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

Academic Program Description

COMMUNITY HEALTH
DEPARTMENT
2025-2026

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: Bachelor
Final Certificate Name: Bachelor in Community Health Techniques
Academic System: Semester
Description Preparation Date: 1-09-2025
File Completion Date: 15-09-2025

Signature:
Head of Department Name:
Assist Prof. Dr. Fulath Abdolreza Alyasry
Date: 1-09-2025

Signature:
Scientific Associate Name:
Assist Prof. Ahmed Fadhil Ouda Alshawi
Date: 1-09-2025

The file is checked by: Asist. lec Inas Kadhum Abdalameer.
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 22-09-2025
Signature:

Approval of the Dean

Prof. Dr. Angham J. Mohammed Ali

1. Program Vision

The Department of Community Health Technologies is to be a pioneering technical educational institution in providing high-quality programs inherent in the development of scientific knowledge and technical skills in various countries of the world. The Department of Community Health: The department aims to prepare technical staff working in the fields of occupational health and safety, health inspection and control, and the implementation of primary health care programs and campaigns. Health Awareness.

2. Program Mission

Embodying the ethics of technical education by providing high-quality technical education that seeks to develop human knowledge and skills that are compatible with the changes occurring in the environment and society.

3. Program Objectives

- The program aims to prepare technical personnel working in the fields of occupational health and safety, health inspection and control, and implementing primary health care programs and health awareness campaigns.
- Reaching international standards in medical and health technical education.
- Accommodating the development taking place in the field of work by creating medical and health technical departments that keep pace with the change in therapeutic and preventive methods.
- Preparing a middle cadre qualified in knowledge and skills to deal with the technical development occurring in the field of work and the global environment. Providing the ideal environment as much as possible to achieve the optimal learning state.
- Emphasizing self-respect and respect for others.
- Continuously keeping up with and learning about the development taking place in various branches of medical and health specialization to enhance skills. Emphasizing respect for solid university traditions and sanctifying the profession and its etiquette.
- Strengthening relationships in the environment and the work field.
- Diligently striving to maintain positive relations with corresponding colleges

Encouraging students to participate in student activities and organizations for the purpose of developing leadership skills, and emphasizing the spirit of teamwork and working as one team.

4. Program Accreditation

Nothing

5. Other external influences

- Ministry of Higher education and Scientific Research
- Ministry of Health

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	8 (English Language Human rights and Democracy Arabic Language Computer Principles Arabic Language Computer Applications Baath Party Crimes in Iraq Computer Applications)	**19**	**7.5%**	
College Requirements	14 (General Anatomy 1 General Anatomy 2 Pharmacology 1 Pharmacology 2 Medical Entomology Chronic diseases 1 Health Management Chronic diseases 2 Medical Microbiology 1 Medical Microbiology 2 Medical Entomology Chronic diseases 1 Health Management Chronic diseases 2)	**72**	**28.3%**	
Department Requirements	29 (Techniques for Medical Device Principles of community health 1 Clinical Chemistry 1 Physiology 1 Principles of community health 2 Clinical Chemistry 2 Physiology 2	**163**	**64.2%**	

	Techniques for Medical Device Nutrition 1 Communicable diseases 1 Epidemiology 1 Environmental Health 1 Nutrition 2 Communicable diseases 2 Epidemiology 2 Biostatistics Environmental Health 2 Health laws and supervision Environmental Pollution Advance Vital Statistics 1 Toxicology Methodology Health Survey Advance Vital Statistics 2 Community Health Services Communicable diseases Occupational health Environmental Health Health education and health management)			
Summer Training	The second stage - the third stage, the third stage - the fourth stage			
Other	Scientific and field visits to factories and relevant health institutions			

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First Year	101	First Course	16 (weekly)	24 (weekly)
First Year	102	Second Course	13 (weekly)	22 (weekly)
Second Year	201	First Course	13 (weekly)	20 weekly
Second Year	202	Second Course	14 (weekly)	20 (weekly)
Third Year	301	First Course	11 (weekly)	22 (weekly)
Third Year	302	Second Course	13 (weekly)	20 (weekly)
Fourth Year	40	Year	9 (weekly)	14 (weekly)

8. Expected learning outcomes of the program

Knowledge	
• Make use of the right technology for managing and providing healthcare. • Engage in culturally competent interactions with people from different backgrounds. • Effectively manage financial and human resources to guarantee high-quality medical treatment. • Work within the bounds of the law and ethics when providing healthcare. • Include up-to-date evidence-based procedures in a medical setting. • Effectively communicate with patients, their families, and other members of the interprofessional team. • Lead interprofessional practice and education to raise the standard of patient safety and healthcare. • Create useful applications for public, community, and individual health.	Implement the knowledge provided to him, by following up with trainers specialized in the same field, through achievement exams, surprise tests, and feedback diseases.
Skills	
B1 - The ability to understand and analyze matters related to all health services.	• Apply health service skills
B2 - The ability to build a health program in line with the programs that have been studied.	• Apply and schedule vaccine skills • Applying the skills of health programs
Ethics	
Dealing with patients without discrimination	
Dealing with managers and colleagues in accordance with the Code of Professional Conduct.	

9. Teaching and Learning Strategies

- Cooperative education strategies. (It forms groups of3 or 4 students to solve a specific assignment or problem)
- Brainstorming strategy. (A state of mental excitement to make the student think about all possible possibilities.)
- Case study.
- Discussion strategy
- Educational bag strategy

10. Evaluation methods

1. Solving assignments for my class and extracurriculars
2. Surprise exams.
3. Scientific reports and seminars.
4. Final achievement exams.
5. Evaluating practical skills by conducting laboratory experiments

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Biology	Medical Microbiology			1	-
Professor	Biology	Medical Physiology			1	-
Assistant Professor	Law	law			1	-
Assistant Professor	Veterinary Medicine	Pharmacology and Toxicology			1	-
Assistant Professor	Biology	Immunology			1	-
Assistant Professor	Biology	Medical Microbiology			1	-

Assistant Professor	Nursing	Community Health Nursing			1	
Lecturer	Arabic Language	Arabic Language			2	-
Lecturer	Law	Law			2	-
Lecturer	Biology	Medical virology			1	-
Lecturer	Biology	Microbiology			1	-
Lecturer	Biology	mycology			1	-
Lecturer	Computer Science	Computer Science			1	-
Lecturer assistant	Medical Biotechnology	Medical Biotechnology			1	-
Lecturer assistant	Biology	Biology			1	-
Lecturer assistant	Mathematics	Mathematics Statistics			1	-
Lecturer assistant	Chemistry	Chemistry			٢	-
Lecturer assistant	English	English			1	-
Lecturer assistant	Community Health Techniques	Community Health Techniques			٣	-

Professional Development
Mentoring new faculty members
1. Informing them of the directives issued by higher authorities through: a. Section Council. B. Social media programs. C. Consultative meetings.
Professional development of faculty members

1. Involving professors in specialized courses such as (teaching methods and training courses).
2. Assigning faculty members to hold specialized seminars and courses.
3. Working to send faculty members to participate in development courses in the institutions of the Ministry of Health

12. Acceptance Criterion

(Developing regulations related to admission to the college or institute, whether central admission or others mentioned)

The approved admission system is central admission

13. The most important sources of information about the program

Remember briefly.

- the library
- Information network/Internet
- Experiences of Arab and international universities
- educational subjects

14. Program Development Plan

Doctorate program planned to updated during the few years later

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
First year	ATU13-CHT-111-CM	First course	Basic 50 % and optional 50%	✓						✓					✓
	ATU13-CHT-128-CM	Second course	Basic 50 % and optional 50%	✓						✓					✓
Second Year	ATU13-CHT-211-CM	First course	Basic 57 % and optional 43%	✓					✓					✓	
	ATU13-CHT-227-CM	Second course	Basic 71% and optional 29%	✓					✓					✓	
Third Year	ATU13-CHT-311-CM	First course	Basic 50% and optional 50%	✓				✓						✓	
	ATU13-CHT-327-CM	Second course	Basic 57% and optional 43%	✓				✓					✓		
Fourth Year	ATU13-CHT-411-CM	First course	Basic 86% and optional 14%	✓				✓					✓		

	ATU13-CHT-٤٢٧-CM	**Second course**	**Basic71 % and optional 29%**	✓				✓				✓			

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic/ optional/ general	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First Year	ATU13-CHT-11١-CM	Techniques for Medical Device	Basic	✓				✓							✓
	ATU13-CHT-11٢-CM	Medical Microbiology 1	Optional	✓				✓							✓
	ATU13-CHT-11٣-CM	Principles of community health 1	Basic	✓				✓				✓			
	ATU13-CHT-114-CM	Clinical Chemistry 1	Basic	✓				✓							✓
	ATU13-CHT-11٥-CM	General Anatomy 1	Optional	✓							✓				✓
	ATU13-CHT-11٦-CM	Physiology 1	Basic	✓				✓							✓
	ATU13-CHT-11٧-CM	English Language	General	✓						✓					✓
	ATU13-CHT-11٨-CM	Human rights and Democracy	General	✓									✓		
	ATU13-CHT-1٢١-CM	Medical Microbiology 2	optional	✓				✓							✓

	ATU13-CHT-١٢٢-CM	Principles of community health 2	Basic	✓				✓								✓
	ATU13-CHT-١٢٣-CM	Clinical Chemistry 2	Basic	✓				✓								✓
	ATU13-CHT-١٢٤-CM	General Anatomy 2	Optional	✓							✓					✓
	ATU13-CHT-١٢٥-CM	Physiology 2	Basic	✓				✓								✓
	ATU13-CHT-١٢٦-CM	Arabic Language	General	✓								✓				
	ATU13-CHT-١٢٧-CM	Computer Principles	General	✓				✓								
Second year	ATU13-CHT-١٢٨-CM	Nutrition 1	Basic	✓						✓		✓				
	ATU13-CHT-٢١١-CM	Communicable diseases 1	Basic	✓					✓			✓				
	ATU13-CHT-٢١٢-CM	Pharmacology 1	Basic	✓				✓				✓				
	ATU13-CHT-٢١٣-CM	Epidemiology 1	Basic	✓							✓					
	ATU13-CHT-٢١٤-CM	Environmental Health 1	Basic	✓				✓				✓				
	ATU13-CHT-٢١٥-CM	Computer Applications	General	✓				✓								
	ATU13-CHT-٢١٦-CM	Baath Party Crimes in Iraq	General	✓								✓				

