

## Academic Program Description Form

**University Name:** Diyala University

**Faculty/Institute:** College of Education, Al-Muqdad

**Scientific Department:** Department of Psychological Counseling and Educational Guidance

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

**Final Certificate Name:** Bachelor of Education, specializing in Counseling

**Academic System:** annual

**Description Preparation Date:** 10/3/2024

**File Completion Date:** 10/3/2024

**Signature:**

**Head of Department Name:**

Assist. Prof. Nadia Muhammad Razouqi

**Date:** 31/3/2024

**Signature:**

**Scientific Associate Name:**

Assist. Prof. Zina Shaheed Ali

**Date:** 31/3/2024

The file is checked by:

**Division of Quality Assurance and Performance Evaluation**

**Responsible for the Quality Assurance and Performance Evaluation**

**Division:** Assistant Lecturer Dina Mozahem Abd

**Date:** 7/4/2024

**Signature:**

**Approval of the Dean**

<b>1-Program Vision</b>				
The Department of Psychological Counseling and Educational Guidance at the College of Education Muqdad seeks to achieve the university's goals in accordance with the standards of total quality, through excellence in counseling, educational and educational programs in addition to scientific research.				
<b>2-Program Mission</b>				
To work on providing guidance and educational services and spreading psychological knowledge in its theoretical and applied (practical) branches, in accordance with educational, educational and social standards and requirements, and contributing to providing consultations and proposals to reduce the problems of society and enrich the field of knowledge in this specialty by the faculty through the ethics of the profession and providing it with the preparation of original scientific research, scientific and international conferences, workshops, seminars and scientific lectures.				
<b>3- Program Objectives</b>				
Contribute to achieving the aspirations of the University of Diyala of goals to achieve comprehensive quality standards.				
<b>4- Program Accreditation</b>				
In the process of obtaining programmatic accreditation				
<b>5- Other external influences</b>				
In the process of obtaining				
<b>6. Program Structure</b>				
<b>Program Structure</b>	<b>Number of vocabulary</b>	<b>Unit of study</b>	<b>Percentage</b>	<b>Reviews</b>
Requirements of the institution		Computer 4 unit English 2 units Arabic 4 units Rights 4 units Graduation research 4 units	The first stage: 4 courses  Fourth stage 1	The course is an optional secondary school

			course	subject
College Requirements		second decision 1 third decision 1 Fourth decision 1	English 2 units,	optional secondary subject
Department Requirements	First stage 9 vocabulary Second stage 9 vocabulary Third stage 9 vocabulary Fourth stage 8 vocabulary	First stage 37 Second Stage 37 Third stage 40 Fourth stage 38	First stage 1 and 0 Phase II 2 and 0 Stage III 3 and 0 Fourth stage 4 and 0	
Summer Training	There is an app in schools during the second semester			
Other				

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

7. Program Description				
Year/Level	Course or Course Code	Course Name	Credit Hours	
			Number of Hours	Number of Units
First stage 2023-2024	Principles of Guidance	Basic material	3	-
	Guiding principles	Basic material	3	-
	English Language	Secondary article	1	-
	General Psychology	Basic material	3	-
	Physiological psychology	Basic material	2	-
	Foundations of Education	Secondary article	2	-
	Computers	Secondary article	1	1

	General Arab	Secondary article	2	-
	Human Rights	Secondary article	2	-
	<b>Total</b>		<b>19</b>	<b>1</b>

Year/Level	Course or Course Code	Course Name	Credit Hours	
			Number of Hours	Number of Units
Second stage 2023-2024	Personality theories	Basic material	3	-
	Family Counseling	Basic material	3	-
	English Language	Secondary article	1	-
	Social Psychology	Basic material	2	-
	Developmental Psychology	Basic material	3	-
	Educational statistics	Secondary article	2	-
	Mental Health	Basic material	3	-
	Arabic Language	Secondary article	2	-
	Computers	Secondary article	2	1
	<b>Total</b>		<b>21</b>	<b>1</b>

Year/Level	Course or Course Code	Course Name	Credit Hours	
			Number of Hours	Number of Units
Third stage 2023-2024	Heuristic theories	Basic material	3	-
	Behavior modification	Basic material	3	-
	Case study	Basic material	3	-
	Orientation Interview	Basic material	3	-
	Educational Psychology	Basic material	3	-
	English Language	Secondary article	1	-
	The Art of Communication	Secondary article	2	-
	Research Methods	Basic material	3	-

