

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



Academic Program and Course Description Guide

2025–2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Al-Mustansiriya
College/Institute of Basic Education
Academic Department: Special Education
Academic or Professional Program Name: Special Education
Final Degree Title: Bachelor's in Special Education
Academic System: Semester
Description Preparation Date: June 16, 2025
File Completion Date: June 16, 2025

Signature:

Head of Department Name:

Date:

٢٠٢٥/٦/١٧



Signature:

Scientific Associate Name:

Date:

Signature: [Handwritten Signature]
Scientific Associate Name: [Handwritten Name: أحمد باقر حسين]
Date: 17/6/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 17/6/2025

Signature:

د. د. س. م. حسين علوان



Approval of the Dean
عميد كلية التربية الأساسية

Program vision

That the Department of Special Education at the College of Basic Education be a model for all other departments in the Arab world.

Program Mission:

Preparing and qualifying specialized educational cadres in the field of special education, and advancing scientific research in light of the needs of society in accordance with international quality standards.

Program Objectives

- Preparing and developing specialized and qualified cadres to train and educate people with special needs
- Conducting educational studies and research in all areas of special education
- Providing specialized consultations for people with special needs and their families
- Spreading community awareness in all areas of disability and prevention
- Qualifying and training non-specialists working in education to work efficiently and professionally with people with special needs
- Building scientific partnerships with civil society institutions

Programmatic Accreditation

None

Other External Influences

None

Program Structure				
Program Structure	Number of courses	Percentage	Unit Percentage	Notes*
Institutional Requirements	٩	١٥	%١٤	
College Requirements	١٢	٢٦	%٢٣	
Department Requirements	٢٦	٧٠	%٦٣	
Summer Training	nothing			
Other		١١١	%١٠٠	

*Notes may include whether the course is basic or optional.

Program Description				
First stage / first course	Course name	Course code	Credit hours	
			Theoretical	Practical
	Democracy, Human Rights	SEHR101	٢	
	Computers	SEC102	١	٢
	Developmental Psychology	SEDP103	٣	
	Classroom Learning Psychology	SEPOCL104	١	٢
	Special Education	SEPSBE105	٢	
	Fundamentals (A)			
	Adult Psychology	SEAP106	٢	
First stage / second course	Course name	Course code	Credit hours	
			Theoretical	Practical
	Arabic Language	SEA107	٢	
	English Language	SEE108	٢	
	Principles of Education	SEFPBE109	٣	
	Islamic Education/Civilization	PSIE/C110	٢	
	Fundamentals of Special Education (B)	SEPOP111	٢	
	Psychology of Physical Disability	SEPD112	٣	
	Social Service	SE S S113	٢	
	Arabic Language	SEA107	٢	

Second stage/first course	Course name	Course code	Credit hours	
			Theoretical	Practical
	Arabic Language	SEA10114	2	
	English Language	SEE115	2	
	Ba'ath Party Crimes	SEBPC116	2	
	Curricula and Textbooks	SECAT117	1	2
	Learning Difficulties	SELD118	3	
	Psychology of the Hard of Hearing	SEPHOH119	3	
	Physiological Psychology	SEPHP120	1	2
Second stage / Second course	Course name	Course code	Credit hours	
			Theoretical	Practical
	Computers	SEC121	1	2
	Educational Psychology	SEEP122	2	
	Slow Learning	SESL123	3	
	Communication Disorders (Speech and Language)	SECDSAL124	2	2
	Behavioral and Emotional Disorders	SEBAED125	3	
	Thinking Education	SET TH126	1	2
	Sign Language	SESL127	1	2

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Stage Three/First Course	Course name	Course code	Credit hours	
			Theoretical	Practical
	Measurement and Evaluation	SEME128	2	
	General Teaching Methods and Their Applications	SEGTM129	2	2
	Counseling and Special Needs Education	SEGSNE130	2	
	Educational Leadership and Administration	SEELAM131	2	
	Behavioral Modification	SEBM132	2	
	Comprehensive Integration in Special Education	SESISE133	3	
	Autism Spectrum Psychology	SEASP134	2	
	Psychology of the Visually Impaired and Blind	SEVIP135	3	
	English Texts in Special Education	SETSE136	2	
	Reading Teaching Methods	SEMTR137	1	
Stage Three/ Second course	Course name	Course code	Credit hours	
			Theoretical	Practical
	Sustainable Development	SESD138	2	
	Educational Technology and its Applications	SEETAA139	2	2
	Action Research Methodology	SEARM140	1	2
	Psychology of Mental Disability	SEMRP141	3	
	Clinical Psychology	SECB142	3	
	Means and Devices for the Hearing and Visually Impaired	SEADHVD143	2	2
	Braille	SEBM1145	2	2
Stage Four/First Course	Course name	Course code	Credit hours	
			Theoretical	Practical
	Principles of Islamic Sharia	SEPSIS147	2	
	Philosophy	SEP148	2	
	Professional Ethics	SEPE149	2	
	Practical Education (Observation)	SEPEO 150	1	4
	Psychology of Intellectual Excellence	SEPMS151	3	
	Diagnosis and Evaluation in Special Education	SEDAESE152	2	2
	English Texts on Special Education	SETSE153	2	
Stage Four/First Course	Course name	Course code	Credit hours	
			Theoretical	Practical
	Graduation Research Project	SEGRP154		2
	Practical Education (Application)	SEPE1055		12