	ATU13-CHT-٢١٧-CM	Nutrition 2	Basic	✓						✓		✓			
	ATU13-CHT-٢٢١-CM	Communicable diseases 2	Basic	✓					✓			✓			
	ATU13-CHT-٢٢٢-CM	Pharmacology 2	Optional	✓				✓				✓			
	ATU13-CHT-٢٢٣-CM	Epidemiology 2	Basic	✓							✓			✓	
	ATU13-CHT-٢٢٤-CM	Biostatistics	Basic	✓				✓						✓	
	ATU13-CHT-٢٢٥-CM	Environmental Health 2	Basic	✓								✓			
	ATU13-CHT-٢٢٦-CM	Arabic Language	General	✓								✓			
Third Year	ATU13-CHT-٢٢٧-CM	Health laws and supervision	Basic	✓							✓	✓			
	ATU13-CHT-٣١١-CM	Environmental Pollution	Basic	✓				✓					✓		
	ATU13-CHT-٣١٢-CM	Medical Entomology	Optional	✓						✓					✓
	ATU13-CHT-٣١٣-CM	Advance Vital Statistics 1	Basic	✓				✓						✓	
	ATU13-CHT-٣١٤-CM	Chronic diseases 1	Optional	✓							✓	✓			
	ATU13-CHT-٣١٥-CM	Computer Applications 1	General	✓				✓							

	ATU13-CHT-٣١٦-CM	Toxicology	Basic	✓				✓					✓		
	ATU13-CHT-٣٢١-CM	Methodology	Basic	✓				✓				✓			
	ATU13-CHT-٣٢٢-CM	Health Survey	Basic	✓				✓				✓			
	ATU13-CHT-٣٢٣-CM	Health Management	Optional	✓								✓			
	ATU13-CHT-٣٢٤-CM	Advance Vital Statistics 2	Basic	✓				✓						✓	
	ATU13-CHT-٣٢٥-CM	Chronic diseases 2	Optional	✓								✓			
	ATU13-CHT-٣٢٦-CM	Computer Applications 2	General	✓				✓							
Fourth Year	ATU13-CHT-٣٢٧-CM	Community health services 1	Basic	✓				✓				✓			
	ATU13-CHT-٤١١-CM	Occupational Health 1	Basic	✓				✓							
	ATU13-CHT-٤١٢-CM	Clinical epidemiology 1	Basic	✓				✓							
	ATU13-CHT-٤١٣-CM	Health Education	Basic	✓						✓					
	ATU13-CHT-٤١٤-CM	Non-Communicable Diseases 1	Basic	✓				✓				✓			

	ATU13-CHT-٤١٥-CM	**International Health**	**Optional**	✓								✓				
	ATU13-CHT-٤١٦-CM	**Community health services 2**	**Basic**	✓				✓								
	ATU13-CHT-٤٢١-CM	**Occupational Health 2**	**Basic**	✓				✓								
	ATU13-CHT-٤٢٢-CM	**Control of Communicable Diseases**	**Basic**	✓				✓				✓				
	ATU13-CHT-٤٢٣-CM	**Clinical epidemiology 2**	**Basic**	✓				✓								
	ATU13-CHT-٤٢٤-CM	**Non-Communicable Diseases 2**	**Basic**	✓				✓				✓				
	ATU13-CHT-٤٢٥-CM	**Project**	**Optional**	✓				✓				✓				
	ATU13-CHT-٤٢٦-CM	**Professional ethics**	**General**	✓								✓				

7Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
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Accreditation Department

Academic Course Description: Clinical Epidemiology

2025

Course1 Description Form

1- Course name	
Clinical Epidemiology	
2- Course Code	
ATU13-CHT-127-CM	
3- Semester / Year:	
1 -4	
4- Description Preparation Date:	
٢٠٢٥/٩/١	
5- Available Attendance Forms:	
Weekly	
6- Number of Credit Hours (Total) / Number of Units (Total)	
2 (theory) 4 (practical)/ 6 unit	
7- Course administrator's name (mention all, if more than one name)	
Dr. Mustafa Abdulrasool Jawad Suraifi mustafaalsuraifi43@gmail.com	
8- Course Objectives	
General objective: Able to understand the concept of clinical epidemiology and its importance in society. **Specific Objectives: The student will be able to:** 1. Understanding basic biostatistics in the context of epidemiology principles.	
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.**	**1. Clinical epidemiology:** - Definition of clinical epidemiology - Health outcome.	**1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement 2motivation. 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. Numbers and probability** - Population and samples	=	2	2
=	=	**3. Abnormality:** - Type of data - Performance measurements	=	2	3
=	=	**4. Variation** - Distribution	=	2	4
=	=	**5. Diagnosis:** - Simplifying data	=	2	5
=	=	**6. The accuracy of a test result**	=	2	6
=	=	**7.Sensitivity and specificity. - Predictive value**	=	2	7
=	=	**8. Likelihood ratios.**	=	2	8
=	=	**9. Multiple tests.**	=	2	9
=	=	**10. Frequency: - Prevalence and incidence.**	=	2	10
=	=	**11. Interpreting measures of frequency.**	=	2	11
=	=	**12. Distributions of diseases person, place, time.**	=	2	12

=	=	**13 .Risk: Looking forward**	=	2	13
=	=	**14 .Uses of risk.** **- Studies of risk**	=	2	14
=	=	**15 .Cohort study**	=	2	15

Course1 Description Form

1- Course name	
Clinical Epidemiology	
2- Course Code	
ATU13-CHT-127-CM	
3- Semester / Year:	
2 -4	
4- Description Preparation Date:	
٢٠٢٥/٩/١	
5- Available Attendance Forms:	
Weekly	
6- Number of Credit Hours (Total) / Number of Units (Total)	
2 (theory) 4 (practical)/ 6 unit	
7- Course administrator's name (mention all, if more than one name)	
Dr. Mustafa Abdulrasool Jawad Suraifi mustafaalsuraifi43@gmail.com	
8- Course Objectives	
General objective: Able to understand the concept of clinical epidemiology and its importance in society. **Specific Objectives: The student will be able to:** 1. Understanding basic biostatistics in the context of epidemiology principles.	
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.**	- **Risk: looking backward.** - **Case control study.**	**1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement 2motivation.** **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
=	=	- **Dealing with selection bias and confounding.**	=	2	2
=	=	- **Prognosis:** - Difference in risk and prognosis factors	=	2	3
=	=	- **Treatments:** - Studies of treatment effects	=	2	4
=	=	- **Randomized control trials**	=	2	5
=	=	**6. Efficacy and effectiveness.** **- Phases of studies of treatments**	=	2	6
=	=	**7.Prevention:** **- Population and clinical prevention**	=	2	7
=	=	**8. Level of prevention** **- Approach of clinical prevention**	=	2	8

=	=	**9. Screening tests in preventive care. - criteria for a good screening test**	=	2	9
=	=	**10. Chance : - Hypothesis test**	=	2	10
=	=	**11. Point estimate and confidence**	=	2	11
=	=	**12. Causes: - concepts of causes**	=	2	12
=	=	**13 .Etiological studies**	=	2	13
=	=	**14 .Time series studies**	=	2	14
=	=	**15 .Multiple time series**	=	2	15

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Accreditation Department

Academic Course Description

2026-2025

Course1 Description Form

1- Course name
Community Health Services
2- Course Code
ATU13-CHT-411-CM
3- Semester / Year:
1-4
4- Description Preparation Date:
9-9-2026
5- Available Attendance Forms:
Weekly
6- Number of Credit Hours (Total) / Number of Units (Total)
٢ (theory) 5 (practical)/ 7 unit
7- Course administrator's name (mention all, if more than one name)
Assistant. lecturer: safa khalid aziz safa.aziz@atu.edu.iq
8- Course Objectives
General objective: Enable students to understand the basics of community health services and identify the various roles of community health systems. **Specific Objectives: The student will be able to:** 1. Describe the process of monitoring children's growth (weight and height). 2. Explain the relationship between nutrition and common diseases. 3. Recognize the role of breastfeeding and vaccinations in promoting health. 4. Discuss the importance of maintaining vaccine efficacy during storage and transport. 5. Interpret the causes, symptoms, and preventive measures for common diseases (e.g., diarrhea, respiratory infections). 6. Understand the importance of national and expanded vaccination programs in preventing diseases and improving public health.
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, health, public health & community	1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement 2motivation. 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.	٢	1
=	=	Methods of prevention	=	٢	2
=	=	Indication of quality of life	=	2	3
=	=	Primary health care services, definition, historical approach, basic health services	=	٢	4
=	=	Principles of P.H.C	=	٢	5
=	=	Health situation, health problem, level of health care	=	٢	6
=	=	Comparison between old medical care system & PHC approach	=	٢	7
=	=	PHC elements	=	٢	8
=	=	Duties of PHC center & sectors	=	٢	9
=	=		=	٢	10
=	=	Food supply & proper nutrition	=	٢	11
=	=	Maternal health	=	٢	12
=	=	Pre maternal "prenatal" care & antenatal care	=	٢	13

=	=	**Antenatal care Determination of risk group pregnant**	=	٢	14
=	=	**Natal care and post-natal care**	=	٢	15

Ministry of Higher Education and Scientific Research
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Academic Course Description

2026-2025

Course 2 Description Form

1- Course name
Community Health Services 2
2- Course Code
ATU13-CHT-421-CM
3- Semester / Year:
4-2
4- Description Preparation Date:
1-9-2025
5- Available Attendance Forms:
Weekly
6- Number of Credit Hours (Total) / Number of Units (Total)
2 (theory) 5 (practical)/ 7 unit
7- Course administrator's name (mention all, if more than one name)
Assistant. lecturer: safa khalid aziz Safa.aziz@atu.edu.iq
8- Course Objectives
Overall Objective (General Goal): **For students to acquire the knowledge and skills necessary for child health from birth through primary school age, focusing on prevention and management of common health problems, with an emphasis on nutrition and, consequently, immunization, contributing to the protection of childhood and the necessity of health** **Specific Objectives:** **1. To assess child health from birth and monitor growth and nutrition.** **2. To implement the principles of immunity, immunization, and the cold chain.** **3. To diagnose, manage, and prevent common childhood health problems.** **4. To support child health programs in preschool and school settings.**
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.	General examination of the new born & pager score	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
=	=	Growth monitoring, weight, length	=	2	2
=	=	Infant feeding breast, artificial, mixed, weaning food	=	2	3
=	=	Immunization, immunity,	=	2	4

		types			
=	=	Vaccination types, immunity Vaccination, general principle of vaccine Cold chain in general	=	2	5
=	=	Acute respiratory tract infection, causes, types, classification	=	2	6
=	=	Management, prevention & control of ARI	=	2	7
=	=	Diarrhea, causes, signs & symptoms	=	2	8
=	=	Diarrhea management & prevention ORS principles, composition, methods of health education, regarding ORS	=	2	9
=	=	General important problem "mal nutrition in general" Iron & vit. Deficiency Vit. A & iodine definciency	=	2	10

=	=	**Preschool health services, growth, feeding, vaccination**	=	2
=	=	**School health services**	=	2
=	=	**Feeding program of school age group**	=	2
=	=	**Eye hygiene "trachoma control"** **Dental health services**	=	2
=	=	**Handicapped children**	=	2

