

**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 For the Department of Psychological Counseling and Educational Guidance

2025

Academic Program Description Form

University Name: Al-Mustansiriya

College/Institute: Basic Education.....

Academic Department: Psychological Counseling and Educational Guidance.....

Name of Academic or Professional Program: Bachelor's in Psychological Counseling

Name of Final Certificate: Bachelor's in Psychological Counselin

Academic System: Semester

Academic System Semester

Date of Preparation of Description

2025/9/16 Date of File

Completion 2025/6/18

Signature
Prof. Dr. Nasha'a Karim Adhab
Date: 6/19/2025

Signature
Assistant: Ahmed Baqir Hussein
Date: 6/19/2025

File Reviewed by

Quality Assurance and University Performance Division: Prof. Dr. Salam Hussein Alwan

Date: 6/25/2019

Signature



Approval of the Dean
Prof. Dr. Qusay Abdul Abbas Hassan

1. Program Vision

This academic program description provides a concise summary of the main features of the program and the learning outcomes expected of the student, demonstrating whether he has made the most of the opportunities available. It is accompanied by a description of each course within the program..

2. Program Mission

Providing a clear picture of the goals that the department aims to achieve in the short or medium term and setting strategic goals for the department's future advancement..

3. Program Objectives

Preparing qualified students in the fields of psychological and educational guidance who are able to work as educational guides in primary and intermediate schools and social and health institutions.

- Providing students with modern concepts, theories and knowledge in the field of psychological guidance and educational guidance.
- Enabling students to plan and implement guidance programs with high quality
- Enabling students to practice the professional skills of the profession of psychological guidance with high efficiency
- Enabling students to learn about scientific research tools and work to employ them in the field of study and work
- Learning about the theoretical and scientific roles and tasks performed by the psychological guide.
- Keeping pace with modern scientific developments in the specialization and working to employ them
- Harmonizing theoretical trends with practical professional reality
- Enabling students to learn about educational, psychological and cultural sciences and arm themselves with them in order to achieve excellence and professional development
- .Preparing and qualifying students to continue their studies in postgraduate studies by developing their intellectual, scientific and research skills
- .Enabling students to learn about the latest methods and methods of psychological counseling that are compatible with the ages and stages of students in schools
- .Activating e-learning in the field of psychological counseling and educational guidance sciences. .

4. Program Accreditation

nothing

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5. Other external influences

nothing

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	2		
College Requirements	3	26		
Department Requirements	9	130		
Summer Training				Nothing
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
First stage / first semester	CUB14IR111	General Psychology	4	Practical
	CUB14HR116	Human Rights	1	
	CUB14MO117	Computers	1	1
	CUB14PE124	Educational Principles	3	
	CUB14PC113	Guidance and Counseling Principles	4	
	CUB14DS211	Descriptive Statistics	4	

Stage 1 / Semester 2	CUB14E125	English	2	
	CUB14DP123	Developmental Psychology	4	
	CUB14SIS112	Studies in Iraqi Society	2	
	CUB14EVG119	Principles of Educational and Vocational Guidance	4	
	CUB14ES225	Inferential Statistics	4	
	CUB14PP118	Physiological Psychology	3	
Stage 2 / Chapter 3	CUB14CT219	English	2	
	CUB14CT219	Computer	2	
	CUB14PH216	Mental Health	4	
	CUB14EP215	Educational Psychology	2	
	CUB14ME316	Measurement and Evaluation	4	
	CUB14SC312	Counseling Psychology	4	
	CUB14CT212	Psychology of Special Needs	2	
Stage Two / Chapter Four	CUB14LA327	Arabic language		
	CUB14B223	Children and adolescents' problems		
	CUB14IC214	Counseling interview		
	CUB14TC311	Counseling theories		
	CUB14CT212	Mental superiority		

		and its care		
	CUB14PC315	Personality psychology		
Stage Three / Chapter Six	CUB14LE322	English	2	
	CUB14ME321	Counseling Methods and Approaches	3	
	CUB14IS413	Psychological Counseling Techniques	2	
	CUB14CP324	Clinical Psychology	2	
	CUB14CP325	Counseling Programs	4	
	CUB14PC314	Group Counseling	2	
Stage Four / Chapter Seven	CUB14LA419	Arabic Language	2	
	CUB14EG418	Counseling Ethics	2	
	CUB14CS326	School Counseling (Observation)	2	2
	CUB14CH418	School Health	2	
	CUB14FC411	Family Counseling	3	
	CUB14CC416	Crisis Counseling	2	
	CUB14PC313	Play Counseling	4	
Stage Four / Chapter Eight	CUB14TP421	Practical Guidance (Application)		12
	CUB14GR422	Research Project	2	

Subject codes	Study materials	T
CUB 14PET125	Educational Principles	1
CUB14ES212	Descriptie Statisticsv	2
CUB14IE126	IslamicEducationa	3
CUB14DH225	Human Rights	4
CUB14AL328	Arabic	5
CUB14CP313	Clinical Psychology	6

8. Expected learning outcomes of the program

Knowledge

1– Providing students with information and ideas about the specialization of psychological counseling and educational guidance 2– Conducting tests at the end of each semester to ensure that students have obtained sufficient information 3– Asking students to submit research and graduation projects on problems related to the specialization of psychological counseling and educational guidance	1– Enabling students to practice the specialization practically during the practical application period. 2– Providing the relevant government institutions with specialized cadres working in schools, hospitals and rehabilitation centers. 3– Appointing some students in government and private schools as educational guides.
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Skills

Enabling students to acquire the ability to practice the various roles of the psychological counselor (the role of the psychological observer, the professional counselor, the role of the researcher, the role of the evaluator, and the role of the creator) • Enabling students to acquire the skills of	Enabling students to have the ability to use modern guidance methods • - Enabling students to acquire dialogue and discussion skills, listening to others and accepting their opinions • - Enabling students to acquire scientific thinking and critical thinking skills and work on them • - Enabling students to learn how to use scientific research tools • - Enabling students to have decision-making and judgment skills • - Enabling students to have the ability to design and invent effective guidance activities that encourage
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organizing and managing counseling sessions • Enabling students to acquire the skills of diagnosing and identifying psychologically disturbed or academically backward students and working to guide them • Enabling students to acquire the skills of solving psychological or academic problems using scientific educational methods • Enabling students to acquire the skills of accepting the different and diverse cases of individual problems and working to address them	students to achieve psychological and educational stability - Enabling students to acquire skills in using e-learning technologies and platforms.
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
1– Making students able to practice the specialization 2– Providing the Ministry of Education with educational counselors	Appointment in schools and specialized institutions 2- Filling the shortage of guidance cadres in schools
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

- Dialogue and discussion method
- Lecture method
- Inductive and deductive method

10. Evaluation methods

- Preliminary assessment – semester exams
- –Formative assessment – activities
- –Final assessment – final exams.
- Field practical application.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Dr. Ali Mohsen Yas	Educational and Psychological Sciences	Psychological counseling and educational guidance			√	
Prof. Dr. Nasha'a Karim Adhab	Educational and Psychological Sciences	Psychological counseling and educational guidance			√	
Dr. Mohammed Kazem Jassim	Psychology	Personality and mental health			√	
Dr. Ghaleb Mohammed Rashid	Educational and Psychological Sciences	Educational Psychology			√	
Dr. Haider Jalil Abbas	Educational and Psychological Sciences	Measurement and evaluation			√	
Dr. Zainab Hashem Abboud	Sociology	Sociology			√	
Dr. Maitham Abdul Kadhim Hashem	Psychology	Educational Psychology			√	
Dr. Hanan Juma Abdullah	Psychology	Educational Psychology			√	
Dr. Fatima Karim Zidane	Psychology	Psychological counseling and educational guidance			√	

