinetics	=	=

5-4	2	=	Routes administrations	=	=
7-6	2	=	Kinetics of fixed dose / fixed time interval regimens	=	=
10-9-	2	=	Quantitative Aspects of Renal Drug Elimination	=	=
12-11	2	=	pharmacodynamic	=	=
13	2	=	Applications ELIZA	=	=
15-14	2	=	Basic formula	=	=
1716-	2	=	Maintenance Dose	=	=

19-18	2	=	Loading Dose	=	=
21-20	2	=	Pediatric Dose	=	=
23-22	2	=	Cromatography	=	=
25-24	2	=	Synthesis of Aspirin	=	=
28-27	2	=	Metrology	=	=
30-29	2	=	How to prepare solutions percentage	=	=

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)	<p>-Richard A.Harvey ,Pamela C.Champe , Finkel, Richard; Clark, Michelle A.; Cubeddu, and Luigi X. (2009). Lippincott's Illustrated Reviews: Pharmacology, 4th Edition.</p> <p>-Teferra Abula, Srinivasa A.Rao, Amare Mengistu, Solomomon Worku, Eshetu Legesse, Musie Aberra ,and Dawit (2004).PHARMACOLOGY.University of Gondar ,In collaboration with the Ethiopia Public Health Training Initiative, The Carter Center, the Ethiopia Ministry of Health, and the Ethiopia Ministry of Education.</p>
Main references (sources)	Lippincott , Illustrated Reviews: Pharmacology, Sixth Edition
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: pharmacology

2. Course Code: First semester/ Second stage

3. Semester / Year: semester

4. Description Preparation Date:

5. Available Attendance Forms:

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

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

Name: Saad saleem Raheem

Email: kuh.sad@atu.edu.iq

8. Course Objectives

Course Objectives	<ol style="list-style-type: none"> 1. At the end of the academic year, the student will be able to know the Groups of medications as well as the m important medications used in pharmacy and hospitals. 2. The student learns about chronic diseases and their effects on the body and its effectiveness
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9. Teaching and Learning Strategies

Strategy	Cooperative education strategy. Technical strategy brainstorming. education strategy collaborative concept planning. Education strategy real-time feedback. Education strategy note series. Education strategy by exchanging opinion and discussion. education strategy by presenting information. Education strategy through training and presenting scientific development
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10. Course Structure–theory

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1	2	<p>1. Raising the level of motivation for learning of its various types: 2. internal motivation, social motivation, and achievement motivation. 3. Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 4. Creating opportunities to implement a collective 5. Promoting the philosophy of follow-up and continuous improvement. 6. Helping the student to ensure the quality of academic programs.</p> <p>Planning proach to the curriculum, and for cooperation among Faculty members to identify gaps and repetitions.</p>	Pharmacology definitions	<p>Cooperative education strategy. Teaching strategy brainstorming. Education strategy collaborative concept planning. Education strategy real-time feedback Education strategy notes series. Education strategy by exchanging opinions and discussion. Education strategy by presenting information. Education strategy through training and presentation Scientific developments.</p>	<p>Daily exams Oral and written reports, discussions</p>
3-5	2	=	Pharmacokinetics, Basic & clinical aviation of new drug.	=	=

6-7	2	=	Drugs acting autonomic nervous syst Introduction, Cholinoceptor activating dr Cholinoceptor blocking dr Adrenoceptor activating dr Adrenoceptor blocking drugs	=	=
8-9	2	=	Drug acting cardiovascular system Antihypertensi Antianginal, Cardiac glyco & other dr used congestive, H failure, arrhythmias	=	=
10-11	2	=	Drugs acting renal sys diuretics:	=	=
12-13	2	=	Autacoids polypeptides, Histamine & blocks Seroto Ergot alkalo Prostaglandin,	=	=

14-16	2	=	Drugs acting respiratory system, Respiratory center stimulant, Antitussives, Drugs used bronchial asthma	=	=
17-18	2	=	Drugs acting central nervous system, Anxiolytics sedative hypnotics, Antiepileptic, General anesthetics, Local anesthetic, Skeletal muscle relaxants, parkinsonism, Antipsychotics antiepileptic, Antidepressant Opioid agonists antagonists, Cocaine stimulants, Drugs of abuse	=	=

19-20	2	=	Drugs acting hematopoietic system, B1 forming ag Agents used hyperlipidemia Drugs used disorders coagulation	=	=
21-22	2	=	Drugs used treat inflammation, Non – steroid anti-inflammat agnate, Non opined analge Drugs used gout	=	=
23-24	2	=	Drugs used peptic ulc Anti-emetics, Anti-diarrthoca laxatives	=	=

