

Ministry of Higher Education and Scientific
Research
Scientific Supervision and Evaluation
Authority
Quality Assurance and Academic
Accreditation Department
Accreditation Section



الجامعة المستنصرية. كلية الآداب



قسم علم النفس
psychology

Description of the academic program
and curriculum for the Department of
Psychology - for the year ٢٠٢٥

:Introduction

The educational program is a coordinated and organized package of courses that include procedures and experiences organized into curricular modules. The primary purpose is to build and refine graduates' skills, making them qualified to meet the demands of the labor market. The program is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner Program.

The academic program description provides a brief summary of the program's main features and courses, indicating the skills students are expected to acquire based on the program's objectives. This description is important because it represents the cornerstone of program accreditation. It is written by faculty members under the supervision of .academic committees in the academic departments

This second edition of the guide includes a description of the academic program, updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the Iraqi educational system. This includes a description of the academic program in its traditional form (annual, semester), as well as adopting the academic program description circulated pursuant to the Department of Studies Circular No. ٣/٢٩٠٦ of May ٣, ٢٠٢٣, regarding programs that adopt the Bologna Process as their .basis

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

Concepts and Terminology

Academic Program Description: The academic program description provides a concise summary of the program's vision, mission, and objectives, including a precise description of the intended learning outcomes based on specific learning strategies.

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

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

Program mission statement: Briefly defines the goals and activities required to achieve them, and outlines the program's development paths and directions.

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

Curriculum Structure: All courses/subjects included in the academic program according to the approved learning system (semester, annual, Bologna Path), whether required by a ministry, university, college, or academic department, along with the number of credits.

Learning Outcomes: A consistent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. Learning outcomes for each course must be defined in a manner that achieves the program's objectives.

Teaching and Learning Strategies: These are the strategies used by a faculty member to develop student teaching and learning. They are plans followed to achieve learning objectives. This describes all classroom and extracurricular activities to achieve the program's learning outcomes.

Description of the academic program and curriculum – Department of (Psychology) – for the year ٢٠٢٥

University Name: Al-Mustansiriya University

College/Institute: College of Arts

:Scientific Department

Academic or Professional Program Title: Bachelor's

Final Degree Title: Bachelor's in

Academic System: First Stage + Second Stage + Third Stage + Fourth Stage

((Annual

Description Preparation Date: October ١, ٢٠٢٤

File Completion Date: August ١, ٢٠٢٥

:Signature

Name of Academic Assistant: Asst.

Prof. Dr. Haider Nazim Muhammad

Date:

:Signature

Name of Department Head:

Prof. Dr. Ali Awda Haqi

Date

:File reviewed by

Quality Assurance and University Performance Division

:Name of Director of Quality Assurance and University Performance Division

Date

:Signature

Authentication of the Dean

Description of the academic program and curriculum – Department of (Psychology) – for the year 2025

University Name: Al-Mustansiriya University

College/Institute: College of Arts

Scientific Department

Academic or Professional Program Title: Bachelor's

Final Degree Title: Bachelor's in

Academic System: First Stage + Second Stage + Third Stage + Fourth Stage
(Annual)

Description Preparation Date: October 1, 2024

File Completion Date: August 1, 2025

Signature

Name of Academic Assistant: Asst.
Prof. Dr. Haider Nazim Muhammad

Date: 10/8/2025
أ.م.ح. حيدر نازم محمد
معاون العميد
للشؤون العلمية والبحثية

Signature

Name of Department Head:
Prof. Dr. Ali Awda Mohammed
Date

File reviewed by

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance Division

Date

Signature

Authentication of the Dean

١- The vision of the Psychology Department program in the
College of Arts

To prepare specialized and qualified personnel to work in various state institutions, such as educational, industrial, health, media, research, and cultural institutions. This is due to the diversity of topics students receive during their years of study, which aims to prepare them scientifically and research-wise.

٢- The program's mission

To prepare human resources capable of identifying individual and societal problems, serving beneficiaries in the field of psychology, both at the individual and societal levels.

1-Program objectives

Cognitive Objectives

Recall/Memorization/Knowledge Level: The recall level represents the lowest of the six levels in this domain and is considered one of the lower three levels in the cognitive domain of Bloom's Taxonomy. The objectives of this level measure the extent to which a student retains the educational material they have learned in its various forms (facts, concepts, principles, laws, theories), and their ability to recall and retrieve it when needed. Among the behavioral verbs used to formulate objectives for the recall level are: mention, enumerate, know, name, and specify.