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

Academic Course Description: Global Health

2025

Course1 Description Form

1- Course name
Global Health
2- Course Code
ATU13-CHT-127-CM
3- Semester / Year:
1 -4
4- Description Preparation Date:
٢٠٢٥/٩/١
5- Available Attendance Forms:
Weekly
6- Number of Credit Hours (Total) / Number of Units (Total)
2 (theory) 4 (practical)/ 6 unit
7- Course administrator's name (mention all, if more than one name)
Dr. Mustafa Abdulrasool Jawad Suraifi mustafaalsuraifi43@gmail.com
8- Course Objectives
General objective: 1. Able to recognize the concept of global health and where it is applied. 2. Able to identify the most important governmental and non-governmental organizations contributing to the promotion of global health. **Specific Objectives: The student will be able to:** 1. Able to identify the most important countries and organizations implementing global health laws. 2. Harnessing the power of technology to enable global health work. 3. The necessity of spreading health awareness among travelers between countries.
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.**	- **What is the global health?**	**1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement 2motivation. 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
=	=	- **The global health system**	=	2	2
=	=	- **Medicine, Epidemiology, and Population Health**	=	2	3
=	=	- **International development, international relation**	=	2	4
=	=	- **Group seminar presentations**	=	2	5-7

=	=	**6. Project brainstorming**	=	2	8
=	=	**7.Business, technology, and innovation**	=	2	9
=	=	**8. Humanitarian disasters**	=	2	10
=	=	**9. Method and global health**	=	2	11-13
=	=	**10. wrapping up**	=	2	14-15

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

Academic Program and Course Description Guide

2025

Course Description Form

1. Course Name: pharmacology
2. Course Code: ATU13-CHT-213-CM
3. Semester / Year: semester 2nd / 1st semester
4. Description Preparation Date:1/9/2025
5. Available Attendance Forms: In-person teaching (weekly)
6. Number of Credit Hours (Total) / Number of Units (Total): 4/6; 2 theory, 2 practical
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Dr. Saad saleem Raheem Email: kuh.sad@atu.edu.iq
8. Course Objectives

Course Objectives	**1. At the end of the academic year, the student will be a to know the Groups of medications as well as the m important medications used in pharmacy and hospita** **2. The student learns about chronic diseases and t effects on the body and its effectiveness**
9. Teaching and Learning Strategies	
Strategy	Cooperative education strategy. Technical strate brainstorming. education strategy collaborative concept planning. Educat strategy real-time feedback. Education strategy

	note series. Education strategy by exchanging opinion a discussion. education strategy by presenting information. Education strategy through traini and presenting scientific development

10. Course Structure–theory					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**

1-2	2	1. Raising the lev for learning of its internal motivati motivation, and a motivation. 3. Encourag directed a independ where stu responsib studies ar sure their progress. 4. Creating c to implen 5. Promotin philosoph and conti improven student to quality of programs. Planning proach t curriculum, and f among Faculty membe gaps and repetiti		Cooperative education strategy. Teaching strateg brainstorming. Education strate collaborative concept planning Education strate real-time feedba Education strate notes series. Education strate by exchanging opinions and discussion. Education strate by presenting information. Education strate through training and presentation Scientific developments.	Daily exams Oral and wri reports, discussions
٣	2	=	General princi in pharmacol Drug receptor pharmacodyna cs,	=	=
٤-٥	2	=	Pharmacokine , Basic & clir aviation of drug.	=	=

٦-٧	2	=	Drugs acting autonomic nervous syst Introduction, Cholinoceptor activating dr Cholinoceptor blocking dr Adrenoceptor activating dr Adrenoceptor blocking drug	=	=
٨-٩	2	=	Drug acting cardiovascular system Antihypertens Antianginal, Cardiac glyco & other di used congestive, H failure, arrhythmias	=	=
١٠	2	=	Drugs acting renal sys diuretics:	=	=
١٢-	2	=	Autacoids polypeptides, Histamine & blocks Seroto Ergot alkalo Prostaglandin,	=	=
١٣	2	=	Drugs acting respiratory system, Respiratory center stimul Antitussives, Drugs used bronchial asth	=	=

١٤	2	=	Drugs acting central nerv system, Anxiolytics sedative hypnotics, Antiepileptic, General anesthetics, L anesthetic, Skeletal mus relaxants, parkinsonism, Antipsychotic: antigenic, Antidepressan Opioid agonis antagonists, C stimulants, D: of abuse	=	=
١٥	2	=	Drugs acting hematopoietic system, Bl forming ag Agents used hyperlipidemi: Drugs used disorders coagulation	=	=
Course Structure-practical					
Ho s	**Requi Learni Outco s**	**Unit subject name**	Autacoids polypeptides, Histamine & blocks Seroto Ergot alkalo Prostaglandin,	**Evalua n meth**	**Hour**

1	2	1. Raising the lev for learning of its internal motivati motivation, and a motivation. 6. Encourag directed a independ where stu responsib studies ar sure their progress. 7. Creating to implen 8. Promotin philosoph and conti improven student to quality of programs. Planning proach t curriculum, and f among Faculty membe gaps and repetiti	Routes of administration	Cooperative education strategy. Teaching strateg brainstorming. Education strate collaborative concept planning Education strate real-time feedba Education strate notes series. Education strate by exchanging opinions and discussion. Education strate by presenting information. Education strate through training and presentation Scientifi develop nts.	Daily exams. Oral writte report discus ns
2	٢	=	Onset duration of dr	=	=
3	٢	=	Drug toxicity liver	=	=

4	٢	=	Drug toxicity liver II	=	=
5	٢	=	Routes of administration	=	=
6	٢	=	Routes of administration	=	=
7	٢	=	Pesticide toxic	=	=
8	٢	=	Necotin toxici	=	=
9	٢	=	Drug indu toxicity I	=	=
١٠	٢	=	Drug indu toxicity II	=	=
١١	٢	=	Drug indu toxicity III	=	=
١٢	٢	=	General introduction practical toxicology	=	=
١٣	٢	=	Cardiac glyco toxicity: Digit	=	=
١٤	٢	=	Evaluation drug toxicity human	=	=

15	٢	=	Cases on toxi with food dietary supplements	=	=

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 a	-Richard A.Harvey ,Pamela C.Champe , Finkel, Richard; Clark, Michelle A.; Cubeddu, and Luigi X. (2009). Lippincott's Illustrated Reviews: Pharmacology, 4th Edition. **-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.
Main references (sources)	Lippincott , Illustrated Reviews: Pharmacology, Sixth Editi
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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

Academic Program and Course Description Guide

2026 - 2025

Course Description Form

13. Course Name:	
(Clinical chemistry)	
14. Course Code:	
ATU13-CHT-114-CM	
15. Semester / Year:	
First academic year	
16. Description Preparation Date:	
1/9/2025	
17.Available Attendance Forms:	
Weekly	
18.Number of Credit Hours (Total) / Number of Units (Total)	
6 Hours / 8Units	
19. Course administrator's name (mention all, if more than one name)	
Name:Duaa Abd-alzahra Mohammed Ali Email: doaa.alickm@atu.edu.iq	
20. Course Objectives	
Course Objectives	**• Acquire biochemistry skills and their applications in different contexts.** **• Encouraging originality of thought.** **• Provides the student with a broad and balanced foundation of knowledge and practical skills in the field of biochemistry.** **• Develop students' ability to apply their knowledge and skills to solve experimer issues in the diverse field of biochemistry.** **• Providing football students with the skills and skills that will enable them to m forward in the specialized fields of biochemistry.**
21. Teaching and Learning Strategies	

Strategy	• Cooperative education strategy. • Brainstorming strategy in teaching. • Cooperative education strategy. • Education strategy through exchange of opinions and discussion. • Education strategy by providing information. • Education strategy through training and presentation of scientific developments

22. Course Structure (theoretical)

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	1. Raising the level of orientation towards learning of various types 2. Encouraging self-learning and independer where the student can ta responsibility for others and have the ability to measure the academic progress he achieves. 3. Create opportunities t initiate cross-faculty collaboration and iterations. 4. Helping the student to choose rational educatio curricula. 5. Helping students maintain accountability i addition to the quality of academic programs.	Structure of Matter	• Cooperative education strateg • Brainstorming strategy in teachi • Cooperative education strateg • Education strateg through exchange opinions and discussion. • Education strateg by providing information. • Education strateg through training and presentation scientific developme	Annual, oral and written examinations, reports, discussions.
2-3	2	=	Chemical bonding	=	=
4-5	2	=	Chemical equationand reaction	=	=
6-7	2			=	=

		=	The gaseous state		
8	2				
		=	Air pollution		
9	2			=	=
		=	Oxidation reduction	=	=
10-11	2				
		=	Liquid mixture	=	=
12-13	2				
		=	solutions	=	=
14-15	2				
			Acids-bases and salts	=	=
		=			
PRACTICL 1	4	=	Identify laboratory tools Multiple medical devices	=	=
2-5	4	=	Methods of preparing solutions	=	=
6-7	4	=	Acids and bases in water and blood	=	=
8-10	4	=	oxidation and reduction reactions	=	
		=	Separation of organic materials		

11 12-13 14-15	4 4 4	= =	Detection of alcohol Detection of carboxylic acids The unknown was tested The unknown was tested	= = = =	= = = =

23. Course Evaluation

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

24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- Jaroslav Racek and Daniel Rajdl , Clinical Biochemistry, first ed ,2016 2- Herbert Fromm and Mark Hargrove, Essentials of Biochemistry, 2012

	3- Vijay Kumar Kiran Dip Gill, Basic Concepts in Clinical Biochemistry: A Practical Guide,2018 4- Uma Bhardwaj & Ravindra Bhardwa, Biochemistry for Nurses,2012 5-DM Vasudevan , Sreekumari S &Kannan Vaidyanathan,Textboo Biochemistry for Medical Students,2013
Recommended books and references (scientific journals, reports…)	1. Harper's Illustrated Biochemistry, 28th Ed,. McGraw-Hill Companies, Inc, 2009. 2. Lippincott's Illustrated Reviews, 5th Ed., Williams & Wilkins, 2011.
Electronic References, Websites	Web sites of Biochemistry

Ministry of Higher Education and Scientific Research

Scientific Supervision and Evaluation Authority

Department of Quality Assurance and Academic Accreditation

Accreditation Section

Environmental Health Course

	:Course Name.٢٥
Environmental health	
	:Course code.٢٦
ATU13-CHT-215-CM	
	:Semester/Year.٢٧
Stage Two –semester 1	
	::Date this description was prepared.٢٨
٢٠٢٥_٩_٢	
	Available forms of attendance.٢٩
Weekly	
.٦Total number of study hours / Total number of units	
(2Theory) 4 (Practical) / 4 units	
.٧ Name of course coordinator	
Sarah Abbas Obaid	
.٨Course objectives	
General Objective: To enable students to understand the fundamentals of: ١. The basic principles of the environment and ecosystems ٢. The basic components of an ecosystem, both living and non-living Specific Objectives:	Course objectives