25-26	2	=	Endocrine dr Hypothalamic pituitary hormones, Thyroid & a thyroid dr Adrenocorticoids adrenocortical agent, gondolas hormones inhibitors, Pancreatic hormones & a diabetics, Ag that affect b mineral homeostasis.	=	=
27-28	2	=	Chemotherape s	=	=

29-30	2	=	Principles antimicrobials drugs ac penicillin's: Cephalosporin Chloramphenic & tetracyclin Amino glycos & polymyx Anti-mycobacterial, Sulfonamides trimethoprim, Antifungal, Antiviral Uri antiseptics, Disinfectant, A parasitic, Antiprotozoal, Anti-helminthi Cancer chemotherapy, Immune-pharmacology, Toxicology,	=	=
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Course Structure–practical

Hour	Require Learnin Outcom	Unit or subject name	Learning meth	Evaluation meth	Hours
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1	2	<p>1. Raising the level of motivation for learning of its v arious internal motivation, social motivation, and achievement motivation.</p> <p>6. Encouraging self-directed and independent learning students can take responsibility for their studies and ability to measure their academic progress.</p> <p>7. Creating opportunities to implement a collective</p> <p>8. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure the quality of academic</p> <p>Planning proach to the curriculum, and for cooperation among</p> <p>Faculty members to identify gaps and repetitions.</p>	Pharmacology definitions	<p>Cooperative education strategy.</p> <p>Teaching strategy brainstorming.</p> <p>Education strategy collaborative concept planning</p> <p>Education strategy real-time feedback</p> <p>Education strategy notes series.</p> <p>Education strategy by exchanging opinions and discussion.</p> <p>Education strategy by presenting information.</p> <p>Education strategy through training and presentation</p> <p>Scientific developments.</p>	<p>Daily exams</p> <p>Oral written reports, discussions</p>
3-2-1	2	=	pharmacokinetics	=	=

5-4	2	=	Routes administrations	=	=
7-6	2	=	Kinetics of fixed dose / fixed time interval regimens	=	=
10-9-	2	=	Quantitative Aspects of Renal Drug Elimination	=	=
12-11	2	=	pharmacodynamic	=	=
13	2	=	Applications ELIZA	=	=
15-14	2	=	Basic formula	=	=
1716-	2	=	Maintenance Dose	=	=

19-18	2	=	Loading Dose	=	=
21-20	2	=	Pediatric Dose	=	=
23-22	2	=	Cromatography	=	=
25-24	2	=	Synthesis of Aspirin	=	=
28-27	2	=	Metrology	=	=
30-29	2	=	How to prepare solutions percentage	=	=

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)	<p>-Richard A.Harvey ,Pamela C.Champe , Finkel, Richard; Clark, Michelle A.; Cubeddu, and Luigi X. (2009). Lippincott's Illustrated Reviews: Pharmacology, 4th Edition.</p> <p>-Teferra Abula, Srinivasa A.Rao, Amare Mengistu, Solomomon Worku, Eshetu Legesse, Musie Aberra ,and Dawit (2004).PHARMACOLOGY.University of Gondar ,In collaboration with the Ethiopia Public Health Training Initiative, The Carter Center, the Ethiopia Ministry of Health, and the Ethiopia Ministry of Education.</p>
Main references (sources)	Lippincott , Illustrated Reviews: Pharmacology, Sixth Edition
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: Methodology					
2. Course Code:					
3. Semester / Year: Third stage					
4. Description Preparation Date: 14-2-2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total) 1/2					
7. Course administrator's name (mention all, if more than one name)					
Name: Manar Kareem Al-Quraishy					
Email: manar.fadelckm@atu.edu.iq					
8. Course Objectives					
Course Objectives		<ol style="list-style-type: none"> 1. The student must learn about the different types of studies, how to conduct them, and the objectives and obstacles of each study. 2. Learn about methods of research models and conducting statistical analyses. 3. The student must be able to prepare the research properly. 			
9. Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Note-taking and summarizing strategy. 2. Self-questioning strategy. 3. Brainstorming strategy. 4. Cooperative learning strategy. 5. Reciprocal teaching or discussion strategy 6. Education strategy by presenting information. 7. Education strategy through training and presenting scientific development 8. Strategy for developing thinking. 			
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
1	1	<p>1. Raising the level of motivation for learning of its various types: internal motivation, social motivation, and achievement motivation.</p> <p>2. Encouraging self-directed independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress.</p> <p>3. Creating opportunities to implement a collective planning approach to the curriculum, and cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure decisions related to the curriculum and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure accountability and ensure the quality of academic programs.</p>	Research; definition, characteristics & type	<p>1. Note-taking and summarizing strategy.</p> <p>2. Self-questioning strategy.</p> <p>3. Brainstorming strategy.</p> <p>4. Cooperative learning strategy.</p> <p>5. Reciprocal teaching or discussion strategy.</p> <p>6. Education strategy by presenting information.</p> <p>7. Education strategy through training and presenting scientific developments.</p> <p>8. Strategy for developing thinking.</p>	Daily, oral and written examinations, reports, discussions.
2	1	=	The study population	=	=
3	1	=	Control group	=	=
4	1	=	Sampling	=	=
5	1	=	Design strategies in epidemiological: Descriptive studies, Analytic 5 studies	=	=
6	1	=	Types of epidemiological studies; Descriptive studies	=	=
7	1	=	Correlation studies	=	=
8	1	=	Case report & case series studies	=	=
9	1	=	Cross-sectional surveys	=	=
10	1	=	Case control studies: Issues in the design and conduct of case control	=	=
11	1	=	Issues in the analysis	=	=
12	1	=	Issues in the interpretation	=	=
13	1	=	Limitations	=	=
14	1	=	Cohort studies: Types of cohort studies	=	=
15	1	=	Issues in the design & conduct of cohort studies	=	=
16	1	=	Issues in analysis	=	=
17	1	=	Issues in the interpretation	=	=
18	1	=	Limitations	=	=
19	1	=	Intervention studies	=	=
20	1	=	Types of intervention studies	=	=