- Identify the laws and legislations related to people with special needs.
- Enabling students to identify the development programs for people with special needs.
- Enabling students to acquire information and knowledge of educational and community integration processes for people with special needs.
- Enabling students to identify visual, hearing and mental disabilities.
- Enabling students to acquire and understand sign language.
- Enabling students to identify skills and types of thinking.
- Enabling students to acquire and understand general psychology, developmental psychology, educational psychology and special psychology.
- Enabling students to identify learning difficulties.
- Enabling students to identify methods of teaching the blind.
- Enabling students to identify case studies in special education.
- Enabling students to acquire and understand measurement and evaluation.
- Enabling students to acquire, understand and know general teaching methods.
- Enabling students to acquire, understand and know special teaching methods for people with special needs and general teaching methods.
- Enabling students to acquire, understand and know all educational terms and special education symbols.
- Enabling students to acquire, understand and know the principles of The foundations and theories of psychological counseling and educational guidance and methods of applying them.
- Enabling students to acquire, understand and know the basics of Arabic, English, human rights and computers.
- Enabling students to learn about the most important references and sources related to special education.
- Enabling students to acquire, understand and know all the terms, concepts and symbols in educational and psychological sciences.

- Employing arts and various cultural media in the field of caring for people with special needs.

- Training and educating people with special needs on the life skills necessary to protect their families.

- Acquiring skills to apply methods of rehabilitation and community educational integration for people with special needs.

- Enabling students to acquire skills to recognize visual, hearing and mental disabilities.

- Enabling students to acquire skills to deal with various and different disabilities among students and individuals.

- Knowledge of the evaluation and diagnosis processes for students with disabilities and knowledge of their stages and tools and how to write the final results in diagnostic reports.

- Enabling students to have the ability to prepare and implement behavior modification plans.

- Enabling students to have the ability to build and develop appropriate special education strategies for students according to their individual differences.

- Enabling students to learn how to use scientific research tools.

- Enabling students to have decision-making and judgment-making skills.

- Enabling students to acquire scientific thinking and critical thinking skills and work with them.

- Enabling students to have the ability to accept students' disabilities on Different types

- Enabling students to possess the ability to design and invent effective educational activities that encourage students to learn and participate in them

- Enabling students to acquire skills in using modern devices in order to facilitate the teaching and learning process for those with special needs

- Enabling students to acquire teaching skills in schools and special education classes
- Enabling students to acquire self-learning skills to acquire new skills and information
- Enabling students to acquire skills in dialogue, discussion, enjoyment of others, and acceptance of their opinions.

Values

- Training students to interpret the behavioral and emotional problems of people with special needs
 - Enabling students to anticipate the behavior of people with special needs and deal with it
 - Developing students' sense of responsibility during the study period and during work.
 - Raising students on the culture of integrity and fighting corruption in all its forms.
 - Promoting professional and ethical academic behavior as supreme values
 - Training students to respect the rights of those who benefit from their profession, their culture, religion, nationality and race.
 - Training students to respect the freedom of thought, expression and creativity of others.
 - Developing students' sense of belonging to and loyalty to the homeland.
 - Promoting the spirit of cooperation and teamwork among students.

Teaching and learning strategies

- •Employing a range of teaching and learning methods to design and build learning experiences that make teaching materials meaningful and purposeful, support different learning styles, encourage students to pursue their interests, and help them connect learning to their personal goals.
- Designing and organizing learning experiences that provide opportunities to explore new ideas and develop their knowledge and skills through independent inquiry and research.
- Employing questioning and inquiry methods to engage students in lively, meaningful, and sustainable dialogues and discussions about important and main topics and ideas.
- Organizing students into groups of different compositions and diversifying the classroom

environment in a way that helps students learn and achieve learning goals.