The student will be able to: ١. The aerobic ecosystem and its natural phenomena ٢. The aquatic ecosystem and the main general components of a body of water ٣. The terrestrial ecosystem, the cycle of elements in nature, and methods of energy transfer ٤. Types of environmental pollutants and their impact on ecosystems	

٩. Teaching and learning strategies

Cooperative learning strategy. **Brainstorming learning strategy.** **Collaborative concept planning learning strategy.** **Real-time feedback learning strategy.** **Observation chain learning strategy.** **Exchanging opinions and discussions learning strategy.** **Information presentation learning strategy.** **Training and presenting scientific updates learning strategy.**	**strategy**

١٠. Course Structure

طريقة التقييم	Learning method	Unit or topic name	Required learning outcomes	Hours	Weeks
اختبارات يومية، امتحانات شفوية وتحريرية، تقارير ومناقشات.	**Collaborative learning strategy.** **Brainstorming strategy for learning.** **Collaborative concept mapping strategy.**	Introduction to ecology and ecosystems, basic concepts about environment .	**١. Enhance motivation for learning in its various forms: intrinsic motivation, social motivation, and achievement motivation.** **٢. Encourage self-directed and**	٢	١

	Real-time feedback strategy. **Observation chain strategy.** **Discussion and exchange of ideas strategy.** **Information delivery strategy.** **Training and updates.** **Scientific teaching strategy.**		**independent learning, enabling students to take responsibility for their studies and measure their academic progress.** **.٣Create opportunities for collaborative curriculum planning and foster collaboration among faculty members to identify gaps and redundancies.** **.٤Help students ensure the soundness of decisions related to the curriculum and learning environment.** **.٥Promote a philosophy of continuous monitoring and improvement.** **.٦Help students affirm their responsibility and ensure the quality of academic programs.**		
=	=	Definition of Biosphere, hydrology, Atmosphere, Lithosphere, and their components	=	٢	2
=	=	Food chain and food webs ,natural life cycles	=	٢	3
=	=	.Energy flow in ecosystem and trophic levels.	=	٢	4
=	=	Basic concepts about pollution -Natural of pollution -General characteristics of pollution □Mobility □Persistence □Synergistic action □Bioaccumulation □Biomagnifications □Primary and second pollutants.	=	٢	5-6
=	=	General characteristics of source of pollution	=	٢	7-8

		□Natural and anthropogenic □Pointer diffuse source □ Stationary or mobile source			
=	=	Atmospheric ozone layer depletion □ Acid rain source, direct and indirect consequence of acid rain Stratosphere ozone layer depletion	=	٢	9
=	=	Water pollution -Thermal pollution -Toxic metal pollution - Nitrate , phosphate and organic waste	=	٢	10_12
=	=	**Types and source of solid waste, control of solid waste and recycling**	=	٢	13
=	=	Radioactive wastes Noise pollution	=	٢	14-15

Course structure (practical)

طريقة التقييم	التعلم Learning method	Unit or topic name	Required learning outcomes	Hours)Pratical(	Weeks
اختبارات يومية، امتحانات شفوية وتحريرية، تقارير ومناقشات	**Cooperative learning strategies.** **- Brainstorming in education.**	Introduction to Physical and chemical properties of water	**١.To foster motivation for learning in its various forms: intrinsic motivation, social motivation, and achievement motivation.** **٢.To encourage self-directed and independent learning,**	٤	١

	-Collaborative concept mapping. **-Real-time feedback.** **-Observation chain.** **-Discussion and debate.** **-Information presentation.** **-Training and presentation of scientific updates.**	- Method of collecting samples of drinking water and river water - Types of samples - Grab or catch samples - Composite samples	**enabling students to take responsibility for their studies and measure their academic progress.** **٣.To create opportunities for collaborative curriculum planning and to promote collaboration among faculty members to identify gaps and redundancies.** **٤.To help students ensure the soundness of decisions related to the curriculum and the learning environment.** **٥.To promote a philosophy of continuous monitoring and improvement.** **٦.To help students ensure accountability and the quality of academic programs.**		
=	=	-Samples preservation and storing samples -Volume of samples -Concentration methods of samples	=	٤	2-3
=	=	Physical properties of water - Temperature - PH	=	٤	**4**
=	=	Physical properties -Total dissolved solids -Suspended solids	=	٤	**5**
=	=	**Physical properties** **-Color**	=	٤	**6**

		-Taste **-odor**			
=	=	Physical properties -Conductivity -Turbidity	=	٤	**7**
=	=	**Chemical properties of water** **- Total Hardness** **- Mg hardness** **- Ca hardness**	=	٤	**8**
=	=	Chemical properties -Nitrate -Nitrite	=	٤	**9**
=	=	·Chemical properties of water -Phosphate	=	٤	10
=	=	**Compound chlorine Chemical properties** **-Free chlorine**	=	٤	11
=	=	**Environmental effects of algae on water body** **-Types of algae** **-Sampling of algae** **-Eutrophication phenomena(training visit)**	=	٤	12-13
=	=	**Purification of drinking water (training visit)** **-Physical treatment** **-Chemical treatment** **-Biological treatment**	=	٤	14-15

Course Evaluation .١	
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.	
.٢Learning and teaching resources	
	Required textbooks (methodology, applicable)
	Recommended supporting books references:)Scientific journals, reports, etc(.
Electronic references, websites	Electronic references, websites

Ministry of Higher Education and Scientific Research

7h Scientific Supervision and Evaluation Authority

Department of Quality Assurance and Academic Accreditation

Accreditation Section

Environmental Health Course

:Course Name.٣٠
Environmental health
:Course code.٣١
ATU13-CHT-226-CM
:Semester/Year.٣٢
Stage Two – My semester
::Date this description was prepared.٣٣
٢٠٢٥_٩_٢
Available forms of attendance.٣٤
Weekly
.٦Total number of study hours / Total number of units
(2Theory) 4 (Practical) / 4 units
.٧ Name of course coordinator
Sarah Abbas Obaid
.٨Course objectives

General Objectives: The student will be able to: .١Understand the basic principles of environmental health according to the World Health Organization's definitions. .٢Identify the types of environmental pollutants, their effects on human health, and methods for controlling and treating them. Specific Objectives: The student will be able to: .١Know water treatment methods and the uses of water in human life.	Course objectives

.٢Understand the causes of air pollution, the greenhouse effect, and its impact on global warming. .٣Identify noise and radiation pollution and the most important hazardous materials affecting the health of the ecosystem and humans.	

.٩Teaching and learning strategies

Cooperative learning strategy. Brainstorming learning strategy. Collaborative concept planning learning strategy. Real-time feedback learning strategy. Observation chain learning strategy. Exchanging opinions and discussions learning strategy. Information presentation learning strategy. Training and presenting scientific updates learning strategy.	strategy

.١٠ Course Structure

طريقة التقييم	Learning method	Unit or topic name	Required learning outcomes	Hours	Weeks
اختبارات يومية، امتحانات شفوية وتحريرية، تقارير ومناقشات.	Collaborative learning strategy. Brainstorming strategy for learning. Collaborative concept mapping strategy. Real-time feedback strategy. Observation chain strategy. Discussion and exchange of ideas strategy. Information delivery strategy. Training and updates. Scientific teaching strategy.	Environmental health: definition, scope of environmental health , Type of environment.	.١Enhance motivation for learning in its various forms: intrinsic motivation, social motivation, and achievement motivation. .٢Encourage self-directed and independent learning, enabling students to take responsibility for their studies and measure their academic progress. .٣Create opportunities for collaborative curriculum planning and foster collaboration among faculty members to identify gaps and redundancies. .٤Help students ensure the soundness of decisions related to	٢	١

			the curriculum and learning environment. ٥. Promote a philosophy of continuous monitoring and improvement. ٦. Help students affirm their responsibility and ensure the quality of academic programs.		
=	=	Air pollution : - Indoor airpollution - Outdoor air pollution Global warming - - Control measure.	=	٢	2-3
=	=	Water pollution and the preparation to safe drinking water : -Source of drinking water -Health hazard - Water supplies purification methods	=	٢	4
=	=	Excreta disposal & sewage treatment	=	٢	5
=	=	Excreta disposal & sewage treatment 5 Environmental and food safety □Food borne illness . □Food	=	٢	5-6
=	=	Housing environmental and their effects on human health Solid waste management, Insect and rodent control	=	٢	7-8

=	=	Electromagnetic radiation, ill effect of irridation	=	٢	9
=	=	Electromagnetic radiation, ill effect of irridation Land use planning including smart growth	=	٢	10_12
=	=	Childhood lead poisoning prevention Water recreation illness	=	٢	13
=	=	Noise pollution , auditory and non auditory effects Body art and their biological factors in disease transmission .	=	٢	14-15

Course structure (practical)

طريقة التقييم	التعلم Learning method	Unit or topic name	Required learning outcomes	Hours)Pratical(	Weeks
اختبارات يومية، امتحانات شفوية وتحريرية، تقارير ومناقشات	**Cooperative learning strategies.** **- Brainstorming in education.** **- Collaborative concept mapping.** **-Real-time feedback.** **-Observation chain.**	Water pollution -Water quality parameters of microbial water analysis - Sampling of water for microbial test	**.١To foster motivation for learning in its various forms: intrinsic motivation, social motivation, and achievement motivation.** **.٢To encourage self-directed and independent learning, enabling students to take responsibility for their studies and measure their academic progress.** **.٣To create opportunities for collaborative curriculum planning and to promote collaboration among faculty members to identify gaps and redundancies.**	٤	١

	-Discussion and debate. **-Information presentation.** **-Training and presentation of scientific updates.**		**.٤To help students ensure the soundness of decisions related to the curriculum and the learning environment.** **.٥To promote a philosophy of continuous monitoring and improvement.** **.٦To help students ensure accountability and the quality of academic programs.**		
=	=	Samples preservation and storing samples -Volume of samtples -Concentration -m ethods of samples Determination of - Dissolved oxygen (DO) - Chemical oxygen demand (COD)	=	٤	2-3
=	=	Determination of biological oxygen demand (BOD5) for	=	٤	**4**

		- Drinking water - River water - Sewage water			
=	=	Types of indicator microorganisms - Quantitative detection of total coliform bacteri	=	٤	**5**
=	=	Membrane filtration methods Rapid methods in microbiological water analysis	=	٤	**6**
=	=	Culturation methods of water Drinking - water Sewage - water Drinking - water	=	٤	**7**
=	=	**Soil pollution by** **- oil** **- heavy metals** **- Fertilizer** **- pesticid**	=	٤	**8-9**
=	=	·Waste water treatment (training visit)	=	٤	10
=	=	**Air pollution** **- Analysis of particulate matter in air**	=	٤	11
=	=	**- Air pollution** **-Humidity of air** **- CO2 concentration in**	=	٤	12-13

		air as greenhouse g			
=	=	**Air pollution by - Noise - Acid rain - Ozone**	=	٤	14-15

٢. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

٣. Learning and teaching resources

	Required textbooks (methodology, applicable)
	Recommended supporting books references:)Scientific journals, reports, etc(.
Electronic references, websites	Environmental Biology (2018) Matthew R. Fisher, Editor OpenStax, Kamala Doršner , Alexandra Geddes, Tom Theis, and Jonathan Tomkin "-٢Fundamental of environment second edition"(2018) , Pranav kumar,Former faculty,Department of Biotechnology,Jamia Millia Islamia,New Delhi, India&Usha minaAssociate Professor, School of Environmental Sciences,Jawaharlal Nehru University (JNU),New Delhi, India

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

Academic Course Description

2025

1- Course name
Environmental Pollution
2- Course Code
ATU13-CHT-312-CM
3- Semester / Year:
Semester 1 – L3
4- Description Preparation Date:
1-09-2025
5- Available Attendance Forms:
Weekly
6- Number of Credit Hours (Total) / Number of Units (Total)
2 (theory) 4 (practical)/ 4 unit
7- Course administrator's name (mention all, if more than one name)
Prof. Asst. Fulath Abdulreza Al-Yasry kin.fol@atu.edu.iq

8- Course Objectives

1 - Identify the most important environmental components and their sources of pollution.
2- Identify water, soil, and air pollution in cities and how to treat pollutants.
3- Treat all industrial waste.
4- Treat groundwater and surface water.
5- Identify global environmental problems and greenhouse gas emissions..