Dr. Taleb Khalaf Hassan	Psychological counseling and educational guidance	Psychological counseling and educational guidance			√	
Dr. Qusay Jaber Umm Moeen	Psychology	Personality and mental health			√	
Dr. Abbas Abdul Jassim	Psychology	Measurement and evaluation			√	
Alia Sabah	Education / Basic / Geography	Social Studies Teaching Methods			√	
Dr. Layali Yadr Jali	Education / Arabic Language	language			√	
Dr. Ibtihal Hashem Rahim	management and economy	Operations research			√	
Dr. Ahmed Fadel Abbas	Law	Criminal law			√	
Dr. Ibtisam Ibrahim Shahl	Psychology	Psychological counseling and educational guidance			√	
Dr. Hassan Abdul Sada	Psychological counseling and educational guidance	Psychological counseling and educational guidance			√	
Dr. Ali Ahmed Jassim	Educational and Psychological	Psychological counseling and			√	

	Sciences	educational guidance				
Dr. Salma Salim Kaheet	Education / Arabic Language	language			√	
Dr. Shaima Reda Ghanem	Education/Basic Science	Science methods			√	
Dr. Afrah Rabah Hassan	Education/Basic Science	Science methods			√	
Bushra Hamid Zgheir	education	Kindergarten			√	
M.M. Mohamed Manawer Sabbar	Educational and psychological sciences	Basics of education			√	
M.D. Magda Ghassan Fathy	Psychology	Psychology			√	
M.D. Khaled Jamal Delegate	Psychology	Psychology			√	
M.M. Nour Sabah Sahi	Education / Basic / Art	Art education methods			√	
M.M. Hind Amer Mamdouh	Education / Arabic Language	language			√	
M.M. Samra Risan Sabry	education	Kindergarten			√	
M.M. Doha Khaled Jarad	Educational and psychological sciences	Educational administration			√	
M.M. Ahmed Amer Yahya	Educational and psychological sciences	Methods and approaches			√	

Professional Development

Mentoring new faculty members
Holding qualifying courses on how to use modern teaching methods and develop their skills.
Professional development of faculty members
Conducting training and qualification courses for new faculty members to develop their research and teaching skills.

12. Acceptance Criterion
Central admission

13. The most important sources of information about the program
Ministry of Higher Education and Scientific Research Sectoral Committee Deans Committee

14. Program Development Plan
Continuous communication with similar departments in other government universities and departments in foreign universities to develop educational outcomes, develop the skills of instructors and researchers, and hold joint conferences.

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
Stage 1 / First Semester	CUB14IR111	General Psychology	Basic		√					√				√	
	CUB14HR116	Human Rights	Basic		√					√				√	
	CUB14AL123	Computers	Basic		√					√				√	
	CUB14PE124	Educational Principles	Basic		√					√				√	
	CUB14PC113	Guidance and Counseling Principles	Basic		√					√				√	
	CUB14DS211	Descriptive Statistics	Basic		√					√				√	

Stage 1 / Semester 2	CUB14E125	English	Basic		√					√				√	
	CUB14DP123	Developmental Psychology	Basic		√					√				√	
	CUB14SIS112	Studies in Iraqi Society	Basic		√					√				√	
	CUB14EVG119	Principles of Educational and Vocational Guidance	Basic		√					√				√	
	CUB14ES225	Inferential Statistics	Basic		√					√				√	
	CUB14PP118	Physiological Psychology	Basic		√					√				√	
Stage 2 / Chapter 3	CUB14CT219	English	Basic		√					√				√	

	CUB14CT219	Computer	Basic		√					√				√	
	CUB14PH216	Mental Health	Basic		√					√				√	
	CUB14EP215	Educational Psychology	Basic		√					√				√	
	CUB14ME316	Measurement and Evaluation	Basic		√					√				√	
Stage Two / Chapter Four	CUB14SC312	Counseling Psychology	Basic		√					√				√	
	CUB14D224	Psychology of Special Needs	Basic		√					√				√	
	CUB14CT212	Arabic language	Basic		√					√				√	
	CUB14D224	Children and adolescents' problems	Basic		√					√				√	

	CUB14AL228	Counseling interview	Basic		√					√				√	
	CUB14RM213	Counseling theories	Basic		√					√				√	
	CUB14ME316	Mental superiority and its care	Basic		√					√				√	
	CUB14SP221	Personality psychology	Basic		√					√				√	
	CUB14DP123	English	Basic		√					√				√	
	CUB14IS413	Counseling Methods and Approaches	Basic		√					√				√	
Stage Three / Chapter Five	CUB14LA327	Psychological Counseling Techniques	Basic		√					√				√	
	CUB14B223	Clinical	Basic		√					√				√	

		Psychology													
	CUB14IC214	Counseling Programs	Basic		√					√				√	
	CUB14TC311	Group Counseling	Basic		√					√				√	
	CUB14CT212	Arabic Language	Basic		√					√				√	
	CUB14PC315	Counseling Ethics	Basic		√					√				√	
Stage Three / Chapter Six	CUB14LE322	School Counseling (Observation)	Basic		√					√				√	
	CUB14ME321	School Health	Basic		√					√				√	
	CUB14IS413	Family Counseling	Basic		√					√				√	
	CUB14CP324	Crisis Counseling	Basic		√					√				√	

	CUB14CP325	Play Counseling	Basic		√					√				√	
	CUB14PC314 CUB14SP221	Practical Guidance (Application)	Basic		√					√				√	
Stage Four / Chapter Seven	CUB14LA419	Research Project	Basic		√					√				√	
	CUB14EG418	Counseling Ethics	Basic		√					√				√	
	CUB14CS326	School Counseling (Observation)	Basic		√					√				√	
	CUB14CH418	School Health	Basic		√					√				√	
	CUB14FC411	Family Counseling	Basic		√					√				√	
	CUB14CC416	Crisis	Basic		√					√				√	

		Counseling													
	CUB14PC313	Play Counseling	Basic		√					√				√	
Stage Four / Chapter Eight	CUB14TP421	Practical Guidance (Application)	Basic		√					√				√	
	CUB14GR422	Research Project	Basic		√					√				√	

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

Course Description Form

1. Course Name: Guidance programs
2. Course Code: Department of Psychological Counseling and Educational Guidance
3. Semester / Year: 2023–2024
4. Description Preparation Date: 21–7–2024
5. Available Attendance Forms: Daily attendance, morning and evening
6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours
7. Course administrator's name (mention all, if more than one name)
Name: A.M.Dr. Fatima Karim Zidane Email: Dr.fatima@uomustansiriyah.edu.iq
8. Course Objectives
• Developing students' awareness of achieving their goals • - Developing students' awareness of the ethics of the profession psychological counseling and educational guidance • - Developing students' sense of responsibility during the study period and during work • Educating students to respect human dignity • Developing positive attitudes and moral values in following the best methods of psychological counseling and educational guidance • Educating students on the culture of integrity and fighting corruption in all forms • Training students to respect the rights of those who benefit from the profession, their culture, religion, gender and race • Training students to respect freedom of expression, thought and creativity of others • - Promoting professional and ethical academic behavior as supreme values • Promoting the spirit of cooperation among students and teamwork

