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circle a guarantee Quality and reliance Academic
to divide Accreditation



Academic Program and Course

the introduction:

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course vocabulary. Its main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program.

The academic program description provides a brief summary of the program's main features and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation, and it is written by the teaching staff under the supervision of the scientific committees in the academic departments.

This second edition of the guide includes a description of the academic program, updated with the vocabulary and paragraphs of the previous guide, reflecting the latest developments in the Iraqi education system. This includes a description of the academic program in its traditional form (annual, semester-based), as well as adopting the generalized academic program description provided by the Department of Studies.3/2906 on 3/5/2023 with regard to programs that rely on the Bologna Process as the basis for their work.

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth running of the educational process.

Concepts and terminology:

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

Course Description: It provides a concise summary of the course's key features and expected learning outcomes, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program description.

Program vision: An ambitious vision for the future of the academic program: to be a sophisticated, inspiring, motivating, realistic, and applicable program.

Program message: The goals and activities necessary to achieve them are briefly explained, and the paths and directions of program development are identified.

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

Curriculum structure: All courses/study materials included in the academic program according to the approved learning system (semester, annual, Bologna track) whether they are required (Ministry, University, College and Scientific Department) with the number of study units.

Learning outcomes: A compatible set of knowledge, skills, and values acquired by the student after the successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program's objectives.

Teaching and learning strategies It refers to the strategies used by faculty members to enhance student teaching and learning; these are plans followed to achieve learning objectives. In other words, it describes all classroom and extracurricular activities aimed at achieving the program's learning outcomes.

Academic Program Description Template

University name: Heritage University. Eligibility.

College/Institute: Faculty of Arts

Scientific Department: Department of Clinical Psychology

Name of academic or professional program: Bachelor of Clinical Psychology.

Name of final certificate: Bachelor's degree in Clinical Psychology

The study system: Semesters Courses

Date of preparation of description: 13/11/2025

Date the file was filled: 5/7/2026

the signature

Name

The Head of Clinical Psychology
Department

1/1

the signature

Name

Scientific Assistant's

1/1

The file was reviewed by

Quality Assurance and University Performance Division

Name of the Director of the University Quality Assurance and Performance

Division:

Prof. Dr. Abdulsattar Awad
Sbrakim

Director of the University Quality
Assurance and Performance
Division:

Dean's approval

/ /



1. Program Vision

To serve as an educational department in the field of clinical mental health—encompassing both theory and practice at local and global levels—and to provide a high-quality educational environment that serves the community.

2. Program message

Preparing qualified specialists to meet the needs of the community, leading in research and innovation, and improving individuals' lives through effective psychotherapy.

3. Program objectives

- Skill Development: Building competencies in psychological assessment and diagnosis.
- Scientific Research: Developing research capabilities and critical analysis skills.
- Practical Application: Effectively applying clinical assessment methods.
- Ethical Practice: Instilling ethical standards and professional responsibility.
- Addressing Disorders: Studying and treating anxiety, depression, and schizophrenia.
- Promoting Well-being: Boosting individual confidence and assisting in the achievement of goals.

4. Program accreditation

Programmatic accreditation has not yet been obtained, as the department was newly established for the 2024–2025 academic year; we are currently working to meet the requirements for programmatic accreditation for future years.

5. Other external influences

Is there a sponsor for the program?

- Ministerial directives.
- Labor market requirements.
- Corresponding departments.

6. Program structure

comments *	Percentage	Study unit	Number of courses	Program structure
	%39.47	15	5	Institutional requirements
			nothing	College requirements
	%78.94	30	31	Department requirements
				Summer training
				Other

* The notes may include whether the course is core or elective.

7. Program Description				
Credit Hours		Course name	Course code	Year / Level
4	1	General Psychology		1 st stage 2025-2026
6	1	Descriptive and Inferential Statistics		
4	1	Psychophysiology		
6	1	Communication Skills		
2	3	English Language		
4	4	Arabic Language		
2	2	Social Psychology		
2	2	Developmental Psychology		
2	1	Human Rights		
2	1	Computer Skills		

8. Expected learning outcomes of the program	
Knowledge	
	A- Cognitive Objectives 1 .The student will be able to understand the concepts of clinical psychology. 2 .The student will be able to identify psychological disorders. 3 .The student will become familiar with the requirements of psychotherapy. 4 .The student will learn to apply their understanding in service to the community. 5. Understanding the goals of mental health.

Skills	
	.1The student will be able to apply skills for achieving psychological well-being in a real-world setting. .2The student will be able to devise solutions for various cases of psychological disorders. .3The student will be able to identify psychological disorders and their relationship to human mood. 4. The student will be able to manage psychological disorders in a practical manner.
Values	
	1 .Enable the student to promote a culture of mental health within the community. 2 .Adhere to the ethical standards of the psychotherapy profession. 3 .Raise awareness and provide psychological education through universities, schools, media outlets, and social media platforms. 4 .Combat the social stigma associated with mental illness and emphasize that mental disorders are not a sign of character weakness. 5 .Promote mental health prevention and teach individuals skills for coping with stress, emotions, and problems. 6 .Encourage seeking specialized help from a psychiatrist or psychologist when needed. 7 .Strengthen the family's role in providing psychological support and identifying issues at an early stage. 8 .Train teachers and institutional staff to recognize early signs of mental health issues and refer cases to specialists. 9. Provide reliable, evidence-based information and curb the spread of myths and inaccurate information regarding mental health.

9. Teaching and learning strategies
- The standard method (expository/lecture-based). - The discussion method. - The inductive (deductive) method. - The reciprocal and active learning method.

10. Assessment methods
-Formative assessment (daily quizzes, classroom discussions, homework and its follow-up, classroom-based assessment). - Diagnostic assessment (mid-term and final exams to determine pass/fail status).

11.Faculty

Faculty members

Professional Development

Orienting new faculty members

- 1 .Directing new faculty members to complete the required teaching methodology courses.
- 2 .Obtaining teaching authorization.
3. Adhering to the ethics of the university teaching profession.

Professional development of faculty members

- 1 .The necessity of participating in conducting research and attending scientific conferences.
- 2 .Delivering lectures during educational courses and workshops.
- 3 .Participating in professional development courses organized by the Ministry or universities.
4. Engaging in the acquisition of modern scientific expertise and skills in the field of modern technical communication.

12.Admission standard

In accordance with the Ministry of Higher Education and Scientific Research's plan regarding student admission and the passing of the student eligibility test.

13.Key sources of information about the program

1. Ministerial directives.
 2. Corresponding departments.
- Feedback from the labor market.
Technological developments.

14.Program development plan

- Updating course content in line with scientific developments.
- Linking theory with practical and field applications.
- Encouraging students to conduct research in the field of clinical psychology.

Program Skills Plan															
outputs Learning Required from The program															
Values				Skills				Knowledge				Essential or optional	name The course	code The course	Year Level
C4	C3	C2	C1	b4	b3	b2	b1	A4	A3	A2	A1				
	✓							✓				essential	General Psychology		2026 –2025
				✓						✓		essential	Descriptive and Inferential Statistics		2026 –2025
	✓							✓				essential	Physiological Psychology		2026 –2025
			✓	✓				✓				essential	Communication Skills		2026 –2025

			✓						✓			essential	English Language		2026 –2025
			✓						✓			essential	Arabic Language		2026 –2025
	✓					✓			✓			essential	Social Psychology		
	✓					✓			✓			essential	Developmental Psychology		2026 –2025
	✓								✓			essential	Human Rights		2026 –2025
				✓					✓			essential	Computer		2026 –2025

			✓						✓				Health Psychology		2026 -2025
			✓						✓				PPsychological Terminology		

- Please situation signal in squares Interview For outputs Learning Individual from The program Subject For evaluatio

Course description template

General Psychology/ 1st stage

1. name The course	
General Psychology	
2. code The course	
09	
3. the chapter / year	
2025-2026	
4. date numbers this Description	
5/7/2026	
5. Available forms of attendance	
daily	
6. Number of study hours (total) / Number of units (total)	
2 hours weekly /60 hours (8 Units)	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Jalal Abid Zaid email: jalalabidzaid@uoturath.edu.iq	
8. Course objectives	
- Students acquire the fundamental concepts of psychology. - Students acquire knowledge of psychology and apply it in real-world settings..	Course objectives
9. Teaching and learning strategies	
- Lecture method; discussion, dialogue, and questioning. - Using educational discussion to exchange ideas and arrive at facts. - Practical training and skill application.	strategy
.Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests Daily	Lecture and discussion	General Psychology	- Higher-order cognitive processes	2	1
Daily test	Lecture and discussion	Memory	Imagination	2	2
Daily test	Lecture and discussion		Creativity	2	3
Daily test	Lecture and discussion	Language and Thought	Problem-solving	2	4
Daily test	Lecture and discussion	Psychological Attitudes	- Definition of memory	2	5
Daily test	Lecture and discussion	Behavior	Memory processes	2	6
Daily test	Lecture and discussion	Environment and Behavior	Short-term memory	2	7
Daily test	Lecture and discussion	Violence	Long-term memory	2	8
Daily test	Lecture and discussion	Sleep	- Higher-order cognitive processes	2	9
Daily test	Lecture and discussion	Mental Health	Imagination	2	10
Daily test	Lecture and discussion	General Anxiety	Creativity	2	11
Daily test	Lecture and discussion	General Psychology	Problem-solving	2	12
Daily test	Lecture and discussion		- Definition of memory	2	13
Daily test	Lecture and discussion	Final Review	Memory processes	2	14
Daily test	Lecture and discussion		Short-term memory	2	15
Daily test	Lecture and discussion	Assessment	Long-term memory	2	16
Daily test	Lecture and discussion	General Psychology	Definition of language	2	17
Daily test	Lecture and discussion	Memory	- Groups and Behavior	2	18
Daily test	Lecture and discussion		Social roles	2	19
Daily test	Lecture and discussion	Language and Thought	Collective behavior	2	20
Daily test	Lecture and discussion	Psychological Attitudes	Environmental influence on behavior	2	21
Daily test	Lecture and discussion	Behavior	Genetic influence on behavior	2	22
Daily test	Lecture and discussion	Environment and Behavior	- Definition of violence	2	23
Daily test	Lecture and discussion	Violence	- Causes of violence	2	24
Daily test	Lecture and discussion	Sleep	- Prejudice	2	25
Daily test	Lecture and discussion	Mental Health	Aggression	2	26
Daily test	Lecture and discussion	Final Review	Sleep and Dreams	2	27

Daily test	Lecture and discussion		Stages of sleep	2	28
Daily test	Lecture and discussion	Evaluation	Sleep disorders		29
		Final Review	Discussion of recent • .research and future trends :Overview of • Final assessment: Exam, small research project, or presentation.		30

1. course evaluation

Grade distribution (out of 100):

60 marks: Final written exam

20 marks: Midterm exam

10 marks: Participation and attendance

10 marks: Research assignments

2. Learning and teaching resources

1 Introduction to Psychology – G.C. Davidoff

Electronic references
websites

Introduction to General Psychology – Prof. Dr. Abdul Amir Al-Shamsi

Course Description Form

1. Course Name: Descriptive Statistics	
2. Course Code: 09	
3. Semester / Year: First Year / 2025–2026	
4. Description Preparation Date: 2026	
5. Available Attendance Forms: Descriptive Statistics	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 theoretical hours per week – 30 weeks – 4 units – Second stage	
7. Course administrator's name (mention all, if more than one name)	
Name: Lecturer Mustafa Saeed Email: Mustafa.miran@uoturath.edu.iq	
8. Course Objectives	
Course Objectives	- Introducing students to certain statistical concepts and the role of statistics in advancing the human sciences. - Students acquire skills in applying the fundamental laws and principles of inferential statistics. - Students develop the ability to identify the appropriate statistical method for analyzing and organizing data. - Students gain the capacity for logical thinking and the ability to draw meaningful conclusions.
9. Teaching and Learning Strategies	
Strategy	1. Theoretical lectures: To explain fundamental concepts and statistical laws. 2. Interactive and cooperative learning: Through classroom discussions and collaborative problem-solving. 3. Problem-based learning: Using real case studies that connect statistics with psychological and educational sciences. 4. Blended learning: Combining traditional lectures with online platforms to expand learning resources. 5. Brainstorming: Encouraging idea generation and creative approaches to statistical problems. 6. Active learning: Engaging students in hands-on activities and practical exercises to reinforce understanding.

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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Week	Unit/Topic	Hours	Intended Learning Outcomes (ILOs)	Learning Method	Assessment Method
1	Quick review of Part I concepts – Clarifying Part II structure	3	Understand basic concepts of descriptive statistics	Interactive lecture + brainstorming	Classroom discussion + short quiz
2	Normal distribution: properties – curve – areas	2	Comprehend concepts of normal distribution	Presentation + illustrative examples	Oral and applied questions
3	Standard scores – Z-Score psychological applications	2	Apply Z-Scores in psychological contexts	Problem-based learning (PBL)	Cooperative learning
4	Using standard tables – psychological interpretations	2	Formulate psychological interpretations using standard tables	Lecture + case study discussion	Participation evaluation + individual assignment
5	Non-normal distributions – skewness and kurtosis	2	Understand normal distribution and its use in data interpretation	Concept mapping	Concept map evaluation
6	Correlation coefficient – Pearson correlation	2	Calculate Z-Scores and use them in comparisons	Educational project presentations + discussion	Short report on influencing factors
7	Other correlation coefficients (Spearman – Point Biserial)	2	Calculate Z-Scores and use them in comparisons	Practical demonstration + discussion	Short quiz
8	Midterm exam + applications discussion	2	Assess comprehension and analysis of previous concepts	Lecture with applied SPSS examples	Research project analysis
9	Analyzing relationships between variables – interpreting correlations	2	Analyze relationships using correlation coefficients	Written test	Written exam (20 points)
10	Introduction to regression: simple linear regression	2	Use simple regression to predict behavioral values	Dialogue + group work	Presentation and participation evaluation
11	Regression equation – prediction – applications	2	Use simple regression for behavioral prediction	Lecture with applied SPSS examples	Quick analytical questions
12	Regression in psychological research – real examples	2	Use simple regression for behavioral prediction	Role play + discussion	Role play activity evaluation

13	Reading statistical results in published studies	2	Apply descriptive statistics principles in interpreting psychological test results	Problem-solving + educational applications	Preparing a worksheet
14	Applied summary using psychological data sets	2	Apply descriptive statistics principles in interpreting psychological test results	Guided discussion + brainstorming	Observation and participation evaluation
15	Comprehensive review and evaluation	2	Integrate developmental outcomes and present final research results	Student projects and reports	Final exam and evaluation

10. Course Evaluation

Admission Criteria

- Academic GPA (60%)
- Aptitude & Personality Test (20%)
- Structured Interview 10%)
- Language & Digital Skills Test (10%)
- Target Groups: High school graduates, educators, social workers, career changers.

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	References – Inferential Statistics
Main references (sources)	Descriptive and Inferential Statistics, Abdul Jabbar Tawfiq & Zakaria Zaki, 1977.
Recommended books and references (scientific journals, reports...)	Descriptive and Inferential Statistics, Abdul Jabbar Tawfiq & Zakaria Zaki, 1977.
Electronic References Websites	Descriptive Statistics and SPSS, Azzam Sabri, 2009.