٢-Comprehension/Comprehension Level: The comprehension level is considered one of the lower levels in the cognitive domain of Bloom's Taxonomy. The objectives at this level measure the student's comprehension of the educational material and their grasp of its meaning, enabling them to express it in their own words. Behavioral verbs that can be used to formulate behavioral objectives at the comprehension level include: interpret, infer, clarify, explain, justify, summarize, deduce, derive, write in their own words, translate, and give an example.

٣- Application Level: The application level is one of the lower three levels in the cognitive domain of Bloom's Taxonomy. The objectives of this level measure the student's ability to apply the facts, concepts, generalizations, theories, laws, methods, techniques, ideas, and opinions they have studied and understood to new life situations, whether in the classroom or in their daily lives.

٤-Analysis Level: The analysis level is one of the upper three levels in the cognitive domain of Bloom's Taxonomy. The objectives of this level measure the student's ability to decompose the educational material into its components and understand the relationships or connections between them, which helps them understand its

structure and organize it. Learning outcomes at the analysis level represent higher levels of thinking than those at the comprehension or application levels, as they require a deeper awareness or understanding of both the content and structure of the educational material. Behavioral verbs that can be used to formulate behavioral objectives at the analysis level include: analyze, compare, classify, differentiate, balance, and distinguish

Δ-Synthesis Level: Synthesis is one of the three upper levels in the cognitive domain of Bloom's Taxonomy. It represents the most complex level of the cognitive domain after the evaluation level. At this level, the learner is required to put the components of the educational material together into a single structure or to create a new content that stems from their own ideas. The objectives measured by the synthesis level are the exact opposite of those measured by the analysis level. Synthesis level objectives measure the student's ability to integrate different components into a new material. Behavioral verbs that can be used to formulate behavioral objectives at the synthesis level include: assemble, compose, write, connect, formulate, suggest, plan, arrange, organize, rewrite, and rearrange

Υ-Evaluation Level: Evaluation sits at the top of the pyramid of cognitive domain levels in Bloom's Taxonomy. At this level, the learner is required to judge the value of educational materials and their topics, as well as objects, events, people, institutions, projects, systems, laws, and instructions, in light of a specific number of criteria. Therefore, evaluation level objectives measure the student's ability to make a judgment about the value of educational material according to specific criteria.

Skill Objectives

1- Sensory Perception Level: This level is considered the least complex of the skill domains, focusing on the extent to which the learner uses their sensory organs to perceive and understand the roles or objects that lead to the desired motor activity. In other words, the learner's awareness and understanding of the use of their

various sensory organs in performing their functions, and then selecting the functions required to perform a particular motor skill. This knowledge can then be linked to performance to perform that skill

Behavioral verbs used to formulate objectives for the sensory perception level include: identify, recognize, distinguish, select, discover.

1-Inclination/Readiness Level: At this level, the learner demonstrates their readiness or inclination to perform a task, i.e., they demonstrate a desire to perform a desired motor skill. This inclination includes both physical inclination (the body's readiness to work), mental inclination (the mind's readiness to work), and emotional inclination (the desire to work or readiness to work). Each of these three types of inclinations influences the other two. If the learner has a mental inclination to perform a skill, their mind will send a signal to the body's organs responsible for performing that skill, asking them to prepare or be ready to perform it.

We note from the above that the goals of this level are closely linked to the goals of the affective or emotional domain. However, the two types can be distinguished by understanding that the inclination or desire here focuses on the desire to perform a specific motor skill later, while the desire implied in the goals of the affective domain is a desire and inclination toward a specific issue or topic

2-The Directed Response Level: This level of the skill domain concerns the early stages of learning a motor skill, where the learner repeats a specific skill that the teacher has performed (imitation), attempts to perform it (trial and error), or performs it experimentally to be able to perform it appropriately later.