21	1	=	Unique problem of intervention studies	=	=
22	1	=	Issues in the design & con of clinical trials	=	=
23	1	=	Analysis of epidemiology studies	=	=
24	1	=	Evaluation the role of bias	=	=
25	1	=	Types of bias; control of b	=	=
26	1	=	Analysis of epidemiologic studies	=	=
27	1	=	Evaluating the role of confounding	=	=
28	1	=	<ul style="list-style-type: none"> • The nature of confounding 18 • Methods to control confounding in the design 	=	=
29	1	=	Methods to control confounding in the analysi	=	=
30	1	=	Revision & 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)	
Main references (sources)	<ul style="list-style-type: none"> • Methodology Research by C.R. Kothari • Hand book of Research Methodology by Dr. S B.M. & Shashi Alok • Research Methodology Concise Book by M Yahya Al-Nour • Research Methodology by Dr. Nishikant Jha • Research Methodology and Scientific Writing b George Thomas • Methodology of educational research by Lokesh K
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Fundamentals of Research methodology book • Methods in educational research book • Methodology articles by BMC Medical Research Methodology • National Institute of Health in research Methodology • International Journal of Research and Review
Electronic References, Websites	<ul style="list-style-type: none"> • San Jose State University • The University of Western Australia • The University of Edinburgh web. • Science Direct.com

**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

2024

Academic Program Description Form

University Name: Al-Furat Al-Awsat Technical University

Faculty: College of Health and Medical Techniques-Kufa

Scientific Department: Community Health Techniques

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

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

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

11. Faculty			
Faculty Members			
Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

	General	Special		Staff	Lecturer

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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

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

Course Description Form

1. Course Name:	
Communicable diseases	
2. Course Code:	
3. Semester / Year:	
Fourth stage	
4. Description Preparation Date:	
27-2-2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
6\8	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr.Zeena Kareem Gihad	
Email: zina.jehad@atu.edu.iq	
8. Course Objectives	
Course Objectives	<p>General objective: The student learns about the most important transmissible diseases and ways to control them.</p> <p>Special objective: To be able to delve into the areas of spread of communicable diseases and their methods transmission - methods of controlling them - measuring the rate of spread of the disease.</p>
9. Teaching and Learning Strategies	
Strategy	<p>Cooperative education strategy.</p> <p>Teaching strategy brainstorming.</p> <p>Education strategy collaborative concept planning.</p> <p>Education strategy real-time feedback</p> <p>Education strategy notes series.</p> <p>Education strategy by exchanging opinions and discussion.</p> <p>Education strategy by presenting information.</p>

Education strategy through training and presenting scientific developments.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name(Theoretical)	Learning method	Evaluation method
1	2	<p>Required learning outcomes</p> <ol style="list-style-type: none"> 1. Raising the level of motivation for learning of its various types: internal motivation, social motivation, and achievement motivation. 2. Encouraging self-directed and independent learning where students can take responsibility for their studies and have the ability to measure their academic progress. 3. Creating opportunities to implement a collective planning approach to the curriculum, and foster cooperation among faculty members to identify gaps and repetitions. 4. Helping the students to ensure that decisions related to the curriculum and educational environment are rational. 5. Promoting the philosophy of follow-up and continuous improvement. 6. Helping the students to ensure accountability and ensure the quality of academic programs. 	Sexually transmitted diseases syphilis	<p>Cooperative education strategy.</p> <p>Teaching strategy brainstorming.</p> <p>Education strategy collaborative concept planning.</p> <p>Education strategy real-time feedback</p> <p>Education strategy notes series.</p> <p>Education strategy by exchanging opinions and discussion.</p> <p>Education strategy by presenting information.</p> <p>Education strategy through training and presenting scientific developments.</p>	Daily exams Oral and written reports, discussion
2	2	=	Gonorrhoea	=	=
3-4	2	=	Diarrheal diseases; Diarrheal caused by E.coli	=	=
5	2	=	Acute Rota viral enteritis	=	=
6-7	2	=	Acute Rota viral enteritis	=	=
8-9	2	=	Food poisoning. staph aureus – B. cereus,	=	=

