

**Ministry of Higher Education and Scientific Research
Al-Furat Al-Awsat Technical University
Technical Institute – Najaf
Department of Health management**



**Academic Program
and Course
Department of
Health management**

2024

Introduction:

The "Health Management Technologies" department is an academic field specialized in the application of information technology and computing in the management and organization of health systems. Its aim is to enhance the effectiveness and quality of healthcare by developing and utilizing modern tools and techniques to improve the administrative and operational performance of healthcare institutions. This department was established in the 2021/2022 academic year at the Technical Institute of Najaf. The academic description of this department revolves around several key points, which are:

1. **Basic Concepts of Health Management:** This field focuses on studying how to manage healthcare institutions by applying fundamental management concepts such as planning, organizing, directing, controlling, and evaluation, with an emphasis on achieving efficiency and effectiveness in delivering healthcare services.
2. **Information Technology in Healthcare:** This includes the significant use of information technology such as health information systems, databases, big data analysis, and artificial intelligence to facilitate decision-making, improve service levels, and ease access to medical information.
3. **Health Systems and Quality Management:** The department focuses on studying different health systems and how to manage them effectively to ensure quality in healthcare delivery. This includes improving processes, reducing costs, and ensuring patient safety.

4. **Interaction Between Technology and Health Management:** The department examines how modern technologies integrate with administrative processes in healthcare institutions. This includes studying electronic health systems, process automation, and developing digital solutions to support decision-making.
5. **Data Analysis and Decision-Making:** This involves studying how to use statistical analysis techniques and mathematical models to support decision-making in health management. This includes handling clinical and administrative data to enhance performance and make informed decisions.
6. **Training and Technical Skills:** The department also provides practical training on health management tools and techniques, such as health information systems software, e-health applications, and data analysis using specialized software.

Overall, the "Health Management Technologies" department aims to equip students with the knowledge and skills needed to integrate technology with health management and improve the effectiveness and quality of healthcare in various health environments.

Concepts and terminology:

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

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

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

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

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

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

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

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

University: Al-Furat Al-Awsat Technical University.

College: Medical Technical Institute / Najaf.

Section: Health administrative techniques.

Name of the academic or professional program: Technical diploma in health administration.

Name of final degree: Technical diploma in health administration.

Academic system: Curriculum system (courses).

Date the description was prepared: 1/3/2024

Description filling date: 22/4/2024

Signature:

Name of department head:

M.D. Abdel-Wahab Abdel-Razzaq Shweileyah

24/4/2024

Signature:

Name of Scientific Assistant:

Dr. Salah Mahdi Al-Adly

24/4/2024

Check by:


The Quality Assurance and University Performance Division

Name of the head of the Quality Assurance and University Performance Division: Dr.

Mohamed Najeh Nehme

the date : 24/4/2024

the signature :


د. محمد ناجح نعمة

Authentication of the Dean

Dr. Haider Hassan Abd

24/4/2024



1. Program Vision

The Department of Health Administration offers a broad study of aspects related to health management systems. The study program includes the necessary requirements that qualify students to enter the field of health administration so that they are able to create and provide modern solutions to improve and manage the health sector locally and regionally.

2. Program Mission

The study of the health administration major aims to provide students with the necessary theoretical and applied knowledge in managing health sectors, by teaching students the skills of analyzing the social aspects of health cases, implementing advanced projects to improve the efficiency of hospitals and health centers, and the ability to communicate with health sectors at the regional and national levels.

It also provides the student in the health administration major with the necessary skills that enable him to take preventive measures against expected dangers and sources of harm before they occur.

3. Program Objectives

- Graduation of cadres with experience in administration in general and health administration in particular.
- Unifying the administrative system for health unit institutions as much as possible within the applicable administrative law so that the rights of all workers in directorates, hospitals and units operating within the health sector can be guaranteed.
- Carrying out reforms in the form and content of hospital and health department management

- Determining the tasks and work of those affiliated with the health units according to their capabilities, ability, ability and experience, each according to his specialty.
- Organizing and arranging the working hours of workers in health units in order to ensure their material and moral rights.

4. Program Accreditation

Does the program have program accreditation? From which side?

Reliability not obtained

5. Other external influences

Ministry of Health + Ministry of Higher Education and Scientific Research /
Scientific Supervision and Evaluation Authority

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|------------|
| Institution Requirements | 5 | 10 | 15% | general |
| College Requirements | 5 | 13 | 19% | assistant |
| Department Requirements | 24 | 42 | 63% | Specialist |
| Summer Training | 1 | 2 | 1% | |
| Other | | | | |

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

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|---------------------|--------------|-----------|
| First | | <u>First course</u> | theoretical | practical |

| | | | |
|---------------|---|----------|----------|
| | Health systems | 2 | 3 |
| | Biostatistics/Preliminary | 2 | 2 |
| | Postal and health archiving administration | 2 | 2 |
| | Civil service legislation | 1 | 2 |
| | Accounting techniques | 2 | 3 |
| | Computer principles / 1 | 1 | 2 |
| | English language/1 | 2 | 0 |
| | human rights | 2 | 0 |
| | Arabic Language | 2 | 0 |
| | <u>Second course</u> | | |
| | Principles of administration | 1 | 3 |
| | Health information technology | 1 | 3 |
| | Health documentation | 1 | 2 |
| | Biostatistics/Advanced | 2 | 2 |
| | Accounting in hospitals | 2 | 3 |
| | Computer applications / 2 | 1 | 2 |
| | Editing administrative messages | 2 | 2 |
| | English language/2 | 2 | 0 |
| Second | <u>The curriculum is annual</u> | | |
| | Hospital management | 2 | 3 |
| | Health savings management | 1 | 3 |
| | Community health | 2 | 2 |
| | Government accounting | 2 | 2 |
| | Internet applications | 1 | 2 |
| | Scientific research methodology | 2 | 0 |
| | Health laws and legislation | 2 | 1 |
| | Health professions ethics | 2 | 0 |
| | Graduation research project | 0 | 2 |

8. Expected learning outcomes of the program

| Knowledge | |
|--|---|
| <p>1.the concepts, principles, theories, methods, procedures and policies (administrative – informational – accounting – financial – economic) related to the management of health facilities and institutions.</p> <p>2. Determines mathematical, financial, statistical, and operations research methods and procedures for their application in service management and health sciences.</p> | <p>3– Explains concepts related to (health – illness – public health – health care – medical care – medical risks – health care systems).</p> <p>4– Describes the types of approaches and methods of scientific research and methods of statistical analysis and how to apply them in the management of health institutions.</p> <p>5– Explains theories of general ethics, professional laws, and practices related to health facilities</p> |
| Skills | |
| <p>Learning Outcomes: Analyze and interpret complex administrative problems related to health administration using modern analytical methods, techniques and tools.</p> | <p>1. Prepares appropriate strategies to develop the performance of health services and confront expected crises in health institutions</p> <p>2. Applies modern concepts, theories, principles, methods, policies and procedures (administrative - informational - economic - financial - accounting) in the field of public and private health management.</p> |
| <p>Learning outcomes: Professional and administrative performance in various sectors of health institutions is objectively evaluated.</p> | <p>3- Manages health institutions efficiently and effectively, contributing to the activation of preventive and curative activities at the management and division levels of those institutions</p> <p>4- Applies the principles, foundations and standards of comprehensive quality in the management of health services institutions.</p> |
| Ethics | |
| <p>1– Learning outcomes.... Participates within a work team to achieve the goals of the health institution in which he works.</p> | <p>2- Statement of learning outcomes..... It uses modern technology in preparing administrative and medical reports to meet the needs of beneficiaries</p> |
| <p>3– Learning outcomes: Communicate effectively with others to activate and raise the quality of health services provided through hospitals</p> | <p>4- Statement of learning outcomes..... Adheres to ethical standards and professional controls while practicing his work in the multi-health institution</p> |

9. Teaching and Learning Strategies

1. A strategy for coordination and integration between different disciplines and administrative sciences to achieve a link between basic sciences and their

applications

2. Self-learning strategy and continuous follow-up through gradually informing and assigning students preparatory readings for subsequent educational activities, as well as specific assignments for each educational activity. A number of lectures are also listed on the website of the institute and the department, and students are assigned to review these topics

3. Use various educational sources of knowledge, such as university textbooks (if available), scientific references and scientific periodicals, e-learning and the international information network.

4. Using different teaching methods and methods to achieve the required goals and objectives.

1.1. Interactive education

1.2. Cooperative education

1.3. E-Learning

1.4. Brainstorming

1.5. Experiential learning

1.6. Indirect education

10. Evaluation methods

1. Mid-semester and end-of-semester exams, and this process is applied in all courses.

2. Multiple oral exams.

3. Multiple process exam.

4. Methods of evaluating non-traditional learning methods, such as: evaluating individual and group research projects + a practical exam that evaluates the student's professional performance

11. Faculty

| Faculty Members | | | | | | |
|------------------------|-----------------------|----------------|--|--|-------------------------------------|-----------------|
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
| | General | Special | | | Staff | Lecturer |
| Assistant Professor | | 1 | | | 1 | |
| Doctor teacher | | 2 | | | 2 | |
| Teacher | | 1 | | | 1 | |
| assistant teacher | 2 | 3 | | | 5 | |

| Professional Development |
|--|
| <p>Mentoring new faculty members</p> <ul style="list-style-type: none"> • Program content <p>The program is designed and presented in the form of open lectures and seminars with training workshops and lasts over two or more days, which all new faculty members are required to attend and includes the following topics:</p> <ul style="list-style-type: none"> • Rights and duties of faculty members <p>Providing an overview of the Technical University system and the most important regulations related to the work of faculty members, such as regulations for department councils, in addition to financial matters and vacations related to faculty members.</p> <ul style="list-style-type: none"> • Students' rights and duties <p>Providing an overview of students' rights and duties, student discipline regulations, study regulations, tests, and academic guidance</p> <ul style="list-style-type: none"> • Program quality and academic accreditation <p>Providing an overview of academic accreditation, the requirements and forms of the National Center for Academic Accreditation and Evaluation, and presenting the quarterly plan for quality work related to academic departments, while giving practical training on fulfilling the course.</p> <ul style="list-style-type: none"> • Learning resources at the institute <p>Providing an overview of the electronic services provided by the Deanship of the Institute in Information Technology, along with practical training on the basics of using the smart Whiteboard.</p> |

- Scientific research programs

Providing an overview of the scientific research programs supported by the institute's esteemed administration, the scientific research awards and rewards, the electronic scientific research systems and how they work, the regulations for promotions, academic sabbaticals, and the secondment system.