Course description template

1. name The course					
Physiological psychology					
2. code The course					
05					
3. the chapter / year					
2025-2026					
4. date numbers this Description					
5/7/2026					
5. Available forms of attendance					
daily					
6. Number of study hours (total) / Number of units (total)					
2 hours weekly / 2 units					
7. Name of the course coordinator (if there is more than one, please mention it).					
Name: Dr.Yusra Turki Saeed Email :yousra.turki@uorutath.edu.iq					
8. Course objectives					
- Students acquire the basic concepts of the concept of physiological psychology. - Students acquire a positive attitude towards the subject of physiological psychology and apply it in practice					Course objectives
9. Teaching and learning strategies					
- The lecture method involves discussion, dialogue, and asking questions. - Using educational discussion to exchange ideas and arrive at the truth					strategy
.Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests Daily	Lecture and discussion	Introduction to Physiological Psychology	To understand physiological psychology its definition, history, and objectives.	2	the first
Daily tests	Lecture	The Relationship Between Brain and Behavior	To identify human behavior and its biological and	2	the second

			physiological foundation		
Daily tes	Lecture	Voluntary and Involuntary Behavior	To understand voluntary and involuntary muscular behavior.	2	the third
Daily tes	Lecture	Human Behavior	To identify emotional, motor, sensory, and linguistic behavior.	2	Fourth
First-month exam	First-month exam	First-month exam	First-month exam.	2	Fifth
Daily tes	Lecture	Memory and Remembering	To understand memory and remembering behavior.	2	Sixth
Daily tes	Lecture	Physiological Foundations Behavior and Motivation	To understand behavior, motivation, and types of defense mechanisms.	2	seventh
Daily tes	Lecture	Components of the Central Nervous System	To identify the central nervous system and its components (Brain - Spinal Cord).	2	eighth
Daily tes	Lecture	Components of the Peripheral Nervous System	To identify the peripheral nervous system.	2	ninth
Daily tes	Lecture	Glands in the Human Body	To identify the pituitary gland, its hormones, and clinical features.	2	Tenth
Daily tes	Lecture	The Thyroid Gland	To identify thyroid hormones and thyroid diseases.	2	Eleventh
Second-month exam	Second-month exam	Second-month exam	Second-month exam	2	Twelfth
Daily tes	Lecture	The Adrenal Glands	To identify the adrenal glands and sexual glands (male and female).	2	thirteenth
Daily tes	Lecture	Childhood Glands	To identify childhood glands, the pineal gland, and the thymus gland.	2	fourteenth
Daily tes	Lecture	The Pancreas	To identify disorders resulting from the pancreas and psychosomatic diseases.	2	fifteenth
Daily tes	Lecture	Psychosomatic Gastrointestinal Diseases	To identify psychosomatic digestive system diseases: gastric ulcers, colitis, and morbid obesity.	2	sixteenth
Daily tes	Lecture	Psychosomatic Cardiovascular Diseases	Identifying psychosomatic cardiovascular diseases: cardiac neurosis, fainting types of headaches, and blood pressure.	2	seventeenth
Third-Month Exam	Third-Month Exam	Third-Month Exam	Third-Month Exam	2	eighteenth

Daily test	Lecture	Psychosomatic Respiratory Diseases	Identifying psychosomatic respiratory diseases: bronchial asthma, hay fever, pulmonary tuberculosis, hyperventilation syndrome and types of nervous coughs.	2	nineteen
Daily test	Lecture	Psychosomatic Skin Diseases and Disorders	Identifying emotional states, theories of pleasure and emotions, and (the stomach - heart - kidneys - blood - nervous system - muscular system - glands)	2	Twenty
Daily test	Lecture	Physiology of emotions	Identifying emotional states, theories of pleasure and emotions, and (stomach, heart, kidneys, blood, nervous system, muscular system, glands)	2	Twenty - first
Daily test	Lecture	Physiology of Sleep	Identifying sleep problems and their impact.	2	Twenty - second
Daily test	Lecture	Physiology of Addiction	Identifying addiction problems and the effect of narcotics on an individual psyche and body organs.	2	Twenty - third
Fourth-Month Exam	Fourth-Month Exam	Fourth-Month Exam	Fourth-Month Exam	2	Twenty - fourth
Daily test	Lecture	Comprehensive Review	Comprehensive Review	2	Twenty - fifth

1. Course evaluation

distribution Degree from 100 on according to Tasks The assigned In it student like Preparation Daily and exams Daily oral and monthly and liberation and reports ...etc.

Course Grade Distribution

Total Score: 100 Marks

I. Annual / Semester Coursework Grade (40 Marks)

1. Written Midterm Exam (30 Marks)

- A comprehensive written exam conducted in the 9th week to assess the theoretical material of the first half of the course.

2. Daily Attendance, Tasks, and Activities (10 Marks)

- **Commitment and daily attendance:** 4 marks
- **Participation, daily preparation, and oral questions:** 2 marks
- **Daily quick quizzes:** 2 marks
- **Preparation and presentation of an individual report/research:** 2 marks

II. First Semester Final Exam (60 Marks)

- **Final Written Exam (60 Marks)**

A comprehensive final written exam covering all topics of the first semester (the 15 weeks).

2. Learning and teaching resources

Physiological Psychology / Faculty of Arts / Imam Jaafar Al-Sadiq College	Required textbooks (methodology, if applicable)
Physiological Psychology (Dr. Ahmed Akaya)	Main references (sources)
Physiological Psychology (Dr. Sami Abdel Qawi)	Recommended supporting books and references (scientific journals, reports...)
https://www.sciencedirect.com https://ar.wikipedia.org Encyclopedia of Science Direct https://phsoc.onlinelibrary.wiley.com	Electronic references, websites

Course description template

1. name The course	
Communication Skills	
2. code The course	
02	
3. the chapter / year	
2025-2026	
4. date numbers this Description	
10/7/2026	
5. Available forms of attendance	
Daily	
6. Number of study hours (total) / Number of units (total)	
2 hours weekly /30 hours(tow courses 60 hours)	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Abbas Hussein Ukaily Email :abbas.hussein@uorutath.edu.iq	
8. Course objectives	
Students acquire the • fundamental concepts of communication skills. Students master the subject • matter of communication skills and apply it in real-world settings. .	Course objectives
9. Teaching and learning strategies	
• The lecture method. Discussion and dialogue, asking questions. • Using educational discussion to exchange ideas and arrive at the truth. .Practical training and skills application	strategy

.Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests Daily	Lecture and discussion	Introduction to Communication Skills	-History of communication skills	2	1
Daily tests	Lecture	Theories Explaining Communication Skills	-Humanistic theory -Aristotle's theory -Social system theory	4	2-3
Daily tests	Lecture	Communication Skills	Fundamentals of Effective Communication	2	4
Daily tests	Lecture	Comprehensive healthcare	The biological - perspective The psychological - perspective -The social perspective	4	5-6
Daily tests	Lecture	The Medical Interview	The Medical Interview	2	7
Daily tests	Lecture	Verbal dialogue skills	Listening - Summarizing - - Investigation	2	8
Daily tests	Lecture	Non-verbal dialogue skills	Body language - Facial - expressions Gestures - - Symbols	4	9-10
Daily tests	Lecture	Communication Skills	Empathy and Compassion in Medicine	2	10
Daily tests	Lecture	The Medical Interview	Opening the medical consultation	2	11
Daily tests	Lecture	Communication Skills	- The Patient's Narrative - Patient-Centeredness	2	12
Daily tests	Lecture	Communication Skills	The Pathological Narrative - The Centrality of the Physician	2	13
Daily tests	Lecture	Final Review	• General review of all the vocabulary that was covered. • Discussion of recent research and future trends.	2	14
Daily tests	Lecture	Evaluation	• Final assessment: test/ small research project or presentation.	2	15
Tests Daily	Lecture and discussion	Communication Skills	Cultural contrast and embarrassment	2	16

Daily tes	Lecture	Clinical Interview	Clinical Interview - Interview Structure Professional Ethics	4	17-18
Daily tes	Lecture	Communication Skills	Physical examination and conclusion	2	19
Daily tes	Lecture	Communication Skills	Diagnostic management plan	2	20
Daily tes	Lecture	Communication Skills	Dealing with an angry patient	2	21
Daily tes	Lecture	Verbal dialogue skills	Language and voice	2	22
Daily tes	Lecture	Medical care	Medical care and the gap between medical and health staff	4	23
Daily tes	Lecture	Communication Skills	Communication skills during the coronavirus pandemic	4	24-25
Daily tes	Lecture	Clinical Interview	End of medical interview	2	26
Daily tes	Lecture	Communication Skills	Telehealth	2	27
Daily tes	Lecture	Clinical Interview	Privacy and security	2	28
Daily tes	Lecture	Final Review	•General review of all the vocabulary that was covered. •Discussion of recent research and future trends.	2	29
Daily tes	Lecture	Evaluation	•Final assessment: test/ small research project or presentation.	2	30

1. Course evaluation

. Grade distribution (out of 100):
60: Final written exam
40:
20: Midterm exam
20: Attendance, participation, research, etc.

2. Learning and teaching resources

The Art of Dialogue in the Medical Interview – Dr. Abdul-Salam Saleh Sultan

communication Skills in Counseling &

Electronic references, websites

Course Description Form

1. Course Name					
Arabic Language					
2. Course Code					
3. Semester / Year					
First Semester / First Stage / 2025-2026					
4. Date of Preparation of this Description					
2026/7/6					
5. Available Forms of Attendance					
In-person / Daily					
6. Total Study Hours / Total Units					
2×15=30 Total Units 2×15=30					
7. Name of Course Instructor (if more than one, all names should be mentioned)					
Name: Lecturer Dr. Abdullah Sari Zamil Jaber Email: eabdallah.sari@uoturath.edu.iq					
8. Course Objectives					
- The student should acquire language skills in reading and writing. - The student should be able to express ideas creatively. - The student should become familiar with the Arabic literary heritage.			Course Objectives:		
9. Teaching and Learning Strategies					
Lecture method Questioning method Problem-solving method					Strategy
10. Course Structure					
Assessment Method	Learning Method	Unit / Topic	Required Learning Outcomes	Hours	Week
Daily Quiz	Lecture	Punctuation Marks	Understanding Comprehension	2	1

Daily Quiz	Lecture	Parts of Speech	Understanding Comprehension	2	2
Daily Quiz	Lecture and Questioning	Qur'anic Texts (Surah Baqarah)	Understanding, Comprehension, Values	2	3
Daily Quiz	Lecture and Questioning	Poet Amr ibn Kulthum	Understanding Comprehension	2	4
Daily Quiz	Lecture and Questioning	Poet Ka'b ibn Zuhayr	Understanding Comprehension	2	5
Daily Quiz	Lecture and Questioning	Verbs and Their Types	Understanding Comprehension	2	6
Daily Quiz	Lecture and Problem Solving	Verbal and Nomi Sentences	Understanding Comprehension	2	7
Daily Quiz	Lecture and Problem Solving	Defective Verbs (Kana Its Sisters)	Understanding Comprehension	2	8
Daily Quiz	Lecture and Problem Solving	Rules of Numbers Counted Nouns	Understanding Comprehension	2	9
Daily Quiz	Lecture and Problem Solving	Poet Abu al-Ala al-Ma'a	Understanding Comprehension	2	10

Daily Quiz	Lecture and Problem Solving	Poet Elia Abu Madi	Understanding Comprehension	2	11
Daily Quiz	Lecture and Problem Solving	Poet Badr Shakir al-Say	Understanding Comprehension	2	12
Daily Quiz	Discussion and Problem Solving	Writing the Arabic Letter Dad and Dha	Understanding Comprehension	2	13
Daily Quiz	Discussion and Problem Solving	Creative Expressive Techniques	Understanding Comprehension	2	14
Daily Quiz	Discussion and Problem Solving	Writing the Hamza	Understanding Comprehension	2	15
11. Course Assessment (distribution of the grade out of 100 according to tasks assigned to the student, such as daily preparation, daily, oral, monthly and written examinations, reports, etc.)					
First-semester coursework grade: 40, distributed as follows: Final examination: 60 30 Written examination 10 Attendance and activities Total grade: 100					
12. Learning and Teaching Resources					
General Arabic Language for Non-Specialists			Required Textbooks (curricular, if any)		
Sharh Ibn Aqil; collections of poets' works; books on Arabic literature			Main References (Sources)		
Available literary books and sources on Arabic grammar			Recommended Supporting Books and References (scientific journals, reports, etc.)		
Available Internet Websites			Electronic References and Internet Websites		

Course Description Form

1. Course Name: English language					
2. Course Code:					
3. Semester / Year: annual					
4. Description Preparation Date: 2025-2026					
5. Available Attendance Forms: attendance					
6. Number of Credit Hours (30) / Number of Units (2)					
7. Course administrator's name (mention all, if more than one name)					
Name: sura Mohammed					
Email: Sura.mohammed@uoturath.edu.iq					
8. Course Objectives					
Course Objectives				Enable the students to speak English fluently	
9. Teaching and Learning Strategies					
Strategy		Training students to speak English by videos and pictures.			
10. Course Structure					
Week	Hours	Unit / Subject Name	Required Learning Outcomes	Learning Methods	Evaluation Methods
Week 1	2	Course Orientation & Diagnostic Assessment	Understand course expectations, grading criteria, and identify personal baseline language strengths and weaknesses.	Interactive lecture, placement diagnostic test, class discussion.	Diagnostic assessment test (non-graded baseline), syllabus comprehension check.
Week 2	2	Sentence Mechanics & Grammar Foundations	Identify parts of speech and eliminate run-ons and sentence fragments in academic writing.	Flipped classroom video, interactive sentence editing drills, peer error analysis.	Grammar quiz, sentence correction worksheet.

Week 3	2	Academic Vocabulary & Context Clues	Utilize Academic Word List (AWL) items and deduce word meanings using context, prefixes, and suffixes.	Vocabulary games, reading analysis, context clue exercises.	Weekly vocabulary quiz, vocabulary application paragraph.
Week 4	2	Paragraph Structure & Coherence	Construct well-structured paragraphs featuring clear topic sentences, supporting details, and unity.	Scaffolded writing workshop, topic sentence brainstorming, model paragraph analysis.	Paragraph drafting assignment (peer reviewed), structural rubric evaluation.
Week 5	2	Academic Listening & Note-Taking Strategies	Demonstrate active listening and take organized notes using Cornell and outline methods during lectures.	Audio-visual lecture simulation, guided note-taking practice, partner synthesis.	Note-taking portfolio review, lecture comprehension check quiz.
Week 6	2	Descriptive Paragraph Writing	Write vivid descriptive paragraphs using sensory details, spatial organization, and adjectives.	Sensory mapping, peer descriptive workshops, model text analysis.	Graded descriptive paragraph, self and peer edit checklist.
Week 7	2	Narrative Paragraphs & Verb Tense Mastery	Compose narrative paragraphs using chronological order, correct past tenses, and narrative transitions.	Storyboarding, past tense review drills, collaborative storytelling exercises.	Narrative paragraph submission, verb tense accuracy quiz.
Week 8	2	Mid-Semester Review & Evaluation	Synthesize language skills learned in Weeks 1–7 and reflect on individual writing progress.	Interactive review game, portfolio reflection session, instructor Q&A.	Mid-semester written examination (20%), writing portfolio check.
Week 9	2	Critical Reading: Skimming, Scanning & Main Ideas	Apply skimming and scanning techniques to extract main ideas and key details from academic passages.	Timed reading challenges, text annotation exercises, group summary mapping.	Reading comprehension quiz, passage summary worksheet.
Week 10	2	Process Paragraph Writing & Order Signals	Draft step-by-step process paragraphs using imperative verbs and sequential transition words.	Process mapping, recipe/instruction writing activity, group editing.	Process paragraph assignment, transition word usage quiz.
Week 11	2	Phonetics, Word Stress & Pronunciation	Demonstrate accurate word stress, vowel/consonant sound articulation, and clear speech delivery.	Phonetic chart drills, voice recording exercises, pronunciation mirror practice.	Oral pronunciation assessment, audio submission evaluation.
Week 12	2	Comparison & Contrast Paragraphs	Organize comparison and contrast paragraphs using block or point-by-point structures.	Venn diagram brainstorming, structural analysis of model essays, pair drafting.	Comparison paragraph assignment, structural organization rubric.
Week 13	2	Functional Speaking & Group Discussions	Express opinions, agree/disagree politely, and facilitate academic team discussions.	Fishbowl discussions, role-playing academic debates, group problem-solving.	Group discussion participation rubric, peer interaction evaluation.
Week 14	2	Transition to the 5-Paragraph Essay	Formulate thesis statements, introductory hooks, and outline full 5-paragraph essays.	Essay breakdown lecture, thesis statement workshop, outline mapping.	Essay outline submission, thesis statement peer check.
Week 15	2	Semester 1 Final Review & Exam	Demonstrate overall mastery of Semester 1 reading, writing, grammar, and listening objectives.	Comprehensive review session, practice test feedback, Q&A.	Semester 1 Final Exam (Written & Listening) (25%).
Week 16	2	Essay Refinement & Body Paragraphs	Draft unified body paragraphs with smooth transitional logic and strong conclusion paragraphs.	Drafting lab, transition word exercises, concluding strategy workshops.	Full essay draft submission, paragraph unity rubric.