			Shigellosis; C. perferings		
10	2	=	Epidemic viral Gastroenteritis	=	=
11	2	=	Campylobacter enteri	=	=
12-25	2	=	Candia is; Dematophytosis; Giardiasis; Amoebia yellow fever' Leishmanaiasis; Mala Toxoplasmosis; pediculosis; Scabies; Teaniasis' Bilharzias is; Ascaria Hydatid diseases	=	=
26	2	=	Ancylostoma	=	=
27	2	=	Pin worm	=	=
28-30	2	=	Review of important topics	=	=
Week	Hours	Required Learning Outcomes	Unit or subject name(practical)	Learning method	Evaluation method
1-4	4	<p>1. Raising the level of motivation for learning of its various types: internal motivation, social motivation, and achievement motivation.</p> <p>2. Encouraging self-directed and independent learning where students can take responsibility for the studies and have the ability to measure the academic progress.</p> <p>3. Creating opportunities to implement a collective planning approach to the curriculum, and foster cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure that decisions related to the curriculum and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p>	Concept of prevention in general	<p>Cooperative education strategy.</p> <p>Teaching strategy brainstorming.</p> <p>Education strategy collaborative content planning.</p> <p>Education strategy real time feedback</p> <p>Education strategy note series.</p> <p>Education strategy exchanging opinions discussion.</p> <p>Education strategy presenting information</p> <p>Education strategy through training presenting scientific developments.</p>	<p>Daily exams</p> <p>Oral and written reports, discussions</p>

		6. Helping the student to ensure accountability and ensure the quality of academic program			
5	4	=	Visit to CDC to Prevention leishmaniasis in Iraq	=	=
6	4	=	Prevention of malaria in Iraq	=	=
7	4	=	Prevention of bilharzias in Iraq	=	=
8	4	=	Prevention toxoplasmosis in Iraq	=	=
9	4	=	Prevention hemorrhagic in Iraq	=	=
10-15	4	=	Visit to T.B. institute see the policy of DC program	=	=
16-22	4	=	Surveillance of disease	=	=
23-26	4	=	Investigation of epidemic	=	=
27-30	4	=	Outbreak investigation	=	=

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)	<ul style="list-style-type: none"> • Review of Preventive and Social Medicine • Case studies in infectious disease • Lippincott's guide to infectious disease • Communicable Disease Control and Health Protection Handbook
Main references (sources)	<ul style="list-style-type: none"> • 1. Abraham S. Benenson, 1995, Control of Communicable Diseases Manual, 16th edition, An Official Report of the American Public Health Association, The United Book Press, Inc, Baltimore. • 2. Davidson, S., 1999, Principles and Practice of Medicine, 18th edition, Harcourt, Edinburgh, London. • 3. Donowitz, 1996, Infection Control in the Child Care Center and Preschool, 3rd edition, Williams Wilkins, USA. • 4. Eshuis Manschot, 1978, Communicable Diseases: A Manual for Rural Health Workers, African Medical and Research Association, Nairobi. • 5. Harrison, S., 1998, Principles of Internal Medicine, 14th edition, McGraw-Hill, U.S.A • 6. Hegazi M. 1994, Applied Human Parasitology, 1st edition, The Scientific Book Centers, Cairo. • 7. Kozier, et al, 1995, Fundamentals of Nursing, 5th edition, Addison - Wesley, U.S.A