In stark contrast to what is required at the sensory perception level and the propensity or readiness level, at the directed response level, the learner begins performing the required skill with some form of guidance. At the perception level, the student's role is limited to selecting the objects (tools, materials, devices, clothing, or colors) used to perform a motor skill, without performing that skill. At the propensity or readiness level, attention is focused on the learner's desire or readiness to perform a particular motor skill later without performing it. At the

directed response level, however, the learner actually performs the skill in a directed manner, or in other words, begins in the initial stages of performing it. Behavioral verbs used to formulate objectives for the directed response level include: imitate, attempt, repeat, experiment, and emulate.

ξ- Automation/Habituation/Mechanical Level: The objectives of this level focus on the learner performing simple skills accurately and proficiently without assistance. At this stage, the learner has become an automatic practitioner, and this skill has become a habit. A student who has become accustomed to drawing the digestive system can draw it accurately without effort, meaning they have reached a stage where they can perform the drawing skill at the habit, mechanism, or mechanical level. Learning outcomes at this level focus on performing simple motor skills, which the learner can perform without causing difficulty or fatigue. Among the behavioral verbs used to formulate objectives for the automation or habituation level are: draw, measure, use, drive, move, work, get used to, get accustomed

Δ- Complex Apparent Response Level: The objectives of this level focus on the learner's performance of complex motor skills with precision and mastery without assistance. These skills require the learner to perform complex tasks and movements, or more complex than those at the level of automation or habituation. Learning outcomes at this level are characterized by the learner's ability to perform skills and activities with precise organization and coordination, as these activities and skills require more effort. Behavioral verbs used to formulate objectives for this level include: draw, make, organize, and execute.

γ-Adaptation or Modification Level: The objectives of this level focus on the learner's performance of highly developed skills, enabling them to modify skill patterns to meet their specific requirements. In other words, at this stage, the learner has moved beyond the stage of mastering the skill with high precision to the stage where they can modify the performance of others, or judge their performance of this skill. Behavioral verbs used to formulate objectives for the adaptation or modification level include: change, modify, judge performance.

ν-Creativity or Originality Level: The objectives of this level focus on the learner

performing new types of tasks or actions that further develop the motor skill. After the learner performs simple skills automatically at the automation or habituation level, then performs complex skills with precision and mastery at the complex apparent response level, and then modifies the performance of others for a motor skill at the adaptation or modification level, at the creativity level, they are able to find new patterns and tasks in performing the skills, making them highly developed. Behavioral verbs used to formulate objectives for the creativity or originality level include: design, invent, discover.

.Affective and Value-Based Objectives

Receptive Level: At this level, the learner is required to demonstrate a desire to 1– pay attention to a particular issue, topic, problem, or event. Learning outcomes at this level range from a simple sense of things to the learner's interest and attention to the events taking place around them. Behavioral verbs used to formulate receptive level objectives include: accept, listen, pay attention, care, show interest, .(express interest, ask (ask questions

2–Responsive Level: If the learner's attitude at the receptive level is limited to interest, attention, or listening to a particular issue, at the response level, this extends to actual participation in that issue, after accepting the issue, expressing interest in it, and being satisfied with its outcomes. Behavioral verbs used to formulate response level objectives include: volunteer, respond, agree, research, read, endure, participate.

3 –Evaluation/Valuing Level: The evaluation level of the affective domain focuses on the value the learner places on a particular object, phenomenon, or action. Therefore, the objectives of this level measure the extent to which the learner evaluates (values) things. The objectives of this level range from simple acceptance of the value (such as the desire to develop teamwork skills) to a more complex level of commitment and adherence to the value (such as a commitment to (effective teamwork.

The types of behavior at this level can be classified into three types: attitudes, beliefs, and evaluations. The behavioral verbs used to formulate objectives for the

evaluation level include: evaluate, appreciate, value, support, protest, and accept.

ξ–Organization Level: At this level, a number of values are grouped and combined, and contradictions between them are resolved in order to build a coherent internal value system. At this level, attention is also paid to comparing, linking, and grouping these values. Learning outcomes at the organizational level concern the formation of concepts specific to values, such as the individual's awareness of his responsibility in developing human relationships. These outcomes may also address the arrangement or organization of a value system, such as developing a career plan that meets economic and social needs. Educational objectives typically associated with a philosophy of life fall within this level, such as the individual beginning to develop a plan for himself that aligns with his abilities, interests, and beliefs, and his awareness of the need to balance freedom and responsibility in the society in which he lives. Behavioral verbs used to formulate organizational level objectives include: organize, plan, commit, balance, adjust, and draw up a plan

δ– Value Representation and Distinction: This level represents the highest level of the affective domain, where the individual integrates their beliefs, thoughts, and attitudes to form the characteristics of the self as a distinct unit. This creates a system of values that governs their behavior for a sufficient period of time to develop the lifestyle they desire. Learning outcomes at this level include a wide variety of activities, such as demonstrating self-confidence in individual work, cooperation in group work, using an objective approach to problem-solving, adhering to correct habits, and demonstrating perseverance and precision in work. Behavioral verbs used to formulate objectives at this level include: believe, cherish, form, demonstrate, use, respect, play a role, persevere, and trust.