Week 17	2	Expository Writing: Cause & Effect Analysis	Analyze causes and effects of social/academic topics and organize expository essays.	Cause-and-effect chain mapping, text analysis, group drafting.	Cause-and-effect essay assignment, analytical rubric.
Week 18	2	Critical Reading: Fact vs. Opinion & Bias	Differentiate between factual data and author opinion while identifying potential text bias.	Media literacy analysis, critical reading passage exercises, debate on author tone.	Critical reading analysis response, fact/opinion identification quiz.
Week 19	2	Persuasive Writing & Logical Arguments	Construct persuasive essays incorporating counterarguments, refutations, and logical evidence.	Debate workshops, argument mapping, logical fallacy identification games.	Persuasive essay draft, argument strength evaluation rubric.
Week 20	2	Oral Presentation Skills I: Structure & Design	Design clear slide presentations and structure academic oral deliveries effectively.	Slide design critique, oral outline workshops, presentation technique lecture.	Presentation slide deck draft submission, peer slide review.
Week 21	2	Academic Research & Source Evaluation	Locate scholarly articles using library databases and evaluate source credibility (CRAAP test).	Library database lab, source evaluation exercises, web credibility audit.	Annotated bibliography draft (2 sources), source credibility worksheet.
Week 22	2	Summarizing, Paraphrasing & Academic Integrity	Paraphrase academic texts accurately without plagiarizing using proper signal phrases.	Paraphrase transformation drills, plagiarism case studies, turnitin report analysis.	Paraphrasing exercise submission, academic integrity quiz.
Week 23	2	MLA & APA Citation Mechanics	Format in-text citations and reference/works cited pages in standard MLA and APA styles.	Style guide treasure hunt, citation mechanics formatting drills, reference page building.	Citation accuracy quiz, formatted Works Cited page assignment.
Week 24	2	Drafting the Mini-Research Paper	Synthesize multiple sources into a coherent 3–4 page argumentative mini-research paper.	Writing lab session, instructor individual consultations, synthesis drafting.	Research paper First Draft submission, synthesis rubric.
Week 25	2	Peer Review & Editing Workshops	Provide constructive feedback on peer research papers and edit writing for grammar/flow.	Peer review workshop using structured rubric, self-editing checklist practice.	Peer feedback form completion grade, editing reflection log.
Week 26	2	Professional Communication: Emails & Resumes	Compose formal business emails, professional cover letters, and standard academic resumes.	Resume building workshop, email etiquette analysis, role-play correspondence.	Professional portfolio submission (Resume & Cover Letter).
Week 27	2	Oral Presentation Skills II: Delivery	Deliver 5-minute academic presentations using effective voice modulation, eye contact, and slides.	Live student presentations, Q&A facilitation, audience feedback sessions.	Graded oral presentation delivery (15%), presentation rubric.
Week 28	2	Advanced Academic Register & Idioms	Incorporate formal academic vocabulary, collocations, and eliminate informal slang in writing.	Register shift exercises, collocation matching games, style editing drills.	Academic style transformation quiz, final writing revision check.
Week 29	2	Final Portfolio Assembly & Revision	Revise writing assignments based on feedback and assemble a comprehensive learning portfolio.	Portfolio assembly workshop, self-reflection essay drafting, final revisions.	Final Writing Portfolio submission (20%), reflective essay grade.
Week 30	2	Final Comprehensive Examination & Wrap-Up	Demonstrate comprehensive mastery of year-long academic English skills.	Final course evaluation, reflective discussion, learning outcome review.	Final Comprehensive Written Exam (25%).

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	Swan, M. Practical English Usage. Oxford University Press. Hewings, M. Advanced Grammar in Use. Cambridge University Press.	
Main references (sources)	Murphy, R. English Grammar in Use. Cambridge University Press. Eastwood, J. Oxford Practice Grammar. Oxford University Press. Azar, B. S. Understanding and Using English Grammar. Pearson.	
Recommended books and references (scientific journals, reports...)		Course textbooks Supplementary grammar books PowerPoint presentations Data projector
Electronic References, Websites	British Council – Learn English Cambridge Dictionary BBC Learning English	

Course description template

1. name The course	
Social Psychology	
2. code The course	
01	
3. the chapter / year	
2025-2026	
4. date numbers this Description	
6/7/2026	
5. Available forms of attendance	
daily	
6. Number of study hours (total) / Number of units (total)	
2 hours weekly /60 hours	
7. Name of the course coordinator (if there is more than one, please mention it).	
Lect. Dr. Abdullah Sari Zamil Email: eabdallah.sari@uoturath.edu.iq	
8. Course objectives	
- By the end of the course, the student will be able to: 1. Identify the fundamental concepts of social psychology. 2. Explain how the group and the social environment influence behavior.	Course objectives

• 3. Understand the processes of social perception and impression formation. • 4. Analyze the causes of aggressive behavior, cooperation, and empathy. • 5. Examine social biases and the mechanisms of their formation. • 6. Apply social psychology principles to real-life and therapeutic situations.	
9. Teaching and learning strategies	
• Theoretical lecture • Discussions of real-life social scenarios • Videos of classic social psychology experiments • Conventional questions	strategy

10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests Daily	discussion	Introduction to Social Psychology Origins, importance, and fundamental questions.	Comprehension and Understanding	2	First
Tests Daily	discussion	Social perception: Impression formation and social traits.	Comprehension and Understanding	2	Second
Tests Daily	discussion	Causal attribution: Attribution errors and cognitive biases.	Comprehension and Understanding	2	Third
Tests Daily	discussion	Attitudes: Formation and change	Comprehension and Understanding	2	Fourth
Tests Daily	discussion	Persuasion: Models and influencing factors.	Comprehension and Understanding	2	Fifth

Tests Daily	discussion	Conformity and obedience: Asch and Milgram studies.	Comprehension and Understanding	2	Sixth
Tests Daily	discussion	Group behavior: Compliance and diffusion of responsibility.	Comprehension and Understanding	2	Seventh
Tests Daily	discussion	First midterm exam.	Comprehension and Understanding	2	Eighth
Tests Daily	discussion	Interpersonal relationships: Attraction, friendship, and family relationships.	Comprehension and Understanding	2	Ninth
Tests Daily	discussion	Aggressive behavior: Causes and prevention.	Comprehension and Understanding	2	Tenth
Tests Daily	discussion	Cooperation and helping behavior: Altruism.	Comprehension and Understanding	2	Eleventh
Tests Daily	discussion	Bullying, social stigma, and discrimination.	Comprehension and Understanding	2	Twelfth
Tests Daily	discussion	Group identity, social conflict, and stereotypes.	Comprehension and Understanding	2	Thirteenth

Tests Daily	discussion	Applications of social psychology in clinical settings (family, school and community).	Comprehension and Understanding	2	Fourteenth
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1. Course evaluation	
distribution Degree from 100 on according to Tasks The assigned In it student like Preparation Daily and exams Daily oral and monthly and liberation and reports ...etc.	
2. Learning and teaching resources	
Social Psychology – Imam Ja'far al-Sadiq University	Required textbooks (methodology, applicable)
Books addressing the concept Social Psychology	Main references (sources)
All available books and journals dealing with Social Psychology, particularly health psychology.	Recommended supporting books and references (scientific journals, reports...)
https://www.sciencedirect.com https://ar.wikipedia.org موسوعة ساینس دایرکت https://phsoc.onlinelibrary.wiley.com	Electronic references, websites

Course Description Form

• Course Name: Developmental Psychology	
• Course Code: 011	
• Semester / Year: 2025–2026	
• Date of Description Preparation: 6/7/2026	
• Available Attendance Modes: Daily	
• Total Study Hours / Credit Units: 2 Hours / 2 Units	
• Course Instructor: Dr. Ibrahim Sabri Muhammad	
Email: Ibrahim.sabri@uoturath.edu.iq	
Course Objectives	
• Course Goals:	• Developing students' skills in the fields of Developmental Psychology. • Understanding individual dynamics within society and interaction with others. • Enhancing student knowledge of Developmental Psychology.
:Teaching & Learning Strategies	
strategy	• .solving strategy-Problem • .Brainstorming • .Discussion method

Course Structure					
Assessment Method	Learning Method	Units / Topics	Intended Learning Outcomes (ILOs)	Hours	Week

Week	Hours	Topics / Units	Intended Learning Outcomes (ILOs)	Learning Method	Assessment Method
1	2	Introduction to Developmental Psychology & Nature vs. Nurture Debate	Grasps basic concepts, defines the scientific scope of development, and	Interactive Lecture + Brainstorming	Classroom Discussion + Short Quiz
2	2	General Laws and Principles of Development	Analyzes developmental trends (cephalocaudal, proximodistal) and	Presentation + Illustrative Examples	Oral & Applied Questions
3	2	Research Methods in Developmental Psychology	Compares longitudinal and cross-sectional designs and infers research ethics with	Problem-Based Learning (PBL)	Group Worksheet

4	2	Psychodynamic Theories (Freud & Erikson)	Explains psychosexual and psychosocial stages and differentiates childhood phases.	Lecture + Case Study	Participation Evaluation + Individual Assignment
5	2	Cognitive & Social Theories (Piaget)	Analyzes early cognitive development stages and the Zone of Proximal Development	Mind Mapping	Mind Map Assessment
6	2	Prenatal Stage & Environmental Factors (Teratogens)	Identifies genetic and environmental factors affecting fetal health and	Educational Videos + Discussion	Short Report on Teratogens
7	2	Birth Stage & Infant Physical/ Motor Development	Explains primitive reflexes, motor development milestones,	Practical Demonstration + Discussion	Short Quiz
8	2	Emotional & Social Development and Attachment Theory	Analyzes attachment styles (Bowlby & Ainsworth) and their psychological	Discussion of Illustrated Attachment Cases	Case Study Analysis

9	2	Midterm Exam	Measures comprehension and analysis of prior weeks' concepts	Written Exam	Written Exam (20 Marks)
10	2	Language Development & Language Acquisition Theories	Compares Chomsky and Skinner's accounts of language acquisition	Dialogue & Discussion + Workgroups	Presentation & Participation Assessment
11	2	Physical, Motor, & Cognitive Growth in Early Childhood	Explains characteristics of symbolic thinking and egocentrism	Lecture with Behavioral Examples	Quick Analytical Questions
12	2	Social Development, Parenting Styles, & Play	Categorizes play types and parenting styles along with their behavioral	Role Play + Discussion	Role-Play Activity Assessment
13	2	Middle & Late Childhood and Cognitive Development	Outlines Piaget's concrete operational stage and school-age growth.	Problem Solving + Educational Applications	Worksheet Preparation
14	2	Self-Concept, Peer Relations, & Self-Efficacy	Analyzes the impact of peer groups and self-conception	Guided Discussion + Brainstorming	Observation & Participation Assessment

15	2	Comprehensive Review & Report Evaluation	Connects all developmental outcomes and presents	Presentation of Student Projects & Reports	Report & Research Evaluation
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Course Assessment

- Total Grade: 100 Marks
- **Semester Coursework (40 Marks):**
 - Midterm Exam: 30 Marks (conducted in Week 9 covering theoretical material from the first half).
 - Daily Assessment & Activities: 10 Marks
 - Commitment and daily attendance: 4 Marks
 - Class participation, daily preparation, and oral questions: 2 Marks
 - Quizzes: 2 Marks
 - Individual report/research preparation and presentation: 2 Marks
- **Final Exam (60 Marks):**
 - Comprehensive written exam covering all 15 weeks of the first semester.

Learning & Teaching Resources

Required Textbook	• <i>Developmental Psychology</i> by Abdel Salam Zahran
Main References	• <i>Introduction to Developmental Psychology (Childhood – Adolescence – Aging)</i> by Abbas Muhammad Awad

Recommended Secondary Resources	• All available books and journals specializing in particularly ,psychology developmental psychology
Digital References & Websites	https://www.sciencedirect.com https://ar.wikipedia.org موسوعة ساینس دایرکت https://phsoc.onlinelibrary.wiley.com

Course Description Template

1. Course Name: Human Rights and Democracy / Clinical Psychology	
2. Course Code:	
3. Semester / Year: Annual	
4. Date of Preparation of this Description: 4/8/2026	
5. Available Attendance Forms: Weekly (Theoretical)	
6. (Total Study Hours / Total Units) 9 Hours / 6 Units)	
7. Course Coordinator Name (If more than one name, mention)	
Name: Asst. Prof. Dr. Ali Yassin Khudhair	
Email: ali.yassen@uoturath.edu.iq	
8. Course Objectives	
1. Introducing students to the concepts of human rights and democracy and their importance in society. 2. Developing the legal and human awareness of students. 3. Introducing students to international documents and declarations related to human rights. 4. Enhancing the culture of democracy, citizenship, and respect for the opinion of others. 5. Developing students' ability to practice the principles of human rights in academic and social life.	Course Objectives
9. Teaching and Learning Strategies	9. Teaching and Learning Strategies

Lecture Strategy.

- Lectures.
- Illustrative presentation.

Discussion Strategy.

- Questions and answers.
- Dialogue and group discussion.

Self-Learning Strategy.

- Reading scientific sources.
- Preparing reports and short research.

Active Learning Strategy.

- Discussion circles.

- Brainstorming.
- Study of real cases related to human rights.

Examination and Evaluation Methods.

- Written exams.
- Reports and research.
- Class participation.

10. Learning Outcomes					
At the end of the course, the student will be able to:	At the end of the course, the student will be able to:	At the end of the course, the student will be able to:	At the end of the course, the student will be able to:	At the end of the course, the student will be able to:	At the end of the course, the student will be able to:
1. Identify the basic concepts of human rights and democracy. 2. Understand the basic principles of citizenship and the rule of law. 3. Analyze texts and international documents related to human rights. 4. Apply democratic principles in academic and social life. 5. Develop a spirit of responsibility and respect for the rights of others.	1. Identify the basic concepts of human rights and democracy. 2. Understand the basic principles of citizenship and the rule of law. 3. Analyze texts and international documents related to human rights. 4. Apply democratic principles in academic and social life. 5. Develop a spirit of responsibility and respect for the rights of others.	1. Identify the basic concepts of human rights and democracy. 2. Understand the basic principles of citizenship and the rule of law. 3. Analyze texts and international documents related to human rights. 4. Apply democratic principles in academic and social life. 5. Develop a spirit of responsibility and respect for the rights of others.	1. Identify the basic concepts of human rights and democracy. 2. Understand the basic principles of citizenship and the rule of law. 3. Analyze texts and international documents related to human rights. 4. Apply democratic principles in academic and social life. 5. Develop a spirit of responsibility and respect for the rights of others.	1. Identify the basic concepts of human rights and democracy. 2. Understand the basic principles of citizenship and the rule of law. 3. Analyze texts and international documents related to human rights. 4. Apply democratic principles in academic and social life. 5. Develop a spirit of responsibility and respect for the rights of others.	1. Identify the basic concepts of human rights and democracy. 2. Understand the basic principles of citizenship and the rule of law. 3. Analyze texts and international documents related to human rights. 4. Apply democratic principles in academic and social life. 5. Develop a spirit of responsibility and respect for the rights of others.
11. Course Structure					

Evaluation Method	Teaching Method	Required Learning Outcomes	Unit or Topic Name	Hours	Week
Class Questions	Lecture	Identify the concept of human rights	Introduction to Human Rights	9	1
Daily Exam	Lecture and Discussion	Understand the development of human rights through history	Origin and Development of Human Rights	9	2
Class Participation	Lecture	Identify the characteristics of human rights	Principles and Characteristics of Human Rights	9	3
Assignment	Lecture	Understand the Universal Declaration of Human Rights	Universal Declaration of Human Rights	9	4
Short Exam	Lecture	Identify civil and political rights	Types of Human Rights	9	5
Class Activity	Lecture	Understand economic, social, and cultural rights	Types of Human Rights (Continued)	9	6
Exam	Discussion	Review first semester topics	Review and First Semester Exam	9	7
Class Questions	Lecture	Identify the concept of democracy	Principles of Democracy	9	8
Daily Exam	Lecture	Understand forms of democratic systems	Democratic Governance Systems	9	9
Assignment	Lecture	Identify the concept of citizenship	Citizenship and Human Rights	9	10
Class Activity	Lecture	Understand the concept of the rule of law	Constitution and Rule of Law	9	11

Discussion	Lecture	Identify the rights of women and children	Groups with Special Protection	9	12
Report	Lecture	Understand the role of international organizations	International Organizations Concerned with Human Rights	9	13
Oral Presentation	Discussion Circle	Analyze contemporary human rights issues	Contemporary Challenges	9	14
Final Exam	Review	Employ course concepts comprehensively	Final Exam	9	15

12. Course Evaluation

- First Semester Theoretical Exam: 20 marks.
- Second Semester Theoretical Exam: 20 marks.
- Final Theoretical Exam: 60 marks.

Total: 100 marks.

- First Semester Theoretical Exam: 20 marks.
- Second Semester Theoretical Exam: 20 marks.
- Final Theoretical Exam: 60 marks.