- Feedback

At the end of the program, an evaluation questionnaire is distributed that includes the evaluation of the new faculty members of the program with regard to reception, organization, presentations, and scientific material. The results of these questionnaires are used to change and update programs for subsequent years according to the needs of the trainees.

Professional development of faculty members

- Programs to develop educational skills for faculty members

1. Development in the academic field
2. Diversity in learning and e-learning
3. Electronic training for some educational skills
4. Teamwork: work teams and communication opportunities

- Self-skills development programs for faculty members

1. Learn self-control, how to do neural programming, listen to self-talk, and distinguish between useful and unhelpful patterns of thinking.
2. Creating a safe and confidential environment in exploring work issues and solving problems on the ground and in the work environment.
3. Determine the roles that everyone must play in ensuring health and safety, and know how to respond to emergency situations or report a problem.

- Programs to develop research skills for faculty members

1. Providing information to researchers and faculty members who wish to advance their innovations
2. Educating faculty members about available publishing fields and houses, and how to communicate with international publishers.
3. It presents a wide range of ethics that researchers must adhere to when conducting applied research.

12. Acceptance Criterion

i. Central admission / general channel – scientific or biological branch only

- ii. **Central admission/candidacy amendment channel (vacant seats)**
- iii. **Central admission/objections channel for those with averages of 75% and above**
- iv. **Results for students who do not have central admission for the academic year 2023–2024**
- v. **Private government morning study channel (vacant seats)**
- vi. **Graduates of distinguished schools**
- vii. **Private government morning study channel / graduates 2022–2023**
- viii. **Private government morning study channel / graduates 2021–2022**
- ix. **Channel for families of martyrs of victims of terrorism {morning study}**
- x. **Channel for the families of the martyrs of the victims of the former regime {morning study}**
- xi. **Channel for the families of the martyrs of the victims of the former regime {students of the previous year}**

13. The most important sources of information about the program

- Specialized field of work {health}
- Educational bags
- world Wide Web
- Accredited scientific sources {relative and analogous}
- Educational and advisory centers for the fields of professional and academic work

14. Program Development Plan

- Adopting contemporary curricula to expand and enhance students’ knowledge towards providing them with scientific skills that are compatible with the needs of the labor market.
- Establishing laboratories and workshops to link the theoretical aspect to the practical aspect in light of the needs of the labor market and development plans.
- Establishing a scientific center to care for distinguished students in coordination

with the university to develop their scientific capabilities.

- Developing a new mechanism for student evaluation that adopts modern testing methods that include the following

- Objective written tests are 30% and depend on teaching thinking, understanding and deduction.

- • Written and essay tests, which are 20% and depend on memorization, memory, and expression.

- Practical tests, which are 40%, depend on personal abilities to understand and apply the scientific material.

- Curricular and extracurricular activities 10%.

| Program Skills Outline | | | | | | | | | | | | | | | |
|---------------------------------|-------------|-------------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| The first stage (first course) | | Health systems | | * | | * | | * | | * | | | * | * | |
| | | Mail management and archiving | | * | | * | | * | * | * | * | * | * | * | * |
| | | Biostatistics | | * | * | | * | | * | * | * | * | * | * | * |
| | | Civil service legislation | | * | | * | | * | | * | | | | * | * |
| | | Accounting techniques | | * | * | | | * | * | * | * | * | * | * | * |
| | | Computer Principles (1) | | * | | | * | | * | | * | | * | * | |
| | | English language (1) | | * | | * | | | * | * | * | | * | * | |
| | | human rights | | * | | * | | | | | * | * | | | |
| | | Arabic | | * | | | * | | | | * | * | | * | * |
| The first stage (second course) | | Principles of administration | | * | | * | | * | * | | * | * | * | * | |
| | | Health information technology | | * | | * | | * | * | | * | | * | * | |
| | | Health documentation | | * | * | * | | * | * | | * | * | * | * | |

| | | | | | | | | | | | | | | |
|----------------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|---|
| | Biostatistics | | * | * | | * | | * | * | | * | * | * | * |
| | Accounting in hospitals | | * | * | | | * | * | * | * | * | * | * | * |
| | Computer Applications (2) | | * | * | | | | * | | * | | * | * | |
| | Editing administrative messages | | * | | * | | | * | | * | | * | * | |
| | English language (2) | | * | | * | | | * | * | * | | * | * | |
| The second stage (annual) | Hospital management | | * | | * | | * | * | * | * | * | * | * | * |
| | Health stores management | | * | | * | | * | * | * | * | * | * | * | |
| | Community health | | * | | * | | * | | * | * | * | * | * | * |
| | Government accounting | | * | * | | | * | * | | * | * | * | * | * |
| | Internet applications | | * | * | | | * | * | | * | | * | * | |
| | Scientific research methodology | | | | | * | * | * | | | * | * | * | |
| | Health Management | | * | | * | | * | * | * | * | * | * | * | * |
| | Health laws and legislation | | * | | * | | | * | * | * | | * | * | * |

| | | | | | | | | | | | | | | |
|--|----------------------------------|--|---|---|---|---|---|---|---|---|---|---|---|---|
| | Health professions ethics | | * | * | * | * | * | * | * | * | * | * | * | * |
|--|----------------------------------|--|---|---|---|---|---|---|---|---|---|---|---|---|

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

First stage courses:

Description Form Editing administrative messages

| |
|---------------------------------|
| 1. Course Name: |
| Editing administrative messages |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| Course (15 week) |

| | |
|--|--|
| 4. Description Preparation Date: | |
| 23-4-2024 | |
| 5. Available Attendance Forms: | |
| Presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 4 hours – 4 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: jinan chaied ghanem Email: gennan.ghanem@atu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • The student’s knowledge of the concept and components of administrative messages in the English language • The student’s knowledge of the methods of writing letters and their various types, commercial and administrative, purchase and sale requests, collecting and paying bills, and foreign transactions, in the English language. <ul style="list-style-type: none"> • The student’s knowledge of how to conduct correspondence and official correspondence within the work and within the framework of administrative work and in the English language. • The student learned a wide range of terms and expressions commonly used at work and in the English language. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> • Giving lectures • Discussing with students and exchanging ideas about the lecture topic |

- Brainstorming questions
- Dividing the students into scientific groups, asking them questions, and holding a competition for the speed and correctness of the answers between the groups
- Use a set of exercises and models on how to write letters in English.
- Using screens and presentations for the lecture.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|--------|---------|--|---|---|---|
| First | 4 hours | Know and understand the concept and components of messages in the English language | The concept and components of messages in English | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |
| second | 4 hours | Know and understand how to prepare and write letters in English | How to prepare and write letters in English | Theoretical explanation of the information and the use of | Tests, homework, sharing information, and class discussion of ideas And translation of terms |

| | | | | | |
|--------|---------|---|---|---|---|
| | | | | examples and models for different types of messages in the English language | |
| third | 4 hours | Know and understand some exercises on how to write letters | Explain and apply some exercises on how to write letters | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |
| fourth | 4 hours | Know and understand how to write a letter containing a job application in English | How to write a letter containing a job application in English | Theoretical explanation of the information and the use of examples and models for different types of messages in the English | Tests, homework, sharing information, and class discussion of ideas And translation of terms |

| | | | | | |
|-------|---------|---|---|---|---|
| | | | | language | |
| fifth | 4 hours | Know and understand some exercises about applying for a job | Explain and apply some exercises about submitting a job application | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |
| sixth | 4 hours | Know and understand how to write query and inquiry letters | How to write query and inquiry letters | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |

| | | | | | |
|---------|---------|--|--|---|---|
| seventh | 4 hours | Know, understand and apply some exercises on how to write inquiry letters about goods and products | Explain and apply some exercises on how to write inquiry letters about goods, products, and purchase deals | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |
| eighth | 4 hours | Know and understand how to write letters requesting the purchase of products and materials | How to write letters requesting the purchase of products and materials | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |
| ninth | 4 hours | Know, understand and apply some exercises on how to write letters requesting the purchase of | Explain and apply some exercises on how to write letters requesting the purchase of products and | Theoretical explanation of the information and the use of examples and | Tests, homework, sharing information, and class discussion of ideas And translation of terms |

| | | | | | |
|----------|---------|---|---|---|---|
| | | products and materials | materials | models for different types of messages in the English language | |
| tenth | 4 hours | Know and understand how to write letters of complaint and respond to letters of complaint | How to write complaint letters and respond to complaint letters | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |
| eleventh | 4 hours | Know, understand and apply some exercises on how to write complaint letters | Explain and apply some exercises on how to write letters of complaint and respond to letters of complaint | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |

| | | | | | |
|------------|---------|---|---|---|---|
| twelfth | 4 hours | Know and understand how to write letters on the subject of paying dues and collecting bills | Explaining how to write letters on the subject of paying dues, collecting bills, and conducting some accounts and financial matters | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |
| Thirteenth | 4 hours | Know and understand some exercises | Explanation and application of some exercises | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |
| Fourteenth | 4 hours | Knowledge and understanding of foreign trade and how to communicate with external parties | Foreign trade, how to communicate with external parties, methods of payment and | Theoretical explanation of the information and the use of examples and | Tests, homework, sharing information, and class discussion of ideas And translation of terms |

| | | | | | |
|-----------|---------|---|--|---|---|
| | | | collecting invoices | models for different types of messages in the English language | |
| fifteenth | 4 hours | Know and understand some exercises in how to write letters in foreign trade and foreign business dealings | Explaining and applying some exercises on how to write letters in foreign trade and foreign business dealings in terms of buying, selling, and collecting invoices | Theoretical explanation of the information and the use of examples and models for different types of messages in the English language | Tests, homework, sharing information, and class discussion of ideas And translation of terms |

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 are divided as follows:

- 30 marks for the annual endeavor, consisting of 10 marks for daily activity and 20 marks for a written exam
- 70 marks on the final exam

12. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Commercial correspondence in Arabic and English (Yassin Abdel Sayed and Samiha Yasin Abdel Sayed) |

| | |
|--|---|
| Recommended books and references (scientific journals, reports...) | A collection of research and reports on the topics of writing and editing letters in the English language |
| Electronic References, Websites | Google Scholar |

Description Form of Health documentation

| |
|---|
| 1. Course Name: |
| Health documentation |
| 2. Course Code: |
| 3. Semester / Year: |
| Course (15 week) |
| 4. Description Preparation Date: |
| 23-4-2024 |
| 5. Available Attendance Forms: |
| Presence |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 3 hours (3 units) |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Jinan chaied Ghanem Email: gennan.ghanem@atu.edu.iq |

| 8. Course Objectives | | | | | |
|--|-------|---|----------------------|-----------------|-------------------|
| Course Objectives | | <ul style="list-style-type: none"> • The student's knowledge of the concept and components of the medical record and its legal and medical importance • The student's knowledge of methods for keeping medical records, how to maintain them, and the use of the best systems, programs, and Internet networks in the process of keeping records. • Knowledge of the health information system and the types of information systems in the hospital and their importance in providing the best level of quality of health services and how to manage these systems using modern technological means. | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | <ul style="list-style-type: none"> • Giving lectures • Discussion with students and exchanging ideas about the lecture topic • Brainstorming questions • Divide the students into scientific groups, ask them questions, and hold a competition for the speed and correctness of answers between the groups • Using screens and presentations for the lecture, along with displaying pictures and videos. | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| | | | | | |
|--------|---------|---|--|-------------|---|
| First | 3 hours | Know and understand the concept of medical documentation | The concept of medical documentation | theoretical | Tests, homework, participation and class discussion |
| second | 3 hours | Know and understand the history of medical records | History of medical records | theoretical | Tests, homework, participation and class discussion |
| Third | 3 hours | Knowledge and understanding of the concept, importance and objectives of medical records in health institutions | The concept, importance and objectives of medical records in health institutions | theoretical | Tests, homework, participation and class discussion |
| Fourth | 3 hours | Knowledge and understanding of centralization and decentralization in medical record keeping | Centralization and decentralization in medical record keeping | theoretical | Tests, homework, participation and class discussion |
| fifth | 3 hours | Knowledge and understanding of hospital information | Hospital information systems | theoretical | Tests, homework, participation and class discussion |

| | | | | | |
|---------|---------|---|--|-------------|---|
| | | systems | | | |
| Sixth | 3 hours | Knowing and understanding the types of hospitals and administrative organization | Types of hospitals and administrative organization | theoretical | Tests, homework, participation and class discussion |
| seventh | 3 hours | Know and understand administrative information and basic medical forms | Administrative information and basic medical forms | theoretical | Tests, homework, participation and class discussion |
| eighth | 3 hours | Knowledge and understanding of numbering and archiving of medical records | Numbering and archiving of medical records | theoretical | Tests, homework, participation and class discussion |
| ninth | 3 hours | Knowledge and understanding of collation and quantitative and qualitative review of medical records | Arranging and reviewing quantitative and qualitative medical records | theoretical | Tests, homework, participation and class discussion |
| tenth | 3 hours | Know and understand the components | Components and benefits of a medical record | theoretical | Tests, homework, participation and class discussion |

| | | | | | |
|------------|---------|---|--|-------------|--|
| | | and benefits of the medical record | | | |
| eleventh | 3 hours | Knowledge and understanding of medical statistics and their importance | Medical statistics and their importance | theoretical | Tests, homework, participation and class discussion |
| twelfth | 3 hours | Know and understand how to write monthly statistical reports | Writing monthly statistical reports | theoretical | Tests, homework, participation and class discussion |
| Thirteenth | 3 hours | Knowledge and understanding of monitoring and following up on the movement of medical records | Monitoring and following up on the movement of medical records | theoretical | Tests, homework, participation and class discussion |
| Fourteenth | 3 hours | Knowledge and understanding of legal and information technology requirements | Legal and IT requirements | theoretical | Tests, homework, participation and class discussion |

| | | | | | |
|-----------|------------|---|--|-------------|---|
| fifteenth | 3 hours | Knowledge and understanding of medical records departments and their duties | Medical records departments and their duties | theoretical | Tests, homework, participation and class discussion |
|-----------|------------|---|--|-------------|---|

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 are divided as follows:

- 30 marks for the annual endeavor, consisting of 10 marks for daily activity and 20 marks for a written exam
- 70 marks on the final exam

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

Course Description of the course Professional Ethics

| |
|----------------|
| 1. Course Name |
|----------------|

| | |
|---|--|
| Professional Ethics | |
| 2. Course Code | |
| 1 | |
| 3. Semester/Year | |
| Course (15 weeks) | |
| 4. Date of preparation of this description | |
| 23/4/2024 | |
| 5. Available Student Attendance Forms | |
| Came | |
| 6. Number of study hours (total) / number of units (total) 4 hours | |
| 2 hours 2 units | |
| 7. Course administrator's name (if more than one name) | |
| Name: Thawra Latif Jassim ALALean: thawra.lateef.inj@atu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>Recognize ethical principles and values.....</p> <p>Commitment to ethical values when practicing any profession.</p> <p>Learning and teaching the most important moral principles and values.....</p> |
| 9. Teaching and learning strategies | |

| | |
|-----------------|---|
| Strategy | <p>Giving lectures and conducting periodic tests for students in order to review the study material continuously</p> <p>Making general questions away from the subject in order to know the skills of students and the level of intelligence</p> <p>Provide illustrative examples that are more understandable to the student than theoretical speech.</p> <p>Use screens and presentations with illustrations of the lecture</p> |
|-----------------|---|

| 10. Course Structure | | | | | |
|----------------------|---------|---|--|-----------------|-------------------|
| The week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| The first | 2 hours | Recognize the concept of ethics | The concept of ethics | theoretical | auditions |
| Second | 2 hours | Recognize the general rules of ethics.Sources of Ethics. | General rules of ethics | theoretical | auditions |
| Third | 2 hours | Professional Ethics | What is the ethics of the profession?Positive returns of commitment to professional ethics | theoretical | auditions |
| Fourth | 2 hours | Characteristics of business ethics. Qualities of professional ethics | Characteristics of business ethics. | theoretical | auditions |
| V | 2 hours | Steps of an acceptable level of professional ethics | Characteristics of business ethics. | theoretical | auditions |
| | 2 | Values and ethics | Steps of an | | |

| | | | | | |
|------------|-------|--|--|--|-------------|
| Sixth | hours | Patterns of unethical behavior in the profession Administrative corruption. | acceptable level of professional ethics | theoretical | auditions |
| Seventh | 2 | Bribery. The concept of bribery. Types of bribery. | Values and ethics | theoretical | auditions |
| | | | Patterns of unethical behavior in the profession | theoretical | auditions |
| Eighth | hours | Cheating. The concept of cheating. The nature of cheating at work. Manifestations of job fraud | ü Bribery. | theoretical | auditions |
| | | | ü Cheating. | theoretical | auditions |
| Ninth | 2 | Means and methods of consolidating the values of professional ethics | Means and methods of consolidating professional ethics | | |
| | | | hours | | |
| X | 2 | Levels of building and consolidating professional ethics. Means and methods of consolidating professional ethics. | consolidating the values of professional ethics | theoretical | auditions |
| | | | hours | theoretical | auditions |
| Eleventh | 2 | Health Ethics The honor of the science and profession of medicine and its importance | Levels of building and consolidating ethics | theoretical | auditions |
| | | | hours | | |
| Twelfth | 2 | Doctor's duties First: The doctor's duties towards society Patient Rights The concept of patient rights The importance of respecting patient rights | Health Ethics | theoretical | auditions |
| | | | hours | The honor of the science and profession of medicine and its importance | theoretical |
| Thirteenth | | | | | |
| Fourteenth | 2 | | Duties of the doctor | theoretical | auditions |
| Fifteenth | | | First: The duties of | | |

| | | | | | |
|--|---------|--|--|-------------|-----------|
| | hours | | the doctor towards society | | |
| | 2 hours | | Patient Rights The concept of patient rights The importance of respecting patient rights | theoretical | auditions |
| | 2 hours | | | | |
| | 2 hours | | | | |
| | 2 hours | | | | |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports etc. 30 for the annual quest consisting of 10 marks for daily activity, 20 marks for the written exam

and 70 marks for the final exam

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (methodology, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | Professional Ethics / Ahmed bin Ali Al-Ghafairi 2019 |
| Electronic References, Websites | Websites |

Course description form

| |
|---|
| 13. Course Name |
| Arabic |
| 14. Course Code |
| |
| 15. Semester/ year |
| Quarterly |
| 16. Date this description was prepared |
| 2024-4-19 |
| 17. 1. Available forms of attendance: blended in-person education |
| |
| 18. Number of study hours (total)/number of units (total) |
| 30hours |
| 19. Name of the course administrator (if more than one name is mentioned) |

Name: : Heba Karim Shaker : Yamil : [Heba Karim Shaker @atu.edu.iq](mailto:Heba.Karim.Shaker@atu.edu.iq)

20. objectives Course

Objectives of the study subject

- 1-Developing a spirit of pride in the Arabic language.
- 2-Developing students' linguistic skills.
- 3-Business ethiDeveloping a spirit of pride in the Arabic language.
- 4- - Improving the professional and research level of students.
- 5-Developing the grammatical and literary abilities of university students

21. Teaching and learning strategies

The strategy

- 1- Theoretical lectures.
- 2- Cooperative education strategy and group system.
- 3- Pen and paper strategy.
- 4- Brainstorming strategy and stimulating creative thinking.