	Tests & Metrics	Secondary article	2	-
	<b>Total</b>		<b>23</b>	-
Year/Level	Course or Course Code	Course Name	Credit Hours	
			Number of Hours	Number of Units
Fourth stage 2023-2024	<b>Career guidance theories</b>	Basic material	3	-
	<b>Special Needs Guidelines</b>	Basic material	3	-
	<b>Clinical Psychology</b>	Secondary article	2	-
	<b>Techniques and guiding methods</b>	Basic material	3	-
	<b>English Language</b>	Secondary article	1	-
	<b>Inter-school guidance</b>	Secondary article	2	-
	<b>Collective guidance</b>	Basic material	3	-
	<b>Applications</b>	Secondary article	2	-
	<b>Seminar (Graduation Research)</b>	Basic material	2	-
	<b>Total</b>		21	-

8– Expected learning outcomes of the program	
Knowledge	
1. Enabling students to apply scientific methods	3. Developing and guiding students towards acquiring counseling skills
2. Addressing life and professional problems.	.4. Expanding their horizons with the general perspective of guidance and guidance.
Skills	
1. Enabling the graduate to continue his postgraduate studies and make the graduate assimilate new developments in the field of counseling	2. Enabling the student to acquire basic skills
3. Deepening cooperation in educational and	4. Developing their competencies to become able to access and benefit from the department's

social institutions	sources of knowledge and culture.
Values	
1. The ability to develop new skills	2. Preparing highly qualified mentors
3. The ability to handle complex and complex situations	4. By developing new skills for learners

9- Teaching and learning strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general. They are: 1- Lecture 2. Dialogue and discussion 3- Inductive 4- Deductive 5. Brainstorming

10. Evaluation methods
Implemented at all stages of the program in general. 1- Preliminary evaluation - semester exams 2- Formative assessment – activities 3- Final Assessment - Final Exams

11-Faculty					
Faculty Members					
Academic Rank	Specialization		Special Skills Requirements (if any)	Preparation of the teaching staff	
	year	special		angel	lecturer
Professor rank	2	1	/	√	/
Assistant Professor Rank	4	3	/	√	/
Rank of teacher	3	2	/	√	/
Rank of teacher	4	/	/	√	/

Professional Development
Orientation of new faculty members
Briefly describes the process used to mentor new faculty and full-time and part-time visitors at the institution and department level.  Creating a suitable environment for new teachers by activating rehabilitation course programs for their experiences and skills in teaching and their participation in the

committees prepared by the scientific department

#### Professional development for faculty members

Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, evaluation of learning outcomes, professional development, etc.

Creating a suitable environment for the staff teachers present in the department through their interaction with programs and courses that increase their experience and skills in teaching and their participation in courses, seminars, workshops and committees prepared by the scientific department

#### 12. Acceptance Criterion

(Setting the regulations related to joining the college or institute, whether central admission or another)

The Department of Psychological Counseling and Educational Guidance accepts graduates of the preparatory school in its scientific and literary branches through central and parallel admission

#### 13- The most important sources of information about the program

Methodological books, web resources, theses and theses for specialized topics

#### 14. Program Development Plan

The study program is developed by reviewing the latest research and studies in the field of psychological counseling and educational guidance and taking recommendations and suggestions and making them the basic base for determining the vocabulary of the course.

### Program Skills Outline

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	
2023- 2024 First		Principles of Guidance	Essential			√			√				√			
		Guiding principles	Essential		√				√				√			
		English Language	secondary				√				√				√	
		General Psychology	Essential	√					√				√			
		Physiological psychology	Essential		√				√				√			
		Foundations of Education	Essential			√					√		√			
		Calculators	secondary				√		√						√	
		Arabic Language	secondary				√					√			√	
		Human Rights	secondary				√		√						√	
2023 - 2024		Personality	Essential	√				√				√				



<b>Second</b>		<b>theories</b>														
		<b>Family Counseling</b>	<b>Essential</b>	√				√				√				
		<b>English Language</b>	<b>secondary</b>			√				√				√		
		<b>Social Psychology</b>	<b>Essential</b>		√				√					√		
		<b>Developmental Psychology</b>	<b>Essential</b>		√				√				√			
		<b>Educational statistics</b>	<b>Essential</b>		√			√				√				
		<b>Mental Health</b>	<b>Essential</b>							√			√			
		<b>Arabic</b>	<b>secondary</b>			√				√					√	
		<b>Calculators</b>	<b>secondary</b>			√				√					√	
		<b>Heuristic theories</b>	<b>Essential</b>	√					√				√			
		<b>Modify the behavior of</b>	<b>Essential</b>	√					√				√			
<b>Third 2023 - 2024</b>		<b>Case study</b>	<b>Essential</b>	√				√				√				