Total: 100 marks.

13. Learning and Teaching Resources

Lectures on Human Rights and Democracy	Required Curriculum Textbooks (if any)
Human Rights in International Law – Muhammad Al-Majzoub	Primary References (Sources)
Scientific research related to human rights and democracy.	Recommended Books and References (Scientific Journals, Reports)...
https://www.ohchr.org	Electronic References, Internet Websites

Course description template

1.	name	The course
		Health Psychology
2.	code	The course
		066
3.	the chapter / year	
		2025-2026
4.	date numbers this	Description
		5/7/2026
5.	Available forms of attendance	
		daily
6.	Number of study hours (total) / Number of units (total)	
		2 hours weekly /60 hours
7.	Name of the course coordinator (if there is more than one, please mention it).	
	Lect. Dr. Abdullah Sari Zamil	Email: eabdallah.sari@uoturath.edu.iq
8.	Course objectives	
	- Understand the principles and scope of health psychology - Explain the relationship between psychological stress and psychological disorders - Identify healthy and unhealthy behaviors that influence illness - Understand the role of psychological factors in chronic diseases - Analyze the coping responses patients adopt when facing illness	

• Address the role of psychological health education in prevention and treatment	
9. Teaching and learning strategies	
The problem-solving strategy employs: Brainstorming The discussion method	strategy

10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests Daily	Lecture and discussion	Introduction to Health Psychology Origins and Trends	Comprehension and Understanding	2	1
Tests Daily	Discussion	The Mind-Body Relationship: The Biopsychosocial Model	Comprehension and Understanding	2	2
Tests Daily	Discussion		Comprehension and Understanding	2	3
Tests Daily	Discussion	The Nervous, Endocrine, and Immune Systems and Their Impact on Health	Comprehension and Understanding	2	4
Tests Daily	Discussion	Psychological Stress: Types and the Body's Stress Response	Comprehension and Understanding	2	5
Tests Daily	Discussion	Chronic Stress and Its Impact on Mental Health	Comprehension and Understanding	2	6

Tests Daily	Discussion	Health-Related Behaviors (Healthy and Unhealthy): Smoking, Nutrition, and Sleep	Comprehension and Understanding	2	7
Tests Daily	Discussion	Pain: Psychological and Physiological Foundations	Comprehension and Understanding	2	8
Tests Daily	Discussion	First Midterm Exam	Comprehension and Understanding	2	9
Tests Daily	Discussion	Coping with Illness: Psychological Models of Coping	Comprehension and Understanding	2	10
Tests Daily	Discussion	Chronic Diseases and Their Relationship to Psychological Factors (Heart Disease, Diabetes, Immune System)	Comprehension and Understanding	2	11
Tests Daily	Discussion	Mental Health and Its Role in Treatment Adherence	Comprehension and Understanding	2	12
Tests Daily	Discussion	Cultural and Social Factors Influencing Health Behavior	Comprehension and Understanding	2	13
Tests Daily	Discussion	Psychological Health Education Programs	Comprehension and Understanding	2	14

Tests Daily	Discussion	Psychological Prevention and Improving Quality of Life	Comprehension and Understanding	2	15
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1. Course evaluation	
distribution Degree from 100 on according to Tasks The assigned In it student like Preparation Daily and exams Daily oral and monthly and liberation and reports ...etc.	
2. Learning and teaching resources	
Health Psychology – Imam Ja'far al-Sadiq University	Required textbooks (methodology, applicable)
Books addressing the concept of health psychology	Main references (sources)
All available books and journals dealing with psychology, particularly health psychology.	Recommended supporting books and references (scientific journals, reports...)
https://www.sciencedirect.com https://ar.wikipedia.org Encyclopedia of Science Direct https://phsoc.onlinelibrary.wiley.com	Electronic references, websites

Course Description Form

1. Course Name: Psychological terms in English					
2. Course Code:					
3. Semester / Year: First Stage, Courses, 2025-2026					
4. Description Preparation Date: 2025-2026					
5. Available Attendance Forms: attendance					
6. Number of Credit Hours (30) / Number of Units (2)					
7. Course administrator's name (mention all, if more than one name)					
Name: sara Abdurahman					
Email: sara.abdurahman@uoturath.edu.iq					
8. Course Objectives					
Course Objectives			Enable the students to speak psychological terms in English fluently		
9. Teaching and Learning Strategies					
Strategy		Training students to speak English by videos and pictures.			
10. Course Structure					
Week	Hours	Unit / Subject Name	Required Learning Outcomes	Learning Methods	Evaluation Methods
Week 1	2	General Psychology Terms	The student should be able to recognize and pronounce the terms in English.	Interactive lecture + discussion	Oral questions and oral tests
Week 2	2	Behavior	The student should be able to recognize and pronounce the terms in English	Explanation + exercises	Oral questions and oral tests

Week 3	2	Cognition / Mental Processes	The student should be able to recognize and pronounce the terms in English	Lecture + collaborative learning	Oral questions and oral tests
Week 4	2	Emotions / Feelings	The student should be able to recognize and pronounce the terms in English	Explanation + application	Oral questions and oral tests
Week 5	2	Perception and Attention Terms	The student should be able to recognize and pronounce the terms in English	Examples + group activity	Oral questions and oral tests
Week 6	2	Attention	The student should be able to recognize and pronounce the terms in English	Task-based learning	Oral questions and oral tests
Week 7	2	Perception	The student should be able to recognize and pronounce the terms in English	Interactive lecture	Oral questions and oral tests
Week 8	2	Sensation	The student should be able to recognize and pronounce the terms in English	Explanation + application	Oral questions and oral tests
Week 9	2	Mental Health Terms Psychological Disorder Terms	The student should be able to recognize and pronounce the terms in English	Exercises + collaborative learning	Oral questions and oral tests
Week 10	2	Anxiety Depression	The student should be able to recognize and pronounce the terms in English	Problem-solving + discussion	Oral questions and oral tests
Week 11	2	Interviewing and Counseling Terms	The student should be able to recognize and pronounce the terms in English	Lecture + exercises	Oral questions and oral tests
Week 12	2	Post-Traumatic Stress Disorder (PTSD)	The student should be able to recognize and pronounce the terms in English	Group applications	Oral questions and oral tests
Week 13	2	Second Semester Exam			Oral questions and oral tests
Week 14	2	Comprehensive Course Review			
Week 15	2	Exam			

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	[DSM5& ICD-11	
Main references (sources)	Course textbooks of Psychiatry	
Recommended books and references (scientific journals, reports...)		

Electronic References, Websites	British Council – Learn English Cambridge Dictionary BBC Learning English
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Course Description Form

1. Course Name: Computer	
2. Course Code:	
3. Semester / Year: First Stage, Courses, 2025-2026	
4. Description Preparation Date: 21/9/2025	
5. Available Attendance Forms: Full-time attendance at scheduled times	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: dr.ammar kuti nasser Email: ammar.kuti@uoturath.edu.iq	
8. Course Objectives	
Course Objectives	- Equipping students with the essential rules and skills needed to operate and manage a computer, supporting them in completing projects, typing, preparing statistics and charts, and creating presentations and engineering diagrams. - Enabling students to use the internet effectively as a communication tool for education, scientific research, commerce, and marketing through electronic correspondence and web pages. - Developing students' ability to use computers safely and ethically, in line with modern digital and technological advancements.
9. Teaching and Learning Strategies	
Strategy	Interactive lecturing and direct explanation of basic computer concepts. Demonstration using images, diagrams, and presentations to explain computer components and functions. Hands-on, practical training on the computer to apply the concepts covered. Problem-based learning through discussing simple issues related to computer use and information security. Discussion and dialogue to engage students in analyzing topics related to computer ethics and safe usage. Cooperative learning through small-group practical tasks and activities. Self-directed learning through guided use of reliable electronic resources and websites. Continuous feedback through daily and monthly tests to monitor progress.

and reinforce learning.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
Week 1	2	Understand computer life-cycle stages, generations, data, and information; Identify computer features, applications, and components	Computer Basics	Theoretic	Daily tes
Week 2	2	Classify types of computers	Computer Basics	Theoretic	Daily tes
Week 3	2	Identify hardware components, input and output devices	Computer Componen	Theoretic	Daily tes
Week 4	2	Understand the computer case and software entity	Computer Componen	Theoretic	Daily tes
Week 5	2	Understand numbering systems and the personal computer	Computer Componen	Theoretic	Daily tes
Week 6	2	Identify the computer platform and purchase considerations; Identify key features of personal computers	Computer Componen	Theoretic	Daily tes
Week 7	2	Understand digital ethics and computer security	Computer Security and Software Licensing	Theoretic	Daily tes
Week 8	2	Identify software licenses and types	Computer Security and Software Licensing	Theoretic	Daily tes
Week 9	2	Understand intellectual property and cyber hacking; Identify hacking types	Computer Security and Software Licensing	Theoretic	Daily tes
Week 10	2	Identify hacking sources and security risks	Computer Security and Software Licensing	Theoretic	Daily tes
Week 11	2	Identify malware and computer viruses; Understand virus damage and characteristics	Computer Security and Software Licensing	Theoretic	Daily tes
Week 12	2	Identify virus components, types, and health impacts of computer use	Computer Security and Software Licensing	Theoretic	Daily tes
Week 13	2	Define the operating system, its goals, and functions; Classify operating systems with examples	Operating System	Theoretic	Daily tes
Week 14	2	Introduce Windows 7; Understand installation requirements and desktop components	Operating System	Theoretic	Daily tes

Week 15	2	Use the Start menu and its contents; Identify new features of Windows 7	Operating System	Theoretical	Daily tests
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student:					
Student coursework (40 points): Attendance, preparation, and daily participation (5 points), daily and oral tests (5 points), first monthly exam (10 points), second monthly exam (10 points), reports or practical applications (10 points). Final written examination (60 points). Total (100 points).					
12. Learning and Teaching Resources					
Required textbooks (curricular books if any)		Aboud, Ziad Mohammed. <i>Computer Fundamentals and Office Applications</i> . Ministry of Higher Education and Scientific Research Directorate of Research and Development			
Main references (sources)		Aboud, Ziad Mohammed. <i>Computer Fundamentals and Office Applications</i> . Ministry of Higher Education and Scientific Research Directorate of Research and Development.			
Recommended books and references (scientific journals, reports...)		Recent books, scientific journals, and reports on computer fundamentals, operating systems, information security, and office applications.			
Electronic References, Websites		• Iraqi Virtual Science Library (ivsl.iq) • Comprehensive Digital Library (shamela.ws) • Microsoft Learn (learn.microsoft.com)			

ministry education High Research Scientific
device Supervision and calendar Scientific
circle a guarantee Quality and reliance Academic
to divide Accreditation



Academic Program and Course

the introduction:

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course vocabulary. Its main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program.

The academic program description provides a brief summary of the program's main features and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation, and it is written by the teaching staff under the supervision of the scientific committees in the academic departments.

This second edition of the guide includes a description of the academic program, updated with the vocabulary and paragraphs of the previous guide, reflecting the latest developments in the Iraqi education system. This includes a description of the academic program in its traditional form (annual, semester-based), as well as adopting the generalized academic program description provided by the Department of Studies.3/2906 on 3/5/2023 with regard to programs that rely on the Bologna Process as the basis for their work.

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth running of the educational process.

Concepts and terminology:

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

Course Description: It provides a concise summary of the course's key features and expected learning outcomes, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program description.

Program vision: An ambitious vision for the future of the academic program: to be a sophisticated, inspiring, motivating, realistic, and applicable program.

Program message: The goals and activities necessary to achieve them are briefly explained, and the paths and directions of program development are identified.

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

Curriculum structure: All courses/study materials included in the academic program according to the approved learning system (semester, annual, Bologna track) whether they are required (Ministry, University, College and Scientific Department) with the number of study units.

Learning outcomes: A compatible set of knowledge, skills, and values acquired by the student after the successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program's objectives.

Teaching and learning strategies It refers to the strategies used by faculty members to enhance student teaching and learning; these are plans followed to achieve learning objectives. In other words, it describes all classroom and extracurricular activities aimed at achieving the program's learning outcomes.

Academic Program Description Template

University name: Heritage University. Eligibility.

College/Institute: Faculty of Arts

Scientific Department: Department of Clinical Psychology

Name of academic or professional program: Bachelor of Clinical Psychology.

Name of final certificate: Bachelor's degree in Clinical Psychology

The study system: annual

Date of preparation of description: 13/11/2025

Date the file was filled: 5/7/2026

the signature

Name

The Head of Clinical Psychology
Department

5/7/2026

the signature

Name

Scientific Assistant's

/ /

The file was reviewed by

Quality Assurance and University Performance Division

Name of the Director of the University Quality Assurance and Performance

Division: Prof. Dr. Abdurattar Awaad Ibrahim

Director of the University Quality
Assurance and Performance
Division:

Dean's approval

/ /



1. Program Vision

To serve as an educational department in the field of clinical mental health—encompassing both theory and practice at local and global levels—and to provide a high-quality educational environment that serves the community.

2. Program message

Preparing qualified specialists to meet the needs of the community, leading in research and innovation, and improving individuals' lives through effective psychotherapy.

3. Program objectives

- Skill Development: Building competencies in psychological assessment and diagnosis.
- Scientific Research: Developing research capabilities and critical analysis skills.
- Practical Application: Effectively applying clinical assessment methods.
- Ethical Practice: Instilling ethical standards and professional responsibility.
- Addressing Disorders: Studying and treating anxiety, depression, and schizophrenia.
- Promoting Well-being: Boosting individual confidence and assisting in the achievement of goals.

4. Program accreditation

Programmatic accreditation has not yet been obtained, as the department was newly established for the 2024–2025 academic year; we are currently working to meet the requirements for programmatic accreditation for future years.

5. Other external influences

Is there a sponsor for the program?

- Ministerial directives.
- Labor market requirements.
- Corresponding departments.

6. Program structure				
comments *	Percentage	Study unit	Number of courses	Program structure
	%10,45	16	5	Institutional requirements
			nothing	College requirements
	%89,54	137	31	Department requirements
				Summer training
				Other

* The notes may include whether the course is core or elective.

7. Program Description				
Credit Hours	Course name	Course code	Year / Level	
1	Computer Skills		2 nd stage 2025-2026	
1	Arabic Language			
1	English Language			
1	Crimes of the Ba'ath Regime			
3	Psychological Measurement and Evaluation			
4	Classification of Psychological Disorders			
2	Psychological Counseling			
2	Descriptive Statistics			
1	Mental Health (in English)			
1	Ethics of the Psychotherapy Profession			

8. Expected learning outcomes of the program	
Knowledge	
	A- Cognitive Objectives 1 .The student will be able to understand the concepts of clinical psychology. 2 .The student will be able to identify psychological disorders. 3 .The student will become familiar with the requirements of psychotherapy.

	4 .The student will learn to apply their understanding in service to the community. 5. Understanding the goals of mental health.
Skills	
	.1The student will be able to apply skills for achieving psychological well-being in a real-world setting. .2The student will be able to devise solutions for various cases of psychological disorders. .3The student will be able to identify psychological disorders and their relationship to human mood. 4. The student will be able to manage psychological disorders in a practical manner.
Values	
	1 .Enable the student to promote a culture of mental health within the community. 2 .Adhere to the ethical standards of the psychotherapy profession. 3 .Raise awareness and provide psychological education through universities, schools, media outlets, and social media platforms. 4 .Combat the social stigma associated with mental illness and emphasize that mental disorders are not a sign of character weakness. 5 .Promote mental health prevention and teach individuals skills for coping with stress, emotions, and problems. 6 .Encourage seeking specialized help from a psychiatrist or psychologist when needed. 7 .Strengthen the family's role in providing psychological support and identifying issues at an early stage. 8 .Train teachers and institutional staff to recognize early signs of mental health issues and refer cases to specialists. 9. Provide reliable, evidence-based information and curb the spread of myths and inaccurate information regarding mental health.

9. Teaching and learning strategies

- The standard method (expository/lecture-based).
- The discussion method.
- The inductive (deductive) method.
- The reciprocal and active learning method.

10. Assessment methods

- Formative assessment (daily quizzes, classroom discussions, homework and its follow-up, classroom-based assessment).
- Diagnostic assessment (mid-term and final exams to determine pass/fail status).

11.Faculty

Faculty members

Professional Development

Orienting new faculty members

- 1 .Directing new faculty members to complete the required teaching methodology courses.
- 2 .Obtaining teaching authorization.
3. Adhering to the ethics of the university teaching profession.