	<ul style="list-style-type: none"> • 8. Madeleine Fletcher, 1992, Principles and Practice of Epidemiology, Addis Ababa University, Ethiopia. • 9. Meseret Shiferaw, Haile Tena, 1990, A Manual for Students and Health Workers, Ministry of Health, Ethiopia. • 10. Ministry of Health, 1997, Manual of National Tuberculosis and Leprosy Control Program, 2nd edition
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Journal of Clinical Microbiology • Critical Reviews in Microbiology • Nature Reviews Microbiology • Journal of Virology • The ISME Journal • FEMS Microbiology Reviews • Journal of Bacteriology • International Journal of Food Microbiology • Microbiology and Molecular Biology Reviews
Electronic References, Websites	<ul style="list-style-type: none"> • American Society for Microbiology "to advance microbiological sciences through pursuit of scientific knowledge and dissemination of the results of fundamental and applied research". • Careers blog at ASM Useful career info, from choosing a post-doc position to HOW TO FIND THE SCIENCE CAREER FOR YOU • Microbiology Society Membership organization for scientists who work in all areas of microbiology. Largest in Europe. • Society for Industrial Microbiology "Nonprofit, international association dedicated to the advancement of microbiological sciences, especially as they apply to industrial production, biotechnology, materials, and processes".

Ministry of Higher Education and Scientific Research
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Accreditation
Accreditation Department



Academic Program and Course Description Guide

2024

Course Description Form

1- Course name
Occupational Safety
2- Course Code:Four
3- Semester / Year: 29/2/2024
4- Description Preparation Date:
5- Available Attendance Forms:
6- Number of Credit Hours (Total) / Number of Units (Total)
7- Course administrator's name (mention all, if more than one name)
Lecturer: Mohammed Malih Radhi Mohammed.amri92@gmail.com

8- Course Objectives

General objective: The student gets to know the most important safety devices and methods of maintaining them

Specific Objective: The student will be able to:

1- Learn how to deal with toxic materials in the factory

2- Identify the most important diseases caused by the nature of work

3- Learn about ways to prevent and control industry risks

9– Teaching and Learning Strategies

Strategy

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

10– Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	weeks
Daily quizzes, oral and written exams, reports, and discussions	-Cooperative Learning Strategy. Brainstorming Education Strategy. -Cooperative Concept Mapping Education Strategy. Real-Time Feedback Education Strategy. Observation Chain Education Strategy. Opinion Exchange and Discussion Education Strategy. Information Presentation Education Strategy. Training and Presenting Scientific Updates Education Strategy.	Introduction, back ground & development	1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement motivation. 2-Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3-Creating opportunities to implement collaborative curriculum planning and to foster cooperation among faculty members to identify gaps and repetitions. 4-Assisting students in ensuring that curriculum and educational environment-related decisions are sound. 5-Promoting a philosophy of continuous monitoring and improvement. 6-Helping students to affirm accountability and ensure the quality of academic programs.	2	1-2
=	=	Occupational health & scope & objectives	=	2	3-5
=	=	Types of tasks & hazards in work place, physical, chemical	=	2	6-7

=	=	Biological and psychological hazard	=	2	8-9
=	=	Effect of work on health	=	2	10-11
=	=	Treatment & first aid	=	2	12-13
=	=	Occupational health services unit: Objectives , budget and personal	=	2	14-16
=	=	Preliminary , sporadic & other occupational, Accidents	=	2	17-18
=	=	Occupational safety	=	2	19-20
=	=	Occupational surveillance	=	2	21
=	=	Hazard surveillance	=	2	22-24
=	=	Women workers	=	2	25-26
=	=	Women's occupational health problems	=	2	27-28
=	=	Health hazard of child worker	=	2	29-30

10-Course structure (practical)

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	weeks
Daily quizzes, oral and written exams, reports, and discussions	-Cooperative Learning Strategy. -Brainstorming Education Strategy. -Cooperative Concept Mapping Education Strategy. -Real-Time Feedback Education Strategy. -Observation Chain Education Strategy. -Opinion Exchange and Discussion Education Strategy. -Information Presentation Education Strategy. -Training and Presenting Scientific Updates Education Strategy.	Occupational safety	1.Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement motivation. 2. Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3. Creating opportunities to implement collaborative curriculum planning and to foster cooperation among faculty members to identify gaps and repetitions. 4. Assisting students in ensuring that curriculum and educational environment-related decisions are sound. 5. Promoting a philosophy of continuous monitoring and improvement. 6. Helping students to affirm accountability and ensure the quality of academic programs.	2	1
=	=	Low and legislation	=	2	2-4
=	=	Safety organization	=	2	5
=	=	Types of inspections	=	2	7-6
=	=	Injury report	=	2	10-9-8
=	=	Occupational health: primary & periodic medical examination	=	2	12-11
=	=	Occupational health services	=	2	13
=	=	Occupational nursing	=	2	15-14
=	=	Personal protection	=	2	1716-

		equipment, head protection, Eye protection			
=	=	Body protection, Hands protection, Protective equipment.	=	2	19-18
=	=	Investigation of accidents according to ILO value	=	2	21-20
=	=	Occupational design: sampling, environmental monitoring	=	2	22-24
=	=	Relation between measurements & threshold limit: value TLV	=	2	25-28
=	=	Ergonomics: function, display, control design, and environmental factors	=	2	29-30