22. Course structure

| the week | hours | Required learning outcomes | Name of the unit or topic | Learning method | Evaluation method |
|-----------|-------|-----------------------------|-------------------------------|---|---|
| the first | 2 | Knowledge and understanding | Writing topics (ḍād) and (ḍā) | Active learning: includes active and interactive participation in the | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing the .correct answer from multiple options |

| | | | | | |
|------------|---|-----------------------------|------------------------------------|--|---|
| | | | | learning process through practicing scientific activities and applications | |
| the second | 2 | Knowledge and understanding | The number | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and applications | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |
| the third | 2 | Knowledge and understanding | T' marbuta And the open and the ha | Active learning: includes active and interactive participation in the learning process through practicing | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |

| | | | | | |
|------------|---|-----------------------------|-----------------------------|--|--|
| | | | | scientific activities and applications | |
| the fourth | 2 | Knowledge and understanding | punctuation marks | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and applications | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing the correct answer from multiple options |
| Fifth | 2 | Knowledge and understanding | Linguistic errors Common | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing the correct answer from multiple options |

| | | | | | |
|----------------|----------|------------------------------------|---|---|--|
| | | | | applications | |
| VI | 2 | Knowledge and understanding | The thousand cabin And the extended thousand | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and applications | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |
| Seventh | 2 | Knowledge and understanding | Solar letters And the moon | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and applications | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |
| VIII | 2 | Knowledge and understanding | | Active learning: includes | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |

| | | | | | |
|------------------|----------|--|--|---|--|
| | | | Noun and verb And the intention | active and interactive participation in the learning process through practicing scientific activities and applications | |
| Ninth | 2 | Knowledge and understanding | Meanings of letters Traction | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and applications | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |
| The tenth | 2 | Knowledge and understanding | Effects | Active learning: includes active and interactive | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |

| | | | | | |
|----------|---|-----------------------------|-------------------------|--|---|
| | | | | participation in the learning process through practicing scientific activities and applications | |
| eleventh | 2 | Knowledge and understanding | Rules for writing hamza | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and applications | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |
| twelveth | 2 | Knowledge and understanding | The link And the pieces | Active learning: includes active and interactive participation in the learning process | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |

| | | | | | |
|------------|---|-----------------------------|-------------------------|--|---|
| | | | | through practicing scientific activities and applications | |
| Thirteenth | 2 | Knowledge and understanding | The names of the signal | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and applications | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |
| fourteenth | 2 | Knowledge and understanding | | Active learning: includes active and interactive participation in the learning process through practicing scientific activities and | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |

| | | | | | |
|--|----------|------------------------------------|---------------------------------|---|--|
| | | | | applications | |
| Fifteenth | 2 | Knowledge and understanding | Administrative discourse | Active learning: includes active and interactive participation in the The correct action And the sick one learning process through practicing scientific activities and applications | Objective assessment: includes the use of tests with predetermined answers, such as tests that require a yes or no answer or choosing .the correct answer from multiple options |
| 23. Course evaluation | | | | | |
| Grade distribution 20 Editorial + 10 activity = 30 70 Final | | | | | |
| 24. Learning and teaching resources | | | | | |
| | | | | | |
| Main references (sources) | | | | | |

| | |
|--|---|
| <p>Recommended supporting books and references (scientific (...journals, reports</p> | <p>1- Explanation of Ibn Aqeel 2- Al-Wajeez in the Arabic language 3- Grammar of the Arabic language (grammar and easy morphology) 4- Spelling rules</p> |
| <p>Electronic references, Internet sites</p> | |

| | |
|---|---|
| 1. Course Name | |
| Civil Service Legislation | |
| 2. Course Code | |
| | |
| 3. Semester/Year | |
| Quarterly | |
| 4. Date of preparation of this description | |
| 22/ 4/ 2024 | |
| 5. Available Attendance Forms | |
| Came | |
| 6. Number of credit hours (total) / number of units (total) | |
| Five hours / five units | |
| 7. Course administrator's name (if more than one name) | |
| Name: Zainab Abdul-Jabbar Abdulrazzaq email : zaineb.al-jabbar.inj@atu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Learn the methods of calculating vacations for the employee..... • Introducing the student to the most important rights. and the duties of the employee. • Teaching the context of legal procedures |

for the punishment of the employee.....

9. Teaching and learning strategies

Strategy

Explanation and clarification
 Effective lecture and discussion method
 Case study method
 Participation in practical activities of the subject

10. Course Structure

| The week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------|-------|----------------------------|----------------------------------|-----------------|-------------------|
| The first | 5 | Civil Service Legislation | Public Service | Lecture | audition |
| Second | 5 | Civil Service Legislation | Legal status of the employee | Lecture | audition |
| Third | 5 | Civil Service Legislation | The basics of employee selection | Lecture | audition |
| | | | | | |
| Fourth | 5 | Civil Service Legislation | Employee Duties | Lecture | audition |
| V | 5 | Civil Service Legislation | Employee Rights | Lecture | audition |
| Sixth | 5 | Civil Service | Works that deprive | Lecture | audition |

| | | | | | |
|-----------------------|---|---------------------------|------------------------|---------|----------|
| | | Legislation | the employee | | |
| Seventh | 5 | Civil Service Legislation | Disciplinary sanctions | Lecture | audition |
| Eighth | 5 | Civil Service Legislation | Chapter | Lecture | audition |
| Ninth | 5 | Civil Service Legislation | Insulation | Lecture | audition |
| X | 5 | Civil Service Legislation | Hand pull | Lecture | audition |
| | | | | | |
| Eleventh | 5 | Civil Service Legislation | Grievance | Lecture | audition |
| Twelfth | 5 | Civil Service Legislation | Staff Justice Courts | Lecture | audition |
| Thirteenth | 5 | Civil Service Legislation | Loan & Transfer | Lecture | audition |
| Fourteenth | 5 | Civil Service Legislation | Resignation | Lecture | audition |
| Fifteenth | 5 | Civil Service Legislation | Retirement | Lecture | audition |
| 11. Course Evaluation | | | | | |

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

Calculation: Exam end of semester from 30/
Final exam of / 70

12. Learning and Teaching Resources

Required textbooks (methodology, if any)

No textbook

Main references (sources)

Mediator in administrative law

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

Iraqi Academic Journal

Electronic References, Websites

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Course Name:

Application computer 1

Course Code:

Semester / Year:

First /first

Description Preparation Date:

Available Attendance Forms:

| | |
|--|--|
| | |
| Number of Credit Hours (Total) / Number of Units (Total) | |
| 1-2/2 | |
| Course administrator's name (mention all, if more than one name) | |
| Name: Hanan abbas Salman Email: hananabbas@atu.edu.iq | |
| Course Objectives | |
| Course Objectives | <p>Identify the types of computers</p> <ul style="list-style-type: none"> • Identify the types of computer systems • Learn the Windows program • |
| 13. Teaching and Learning Strategies | |
| Strategy | <p>Understanding the Windows system</p> <ul style="list-style-type: none"> • How to deal with input and output devices • Skill in managing folders and files |

| 14. Course Structure | | | | | |
|----------------------|-------|----------------------------|--|--------------------------|-------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 3 | Learn the skill | Introduction to the concept of calculator and its various development and types | Theoretical practical | tests |
| 2 | 3 | Learn the skill | Identify the different physical components | Theoretical practical | Tests |
| 3 | 3 | Learn the skill | Identify the moral components | Theoretical practical | Tests |
| 4 | 3 | Learn the skill | Learn about the operating system | Theoretical practical | Tests |
| 5 | 3 | Learn the skill | Supplies, preparation operation of windows | Theoretical practical | Tests |
| 6 | 3 | Learn the skill | Identify the device icon, explore the contents of the file menus, and execute various commands | Theoretical practical | Tests |
| 7 | 3 | Learn the skill | Learn about the rest of the icons menus and commands | Theoretical practical | Tests |

| | | | | | |
|--|---|-----------------|---|--------------------------|-------|
| 8 | 3 | Learn the skill | Identify the documents icon | Theoretical practical | Tests |
| 9 | 3 | Learn the skill | Dealing with the trash icon | Theoretical practical | Tests |
| 10 | 3 | Learn the skill | Get to know the taskbar | Theoretical practical | Tests |
| 11 | 3 | Learn the skill | Identify the contents of the Start menu | Theoretical practical | Tests |
| 12 | 3 | Learn the skill | Learn about some of the control panel functions | Theoretical practical | Tests |
| 13 | 3 | Learn the skill | How to deal with some installed programs | Theoretical practical | Tests |
| 14 | 3 | Learn the skill | Microsoft word application | Theoretical practical | Tests |
| 15 | 3 | Learn the skill | Excel application | Theoretical practical | Tests |
| 15. 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 | | | | | |

| 16. Learning and Teaching Resources | |
|--|---|
| Required textbooks (curricular books if any) | None |
| Main references (sources) | None |
| Recommended books and references (scientific journals, reports...) | None |
| Electronic References, Websites | All sites that contain computer basics, hardware and software parts |

Biostatistics Course Description

| |
|---|
| 1. Course Name Biostatistics |
| |
| 2. Course Code |
| |
| 3. Semester / Year First course 15 weeks + second course 15 weeks |
| |
| 4. Date of preparation of this description 25/4/2024 |

| 5. Available Forms of Attendance / My Presence | | | | | |
|---|-------|---|--|-----------------|-------------------------------|
| 6. Number of study hours (total) / number of units (total) 4 hours, 4 units | | | | | |
| 7. Course administrator's name (if more than one name) | | | | | |
| Name: Hamida Muslim Abdel Zahra AlaYamil : ahshaban2013@yahoo.com | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <ul style="list-style-type: none"> Identify and classify data How data frequency tables work Know how to make statistical decisions | | |
| 9. Teaching and learning strategies | | | | | |
| Strategy | | Learn how to reach and implement a statistical decision | | | |
| 10. Course Structure | | | | | |
| The week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| The first | 4 | Know and understand data | Data collection | Theoretical | Daily Participation Tests and |

| | | | | | |
|----------------|----------------|---|--|---------------------------|---|
| | hours | collection and define statistics | and definition of statistics | and practical | Homework |
| Second | 4 hours | Know and understand measures of central tendency | Measures of central tendency | Theoretical and practical | Daily Participation Tests and Homework |
| Third | 4 hours | Knowledge and understanding | Frequency distributions | Theoretical and practical | Daily Participation Tests and Homework |
| Fourth | 4 hours | Know and understand the dispersion meter | Dispersion Meter | Theoretical and practical | Daily Participation Tests and Homework |
| V | 4 hours | Know and understand the properties of dispersion scales | Properties of dispersion meters | Theoretical and practical | Daily Participation Tests and Homework |
| Sixth | 4 hours | Know and understand the measures of hypertension and torsion | Hyperterometers and torsion | Theoretical and practical | Daily Participation Tests and Homework |
| Seventh | 4 hours | Know and understand the normal distribution | Normal distribution | Theoretical and practical | Daily Participation Tests and Homework |
| Eighth | 4 | Know and | Correlation and | Theoretical | Daily Participation Tests and |