9. Teaching and Learning Strategies

- Dialogue and discussion method
- Lecture method
- Inductive method
- Deductive method
- Field training

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15	60	The student knowledge of the concept of the guidance program and objectives. The student knowledge of the concept of the guidance program and objectives. The student knowledge of the importance of the guidance programs for the counselor and the counselee The student knowledge of the characteristics of successful guidance programs	A detailed explanation of the guidance program and a discussion of the plans set for them The concept of the guidance program and their objectives The importance of the guidance program for the counselor and the counselee Characteristics of the guidance program and conditions for their success Types of guidance programs and the curricula on which they are based	Discussion, Lecture, Dialogue	Monthly, daily and end semester examination

		The student knowledge of the types of guidance programs and the curriculum which each program is based on The student knowledge of the extent of benefit from guidance programs for the counselee The student knowledge of the extent of benefit from guidance programs for the counselee The student knowledge of the extent of benefit from guidance programs for the counselee Providing training benefit from the guidance program modifying behavior The student knowledge of the concept	they are based on (developmental, preventive and therapeutic) Aspects of benefit from guidance programs First month examination How to use techniques and methods in theory the guidance program How to use techniques and methods in theory the guidance program The concept and importance of the school guidance program Conditions and characteristics the success of the school guidance program Conditions and characteristics the success of the school guidance program	
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		importance of the program school guidance program The student knowledge of the concept and importance of the school guidance program Providing the student with training on the procedures for establishing the school guidance program The student knowledge of the guidance sessions within the program and how to implement them The student knowledge of the guidance sessions within the program and how to implement them	program Second month exam How to implement the guidance program sessions How to implement the guidance program sessions		
11. Course Evaluation					
5. Course evaluation: The effort is 40 divided into two exams, each exam is worth 15 points, 10 points for participation and interaction in the classroom and absences, and 60 points for the final exam.					
12. Learning and Teaching Resources					
– Al-Qaraghouli, Hassan Ahmed (2019): Guidance Programs, Methods and Techniques, 1st ed., Dar Ghaida, Jordan. 2– Al-Asmi, Riyadh Nayel (2015): Successful Design of Comprehensive School Psychological Guidance Programs, 1st ed., Dar Al-Aasar, Jordan.					

Course Description Form

1. Course Name: Guiding theories
2. Course Code: Department of Psychological Counseling and Educational Guidance
3. Semester / Year: 2023–2024
4. Description Preparation Date: 21–7–2024
5. Available Attendance Forms: Daily attendance, morning and evening
6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours
7. Course administrator's name (mention all, if more than one name)
Name: A.M.Dr. Fatima Karim Zidane Email: Dr.fatima@uomustansiriyah.edu.iq
8. Course Objectives
• Developing students' awareness of achieving their goals • - Developing students' awareness of the ethics of the profession psychological counseling and educational guidance • - Developing students' sense of responsibility during the study period and during work • Educating students to respect human dignity • Developing positive attitudes and moral values in following the best methods of psychological counseling and educational guidance • Educating students on the culture of integrity and fighting corruption in all forms • Training students to respect the rights of those who benefit from the profession, their culture, religion, gender and race • Training students to respect freedom of expression, thought and creativity of others • - Promoting professional and ethical academic behavior as supreme values • Promoting the spirit of cooperation among students and teamwork
9. Teaching and Learning Strategies

• Dialogue and discussion method • Lecture method • Inductive method • Deductive method • Field training	
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15	60	A detail explanation of the study material and discussion of the plans set for it Counseling theories and their concept and objectives The importance of counseling theory for the counselor Characteristics of counseling theory Types of schools that include counseling theories / Psychoanalytic school Freud's psychoanalytic theory and Adler's theory First month exam Behavioral school Pavlov's theory	1- The student knowledge of the concept of guidance theory and objectives. 2- The student knowledge of the importance of guidance theory for the counselor. 3- The student knowledge of the characteristics of successful guidance theory. 4- The student knowledge of the types of schools that include guidance theories. 5- The student knowledge of each theory's vision of human nature. 6- Providing the student with experience in using the techniques and methods of guidance	Discussion, Lecture, Dialogue	Monthly, daily and end semester exam

		Skinner's theory Cognitive behavioral school Meikenbaum's theory	theory. 7- Providing the student with training to benefit from guidance theory in behavior modification. 8- The student knowledge of the advantages and disadvantages each of the theories.		
		Meikenbaum's theory Lass's rational thinking theory Second month exam Techniques and methods counseling theory			
11. Course Evaluation					
5. Course evaluation: The effort is 40 divided into two exams, each exam is worth 15 points, 10 points for participation and interaction in the classroom and absences, and 60 points for the final exam.					
12. Learning and Teaching Resources					
1- Blan, Kamal Youssef (2015), Theories of Counseling and Psychotherapy, 1st ed., Dar Asar Al-Ilmi, Jordan.					

Course Description Form

1. Course Name: Guidance areas
2. Course Code: Department of Psychological Counseling and Educational Guidance
3. Semester / Year: 2023-2024
4. Description Preparation Date: 21-7-2024

5. Available Attendance Forms: Daily attendance, morning and evening					
6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours					
7. Course administrator's name (mention all, if more than one name)					
Name Asst. Prof. Dr. Ibtisam Ibrahim Shahl Email: m.sad36@yahoo.com					
8. Course Objectives					
• Developing students' awareness of achieving their goals • - Developing students' awareness of the ethics of the profession psychological counseling and educational guidance • - Developing students' sense of responsibility during the study period and during work • Educating students to respect human dignity • Developing positive attitudes and moral values in following the best methods of psychological counseling and educational guidance • Educating students on the culture of integrity and fighting corruption in all forms • Training students to respect the rights of those who benefit from the profession, their culture, religion, gender and race • Training students to respect freedom of expression, thought and creativity others • - Promoting professional and ethical academic behavior as supreme values • Promoting the spirit of cooperation among students and teamwork					
9. Teaching and Learning Strategies					
• Dialogue and discussion method • Lecture method • Inductive method • Deductive method • Field training					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		A detailed explanation of the fields psychological counseling	The student knowledge of the fields psychological counseling.	Discussion, Lecture, Dialogue	Monthly, daily and end semester examination

		The field of school counseling	The student knowledge of the field of school counseling.		
		The field of school counseling	The student knowledge of the field of vocational counseling		
		The field of school counseling	The student knowledge of the field of electronic counseling		
		The field of career counseling First month exam	The student knowledge of the field of adolescent counseling		
		The field of electronic counseling	The student knowledge of the field of marriage counseling		
		The field of electronic counseling	The student knowledge of the field of elder counseling		
		The field of adolescent counseling	The student knowledge of the field of children counseling		
		The field of adolescent counseling			
		The field of marriage counseling The second month exam			

		The field of elder counseling			
		The field of child counseling			
		The third month exam			
11. Course Evaluation					
5. Course evaluation: The effort is 40 divided into two exams, each exam is worth 15 points, 10 points for participation and interaction in the classroom and absences, and 60 points for the final exam.					
12. Learning and Teaching Resources					
1- Fields of psychological counseling / Asst. Prof. Dr. Ali Mohsen Yas (2020) First Edition Zaki Office					
Supporting sources: Guidance and psychological counseling / Hamed Abdel Salam Zah (1980)					