Evaluation methods

- Participations inside the hall.
- Oral test.
- Testing students' ability to summarize the lesson.
- Monthly written test.
- Daily written test.

Academic Rank	Specialization		Requirements/Special Skills (if any)		The teaching staff Faculty members	
	Year	private			Preparing the teaching staff	
A.M.Dr. Alaa Abdul Hassan Habib	Educational Psychology	Educational Psychology			angel	lecturer
A.M.Dr. Israa Hassan Ali	Educational Psychology	Educational Psychology			angel	
A.M.Dr. Saadi Jassim Attia	Cognitive Psychology	Cognitive Psychology			angel	
A.M.Dr. Abbas Ali Shalal	Educational Psychology	Educational Psychology			angel	
A.M.Dr. Wajdan Abdul Amir	Psychology	Cognitive Psychology			angel	
A.M.Dr. Zainab Ali Hadi	Educational and Psychological Sciences	Special Education			angel	
A.M.Dr. Bashar Ismail Khalil	Psychology	Developmental Psychology			angel	
A.M.Dr. Falah Hassan Jabr	Educational and Psychological Sciences	Measurement and Evaluation			angel	
A.M.Dr. Imad Abdul Amir Naseef	Educational and Psychological Sciences	Mental Health			angel	
A.M.Dr. Ashwaq Sabr Nasser	Psychology	Behavioral Disorders			angel	
A.M.Dr. Ali Abdul Wahab Ali	Educational Administration	Educational Administration			angel	
A.M.Dr. Hiba Munadil Abdul Hussein	Special Education	Special Education			angel	
A.M.Dr. Ibtisam Radhi Hadi	Educational and	Personality and Mental Health			angel	

	Psychological Sciences				
Assistant Professor Dr. Amer Abbas Aziz Dayea	Special Education	Special Education			angel
Assistant Professor Dr. Rasha Khalil Ibrahim	Special Education	Special Education			angel
Assistant Professor Dr. Karar Abdul Zahra Abdul Redha	Teaching Methods	History Teaching Methods			angel
Assistant Professor Dr. Mustafa Sahi Manati	Special Education	Special Education			angel
Assistant Professor Dr. Mohammed Abdul Karim Jaou	Educational Administration	Educational Administration			angel
Assistant Professor Maha Sami Ibrahim	Sciences	Science Teaching Methods			angel
Assistant Professor Shahla Saadi Saleh	Special Education Kindergarten	Special Education Kindergarten			angel
Assistant Professor Fatima Saeed Ibrahim					angel
Assistant Professor Azhar Jaber Hamad	Art	Technical Teaching Methods			angel

Professional Development Orientation of New Faculty
•Qualifying and training new faculty members who have obtained the title of assistant lecturer and lecturer to develop their competencies for a period of no less than three months through workshops, lectures and courses. •Continuous encouragement for lecturers by increasing performance evaluation scores in the event of publication in international journals such as Scopus and Thomson. •Joint publishing in research and authorship has been encouraged and supported to facilitate the academic effort of the lecturer.
Professional development for faculty members
•Improving the performance of university professors and building their scientific, educational and professional capabilities based on the strategic goal of building policies and work programs to achieve this goal within the framework of the strategic vision and mission •Preparing a knowledge and value program for university lecturers and

students in order to build their capabilities through applying strategies of scientific thinking, objective dialogue and accepting other opinions. And preparing employees and students to apply scientific knowledge and employ it in their daily and practical lives

•Determining mechanisms for joint work by applying the policy of work teams and collective management in the course of the plan.

• Admission criteria

Preparatory certificate, central admission, competitive average based on desire.

•The most important sources of information about the program

The sector specific to the department.
The course application form.
The study plan form

Program development plan

1. "In the case of a relatively small increase, the department submits a request to the Deanship to grant it an additional hall. However, in the case of a large increase, the department has sought to determine the number by making the department's acceptance central to the ministry.
2. "Establishing laboratories and workshops to link the theoretical aspect with the scientific aspect in light of the needs of the labor market and development plans.
3. "Designing an e-learning program based on knowledge of using computers and Internet technology in the fields of teaching, university administration, virtual library management, information systems, student services, and others.
4. "Communicating and contracting with international universities to develop the educational program in accordance with global developments.