Professional development of faculty members

- 1 .The necessity of participating in conducting research and attending scientific conferences.
- 2 .Delivering lectures during educational courses and workshops.
- 3 .Participating in professional development courses organized by the Ministry or universities.
4. Engaging in the acquisition of modern scientific expertise and skills in the field of modern technical communication.

12.Admission standard

In accordance with the Ministry of Higher Education and Scientific Research's plan regarding student admission and the passing of the student eligibility test.

13.Key sources of information about the program

1. Ministerial directives.
 2. Corresponding departments.
- Feedback from the labor market.
Technological developments.

14.Program development plan

- Updating course content in line with scientific developments.
- Linking theory with practical and field applications.
- Encouraging students to conduct research in the field of clinical psychology.

Program Skills Plan															
outputs Learning Required from The program															
Values				Skills				Knowledge				Essential or optional	name The course	code The course	Year Level
C4	C3	C2	C1	for4	for3	for2	for1	A4	A3	A2	A1				
			☐	✓							✓	essential	Computer Skills		2026 –2025
			✓		✓					✓		essential	Arabic Language		2026 –2025
			✓		☐					✓		essential	English Language		2026 –2025
		✓								✓		essential	Crimes of the Ba'ath Regime		2026 –2025

					✓				✓			essential	Psychological Measurement and Evaluation		2026 –2025
					✓				✓			essential	Classification of Psychological Disorders		2026 –2025
			✓		✓					✓		essential	Psychological Counseling		
					✓							essential	Descriptive Statistics II		2026 –2025
			✓			✓					✓	essential	Mental Health (in English) I		2026 –2025
			✓			✓				✓		essential	Ethics of the Psychotherapy Profession I		2026 –2025

			✓													2026 -2025
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- Please situation signal in squares Interview For outputs Learning Individual from The program Subject For evaluation

COURSE SPECIFICATION: PSYCHOLOGICAL MEASUREMENT AND EVALUATION

Course Title:	Psychological Measurement & Evaluation	Course Code:	PSY 204
Academic Stage:	Stage 2 - Clinical Psychology	Study Hours:	3 Hours/Week (2 Theory + 2 Lab/Prac)
Credit Units:	3 Credits	Prerequisite:	Intro to Psychology / Statistics
Course Instructor:	Lec. Dr. Ibrahim Sabri Muhammad	Instructor Email:	Ibrahim.sabri@uoturath.edu.iq

Assessment & Grading Scheme

Assessment Component	Timing / Schedule	Weight / Percentage
Quizzes & Assignments	Continuous throughout semester	10%
Practical Evaluation & Lab Reports	Continuous (Weeks 1–13)	15%
Midterm Practical Exam	Week 7	25%
Final Practical Exam (OSCA/Practical)	Week 14 / 15	15%
Final Written Exam	Week 15 / 16	35%
Total Score	—	100%

36-WEEK COURSE CURRICULUM & IMPLEMENTATION PLAN

Week	Hrs	Topic / Module Title	Required Learning Outcomes	Teaching Method	Assessment
1	2	Ch 1: Fundamental Concepts in Psychological Measurement	Historical development and daily applications; need for measurement in behavioral science.	Interactive Lecture + Brainstorming	Daily Quiz
2	2	Ch 1: Fundamental Concepts in Psychological Measurement	Defining measurement; comparing definitions (Stevens, Campbell, Guilford).	Lecture & Discussion + Text Analysis	Daily Quiz
3	2	Ch 1: Fundamental Concepts in Psychological Measurement	Meanings of measurement; reasons for quantifying psychological phenomena.	Presentation + Applied Exercises	Observation
4	2	Ch 1: Fundamental Concepts in Psychological Measurement	Direct (physical) vs. indirect (psychological) measurement; individual/group differences.	Case Studies + Group Discussion	Observation
5	2	Characteristics of Measurement & Variable Classification	Behavioral measurement characteristics (indirect, incomplete, relative); physical vs. behavioral.	Open Dialogue + Real Examples	Observation
6	2	Characteristics of Measurement & Variable Classification	Variables vs. constants; importance of operational definitions of traits.	Operational Definitions Workshop	Observation
7	2	Characteristics of Measurement & Variable Classification	Classifying independent and dependent variables in research experiments.	Practical Research Scenarios	Observation
8	2	Statistical Levels of Psychological Measurement	Nominal and Ordinal scales and their properties.	Lecture + Data Classification Drills	Observation
9	2	Statistical Levels of Psychological Measurement	Interval and Ratio scales; arbitrary vs. absolute zero; arithmetic operations.	Statistical Exercises & Comparison	Observation
10	2	Scale Development Stages & Evaluation Concepts	Three stages of tool development; defining assessment vs. evaluation.	Comparison Tables & Scale Drills	Observation
11	2	Relationship Between Measurement, Evaluation & Testing	Integrative network between measurement, evaluation, scoring, and testing; trait vs. characteristic.	Guided Discussion & Concept Mapping	Observation
12	2	Review + Ch 1 Applications + Midterm Exam 1	Assessing comprehension of basic concepts, measurement levels, and evaluation.	Mid-Semester Written Exam	Written Exam
13	2	Population and Sampling in Psychological Measurement	Defining research population, sample, and sampling elements.	Visual Lecture + Research Analysis	Observation

Week	Hrs	Topic / Module Title	Required Learning Outcomes	Teaching Method	Assessment
14	2	Sample Size Determination Rules	Need for sampling; determining sample size per study type (correlational, experimental, descriptive).	Computational Drills using Tables	Observation
15	2	Random (Probability) Sampling Methods	Simple random sampling (lottery, random numbers); stratified and systematic sampling.	Workshop on Random Sampling	Observation
16	2	Non-Random Sampling Methods	Convenience/Quota sampling; comparing random vs. non-random generalizability.	Research Case Studies	Observation
17	2	Data Collection Tools: Observation	Observation as data collection; simple vs. systematic observation.	Video Analysis & Direct Observation	Observation
18	2	Types and Conditions of Observation	Classifying observation forms; conditions for scientific observation.	Applying Standardized Forms	Observation
19	2	Pros & Cons of Scientific Observation	Advantages, usage frameworks, and reducing observational errors.	Critical Discussion of Recordings	Observation
20	2	Mid-Year / First Semester Examinations	Evaluating learning outcomes of the entire first semester.	Comprehensive Oral & Written Exam	Semester Exam
21	2	Data Collection Tools: Interview	Interview role in personality evaluation; theoretical frameworks (Freud, Rogers).	Theoretical Analysis of Schools	Observation
22	2	Interview Types and Recording Methods	Unstructured vs. structured interviews; scientific recording methods.	Role Playing Structured Interview	Observation
23	2	Interview Recording Errors, Pros & Cons	Recording errors (affirmation, omission, addition, substitution); strengths/weaknesses.	Analyzing Clips for Errors	Observation
24	2	Data Collection Tools: Questionnaires	Questionnaire types (closed, open, mixed, pictorial); pros and cons.	Critique & Questionnaire Construction	Observation
25	2	Questionnaire Design & Application	Rules for phrasing questions; pilot testing procedures.	Questionnaire Design Workshop	Observation
26	2	Case Study & Sociometric Methods	Case study methodology; sociometric techniques for social interaction.	Deconstructing Case Study Forms	Observation
27	2	Ch 3: Test & Scale Properties	Defining tests, psychological tests, and standardization; steps in test construction.	Lecture + Behavioral Goals Drill	Observation
28	2	Item Types & Writing Rules	Classifying items (achievement, personality, aptitude, rating); writing rules.	Writing & Modifying Test Items	Observation
29	2	Test Instructions & Pilot Testing	Phrasing test instructions; pilot testing (1st trial: 100, 2nd trial: 400).	Executing Test & Timing Drills	Observation
30	2	Statistical Item Analysis (Discriminative Power)	Calculating discriminative power; upper/lower 27% extreme groups method.	Practical T-Test Applications	Practical Drill
31	2	Statistical Item Analysis (Internal Consistency)	Internal consistency coefficients; item retention/exclusion decisions.	Computerized/Manual Correlation	Practical Drill
32	2	Scale Properties: Standardization & Reliability	Standardization and objectivity; why psychological reliability differs from physical.	Comparative Lecture Across Sciences	Observation
33	2	Calculating Statistical Reliability			Practical Drill

Week	Hrs	Topic / Module Title	Required Learning Outcomes	Teaching Method	Assessment
			Test-retest method; split-half method and Spearman-Brown formula.	Spearman-Brown Formula Drills	
34	2	Equivalent Forms Method & Validity Concept	Alternate forms method; face validity and content validity.	Content Analysis Workshop (80% Agree)	Workshop Drill
35	2	Other Validity Types & Scale Characteristics	Criterion-related validity; properties of a sound scale (objectivity, reliability, validity, norms).	Evaluating Psychometric Properties	Observation
36	2	Comprehensive Review & Final Exam Prep	Reviewing full 9-month curriculum; preparing students for final examinations.	Panel Discussion & Model Exams	Model Exam

LEARNING & TEACHING RESOURCES

- **Primary Textbook:** Melhem, Sami Muhammad. (2017). *Research Methods, Measurement, and Evaluation in Education and Psychology*. Dar Al-Masirah for Publishing and Distribution.
- **Supporting References:**
 - Allam, Salah El-Din Mahmoud. (2015). *Psychological and Educational Measurement and Evaluation: Fundamentals and Contemporary Applications*. Dar Al-Fikr Al-Arabi.
 - Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th ed.). Prentice Hall.
- **Scientific Journals:** *Journal of Clinical Psychology, Educational and Psychological Measurement*
- **Online Databases:** ScienceDirect Encyclopedia, Wiley Online Library, Wikipedia Academic.

Course description template

1. name The course	
Psychological disorders in children	
2. code The course	
3. the chapter / year	
2025-2026	
4. date numbers this Description	
10/7/2026	
5. Available forms of attendance	
daily	
6. Number of study hours (total) / Number of units (total)	
2 hours weekly /60 hours	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: Dr. Abbas Hussein Ukaily Email : abbas.hussein@uorutath.edu.iq	
8. Course objectives	
Students will acquire the fundamental concepts regarding psychological disorders in children. Students will master the • subject matter of psychological disorders in children and apply it in real-world settings. .	Course objectives
9. Teaching and learning strategies	
- The lecture method. Discussion and dialogue, asking questions. - Using educational discussion to exchange ideas and arrive at the truth	strategy
.Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests Daily	Lecture and discussion	psychological disorders in children	.Introduction to psychological disorders in children	2	1
Daily tests	Lecture	psychological disorders in children	Stages of psychological development in children	2	2
Daily tests	Lecture	psychological disorders in children	Classification and Introduction to Mental Disorders	2	3
Daily tests	Lecture	psychological disorders in children	Neurological development and growth in children	2	4
Daily tests	Lecture	Disorders	Autism spectrum disorder	2	5
Daily tests	Lecture	Disorders	Speech and language disorders	2	6
Daily tests	Lecture	psychological disorders in children	Attention Deficit Hyperactivity Disorder (ADHD)	2	7
Daily tests	Lecture	Mental Health	Psychological problems in children	2	8
Daily tests	Lecture	Behaviour	Identifying: Behavioral Disorders in Children	2	9
Daily tests	Lecture	Motivation	Understanding: • Hunger, eating, and eating disorders Obesity. Anorexia and bulimia	2	10
Daily tests	Lecture	Sleep	Identify to: • Stages of Sleep. • Sleep Theory. • Sleep Disorders.	2	11
Daily tests	Lecture	Disorders	Understanding: Anxiety disorders in children Symptoms	2	12
Daily tests	Lecture	Psychological disorders	Understanding: Epilepsy Symptoms.	2	13
Daily tests	Lecture	social impact	Understanding: • Stages of childhood and psychological development	2	14
Daily tests	Lecture	Psychological disorders	Theories explaining anxiety	2	15
Daily tests	Lecture	Skills	Steps for assessing the psychological state of children	2	16
Daily tests	Lecture	Disorders	Classification of psychological disorders in children.	2	17
Daily tests	Lecture	Communication skills	Identifying: Communication Disorders	2	18
Daily tests	Lecture	Psychological disorders	Motor disorders in children	2	19
Daily tests	Lecture	Psychological disorders	Tourette's disorder Symptoms.	2	20

Daily tes	Lecture	Disorders	• Ticky disorder . symptoms	2	21
Daily tes	Lecture	Stress and Health	• Predictability. • Major changes in life circumstances. • Internal Conflicts.	4	22-23
Daily tes	Lecture	Psychological Disorders	• Post-traumatic stress disorder in children – .Symptoms	2	24
Daily tes	Lecture	Psychological Disorders In children	Understanding: Bedwetting in Children Symptoms	2	25
Daily tes	Lecture	Coping Skills	• Problem-focused cop- ing. • Emotion-focused cop- ing. • Managing stress.	4	26-27
Daily tes	Lecture	Communication skills	Understanding: Communication skills with children	2	28
Daily tes	Lecture	Final Review	• •General review of all the vocabulary that was covered. • •Discussion of recent research and future trends.	2	29
Daily tes	Lecture	Evaluation	•Final assessment: test/ small research project or presentation.	2	30

1. course evaluation

Grade distribution (out of 100):

60 marks: Final exam

20 marks: Midterm exams

10 marks: Attendance

10 marks: Participation and research assignments

2. Learning and teaching resources

1. Children's psychological problems and ways to help with them>

DSM5

https://ia800707.us.archive.org/15/items/info_munsha_DSM5/DSM-5.pdf

Electronic references, websites

Course description template

1. Name The course:
Classification of mental disorders
2. code The course:
3. The chapter / year
2025-2026
4. Date numbers this Description
5/7/2026
5. Available forms of attendance
daily
6. Number of study hours (total) / Number of units (total)
The total number of study hours is 120 (60 hours of theory and 60 hours of practical work), at a rate of 4 hours per week (2 hours of theory and 2 hours of practical work). The total number of units is 6.
7. Name of the course coordinator (if there is more than one, please mention it).
Name: Prof. Dr. Natic Fahal Jazaa Email : natik.alkubaisy@uorutath.edu.iq
8. Course objectives
• To equip students with the fundamental concepts of mental health in English. • To familiarize students with psychological terminology in English. • To foster a positive attitude among students toward the subject of mental health and encourage its practical application.
9. Teaching and learning strategies
• Uses the problem-solving strategy. • Brainstorming. • Discussion, dialogue, and questioning.
10. Course structure

Week	Unit or topic name	Hours	Required learning outcomes	Learning method	Evaluation Method
1	Introduction to the book *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5).	2	Identify to: • How to use the manual (diagnostic criteria, coding). • The importance of classification in the clinical context. • The difference between criteria and symptoms.	Using discussion and brainstorming methods Showing educational videos + discussion.	Classroom discussion and oral tests
2	Neurodevelopmental disorders	2	Understanding: Definition of psychotic disorders. Types of psychotic disorders. Causes of neurodevelopmental disorders. Types of neurodevelopmental disorders. Diagnosis.	Using discussion and brainstorming methods.	Classroom discussion and oral tests
3	Psychotic disorders.	2	• Communication disorder • Autism spectrum disorder • (Definition, Causes, Types, Diagnosis)	Showing educational videos + discussion.	Classroom discussion and oral tests
4	Psychotic disorders.	2	Attention-deficit/hyperactivity disorder ;(Definition, Causes, Types, Diagnosis)	Using discussion and brainstorming methods.	Classroom discussion and oral tests
5	Psychotic disorders.	2	•Specific learning disorder (Definition, Causes, Types, Diagnosis)	Showing educational videos + discussion.	Classroom discussion and oral tests
6	Psychotic disorders.	2	Motor disorders , Tic disorders (Definition, Causes, Types, Diagnosis)	Using discussion and brainstorming methods.	Classroom discussion and oral tests
7	Schizophrenia Spectrum and Other Psychotic Disorders	2	Other neurodevelopmental disorders Delusional, Brief Psychotic	Showing educational videos + discussion.	Classroom discussion and oral tests
8	Schizophrenia Spectrum and Other Psychotic Disorders	2	Schizophreniform Disorders (Definition, Causes, Types, Diagnosis)	Using discussion and brainstorming methods.	Classroom discussion and oral tests
9	Bipolar and Related Disorders	2	(Definition, Causes, Types, Diagnosis)	Showing educational videos + discussion.	Classroom discussion and oral tests