Course Description Form

1. Course Name: Family guidance
2. Course Code: Department of Psychological Counseling and Educational Guidance
3. Semester / Year: 2023-2024
4. Description Preparation Date: 21-7-2024
5. Available Attendance Forms: Daily attendance, morning and evening
6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Prof. Dr. Ibtisam Ibrahim Shahl

8. Course Objectives

- Developing students' awareness of achieving their goals
- - Developing students' awareness of the ethics of the profession psychological counseling and educational guidance
- - Developing students' sense of responsibility during the study period and during work
- Educating students to respect human dignity
- Developing positive attitudes and moral values in following the best methods of psychological counseling and educational guidance
- Educating students on the culture of integrity and fighting corruption in all forms
- Training students to respect the rights of those who benefit from the profession, their culture, religion, gender and race
- Training students to respect freedom of expression, thought and creativity of others
- - Promoting professional and ethical academic behavior as supreme values
- Promoting the spirit of cooperation among students and teamwork

9. Teaching and Learning Strategies

- Dialogue and discussion method
- Lecture method
- Inductive method
- Deductive method
- Field training

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15	60	Detailed explanation of family counseling Historical roots of family counseling Importance and objectives of family counseling	The student knows what family counseling is and its historical roots. 2- The student knows the family. 3- The student knows family harmony	Discussion, Lecture, Dialogue	Monthly, daily and end semester examination

		counseling and specifications of counselor Family counseling strategies Family concept definition, historical development	4- The student knows family cohesion 5- The student knows family communication 6- The student knows family dialogue		
		First morning exam Family compatibility Family distress Family cohesion Family communication	7- The student knows family problems 8- The student knows violence and family disintegration		
		Family dialogue Second morning exam Family problems Violence and family disintegration			
		Third morning exam			

11. Course Evaluation

5. Course evaluation: The effort is 40 divided into two exams, each exam is worth 15 points, 10 points for participation and interaction in the classroom and absences, and 60 points for the final exam.

12. Learning and Teaching Resources

Course Description Form

1. Course Name: Crisis Guidance
2. Course Code: Department of Psychological Counseling and Educational Guidance
3. Semester / Year: 2023–2024
4. Description Preparation Date: 21–7–2024
5. Available Attendance Forms: Daily attendance, morning and evening
6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours
7. Course administrator's name (mention all, if more than one name)
Name Dr. Ali Ahmed Jassim Email:
8. Course Objectives
• Developing students' awareness of achieving their goals • - Developing students' awareness of the ethics of the profession psychological counseling and educational guidance • - Developing students' sense of responsibility during the study period and during work • Educating students to respect human dignity • Developing positive attitudes and moral values in following the best methods of psychological counseling and educational guidance • Educating students on the culture of integrity and fighting corruption in all forms • Training students to respect the rights of those who benefit from the profession, their culture, religion, gender and race • Training students to respect freedom of expression, thought and creativity

others	
• - Promoting professional and ethical academic behavior as supreme values • Promoting the spirit of cooperation among students and teamwork	

9. Teaching and Learning Strategies

• Dialogue and discussion method • Lecture method • Inductive method • Deductive method • Field training	
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15	30	The concept of crisis and emergency counseling The role of the counseling teacher in crises and emergency incidents The theory of counseling intervention during crises Psychological crisis theories Psychological crisis theories Counseling methods dealing with psychological crises	The student should be familiar with: 1- The concept of crisis and emergency counseling 2- The role of the counseling teacher in crises and emergency incidents 3- The theory of counseling intervention during crises 4- Psychological crisis theories 5- Psychological crisis theories 6- Guidance methods dealing with psychological crises	Discussion, Lecture, Dialogue	Monthly, daily and end semester exam

11. Course Evaluation

5. Course evaluation: The effort is 40 divided into two exams, each exam is worth 15 points, 10 points for participation and interaction in the classroom and absences, and 60
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points for the final exam.

12. Learning and Teaching Resources

Al-Amiri, Ali Mohsen Yas, and Niran Yousef Jabr (2020): Crisis and Emergency Guidance, Al-Kutub and Al-Watha'iq, 2nd ed.

2. Al-Tamimi, Mahmoud Kazim (2016): Psychological Crisis, Its Concept, Causes, Dar A Manhajiyya for Publishing and Distribution, Amman

Education

Division Quality

Assurance and

University Performance

Course Description

Department: Psychological Counseling and Educational Guidance Academic Year: 2024 / 2025

General Course Information

1	Course Title:	Educational Guidance				
2	Course Code and Number					
3	Credit Hours: 2 (Lecture)	lecture	seminar	practical	training	total
		3				3
4	Level and Semester	First Stage / Second Semester				
5	Course Prerequisites:	Public Health				
6	Co-requisites:	Presentation of course material using Data Show				
7	Programs Offering This Course:	Lecture delivery and taking notes on the material				
8	Language of Instruction:	Arabic				
9	Location:	Psychological Counseling Department Classro				
10	Course Specification Prepared by:	Asst. Lecturer Aliya Sabah Jassim				
11	Approval Body and Date: [Not specified]					

Course Description

This course covers the following aspects of educational guidance:

A set of services aimed at helping the individual understand themselves, their problems, and utilize their self-capabilities (abilities, skills, aptitudes, and interests), as well as

their environmental possibilities, to define goals consistent with their own abilities and those of their environment. The goal is to choose wise and thoughtful means to achieve these goals, enabling practical problem-solving and adaptation to oneself and society, thereby reaching the highest possible level of personal growth and integration.

Course Outcomes

- Students will be able to:
- Understand the concept of educational guidance
- Realize the importance of educational guidance in education and work
- Choose a profession appropriate to one's capabilities and talents
- Identify the objectives of educational guidance
- Understand the curricula of educational guidance

Course Topics and Alignment with Learning Outcomes

I. Theoretical Component

No.	Learning Outcome	Course Units	Detailed Topics	No. of Weeks	Actual Hours
1	Concept of Educational and Vocational Guidance	First	Curricula and Strategies of Educational Guidance	2	6
2	Philosophical Perspectives	Second	Main Principles of Educational Guidance	2	6
3	Foundations and Programs of Educational Guidance	Third	Importance of Educational Guidance	3	9
4	General Objectives of Educational Guidance	Fourth	Content of the Educational Guidance Process	2	6
5	Theoretical Treatment Methods	Fifth	Educational Curriculum	2	6
6	Theories of Educational Guidance	Sixth	Decision-Making Theory	2	6
Total Weeks and Hours				13	41hour

II. Practical aspect

No.	Labortory expeirments	Number of weeks	Actual hours	Leaming outcomes
1				
2				
3				
4				
5				
	Total weeks and hours			

Teaching Strategies

- Lecture

-Brainstorming

- Discussion

Learning Resources

a-Main References:

1-- Psychological Counseling and Guidance, Jaber Ahmed Barzan, 1st Ed., 2016, Al-Janadriyah, Amman, Jordan

2- Psychological Counseling and Guidance / Samir Kamel Ahmed / Egypt 2000

b-Supplementary References:

1- - Psychology books

C- Pamphlets on Psychology and Guidance

d- Internet.

f- Iraqi Academic Journals

no	Course Policy and Regulations
1	- Late Attendance: Policy for repeated late attendance such as initial warning, final warning, and failure due to absence

2	- Exam Policy: Policies for absence during exams and handling late arrivals.
3	- Assignments and Projects: Deadlines and penalties for late or missing submissions.
4	- Cheating: Procedures and consequences for cheating during exams or assignments.
5	Plagiarism: Definition, cases, and actions taken upon plagiarism.
6 -	Other Policies: Any specific policies related to the course or university regulations.