		<b>Mentorship Interview</b>	<b>Essential</b>	√					√				√		
		<b>Educational Psychology</b>	<b>Essential</b>	√					√					√	
		<b>English Language</b>	<b>Secondary</b>			√				√					√
		<b>The Art of Communication</b>	<b>Essential</b>		√				√				√		
		<b>Research Methods</b>	<b>Essential</b>	√				√							√
		<b>Tests &amp; Metrics</b>	<b>Essential</b>	√				√							√
<b>Fourth 2023 - 2024</b>		<b>Career guidance theories</b>	<b>Essential</b>	√					√				√		
		<b>Guidance for people with special needs</b>	<b>Essential</b>	√					√			√			
		<b>Clinical Psychology</b>	<b>Essential</b>	√					√			√			
		<b>Techniques and guiding methods</b>	<b>Essential</b>	√					√			√			
		<b>English Language</b>	<b>secondary</b>			√				√				√	

		<b>School Environmental Guidance</b>	<b>Essential</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Collective guidance</b>	<b>Essential</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Applications</b>	<b>Essential</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Graduation Research</b>	<b>Essential</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick the boxes corresponding

### Course Description Form

1- Course Name		Foundations of Education																	
2- Course Code		The first stage																	
3-Semester/Year		2023-2024																	
4- Date of preparation of this description		2/4/2023																	
5- Forms of attendance available in attendance																			
6- Number of study hours (total) Number of units (total)		60 hours / 2 hours per week / 30 weeks																	
7- The name of the course administrator (if more than one name is mentioned)		Name: Eng. Nora Nizar Hassan      Email: nooram@uodiyala.edu.edu.iq																	
8- Course Objectives		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Course Objectives</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Enabling students to know the concept of education and its elements •</li> <li>Enabling students to know the objectives of education and its implications •</li> <li>Enabling students to know the historical foundations of education Development of education •</li> <li>Enabling students to know education in primitive societies •</li> <li>Enabling students to know education in ancient and medieval times •</li> <li>Enabling students to know the flags of Arab, Western and Greek educational thought •</li> <li>Enable students to understand theoretical and applied scientific research methods •</li> <li>Enabling students to know science and its objectives •</li> <li>Enabling students to know scientific research and its tools •</li> </ul> </td> </tr> </table>				Course Objectives	<ul style="list-style-type: none"> <li>Enabling students to know the concept of education and its elements •</li> <li>Enabling students to know the objectives of education and its implications •</li> <li>Enabling students to know the historical foundations of education Development of education •</li> <li>Enabling students to know education in primitive societies •</li> <li>Enabling students to know education in ancient and medieval times •</li> <li>Enabling students to know the flags of Arab, Western and Greek educational thought •</li> <li>Enable students to understand theoretical and applied scientific research methods •</li> <li>Enabling students to know science and its objectives •</li> <li>Enabling students to know scientific research and its tools •</li> </ul>												
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9- Teaching and learning strategies		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">Strategy</td> <td style="padding: 5px;">                     Lecture method                      Discussion method                      Interrogation method                 </td> </tr> </table>				Strategy	Lecture method Discussion method Interrogation method												
Strategy	Lecture method Discussion method Interrogation method																		
10. Course Structure		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">The week</th> <th style="width: 10%;">Hours</th> <th style="width: 25%;">Required Learning Outcomes</th> <th style="width: 20%;">Unit / Subject Name</th> <th style="width: 25%;">Method of education</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td>Enable students to understand the scientific material</td> <td>The concept of education and the elements and functions of education</td> <td>The method of lecture, discussion and questioning</td> <td></td> <td></td> </tr> </tbody> </table>				The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education			1	2	Enable students to understand the scientific material	The concept of education and the elements and functions of education	The method of lecture, discussion and questioning		
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education															
1	2	Enable students to understand the scientific material	The concept of education and the elements and functions of education	The method of lecture, discussion and questioning															

2	2	Enable students to understand the scientific material	Objectives of education and its implications	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
3	2	Enable students to understand the scientific material	Integrated and balanced education	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
4	2	Enable students to understand the scientific material	The difference between an educational goal and an educational goal	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
5	2	Enable students to understand the scientific material	The historical foundations of education - the development of education	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
6	2	Enable students to understand the scientific material	Education in primitive societies	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
7	2	Enable students to understand the scientific material	Education in the civilizations of Mesopotamia	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
8	2	Enable students to understand the scientific material	Education in the Nile Valley	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
9	2	Enable students to understand the scientific material	Chinese Education	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
10	2	Enable students to understand the scientific material	Greek Education	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
11	2	Enable students to understand the scientific material	Medieval Education Christian Education	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
12	2	Enable students to understand the scientific material	Islamic Education	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
13	2	Enable students to understand the scientific material	Media of Arab educational thought	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
14	2	Enable students to understand the scientific material	Flags of Western educational thought	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
15	2	Enable students to understand the scientific material	Flags of Greek educational thought	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
16	2	Enable students to understand the scientific material	Theoretical and applied scientific research methods	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
17	2	Enable students to understand the scientific material	Descriptive approach	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
18	2	Enable students to understand the scientific material	Historical method	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
19	2	Enable students to understand the scientific material	Experimental Approach	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
20	2	Enable students to understand the scientific material	Inductive approach	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests
21	2	Enable students to understand the scientific material	Inferential approach	The method of lecture, discussion and questioning	Asking questions, sharing, oral tests