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.	**Environmental Pollution**	1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement motivation. 2-Encouraging self-directed and independent learning, where	6	١٥

	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.		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.		
Theoretical vocabulary					
		Environmental health: definition, scope of environmental, health, types of environmental		2	1
		Air pollution: indoor air pollution, outdoor air pollution control measures		2	2
		Environmental of work place: Approaches for control toxic air borne chemicals		2	3
		Water and sewage: Source of drinking water, Health hazard, Water supplies purification, Excreta disposal & sewage treatment		2	4
		Environmental and food: Food born illness, Food preservation		2	5
		Housing environmental , Solid waste, Insects & rodents control		2	6
		Environmental injury control		2	7
		Electromagnetic radiation , ill effect of irradiation		2	8
		Environmental health in rural areas		2	9
		How to monitor environmental		2	10
		How to measure release in an exposure		2	11
		Macroscopically view of environmental health		2	12
		Environmental factors in disease causation		2	13

		Biological factors in disease causation		2	14
		Deforestation		2	15
Practical Vocabulary					
			Required Learning Outcomes	**Hours**	
			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	
		Introduction to environmental health		2	١
		Solution, glass wear analysis, type of analysis with the world standard		2	٢
		Physical analysis of water, Color and turbidity		2	٣
		Solid material in water, Electrical conation, Biochemical analysis (PH)		2	٤
		Acidity, Alkalinity, Hard water, Sulfate		2	٥
		Chloride, Residue chloride, Dissolved oxygen, organic material, phosphate		2	٦
		Nitrogen compound, Metal and their effect of main test for measurement		2	٧
		Metal analysis flame photometer		2	٨
		Calcium and magnesium measurement by titration		2	٩
		Biological environmental and biological indicators, water organisms		2	١٠
		The biological treatment of water and their glass wear sampling and test for water		2	١١

		Bacteriological examination of water, Classification of bacteria in water		2	١٢
		Total count of bacteria in water, Detection of streptococcus in water, Problems of chloroform		2	١٣
		Total count of bacteria in water, Detection of streptococcus in water, Problems of chloroform		2	١٤
		Revision		2	١٥

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)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Google scholar

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

Academic Course Description Guide

Course Description Form

35. Course Name:
anatomy
36. Course Code:
ATU13- CH-124-CM
37. Semester / Year:
First academic year - 2
38. Description Preparation Date:
1/9/2025
39. Available Attendance Forms:
Official attendance
40. Number of Credit Hours (Total) / Number of Units (Total)
6 Hours / 8Units
41. Course administrator's name (mention all, if more than one name)
Name:Hassanein fadel mohammed Email: hassanein.mohammedckm@atu.edu.iq
42. Course Objectives

Course Objectives	**• Acquire biochemistry skills and their applications in different contexts.** **• Encouraging originality of thought.** **• Provides the student with a broad and balanced foundation of knowledge and practical skills in the field of anatomy.** **• Develop students' ability to apply their knowledge and skills to solve experiment issues in the diverse field of biochemistry.** **• Providing football students with the skills and skills that will enable them to m forward in the specialized fields of biochemistry.**

43. Teaching and Learning Strategies

Strategy	• Cooperative education strategy. • Brainstorming strategy in teaching. • Cooperative education strategy. • Education strategy through exchange of opinions and discussion. • Education strategy by providing information. • Education strategy through training and presentation of scientific developments

44. Course Structure (**theoretical**)

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	1. Raising the level of orientation towards learning various types. 2. Encouraging self-learnir and independence, where th student can take responsibil for others and have the abil to measure the academic progress he achieves. 3. Create opportunities to initiate cross-faculty collaboration and iterations 4. Helping the student to choose rational educational curricula. 5. Helping students maintai accountability in addition to the quality of academic programs.	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)	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 Presenting Scien Updates Educa Strategy.	Daily quizzes, oral and written exams, reports, and discussions
2-3	2	=	Anatomy of Digestive System (stomach and Intestine)	=	
4-5	2	=	Anatomy of genitourinary system and Respiratory system	=	
6-7	2	=	Anatomy of C.N.S (Brain, spinal cord)	=	
8	2	=	Spinal nerves	=	
9	2	=	Anatomy of peripheral nervous system (cranial nervous, spinal nerves)	=	
10-11	2	=	Anatomy of endocrine system(definition, location, connections and functions	=	
12-13	2	=	Lymphatic system and respiratory system	=	
14-15	2	=		=	
16	2	=		=	
PRACTICL 1	4	=	Blood vessels in general using models and charts	=	
2-4	4	=	And Cardio-vascular system	=	

6-7 8-10 11 12-13 14-15	4 4 4 4 4 4 4 4	= = = = = =	using models and charts Veins and arteries, systemic circulation arteries And Studying Digestive system using models and charts Studying Respiratory system using models and charts With Report and discussion Studying Respiratory system using models and charts With Report and discussion Studying Respiratory system using models and charts With Report and discussion	= = = = = = = = = =	

45. 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	
46. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	1- Jaroslav Racek and Daniel Rajdl , Clinical Biochemistry, first ed ,2016 2- Herbert Fromm and Mark Hargrove, Essentials of Biochemistry, 2012 3- Vijay Kumar Kiran Dip Gill, Basic Concepts in Clinical Biochemistry: A Practical Guide,2018 4- Uma Bhardwaj & Ravindra Bhardwa, Biochemistry for Nurses,2012 5-DM Vasudevan , Sreekumari S &Kan Vaidyanathan,Textbook of Biochemistry for Med Students,2013
Recommended books and references (scientific journals, reports...)	3. GRAYS ANATOMY 5TH EDITION Required textbooks (curricular books, if any)

	- Snell clinical anatomy by regions 10th edition 4. Grant atlas of anatomy 15th edition
Electronic References, Websites	

Ministry of Higher Education and Scientific Research
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Directorate of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Course Description Guide

Course Description Form

47. Course Name:

anatomy

48. Course Code:

ATU13-CH-115-CM

49. Semester / Year:

First academic year

50. Description Preparation Date:

1/9/2025

51. Available Attendance Forms:

Official attendance

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

6 Hours / 8Units

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

Name:Hassanein fadel mohammed
Email: hassanein.mohammedckm@atu.edu.iq

54. Course Objectives

Course Objectives	**• Acquire biochemistry skills and their applications in different contexts.** **• Encouraging originality of thought.** **• Provides the student with a broad and balanced foundation of knowledge and practical skills in the field of anatomy.** **• Develop students' ability to apply their knowledge and skills to solve experiment issues in the diverse field of biochemistry.** **• Providing football students with the skills and skills that will enable them to m forward in the specialized fields of biochemistry.**

55. Teaching and Learning Strategies

Strategy	• Cooperative education strategy. • Brainstorming strategy in teaching. • Cooperative education strategy. • Education strategy through exchange of opinions and discussion. • Education strategy by providing information. • Education strategy through training and presentation of scientific developments

56. Course Structure (**theoretical**)

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	1. Raising the level of orientation towards learning of various typ 2. Encouraging self-learning and independence, where t student can take responsibility for othe and have the ability to measure the academic progress he achieves. 3. Create opportunities initiate cross-faculty collaboration and iterations. 4. Helping the student choose rational educational curricula.	Introduction to human anatomy: Anatomical (terms,types,surfaces,regions And surgical incision) Surface anatomy : planes and vertical lines .	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 Presenting Scientific Upd Education Strategy.	Daily quizzes, oral and written exams, reports, and discussions
2-3	2	5. Helping students maintain accountabilit addition to the quality academic programs.	Cell and tissue, Type of tissues (epithelial, connective , muscular, nervous tissues, ete.)	=	
4-5	2	=	Skeleton Anatomy (Skull) Skeleton Anatomy (Vertebral Column and thoracic cage).	=	
6-7	2	=		=	
8	2		Skeleton Anatomy (Thoracic Cage) Skeleton Anatomny (pelvic, upper limb and lower limb)		
9	2	=		=	
10-11	2	=	Joints types, classification and functions . Joints of the Upper and Lower limb	=	
12-13	2	=		=	
14-15	2	=	Anatomy of muscular system(Head and Neck) . Anatomy of Muscular System (Upper and Lower Limbs).	=	
16	2	=		=	
PRACTICL		=		=	
1	4	=	Demonstration on human body model	=	
2-4	4	=	Anatomical position, median plane and types of anatomical study.	=	
	4	=			

	4		Surface anatomy : planes and vertical lines and	=	
	4	=	Surface anatomy of the abdomen	=	
6-7				=	
	4	=	Studying Tissues and cells by charts	=	
8-10				=	
	4		Studying Bone and joints by models	=	
11		=		=	
	4		Studying the general appearance of the Skull, and lower jaw	=	
12-13		=		=	
	4		Types of Joints, joints of upper and lower limb and trunk	=	
14-15		=		=	
	4		Muscular system : types of muscles	=	
		=		=	
				=	

57. 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	
58. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	1- Jaroslav Racek and Daniel Rajdl , Clinical Biochemistry, first ed ,2016 2- Herbert Fromm and Mark Hargrove, Essentials of Biochemistry, 2012 3- Vijay Kumar Kiran Dip Gill, Basic Concepts in Clinical Biochemistry: A Practical Guide,2018 4- Uma Bhardwaj & Ravindra Bhardwa, Biochemistry for Nurses,2012 5-DM Vasudevan , Sreekumari S &Kan Vaidyanathan,Textbook of Biochemistry for Med Students,2013
Recommended books and references (scientific journals, reports...)	5. GRAYS ANATOMY 5TH EDITION Required textbooks (curricular books, if any) - Snell clinical anatomy by regions 10th edition 6. Grant atlas of anatomy 15th edition
Electronic References, Websites	

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

Academic Program and Course Description Guide

202٥

Course Description Form

1- Course name
Toxicology
2- Course CodeATU13-CHT-321-CM
3- Semester / Year: 3rd/ only second semester
4- Description Preparation Date:
١-٠٩-2025
5- Available Attendance Forms:
weekly
6- Number of Credit Hours (Total) / Number of Units (Total)
3/2theory, 2 theory, 2 practical
7- Course administrator's name (mention all, if more than one name)
Assist. Prof. Dr. Saad saleem raheem kuh.sad@atu.edu.iq
8- Course Objectives
-١Understanding toxic substances in the environment and describing their pathway into the body. -٢Describing the processes of metabolism, distribution, and excretion from the body. -٣Understanding the effects of toxic substances on living organisms. -٤Learning about the fundamental problems of toxic substances in the world. -٥Identifying sources of toxic substances. -٦Enhancing their interest in obtaining information about toxic substances from websites.
9- Teaching and Learning Strategies

strategies	- Understanding toxic substances in the environment, and describing their pathway into the body. •Describing the process of metabolism, distribution, and excretion from the body.