Seal and Signature of the Head of Department

... وصف المساق الدراسي ...

العام الدراسي : 2024-

القسم : الارشاد النفسي والتوجيه التربوي

2025

I. المعلومات العامة عن المساق: (Group Counseling)					
اسم المساق:					1.
شبكات الحاسوب					
رمز المساق ورقمه:					2.
50801406					
الساعات المعتمدة:					3.
محاضرة	سمنار	عملي	تدريب	الإجمالي	
2	-	-	-	2	
ساعات					
المستوى والفصل الدراسي:					4.
Level Three (Semester)					
المتطلبات السابقة للمساق					5.
A Comprehensive Introductory Overview of the Course					
المتطلبات المصاحبة للمساق					6.
Comprehensive Introduction to the Course and Its Main Topics					
البرنامج/البرامج التي يتم فيها تدريس المساق					7.
Bachelor’s Degree in Psychological Counseling and Educational Guidance					
لغة تدريس المساق					8.
Arabic Language					
مكان تدريس المساق					9.
College of Basic Education / Department of					

Psychological Counseling and Educational Guidance		
Dr. Nash'a Kareem Athab	اسم معد مواصفات المساق	10.
	جهة وتاريخ المصادقة على مواصفات البرنامج	11.

II. وصف المساق: (Course description)

- One of the main and important reasons for studying Group Counseling is that its topics are considered essential for students to understand human behavior and its nature, in order to regulate and control it by modifying it in a proper and beneficial direction for both the individual and society.
- The key topics covered in the Group Counseling course include defining the concept and meaning of group counseling, studying its types, identifying its objectives, understanding its functions, and exploring the theories that explain group counseling. The course will also address group counseling techniques, examine its advantages and disadvantages, study its characteristics, and analyze the factors that contribute to the success of group counseling.

II. مخرجات تعلم المساق: (Course outcomes)

- To enable students to understand the concept of group counseling.
- To enable students to identify the characteristics of group counseling.
- To enable students to understand the objectives of group counseling.
- To enable students to explore the psychological and social foundations of group counseling.
- To enable students to recognize the areas of application of group counseling.
- To enable students to learn about the methods and techniques of group counseling.
- To enable students to understand the benefits of group counseling.
- To enable students to become familiar with the theories of group counseling.
- To enable students to identify the types of counseling sessions.
- To enable students to understand the counseling group structure.
- To enable students to identify the factors contributing to the success of group counseling.
- To enable students to analyze the advantages and disadvantages of group counseling.

IV. كتابة مواضيع المساق ومواءمتها بمخرجات التعلم					
كتابة وحدات /مواضيع محتوى المساق					
أولاً: الجانب النظري					
الرقم	مخرجات التعلم	وحدات المساق	المواضيع التفصيلية	عدد الأسابيع	الساعات الفعلية
1	Group Counseling		Historical Overview, Concept, Characteristics, Foundations, Fields	1	1
2	Group Counseling		Benefits, Goals, Techniques, Standards, Advantages, Disadvantages	1	1
3	Guidance Group		Types, Formation, Building, Leadership, Tasks, Role of Members, Role of the Guide, Methods Standards, Rules, Theories	1	1
4	Group Counseling Session		Session Preparation, Initial Interview, Choosing Participants, Requirements, Types of Sessions, Ending	1	1
5	A Practical Model of Group Psychological Counseling		Practical Model of Group Psychological Counseling	1	1
إجمالي الأسابيع والساعات				5	5
ثانياً: الجانب العملي:					
تكتب تجارب (مواضيع) العملي					
الرقم	التجارب المختبرية	عدد الأسابيع	الساعات الفعلية	مخرجات التعلم	
1.					
2.					
3.					
4.					
5.					
إجمالي الأسابيع والساعات					
V. استراتيجية التدريس:					
طريقة المحاضرة العلمية					
The Brainstorming Approach and the Use of Objective Questioning Techniques					
The whiteboard and colored markers are used to clarify certain topics					
VI. مصادر التعلم:					
(المؤلف، العام، العنوان، مكان النشر والناشر)					

أ. المراجع الرئيسية: (لا تزيد عن مرجعين)	
• Group Counseling / authored by Prof. Dr. Nash'a Kareem Athab	
• Group Counseling / authored by Hamed Zahran	
ب. المراجع المساندة	
ج. الكتب والمراجع الاثرانية (الدوريات العلمية...الخ):	
د. المصادر الإلكترونية ومواقع الإنترنت...الخ	
VI. سياسة المساق وضوابطه:	
1.	سياسة حضور الفعاليات التعليمية:
2.	The policy to be followed in cases of repeated student tardiness in <u>الحضور المتأخر</u> : attending educational activities is determined.
3.	Defining the policies followed in cases of exam absence and describing the <u>ضوابط الامتحان</u> : policy applied in cases of student lateness for the exam.
4.	Establishing the regulations related to the deadlines for submitting <u>الواجبات والمشاريع</u> : assignments or projects and the consequences of late submission or failure to submit on time, if applicable
5.	The policy followed in cases of cheating during exams or in completing assignments by <u>الغش</u> : any means of dishonesty.
6.	Definition of Plagiarism, Its Cases, and Procedures to Be Followed in the Event of Its <u>الانتحال</u> : Occurrence.
7.	Any other policies related to the course specifics, or as per the university <u>سياسات أخرى</u> : regulations.

القسم : الارشاد النفسي والتوجيه التربوي / العام الدراسي : 2024-2025

V. المعلومات العامة عن المساق: (Counseling Interview)	
12.	اسم المساق: شبكات الحاسوب

50801406					13. رمز المساق ورقمه:
الإجمالي	تدريب	عملي	سمنار	محاضرة	14. الساعات المعتمدة:
2	-	-	-	2	
ساعات					
Level Three (Semester)					15. المستوى والفصل الدراسي:
A Comprehensive Introductory Overview of the Course					16. المتطلبات السابقة للمساق
Comprehensive Introduction to the Course and Its Main Topics					17. المتطلبات المصاحبة للمساق
Bachelor's Degree in Psychological Counseling and Educational Guidance					18. البرنامج/البرامج التي يتم فيها تدريس المساق
Arabic Language					19. لغة تدريس المساق
College of Basic Education / Department of Psychological Counseling and Educational Guidance					20. مكان تدريس المساق
Dr. Nash'a Kareem Athab					21. اسم معد مواصفات المساق
					11. جهة وتاريخ المصادقة على مواصفات البرنامج
IX. وصف المساق: (Course description)					
1. One of the main and important reasons for studying (the counseling interview) is that its topics are considered essential for students to understand human behavior and its nature, in order to control and regulate it by modifying it in the right and beneficial direction for both the individual and society. 2. The main topics covered in the course on the counseling interview include defining and conceptualizing the counseling interview, studying the types of interviews, examining the objectives of the counseling interview, analyzing the components of the interview, exploring the techniques of the counseling interview, reviewing the theories that explain the counseling interview, studying the specific skills required for the interview, evaluating its advantages and disadvantages, understanding the characteristics of the interview, and investigating the factors that contribute to the success of the counseling interview.					