Proposed Accreditation Program

National Council for Accreditation of Educator Education (NCATE). NCATE is a non-profit organization that works to ensure the quality of teacher education

programs in the United States. The council evaluates and accredits academic programs that prepare teachers, and its goal is to improve education by ensuring that these programs provide high-quality academic and educational training.

Other External Influences

When discussing "other external influences" in the context of a psychology program, it can include many factors that influence the effectiveness and quality of academic programs. These include market needs, as changes in labor market needs can impact the content of psychology programs for students. Increased demand for specific skills, such as psychosocial problem-solving, psychological research, substance abuse, or autism, may prompt programs to include additional training in these areas. Second, employment opportunities: The availability or lack of job opportunities in psychology can impact the number of students enrolled in its

Notes	Percentage	courses Unit	Number of	Program structure
There is no	٠.١٨٧٥	١٢	٦	Institutional Requirements
There is no	٠	٠	٠	College Requirements
There is no	٥.٣١	١٤٠	٣٢	Department Requirements
There is no	None	None		Summer Training
There is no	None	None	None	Other

programs and their interest.

١-Program Description: As shown in the table below

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Credit hours		of the course or course Name	Course or course code	first level
practical	Theoretical			
				First Stage Annual System)
	٣	General Psychology	٥١٣.١١١	First
	٢	Research Fundamentals	٥١٣.١١٢	First
	٢	Anthropology	٥١٣.١١٣	First
	١	Arabic Language	٥١٣.١١٤	First
	١	Psychological Texts	٥١٣.١١٥	First
	١	Computers	٥١٣.١١٦	First
	٣	Statistics	٥١٣.١١٧	First
	١	Human Rights	٥١٣.١١٨	First
	١	English Language	٥١٣.١١٩	First
practical	Theoretic al	Name of the course	Course or course code	second level
	٣	Developmental Psychology	٥١٣.١٢٠	Second
	٢	Nurture	٥١٣.١٢١	Second
	٢	Mental Abilities	٥١٣.١٢٢	Second
	٢	Biological Psychology	٥١٣.١٢٣	Second
	٢	Philosophy	٥١٣.١٢٤	Second
	٣	Statistics	٥١٣.١٢٥	Second

	١	Computers	٥١٣.١٢٦	Second
	٣	Social Psychology	٥١٣.١٢٧	Second
	٢	Educational Psychology	٥١٣.١٢٨	Second
	١	Ba'ath Party Crimes	٥١٣.١٢٩	Second
	١	Arabic Language	٥١٣.١٣٠	Second
	١	English Language	٥١٣.١٣١	Second
practical	Theoretic al	Name of the course or course	Course or course code	Third level
	٢	Personality Psychology	٥١٣.١٣٢	Third
	٣	Research Methods	٥١٣.١٣٣	Third
	٢	Linguistic Psychology	٥١٣.١٣٤	Third
	٢	Mental Health	٥١٣.١٣٥	Third
	٣	Personality Psychology	٥١٣.١٣٦	Third
	٢	Forensic Psychology	٥١٣.١٣٧	Third
	٣	Measurement Basics	٥١٣.١٣٨	Third
practical	Theoretic al	Name of the course or course	Course or course code	Fourth level
	٢	Physiological Psychology	٥١٣.١٣٩	Fourth
	٢	Industrial Psychology	٥١٣.١٤٠	Fourth
	٣	Cognitive Psychology	٥١٣.١٤١	Fourth
	٢	Abnormalities	٥١٣.١٤٢	Fourth
	٢	Counseling Psychology	٥١٣.١٤٣	Fourth
	٣	Experimental Psychology	٥١٣.١٤٤	Fourth
	٢	Political Psychology	٥١٣.١٤٥	Fourth
	٢	Seminar	٥١٣.١٤٦	Fourth