10	Depressive disorders	2	Mood swings, irritability, severe premenstrual symptoms, and other disorders.	Using discussion and brainstorming methods.	Classroom discussion and oral tests
11	Anxiety disorders	2	Before the separation and the selective approach	Showing educational videos + discussion.	Classroom discussion and oral tests
12	Anxiety disorders	2	Before the separation and the selective approach	Using discussion and brainstorming methods.	Classroom discussion and oral tests
13	Obsessive-Compulsive and Related Disorders	2	Types of Phobias	Showing educational videos + discussion.	Classroom discussion and oral tests
14	Obsessive-Compulsive and Related Disorders	2	Obsessive-Compulsive Disorders	Using discussion and brainstorming methods.	Classroom discussion and oral tests
15	Written test	2	Assessing the level of comprehension and analysis regarding the concepts and symptoms covered in previous weeks.	Written test	Classroom discussion and oral tests
16	Trauma- and Stressor-Related Disorders Trauma- and Stressor-Related Disorders	2	Post-traumatic stress disorder: acute, ,persistent complex, and delayed-onset.	Using discussion and brainstorming methods.	Classroom discussion and oral tests
17	Dissociative Disorders	2	Body dysmorphia, hoarding, and other related conditions.	Showing educational videos + discussion.	Classroom discussion and oral tests
18	Somatic Presentation and Related Disorders	2	• Illness anxiety and other physical symptoms	Using discussion and brainstorming methods.	Classroom discussion and oral tests
19	Feeding and eating disorders	2	• Bulimia Nervosa	Showing educational videos + discussion.	Classroom discussion and oral tests
20	Feeding and eating disorders	2	•• Avoidant/Restrictive Food Intake Disorder and Bulimia Nervosa	Using discussion and brainstorming methods.	Classroom discussion and oral tests
21	Elimination disorders	2	• Urinary and fecal incontinence	Showing educational videos + discussion.	Classroom discussion and oral tests
22	Sleep-wake disorders	2	• Insomnia and excessive sleepiness	Using discussion and brainstorming methods.	Classroom discussion and oral tests
23	Personality Disorders	2	• Personality Disorders: General	Showing educational videos + discussion.	Classroom discussion and oral tests
24	Personality Disorders	2	• Personality Disorders: Cluster A	Using discussion and brainstorming methods.	Classroom discussion and oral tests
25	Sexual Disorders and Gender Identity	2	• Sexual Disorders and Gender Identity	Showing educational videos + discussion.	Classroom discussion and oral tests

26	Sexual Disorders and Gender Identity	2	• Sexual Disorders and Gender Identity	Using discussion and brainstorming methods.	Classroom discussion and oral tests
27	Substance-Related Disorders Diagnosis)	2	(Definition, Types, Causes, Symptoms,	Showing educational videos + discussion.	Classroom discussion and oral tests
28	Substance-Related Disorders Diagnosis	2	, Causes, Symptoms,	Using discussion and brainstorming methods.	Classroom discussion and oral tests
29	Comprehensive Review and Report Evaluation	2	It links all the outputs and presents the final research results.	Presentation of Student Projects and Reports	Evaluation of reports and research
30	exam	2	Assessing the level of comprehension and analysis regarding the concepts and symptoms covered in previous weeks.	Written test	Written test

11. course evaluation

Course Grade Distribution (Total: 100 marks)

First: Continuous Assessment / Semester Grade (40 marks)

1. Written Exams (End-of-Semester 1 and Semester 2 exams) (30 marks)
 - o Comprehensive written exams administered in the 15th and 30th weeks to assess the theoretical material of both semesters (15 marks per semester, totaling 30 marks).
2. Daily Attendance, Tasks, and Activities (Daily Assessment) (10 marks)
 - o Commitment and daily attendance (4 marks)
 - o Participation, daily preparation, and oral questions (2 marks)
 - o Quick daily tests (Quizzes) (2 marks)
 - o Preparation and presentation of an individual report/research paper (2 marks)

Second: First Course Final Exam (60 marks)

- Final Written Exam (60 marks)
- A comprehensive final written exam covering all topics of the first course (the 15-week period).

12. Learning and teaching resources

Diagnostic and Statistical Manual of Mental Disorder

Fifth Edition, Text Revision (DSM– 5= TR”TM)

American Psychiatric Association

معايير DSM– 5= TR”TM المترجم

اعداد د. انور الحمادي

Diagnostic and Statistical Manual of Mental Disorder

Fifth Edition, Text Revision (DSM– 5= TR”TM)

American Psychiatric Association

كل ما يتوافر من كتب ومجلات تعنى بالاضطرابات النفسية

https://psychiatryonline.org/doi/book/10.1176/appi.books.9780890425787	
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Course Description Form

Al-Turath University / College of Arts / Department of Clinical Psychology

Psychological Counseling – Second Stage – Academic Year 2025/2026

1. Course Name	Psychological Counseling
2. Course Code	To be determined by the Department according to the approved coding system
3. Semester / Year	2025–2026 / Second Stage
4. Date of Preparation of This Description	2025/2026
5. Available Attendance Forms	Daily
6. Total Study Hours / Total Credit Units	30 weeks / Total hours and credit units to be officially determined according to the study plan approved by the Department
7. Course Coordinator	Dr. Nidal Najeeb Arif

8. Course Objectives

- Introduce students to the concept, objectives, fields, and importance of psychological counseling in psychological and educational settings.
- Enable students to understand the foundations and principles underlying psychological counseling and its relationship with related psychological sciences.
- Familiarize students with major counseling theories and approaches and their applications in understanding human problems.
- Develop students' ability to understand the counseling process and the basic skills of the psychological counselor.
- Familiarize students with methods and techniques of individual and group psychological counseling in a systematic scientific manner.
- Introduce students to the principles of the counseling interview and its role in collecting information and establishing a professional relationship.
- Develop students' ability to select appropriate counseling methods according to the nature of the problem and the characteristics of the client.
- Promote commitment to professional ethics, confidentiality, boundaries of the counseling relationship, and the counselor's responsibilities.
- Develop observation, listening, communication, empathy, and unconditional acceptance skills.
- Provide students with the basic principles of evaluating the counseling process, following up the case, and terminating counseling professionally.

9. Teaching and Learning Strategies

Lecture and discussion, dialogue and classroom participation, case study, role-playing and simulation, cooperative learning, analysis of counseling situations, classroom presentations, practical activities, and supplementary e-learning when needed.

10. Course Structure

Week	Unit / Topic	Hours	Required Learning Outcomes	Teaching Method	Assessment Method
1	Introduction to Psychological Counseling: Concept, Development, and Importance	To be officially determined	Defines psychological counseling and distinguishes it from related concepts	Lecture and discussion	Short oral questions
2	Concept, Objectives, and Characteristics of Psychological Counseling	To be officially determined	Identifies the main objectives and characteristics of counseling	Discussion and dialogue	Classroom activity
3	Principles of Psychological Counseling and Foundations of the Counseling Process	To be officially determined	Explains the principles and foundations of the counseling process	Lecture and analysis of situations	Formative assessment
4	Fields of Psychological Counseling and Its Institutions	To be officially determined	Distinguishes among counseling fields and their applications	Cooperative learning	Short assignment
5	Psychological Counseling and Its Relationship to Guidance and Related Disciplines	To be officially determined	Distinguishes counseling, guidance, and psychotherapy	Discussion and comparison	Written questions
6	The Psychological Counselor: Roles, Characteristics, and Competencies	To be officially determined	Identifies the counselor's characteristics, roles, and professional competencies	Case study	Classroom task
7	Ethics of Psychological Counseling and Professional Confidentiality	To be officially determined	Applies ethical principles to counseling situations	Analysis of situations	Case assessment
8	The Counseling Relationship: Concept, Elements, and Importance	To be officially determined	Explains the importance of the professional relationship in successful counseling	Role-playing	Performance observation
9	Communication and Listening Skills in Psychological Counseling	To be officially determined	Practices basic listening and communication skills	Practice and role-playing	Performance assessment
10	The Counseling Interview: Concept, Objectives, and Types	To be officially determined	Identifies interview types and objectives	Lecture and case study	Short test
11	Stages of the Counseling Interview and Session Management	To be officially determined	Arranges the stages of the interview and manages an initial counseling situation	Simulation	Observation checklist
12	Information Gathering and Case Study	To be officially determined	Identifies information sources and components of a case study	Case study	Practical task
13	Observation, Counseling Records, and Professional Reports	To be officially determined	Uses observation and records to organize information	Practical application	Assignment
14	Concept of Counseling Theory and Its Function	To be officially determined	Explains the role of theory in understanding the case and selecting intervention	Discussion	Written questions
15	The Psychoanalytic Approach to Counseling	To be officially determined	Explains the basic concepts of the psychoanalytic approach and its counseling applications	Lecture and case analysis	Formative assessment
16	The Behavioral Approach to Counseling	To be officially determined	Explains behavioral principles and selected counseling techniques	Case study and application	Practical task
17	The Cognitive Approach to Counseling	To be officially determined	Explains the role of thoughts and beliefs in psychological problems	Analysis of situations	Short test
18	Rational-Emotive Counseling	To be officially determined	Identifies the rational-emotive model and its	Discussion and case study	Classroom activity

			applications		
19	The Humanistic Approach to Counseling	To be officially determined	Explains the principles of the humanistic approach and the role of the counseling relationship	Role-playing	Performance assessment
20	Gestalt Counseling and Other Counseling Approaches	To be officially determined	Familiarizes students with major concepts and techniques associated with the approach	Lecture and discussion	Short questions
21	Individual Counseling: Concept and Steps	To be officially determined	Describes and applies the steps of individual counseling to a case	Case study	Practical task
22	Group Counseling: Concept and Stages	To be officially determined	Distinguishes the characteristics and stages of group counseling	Cooperative learning	Group assessment
23	Basic Psychological Counseling Techniques	To be officially determined	Identifies a range of techniques and determines their suitability	Practice and role-playing	Performance observation
24	Counseling in Educational and University Settings	To be officially determined	Identifies the roles of counseling in educational environments	Case studies	Assignment
25	Psychological Counseling for Behavioral and Emotional Problems	To be officially determined	Analyzes behavioral and emotional problems from a counseling perspective	Case analysis	Case assessment
26	Psychological Counseling in Crises and Stress	To be officially determined	Identifies basic principles for initial counseling responses to stress and crises	Discussion and simulation	Practical activity
27	Selecting a Counseling Approach and Developing a Counseling Plan	To be officially determined	Develops an initial counseling plan appropriate to the case	Application and case study	Short project
28	Evaluation of the Counseling Process and Follow-up	To be officially determined	Identifies methods for evaluating progress and follow-up	Case analysis	Formative assessment
29	Termination of the Counseling Process and Professional Referral	To be officially determined	Explains principles of terminating the counseling relationship and referral	Discussion and cases	Written questions
30	Comprehensive Review and Integrated Applications in Psychological Counseling	To be officially determined	Integrates knowledge and skills in analyzing an integrated counseling situation	Review and case study	Final assessment

11. Course Assessment

Distribution of course grades (Total: 100 marks):

- First: Annual / Semester Coursework: 40 marks (the instructor determines the distribution of marks according to approved activities and assessments).
- Second: Final Course Examination: 60 marks.

12. Learning and Teaching Resources

- Required textbooks (prescribed curriculum, if any): To be specified according to the textbook officially approved by the Department for the academic year 2025/2026.
- Main references: Corey, G. Theory and Practice of Counseling and Psychotherapy.
- Main references: Gladding, S. T. Counseling: A Comprehensive Profession.
- Supporting references: Specialized psychological counseling references and scientific journals approved by the Department.

Administrative Information

- Course Instructor: Dr. Nidal Najeeb Arif
- Head of Department: Dr. Naz Badrkhan Abdullah
- Scientific Assistant: Asst. Prof. Dr. Shumim Radi

Documentation Note: The course description has been organized according to the fields and structure of the attached course-description form, including 30 weeks, course structure, assessment, and learning resources. Items for which the attached form does not provide official data, such as the course code, total credit units, and the prescribed textbook, have not been attributed to the University and are left to be confirmed by the Department.

Course Description Form

1. Course Name: Descriptive Statistics	
2. Course Code: 09	
3. Semester / Year: First Year / 2025–2026	
4. Description Preparation Date: 2026	
5. Available Attendance Forms: Descriptive Statistics	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 theoretical hours per week – 30 weeks – 4 units – Second stage	
7. Course administrator's name (mention all, if more than one name)	
Name: Lecturer Mustafa Saeed Email: Mustafa.miran@uoturath.edu.iq	
8. Course Objectives	
Course Objectives	- Introducing students to certain statistical concepts and the role of statistics in advancing the human sciences. - Students acquire skills in applying the fundamental laws and principles of inferential statistics. - Students develop the ability to identify the appropriate statistical method for analyzing and organizing data. - Students gain the capacity for logical thinking and the ability to draw meaningful conclusions.
9. Teaching and Learning Strategies	
Strategy	1. Theoretical lectures: To explain fundamental concepts and statistical laws. 2. Interactive and cooperative learning: Through classroom discussions and collaborative problem-solving. 3. Problem-based learning: Using real case studies that connect statistics with psychological and educational sciences. 4. Blended learning: Combining traditional lectures with online platforms to expand learning resources. 5. Brainstorming: Encouraging idea generation and creative approaches to statistical problems. 6. Active learning: Engaging students in hands-on activities and practical exercises to reinforce understanding.

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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Week	Unit/Topic	Hours	Intended Learning Outcomes (ILOs)	Learning Method	Assessment Method
1	Quick review of Part I concepts – Clarifying Part II structure	3	Understand basic concepts of descriptive statistics	Interactive lecture + brainstorming	Classroom discussion + short quiz
2	Normal distribution: properties – curve – areas	2	Comprehend concepts of normal distribution	Presentation + illustrative examples	Oral and applied questions
3	Standard scores – Z-Score psychological applications	2	Apply Z-Scores in psychological contexts	Problem-based learning (PBL)	Cooperative learning
4	Using standard tables – psychological interpretations	2	Formulate psychological interpretations using standard tables	Lecture + case study discussion	Participation evaluation + individual assignment
5	Non-normal distributions – skewness and kurtosis	2	Understand normal distribution and its use in data interpretation	Concept mapping	Concept map evaluation
6	Correlation coefficient – Pearson correlation	2	Calculate Z-Scores and use them in comparisons	Educational project presentations + discussion	Short report on influencing factors
7	Other correlation coefficients (Spearman – Point Biserial)	2	Calculate Z-Scores and use them in comparisons	Practical demonstration + discussion	Short quiz
8	Midterm exam + applications discussion	2	Assess comprehension and analysis of previous concepts	Lecture with applied SPSS examples	Research project analysis
9	Analyzing relationships between variables – interpreting correlations	2	Analyze relationships using correlation coefficients	Written test	Written exam (20 points)
10	Introduction to regression: simple linear regression	2	Use simple regression to predict behavioral values	Dialogue + group work	Presentation and participation evaluation
11	Regression equation – prediction – applications	2	Use simple regression for behavioral prediction	Lecture with applied SPSS examples	Quick analytical questions
12	Regression in psychological research – real examples	2	Use simple regression for behavioral prediction	Role play + discussion	Role play activity evaluation

13	Reading statistical results in published studies	2	Apply descriptive statistics principles in interpreting psychological test results	Problem-solving + educational applications	Preparing a worksheet
14	Applied summary using psychological data sets	2	Apply descriptive statistics principles in interpreting psychological test results	Guided discussion + brainstorming	Observation and participation evaluation
15	Comprehensive review and evaluation	2	Integrate developmental outcomes and present final research results	Student projects and reports	Final exam and evaluation
16	Measures of central tendency	2	Understand normal distribution and its use in data interpretation	Concept mapping	Concept map evaluation
17	Arithmetic mean and its properties	2	Calculate Z-Scores and use them in comparisons	Educational project presentations + discussion	Short report on influencing factors
18	Calculation methods (grouped data)	2	Calculate scores and use them in comparisons	Practical demonstration + discussion	Short quiz
19	Midterm exam + applications discussion	2	Assess comprehension and analysis of previous concepts	Lecture with applied SPSS examples	Research project analysis
20	Calculation methods (ungrouped data)	2	Analyze psychological research using measures of central tendency	Written test	Written exam (20 points)
21	Hypothesis testing about the mean	2	Use hypothesis testing about the mean for behavioral prediction	Dialogue + group work	Presentation and participation evaluation
22	Median and its properties	2	Use median for behavioral prediction	Lecture with applied SPSS examples	Quick analytical questions
23	Calculation methods (grouped data)	2	Use ungrouped data for median prediction	Role play + discussion	Role play activity evaluation
24	Mode and its properties	2	Apply descriptive statistics principles in interpreting psychological test results	Problem-solving + educational applications	Preparing a worksheet
25	Calculation methods (grouped data)	2	Apply descriptive statistics principles in interpreting psychological test results (mode)	Guided discussion + brainstorming	Observation and participation evaluation
26	Comprehensive review and evaluation	2	Integrate developmental outcomes and present final research results	Student projects and reports	Final exam and evaluation
27	Measures of dispersion	2	Use simple regression for behavioral prediction	Role play + discussion	Role play activity evaluation
28	Range (grouped and ungrouped data) and mean deviation	2	Apply descriptive statistics principles in interpreting psychological test results	Problem-solving + educational applications	Preparing a worksheet

29	Standard deviation, variance, and coefficient of variation – Applications of dispersion measures in psychology and education	2	Apply descriptive statistics principles in interpreting psychological test results	Guided discussion + brainstorming	Observation and participation evaluation
30	Comprehensive review and evaluation	2	Integrate developmental outcomes and present final research results	Student projects and reports	Final exam and evaluation

10. Course Evaluation

Admission Criteria

- Academic GPA (60%)
- Aptitude & Personality Test (20%)
- Structured Interview 10%)
- Language & Digital Skills Test (10%)
- Target Groups: High school graduates, educators, social workers, career changers.