- 1. To enable students to understand the concept of the counseling interview and its importance for both the counselor and the counselee.**
- 2. To enable students to recognize the types of counseling interviews.**
- 3. To enable students to identify the objectives of the counseling interview.**
- 4. To enable students to understand the stages involved in conducting a counseling interview.**
- 5. To enable students to become familiar with the components of the counseling interview.**
- 6. To enable students to learn the techniques used in the counseling interview.**
- 7. To enable students to acquire the specific skills necessary for the counseling interview.**
- 8. To enable students to study the theories that explain the counseling interview.**
- 9. To enable students to explore the different approaches to the counseling interview.**
- 10. To enable students to identify the characteristics of the counseling interview.**
- 11. To enable students to understand the factors that contribute to the success of the counseling interview.**
- 12. To enable students to recognize the advantages and disadvantages of the counseling interview.**

X. كتابة مواضيع المساق ومواعمتها بمخرجات التعلم					
كتابة وحدات /مواضيع محتوى المساق					
أولاً: الجانب النظري					
الرقم	مخرجات التعلم	وحدات المساق	المواضيع التفصيلية	عدد الأسابيع	الساعات الفعلية
1	Counseling Interview		Its Concept ، Elements ، Goals ، Stages ،Success Factors	1	1
2	Types of Counseling Interviews		Types of Counseling Interviews، Verbal Techniques in the Counseling Interview	1	1
3	Theories that Interpret the Counseling Interview		Nonverbal Counseling Interview Techniques،Communication Skills in the Counseling Interview	1	1
4	Approaches to the Interview		Interview Approaches ، Theories ، Characteristics،Advantages، Disadvantages	1	1
5	Specific Skills of the Counseling Interview		Recording Skills، Skills in Using Psychological Scales and Tests،Case Study and Report Writing Skills	1	1
6	Counseling Interview Model		Counseling Interview Model	1	1
7	A case suffering from academic delay		Conduct a counseling session for her	1	1
8				1	1
إجمالي الأسابيع والساعات				8	8
ثانياً: الجانب العملي: لا يوجد					
الرقم	التجارب المختبرية	عدد الأسابيع	الساعات الفعلية	مخرجات التعلم	
6.					
7.					

XI. استراتيجية التدريس:				
طريقة المحاضرة العلمية				
The Brainstorming Approach and the Use of Objective Questioning Techniques				
The whiteboard and colored markers are used to clarify certain topics				
XII. مصادر التعلم:				
(المؤلف، العام، العنوان، مكان النشر والناشر)				
هـ. المراجع الرئيسة: (لا تزيد عن مرجعين)				
• The Counseling Interview Authored by Dr. Nashaa Kareem Athab, Baghdad, Bab Al-Mu'azzam, Technical Printing Center. • Psychological Guidance and Counseling Authored by Dr. Zohran Hamed Abdul Salam, Cairo, Alam Al-Kutub.				
و. المراجع المساندة				
Psychology of Reality and Emotions Authored by Dr. Muhammad Mahmoud Bani Younis, Amman, Dar Al-Maseera.				
ز. الكتب والمراجع الاثرانية (الدوريات العلمية،...الخ):				
The Effect of a Training Program to Develop Counseling Interview Skills among Educational Counselors Authored by Abdul Karim Mahmoud, Baghdad.				
ح. المصادر الإلكترونية ومواقع الإنترنت...الخ				
XI. سياسة المساق وضوابطه:				
8.	سياسة حضور الفعاليات التعليمية:			
9.	<u>الحضور المتأخر:</u> The policy to be followed in cases of repeated student tardiness in attending educational activities is determined			
10.	<u>ضوابط الامتحان:</u> Defining the policies followed in cases of exam absence and describing the policy applied in cases of student lateness for the exam.			
11.	<u>الواجبات والمشاريع:</u> Establishing the regulations related to the deadlines for submitting assignments or projects and the consequences of late submission or failure to submit on time,			

if applicable	
The policy followed in cases of cheating during exams or in completing assignments by <u>الغش</u> : any means of dishonesty	.12
Definition of Plagiarism, Its Cases, and Procedures to Be Followed in the Event of Its <u>الانتحال</u> : Occurrence	.13
Any other policies related to the course specifics, or as per the university <u>سياسات أخرى</u> : regulations	.14

...Course Description...

Guidance / Department: Psychological Counseling and Educational
2025 - 2024 :General Academic

V. (Mental Health) :General information about the course						
(Mental health) :					: Course name	.22
50801406					Course code and :number	.23
Total	training	practical	Seminar	a lecture	:Credit hours	.24
4	-	-	-	4 hours		
(Second stage (semester					:Level and semester	.25
A comprehensive introduction to the prescribed course					Course prerequisites	.26
A comprehensive introduction to the course .and the topics that will be covered					Course requirements	.27
Bachelor of Psychological Counseling and Educational Guidance					The program(s) in course is which the taught	.28
Arabic					Course language of instruction	.29
College of Basic Education / Department of Psychological Counseling and Educational					Course teaching location	.30

Guidance		
Shaima Reda Ghanem .M .m	Specifications Course Preparer Name	.31
	Authority and date of approval of program specifications	.11

VI. Course : description

One of the main and important reasons for studying (mental health) is -1 topics for the student to that its topics are considered important understand human behavior and its nature in order to control and manage it by modifying it in the correct and beneficial direction for the individual .and society

subject of The main topics that will be covered in the curriculum for the s -2 mental health are defining the concept and the science of mental health, studying the subject of psychological adjustment and its relationship to mental health, the primary forms of defense, their meaning and functions, manifestations associated with adjustment such as well as some behavioral as frustration , anxiety, and aggressive behavior, as well as identifying a group of psychological illnesses and the difference between them and ical and mental illnesses, and what are the factors leading to psycholog .mental illness, and also identifying psychosomatic diseases

II. outcomes Course

.Students should learn about mental health, its concept and definition -1

Its importance for the teacher and the learner

psychological compatibility, its concept, Students should learn about -2

.definition, and its relationship to mental health

That students learn about normal and abnormal behavior, who is a -3

normal person, and the criteria for determining normal and abnormal

.behavior

.d be familiar with the primary forms of defenseStudents shoul -4

That students become familiar with some behavioral manifestations -5

associated with psychological adjustment (frustration, Conflict, anxiety,

aggressive behavior) their meaning, levels and effects

students learn about psychological illnesses (neurosis), their That -6

meaning, the difference between them and mental illness, and the factors

that lead to them, including hysteria, neurotic anxiety, pathological fears,

.(causes, and treatment ,compulsive disorder (definition -obsessive

.Students should be aware of psychosomatic diseases -7

Students should learn about mental health and school, and the duties -8

.of the administration and the duties of the teacher in school life

II. writing alignment with learning outcomes Course topics and their					
Writing course content units/topics					
First: The theoretical aspect					
Actual hours	Number of weeks	Detailed topics	Units The course	Learning outcomes	The number
4	1	Its concept, definition, and methods research		Mental health	1
4	2	its and Definition relationship to mental health		psychological compatibility	2
4	2	Who is a normal person and what are the criteria for determining normal ?and abnormal		Normal behavior and abnormal behavior	3
4	2	Its types , work and functions		Primary forms of defense	4
4	2	Frustration, anxiety, aggressive behavior, and conflict		Behavioral manifestations associated with conformity	5
4	2	Its meaning, the difference between it and mental illness, factors that and the lead to it, including hysteria, neurotic anxiety, pathological fears, -obsessive compulsive disorder and compulsion (, definition, causes, (and treatment		Mental illnesses (neurosis)	6
4	2	circulatory system disorders , digestive disorders , system endocrine system disorders , muscular system disorders , nervous system (disorders		Psychosomatic diseases	7
2	2	Management tasks		School and	8
		teacher tasks		mental health	