		material		
22	2	Enable students to understand the scientific material	Educational Planning	The method of lecture, discussion questioning
23	2	Enable students to understand the scientific material	Science and the objectives of science	The method of lecture, discussion questioning
24	2	Enable students to understand the scientific material	Scientific research and scientific research tools	The method of lecture, discussion questioning
<b>11. Course Evaluation</b>				
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, and ..... reports etc				
<b>12. Learning and Teaching Resources</b>				
Required textbooks (methodology, if any)			Foundations of Education, Attia Khalil Attia, Dar Al-Bidaya, 2012	
Main references (sources)			Foundations of Education, Ibrahim Nasser, Dar Ammar for Publishing and Distribution, 2016	
Recommended supporting books and references (scientific journals, Reports .....				
Electronic References, Websites			<a href="#">Some websites and lectures on YouTube</a>	

## Course Description Form

1- Course Name		Computer			
2- Course Code		First stage			
3-Semester/Year		2023-2024			
4- Date of preparation of this description		1/4/2024			
5- Available attendance forms		Attendance + Electronic			
6- Number of study hours (total) Number of units (total)		60 hours per hour 2 UI			
7- The name of the course administrator (if more than one name is mentioned)					
Name: Eng. Ohood Fadel Alwan		Email: <a href="mailto:ohoodm@uodiyala.edu.iq">ohoodm@uodiyala.edu.iq</a>			
8- Course Objectives					
Course Objectives	1- Preparing the individual who is able to give and produce 2-Make the individual able to distinguish between computer types 3.Make the individual able to recognize the physical components of the computer 4.Reach students to levels where they are able to provide assistance in matters related to computers 5- Preparing a generation of conscious and educated youth				
9- Teaching and learning strategies					
Strategy	Lecture, discussion, interrogative questions, distance learning				
10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	2 hours	Get to know the XL program and run the program	An acquaintance session to clarify the vocabulary of the subject		//

Second	2 hours	Computer Definition Statement of Importance	Initial look	- <b>Lecture</b> - <b>Discussion</b> <b>Practicality</b>	Structural calendar
Third	2 hours	Types of computers	Portable & Office	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Structural calendar
Fourth	2 hours	Computer Components	Physical and software	- <b>Lecture</b> - <b>Interrogative questions</b> - <b>Practicality</b>	Structural calendar Oral test
V	2 hours	Explanation of computer components	Study all species in detail	- <b>Lecture</b> - <b>Brainstorming</b> - <b>Practicality</b>	Structural calendar Oral
Sixth	2 hours	Practical application For Computer Components	Practical application	<b>Practical application</b> Cooperative Learning	oral
Seventh	2 hours	Connecting parts	How to connect	- <b>Lecture</b> - <b>Collaborative learning</b>	oral
Eighth	2 hours	Knowledge of the main processing unit	Practical application	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Structural calendar
Ninth	2hr	Review	General Review	- <b>Brainstorming</b>	oral
X	2 hours	First month exam			editorial
Eleventh	2 hours	Display	definition The importance of	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Structural calendar



Twelfth	2 hours	Desktop components	Practical application	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Collaborative learning
Thirteenth	2 hours	Daily test	Computer Components	- <b>Brainstorming</b>	oral
Fourteenth	2 hours	Keyboard settings	Properties and importance	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Structural calendar
Fifteenth	2 hours	Practical application	Orders and Directives	<b>Questions &amp; Answers</b>	oral
Sixteenth	2 hours	Monthly test			editorial
Seventeenth	2 hours	Word Program	Ways to open the program	<b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	oral
Eighteenth	2 hours	Types of versions of the program	Importance and features	<b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	oral
Nineteenth	2 hours	Ways to close the program	Types of roads and the most important ones	Cooperative Learning	oral
20th	2 hours	Daily test	General Questions	Brainstorming	oral
Twenty-first	2 hours	Practical application	Practical application	Cooperative Learning	oral
Twenty-second	The exam of the first month of the second semester				
Twenty-third	2 hours	Home Tab	Importance and features		
Twenty-fourth	2 hours	Insertion Tab	Importance and features		
Twenty-fifth	2 hours	Practical application	Practical application		Cooperative Learning
Twenty-sixth	Second month exam of the second course				
Twenty-seventh	2 hours	The rest of the tabs	Orders and Directives		
Twenty-eighth	2 hours	Print Tab	Orders and Directives	Lecture and discussion	oral