٧-Expected learning outcomes of the program

Expected Program Learning Outcomes

A. Knowledge	
١. Understand the basic concepts and principles of psychology	
٢. Develop the ability to think critically and solve problems related to human behavior	
٣. Acquire scientific research skills in the field of psychology	
٤. Understand the various methods used to study human behavior and apply these concepts and skills in different contexts	
b. Skills	
١. Preparing qualified personnel in the fields of education and psychology, capable of practicing their specialties with excellence.	
٢. Instilling in students the desired positive attitudes toward the teaching profession in light of scientific and technological developments.	
٣. Developing students' thinking and creativity skills at various educational levels.	
٤. Developing students' scientific research and investigation skills to address scientific and life-related problems.	
Encouraging students and faculty members to submit pioneering projects.	
٦. Developing connections and interaction with the local community to address and develop its problems.	
C. Values	
١ Understanding the underlying causes of individual and group behavior. This understanding helps predict potential behaviors and facilitates more effective interaction with others.	
٢ Developing communication and empathy skills	
٣ Enhancing critical thinking and problem-solving skills	
٤ Gaining insights into personal values and social influences on individuals and society	

١. Teaching and Learning Strategies

There are multiple teaching and learning strategies for the faculties of the Humanities Group, varying between teaching and learning methods for cognitive objectives, skill-based objectives, affective objectives, and general objectives.

First: Teaching and learning methods for cognitive and skill

objectives: Using several diverse methods to reach the desired goal.

Among these methods and approaches are:

١. Lecture/Knowledge Method: It is the remembering, recognition, or retrieval of previously studied information, such as: remembering facts, terms, conventions, classifications, standards, generalities, abstractions, and theories. Remember - Name - (Write - Listen - Identify - Recall - Extract - Repeat - Place (in a blank space

٢. Lecture/Comprehension Method: It is the realization of the meaning of the material studied, and includes translation from one form to another, interpretation, or inference. Translate - Infer - Interpret - Repeat - Formulate - Express - Select - Indicate Distinguish - Summarize - Classify - Transform

Brainstorming/Application Method: It is the student's use of what they have learned in new or unfamiliar situations. They apply, solve, demonstrate, calculate, represent, .employ, use, conduct, process, draw a diagram, prepare, extract, give

٣. Brainstorming/Analysis Method: It is the analysis of the educational material into its basic components, and includes analyzing the elements, relationships, and principles. Analyze - Implement - Distinguish - Decompose - Calculate - Explain - Examine - Compare - Classify

٤. Brainstorming/Synthesis Method: This is the ability to manipulate parts and connect them to form a new structure. It includes producing a new means of communication, a plan, or a set of relationships. This is a level concerned with innovative thinking: assemble - design - compose - plan - arrange - form - organize - create - write - summarize predict - invent - create - guess - reconstruct - derive – extract

٥. Learning for Mastery/Evaluation: Judging the value of ideas, actions, methods, or solutions in light of a specific standard. Justifies, refutes, evaluates, explains, criticizes, describes, supports, attempts, discusses, values, presents an opinion, demonstrates, balances, compares, evaluates, proves, contrasts, explain

٦. Learning for Mastery/Reception: The process of sensory perception and sensation that leads to motor activity. Discovers, taps, isolates Associates, distinguishes, recognizes

٧. Learning for Mastery/Preparation: The preparation and readiness to perform a specific behavior. Appears, responds, moves, steps, volunteers, begins

٨. Directed Response: Imitation and trial and error in light of a specific standard. Analyzes, connects, organizes, prepares, measures, examines, evaluates

٩. The Learning Portfolio/Adaptive Method: This is specific to the skills the student develops and provides different models for them depending on the situation they face. Adapts, adapts, changes, diversifies, modifies, revises, advises, reconstructs, and reconstructs.