30	15		Total weeks and hours		
:secondly Practical There is side : No					
Learning outcomes	Actual hours	Number of weeks	Laboratory experiments	The number	
				.8	
				.9	

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IX. :Teaching strategy

Scientific lecture method

Brainstorming method and method of asking objective questions

clarifying some topics Whiteboard and colored pen for the purpose of

XX. :Learning resources

(Author, Year, Title, Place of Publication and Publisher)

١. (not more than two references) : Main references

**Mental Health and Psychotherapy, written by Dr. Hamed Abdel Salam -1
Egyptian Library Cairo, /Publisher/ Anglo Zahran**

Alusi-Mental Health, written by Dr. Jamal Hussein Al -2

٢. Supporting references

**-Indicators in Mental Health, authored by Dr. Mahmoud Kazim Al
Alamein for Publishing and Printing-Tamimi, Amman / Dar Al**

٣. :(.scientific periodicals , etc

**Hill -Introduction to Psychology by Linda L. Davidoff , McGraw
Publishers**

٤. .Electronic sources and websites...etc

XI. :Course policy and regulations

If the student does not attend :Educational Events Attendance Policy student will be considered dismissed than eight hours, the for more .from the course	.15
<u>Late attendance</u> for the lecture time will be who is late The student : will be required to warned twice, and if the incident is repeated, he the lecture if enter to will not be allowed or he ,be late pledge not to delay he becomes... Deliberate	.16
<u>regulations Examination</u> A student who is absent from the exam is : if the reasons are convincing, such as illness, for to retake it allowed for the late example, with a medical report. However, if a student is for the exam. If he was late exam, it depends on the length of time late student none of the students taking the exam have left, then the .the exam to take can enter	.17
<u>Duties Projects:</u>	.18
<u>Cheating</u> the If a student cheats on an exam, he will be referred to : department head and reported so that deterrent action can be taken . again will not be repeated against him and that this incident	.19
<u>Plagiarism</u> If a student claims to belong to a certain organization, : official letter to the he will be asked to prove this by submitting an .department head to inform the instructor about that student	.20
Students are alerted to the style of approach : <u>Other policies</u> followed in dealing with students by the course professor and the ctions and rules that academic subject, and what are the restri students must adhere to, and what behaviors they must avoid in order to prevent them from making mistakes and avoiding .punishment	.21

...

XII. General information about the course: (Research Methods is one of the most important basic courses for university students)						
Research methods					Course name:	2.
					Course code and number:	3.
Total	training	practical	Seminar	lecture	Credit hours:	4.
4				4		
Second stage / second semester					Level and semester:	5.
Introduction to the concept of research and scientific and educational research methods					Course prerequisites	6.
Extracurricular activities: Visit the central library and review a collection of theses to prepare a research plan.					Course requirements	7.
Meeting lectures using smart screen/taking notes					The program(s) in which the course is taught	8.
Arabic					Course language of instruction	9.
Department of Psychological Counseling and Educational Guidance					Course teaching location	10.
M.M. Afrah Rabah Hassan					Course Specifications Preparer Name	11.
					Authority and date of approval of program specifications	12.

(III.) وصف المساق Course description(

This course examines scientific research methods, which are organized procedures that enable researchers to conceptualize and explain a scientific problem or topic. Selecting a scientific topic from the outset is the primary determinant of the type of research methods that can be used. The scarcer the digital information, the more likely it is to choose a descriptive method as the primary focus of the research. If a topic is to be explored through its historical background, the historical method is more likely to be chosen. If a problem is to be studied in depth, an analytical method is necessary. If a researcher wishes to address an applied scientific topic that requires experimentation, the experimental method can be chosen. It is common to choose more than one scientific method simultaneously to extract more accurate results, and to ensure that the majority of research content is qualitative and quantitative. Methods are a part of sequential and logical procedures aimed at studying a scientific topic. This course describes these sequential procedures.

V. مخرجات تعلم المساق: (Course outcomes)

After completing this course, the student will be able to:

- .1 Define research – science – scientific research – educational research**
- .2 Define the characteristics of a scientific researcher**
- .3 Conclude the importance of scientific research**
- .4 Express their opinion on the study of scientific research methods**
- .5 Analyze the assumptions upon which the scientific method is based**
- .6 Compare the scientific method with the educational and psychological method**
- .7 Compare the inductive method with the deductive method**
- .8 List the types of educational research**
- .9 Give examples of the most important problems addressed by educational research**
- .10 Identify the historical method**
- .11 List the steps of historical research**
- .12 List the types of descriptive research**
- .13 Understand survey studies**
- .14 Identify the experimental research method**
- .15 List the steps of experimental research**
- .16 Distinguish between an experimental group and a control group**
- .17 List the most important points to consider in experimental research**

- .18List the most important variables that affect an experiment**
 - .19Distinguish between an independent variable and a dependent variable**
 - .20List the strengths and weaknesses of experimental research.**
 - .21Identify the stages of research preparation.**
 - .22Understand the concept of a research problem.**
 - .23Identify the sources of the problem.**
 - .24Identify the contents of a research plan.**
- Prepare a plan for writing the research .**

XV. Writing course topics and aligning them with learning outcomes					
Writing course content units/topics					
First: The theoretical aspect					
Actual hours	Number of weeks	Detailed topics	Course units	Learning outcomes	The number
16	4	☐ The development of knowledge and the emergence of scientific research ☐ The scientific research method: concept, functions, and steps ☐ The application of the scientific method in educational, psychological, and social research ☐ The educational research method: concept, types, and methods ☐ Classification of research methods ☐ Specifications and ethics of the educational and psychological researcher - The inductive method and the deductive method	Unit One	For the first semester)Scientific Research and Educational Research(The student is expected to: .1Define research – science – scientific research – educational research .2Define the characteristics of a scientific researcher .3Conclude the importance of scientific research .4Express his or her opinion on the study of scientific research methods .5Compare the scientific method with the	1

				educational and psychological method .6Compare the inductive method with the deductive method .7List the types of educational research .8Give examples of the most important problems addressed by educational research	
20	5 weeks	– ? Classification of Scientific Research Methods: First: Historical Research (Steps and Fields) – ? Second: Descriptive Research (Concept - Steps) – ? Types of Descriptive Research: First: Survey Studies – ? Second: Studying Relationships and Their Types – ? Third: Evolutionary and Trace Studies – ? Third:	Unit Two	Chapter Two)Scientific Research Methods(The student is expected to: .1Identify the experimental research methodology .2List the steps of experimental research .3Distinguish between an experimental group and a control group .4List the most important points to consider in experimental	2

		Experimental Method (Concept - Steps) – ? Design and Testing the Experiment – Strengths and Weaknesses of Experimental Research		research .5List the most important variables that affect the experiment .6Distinguish between the independent and dependent variables .7List the strengths and weaknesses of experimental research	
12	3 weeks	– ? Research Preparation Stages – ? The concept of the research problem, methods of formulating it, and criteria for determining it – ? The importance of the research and sources for obtaining it – ? Research hypotheses and objectives – ? Research boundaries and defining research terms – ? Theoretical framework and sources for obtaining it	Unit Three	Chapter Three (Writing research and using sources) The student is expected to: 1. Understand the stages of research preparation 2. Understand the concept of the research problem 3. Identify sources of the problem 4. Understand the contents of the research plan	3

		– ? Research tools and statistical analysis – ? Presentation and interpretation of results - Recommendations - Suggestions – Documentation of sources and references			
4	week	– ? Research summary numbers – The student submits a summary of a master's thesis or doctoral dissertation. – The student submits a proposal for experimental research, which is then – discussed by a seminar committee determined by the concerned party.	Unit Four	Chapter Four (Activity) The student is expected to 1. Prepare a plan for writing the research	4
52	13		Total weeks and hours		
Second: The practical aspect:					
Writing practical experiences (topics)					
Learning outcomes	Actual hours	Number of weeks	Laboratory experiments	The number	
				10.	