	•Understanding the effect of toxic substances on the livi body. •Recognizing the fundamental problems of toxic substances in the world. -٥ •Identifying sources of toxic substances. -٦ •Enhancing their interest in obtaining information abc toxic substances from websites.

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.	Toxicology	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	
=	=	introduction to toxicology -definition and scope -relationship to other sciences -sources of toxic compounds -movement of toxicants in the environment	=	2	1
=	=	Dose–response relationships -absorption and distribution -biotransformation and excretion	=	2	2
=	=	Classes of toxicant -toxicants in air -types of air toxicants -sources of air toxicants -Examples of air toxicant -environmental effects of air toxicants	=	2	3
=	=	Water and soil toxicants	=	2	4

		Sources of water and soil toxicants Examples of toxicant, lead, arsenic, cadmium, dioxins			
=	=	Mercury, pesticides, nitrates and phosphates Oils and petroleum	=	2	5
=	=	Occupational toxicants Regulation of exposure levels Routes of exposure	=	2	6
=	=	Examples of industrial toxicants	=	2	7
=	=	Toxic action	=	2	8
=	=	Mechanisms of acute toxicity	=	2	9
=	=	Organ toxicity, hepatotoxicity, mechanisms of hepatotoxicity Examples of hepatotoxicants carbon tetrachloride, ethanol	=	2	10
=	=	Neurotoxicity	=	2	11
=	=	Nephrotoxicity, example metal (cadmium), antimicrobial agents(cephalosporin)	=	2	12
=	=	Reproductive system toxicity	=	2	13
=	=	Endocrine toxicology	=	٢	14
=	=	Respiratory tract toxicolog	=	٢	14
=	=	Immune system toxicology	=	٢	15

			Required Learning Outcomes	**Hours**	
			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	

			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
			=	2	
=	=		=	2	

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)	TEXTBOOK OF MODERN TOXICOLOGY THIRD EDITION Edited by Ernest Hodgson Department of Environmental and Biochemical Toxicology North Carolina State University
-Main references (sources)	
Recommended books and references (scientifi journals, reports...)	
Electronic References, Websites	Google scholar

Quality Assurance and Academic Accreditation Department
Accreditation Division

Course Description Guide
2025-2026
Course Description Form

1. Course Name:	Arabic Language
2. Course Code:	ATU13-CHT-227-CM
3. Semester / Year:	Second Stage
4. Date of Description Preparation:	1 / 9 / 2025
5. Available Attendance Forms:	
6. Total Study Hours / Total Credit Hours:	2 / 2
7. Name of Course Coordinator:	Lect. Dr. Bashaer Hashim Ahmed Bashaer.ahmedckm@atu.edu.iq

8. Course Objectives

Course Objectives	**General Objective: To introduce the student to the most important topics of the Arabic Langu** **Specific Objectives: The student will be able to:** 1. Knowledge of the basic fundamentals of the Arabic Language. 2. Knowledge of correct spelling of some words. 3. Knowledge of the student of the important grammatical rules.

9. Teaching and Learning Strategies

Strategy	1. Cooperative Learning Strategy. 2. Brainstorming Learning Strategy. 3. Collaborative Concept Mapping Learning Strategy. 4. Real-Time Feedback Learning Strategy. 5. Note-Taking Chain Learning Strategy. 6. Opinion Exchange and Discussion Learning Strategy. 7. Information Presentation Learning Strategy. 8. Training and Presenting Scientific Updates Learning Strategy.

10. First: Course Structure (Theoretical)

Week	Hours (Theory)	Required Learning Outcomes	Unit / Topic Name	Learning Method	Ass
1-2	4	1. Raise students' level in grammatical writing 2. Knowledge of grammatical rules 3. Knowledge of basic grammatical rules 4. Knowledge of spelling rules	Introduction to parts of speech and grammatical case markers	1. Cooperative Learning Strategy. 2. Brainstorming Learning Strategy. 3. Collaborative Concept Mapping Strategy. 4. Real-Time Feedback Strategy. 5. Note-Taking Chain Strategy.	Daily, exams discus

				6. Opinion Exchange and Discussion Strategy. 7. Information Presentation Strategy. 8. Training and Presenting Scientific Updates Strategy.
3	2	=	Rules for writing Hamzat al-Qat' and Hamzat al-Wasl (the glottal stop variants)	=
4	2	=	Active Participle (Ism al-Fa'il) and Passive Participle (Ism al-Maf'ul)	=
5	2	=	Writing the Medial Hamza	=
6	2	=	A Model from Nahj al-Balagha	=
7	2	=	Noun and Verb and the Difference Between Them	=
8	2	=	Objects (al-Mafa'il)	=
9	2	=	Speech Acts (al-Af'al al-Kalamiyya)	=
10	2	=	Applications of Linguistic Errors	=
11	2	=	Nunation, Tanwin, and the Meanings of Prepositions	=
12	2	=	Formal Aspects of Administrative Correspondence	=
13	2	=	Language of Administrative Correspondence	=
14-15	2	=	Samples of Administrative Correspondence	=

Assessment Method	Daily, oral, and written exams, reports, and discussions.

11. Course Evaluation

Distribution of marks out of 100 according to the tasks assigned to the student, such as daily preparation, daily exams, oral ex exams, written exams, reports, etc.

12. Learning and Teaching Resources

Required Textbooks	Prescribed books specializing in the Arabic Language
Main References	Main references specializing in grammar (Nahw), morphology (Sarf), and semantics (Dilala)
Electronic Sources	
Other Resources	

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

Course Description Guide

2025-2026

Course Description Form

1. Course Name:	Arabic Language
2. Course Code:	ATU13-CHT-126-CM
3. Semester / Year:	First Stage
4. Description Preparation Date:	1/9/2025
5. Available Attendance Forms:	
6. Total Study Hours / Total Units:	2 / 2
7. Course Coordinator:	Asst. Prof. Dr. Bashaer Hashim Ahmed Bashaer.ahmedckm@atu.edu.iq

8. Course Objectives

Course Subject Objectives:	General Objective: Familiarize the student with the most important topics of the Arabic Language. Specific Objectives – The student will be able to: 1. Know the basics of the Arabic language. 2. Know the correct spelling of some words. 3. Know the important grammar rules.

9. Teaching and Learning Strategies

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

10. First: Course Structure (Theoretical)

Week	Hours (Theory)	Required Learning Outcomes	Unit / Topic Name	Learning Method	Assessment Method
1-2	4	- Raise students' level in grammatical writing. - Know grammatical rules. - Know the basics of grammatical rules. - Know spelling rules.	Introduction to Language Errors: – Taa Marbuta, Long Taa, and Open Taa	• Cooperative Learning • Brainstorming • Cooperative Concept Mapping • Real-Time Feedback • Observation Chain • Opinion Exchange & Discussion • Information Presentation • Training & Scientific Updates	Daily, oral, written exams, reports, discussions.
3	2	=	Rules for Writing Extended and Shortened Alef; Solar and Lunar Letters	=	=
4	2	=	Dhad and Dha	=	=
5	2	=	Writing the Hamza	=	=
6	2	=	Punctuation Marks	=	=
7	2	=	Noun and Verb and the Difference Between Them	=	=
8	2	=	Objects (Mafaeel)	=	=
9	2	=	Numbers	=	=
10	2	=	Applications of Language Errors	=	=
11	2	=	Noon and Tanwin; Meanings of Prepositions	=	=
12	2	=	Formal Aspects of Administrative Correspondence	=	=
13	2	=	Language of Administrative Correspondence	=	=
14-15	2	=	Examples of Administrative Correspondence	=	=

11. Course Evaluation

Distribution of grades out of 100 according to the tasks assigned to the student, such as: daily attendance, daily exams, oral exams, monthly exams, written exams, reports, etc.

12. Learning and Teaching Resources	
Required Textbooks:	Specialized books in the Arabic Language
Main References:	References specialized in Grammar, Morphology, and Semantics

Strategy	• Cooperative education strategy. • Brainstorming strategy in teaching. • Cooperative education strategy. • Education strategy through exchange of opinions and discussion. • Education strategy by providing information. • Education strategy through training and presentation of scientific developments

68. Course Structure (theoretical)

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	1. Raising the level of orientation towards learning of various type	Alcohol	• Cooperative education strateg	Annual, oral and written examinations, reports, discussions.
٢-٣	2	2. Encouraging self-learning and independence, where th	Aldehydes and ketones	• Brainstorming strategy in teachi	
٤-٥	2	student can take responsibility for others	Acids and Amin	• Cooperative education strateg	
٦	2	and have the ability to measure the academic progress he achieves.	Heterocyclic compounds	• Education strateg through exchange opinions and discussion.	
٧	2	3. Create opportunities initiate cross-faculty	Optical activity	• Education strateg by providing information.	
٨-٩	2	collaboration and iterations.	Carbohydrates	• Education strateg through training and presentation	
١٠-١١	2	4. Helping the student t choose rational educational curricula.	Lipids	scientific developme	
١2-١٣	2	5. Helping students maintain accountability addition to the quality o	Proteins		
١٤-١٥	2	academic programs.	Question and problems		
PRACTICL				=	=
1	4	=	The unknown was tested	=	=
٢		=		=	=