| | | | | | |
|-------------------|----------------|--|--|---------------------------|--|
| | hours | understand correlation and regression | regression | and practical | Homework |
| Ninth | 4 hours | Know and understand indices | Indices | Theoretical and practical | Daily Participation Tests and Homework |
| X | 4 hours | Know and understand population and vital statistics | Population and vital statistics | Theoretical and practical | Daily Participation Tests and Homework |
| eleventh | 4 hours | Know and understand time series | Time series | Theoretical and practical | Daily Participation Tests and Homework |
| Twelfth | 4 hours | Know and understand weighted means | Weighted means | Theoretical and practical | Daily Participation Tests and Homework |
| Thirteenth | 4 hours | Know and understand the possibilities | Possibilities | Theoretical and practical | Daily Participation Tests and Homework |
| Fourteenth | 4 hours | Know and understand the possibilities | Possibilities | Theoretical and practical | Daily Participation Tests and Homework |
| V | 4 hours | Know and understand conditional | Conditional | Theoretical and | Daily Participation Tests and Homework |

| ten | | probability | probability | practical | |
|------------------|------------|--|---|---------------------------------|---|
| Sixth ten | 4 hours | Know and understand life schedules | Life schedules | Theoretical and practical | Daily Participation Tests and Homework |
| Seventh ten | 4 hours | Know and understand the extraction of mortality numbers | Extracting the number of deaths | Theoretical and practical | Daily Participation Tests and Homework |
| Eighth ten | 4 hours | Know and understand the extraction of life expectancy | Extraction of average age | Theoretical and practical | Daily Participation Tests and Homework |
| Nineteenth | 4 hours | Know and understand integrated life schedules | Integrated Life Schedules | Theoretical and practical | Daily Participation Tests and Homework |
| Twentieth | 4 hours | Know and understand the organization of birth data | Organizing birth data | Theoretical and practical | Daily Participation Tests and Homework |
| Twenty- first | 4 hours | Know and understand death registration and death registry | Death Registration and Death Registry | Theoretical and practical | Daily Participation Tests and Homework |

| | | | | | |
|-----------------------|----------------|--|--|---------------------------|--|
| Twenty-second | 4 hours | Know and understand the concept of health statistics | The concept of health statistics | Theoretical and practical | Daily Participation Tests and Homework |
| Twenty-third | 4 hours | Know and understand patient and inpatient statistics | Statistics of patients and patients | Theoretical and practical | Daily Participation Tests and Homework |
| Twenty-fourth | 4 hours | Knowledge and understanding of folk clinics and central medical clinics | Popular clinics and central medical clinics | Theoretical and practical | Daily Participation Tests and Homework |
| Twenty-fifth | 4 hours | Know and understand the statistics of parahealth professionals | Statistics of Allied Health Professionals | Theoretical and practical | Daily Participation Tests and Homework |
| Twenty-sixth | 4 hours | Know and understand the laboratory test form | Laboratory Test Form | Theoretical and practical | Daily Participation Tests and Homework |
| Twenty-seventh | 4 hours | Knowledge and understanding of the endemic diseases form | Endemic Diseases Form | Theoretical and practical | Daily Participation Tests and Homework |
| Twenty- | 4 hours | Know and understand the | Measuring | Theoretical and | Daily Participation Tests and Homework |

| | | | | | |
|---------------------|----------------|---|---|---------------------------|--|
| eighth | | measurement of infection rate and prevalence | infection rate and prevalence | practical | |
| Twenty-ninth | 4 hours | Know and understand the duration of stay | Length of stay | Theoretical and practical | Daily Participation Tests and Homework |
| Thirty | 4 hours | Know and understand the method of coding statistical forms | Method of coding statistical forms | Theoretical and practical | Daily Participation Tests and Homework |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports etc. and are presented as follows 30 for the annual quest: ten daily activity, twenty monthly exam and seventy for the course exam

12. Learning and Teaching Resources

| | |
|--|-------------------------------|
| Required textbooks (methodology, if any) | No |
| Main references (sources) | No |
| Recommended books and references (scientific journals, reports...) | Iraqi Academic Journal |
| Electronic References, Websites | G00gl Sc0lr |

Course Description of the course Professional Ethics

| | |
|---|--|
| 1. Course Name | |
| Professional Ethics | |
| 2. Course Code | |
| 1 | |
| 3. Semester/Year | |
| Course (15 weeks) | |
| 4. Date of preparation of this description | |
| 23/4/2024 | |
| 5. Available Student Attendance Forms | |
| Came | |
| 6. Number of study hours (total) / number of units (total) 4 hours | |
| 2 hours 2 units | |
| 7. Course administrator's name (if more than one name) | |
| Name: Thawra Latif Jassim ALALean: thawra.lateef.inj@atu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | Recognize ethical principles and values..... |

Commitment to ethical values when practicing any profession.

Learning and teaching the most important moral principles and values.....

9. Teaching and learning strategies

| | |
|-----------------|---|
| Strategy | <p>Giving lectures and conducting periodic tests for students in order to review the study material continuously</p> <p>Making general questions away from the subject in order to know the skills of students and the level of intelligence</p> <p>Provide illustrative examples that are more understandable to the student than theoretical speech.</p> <p>Use screens and presentations with illustrations of the lecture</p> |
|-----------------|---|

10. Course Structure

| The week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------|---------|--|--|-----------------|-------------------|
| The first | 2 hours | Recognize the concept of ethics | The concept of ethics | theoretical | auditions |
| Second | 2hours | Recognize the general rules of ethics.Sources of Ethics. | General rules of ethics | theoretical | auditions |
| Third | 2 hours | Professional Ethics | What is the ethics of the profession?Positive returns of commitment to professional ethics | theoretical | auditions |
| Fourth | 2 hours | Characteristics of business ethics. Qualities of professional ethics | Characteristics of | theoretical | auditions |
| V | 2 hours | Steps of an acceptable level of professional ethics | Characteristics of | theoretical | auditions |

| | | | | | |
|------------|------------|--|---|-------------|-----------|
| Sixth | 2 hours | Values and ethics Patterns of unethical behavior in the profession Administrative corruption. | business ethics. Steps of an acceptable level of professional ethics | theoretical | auditions |
| Seventh | | | Values and ethics Patterns of unethical behavior in the profession | theoretical | auditions |
| Eighth | 2 hours | Bribery. The concept of bribery. Types of bribery. Cheating. The concept of cheating. The nature of cheating at work. Manifestations of job fraud | ü Bribery. | theoretical | auditions |
| Ninth | | | | theoretical | auditions |
| X | 2 hours | Means and methods of consolidating the values of professional ethics The method of consolidating professional ethics | ü Cheating. Means and methods of consolidating the values of professional ethics | theoretical | auditions |
| | 2 hours | Levels of building and consolidating professional ethics. Means and methods of consolidating professional ethics. | | theoretical | auditions |
| Eleventh | 2 hours | Health Ethics The honor of the science and profession of medicine and its importance | Levels of building and consolidating ethics | theoretical | auditions |
| Twelfth | | | | theoretical | auditions |
| Thirteenth | 2 hours | Doctor's duties First: The doctor's duties towards society Patient Rights The concept of patient rights The importance of respecting patient rights | Health Ethics The honor of the science and profession of medicine and its importance | theoretical | auditions |
| Fourteenth | | | | | |

| | | | | | |
|-----------|------------|--|---|-------------|-----------|
| Fifteenth | 2 hours | | Duties of the doctor First: The duties of the doctor towards society | theoretical | auditions |
| | 2 hours | | Patient Rights The concept of patient rights The importance of respecting patient rights | theoretical | auditions |
| | 2 hours | | | | |
| | 2 hours | | | | |
| | 2 hours | | | | |

| | |
|---|---|
| 11. Course Evaluation | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports etc. 30 for the annual quest consisting of 10 marks for daily activity, 20 marks for the written exam and 70 marks for the final exam | |
| 12. Learning and Teaching Resources | |
| Required textbooks (methodology, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports... | Professional Ethics / Ahmed bin Ali Al-Ghafairi 2019 |
| Electronic References, Websites | Websites |

| |
|---|
| 1. Course Name: |
| Medical terminology / first year |
| 2. Course Code: |
| No |
| 3. Semester / Year: Autumn semester 2024 |
| Year |
| 4. Description Preparation Date: |
| 22-4-2024 |
| 5. Available Attendance Forms: |

| presence | | | | | |
|---|--|--|-------------------------|--------------------|-------------------|
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 2 hour – week 2 unit | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Liqaa Kareem Abadi / Email : liqaa.azeiz@atu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| 1. Identify the parts of the medical term | | 3. Defining the medical term based on linking the meanings to the analyzed parts of the term | | | |
| 2. Understand how to analyze a medical term into its component parts | | 4. Memorizing abbreviations for medical terms commonly used in the medical community | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | <ul style="list-style-type: none"> - Giving theoretical lectures through the use of PowerPoint and through Use Data show. - As well as clarifying the chemical structure of molecules and their metabolic pathways through (lectures Discussions - short reports - induction and measurement - and problem solving). | | | | |
| 10. Course Structure | | | | | |
| Week | H o | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| | u r s | | | | |
|-------------------|-------------|--|--|------------------------------------|--|
| The first | 2 | Referred to in the previous axis each according to the content | Introduction to medical terminology | Presentation and discussion | |
| The second | 2 | Referred to in the previous axis each according to the content | Prefixes | Presentation and discussion | |
| The third | | Referred to in the previous axis each according to the content | Root | Presentation and discussion | |
| The four | | Referred to in the previous axis each according to the content | Suffix | Presentation and discussion | |
| The fife | | Referred to in the previous axis each according to the content | Cardiovascular system | Presentation and discussion | |

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|------------------|--|--|---------------------------------|------------------------------------|
| The six | | Referred to in the previous axis each according to the content | Pathological terminology | Presentation and discussion |
| The seven | | Referred to in the previous axis each according to the content | Pathological terminology | Presentation and discussion |
| The eight | | Referred to in the previous axis each according to the content | Blood system | Presentation and discussion |
| The nine | | Referred to in the previous axis each according to the content | Pathological terminology | Presentation and discussion |