Second: Teaching and learning methods for affective objectives

- ١. The inductive and deductive/receptive method: This is the interest in the presence of certain stimuli and the desire to receive them. Listens - accepts - shows interest - describes - follows - answers - gives - differentiates - points out
- ٢. The discussion and dialogue/response method: This is the student's positive participation in and interaction with the topic. Follows - volunteers - participates - reads - decides - presents - discusses - narrates - answers - cooperates - contributes
- ٣. The individual learning/evaluation method: This is the value a student places on a particular thing. Contributes - Participates - Follows - Suggests - Calls for - Organizes - Believes - Supports - Argues - Initiates
- ٤. Deductive/Organizational Method: Concerned with building a value system characterized by stability and internal consistency. - Supports - Modifies - Adheres to - Verifies - Links - Suggests - Develops - Compares - Balances - Influences - Organizes - Integrates
- ٥. Individual Learning/Integration of Values into Individual Behavior (Personalization): Any formation of organized values characterized by internal consistency that control an individual's behavior over a period of time, especially within their lifestyle. - Verifies - Influences - Modifies - Suggests - Reviews - Questions - Uses - Demonstrates - Adopts - Revises - Avoids - Persists - Serves - Changes - Trains

Evaluation methods:

Evaluation Methods for Teaching and Learning Processes in the Colleges of Humanities

First: Evaluation Methods for Cognitive and Skill Levels of Teaching and Learning Processes

- ١. **Written exams held daily, quarterly, and annually**
- ٢. **Daily and quarterly oral exams**
- ٣. **Writing quarterly reports**

٤ Completing a graduation research projec

Second: Evaluation methods for the emotional and valuebased levels of teaching and learning processes:

١. Monitor student behavior throughout the academic year .
٢. Observe students' response to the department's and guidance committee's directives
٣. Monitor students' behavior and ethics in their interactions with their peers and professors

Faculty:

Faculty						
Faculty members						
Number of Faculty Members		Requirements/Special Skills (if any)		Specialization		Academic Rank
Lecturer	Appointed			specific	General	
	Yes	Training on the electronic cognitive system	Working on Office	Cognitive Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Cognitive Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Personality Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Developmental Psychology	General Psychology	Professor Doctor

	Yes		Working on Office	Developmental Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Professor Doctor
	Yes		Working on Office	Mental Health	General Psychology	Professor Doctor
	Yes		Working on Office	Mental Health	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Cognitive Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Cognitive Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Mental Health	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Developmental Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Developmental Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Developmental Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Mental Health	General Psychology	Assistant Professor Doctor

	Yes		Working on Office	Developmental Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Educational Psychology	General Psychology	Assistant Professor Doctor
	Yes		Working on Office	Teaching Methods	General Psychology	Doctor teacher
	Yes		Working on Office	Social Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Social Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Social Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Social Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Political Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Educational Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Social Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Social Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Social Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Social Psychology	General Psychology	Doctor teacher
	Yes		Working on Office	Personality Psychology	General Psychology	Assistant

						Doctor
	Yes		Working on Office	Educational Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Statistics	General Psychology	Assistant Doctor
	Yes		Working on Office	Social Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Political Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Educational Psychology	General Psychology	Assistant Doctor
	Yes		Working on Office	Statistics	Statistics	Assistant Doctor

Professional development

Professional development
Orientation of new faculty members
١. Research and Innovation: Encouraging scientific research and innovation in teaching methods to enhance the quality of education and the learning experience for students ٢. Educational Technologies: Teaching members how to use modern technology in education to enhance effectiveness and increase student engagement ٣. Structured Professional Development: Organizing formal professional development programs that include strategic plans and ongoing monitoring to ensure the achievement of desired goals
Professional development for faculty members
١. Training Courses: These include specialized courses in modern teaching methods, classroom management, and educational technology ٢. Workshops: These provide an opportunity for direct interaction with specialists, exchange ideas and experiences, and learn new skills ٣. Self-learning, self-training, and the use of electronic resources: such as online courses (MOOCs), e-books, and research articles ٤. Conferences: Participate in academic conferences to learn about the latest research and trends in the field ٥. Research Projects: Encourage participation in research projects to enhance academic understanding ٦. Educational Programs: Design and implement targeted training programs to improve staff performance within a specific institutional context

Acceptance criteria

:Acceptance criteria
Regulations and instructions issued by the Ministry of Higher Education and Scientific

Research and Al-Mustansiriya University for postgraduate and undergraduate students
(.such as competitive exams, grades, etc

The most important sources of information about the program

The most important sources of information about the program

١. Academic Committee and Graduate Studies Committee .
٢. Department and College Quality Assurance Committee .
٣. Department Advisory Committee .
- ٤ Department Curriculum Update Committee .
- Textbooks, Dictionaries, and Video Lectures .