11- Course Evaluation

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

12- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Zanko M, Dawson P. Occupational health and safety management in organizations: A review. International Journal of Management Reviews. 2012 Sep;14(3):328-44.
-Main references (sources)	journal of occupational and environmental medicine journal of occupational health and safety
Recommended books and references (scientific journals, reports...)	Occupational safety academia
Electronic References, Websites	Google scholar

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Academic Program and Course Description Guide

2024

Course Description Form

1- Course name
Occupational Safety
2- Course Code :four
3- Semester / Year: 29/2/2024
4- Description Preparation Date:
5- Available Attendance Forms:
6- Number of Credit Hours (Total) / Number of Units (Total)
7- Course administrator's name (mention all, if more than one name)
Lecturer: Mohammed Malih Radhi Mohammed.amri92@gmail.com

8- Course Objectives

General objective: The student gets to know the most important safety devices and methods of maintaining them

Specific Objective: The student will be able to:

1- Learn how to deal with toxic materials in the factory

2- Identify the most important diseases caused by the nature of work

3- Learn about ways to prevent and control industry risks

9– Teaching and Learning Strategies

Strategy

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

10– Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	weeks
Daily quizzes, oral and written exams, reports, and discussions	-Cooperative Learning Strategy. Brainstorming Education Strategy. -Cooperative Concept Mapping Education Strategy. Real-Time Feedback Education Strategy. Observation Chain Education Strategy. Opinion Exchange and Discussion Education Strategy. Information Presentation Education Strategy. Training and Presenting Scientific Updates Education Strategy.	Introduction, back ground & development	1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement motivation. 2-Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3-Creating opportunities to implement collaborative curriculum planning and to foster cooperation among faculty members to identify gaps and repetitions. 4-Assisting students in ensuring that curriculum and educational environment-related decisions are sound. 5-Promoting a philosophy of continuous monitoring and improvement. 6-Helping students to affirm accountability and ensure the quality of academic programs.	2	1-2
=	=	Occupational health & scope & objectives	=	2	3-5
=	=	Types of tasks & hazards in work place, physical, chemical	=	2	6-7

=	=	Biological and psychological hazard	=	2	8-9
=	=	Effect of work on health	=	2	10-11
=	=	Treatment & first aid	=	2	12-13
=	=	Occupational health services unit: Objectives , budget and personal	=	2	14-16
=	=	Preliminary , sporadic & other occupational, Accidents	=	2	17-18
=	=	Occupational safety	=	2	19-20
=	=	Occupational surveillance	=	2	21
=	=	Hazard surveillance	=	2	22-24
=	=	Women workers	=	2	25-26
=	=	Women's occupational health problems	=	2	27-28
=	=	Health hazard of child worker	=	2	29-30

10-Course structure (practical)

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	weeks
Daily quizzes, oral and written exams, reports, and discussions	-Cooperative Learning Strategy. -Brainstorming Education Strategy. -Cooperative Concept Mapping Education Strategy. -Real-Time Feedback Education Strategy. -Observation Chain Education Strategy. -Opinion Exchange and Discussion Education Strategy. -Information Presentation Education Strategy. -Training and Presenting Scientific Updates Education Strategy.	Occupational safety	1.Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement motivation. 2. Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3. Creating opportunities to implement collaborative curriculum planning and to foster cooperation among faculty members to identify gaps and repetitions. 4. Assisting students in ensuring that curriculum and educational environment-related decisions are sound. 5. Promoting a philosophy of continuous monitoring and improvement. 6. Helping students to affirm accountability and ensure the quality of academic programs.	2	1
=	=	Low and legislation	=	2	2-4
=	=	Safety organization	=	2	5
=	=	Types of inspections	=	2	7-6
=	=	Injury report	=	2	10-9-8
=	=	Occupational health: primary &periodic medical examination	=	2	12-11
=	=	Occupational health services	=	2	13
=	=	Occupational nursing	=	2	15-14
=	=	Personal protection	=	2	1716-

		equipment, head protection, Eye protection			
=	=	Body protection, Hands protection, Protective equipment.	=	2	19-18
=	=	Investigation of accidents according to ILO value	=	2	21-20
=	=	Occupational design: sampling, environmental monitoring	=	2	22-24
=	=	Relation between measurements & threshold limit: value TLV	=	2	25-28
=	=	Ergonomics: function, display, control design, and environmental factors	=	2	29-30

11- Course Evaluation

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

12- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Zanko M, Dawson P. Occupational health and safety management in organizations: A review. International Journal of Management Reviews. 2012 Sep;14(3):328-44.
-Main references (sources)	journal of occupational and environmental medicine journal of occupational health and safety
Recommended books and references (scientific journals, reports...)	Occupational safety academia
Electronic References, Websites	Google scholar