Program Skills Chart

Year/Level	Course name:	Course Code	basic or optional	Knowledge				Skills				Values			
				١أ	٢أ	٣أ	٤أ	١ب	٢ب	٣ب	٤ب	١ج	٢ج	٣ج	٤ج

[illegible]

•Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.

Program Skills Chart

Required learning outcomes of the program

Year/Level	Course name:	Course Code	basic or optional	Knowledge				Skills				Values			
				1	2	3	4	1	2	3	4	1	2	3	4
First stage/second course First stage/second course	Arabic Language	SEA107	basic	√	√	√	√	√	√	√	√	√	√	√	√
	English Language	SEE108	basic	√	√	√	√	√	√	√	√	√	√	√	√
	Principles of Education	SEFPBE109	basic	√	√	√	√	√	√	√	√	√	√	√	√
	Islamic Education/Civilization	PSIE/C110	basic	√	√	√	√	√	√	√	√	√	√	√	√
First stage/second course	Fundamentals of Special Education (B)	SEPOP111	basic	√	√	√	√	√	√	√	√	√	√	√	√
	Psychology of Physical Disability	SEPD112	basic	√	√	√	√	√	√	√	√	√	√	√	√
First stage/second course	Social Service	SE S S113	basic	√	√	√	√	√	√	√	√	√	√	√	√
	Arabic Language	SEA107	basic	√	√	√	√	√	√	√	√	√	√	√	√

Program Skills Chart	
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	Required learning outcomes of the program
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Program Skills Chart	
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	Required learning outcomes of the program
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[illegible]

Program Skills Chart	
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[illegible]

Program Skills Chart	
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[illegible]

Program Skills Chart

[illegible]

Course Description Form

• Course Name					
Basics of Special Education					
• Course Code					
PSBE104					
• Semester/Year					
First Stage/First Course					
• Date this description was prepared					
12-6-2024					
• Available Attendance Forms					
In-person only					
• Number of Study Hours (Total)					
3 hours per week 45 hours total					
• Name of Course Supervisor (If more than one name is mentioned)					
Name: Dr. Ashwaq Sabr Nasser :ashwag.edbs@uomustansiriyah.edu.iq					
Course objectives					
Students should become familiar with the vocabulary of special education/special education, care, rehabilitation, integration, classifications of special categories, types of care, individual educational plan, and identify the characteristics of each category: mental and cognitive, linguistic, motor, social, and psychological.					
Teaching and learning strategies					
•Discussion strategy: •Brainstorming strategy: •Role-playing strategy: •Problem-solving strategy •Educational games strategy					
Course structure					
Week	Hours	Required Learning Outcomes	Name of the unit or topic	Learning Method	Evaluation method:
.١	Sunday 8,30-10,15 Tuesday 10,15-8,30	Students learn about the vocabulary of special education/special education, care, rehabilitation and integration	Concepts and vocabulary: special education, early intervention, rehabilitation, integration	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.٢	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Students learn about the history of care for people with disabilities and types of special categories	History of care for people with disabilities and types of special categories	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.٣	Sunday 8,30-10,15 Tuesday -٨,٣٠	Students learn about the causes of mental disability and characteristics of the mentally disabled	Mental disability: definition, causes of injury, characteristics, evaluation, care and learning methods	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity

.٤	١٠,١٥ Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥		Exam		
.٥	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Enabling students to learn about visual disabilities	Visual disability: definition, causes of injury, characteristics, evaluation, care and learning methods	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.٦	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Enabling students to learn about hearing disability	Hearing disability: definition, causes of injury, characteristics, evaluation, care and learning methods	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.٧	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Students learn about motor disability, its causes and characteristics	Motor and health disability: definition, causes of injury, characteristics, evaluation	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.٨	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Students learn about communication and speech disorders, how to treat them and their impact on education and learning	Communication and speech disorders: definition, causes of injury, characteristics, evaluation	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.٩	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥		Exam		
.١٠	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Students learn about behavioral and psychological disorders: definition, causes of injury, characteristics, evaluation, methods of care and learning	Behavioral and psychological disorders: definition, causes of injury, characteristics, evaluation, care and learning methods	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.١١	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Enabling students to learn about autism, characteristics of autistic people and causes of autism	Autism: definition, causes of injury, characteristics, evaluation, care and learning methods	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.١٢	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥		Exam		
.١٣	Sunday 8,30-10,15	Enabling students to learn about learning difficulties	Learning difficulties: definition, causes of injury, characteristics,	Lecture - Discussion -	Monthly exam, daily

	Tuesday -٨,٣٠ ١٠,١٥		evaluation, care and learning methods	Brainstorming	exam and activity
.١٤	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Students learn about talent: definition, types, characteristics, evaluation, methods of care And learning	Talent: definition, types, Characteristics, assessment, methods of care and learning	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
.١٥	Sunday 8,30-10,15 Tuesday -٨,٣٠ ١٠,١٥	Students learn about the vocabulary of special education/special education, care, rehabilitation and integration	General review	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity

Course Evaluation

Distribution of the grade out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily exams, oral exams, monthly exams, written exams, reports, etc.