Twenty-ninth Thirty	Exams	editorial
11. Course Evaluation		
<p>Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, and ..... reports etc</p> <p>The degree is divided as follows:  The first semester score out of 20 includes 10 written exam marks, 5 practical 2 attendance and 3 assignments  The second semester score out of 20 includes 10 written exam marks, 5 practical 2 attendances and 3 assignments  Annual pursuit of 40 and final exam score of 60</p>		
12. Learning and Teaching Resources		
Required textbooks (methodology, if any)	Computer Basics Book	
Main references (sources)	Word 2010	
Recommended supporting books and references (scientific journals, Reports .....)	/	
Electronic References, Websites	Multiple websites to take advantage of existing information	

## Course Description Form

1-Course Name		Principles of Career Guidance
2- Course Code		First stage
3-Semester/Year		2023-2024
4- Date of preparation of this description		1/4/2024
5- Forms of attendance available		Attendance
6- Number of study hours (total) Number of units (total)		90 hours per hour 3 UI
7- The name of the course administrator (if more than one name is mentioned)		
Name: Dr. Hajar Abdel Dayem		Email: hajar@uodiyala.edu.iq
8- Course Objectives		
Course Objectives	<p>There is one main goal, which is to prepare an educational and psychological counselor who is somewhat competent, characterized by the most important qualifications:</p> <ul style="list-style-type: none"> <li>Providing guidance and guidance to students and their families.</li> <li>To deal with educational and psychological problems effectively for children and adolescents.</li> <li>Employing counseling and guidance programs in the educational process.</li> <li>Monitoring and diagnosing psychological problems and phenomena in the educational environment.</li> <li>To provide counseling services to educational institutions.</li> <li>Providing extension services to other institutions in need</li> <li>Make the student able to identify the basic concepts associated with the principles of psychological guidance and counseling.</li> <li>Make the student able to identify the importance of the vocabulary of the principles of educational guidance and psychological counseling.</li> <li>Make the student able to accurately write the annual plan for the principles of educational guidance and psychological counseling.</li> <li>Make the student able to apply and fill out the comprehensive record in the school.</li> <li>Make the student able to write the monthly or quarterly plan for the educational counselor.</li> </ul>	
9- Teaching and learning strategies		
Strategy	<ul style="list-style-type: none"> <li>First / lecture accompanied by the style ((discussion.))</li> <li>Second / lecture accompanied by the style of ((interrogation.))</li> <li>III / brainstorming.</li> <li>Fourth: Delivering or lecturing.</li> <li>Fifth: Asking students to visit the library and the international information</li> </ul>	

network (Internet) to obtain additional knowledge of the course.

11. Course Structure					
The week	Method of education	Evaluation method	Unit or subject name	Required Learning Outcomes	Hours
1	Lecture and discussion style Power Point	Discussion and exchange of views	The concept of guidance and counseling and its relationship to the educational process - Definition of Guidance and Counseling The difference between psychological guidance and counseling	Introducing the student to the principles of guidance and counseling Steering characteristics and in light of the previous definitions	3
2	Lecture and discussion style Power Point	Discussion and exchange of views	The concept of guidance and counseling and its relationship to the educational process - The relationship of guidance and counseling with mental health services. - The need for guidance and guidance	Introducing the student to the importance of identifying the relationship between the concept of counseling and mental health services.	3
3	Lecture and discussion style	Discussion and exchange of views	Objectives and Curriculum of Guidance and Counseling - Goals Self-actualization	Introducing the student to the goals of guidance and counseling, including self-realization, achieving mental health, achieving compatibility, and on the basis of which he can	3

			Achieving mental health Improving the educational process	add these goals in his professional work in the future	
4	Lecture and discussion style Power Point	Discussion and exchange of views	Objectives and Curriculum of Guidance and Counseling - Platform Developmental Approach Preventive approach Therapeutic approach	Introducing the student to the guidance and counseling curriculum	3
5	Lecture and discussion style Power Point	Discussion and exchange of views	General Foundations of Guidance 1- General postulates: - Stability and flexibility of human behavior -Social behavior -Individual's willingness to mentor The right of the individual to choose -Acceptance -Continue	Introducing the student to the general foundations of guidance, which include the general postulates of the stability of human behavior and social behavior, in addition to the individual's readiness to direct, accept and continue.	3
6	Lecture and discussion style Power Point	Participation and discussion	General Foundations of Guidance 2- Ethics of guidance and guidance - psychological and educational foundations of counseling 4- Social foundations Neurological and	Introducing the student to the ethics of counseling and guidance in addition to the psychological, social and neurological foundations.	3