11. Learning and Teaching Resources

Required textbo (curricular books, if any)	References – Inferential Statistics
Main references (source	Descriptive and Inferential Statistics, Abdul Jabbar Tawfiq & Zakaria Zaki, 1977.
Recommended books and references (scientific journals, reports...)	Descriptive and Inferential Statistics, Abdul Jabbar Tawfiq & Zakaria Zaki, 1977.
tronic Referenc Websites	Descriptive Statistics and SPSS, Azzam Sabri, 2009.

Course Description Form

1. Course Name:

Professional ethics

2. Course Code:

3. Semester / Year:

2026-2025

4. Description Preparation Date:

5. Available Attendance Forms:

My Existence

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

2 hours per week

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

Name: Eng. Dr. Mustafa Ahmed Ismail / external lecturer / temporary
Email:

8. Course Objectives

Course Objectives

- The student will learn the concept of professional ethics and its areas of interest and study.
- The student will learn the importance of ethics in the field of clinical psychology.
- The student will learn the meaning of ethics and its educational applications.
- The student will understand the meaning of professional ethics and its relationship to the profession.
- The student will learn about ethical theories and their educational applications.

- The student will understand the factors influencing ethics.
- The student will learn about skills and habits, how to acquire them, and how to utilize them in ethical learning.

9. Teaching and Learning Strategies

Strategy

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Understanding meaning and concept of ethics – its approach, formation, and forms	Ethics: Its Concept – Approaches – Formation and Forms	Dialogue and Discussion	Asking and answering questions by the student
Second	2	Understanding relationship between ethics and other sciences	The relationship between ethics and other sciences	Dialogue and Discussion	Asking and answering questions by the student

Third	2	Understanding sources of professional ethics	Sources professional ethics	Dialogue and Discussion	Asking and answering questions by the student
Fourth	2	Understanding importance of ethics	The importance ethics	Dialogue and Discussion	Asking and answering questions by the student
Fifth	2	Understanding origins of ethics and its stages of development	The origins of ethics and its stages of development	Dialogue and Discussion	Asking and answering questions by the student
Sixth	2	Understanding pillars of good character	Pillars of Good character	Dialogue and Discussion	Asking and answering questions by the student
Seventh	2	Understanding importance of the role of social and Educational institutions	The role of social and educational institutions in moral education	Dialogue and Discussion	Asking and answering questions by the student

					by the student
Eighth	2	Exam	First Monthly Exam	Dialogue and Discussion	Asking and answering questions by the student
Ninth	2	Understanding How to Acquire Ethics	Theories of Ethical Acquisition	Dialogue and Discussion	Asking and answering questions by the student
Tenth	2	Understanding Objectives Professional Ethics	Objectives Professional Ethics	Dialogue and Discussion	Asking and answering questions by the student
Eleventh	2	Understanding Most Important Characteristics Ethical Professionalism	Characteristics Ethical Professionalism	Dialogue and Discussion	Asking and answering questions by the student

Twelfth	2	Understanding reasons for non-compliance with professional ethics	Reasons for non-compliance with professional ethics	Dialogue and Discussion	Asking and answering questions by the student
Thirteenth	2	Understanding professional ethical codes	Understanding professional ethical codes	Dialogue and Discussion	Asking and answering questions by the student
Fourteenth	2	Professional ethical codes: their importance and features	Identifying key examples ethical codes	Dialogue and Discussion	Asking and answering questions by the student
Fifteenth	2	Exam	Second month exam	Dialogue and Discussion	Asking and answering questions by the student

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)

Professional Ethics

Main references (sources)

Fundamentals of Professional Ethics

Recommended books and references (scientific journals, reports...)	None
Electronic References, Websites	None

Course description template

1. name	The course
	Mental health in English
2. code	The course
3. the chapter / year	
	2025-2026
4. date	numbers this Description
	5/7/2026
5. Available forms of attendance	
	daily
6. Number of study hours (total) / Number of units (total)	
	2 hours weekly /60 hours (2Units)
7. Name of the course coordinator (if there is more than one, please mention it).	
	Name: Prof. Dr. Natik Fahal Jazaa Email : natik.y@uorutath.edu.iq
8. Course objectives	
	• To equip students with the fundamental concepts of mental health in English. • To familiarize students with psychological terminology in English. • To foster a positive attitude among students toward the subject of mental health and encourage its practical application.
9. Teaching and learning strategies	
	• Uses the problem-solving strategy. • Brainstorming. • Discussion, dialogue, and questioning.
10. Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom discussion and oral tests	Lecture and discussion	Introduction to Mental Health	Identify to: • Mental Health over history. • Definition of Mental Health. • Benefits of Mental Health.	2	1
Classroom discussion and tests	Lecture and discussion	Introduction to Mental Health	Identify to: • Defining abnormality. • What is Normality.	2	2
Classroom discussion and tests	Lecture and discussion	Mental Health Indicators	Identify to: • Habits of mind. • Social Competence • Self-Competence	2	3
Classroom discussion and tests	Lecture and discussion	Mental Health Indicators	Identify to: • Self-esteem. • Possessing Values.	2	4
Classroom discussion and tests	Lecture and discussion	Emotion	Identify to: • Components. • Subjective Experiences and Emotion. •	2	5
Classroom discussion and tests	Lecture and discussion	Emotion	Identify to: • Body Changes and Emotion. • Facial Experiences and Emotion. • Emotion, Gender, and Culture.	2	6
Classroom discussion and tests	Lecture and discussion	Memory	Identify to: • Three important Distinctions. • Sensory Memory.	2	7
Classroom discussion and tests	Lecture and discussion	Memory	Identify to: • Work Memory. • Long-Time Memory	2	8
Classroom discussion and tests	Lecture and discussion	Motivation	Identify to: • Drives and Homeostasis. • Incentive Motivation and Reward.	2	9
Classroom discussion and tests	Lecture and discussion	Motivation	Identify to:	2	10

			- Hunger, Eating, and Eating Disorders. - Obesity. Anorexia and bulimia.		
Classroom discussion and tests	Lecture and discussion	Sleep	Identify to: - Stages of Sleep. - Sleep Theory. - Sleep Disorders.	2	11
Classroom discussion and tests	Lecture and discussion	Dreams	Identify to: Dreams Theories of dreaming	2	12
Classroom discussion and tests	Lecture and discussion	Social Influence	Identify to: - The Presence of Others. - Social facilitation And social inhibition. - Deindividuation.	2	13
Classroom discussion and tests	Lecture and discussion	Social Influence	Identify to: Bystander effects. Compliance and Obedience.	2	14
Written exam	Written exam	Written exam	Written exam	2	15
Classroom discussion and tests	Lecture and discussion	Resilience	- Challenges to Resilience. - Strategies to Strengthen Resilience.	2	16
Classroom discussion and tests	Lecture and discussion	Social Cognition	- Impression Formation. - Stereotypes. - Individuation.	2	17
Classroom discussion and tests	Lecture and discussion	Social Cognition	- Attribution. - Attitudes. - Persuasive communication. - Attitudes and behavior.	2	18
Classroom discussion and tests	Lecture and discussion	Positive Psychology	- Introduction to Positive Psychology. - Core Concepts of Positive Psychology..	2	19
Classroom discussion and tests	Lecture and discussion	Positive Psychology	- Benefits of Positive Psychology. - Practical Applications.	2	20
Classroom discussion and tests	Lecture and discussion	Stress and Health	Characteristic of Stressful Events.	2	21

			• Traumatic events • Controllability.		
Classroom discussion and tests	Lecture and discussion	Stress and Health	• Predictability. • Major changes in life circumstances. • Internal Conflicts.	2	22
Classroom discussion and tests	Lecture and discussion	Psychological Reaction to Stress	• •Anger and aggression. • •Apathy and depression. • •Cognitive impairment. • • Physiological Reaction to Stress.	2	23
Classroom discussion and tests	Lecture and discussion	Psychological Reaction to Stress	• The fight –or–flight response. • •The physiology of PTSD. • How stress affects health.	2	24
Classroom discussion and tests	Lecture and discussion	Coping Skills	• Problem–focused coping. • Emotion–focused coping. • Managing stress.	2	25
Classroom discussion and tests	Lecture and discussion	Coping Skills	• Behavioral techniques. • Exercise. • Cognitive techniques. • • Modifying Type A Behavior.	2	26
Classroom discussion and tests	Lecture and discussion	Final Review	• •General review of all the vocabulary that was covered. • •Discussion of recent research and future trends.	2	27

Classroom discussion and tests	Lecture and discussion	Evaluation	•Final assessment: test/ small research project or presentation.	2	28
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11. Course evaluation

Course Grade Distribution (Total: 100 marks)

First: Continuous Assessment / Semester Grade (40 marks)

1. Written Exams (End-of-Semester 1 and Semester 2 exams) (30 marks)
 - o Comprehensive written exams administered in the 15th and 30th weeks to assess the theoretical material of both semesters (15 marks per semester, totaling 30 marks).
2. Daily Attendance, Tasks, and Activities (Daily Assessment) (10 marks)
 - o Commitment and daily attendance (4 marks)
 - o Participation, daily preparation, and oral questions (2 marks)
 - o Quick daily tests (Quizzes) (2 marks)
 - o Preparation and presentation of an individual report/research paper (2 marks)

Second: First Course Final Exam (60 marks)

- Final Written Exam (60 marks)
- A comprehensive final written exam covering all topics of the first course (the 15-week period).

0. Learning and teaching resources

1. Nolen-Hoeksema, S., Fredrickson, B., Loftus, E., & Wagenaar, W., (2009), Atkinson & Hilgard's Introduction to Psychology. Wadsworth Publishing. 2. Fish, F. J., Casey, P., & Kelly, B. (2024):Fish's clinical psychopathology: signs and symptoms in psychiatry, Cambridge University Press. 3. SPMM Course. (2019). SPMM notes [PDF]. https://spmmcourse.com	Electronic references, websites
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Course Description Form

1. Course Name: Computer	
2. Course Code:	
3. Semester / Year: Second Stage, Annual System, 2025-2026	
4. Description Preparation Date: 21/9/2025	
5. Available Attendance Forms: Full-time attendance at scheduled times	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: dr.ammar kuti nasser Email: ammar.kuti@uoturath.edu.iq	
8. Course Objectives	
Course Objectives	- Equipping the student with the fundamental rules for dealing with Excel and Word programs, organizing data, and analyzing it. - Enabling the student to perform calculations and functions in Excel and to prepare tables, charts, and documents in Word. - Introducing the student to the use of basic computer software and applying it in academic tasks and scientific research. - Developing the student's skills in the accurate and ethical use of practical methods when handling data and documents.
9. Teaching and Learning Strategies	
Strategy	- Interactive lecturing and direct explanation of fundamental concepts in Excel and Word. - Demonstrative presentation using tables, charts, and slideshows to explain formulas, functions, and document formatting. - Practical learning through applying computer skills directly, such as using Excel to

analyze data and Word to prepare documents.

- Problem-based learning, by presenting practical tasks related to organizing data and formatting reports and discussing their solutions.
- Discussion and dialogue, engaging students in analyzing topics related to computer use and the ethics of handling data.
- Cooperative learning through implementing practical Excel and Word activities or applications within small groups.
- Guided self-learning by assigning students to follow reliable electronic sources and apply computer skills outside lecture time.
- Continuous feedback through daily tests, oral questions, and monitoring students' practical performance on the computer.

10. Course Structure

Week	Hours	Topic	Unit	Lecture Type	Assessment Method
Week 1	3	Introduction to computers, Office programs, and their importance	General Introduction	Theoretical/Practical	Daily quizzes
Week 2	3	Excel interface, cells, and worksheets	Spreadsheets	Theoretical/Practical	Daily quizzes
Week 3	3	Data entry and cell format	Spreadsheets	Theoretical/Practical	Daily quizzes
Week 4	3	Basic calculations and formulas	Spreadsheets	Theoretical/Practical	Daily quizzes
Week 5	3	Basic functions (SUM, AVERAGE, COUNT)	Functions and Calculations	Theoretical/Practical	Daily quizzes
Week 6	3	Conditional functions (IF, COUNTIF, SUMIF)	Functions and Calculations	Theoretical/Practical	Daily quizzes
Week 7	3	Statistical functions (MAX, MIN, MEDIAN)	Functions and Calculations	Theoretical/Practical	Daily quizzes
Week 8	3	Sorting and filtering data (Sort & Filter)	Data Organization	Theoretical/Practical	Daily quizzes
Week 9	3	Conditional formatting in Excel	Data Organization	Theoretical/Practical	Daily quizzes
Week 10	3	Creating charts (column, pie, line)	Data Visualization	Theoretical/Practical	Daily quizzes
Week 11	3	Formatting and editing charts	Data Visualization	Theoretical/Practical	Daily quizzes
Week 12	3	Pivot Tables basics	Data Analysis	Theoretical/Practical	Daily quizzes
Week 13	3	Using Pivot Tables for data analysis	Data Analysis	Theoretical/Practical	Daily quizzes
Week 14	3	Linking worksheets and file consolidating data	Data Analysis	Theoretical/Practical	Daily quizzes
Week 15	3	Printing, exporting Excel file and data protection	File Management	Theoretical/Practical	Daily quizzes
Week 16	3	Comprehensive practical review of Excel before the break	Review	Theoretical/Practical	Daily quizzes

Week 17	3	Mid-year break	—	—	—
Week 18	3	Word interface and basics text entry	Word Processing	Theoretical/Practical	Daily quizzes
Week 19	3	Text formatting (fonts, paragraphs, lists)	Word Processing	Theoretical/Practical	Daily quizzes
Week 20	3	Inserting tables and images in Word	Word Processing	Theoretical/Practical	Daily quizzes
Week 21	3	Page formatting, headers/footers, printing	Word Processing	Theoretical/Practical	Daily quizzes
Week 22	3	Review tools and autocorrect in Word	Word Processing	Theoretical/Practical	Daily quizzes
Week 23	3	Preparing a complete report or research paper in Word	Word Processing	Theoretical/Practical	Daily quizzes
Week 24	3	Merging data between Word and Excel (Mail Merge)	Integration Between Programs	Theoretical/Practical	Daily quizzes
Week 25	3	Preparing a simple data-linked presentation	Integration Between Programs	Theoretical/Practical	Daily quizzes
Week 26	3	Ethics of software use and file protection	Values and Ethics	Theoretical/Practical	Daily quizzes
Week 27	3	Comprehensive practical applications on Word and Excel	Applications and Review	Theoretical/Practical	Daily quizzes
Week 28	3	Group practical workshop	Applications and Review	Theoretical/Practical	Daily quizzes
Week 29	3	Correction and discussion of students' practical applications	Applications and Review	Theoretical/Practical	Daily quizzes
Week 30	3	Comprehensive final review and preparation for the final exam	Applications and Review	Theoretical/Practical	Daily quizzes

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student:

Student coursework (40 points): Attendance, preparation, and daily participation (5 points), daily and oral tests (5 points), first monthly exam (10 points), second monthly exam (10 points), reports or practical applications (10 points). Final written examination (60 points). Total (100 points).