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|---------------------|--|--|---------------------------------|------------------------------------|
| The ten | | Referred to in the previous axis each according to the content | Surgical system | Presentation and discussion |
| The eleven | | Referred to in the previous axis each according to the content | Respiratory terminology | Presentation and discussion |
| The Twelve | | Referred to in the previous axis each according to the content | Pathological terminology | Presentation and discussion |
| The thirteen | | Referred to in the previous axis each according to the content | Surgical terminology | Presentation and discussion |
| The fourteen | | Referred to in the previous axis each according to the content | Urinary system | Presentation and discussion |
| | | | Full review | |

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| The fifteen | | | | |
| 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 10=20=30 + final exam 70 marks = final score out of 100 | | | | |
| 12. Learning and Teaching Resources | | | | |
| Required textbooks (curricular books, if any | | English for medicine and health sciences | | |
| recommended book and References (scientific journals, reports...) | | Janson Cohen B, "Medical Terminology: An Illustrated Guide", 5th Edition, Lippincott Williams & Wilkins, 2008 | | |
| Electronic References, Websites | | | | |
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|--|
| 1. Course name: Health Information Techniques |
| |
| 2. Course code: |
| |
| 3. Semester / year: 2023 – 2024 |

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|---|--|
| 4. Date this description was prepared: 29/4/2024 | |
| 5. Available forms of attendance: attendance inside the lecture hall | |
| 6. Number of study hours (total) / Number of units: 4 hours / 4 units | |
| 7. Name of the course administrator | |
| Name: Ass. Lec. Mohammed Faris Yousef Email: muhammed.fares.inj@atu.edu.iq | |
| 8. Course objectives | |
| Objectives of the study subject | <ol style="list-style-type: none"> 1. The student's knowledge of the concept and components of health information systems and its importance 2. The student's knowledge of computerized information systems and their types. 3. The student's knowledge of the relationship between information systems and strategic performance evaluation in health organizations. 4. The student's knowledge of the referral system... basic indicators, application tools, and implementation method. |
| 9. Teaching and learning strategies | |
| The strategy | Scientific lectures - daily, monthly and quarterly tests and scientific reports. |

| Week | Name of the unit / topic |
|--------|---|
| First | Introduction to health information system (concept and definition). |
| Second | Components of health information systems... (electronic medical records systems, radiology and functional |

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|------------|--|
| Third | investigations system, laboratory systems, electronic pharmacy management system, warehouse systems, appointment and outpatient clinics system, telehealth). |
| Fourth | |
| Fifth | Types of information systems... (Medical, administrative, strategic decision support). |
| Sixth | |
| Seventh | Basic elements of a health information system. |
| Eighth | Advantages of codified health information systems. |
| Ninth | Elements of the general plan for the information system. |
| Tenth | Information system life cycle. |
| eleventh | The relationship between information systems and strategic performance evaluation in health organizations. |
| Twelfth | Problems and obstacles that limit the efficiency and effectiveness of using health information systems. |
| Thirteenth | Computerized health information systems (benefits, types, components). |
| Fourteenth | |
| Fifteenth | Referral system... basic indicators, application tools, implementation method. |
| | |

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| 10. Course name: Health Systems |
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| 11. Course code: |
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| 12. Semester / year: 2023 – 2024 |
| |
| 13. Date this description was prepared: 29/4/2024 |
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| 14. Available forms of attendance: attendance inside the lecture hall |
| |
| 15. Number of study hours (total) / Number of units: 5 hours / 5 units |

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|--|---|
| 16. Name of the course administrator | |
| Name: Ass. Lec. Mohammed Faris Yousef Email: muhammed.fares.inj@atu.edu.iq | |
| 17. Course objectives | |
| Objectives of the study subject | 1- The student's knowledge of the concept and components of the health system and its importance 2- The student's knowledge of methods of providing medical health care and methods of managing it. 3- The student's knowledge of health system planning in health institutions and in the health system in Iraq |
| 18. Teaching and learning strategies | |
| The strategy | Scientific lectures - daily, monthly and quarterly tests and scientific reports |

| Week | Name of the unit / topic |
|-------------|--|
| First | Health system, health services and their types, types of health system, health care and preventive health, basics of the health system. |
| Second | The overall national system for providing health services, objectives of the national health system, evaluation of the health system. |
| Third | Health planning, stages of health planning, health planning in Iraq. |
| Fourth | Health information system, types of information systems, records system, medical consultation system, marketing research system, marketing research procedures, obtaining data, data on the health organization's capabilities, data on the health organization, data on health economics. |
| Fifth | Practical methods for obtaining data, health economics data, basic data, periodic data, preventive unit data, alternative models, alternative administrative and organizational approaches. |
| Sixth | The individual model in health organization management, the sponsor model, the maximum health services model, the functional model, and the government model. |

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| Seventh | Comparing economic problems and the health system, public relations approach to health organization management, synthetic approach. |
| Eighth | Population analysis and environment measurement in hospital management, the medical behavioral approach to hospital management. |
| Ninth | An introduction to psychiatry in the management of health organizations, an intermittent diagnostic approach in the management of asylums. |
| Tenth | Health and medical decision making, systems theory in organizational management of administrative problems. |
| eleventh | The high cost of health services, analysis of administrative tools to assist the health organization manager. |
| twelfth | Administration of health services in the world, comparisons between health services administrations of different countries. |
| thirteenth | Management of health services in the world, comparisons between health services administrations in different countries, Egypt and Kuwait. |
| fourteenth | General trends in hospital organization, evaluation of health planning attempts. |
| fifteenth | Definition of health organizations and the factors that affect the health organization, which are: defining health services, building the organizational structure. |

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| 11. Course assessment | |
| Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. The pursuit grade should be 30% and the final exam should be 70%. | |
| 12. Learning and teaching references | |
| Assigned references required | النظم الصحية، أحلام خليل ابراهيم |
| Main references | .1Al-Najjar, Dr. Farid, Business Administration in Health and Medical Systems, National Institute for Administrative Development in Cairo, Al-Wahda Foundation Publications, Kuwait, 1976. .2Sheet, Ibrahim, Evaluation of the health referral system: as a method for population distribution |

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| | of health services, University of Baghdad / Center for Urban and Regional Planning, Master's thesis 1990 .3Al-Rubaie, Adnan Shukri Al-Rubaie 1985, Ministry of Health |
| Recommended supporting books and references (Scientific journals, reports....) | |
| Electronic references, Internet sites | |

Second year courses :

Description Form Scientific research methodology

| | |
|---------------------------------|-------------------------------|
| 17. | Course Name: |
| Scientific research methodology | |
| 18. | Course Code: |
| | |
| 19. | Semester / Year: |
| Semester school system | |
| 20. | Description Preparation Date: |
| 23 / 4 / 2024 | |
| 21. Available Attendance Forms: | |

| | |
|--|---|
| Attendance system | |
| 22. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 / 2 | |
| 23. Course administrator's name (mention all, if more than one name) | |
| Name: Heba yousuf Al-Zuhairi Email: heba.yusof.ing@atu.edu.iq | |
| 24. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Definition of scientific research, its objectives, assumptions, scientific knowledge, scientific hypothesis, scientific method • Elements of scientific research. Identifying the research problem. How to formulate research problem. Identifying the sources of the research problem. How to use sources and references. How to write information within scientific research. • Identifying the means of scientific research, knowing the methods of scientific research, how to write scientific research, teaching students to write scientific research, knowing institutions of scientific research in Iraq, knowing the obstacles to scientific research and how to overcome them. |
| 25. Teaching and Learning Strategies | |
| Strategy | Cooperative learning |

26. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|---|-------------------------------|--|
| | | Identify the concept of science, its goals, scientific knowledge, and scientific theory. | Introduction to scientific research. | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Knowing the objectives of scientific research and its scientific hypotheses | General concepts of scientific research | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | How to make a comparison between scientific research concepts. | General concepts of scientific research | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Diagnosing the problem of scientific research, its sources, importance and objectives | Research problem | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | How to conduct a | Scientific research | Lecture and | Oral and written tests and scientific reports. |

| | | | | | |
|--|--|--|--------------------------------|-------------------------------|--|
| | | clear scientific plan for research and how to apply research procedures to it | plan | discussion method | |
| | | Knowing how to use research references, how to search for them in the library and document them correctly. | Scientific research references | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | . Knowing what is meant by observation and interview, and knowing the type of each. | Scientific research tools | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Know what is meant by questionnaire and test, in addition to the type of each. | Scientific research tools | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Knowing how to select a sample, test it, classify it, and know its size. | Scientific research samples | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Explaining scientific research methods and detailing them accurately, in addition to knowing their | Research Methodology | Lecture and discussion method | Oral and written tests and scientific reports. |

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|--|--|---|------------------------------------|-------------------------------|--|
| | | types and characteristics | | | |
| | | How to write an introduction to the research and formulate the problem and assumptions | Writing scientific research | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Knowing how to divide the research chapters and topics | Writing scientific research | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Discussing the research results using existing samples and arranging its sources correctly. | Writing scientific research | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Knowledge of scientific research institutions, their types, the history of their establishment, and the obstacles they faced. | Scientific research institutions | Lecture and discussion method | Oral and written tests and scientific reports. |
| | | Knowing the reality of scientific research in Iraq and how it is developing. | The reality of scientific research | Lecture and discussion method | Oral and written tests and scientific reports. |

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| 27. 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 | |
| 28. Learning and Teaching Resources | |
| Required textbooks (curricular books, if any) | Yes |
| Main references (sources) | Yes |
| Recommended books and references (scientific journals, reports...) | no |
| Electronic References, Websites | yes |

Description Form Savings management

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|--------------------------------------|----------------------|
| Course Name: | |
| | Savings management |
| Course Code: | |
| | |
| Semester / Year: | |
| | A full academic year |
| Description Preparation Date: | |
| | 2024/4/23 |

| | |
|--|--|
| Available Attendance Forms: | |
| My presence | |
| Number of Credit Hours (Total) / Number of Units (Total) | |
| 4 hours per week, 4 units | |
| Course administrator's name (mention all, if more than one name) | |
| Name: Entehaa Nassif Jassim Email: entihaa.nasif.inj@atu.edu.iq | |
| Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> ➤ Students learned the basics of building savings management and configuration reserves by knowing the following in an expanded manner ➤ Organizational structure and functional relationships for warehouse management ➤ Mechanisms for organizing and coordinating storage places and their equipment ➤ Modern rules and procedures in stores and warehouses ➤ Storage procedures ➤ Exchange and transportation between warehouses and stores |
| 29. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> ➤ Lecture meeting ➤ Divide the students into two scientific groups and ask questions to compete among themselves in the speed of the answer and the accuracy of the answer. ➤ Using screens and presentations for the lecture, along with displaying pictures and videos ➤ Using three-dimensional models ➤ Brainstorming questions ➤ Students discuss and exchange ideas about the lecture topic |