			physiological foundations.		
7	Lecture and discussion style Power Point	Participate in the presentation and discussion	Psychological counseling theories The importance of theory in counseling Mentor-centered guidance Behavioral theory Theories of traits and factors Psychoanalytic theory Mental and emotional orientation	Enable students to identify and understand psychological counseling theories and how to apply them.	3
8	Lecture and discussion style Power Point	Participation and discussion	Means of gathering information for extension purposes 1- Tests - Testing Purposes - Forms Criticism of her - How to use tests in counseling	Introducing students to the importance of means of collecting information for guidance purposes, including tests	3
9	Lecture and discussion style Power Point	Participation and discussion	Means of gathering information for extension purposes - Types of means and their characteristics - Observation - Narrative Reports - Metrics included - Cumulative record Questionnaires - Interview - Biography - Sociometric	Introducing students to the types of means and their characteristics	3

			<p>Scales</p> <p>- Case study</p>		
10			<p>Psychological counseling process</p> <p>1- Indicative relationship</p> <p>2- Commendable atmosphere</p> <p>- Trust</p> <p>- Acceptance</p> <p>Communication and its obstacles</p> <p>3- Setting goals</p>	<p>Introducing the student to the psychological counseling processes that include the counseling relationship, trust, acceptance and communication, in addition to setting goals</p>	3
11			<p>Psychological counseling process</p> <p>4. Collection of information</p> <p>- Problem solving method</p> <p>6- Evaluation, termination and follow-up</p>	<p>Introducing the student to the psychological counseling processes involved in collecting information, problem solving, evaluation and follow-up</p>	3
12			<p>Psychological counseling methods</p> <p>1- Individual counseling</p> <p>2- Group counseling</p> <p>3- Direct and indirect guidance</p> <p>4- Religious guidance</p> <p>5- Behavioral counseling</p> <p>6- Guidance in playing</p>	<p>Introducing the student to psychological counseling methods and how to apply them</p>	3
13			<p>Areas of psychological counseling</p> <p>1- Educational guidance</p> <p>Career Guidance</p> <p>3- Family Counseling</p> <p>4- Children's guidance</p>	<p>Introducing the student to the fields of psychological counseling</p>	3

14			<p>Guidance and counseling program at school</p> <ul style="list-style-type: none"> <li>- Objectives of the counseling program in the school</li> <li>- The foundations of the school's counseling program</li> <li>- Mentorship Program Services</li> <li>- Mentorship Program Evaluation</li> </ul>	<p>Introducing the student to the guidance and counseling program in the school, which includes the objectives of the counseling program in the school and the foundations on which the counseling program in the school is based</p>	3
15			<p>Guidance and counseling program at school</p> <p>The role of the teaching staff in the counseling program</p> <p>The role of the teaching staff in the counseling program</p> <ul style="list-style-type: none"> <li>- Director-Counselor-Teacher/Counselor</li> </ul>	<p>Introducing the student to the guidance and counseling program at the school</p>	
16			<p>Educational guidance and counseling in Jordan</p> <ul style="list-style-type: none"> <li>- The experience and reality of guidance and counseling</li> </ul> <p>2- Training of mentors</p> <p>Basic lines of the mentor's work</p> <p>Difficulties facing the work of the</p>	<p>Introducing the student to guidance and counseling in Jordan</p>	3



			mentor 5- Evaluation of counseling services	
17			Some students' problems in school and counseling methods 1- Insecurity problems 2- Relationship problems with a group of comrades 3- The problem of collection	Introducing the student to the problems of students, including problems of insecurity, problems of relationship with comrades and problems of achievement.

#### Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

#### 12. Learning and Teaching Resources

1	Required textbooks (methodology, if any)	Psychological Counseling Book Basic Principles and Applications, Hassan Ali Al-Sayed, 2017
2	Main references (sources)	Psychological counseling programs (Dr. Nabil Muhammad Al-Fahal)
3	Recommended supporting books and references (scientific journals, Reports .....)	Interview in counseling and psychotherapy (Maher Mahmoud Omar) 2- The main references (sources) include: A - Recommended books and references Hamed Abdel Salam Zahran (1995). Mental health and psychotherapy. Cairo: World of Books. 5- Abdul Muttalib Al-Quraiti (2002). in mental health. I (2). Cairo: Dar Al-Fikr Al-Arabi. 6- Mohamed Abdel Zahir al-Tayeb (1999). Principles of mental health. Alexandria : University Knowledge House
4	Electronic References, Websites	1- In the light of theoretical and field studies, seminars, following the illustrative means, and assigning students to write reports and research, according to the vocabulary of the prescribed material, 2- A scientific personality can be built for the student through field wars. 3- Field visits to Ibn Rushd Psychiatric Hospital