٣-٤	4	=	Detection of simple sugars	=	=
٥	4	=	Learn about cholesterol	=	=
٦	4	=	Proteins and their types	=	=
٧	4	=	Determine the ratio of potassium and sodium	=	=
٨	4	=	Determine the rate of jaundice	=	=
٩-١٠	4	=	Determine the amylase enzyme level	=	=
١١-١٢	4	=	Determine the level of hemoglobin	=	=
١٣-١٤	4	=	Bacteriological analysis of culture CSF task	=	=
١٥	4	=	Test	=	=

69. 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

70. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- Jaroslav Racek and Daniel Rajdl , Clinical Biochemistry, first ed ,2016 2- Herbert Fromm and Mark Hargrove, Essentials of Biochemistry, 2012 3- Vijay Kumar Kiran Dip Gill, Basic Concepts in Clinical Biochemistry: A Practical Guide,2018 4- Uma Bhardwaj & Ravindra Bhardwa, Biochemistry for Nurses,2012

	5-DM Vasudevan , Sreekumari S &Kannan Vaidyanathan,Textboo Biochemistry for Medical Students,2013
Recommended books and references (scientific journals, reports…)	7. Harper's Illustrated Biochemistry, 28th Ed., McGraw-Hill Companies, Inc, 2009. 8. Lippincott's Illustrated Reviews, 5th Ed., Williams & Wilkins, 2011.
Electronic References, Websites	Web sites of Biochemistry

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Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Course Description: Computer Principles

2026-2025

Course1 Description Form

1- Course name
Computer Principles
2- Course Code
ATU13-CHT-127-CM
3- Semester / Year:
2 - 1
4- Description Preparation Date:
٢٠٢٥/٩/١
5- Available Attendance Forms:
Weekly
6- Number of Credit Hours (Total) / Number of Units (Total)
١ (theory) ٢ (practical)/ ٢ unit
7- Course administrator's name (mention all, if more than one name)
Assistant. lecturer: Samarah Qasim Ali samara.q.ali@atu.edu.iq
8- Course Objectives
General objective: Enable students to understand the basics of computer principles and apply them for daily use. **Specific Objectives: The student will be able to:** 1. Utilize the computer for fundamental tasks. 2. Identify and discuss the hardware components of the computer system. 3. Creating documents using a word processor and creating presentations. 4. Conducting research on the Internet. 5. An introduction to Artificial Intelligence
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.	1 .Introduction to Computer: Concepts of Hardware and Software with their components; Concept of Computing, Data and Information; Connecting input/output devices, and peripherals to CPU.	1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement 2motivation. 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.	3	1
=	=	2 .Computer Components: Computer Portions, Hardware Parts, I/O Units, Memory Types.	=	3	2
=	=	3 .Computer Components (Cont.): Basic CPU Components, Computer Ports, Personal Computer, 1 Personal Computer (Features and Types)	=	3	3
=	=	4 .Operating System and Graphical User Interface GUI: Operating System; Basics of Common Operating Systems; The User Interface, Using Mouse Techniques.	=	3	4
=	=	5 .Operating System and Graphical User Interface GUI(Cont.): Use of Common Icons, Status Bar, Using Menu and Menu-	=	3	5

		selection, Concept of Folders and Directories, Opening and closing of different Windows; Creating Short cuts.			
=	=	**6. Word Processing: Word Processing Basics; Basic Features of Word Processors, Opening and Closing of documents, Text creation and Manipulation; Formatting Text and Paragraphs, Using Templates for Document Creation.**	=	3	6
=	=	**7. Word Processing (Cont.): Creating and Managing Tables, Utilizing Styles and Themes, Spell Check and Grammar Tools, Using Headers and Footers.**	=	3	7
=	=	**8. Spread Sheet: Introduction to Spreadsheet, Software, Creating and Formatting Worksheets. Sorting and Filtering Data, Using Formulas and Functions.**	=	3	8
=	=	**9. Spread Sheet (Cont.): Using Formulas and Functions, Using Pivot Tables for Data Analysis, Data Validation and Error Checking, Data Visualization: Creating Charts and Graphs.**	=	3	9
=	=	**10. Presentation Software: Introduction to Presentation Software, Overview of Popular Presentation Tools, creating a New Presentation, Using Templates and Themes, Inserting and Formatting Text and Images, Transition and Animation Effects.**	=	3	10
=	=	**11. Presentation Software (Cont.): Using Speaker Notes and Timers,, Advanced Features: Hyperlinks and Action Buttons, Troubleshooting Common Presentation**	=	3	11

		Issues, Future Trends in Presentation Technology.			
=	=	**12. Introduction to Internet and Web Browsers: Computer networks Basic; LAN, WAN; Concept of Internet and its Applications; connecting to internet.**	=	3	12
=	=	**13 .Introduction to Internet and Web Browsers Browsing software's (Cont.): World Wide Web; Web Browsing software's, name; IP Address.**	=	3	13
=	=	**14 .Communications and Emails: Basics of electronic mail; Getting an email account; Sending and receiving emails; Accessing sent emails; Using Emails; Document collaboration.**	=	3	14
=	=	**15 .Introduction to Cloud Computing and Services: Definition of Cloud Computing and its concept, Cloud-Based Office Suites (Office 365 and Google Workspace), Google Docs, Google Sheets, Google Drive, Google Meet.**	=	3	15

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

Academic Course Description: Computer Principles

2026-2025

Course1 Description Form

1- Course name
Computer Principles
2- Course Code
ATU13-CHT-216-CM
3- Semester / Year:
1 - 2
4- Description Preparation Date:
٢٠٢٥/٩/١
5- Available Attendance Forms:
Weekly
6- Number of Credit Hours (Total) / Number of Units (Total)
١ (theory) ٢ (practical)/ ٢ unit
7- Course administrator's name (mention all, if more than one name)
Assistant. lecturer: Samarah Qasim Ali samara.q.ali@atu.edu.iq
8- Course Objectives
General objective: Enable students to understand the basics of computer principles and apply them for daily use. **Specific Objectives: The student will be able to:** 1. Utilize the computer for fundamental tasks. 2. Identify and discuss the hardware components of the computer system. 3. Creating documents using a word processor and creating presentations. 4. Conducting research on the Internet. 5. An introduction to Artificial Intelligence
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.	1. Security and Networking: What is a network? Types of networks. Basic network components.	1-Enhancing motivation for learning in its various forms: internal motivation, social motivation, and achievement 2motivation. 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.	3	1
=	=	2 .Security and Networking (Cont.): Network Security Basics. Understanding network threats.	=	3	2
=	=	3 .E-Commerce: Concepts of Electronic banking services this include online banking: ATM and debit card services, Phone banking, SMS banking, electronic alert, Mobile banking	=	3	3
=	=	4 .Computer Troubleshooting: Identifying and solving common hardware and software problems that computer users encounter.	=	3	4
=	=	5 .Computer Troubleshooting (Cont.): Basic troubleshooting techniques and tools for	=	3	5

		diagnosing and resolving issues.			
=	=	6. History of Al Al Introduction to Al: Definition of Al, History of Al, Al Techniques and Approaches.	=	3	6
=	=	7. Introduction to Al (Cont.): Key Characteristics of Al, Benefits of Al, Challenges and Ethical considerations .	=	3	7
=	=	8. The Role of Al in Modern Smartphones: Al-Driven Mobile Technologies, Virtual Assistants (Siri, Google Assistant, Alexa) .	=	3	8
=	=	9. The Role of Al in Modern Smartphones (Cont.): Adaptive Learning, Real-Time Translation Services.	=	3	9
=	=	10. Applications and Tools of Al: Overview of Al Applications in Various Industries, Education and Healthcare.	=	3	10
=	=	11. Applications and Tools of Al (Cont.): Transportation, Marketing and Advertising .	=	3	11
=	=	12. Applications and Tools of Al (Cont.): Finance, Robotics and Automation Technologies.	=	3	12
=	=	13 .Al and Society: How Al affects social, Al and international relations, Al and the future of humanity.	=	3	13
=	=	14 .Ethical Challenges in Al: Al ethics, privacy and surveillance, the impact of Al on the job market.	=	3	14
=	=	15 .The Future of Al: Future trends in Al, recent research and emerging technologies.	=	3	15

Course Description Form

1. Course Name: **Health survey**
2. Course Code: **ATU13-CHT-323-CM**
3. Semester: Annual System 2025-2026
4. Description Preparation Date: ٢٠٢٥-٩-١
5. Available Attendance Forms: On-campus / Theoretical lectures / Field practical training
6. Number of Credit Hours (Total) / Number of Units (Total) 4
Credit Hours (2 Theoretical + 4 Practical) 6
7. Course administrator's name (mention all, if more than one name)
8. Course Objectives

Course Objectives	• **First: Cognitive Objectives** Define the concept and importance of health surveys. • Identify types of survey study designs. • Understand sampling techniques. • Explain data collection tools and questionnaire design. • Interpret statistical analysis results. **Secondly: Skill-based Objectives** • Design a scientific health questionnaire. • Select appropriate sampling methods. • Conduct a field health survey. • Perform basic statistical data analysis. • Prepare a complete scientific report.

9. Teaching and Learning Strategies

Strategy	Interactive lecture • Brainstorming • Problem-based learning • Field application • Group discussions

10. Course Structure

No.	Hours	Required Le: Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2	Identifying primary and secondary data and describing the purposes	Definition of health surveillance	Interactive lecture, brainstorming, problem-based learning, practical	Daily tests, written exams, oral exams, reports and discussions

		and uses of data in community health assessment; adhering to research ethics and health confidentiality; working collaboratively during field surveys; taking professional responsibility for data collection and analysis; and appreciating the importance of evidence-based health planning.		field application, group discussions	

Second week	2	=	Uses of public health surveillance systems		
Third week	2	=	materials of public health surveillance systems	=	=
Fourth week	2	=	Active surveillance	=	=
Fifth weeks	2	=	passive surveillance	=	=
Sixth week	2	=	Sources of public health surveillance data	=	=
seventh week	2	=	CDC Public Health Surveillance Strategy	=	=
Ninth week	2	=	Purpose of surveillance	=	=

Tenth week	2	=	Testing surveillance	=	=
Eleventh weeks	2	=	Occurrence of health events	=	=
Twelfth week	2	=	Evaluation of public health surveillance	=	=
thirteenth week	2	=	Plans of health surveillance	=	=
Fourteenth Week	2	=	Types of surveillance	=	=
Fifteenth Week	2	=	Successful surveillance program	=	=

11. Course Evaluation
The grade of the semester (100) is distributed as follows Midterm written exam (25%) • Field survey project (10%) • Classroom activities and participation (5%) • Final exam (60%)

١٢ Learning and Teaching Resources	
Required textbooks (methodology, if any)	
Key references (sources)	Principles of Epidemiology and Public Health
Recommended books and references (scientific journals, reports...)	Gordis, L. Epidemiology. WHO. Health Survey Guidelines
Electronic references, websites	Public Health Journals • World Health Organization Reports CDC
Course Development Plan	• **Updating scientific content:**