12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Al-Shami, Nidal. Learning Excel from Scratch to Mastery
Main references (sources)	Al-Shami, Nidal. Learning Excel from Scratch to Mastery. The Comprehensive Guide to Learning Microsoft Word 2019
Recommended books and references (scientific journals, reports...)	Recent books, journals, and reports on computer fundamentals, operating systems, information security, and office applications.
Electronic References, Websites	Iraqi Virtual Science Library (ivsl.iq). Comprehensive Digital Library (shamela.ws). Relevant computer software tutorials and educational resources for Excel and Word.

Course Description Form

1. Course Name: English language					
2. Course Code:					
3. Semester / Year: annual					
4. Description Preparation Date:2025-2026					
5. Available Attendance Forms: attendance					
6. Number of Credit Hours (30) / Number of Units (2)					
7. Course administrator's name (mention all, if more than one name)					
Name: sura Mohammed					
Email: Sura.mohammed@uoturath.edu.iq					
8. Course Objectives					
Course Objectives			Enable the students to speak English fluently		
9. Teaching and Learning Strategies					
Strategy		Training students to speak English by videos and pictures.			
10. Course Structure					
Week	Hours	Unit / Subject Name	Required Learning Outcomes	Learning Methods	Evaluation Methods
Week 1	2	Course Orientation & Diagnostic Assessment	Understand course expectations, grading criteria, and identify personal baseline language strengths and weaknesses.	Interactive lecture, placement diagnostic test, class discussion.	Diagnostic assessment test (non-graded baseline), syllabus comprehension check.
Week 2	2	Sentence Mechanics & Grammar Foundations	Identify parts of speech and eliminate run-ons and sentence fragments in academic writing.	Flipped classroom video, interactive sentence editing drills, peer error analysis.	Grammar quiz, sentence correction worksheet.
Week 3	2	Academic Vocabulary & Context Clues	Utilize Academic Word List (AWL) items and deduce word meanings using context, prefixes, and suffixes.	Vocabulary games, reading analysis, context clue exercises.	Weekly vocabulary quiz, vocabulary application paragraph.

Week 4	2	Paragraph Structure & Coherence	Construct well-structured paragraphs featuring clear topic sentences, supporting details, and unity.	Scaffolded writing workshop, topic sentence brainstorming, model paragraph analysis.	Paragraph drafting assignment (peer reviewed), structural rubric evaluation.
Week 5	2	Academic Listening & Note-Taking Strategies	Demonstrate active listening and take organized notes using Cornell and outline methods during lectures.	Audio-visual lecture simulation, guided note-taking practice, partner synthesis.	Note-taking portfolio review, lecture comprehension check quiz.
Week 6	2	Descriptive Paragraph Writing	Write vivid descriptive paragraphs using sensory details, spatial organization, and adjectives.	Sensory mapping, peer descriptive workshops, model text analysis.	Graded descriptive paragraph, self and peer edit checklist.
Week 7	2	Narrative Paragraphs & Verb Tense Mastery	Compose narrative paragraphs using chronological order, correct past tenses, and narrative transitions.	Storyboarding, past tense review drills, collaborative storytelling exercises.	Narrative paragraph submission, verb tense accuracy quiz.
Week 8	2	Mid-Semester Review & Evaluation	Synthesize language skills learned in Weeks 1–7 and reflect on individual writing progress.	Interactive review game, portfolio reflection session, instructor Q&A.	Mid-semester written examination (20%), writing portfolio check.
Week 9	2	Critical Reading: Skimming, Scanning & Main Ideas	Apply skimming and scanning techniques to extract main ideas and key details from academic passages.	Timed reading challenges, text annotation exercises, group summary mapping.	Reading comprehension quiz, passage summary worksheet.
Week 10	2	Process Paragraph Writing & Order Signals	Draft step-by-step process paragraphs using imperative verbs and sequential transition words.	Process mapping, recipe/instruction writing activity, group editing.	Process paragraph assignment, transition word usage quiz.
Week 11	2	Phonetics, Word Stress & Pronunciation	Demonstrate accurate word stress, vowel/consonant sound articulation, and clear speech delivery.	Phonetic chart drills, voice recording exercises, pronunciation mirror practice.	Oral pronunciation assessment, audio submission evaluation.
Week 12	2	Comparison & Contrast Paragraphs	Organize comparison and contrast paragraphs using block or point-by-point structures.	Venn diagram brainstorming, structural analysis of model essays, pair drafting.	Comparison paragraph assignment, structural organization rubric.
Week 13	2	Functional Speaking & Group Discussions	Express opinions, agree/disagree politely, and facilitate academic team discussions.	Fishbowl discussions, role-playing academic debates, group problem-solving.	Group discussion participation rubric, peer interaction evaluation.
Week 14	2	Transition to the 5-Paragraph Essay	Formulate thesis statements, introductory hooks, and outline full 5-paragraph essays.	Essay breakdown lecture, thesis statement workshop, outline mapping.	Essay outline submission, thesis statement peer check.
Week 15	2	Semester 1 Final Review & Exam	Demonstrate overall mastery of Semester 1 reading, writing, grammar, and listening objectives.	Comprehensive review session, practice test feedback, Q&A.	Semester 1 Final Exam (Written & Listening) (25%).
Week 16	2	Essay Refinement & Body Paragraphs	Draft unified body paragraphs with smooth transitional logic and strong conclusion paragraphs.	Drafting lab, transition word exercises, concluding strategy workshops.	Full essay draft submission, paragraph unity rubric.
Week 17	2	Expository Writing: Cause & Effect Analysis	Analyze causes and effects of social/academic topics and organize expository essays.	Cause-and-effect chain mapping, text analysis, group drafting.	Cause-and-effect essay assignment, analytical rubric.

Week 18	2	Critical Reading: Fact vs. Opinion & Bias	Differentiate between factual data and author opinion while identifying potential text bias.	Media literacy analysis, critical reading passage exercises, debate on author tone.	Critical reading analysis response, fact/opinion identification quiz.
Week 19	2	Persuasive Writing & Logical Arguments	Construct persuasive essays incorporating counterarguments, refutations, and logical evidence.	Debate workshops, argument mapping, logical fallacy identification games.	Persuasive essay draft, argument strength evaluation rubric.
Week 20	2	Oral Presentation Skills I: Structure & Design	Design clear slide presentations and structure academic oral deliveries effectively.	Slide design critique, oral outline workshops, presentation technique lecture.	Presentation slide deck draft submission, peer slide review.
Week 21	2	Academic Research & Source Evaluation	Locate scholarly articles using library databases and evaluate source credibility (CRAAP test).	Library database lab, source evaluation exercises, web credibility audit.	Annotated bibliography draft (2 sources), source credibility worksheet.
Week 22	2	Summarizing, Paraphrasing & Academic Integrity	Paraphrase academic texts accurately without plagiarizing using proper signal phrases.	Paraphrase transformation drills, plagiarism case studies, turnitin report analysis.	Paraphrasing exercise submission, academic integrity quiz.
Week 23	2	MLA & APA Citation Mechanics	Format in-text citations and reference/works cited pages in standard MLA and APA styles.	Style guide treasure hunt, citation mechanics formatting drills, reference page building.	Citation accuracy quiz, formatted Works Cited page assignment.
Week 24	2	Drafting the Mini-Research Paper	Synthesize multiple sources into a coherent 3–4 page argumentative mini-research paper.	Writing lab session, instructor individual consultations, synthesis drafting.	Research paper First Draft submission, synthesis rubric.
Week 25	2	Peer Review & Editing Workshops	Provide constructive feedback on peer research papers and edit writing for grammar/flow.	Peer review workshop using structured rubric, self-editing checklist practice.	Peer feedback form completion grade, editing reflection log.
Week 26	2	Professional Communication: Emails & Resumes	Compose formal business emails, professional cover letters, and standard academic resumes.	Resume building workshop, email etiquette analysis, role-play correspondence.	Professional portfolio submission (Resume & Cover Letter).
Week 27	2	Oral Presentation Skills II: Delivery	Deliver 5-minute academic presentations using effective voice modulation, eye contact, and slides.	Live student presentations, Q&A facilitation, audience feedback sessions.	Graded oral presentation delivery (15%), presentation rubric.
Week 28	2	Advanced Academic Register & Idioms	Incorporate formal academic vocabulary, collocations, and eliminate informal slang in writing.	Register shift exercises, collocation matching games, style editing drills.	Academic style transformation quiz, final writing revision check.
Week 29	2	Final Portfolio Assembly & Revision	Revise writing assignments based on feedback and assemble a comprehensive learning portfolio.	Portfolio assembly workshop, self-reflection essay drafting, final revisions.	Final Writing Portfolio submission (20%), reflective essay grade.
Week 30	2	Final Comprehensive Examination & Wrap-Up	Demonstrate comprehensive mastery of year-long academic English skills.	Final course evaluation, reflective discussion, learning outcome review.	Final Comprehensive Written Exam (25%).
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

12. Learning and Teaching Resources		
Required textbooks (curricular books, if a	Swan, M. Practical English Usage. Oxford University Press. Hewings, M. Advanced Grammar in Use. Cambridge University Press.	
Main references (sources)	Murphy, R. English Grammar in Use. Cambridge University Press. Eastwood, J. Oxford Practice Grammar. Oxford University Press. Azar, B. S. Understanding and Using English Grammar. Pearson.	
Recommended books and references (scientific journals, reports...)		Course textbooks Supplementary grammar books PowerPoint presentations Data projector
Electronic References, Websites	British Council – Learn English Cambridge Dictionary BBC Learning English	

Course description template

1. Course Title: Crimes of the Dissolved Ba'ath Party	
2. Course code:	
3. Term/Year: Annual	
4. Date this description was prepared: 13/7/2026	
5. Available attendance formats: Weekly)Practical + Theoretical)	
6.)Total number of study hours / Total number of units((9 hours/6 units))	
7. Name of the course coordinator)If more than one name is mentioned)	
the name :Prof. Dr. Ali Yassin Khudair Email: ail.yassen@uoturath.edu.iq	
8. Course Objectives	
1. Students should understand the definition and types of crime through explanations and illustrations of the crimes committed by the dissolved Ba'ath Party. 2. Students should be made aware of the crimes of the dissolved Ba'ath regime in Iraq by highlighting those crimes. 3. The student should be able to give examples of crimes that have occurred. 4. The student must become familiar with the environmental damage caused by the former	Course objectives

regime in Iraq. 5– Introducing the student to cemeteries, specifying their location and time	
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11. Course Structure					
Evaluation Method	road Learning	Unit or topic name	Required learning outcomes	Hours	Week

9. Teaching and learning strategies	
1– Interactive lecture on the nature of crime 2– Brainstorming 3– Dialogue and discussions 4– self-learning	strategy
	Education outcomes10.
By the end of the course, the student will be able to: 1– The student's knowledge of the crime and its circumstances committed by the defunct regime party 2– The relationship of science to the subject of crime 3– Types of crimes committed by the former regime	

The first semester exam is theoretical, with a first semester practical exam, daily exam, and activity worth 15 marks. The second semester's theoretical exam is worth 5 marks. The second semester's practical exam, daily test, and activity are worth 15 marks. The final exam consists of 30 marks for the theory component and 30 marks for the practical component.		The concept of crimes and their categories	Introducing students to the concept of crime, both linguistically and technically, and explaining the dangers of this crime to members of society.	9	1
		Crimes of the Ba'ath regime as documented by the Iraqi Criminal Court 2005		9	2
			The most prominent crimes and their types, as identified by human rights organizations, and crimes committed against the Iraqi people by the former regime.	9	3
				9	4
			The negative economic, social, and intellectual consequences resulting from these crimes	9	5
			Clarification of the crimes committed from the time the defunct party took power in 1968 until	9	6

			2003 Clarification regarding the suffering of those disappeared in the prisons of the defunct party The defunct party used prohibited weapons against the Iraqi people.		
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		Environmental crimes of the Ba'ath regime	Identifying the most prominent environmental violations	9	7
		military pollution and radioactive and mine explosions	committed by the Ba'ath regime in Iraq	9	8
		2. Destruction of cities (villages policy)	4C highlights the most vulnerable areas to military contamination	9	9
			And the radioactive, such as the cities of Halabja and Basra	9	10
			6C lists the mass graves committed by the Baath regime in Iraq.	9	11
			Events of the Sha'ban Uprising of 1991	9	12
			Crimes committed in northern Iraq in Halabja	9	13

				9	14
			The Friday prayer crime committed against the Iraqi religious authority, Muhammad Sadiq al-Sadr The crime of liquidating Iraqi merchants Elimination of Iraqi religious scholars and intellectuals	6	15

12. Course Evaluation	
First semester theoretical exam: 5 marks. First semester practical exam, daily test, and activity: 15 marks. The second semester's theoretical exam is worth 5 marks. The second semester's practical exam, daily test, and activity are worth 15 marks. The final exam consists of 30 marks for the theory component and 30 marks for the practical component.	
13. Learning and teaching resources	
Crimes of the dissolved Ba'ath Party	Required textbooks and curriculum (if applicable)
Crimes of the search system in Iraq 2023	Main references (sources)

Ihsan Hindi, Military Occupation / Soldier Abdul Malik (Criminal Encyclopedia)	Recommended supporting books and references (scientific journals, reports)...
	Electronic references, websites

Course Description Form

1. Course Name					
General Arabic Language					
2. Course Code					
3. Semester / Year					
Second Year / Annual System					
4. Date of Preparing this Description					
2026/7/6					
5. Available Attendance Modes					
In-person / Daily					
6. Total Study Hours / Total Units					
Total Units: 2×15=30 ;30=15×2					
7. Name of Course Instructor (if more than one, list all names)					
Name: Dr. Abdullah Sari Zamil Jaber				Email: eabdallah.sari@uoturath.edu.iq	
8. Course Objectives					
- The student should acquire language skills in reading and writing - The student should be able to express ideas creatively - The student should become familiar with the Arabic literary heritage			:Course Objectives		
9. Teaching and Learning Strategies					
Lecture Method Questioning Method Problem-Solving Method				Strategy	
10. Course Structure					
Assessment Method	Learning Method	Unit / Topic	Required Learning Outcomes	Hours	Week

Daily Quiz	Lecture	Qur'anic Texts: Surat Al-Kahf	Understanding and Comprehension	2	1
Daily Quiz	Lecture	The Subject and Predicate (al-Mubtada' wa al-Khabar	Understanding and Comprehension	2	2
Daily Quiz	Lecture and Questioning	Particles Resembling Verbs: Inna and Its Sisters	,Understanding ,Comprehension and Values	2	3
Daily Quiz	Lecture and Questioning	The Circumstantial Accusative (al-Hal)	Understanding and Comprehension	2	4
Daily Quiz	Lecture and Questioning	Poet Muhammad Mahdi al-Jawahiri	Understanding and Comprehension	2	5
Daily Quiz	Lecture and Questioning	The Accusative of Specification (al-Tamyiz	Understanding and Comprehension	2	6
Daily Quiz	Lecture and Problem Solving	Adjective and Modified Noun	Understanding and Comprehension	2	7
Daily Quiz	Lecture and Problem Solving	Poet Muhammad Mahdi al-Basir	Understanding and Comprehension	2	8
Daily Quiz	Lecture and Problem Solving	The Passive-Voice Subject (Na'ib al-Fa'il	Understanding and Comprehension	2	9

Daily Quiz	Lecture and Problem Solving	Poet Abd al-Wahhab al-Bayati	Understanding and Comprehension	2	10
Daily Quiz	Lecture and Problem Solving	Poet Ali al-Sharqi	Understanding and Comprehension	2	11
Daily Quiz	Lecture and Problem Solving	Active Participle	Understanding and Comprehension	2	12
Daily Quiz	Discussion and Problem Solving	Passive Participle	Understanding and Comprehension	2	13
Daily Quiz	Discussion and Problem Solving	Poet Nazik al-Malaika	Understanding and Comprehension	2	14
Daily Quiz	Discussion and Problem Solving	Rhetoric	Understanding and Comprehension	2	15

11. Course Assessment (distribution of the 100 marks according to tasks assigned to the student, such as daily preparation, daily, oral, monthly and written examinations, reports, etc)

First-semester coursework mark: 40, distributed as follows: Final
examination mark: 60
marks: Written examination 30
marks: Attendance and activities 10
Total mark: 100

12. Learning and Teaching Resources

General Arabic Language for Non-Specialists	Required Textbooks (curricular, if any)
Sharh Ibn Aqil; poets' collected works; books on Arabic literature	Main References (Sources)
Available literary books and sources on Arabic grammar	Recommended Supporting Books and References (scientific journals, reports, etc.)
Available Internet Websites	Electronic References and Internet Websites