➤ Educational trips for government funds in hospitals

30. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------------|--------|--|--|-----------------|---|
| the first | 4hours | Modern organizational structure for the warehousing function. The organizational structure of the warehouse system. | Modern organizational structure for the warehousing function. The organizational structure of the warehouse system. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| the second | 4hours | The effective relationship between the storage function and other functions. | The effective relationship between the storage function and other functions. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| the third | 4hours | Internal organization of storage | Internal organization of storage | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

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|----------|--------|---|---|-------------|---|
| | | management (practical case). | management (practical case). | | |
| the four | 4hours | Advanced storage systems (practical case) | Advanced storage systems (practical case). | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Fifth | 4hours | Ingredients for successful storage management (panel discussion). | Ingredients for successful storage management (panel discussion). | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Sixth | 4hours | Centralization and decentralization in storage. | Centralization and decentralization in storage. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Seventh | 4hours | Storage locations and their specifications. Modern warehouse | Storage locations and their specifications. Modern warehouse equipment. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

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|-----------|--------|--|--|-------------|---|
| | | equipment. | | | |
| Eighth | 4hours | Considerations to be taken into account when choosing storage locations. Security and safety requirements in warehouses. | Considerations to be taken into account when choosing storage locations. Security and safety requirements in warehouses. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Ninth | 4hours | Requirements before storage Requirements during storage Requirements after storage | Requirements before storage Requirements during storage Requirements after storage | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| The tenth | 4hours | Safe model of warehouses (state of modern warehouse equipment. | Safe model of warehouses (state of modern warehouse equipment. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

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|------------|--------|--|--|-------------|---|
| elevent | 4hours | Considerations to be taken into account when choosing storage locations. Security and safety requirements in warehouses. | Considerations to be taken into account when choosing storage locations. Security and safety requirements in warehouses. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Twelvet | 4hours | Requirements before storage Requirements during storage Requirements after storage Safe warehouse model Basic principles, policies and procedures. | Requirements before storage Requirements during storage Requirements after storage Safe warehouse model Basic principles, policies and procedures. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Thirteenth | 4hours | Criteria for appointing warehouse | Criteria for appointing warehouse | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

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|----------------|--------|--|--|-------------|---|
| | | secretaries and wardens, their leave and secondment (practical case). Receiving and examining (practical case). | secretaries and wardens, their leave and secondment (practical case). Receiving and examining (practical case). | | |
| fourteen th | 4hours | Disbursement of materials (panel discussion). Returning items to warehouses, damage and loss Supervision and inspection of warehouses. | Disbursement of materials (panel discussion). Returning items to warehouses, damage and loss Supervision and inspection of warehouses. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Fifteenth h | 4hours | The concept and importance of inventory control and its causes. | The concept and importance of inventory control and its causes. | Theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

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|-------------|--------|---|---|-------------|---|
| sixteen | 4hours | Inventory control cycle and responsibility for it. Prioritize attention to inventory items Modern mechanisms for receiving and examining. | Inventory control cycle and responsibility for it. Prioritize attention to inventory items Modern mechanisms for receiving and examining. | Theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| seventeenth | 4hours | Subdivisions for receiving materials. Partial receipt - total receipt - temporary receipt - final receipt. | Subdivisions for receiving materials. Partial receipt - total receipt - temporary receipt - final receipt. | Theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| eighteen | 4hours | Inventory control cycle and responsibility for it. | Inventory control cycle and responsibility for it. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

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|------------|--------|---|---|-------------|---|
| Nineteen | 4hours | Prioritize attention to inventory items Modern mechanisms for receiving and examining. | Prioritize attention to inventory items Modern mechanisms for receiving and examining. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Twenty | 4hours | Subdivisions for receiving materials. Partial receipt - total receipt - temporary receipt - final receipt. | Subdivisions for receiving materials. Partial receipt - total receipt - temporary receipt - final receipt. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Twenty-one | 4hours | Steps and procedures for receiving materials (workshop on designing material receipt forms). | Steps and procedures for receiving materials (workshop on designing material receipt forms). | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

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|------------------|--------|--|--|-------------|---|
| Twenty- two | 4hours | Procedures for receiving devices and equipment (workshop on designing device and equipment receipt forms). | Procedures for receiving devices and equipment (workshop on designing device and equipment receipt forms). | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Twenty- three | 4hours | Examination and types (practical case). | Examination and types (practical case). | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Twenty- four | 4hours | Inspection and quality control for storage. Procedures for examining and rejecting an order. | Inspection and quality control for storage. Procedures for examining and rejecting an order. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| twenty five | 4hours | Material handling concept. Objectives of a good handling | Material handling concept. Objectives of a good handling system. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

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|-----------------|--------|---|--|-------------|---|
| | | system. | | | |
| twenty six | 4hours | Factors affecting the choice of handling methods | Factors affecting the choice of handling methods | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Twenty seven | 4hours | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students | Handling means and equipment and their classification (internal - external). Methods and techniques for disbursing materials, devices and equipment (verbal, written, upon request, periodic, time-bound, non-time-specific) | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Twenty- | 4hours | Disbursement | Disbursement | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by |

| | | | | | |
|-------------|--------|--|--|-------------|---|
| eight | | procedures and documents (procedures model design workshop). | procedures and documents (procedures model design workshop). | | the students |
| Twenty-nine | 4hours | Determine the reorder level and map storage levels. | Determine the reorder level and map storage levels. | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |
| Thirty | 4hours | Methods for determining the appropriate quantity | Methods for determining the appropriate quantity | theoretical | Repeated tests, homework, and participation by answering questions and re-explaining the material by the students |

| 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 | |
| Learning and Teaching Resources | |
| Required textbooks (curricular books, if any) | Savings management curriculum for the Department of Health Administration the Diwaniyah Technical Institute |
| Main references (sources) | Training bag: Warehouse terminology in English in the specialty of warehouse management, written by Dr. Firas Muhammad Al-Nasr |
| Recommended books and references (scientific journals, reports...) | |

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|---------------------------------|---------------------------------|
| Electronic References, Websites | Some short reports and research |
|---------------------------------|---------------------------------|

Course description for the subject: Hospital Management

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|--|--|
| Course Name: | |
| Hospital Management | |
| Course Code: | |
| | |
| Semester / Year: | |
| First and second semester | |
| Description Preparation Date: | |
| 26/10/2023 | |
| Available Attendance Forms: | |
| Weekly | |
| Number of Credit Hours (Total) / Number of Units (Total) | |
| 5 hours per week, 2 theoretical hours and 3 theoretical hours 10 units | |
| Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Amer Radhi AbdulHussein Email: Amer.radhi.inj@atu.edu.iq | |
| Course Objectives | |
| Course Objectives | General goal: To familiarize the student with the administration, departments, and various divisions of health institutions in general and hospitals in particular. |

| Specific goal: To enable the student to know the most important duties and tasks assigned to the various departments divisions in health institutions within their administrative structures. | | | | | |
|--|--------------|---|------------------------------------|------------------------|--------------------------------|
| Teaching and Learning Strategies | | | | | |
| Strategy | | Theoretical lectures / educational application / experimental education / scientific guidance. Visiting health institutions/interpersonal discussions. | | | |
| Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| First | 2 | Development of health services in Iraq | Knowledge of the health service | Lecture/discussion | Direct questions Daily exam |
| Second | 2 | The impact of the environment on management Health Services | Definition of the work environment | Lecture/discussion | Direct questions Daily exam |
| Third | 2 | Hospital | Working in a hospital | Lecture/discussion | Direct questions Daily exam |
| Fourth | 2 | Hospital concept | Concept and classification | Lecture/discussion | Direct questions Daily exam |
| Fifth | 2 | Coordination in hospitals | Know the Coordination | Lecture/discussion | Direct questions Daily exam |

| | | | | | |
|------------|---|-----------------------------------|--------------------------------------|--------------------|--------------------------------|
| Sixth | 2 | Planning in hospitals | Planning qualities | Lecture/discussion | Direct questions Daily exam |
| Seventh | 2 | Hospital design | Definition of hospital design | Lecture/discussion | Direct questions Daily exam |
| Eighth | 2 | Hospital organizational structure | Knowledge of hospital organization | Lecture/discussion | Direct questions Daily exam |
| Ninth | 2 | Medical and nursing staff | Introducing the Working personnel | Lecture/discussion | Direct questions Daily exam |
| Tenth | 2 | Diagnostic departments | Knowing the diagnosis mechanism | Lecture/discussion | Direct questions Daily exam |
| Eleventh | 2 | Administrative departments | Introduction to hospital management | Lecture/discussion | Direct questions Daily exam |
| Twelveth | 2 | Risks in hospitals | Know the risks and their importance | Lecture/discussion | Direct questions Daily exam |
| Thirteenth | 2 | Safety programs | Protecting hospitals | Lecture/discussion | Direct questions Daily exam |
| Fourteenth | 2 | Effectiveness | Definition of performance evaluation | Lecture/discussion | Direct questions Daily exam |
| Fifteenth | 2 | Efficiency and productivity | Definition of quality assurance | Lecture/discussion | Direct questions Daily exam |

| 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 . 10 marks for the first semester. 10 marks for the second semester. 10 for the year's work (daily preparation, daily activities, scientific reports and discussions). 70 for the final exam. | |
| Learning and Teaching Resources | |
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Health Administration – Dr. Thamer Yasser Al-Bakri |
| Recommended books and references (scientific journals, reports...) | Hospital Administration Dr. Tawfiq Nuseirat |
| Electronic References, Websites | International Information Network. |

Course description of the course..... Health and medical legislation and laws.....