	• Curriculum content updated annually to reflect scientific advancements • • Modern statistical software incorporated • • Practical field training strengthened • • Students involved in applied research projects • **Practical and applied training**: • The practical component of the Health Survey course is designed to enhance students' applied skills in conducting community-based surveys. Students will participate in supervised field training that includes: Designing and validating a structured health questionnaire. Selecting an appropriate sampling method and calculating sample size. Conducting pilot testing before field implementation. Collecting data ethically from the target population. Entering and analyzing data using basic

	statistical software. Interpreting results and preparing a comprehensive scientific report. Presenting survey findings through oral presentations and written reports. The practical training aims to bridge the gap between theoretical knowledge and real-world public health practice

Course Description Form

1. Course Name:	
Non-communicable diseases	
2. Course Code	
ATU13-CHT-415-CM	
3. Semester:	
first semester /fourth year	
4. Description Preparation Date:	
: 15/9/2025	
5. Available Attendance Forms:	
Weekly-	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 (theory) 4 (practical)/ 4 unit	
7. Course administrator's name (mention all, if more than one name)	
Asst.Lect SARA HELEEM sarah.naeem.chm@atu.edu.iq	
8. Course Objectives	
Course Objectives	General objective: The student gets to know the most important of non-communicable diseases (epidemiology, definitions. Risk factors, preventions and management) Specific Objective: The student will be able to: 1- Learn how to deal with risk factors of non-communicable diseases 2- Identify the most important non-communicable diseases

	3- Learn about ways to prevent and control of non-communicable diseases

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

No.	Hours	Required Le: Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2	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	- Introduction to non-communicable diseases	Cooperative Learning Strategy. Brainstorming Education Strategy. - Cooperative Concept Mapping Education Strategy. Real-Time Feedback Education Strategy. Observation Chain	Daily quizzes, oral and written exams, reports, and discussions

		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.		Education Strategy. Opinion Exchange and Discussion Education Strategy. Information Presentation Education Strategy. Training and Presenting Scientific Updates Education Strategy.	

Second week	=	=	• Global trends in non-communicable diseases and risk factors	=	=
Third week	=	=	• Risk factors for non-communicable diseases	=	=
Fourth week	=	=	• Comparison of NCDS AND CDS	=	=
Fifth weeks	=	=	Screening for common NCDS	=	=
Sixth week	=	=	• Non-communicable diseases AND nutrition	=	=
seventh week eight week	=	=	• Liver cirrhosis definition • Causes • Risk factors • Epidemiology of liver	=	=

			cirrhosis		
Ninth week	=	=	• Liver cirrhosis (complication and prevention	=	=
Tenth week	=	=	Diabetes Mellitus	=	=
Eleventh weeks	=	=	Diabetes Mellitus epidemiology	=	=
Twelfth week	=	=	Details about hypoglycemia	=	=
thirteenth week	=	=	Details about hypoglycemia (management and control	=	=
Fourteenth Week	=	=	Gestational diabetes	=	=
Fifteenth Week	=	=	Treatment of G.D	=	=

12. Course Evaluation
The grade of the semester (100) is distributed as follows 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

١٢ Learning and Teaching Resources	
Required textbooks (methodology, if any)	
Key references (sources)	Andreoli and Carpenter's. Cecil Essentials of Medicine;Saunders
Recommended books and references (scientific journals, reports...)	Davidson's. Principles and Practice of Medicine; Churchil Livingstone
Electronic references, websites	Google scholar
Course Development Plan	• Andreoli and Carpenter's. Cecil Essentials of Medicine ;Saunders

Course Description Form

1. Course Name:	
Non-communicable diseases	
2. Course Code	
ATU13-CHT-425-CM	
3. Semester:	
Second semester /fourth year	
4. Description Preparation Date:	
15/9/2025	
5. Available Attendance Forms:	
Weekly-	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 (theory) 4 (practical)/ 4 unit	
7. Course administrator's name (mention all, if more than one name)	
Asst.Lect SARA HELEEM sarah.naeem.chm@atu.edu.iq	
8. Course Objectives	
Course Objectives	General objective: The student gets to know the most important of non-communicable diseases (epidemiology, definitions. Risk factors, preventions and management) Specific Objective: The student will be able to: 1- Learn how to deal with risk factors of non-communicable diseases 2- Identify the most important non-communicable diseases 3- Learn about ways to prevent and control of non-communicable diseases

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

No.	Hours	Required Le: Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2	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.	- Cardiovascular diseases (detention, types, causes)	Cooperative Learning Strategy. Brainstorming Education Strategy. - Cooperative Concept Mapping Education Strategy. Real-Time Feedback Education Strategy. Observation Chain Education Strategy. Opinion Exchange	Daily quizzes, oral and written exams, reports, and discussions

		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.		and Discussion Education Strategy. Information Presentation Education Strategy. Training and Presenting Scientific Updates Education Strategy.	
Second week	=	=	• **Cardiovascular diseases(risk factors and symptoms**	=	=

Third week	=	=	• Trend in epidemiology of cardio vascular diseases	=	=
Fourth week	=	=	• C.V.D treatment and prevention	=	=
Fifth weeks	=	=	Angina (overview, causes)	=	=
Sixth week	=	=	• Angina(risk factor, and complication	=	=
seventh week eight week	=	=	• Angina prevention • goiter (overview and symptoms	=	=
Ninth week	=	=	• Goiter(causes and risk factor)	=	=
Tenth week	=	=	Complication and prevention	=	=

Eleventh weeks	=	=	**Chronic obstructive pulmonary diseases**	=	=
Twelfth week	=	=	Chronic obstructive pulmonary diseases prevention	=	=
thirteenth week	=	=	Health promotion and its importance	=	=
Fourteenth Week	=	=	**Health promotion and importance messages for heathy life styles**	=	=
Fifteenth Week	=	=	**Nutrional and prevention of NCDS**	=	=

13. Course Evaluation
The grade of the semester (100) is distributed as follows 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

١٢ Learning and Teaching Resources	
Required textbooks (methodology, if any)	
Key references (sources)	Andreoli and Carpenter's. Cecil Essentials of Medicine; Saunders
Recommended books and references (scientific journals, reports...)	Davidson's. Principles and Practice of Medicine; Churchill Livingstone
Electronic references, websites	Google scholar
Course Development Plan	• Andreoli and Carpenter's. Cecil Essentials of Medicine; Saunders

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

Academic Course Description

2025

1- Course name
Health Management
2- Course Code
ATU13-CHT-324-CM
3- Semester / Year:
Semester2-L3
4- Description Preparation Date:
٢٠٢٥_٩_٢
5- Available Attendance Forms:
Weekly
6- Number of Credit Hours (Total) / Number of Units (Total)
2 (theory) 0 (practical)/ 2 unit
7- Course administrator's name (mention all, if more than one name)
Assisst. Lecturer ;- Essam Najim Abed
8- Course Objectives
1 Learn about health management methods and objectives **2- Understand the meaning of healthy behavior and who a health educator is.** **3- Formulate health education messages for various segments of society.** **4- Understand various health education methods.**
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.	**Health Managment**	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	٢	١٥

	Opinion Exchange and Discussion Education Strategy. Information Presentation Education Strategy. Training and Presenting Scientific Updates Education Strategy.		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.		
		Health behavior and education			1
		-Meaning of health education , - Who is a health educator			2
		- Role of health education, - Health behavior-			3
		People working with people (skill)			4
		Relationship, Communication,			5
		Avoid prejudice and bias			6
		Planning for HE			7
		Planning for HE			8
		individual health educate			9
		Health education with groups: what is group (formal and informal(purpose of formal group			10
		behavior of formal group, value of group education			11
		Health education with communities : what is community			12
		identifying community , when is community health education needed			13
		Endocrine toxicology			14
		Communicating the health messages methods & and media (formal)			14
		Communicating the health messages methods & and media (formal)			15

Course Description: Medical Terminology

1. Course Title
Medical Terminology
2. Course Code
ATU13-CHT-128-CM

3. Semester/Year
First Semester / First Year
4. Date of Preparing this Description
15/09/2025
5. Available Attendance Formats
In Person/Blended
6. Total Study Hours (Overall) / Total Units (Overall)
3/45
7. Course Coordinator
Asst.Lect. Dunya Lateef Khudhir
8. Course Objectives
It is aimed to learn the basic definitions, concepts and issues related to health and, in parallel, the necessary medical terminology.
9. Teaching and Learning Strategies
1. Cooperative Learning Strategy 2. Brainstorming Strategy 3. Concept Mapping Cooperative Strategy 4. Real-Time Feedback Strategy 5. Observation Chain Strategy 6. Exchange of Opinions and Discussion Strategy 7. Presentation of Information Strategy 8. Training and Presentation of Scientific Developments Strategy

10:Course Structure

Evaluation Method	Learning Method	Unit or Topic Title	Learning Outcomes	hours	Week
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Definition to Terminology		3	1
Daily, Oral, and Written Exams; Reports; Discussions	Theory	General rules for creating medical terms		3	2
Daily, Oral, and Written Exams; Reports; Discussions	Theory	General rules for creating medical terms		3	4
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Anatomical Body Structure		3	5

Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the musculoskeletal system		3	5
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the digestive system		3	6
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the respiratory system		3	7
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the cardiovascular system		3	8
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the urinary system		3	9
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the endocrine system		3	10
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the nervous system		3	11
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to sense organs		3	12
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the integumentary System		3	13
Daily, Oral, and Written Exams; Reports; Discussions	Theory	Terminology related to the Reproductive System	2	3	14

Daily, Oral, and Written Exams; Reports; Discussions	Theory	General evaluation and discuss to terms of		3	`5

10. Course Assessment
Continuous Assessment: 30% / Final Exam: 70%

11. Learning and Teaching Resources	
	Prescribed Textbooks (Curricular)
1. Medical terminology made incredibly easy. Author: Springhou Corporation. Publisher: Springhouse Corp., Publication Date: c2001. Publication Place: Springhouse, Pa. Current medical terminology 2. Author: Pyle, Vera. Publisher: Health Professions Institute, Publication Date: 2000. Publication Place: Modesto, Calif. 3. Using medical terminology : a practical approach Author: Nath Judi L. Publisher: Lippincott Williams & Wilkins, Publication Date: c2006. Publication Place: Philadelphia 4. Solving the puzzles in medical terminology : an interactive stu guide to accompany the telecourse Medical terminology Author: Wetle, Victoria L. , Longshore, Gle Publisher: Jones and Bartlett Publishers, Publication Date: c1997. Publication Place: Boston 5. Introduction to medical terminology Author: Besser, Pam., Fisher, J. Patrick. Publisher: McGraw-Hill Higher ucation ; McGraw-Hill [distributor], Publication Date: 2005. 33 Publication Place: New York : London	Main References (Sources)
	commended Supplementary Books and References (Scientific Journals Reports...)
	Electronic References, Websites