Program Development Plan

:Program Development Plan

Program Development

Continuous updating: Curricula must be constantly updated to keep pace with recent developments in psychology, with a focus on the latest theories and research methodologies

Subspecializations: Provide subspecialties in psychology, such as clinical psychology, educational psychology, industrial and organizational psychology, and others

Focus on practical applications: The curriculum must include practical applications of psychology in various fields, such as health, education, and industry

Technology integration: Technology must be integrated into the curriculum, such as the use of digital software and tools in teaching and research.

Promoting Scientific Research

Supporting Researchers: Providing financial and logistical support to

researchers in the department, encouraging them to conduct high-quality research

Providing Publishing Opportunities: Assisting researchers in publishing their research in peer-reviewed scientific journals

Encouraging Research Collaboration: Encouraging collaboration between researchers within the department and with other departments inside and outside the university

Providing Research Laboratories: Providing research laboratories equipped with the latest technologies and tools

Developing Faculty Capacities .

Training and Development: Providing training programs for faculty members to develop their teaching and research skills

Encouraging Conference Participation: Encouraging faculty members to participate in scientific conferences and seminars

Providing Sabbatical Opportunities: Providing opportunities for researchers to conduct research and studies

Offering Specialized Training Programs

Short Training Programs: Offering short training programs in specialized fields of psychology, such as psychotherapy, guidance and counseling, and psychological diagnosis

Longer Training Programs: Offering long-term training programs to obtain advanced degrees in psychology

Partnerships with institutions: Collaborate with various institutions to offer joint training programs

Increase collaboration with other institutions .

Collaboration with hospitals: Collaborate with hospitals to provide

psychological services to patients and train students in the field of psychotherapy

Collaboration with schools: Collaborate with schools to provide guidance and counseling services to students and offer training programs for teachers

Collaboration with companies: Collaborate with companies to provide human resources consulting services and employee training

Collaboration with government institutions: Collaborate with government institutions in the field of mental health and offer awareness programs

In addition, it is possible to

:Provide a stimulating educational environment

Provide a stimulating educational environment for students, encouraging interaction and active learning

:Encourage volunteer work

Encourage students to participate in volunteer work in the field of psychology

Organize scientific events

Organize scientific events such as conferences, seminars, and workshops

:Use of technology in communication

Use technology to communicate with students, faculty, and the community

Curriculum Skills Map

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

Required learning outcomes of the program																			
General and transferable skills (other skills related to employability and personal development)				values				skill				knowledge				Essential or optional	Course name	Course code	Year / Level
				D1	D2	D3	D4	C1	C2	C3	C4	B1	B2	B3	B4				
X	X	X	X		X	X	X			X	X	X		X	X	essential			Phase 1 (annual system)
✓	✓	✓	✓	x	✓	✓	✓	x	✓	x	x	x	✓	✓	✓	essential	General Psychology	٥١٣.١١١	First
x	x	✓	✓	x	x	x	x	✓	✓	x	✓	✓	✓	x	✓	essential	Research Fundamentals	٥١٣.١١٢	First
✓	x	✓	✓	x	✓		x	x	✓	✓	x	✓	✓	✓	✓	essential	Anthropology	٥١٣.١١٣	First
✓	x	✓	✓	x	x	✓	x	x	✓		✓		x	✓	✓	essential	Arabic Language	٥١٣.١١٤	First
✓	x	x	x	✓	x		✓	✓	x	✓	✓		x	✓	✓	essential	Psychological Texts	٥١٣.١١٥	First
✓	x	x	x	x	✓	✓	x	✓	x		✓	x	✓	✓	✓	essential	Computers	٥١٣.١١٦	First
✓	x	✓	x	x	x		x	✓			✓			✓	✓	essential	Statistics	٥١٣.١١٧	First