)First exam) %١٥

)Second exam) %١٥

)Daily exam and activity) %١٠

Final exam %٦٠

Learning and teaching resources

Main References for Sources

Lectures prepared by the course professor based on a group of sources including:

Abu Fakhr, Ghassan (٢٠٠٥): Special Education for Children, ٢nd ed., Damascus University.

Asaad, Mikhail Ibrahim (١٩٧٧): Behavioral Disorders, Beirut, Dar Al-Ahlia.

Books and supporting references recommended by scientific journals

Rashid, Adnan Ghaib (٢٠٠٢): Emotional Disorders in Children, Baghdad, General Cultural Affairs House. Al-Rusan, Farouk (٢٠٠١): Psychology of Exceptional Children, Introduction to Special Education, ٥th ed., Amman, Dar Al-Fikr for Publishing and Distribution.

• Course Name					
Counseling and mental health					
• Course Code					
SECPH1018					
• Semester/Year					
Second stage/first course					
• Date this description was prepared					
11-11-2023					
• Available Attendance Forms					
In-person only					
• Number of Study Hours (Total)					
3 hours per week 45 hours total					
• Name of Course Supervisor (If more than one name is mentioned)					
Name: Dr. Ashwaq Sabr Nasser :ashwag.edbs@uomustansiriyah.edu.iq					
Course objectives					
Students will become familiar with the concept of mental health and psychological counseling, the objectives of mental health and psychological counseling, how to employ theories in the field of mental health and psychological counseling, and how to identify models of mental illness and neurotic diseases. Students will also become familiar with a number of basic concepts in mental health and psychological counseling, such as defense mechanisms, self-concept, frustration, conflict, and the counseling methods used.					
Teaching and learning strategies					
•Discussion strategy: •Brainstorming strategy: •Role-playing strategy: •Problem-solving strategy •Educational games strategy					
Course structure					
Week	Hours	Required Learning Outcomes	Name of the unit or topic	Learning Method	Evaluation method:
١.	Sunday 10:30-12:15 Tuesday 11:30-12:15	Students learn about the concept of mental health, and the goals of mental health	The concept of mental health, and the goals of mental health.	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٢.	Sunday 10:30-12:15	Students learn about the manifestations of mental health, the	Manifestations of mental health., History of psychological counseling	Lecture - Discussion -	Monthly exam, daily

	Tuesday 11:30- 12:15	history of psychological counseling and its stages of development	and stages of its development	Brainstormi ng	exam and activity
٣.	Sunday 10:30- 12:15 Tuesday 11:30- 12:15	Students learn about psychological adaptation and psychological compatibility, the characteristics of compatible people, and how to satisfy psychological needs	Adaptation and compatibility, Definition of compatibility. Compatibility and satisfaction of needs. Personal compatibility. Family compatibility. School compatibility	Lecture - Discussion - Brainstormi ng	Monthly exam, daily exam and activity
٤.	Sunday 10:30- 12:15 Tuesday 11:30- 12:15		Exam		
٥.	Sunday 10:30- 12:15 Tuesday 11:30- 12:15	Enabling students to learn about the theories that explain mental health	Theories that explained mental health	Lecture - Discussion - Brainstormi ng	Monthly exam, daily exam and activity
٦.	Sunday 10:30- 12:15 Tuesday 11:30- 12:15	Enabling students to learn about the school of psychoanalysis, the neo-Freudians	Psychoanalytic School, Neo-Freudians	Lecture - Discussion - Brainstormi ng	Monthly exam, daily exam and activity
٧.	Sunday 10:30- 12:15 Tuesday 11:30- 12:15	Students learn about the cognitive school and the behavioral school	Cognitive School, Behavioral School	Lecture - Discussion - Brainstormi ng	Monthly exam, daily exam and activity
٨.	Sunday 10:30- 12:15 Tuesday 11:30- 12:15	Students learn about psychological defense mechanisms	Psychological defense mechanisms Causes of mental illness	Lecture - Discussion - Brainstormi ng	Monthly exam, daily exam and activity
٩.	Sunday 10:30- 12:15 Tuesday 11:30- 12:15	Causes of mental illnesses	Exam		
١٠.	Sunday 10:30- 12:15 Tuesday 11:30- 12:15	Students learn about neurotic disorders (anxiety, depression, neurotic disorders: definition, causes of infection, characteristics)	Neurotic disorders (anxiety, depression, neurotic disorders)	Lecture - Discussion - Brainstormi ng	Monthly exam, daily exam and activity