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد

دليل وصف المقرر الدراسي

2024

Course description form

1- Course Name: Environmental hea

2- Course co

3- Semester/Year: Second academic y

4- Date this description was prepared: 29-2-20

5- Available forms of attendance:

6- Number of study hours (total)/number of units (total) 6/4

7- Name of the course administrator

Assist. Lec. Sarah Abbas Obaid ema

8- The decision

<p>Objectives of the study subject General objectives The student will be able to know</p> <ol style="list-style-type: none"> 1. Basic principles of the environment and ecosystems 2. The basic components of the ecosystem, living and non-living <p>Special goals The student will be able to know</p> <ol style="list-style-type: none"> 1. The aerobic ecosystem and its natural phenomena 2. The aquatic ecosystem and the most important general components of the water bodies 3. The terrestrial ecosystem, the cycle of elements in nature, and methods of energy transfer <p>Types of environmental pollutants and their impact on ecosystems</p>	<p>Objectives of the study subject</p>
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The strategies

Cooperative education strategy

Teaching strategy brainstorming

Education strategy collaborative concept planning

Education strategy real-time feedback

Education strategy notes series

Education strategy by exchanging opinions and discussions

Education strategy by presenting information

Education strategy through training and presenting scientific developments

Learning method	Name of the unit or topic	Required learning outcomes	hours (the theory)	The week
Introduction strategy.	Introduction to ecology and ecosystems, basic concepts about environment	1. Raising the level of motivation for learning in its various types: internal motivation, social motivation, and achievement motivation. 2. Encouraging self-directed and independent		
Brainstorming.				
Concept planning.				
Real-time feedback.				
Notes series.				
Discussions.				
Information.				
Developments.				

		<p>learning, where students can take responsibility for their studies and have the ability to measure their academic progress.</p> <p>.3Creating opportunities to implement a collective planning approach to the curriculum, and for cooperation among faculty members to identify gaps and repetitions.</p> <p>.4Helping the student to ensure that decisions related to the curricula and educational environment are rational.</p> <p>.5Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure accountability and ensure the quality of academic programs.</p>		
	Definition of Biosphere, hydrology, Atmosphere, Lithosphere, and their components			
	Food chain and food webs ,natural life cycles			
	Energy flow in ecosystem and trophic levels.			
	<p>Basic concepts about pollution</p> <ul style="list-style-type: none"> - Natural of pollution - General characteristics of pollution <ul style="list-style-type: none"> <input type="checkbox"/> Mobility <input type="checkbox"/> Persistence <input type="checkbox"/> Synergistic action <input type="checkbox"/> Bioaccumulation <input type="checkbox"/> Biomagnifications <input type="checkbox"/> Primary and second pollutants. 			
	<p>General characteristics of source of pollution</p> <ul style="list-style-type: none"> Natural and anthropogenic <input type="checkbox"/> Pointer diffuse source <input type="checkbox"/> Stationary or mobile source <input type="checkbox"/> 			
	<p>Atmospheric ozone layer depletion</p> <ul style="list-style-type: none"> Acid rain source, direct and indirect consequence of acid rain <input type="checkbox"/> Stratosphere ozone layer depletion <input type="checkbox"/> 			
	<p>Water pollution</p> <ul style="list-style-type: none"> -Thermal pollution -Toxic metal pollution <p>Nitrate , phosphate and organic waste -</p>			12
	Types and source of solid waste, control of solid waste and recycling			
	Radioactive wastes			
	Noise pollution			
	Environmental health: definition, scope of environmental health•			

	.type of environment			
	Air pollution : Indoor air pollution - Outdoor air pollution - Global warming .Control measure - Green house gases -			1
	Water pollution and the preparation to safe drinking water: -Source of drinking water -Health hazard .Water supplies purification methods - Excreta disposal & sewage treatment			
	Environmental and food safety .Food borne illness □ .Food preservation □ Housing environmental and their effects on human health			
	◀Solid waste management			
	Insect and rodent control			
	Electromagnetic radiation, ill effect of irradiation			
	Land use planning including smart growth			
	Childhood lead poisoning prevention			
	Water recreation illness			
	Noise pollution , auditory and non auditory effects			
	.Body art and their biological factors in disease transmission			

Second: 10- Structure of the (practical) course

Learning method	Name of the unit or topic	Required learning outcomes	hours (the operation)	The week
strategy brainstorming the concept planning real-time feedback strategy notes setting questions and discussions presenting information learning and presentation development	Introduction to Physical and chemical properties of water -Method of collecting samples of drinking water and river water -Types of samples -Grab or catch samples - Composite samples	1.Raising the level of motivation for learning in its various types: internal motivation, social motivation, and achievement motivation. 2. Encouraging self-directed and independent learning, where students can take responsibility for their studies and have the ability to measure their academic progress. 3. Creating opportunities to implement a collective planning approach to		