| |
|---|
| 1. Course Name |
| Health and medical legislation and laws |
| 2. Course Code |
| |
| 3. Semester/Year |

| | |
|---|---|
| Quarterly | |
| 4. Date of preparation of this description | |
| 22/ 4 / 2024 | |
| 5. Available Attendance Forms | |
| Came | |
| 6. Number of credit hours (total) / number of units (total) | |
| Three hours / three units | |
| 7. Course administrator's name (if more than one name) | |
| Name: Zainab Abdul-Jabbar Abdulrazzaq email : zaineb.al-jabbar.inj@atu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | Learn Public Health Laws in Iraq Know the role of the Ministry of Health in maintaining public health and the health of the individual |
| 9. Teaching and learning strategies | |
| Strategy | Explanation and clarification Lecture method Case study method as well as practical activities |

| 10. Course Structure | | | | | |
|----------------------|--------|--|--|--------------------|-------------------|
| The week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| The first | 3 | Medical Legislation and Laws | Public Health Law | Lecture | test |
| Second | 3 | Medical Legislation and Laws | Health Services | Lecture | test |
| Third | 3 | Medical Legislation and Laws | Conditions for opening chicken shops | Lecture | test |
| Fourth V | 3 3 | Medical Legislation and Laws Medical Legislation and Laws | Health conditions of the ice plant Juice Laboratories & Jams | Lecture Lecture | test test |
| Sixth | 3 | Medical Legislation and Laws | Mineral Water Plants | Lecture | test |

| | | | | | |
|------------|---|------------------------------|--|---------|------|
| Seventh | 3 | Medical Legislation and Laws | Gypsum plants | Lecture | test |
| Eighth | 3 | Medical Legislation and Laws | Dairy Plants | Lecture | test |
| Ninth | 3 | Medical Legislation and Laws | Ice cream production plants | Lecture | test |
| X | 3 | Medical Legislation and Laws | Buildings selling sweets | Lecture | test |
| Eleventh | 3 | Medical Legislation and Laws | Food Industries Laboratories | Lecture | test |
| Twelfth | 3 | Medical Legislation and Laws | Workers exposed to vibration | Lecture | test |
| Thirteenth | 3 | Medical Legislation and Laws | Instructions for the gradation of health professionals | Lecture | test |

| | | | | | |
|------------|---|------------------------------|---|---------|------|
| Fourteenth | 3 | Medical Legislation and Laws | Penal guarantees | Lecture | test |
| Fifteenth | 3 | Medical Legislation and Laws | Professions in conflict with medical work | Lecture | test |

11. Course Evaluation

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

The score is distributed by counting 30 semester exams / and the final exam 70

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (methodology, if any) | No textbook |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | Iraqi Academic Journal |
| Electronic References, Websites | https://wiki.dorar-aliraq.net |

Description Form Application computer 2

Course Name:

Application computer 2

| | |
|---|--|
| Course Code: | |
| | |
| Semester / Year: | |
| first /second | |
| Description Preparation Date: | |
| | |
| Available Attendance Forms: | |
| | |
| Number of Credit Hours (Total) / Number of Units (Total) | |
| 1-2/2 | |
| Course administrator's name (mention all, if more than one name) | |
| Name: Hanan abbas Salman Email: hananabbas@atu.edu.iq | |
| Course Objectives | |
| Course Objectives | <p>Identify the types of computers</p> <ul style="list-style-type: none"> • Identify the types of computer systems • Learn about the importance of the Internet and methods of connecting and browsing • |

31. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <ul style="list-style-type: none"> • Identify the concept of the Internet • How to deal with the network and possible connectivity methods • Identify possible browsing programs |
|-----------------|---|

32. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|--------------------------|-------------------|
| 1 | 3 | Learn the skill | Computer concept - Computer | Theoretical practical | tests |
| 2 | 3 | Learn the skill | | Theoretical practical | Tests |
| 3 | 3 | Learn the skill | The concept of networks - Networks | Theoretical practical | Tests |
| 4 | 3 | Learn the skill | Types of networks.... 1) Local Area Networks, 2) Civil or regional networks - Metropolitan Area Network.. 3) Wide Area Networks.. 4 Storage Networks - Storage | Theoretical practical | Tests |

| | | | | | |
|----|---|-----------------|--|--------------------------|-------|
| | | | Area Network | | |
| 5 | 3 | Learn the skill | Benefits of computer networks | Theoretical practical | Tests |
| 6 | 3 | Learn the skill | The concept of the Internet (WWW: Web Wide World) is the Wide World Wide Web (or the World Wide Web). | Theoretical practical | Tests |
| 7 | 3 | Learn the skill | Internet uses | Theoretical practical | Tests |
| 8 | 3 | Learn the skill | The concept of the Internet and Intranet | Theoretical practical | Tests |
| 9 | 3 | Learn the skill | Internet connection requirements | Theoretical practical | Tests |
| 10 | 3 | Learn the skill | Browser and its types | Theoretical practical | Tests |
| 11 | 3 | Learn the skill | The concept of protocol and its types | Theoretical practical | Tests |
| 12 | 3 | Learn the skill | URL Concept Locator - URL Uniform Resource | Theoretical practical | Tests |
| 13 | 3 | Learn the skill | Search engines and their types | Theoretical practical | Tests |

| | | | | | |
|---|---|-----------------|---|--------------------------|-------|
| 14 | 3 | Learn the skill | Electronic mail / E-mail | Theoretical practical | Tests |
| 15 | 3 | Learn the skill | A general explanation of the Google Chrome browser | Theoretical practical | Tests |
| 33. Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc | | | | | |
| 34. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books if any) | | | None | | |
| Main references (sources) | | | None | | |
| Recommended books and references (scientific journals, reports...) | | | None | | |
| Electronic References, Websites | | | All sites that contain computer basics, hardware and software parts | | |

Description Form community Health

Course Name:

| | |
|--|--|
| community Health | |
| Course Code: | |
| Semester / Year: | |
| Years | |
| Description Preparation Date: | |
| 2024\2023 | |
| Available Attendance Forms: | |
| Attendance time | |
| Number of Credit Hours (Total) / Number of Units (Total) | |
| 5 hours/10 units | |
| Course administrator's name (mention all, if more than one name) | |
| Name: Hassanain Jameel Ali Email: hussein.jameel.inj@atu.edu.iq | |
| Course Objectives | |
| Course Objectives | <ol style="list-style-type: none"> 1. Placing health on the list of priorities in the work programs of all officials in various sectors. 2. Create an environment that supports health and healthy lifestyles. 3. Increase awareness of important health and environmental issues. 4. Encouraging the local community to participate in addressing its health, environment |

| | | social and economic problems | | | |
|----------------------------------|---|--|--|---|---|
| Teaching and Learning Strategies | | | | | |
| Strategy | <ul style="list-style-type: none"> • Among the most important educational strategies are (coordination - presentation - training - discussion - brainstorming - collaborative communication - research and discovery - graduation projects - seminars - etc.). • Among the learning strategies are (discuss - share - conclusion of learning - etc.). | | | | |
| 25. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| The first week | 5 | Identify the concept and areas followed by the World Health Organization | Definition of health, public health, the social concept of public health, its goals - its fields - its fields - the factors that lead to the obstruction and success of the implementation of public health programs | (PowerPoint slide show - explanatory videos - discussion of the topic - brainstorming – research and discovery - daily tests, etc.) | <ul style="list-style-type: none"> • Brainstorming • Daily and monthly tests • Graduation projects • Student seminars |

| | | | | | |
|-----------|----|---|--|--|--|
| 2week | 5 | Identify the goals and areas of health | The World Health Organization, its goals and areas of work | | |
| 3week | 5 | Identify the levels of health and how to distinguish between these levels | Definition of health, degrees and levels of health, means of achieving health, types of health services | | |
| 4 -5 week | 10 | It aims to know the disease, its causes, factors related to the disease, and how diseases are classified. | Definition of the disease, factors and pathogens, factors related to the cause, factors related to the host, factors related to the environment, symptoms and physical signs, classification of diseases, forms of the disease, natural history of the disease (stages of the disease) | | |
| 6 -7 week | 10 | Knowledge of methods of rehabilitating the disease and methods of preventing the disease | Disease outcomes, disease rehabilitation, disease prevention and prevention levels, primary or basic preventive measures, auxiliary (secondary) | | |

| | | | | | |
|-------------|----|---|---|--|--|
| | | | preventive measures, tertiary preventive measures | | |
| 8 -9 week | 10 | He touched on environmental health and its impact on human health | Fields of public health - environment - environmental health, goals of environmental health, components of environmental health, environmental factors affecting human health, healthy housing, requirements for healthy housing, personal health, environmental sanitation | | |
| 10- 11 week | 10 | Learn about pollutants, their types, the causes that lead to diseases, and how to prevent pollution | Pollution, water health, its characteristics, types of water pollution, causes of water pollution, water-borne diseases, methods of preventing water pollution, water sterilization, means of water sterilization | | |

| | | | | | |
|---------|----|--|---|--|--|
| 12 week | 10 | It aims to know the health damage resulting from unclean air and airborne diseases | Air health, healthy air, healthy ventilation, causes of air pollution, airborne diseases, health damage resulting from air pollution, air pollution control, and prevention | | |
| 13 week | | Health causes of waste and the internal causes of the body resulting from waste. | Waste, harms of waste, methods of disposal, sewage, sewage methods, waste, its types, methods of collecting waste, conditions for waste disposal. | | |
| 14 week | | Insects and their health effects, methods of contamination by which they are produced, insecticides and their symptoms on the body structure | insects and rodents, methods of contamination by insects and rodents, diseases transmitted by insects and rodents, control of insects and rodents, insecticides | | |
| 15 week | | Unhealthy food, | food and dairy health, | | |

| | | | | | |
|--|--|--|--|--|--|
| | | food contamination, and methods of food control, | food contamination, diseases resulting from food contamination, health control of food, methods of preventing food contamination | | |
| Course Evaluation | | | | | |
| 30% for the two semesters, 70% for the final grade | | | | | |
| Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | <ol style="list-style-type: none"> 1) Health care book 2) Health for all 3) Mental health 4) Rural health 5) Nutrition and food | | | |
| Main references (sources) | | Health for all | | | |
| Recommended books and references (scientific journals, reports...) | | <ol style="list-style-type: none"> 1) Health care book 2) Health for all 3) Mental health 4) Rural health 5) Nutrition and food | | | |
| Electronic References, Websites | | Google Scholar | | | |