١١.	Sunday 10:30-12:15 Tuesday 11:30-12:15	Enabling students to learn about mental illnesses (schizophrenia, psychosis Persecution, organic psychosis, Alzheimer's	Psychotic diseases (schizophrenia, paranoid psychosis, organic psychosis, Alzheimer's)	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٢.	Sunday 10:30-12:15 Tuesday 11:30-12:15		Exam		
١٣.	Sunday 10:30-12:15 Tuesday 11:30-12:15	Enabling students to identify the concept of psychological counseling, goals of psychological counseling, historical introduction to psychological counseling, relationship of psychological counseling to other sciences, types of psychological counseling	The concept of psychological counseling, the goals of psychological counseling, a historical introduction to psychological counseling, the relationship of psychological counseling to other sciences, types of psychological counseling, theories that explain psychological counseling,	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٤.	Sunday 10:30-12:15 Tuesday 11:30-12:15	For students to identify the theories that explain psychological counseling, psychological counseling in school, role of the psychological counselor,	, psychological counseling in school, the role of the psychological counselor	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٥.	Sunday 10:30-12:15 Tuesday 11:30-12:15		General Review	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity

Course Evaluation

Distribution of the grade out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily exams, oral exams, monthly exams, written exams, reports, etc.

)First exam) %١٠
)Second exam) %١٠
)Daily exam and activity) %١٠
 Final exam %٦٠

Learning and teaching resources

Main References for Sources

Lectures prepared by the course professor based on a set of sources

	including: Al-Zubaidi, Kamel Alwan (2011) Mental Health, Al-Rifai, Naim (1987). Mental Health - A Study in the Psychology of Adaptation. Damascus Zahran, Hamed Abdel Salam (1977). Mental Health and Psychotherapy, 2nd ed., Cairo, Alam Al-Kutub.
Books and supporting references recommended by scientific journals	Swain, Richard. M. (1988). Psychopathology, translated by Ahmed Abdel Aziz Salama, 1st ed., Kuwait, Al- Falaj Library for Publishing and Distribution. Al-Shabandar, Muammar Khaled (1968). Common Psychological Illnesses. Baghdad, Al-Maarif Press.

	• Course Name
	Counseling and mental health
	• Course Code
	SECPH1018
	• Semester/Year

Second stage/first course					
• Date this description was prepared 11-11-2023					
• Available Attendance Forms In-person only					
• Number of Study Hours (Total) 3 hours per week 45 hours total					
• Name of Course Supervisor (If more than one name is mentioned)					
Name: Dr. Ashwaq Sabr Nasser :ashwag.edbs@uomustansiriyah.edu.iq					
Course objectives					
Students will become familiar with the concept of mental health and psychological counseling, the objectives of mental health and psychological counseling, how to employ theories in the field of mental health and psychological counseling, and how to identify models of mental illness and neurotic diseases. Students will also become familiar with a number of basic concepts in mental health and psychological counseling, such as defense mechanisms, self-concept, frustration, conflict, and the counseling methods used.					
Teaching and learning strategies					
•Discussion strategy: •Brainstorming strategy: •Role-playing strategy: •Problem-solving strategy •Educational games strategy					
Course structure					
Week	Hours	Required Learning Outcomes	Name of the unit or topic	Learning Method	Evaluation method:
١.	Sunday 10:30-12:15 Tuesday 11:30-12:15	Students learn about the concept of mental health, and the goals of mental health	The concept of mental health, and the goals of mental health.	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٢.	Sunday 10:30-12:15 Tuesday 11:30-12:15	Students learn about the manifestations of mental health, the history of psychological counseling and its stages of development	Manifestations of mental health., History of psychological counseling and stages of its development	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٣.	Sunday 10:30-12:15 Tuesday 11:30-12:15	Students learn about psychological adaptation and psychological compatibility, the characteristics of compatible people, and how to satisfy psychological needs	Adaptation and compatibility, Definition of compatibility. Compatibility and satisfaction of needs. Personal compatibility. Family compatibility. School compatibility	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity

٤	Sunday 10:30-12:15 Tuesday 11:30-12:15		Exam		
٥	Sunday 10:30-12:15 Tuesday 11:30-12:15	Enabling students to learn about the theories that explain mental health	Theories that explained mental health	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٦	Sunday 10:30-12:15 Tuesday 11:30-12:15	Enabling students to learn about the school of psychoanalysis, the neo-Freudians	Psychoanalytic School, Neo-Freudians	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٧	Sunday 10:30-12:15 Tuesday 11:30-12:15	Students learn about the cognitive school and the behavioral school	Cognitive School, Behavioral School	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٨	Sunday 10:30-12:15 Tuesday 11:30-12:15	Students learn about psychological defense mechanisms	Psychological defense mechanisms Causes of mental illness	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٩	Sunday 10:30-12:15 Tuesday 11:30-12:15	Causes of mental illnesses	Exam		
١٠	Sunday 10:30-12:15 Tuesday 11:30-12:15	Students learn about neurotic disorders (anxiety, depression, neurotic disorders: definition, causes of infection, characteristics)	Neurotic disorders (anxiety, depression, neurotic disorders)	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١١	Sunday 10:30-12:15 Tuesday 11:30-12:15	Enabling students to learn about mental illnesses (schizophrenia, psychosis Persecution, organic psychosis, Alzheimer's)	Psychotic diseases (schizophrenia, paranoid psychosis, organic psychosis, Alzheimer's)	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٢	Sunday 10:30-12:15 Tuesday 11:30-12:15		Exam		

١٣.	Sunday 10:30-12:15 Tuesday 11:30-12:15	Enabling students to identify the concept of psychological counseling, goals of psychological counseling, historical introduction to psychological counseling, relationship of psychological counseling to other sciences, types of psychological counseling	The concept of psychological counseling, the goals of psychological counseling, a historical introduction to psychological counseling, the relationship of psychological counseling to other sciences, types of psychological counseling, theories that explain psychological counseling,	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٤.	Sunday 10:30-12:15 Tuesday 11:30-12:15	For students to identify the theories that explain psychological counseling, psychological counseling in school, role of the psychological counselor,	, psychological counseling in school, the role of the psychological counselor	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٥.	Sunday 10:30-12:15 Tuesday 11:30-12:15		General Review	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity

Course Evaluation

Distribution of the grade out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily exams, oral exams, monthly exams, written exams, reports, etc.

)First exam) %١٠
)Second exam) %١٠
)Daily exam and activity) %١٠
 Final exam %٦٠

Learning and teaching resources

Main References for Sources	Lectures prepared by the course professor based on a set of sources including: Al-Zubaidi, Kamel Alwan (2011) Mental Health, Al-Rifai, Naim (1987). Mental Health - A Study in the Psychology of Adaptation. Damascus Zahran, Hamed Abdel Salam (1977). Mental Health and Psychotherapy, 2nd ed., Cairo, Alam Al-Kutub.
Books and supporting references recommended by	Swain, Richard. M. (1988).

scientific journals

Psychopathology, translated by Ahmed Abdel Aziz Salama, 1st ed., Kuwait, Al-Falaj Library for Publishing and Distribution. Al-Shabandar, Muammar Khaled (1968). Common Psychological Illnesses. Baghdad, Al-Maarif Press.

	• Course Name
	Clinical Psychology
	• Course Code
	SECB1040
	• Semester/Year
	Stage Three / Course Two
	• Date of preparation of this description
15-3-2024	
	• Available Attendance Forms
	In-person only
	• Number of Study Hours (Total)
	3 hours per week 45 hours total
	• Name of Course Supervisor (If more than one name is mentioned)
Name: Dr. Ashwaq Sabr Nasser	:ashwag.edbs@uomustansiriyah.edu.iq
Course objectives	
Providing the student with some of the knowledge included in this course, clinical	

psychology, from its history of development, definition, goals, tasks, topics, psychological and mental illnesses, classification of psychological illnesses (neurological - psychotic), and methods of diagnosis through interviews, tests, and observation. It also presents a number of the most important methods of psychological treatment. It also addresses the most important diagnostic tools such as psychological tests and measures and research methods in clinical psychology, as well as the theories that explain psychological and mental illnesses.