		<p>the curriculum, and for cooperation among faculty members to identify gaps and repetitions.</p> <p>4. Helping the student to ensure that decisions related to the curricula and educational environment are rational.</p> <p>5. Promoting the philosophy of follow-up and continuous improvement.</p> <p>6. Helping the student to ensure the quality of academic programs.</p>		
	<p>Samples preservation and storing samples</p> <p>-Volume of samples</p> <p>-Concentration methods of samples</p>			
	<p>Physical properties of water</p> <p>-Temperature</p> <p>- PH</p>			
	<p>Physical properties</p> <p>-Total dissolved solids</p> <p>- Suspended solids</p>			
	<p>Physical properties</p> <p>- Color</p> <p>- Taste</p> <p>- odor</p>			
	<p>Physical properties</p> <p>- Conductivity</p> <p>- Turbidity</p>			
	<p>Chemical properties of water</p> <p>- Total Hardness</p> <p>- Mg hardness</p> <p>- Ca hardness</p>			
	<p>Chemical properties</p> <p>- Nitrate</p> <p>- Nitrite</p>			
	<p>Chemical properties of water</p> <p>- Phosphate</p>			
	<p>Chemical properties</p>			

	Compound chlorine - Free chlorine			
	Environmental effects of algae on water body -Types of algae -Sampling of algae - Eutrophication phenomena(training visit)			12-
	Purification of drinking water (training visit) -Physical treatment -Chemical treatment - Biological treatment			14-
	Water pollution - Water quality parameters of microbial water analysis - Sampling of water for microbial test			
	Samples preservation and storing samples -Volume of samtples -Concentration methods of samples			
	Determination of -dissolved oxygen (DO) - Chemical oxygen demand (COD)			
	Determination of biological oxygen demand (BOD5) for - Drinking water - River water - Sewage water			
	Types of indicator microorganisms - Quantitative detection of total coliform bacteria			
	Membrane filtration methods Rapid methods in microbiological water analysis			
	Culturation methods of water -Drinking water -Sewage water - Drinking water			
	Soil pollution by -oil -heavy metals -Fertilizer - pesticides			23
	Waste water treatment (training visit)			
	Air pollution - Analysis of particulate matter in air			

	Air pollution - Humidity of air - CO2 concentration in air as greenhouse gases			27
	Air pollution by -Noise -Acid rain - Ozone			29

2. Course evaluation

g to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

3. Learning and teaching resources

		Required textbooks (methodology a
ndamental of environment second edition"(2018) , Pranav kumar,Former ty,Department of Biotechnology,Jamia Malila Islamia,New Delhi, India&Usha f Environmental Sciences,Jawaharlal Nehru University (JNU),New Delhi, India nmental Biology (2018) Matthew R. Fisher, Editor OpenStax, Kamala Doršner, Alexandra Geddes, Tom Theis, and Jonathan Tomkin		Main references (ourc
ulty,Department of Biotechnology,Jamia Malila Islamia,New Delhi, India&Usha Environmental Sciences, Jawaharlal Nehru University (JNU),New Delhi, India		
<ul style="list-style-type: none"> • Environmental health (book) • Risk assessment for environmental health (book) • Handbook of Environmental Health, Two Volume Set By Herman Koren, Michael S. Bisesi 	Recommended supporting books and references (scientific journals, reports....)	
ental Health and Occupational Health & Safety By Samuel Obura Afubwa ironments", Creating Healthy and Sustainable Buildings, Cham: Springer 007/978-3-030-19412-3_2, ISBN 978-3-030-19411-6, S2CID 190160283.		And websites
<ul style="list-style-type: none"> • https://en.m.wikipedia.org/wiki/Environmental_health#cite_ref-3 • https://academic.oup.com/book/35585/chapter-ctice%20is%20concerned,can%20potentially%20affect%20human%20he alth. 		
allenges and research needs for U.S. Health Departments. Environ Health Perspect. 2019;127:125001.		
pe 1. An overview of practice in the 1990s. WHO Reg Publ Eur Ser. 1997		
alth Content to Medical School Curricula". AAMC. Retrieved 2021-08-02.		
uture of Environmental Medicine in Environmental Health Perspectives: 6. doi:10.1289/ehp.113-1280414. ISSN 0091-6765. PMC 1280414. PMID 16140601.		
ean Environment Agency". www.eea.europa.eu. Retrieved 2021-08-02.		