				11.
				12.
				13.
				14.

...description of the course ...

Psychological counseling and educational guidance
2024/2025

General information about the course .XXVI					
Physiological psychology is the science that studies the) .XXVII					
relationship between behavior and organs in order to find a					
(physiological or organic explanation for human behavior					
Physiological Psychology					Name of the course .4
					Course code and number .4
Total	Training	Practical	Lecture	Seminar	Credit hours .4
hour 3			hour 3		
First stage/second semester					Level and semester .4
General psychology					Prerequisites for the course .4
Show scientific videos on data show					Requirements associated with the course .4
Giving lectures and taking notes					Program programs in which the course is taught .4
Arabic					Language of teaching the course .5
Khaled Jamal Mandoob					Name of the course specifications preparer .5
					Entity and date of approval of program specifications .5

(Course description) .XXVIII

Topics in the Physiological Psychology course include:

Definition of physiological psychology, which consists of knowing the neural mechanisms associated with human behavior, by studying neurons and the human nervous system with its components, to know the areas responsible for each type of human behavior, such as emotional control, learning, perception, and higher cognitive processes. The human endocrine system and the consequences of insufficient or excessive secretion of each type of gland. In addition to sensory receptors (sight, hearing, taste, smell, and touch), and finally, a presentation of research methods (measurement) adopted in physiological psychology.

(Course outcomes) :

The student must be able to:

- 1- Knows physiological psychology.**
- 2- Understands the components of nerve cells in the brain.**
- 3- It accommodates the human nervous system.**
- 4- Knows the endocrine glands.**
- 5- Knows behavior.**
- 6- Knows the importance of sensory receptors.**
- 7- Explains the work of sensory receptors.**
- 8- Learn about research methods in physiological psychology.**

v. IV Writing course topics and aligning them with learning outcomes

Writing course content modules/topics:

First :the theoretical aspect

Actual hours	Number of weeks	Detailed topics	Course units	Learning	The number
6	2	Definition of physiological psychology, neurons, components of neurons Types of nerve cells, nerve impulse (stability potential and action potential)	first	Introduction to physiological psychology	1
9	3	Introduction to the nervous system, components of the nervous system (central nervous system, peripheral nervous system), and endocrine system (pituitary gland, thyroid gland, adrenal gland, pancreas gland, gonads).	second	Nervous system, endocrine glands	2
9	3	Definition of sensory receptors, senses (sight, hearing, smell, taste, and pain receptors).	third	Sensory receptors	3
6	2	Memory and its operations (encoding, storage, retrieval). And the areas of the brain responsible for memory.	fourth	Memory and brain	4
3	1	Definition of human behavior and types of stimuli (internal stimuli and external stimuli).	Fifth	Human behavior	5
6	2	physiological psychology First: Method of studying brain damage, stimulation method, recording method, imaging method (computed axial tomography, positron tomography, functional magnetic resonance	Sixth	Research methods in	6

		imaging)			
39 hour	12 weeks		Total weeks and hours		
Second:the practical aspect					
Write practical experiences					
Learning outcomes	Actual hours	Number of weeks	Laboratory experiments	The number	
				.15	
				.16	
				.17	
				.18	
				.19	
			Total weeks and hours		
Teaching strategy .XXIX					
Lecture by delivery					
ask questions					
Discussion					
Learning resources					
– Carlson, N. R. (2005). <u>Foundations of physiological psychology</u>. Pearson Education New Zealand. – Michael J. Hove and Steven A. Martinez. (2024). <u>Biological Psychology</u>. ROTEL (Remixing Open Textbooks with an Equity Lens) Project. – OpenStaxCollege. (2014). <u>Psychology</u>. OSCRiceUniversity is licensed under a Creative Commons Attribution 4.0 International License. – Wagner, H., & Silber, K. (2004). <u>BIOS Instant Notes in Physiological Psychology</u>. Garland Science. –					
The main references					
– Carlson, N. R. (2005). <u>Foundations of physiological psychology</u>. Pearson Education New Zealand. – Michael J. Hove and Steven A. Martinez. (2024). <u>Biological Psychology</u>. ROTEL (Remixing Open Textbooks with an Equity Lens) Project.					
Auxiliary references					
C: books, enrichment references, scientific periodicals, etc.)					

D. Electronic sources, websites, etc

VI Course policy and controls

1	Policy for attending educational events
2	Late Attendance: The policy is determined in cases of repeated lateness of a student to attend educational activities
3	Duties and projects: Determine the controls related to the deadlines for submitting assignments or projects and the consequences of delaying or not submitting them on time, if any.
4	Duties and projects: Determine the controls related to the deadlines for submitting assignments or projects and the consequences of delaying or not submitting them on time, if any.
5	Cheating The policy followed in cases of cheating in exams or in completing assignments by any means.
6	Plagiarism: Definition of plagiarism, its cases, and procedures to be followed if it occurs.
7	Other policies: Any other policies related to course privacy, or according to university

College of Basic Education

Division Quality
Assurance and
University Performance

Course Description

Department: Psychological Counseling and Educational Guidance Academic Year: 2024 / 2025

General Course Information

1	Course Title:	School Health				
2	Course Code and Number					
3	Credit Hours: 2 (Lecture)	lecture	seminar	practical	training	Total
		2				2
4	Level and Semester	Fourth Year / First Semester				
5	Course Prerequisites:	Public Health				
6	Co-requisites:	Presentation of course material using Data Show				
7	Programs Offering This Course:	Lectures and note-taking				
8	Language of Instruction:	Arabic				
9	Location:	Classrooms of the Department of Psychological Counseling and Educational Guidance				
10	Course Specification Prepared by:	Asst. Lecturer Aliya Sabah Jassim				
11	Approval Body and Date: [Not specified]					

Course Description

- The concept of public health, mental health, and school health
- Objectives and importance of school health
- Diseases and their specific causes (nutritional, viral, chemical, biological, natural, bacterial, etc.)
- Responsibilities of the school doctor and school teacher
- Components of the school environment and school health

Course Outcomes

- Understand the concept of school health
- Identify specific causes of diseases
- Understand the effect of mental health on physical health
- Recognize the importance of vaccination and disease prevention
- Understand the necessary health-related conditions in schools
- Identify the goals of school health

Course Topics and Alignment with Learning Outcomes

I. Theoretical Component					
No.	Learning Outcome	Course Units	Detailed Topics	No. of Weeks	Actual Hours
1	Concept of Health	First	Public health, mental	2	8

			health, school health		
2	School Health Objectives and Importance	Second	Student health care, achieving prevention rather than treatment, necessary vaccinations for children	3	10
3	Components of School Health	Third	Health education, primary and secondary disease prevention	2	8
4	School Building Components	Fourth	School building, classroom design, building orientation, school canteen, gym	3	10
5	Responsibilities of the School Doctor and Teacher	Fifth	Student checkups, student health monitoring, disease prevention efforts	3	10
	Total Weeks and Hours: 13 / 46			13	46