## Course Description Form

1- Course Name	Principles of Psychological Counseling
2- Course Code	for the first stage
3-Semester/Year	2023-2024
4- Date of preparation of this description	1/4/2024
5- Forms of attendance available	Attendance
6- Number of study hours (total) Number of units (total)	
	90 hours per hour 3 UI
7- The name of the course administrator (if more than one name is mentioned)	
Name: Eng. Hassan Abdullah Hassan	Email: <a href="mailto:Hassan@uodiyala.edu.iq">Hassan@uodiyala.edu.iq</a>
8- Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>▪ Providing guidance to students and their families.</li> <li>▪ To deal with educational and psychological problems effectively for children and adolescents.</li> <li>▪ Employing counseling and guidance programs in the educational process.</li> <li>▪ Monitoring and diagnosing psychological problems and phenomena in the educational environment.</li> <li>▪ To provide counseling services to educational institutions.</li> <li>▪ Providing extension services to other institutions in need</li> <li>▪ Make the student able to identify the basic concepts associated with the principles of psychological guidance and counseling.</li> <li>▪ Make the student able to identify the importance of the vocabulary of the principles of educational guidance and psychological counseling.</li> <li>▪ Make the student able to accurately write the annual plan for the principles of educational guidance and psychological counseling.</li> <li>▪ Make the student able to apply and fill out the comprehensive record in the school.</li> <li>▪ <ul style="list-style-type: none"> <li>• Make the student able to write the monthly or quarterly plan for the educational counselor.</li> </ul> </li> </ul>

9- Teaching and learning strategies

Strategy	<p>First / lecture accompanied by the style ((discussion.))                  Second / lecture accompanied by the style of ((interrogation.))                  III / brainstorming.                  Fourth: Delivering or lecturing.                  Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.</p>
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11. Course Structure

The week	Method of education	Evaluation method	Unit or subject name	Required Learning Outcomes	Hours
1	Lecture and discussion style Power Point	Discussion and exchange of views	The concept of psychological counseling and its relationship to the educational process <ul style="list-style-type: none"> <li>- Definition of Counseling</li> <li>- The difference between psychological guidance and counseling</li> </ul>	Introducing the student to the principles of counseling and counseling Characteristics of guidance and in light of the previous definitions	3
2	Lecture and discussion style Power Point	Discussion and exchange of views	The concept of guidance and counseling and its relationship to the educational process The relationship of guidance and counseling with mental health services. <ul style="list-style-type: none"> <li>- The need for guidance and guidance</li> </ul>	Introducing the student to the importance of identifying the relationship between the concept of counseling and mental health services.	3
3	Lecture and discussion style	Discussion and exchange of views	Objectives and Curriculum of Guidance and Counseling <ul style="list-style-type: none"> <li>- Goals</li> </ul> Self-actualization	Introducing the student to the goals of guidance and counseling, including self-realization, achieving mental health, achieving	3

			Achieving mental health Improving the educational process	compatibility, and on the basis of which he can add these goals in his professional work in the future	
4	Lecture and discussion style Power Point	Discussion and exchange of views	Objectives and Curriculum of Guidance and Counseling - Platform Developmental Approach Preventive approach Therapeutic approach	Introducing the student to the guidance and counseling curriculum	3
5	Lecture and discussion style Power Point	Discussion and exchange of views	General Foundations of Guidance General postulates: - Stability and flexibility of human behavior -Social behavior -Individual's willingness to mentor The right of the individual to choose -Acceptance -Continue	Introducing the student to the general foundations of guidance, which include the general postulates of the stability of human behavior and social behavior, in addition to the individual's readiness to direct, accept and continue.	3
6	Lecture and discussion style Power Point	Participation and discussion	General Foundations of Guidance 2- Ethics of guidance and guidance 3 - psychological and educational foundations of counseling 4- Social foundations 5- Neurological and physiological foundations.	Introducing the student to the ethics of counseling and guidance in addition to the psychological, social and neurological foundations.	3
7	Lecture and discussion	Participate in the	Psychological counseling theories	Enable students to identify and understand	3

	style Power Point	presentation and discussion	The importance of theory in counseling Mentor-centered guidance Behavioral theory Theories of traits and factors Psychoanalytic theory Mental and emotional orientation	psychological counseling theories and how to apply them.	
8	Lecture and discussion style Power Point	Participation and discussion	Means of gathering information for extension purposes 1- Tests Testing Purposes - Forms - Criticism of her How to use tests in counseling	Introducing students to the importance of means of collecting information for guidance purposes, including tests	3
9	Lecture and discussion style Power Point	Participation and discussion	Means of gathering information for extension purposes Types of means and their characteristics - Observation Narrative Reports Metrics included Cumulative record - Questionnaires - Interview - Biography Sociometric Scales - Case study	Introducing students to the types of means and their characteristics	3
10			Psychological counseling process 1- Indicative relationship 2- Commendable atmosphere	Introducing the student to the psychological counseling processes that include the counseling relationship, trust, acceptance and	3