✓	✓	✓	✓	x	✓	✓	✓	x	✓		✓		✓		✓	essential	Human Rights	٥١٣.١١٨	First
x	x	✓	x	✓	x	X	x	x	✓	x		✓	x	✓	✓	essential	English Language	٥١٣.١١٩	First
x	x	x	x	x	x	X	X	x		X	X	X	X	X	X	essential	Course name	Course code	second (level
x	x	x	✓	x	✓	x	x	x	x	✓	x	✓	x	✓	✓	essential	Developmental Psychology	٥١٣.١٢٠	second
x	✓	✓	x	x	✓	✓	x	x	✓	x	x	✓	✓	✓	x	essential	Nurture	٥١٣.١٢١	second
✓	x	✓	x	x	✓	x	✓	x	x	✓	✓	✓	✓	x	✓	essential	Mental Abilities	٥١٣.١٢٢	second
x	✓	x	✓	x	x		✓	x	✓	✓	x	✓	x	✓	✓	essential	Biological Psychology	٥١٣.١٢٣	second
✓	x	x	x	x	✓		x	x	✓	x	x		✓	✓	x	essential	Philosophy	٥١٣.١٢٤	second
x	x	✓	x	✓	x		x	✓	✓	x	✓	x	x	✓	✓	essential	Statistics	٥١٣.١٢٥	second
x	✓	x	✓	x	x		x	✓	✓		x		✓		✓	essential	Computers	٥١٣.١٢٦	second
✓	✓	x	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	essential	Social Psychology	٥١٣.١٢٧	second
x	✓	✓	x	✓	x	✓		✓			✓	✓		✓	✓	essential	Educational Psychology	٥١٣.١٢٨	second
✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	essential	Ba'ath Party Crimes	٥١٣.١٢٩	second
✓		✓		✓			✓		✓		✓			✓	✓	essential	Arabic Language	٥١٣.١٣٠	second
✓		✓	✓						✓	✓		✓		✓	✓	essential	English Language	٥١٣.١٣١	second
x	x	x	x	x	x	X	X	x		X	X	X		X	X	essential	Course name	Course code	Third level
✓	✓	x	✓	x	x	✓	x	✓	x	✓	x	✓	x	✓	✓	essential	Personality Psychology	٥١٣.١٣٢	Third
x	✓	x	✓	✓	x	x	✓	x	x	x	✓	x	✓	✓	x	essential	Research Methods	٥١٣.١٣٣	Third

x	x	x	✓	x	x	x	✓	x	✓	x	x	✓	x	x	✓	essential	Linguistic Psychology	٥١٣.١٣٤	Third
✓	x	✓	✓	x	x	x	x	x	x	✓	✓	x	✓	✓	x	essential	Mental Health	٥١٣.١٣٥	Third
✓	✓	✓	✓	x	✓	x	x	x	✓	x	x	✓	x	✓	✓	essential	Personality Psychology	٥١٣.١٣٦	Third
x	✓	x	✓	x	x	✓	✓	✓	x	x	x	x	✓	x	✓	essential	Forensic Psychology	٥١٣.١٣٧	Third
✓		✓		✓	✓		✓		✓		✓	✓		✓	✓	essential	Measurement Basics	٥١٣.١٣٨	Third
x	x	x	x	x	x	X	X	x		X	X			X	X	essential	Course name	Course code	Fourth level
x	✓	✓	x	✓	x	✓	x	x	x	✓	x	x	✓	✓	x	essential	Physiological Psychology	٥١٣.١٣٩	Fourth
x	✓	x	x	✓	x	✓	x	✓	x	x	✓	x	x	x	✓	essential	Industrial Psychology	٥١٣.١٤٠	Fourth
✓	x	✓	✓	✓	x	✓	x	✓	x	✓	x	✓	✓	✓	✓	essential	Cognitive Psychology	٥١٣.١٤١	Fourth
x	✓	✓	x	✓	x	X	x	x	✓	x	x	✓	x	✓	✓	essential	Abnormalities	٥١٣.١٤٢	Fourth
✓	✓	x	✓	✓	x	✓	x	✓	✓	✓	x	x	✓	✓	x	essential	Counseling Psychology	٥١٣.١٤٣	Fourth
✓	✓	x	x	✓	x	✓	x	x	✓	✓	x	✓	✓	✓	✓	essential	Experimental Psychology	٥١٣.١٤٤	Fourth
✓	✓	✓	x	✓	x	✓	x	x	✓	x	✓		x	✓	✓	essential	Political Psychology	٥١٣.١٤٥	Fourth
✓	x	✓	x	✓	x	✓	x	✓	✓	x	✓		✓	x	✓	essential	Seminar	٥١٣.١٤٦	Fourth

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