Teaching and learning strategies

- Discussion strategy:
- Brainstorming strategy:
- Role-playing strategy:
- Problem-solving strategy
- Educational games strategy

Course structure

Week	Hours	Required Learning Outcomes	Name of the unit or topic	Learning Method	Evaluation method:
١	Wednesday 8:30-10:15 Thursday 8:30-10:15	Students learn the vocabulary of clinical psychology	History of Clinical Psychology, Definition of Clinical Psychology, Its Tasks, Objectives, Topics, Ethics of Diagnosis and Treatment, Standards of Normal and Abnormal Behavior, and Its Relationship to Some Sciences	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٢	Wednesday 8:30-10:15 Thursday 8:30-10:15	Students learn the classification of mental and psychological disorders and illnesses	Classification of Mental and Psychological Disorders and Illnesses First: Anxiety Disorders	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٣	Wednesday 8:30-10:15 Thursday 8:30-10:15	Students learn the causes of psychotic disorders, schizophrenia, and depressive disorders	Second: Psychotic Disorders and Schizophrenia Third: Depressive Disorders	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٤	Wednesday 8:30-10:15 Thursday 8:30-10:15		Exam		
٥	Wednesday 8:30-10:15 Thursday 8:30-10:15	Enabling students to learn the causes of mental and psychological disorders and illnesses	Causes of Mental and Psychological Disorders and Illnesses	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity

١٦	Wednesday 8:30-10:15 Thursday 8:30-10:15	Enabling students to learn about research methods in clinical psychology	Research Methods in Clinical Psychology First: Clinical Method Second: Descriptive Method	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٧	Wednesday 8:30-10:15 Thursday 8:30-10:15	Students learn the foundations of the experimental method in clinical psychology	Third: Experimental Method Fourth: Clinical Experimental Method	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٨	Wednesday 8:30-10:15 Thursday 8:30-10:15	Students learn the theories and models that explain mental and psychological disorders	Theories and Models That Explain Mental and Psychological Disorders First: Medical Model Second: Psychoanalytic Theory	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
١٩	Wednesday 8:30-10:15 Thursday 8:30-10:15		Exam		
٢٠	Wednesday 8:30-10:15 Thursday 8:30-10:15	Students learn the principles of behavioral theory and cognitive theory	Third: Behavioral Theory Fourth: Cognitive Theory Fifth: Cognitive Theory	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٢١	Wednesday 8:30-10:15 Thursday 8:30-10:15	Enabling students to learn about psychotherapy, its types, classical psychotherapy, behavioral therapy, and existential therapy	Psychotherapy and its types First: Classical Psychotherapy Second: Behavioral Therapy Third: Existential Therapy	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٢٢	Wednesday 8:30-10:15 Thursday 8:30-10:15		Exam		
٢٣	Wednesday 8:30-10:15 Thursday 8:30-10:15	Enabling students to connect the patient to the surrounding reality so that he can adapt to it naturally by developing some treatment plans.	Fourth: Cognitive Therapy Fifth: Cognitive Behavioral Therapy Sixth: Reality Therapy Psychotherapy	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
٢٤	Wednesday 8:30-10:15 Thursday 8:30-10:15	Students learn how to access group therapy through group counseling sessions and individual therapy.,	Methods First: Individual Therapy Second: Group Therapy Third: Client-Centered Therapy	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity

١٥	Wednesday 8:30-10:15 Thursday 8:30-10:15	General Review	Lecture - Discussion - Brainstorming	Monthly exam, daily exam and activity
Course Evaluation				
Distribution of the grade out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily exams, oral exams, monthly exams, written exams, reports, etc.)First exam) %١٥)Second exam) %١٥)Daily exam and activity) %١٠ Final exam %٦٠				
Learning and teaching resources				
Main References for Sources		Lectures prepared by the professor of the subject based on a group of sources including: Al-Hajjar, Muhammad Hamdi (1990): The Art of Therapy in Behavioral Psychiatry. First Edition, Dar Al-Ilm Lil-Malayin, Beirut, Lebanon Al-Hafni, Abdul-Moneim (1995): Encyclopedia of Psychiatry (The Comprehensive Book on Psychological Disorders and Methods of Treating Them Psychologically. (First Volume), Cairo. Al-Dabbagh, Fakhri (1983): Principles of Psychiatry, Third Edition, Beirut, Lebanon. Salem, Mahmoud Mandouh (2012) Clinical Psychology (Clinical) Its Techniques and Applications, First Edition, Dar Al-Zahra, Riyadh. Hijazi, Sanaa Nasr (2009) Clinical Psychology for Children, First Edition, Dar Al-Maysarah for Distribution and Publishing, Amman. Al-Mullaji, Hilmi (2000) Clinical Psychology, First Edition, Dar Al-		
Books and supporting references recommended by scientific journals				