			<ul style="list-style-type: none"> <li>- Trust</li> <li>- Acceptance</li> <li>- Communication and its obstacles</li> </ul> <p>3- Setting goals</p>	communication, in addition to setting goals	
11			<p>Psychological counseling process</p> <ul style="list-style-type: none"> <li>4. Collection of information</li> <li>5- Problem solving method</li> <li>6- Evaluation, termination and follow-up</li> </ul>	Introducing the student to the psychological counseling processes involved in collecting information, problem solving, evaluation and follow-up	3
12			<p>Psychological counseling methods</p> <ul style="list-style-type: none"> <li>1- Individual counseling</li> <li>2- Group counseling</li> <li>- Direct and indirect guidance</li> <li>- Religious guidance</li> <li>5- Behavioral counseling</li> </ul> <p>Guidance in playing</p>	Introducing the student to psychological counseling methods and how to apply them	3
13			<p>Areas of psychological counseling</p> <ul style="list-style-type: none"> <li>1- Educational guidance</li> <li>2- Career Guidance</li> <li>3- Family Counseling</li> <li>Children's guidance</li> </ul>	Introducing the student to the fields of psychological counseling	3
14			<p>Guidance and counseling program at school</p> <p>Objectives of the counseling program in the school</p> <p>The foundations of the school's counseling program</p>	Introducing the student to the guidance and counseling program in the school, which includes the objectives of the counseling program in the school and the foundations on which the counseling program in the school is based	3

			<ul style="list-style-type: none"> <li>- Mentorship Program Services</li> <li>- Mentorship Program Evaluation</li> </ul>		
15			<p>Guidance and counseling program at school</p> <ul style="list-style-type: none"> <li>- The role of the teaching staff in the counseling program</li> <li>- The role of the teaching staff in the counseling program</li> <li>- Director-Counselor-Teacher/Counselor</li> </ul>	Introducing the student to the guidance and counseling program at the school	
16			<p>Educational guidance and counseling in Jordan</p> <p>The experience and reality of guidance and counseling</p> <p>Training of mentors</p> <p>3- Basic lines of the mentor's work</p> <p>4- Difficulties facing the work of the mentor</p> <p>5- Evaluation of counseling services</p>	Introducing the student to guidance and counseling in Jordan	3
17			<p>Some students' problems in school and counseling methods</p> <p>Insecurity problems</p> <p>2- Relationship problems with a group of comrades</p> <p>3- The problem of collection</p>	Introducing the student to the problems of students, including problems of insecurity, problems of relationship with comrades and problems of achievement.	3

Course Evaluation		
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, and ..... reports etc		
The degree is divided as follows: First semester score out of 20 Second Semester Grade 20 Annual pursuit of 40 and final exam score of 60		
12. Learning and Teaching Resources		
1	Required textbooks (methodology, if any)	Psychological Counseling Book Basic Principles and Applications, Hassan Ali Al-Sayed, 2017
2	Main references (sources)	Psychological counseling programs (Dr. Nabil Muhammad Al-Fahal)
3	Recommended supporting books and references (scientific journals, Reports .....)	Interview in counseling and psychotherapy (Maher Mahmoud Omar) 2- The main references (sources) include: A - Recommended books and references Hamed Abdel Salam Zahran (1995). Mental health and psychotherapy. Cairo: World of Books. 5- Abdul Muttalib Al-Quraiti (2002). in mental health. I (2). Cairo: Dar Al-Fikr Al-Arabi. 6- Mohamed Abdel Zahir al-Tayeb (1999). Principles of mental health. Alexandria : University Knowledge House
4	Electronic References, Websites	1- In the light of theoretical and field studies, seminars, following the illustrative means, and assigning students to write reports and research, according to the vocabulary of the prescribed material, 2- A scientific personality can be built for the student through field wars. 3- Field visits to Ibn Rushd Psychiatric Hospital



## Course Description Form

1- Course Name	: Arabic Language
2- Course Code	: First stage
3-Semester/Year	2023-2024
4- Date of preparation of this description	1/4/2023
5- Forms of attendance available	Attendance time
6- Number of study hours (total)	Number of units (total)
60 hours per hour 2 UI	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Dr. Sadiq Ali Khalil	Email: <a href="mailto:sadiqm@uodiyala.edu.iq">sadiqm@uodiyala.edu.iq</a>
8- Course Objectives	

Course Objectives	<ul style="list-style-type: none"> <li>1- Preparing the individual who is able to give and produce</li> <li>2- Making the individual able to adapt to normal and different life conditions</li> <li>3- Making the individual capable of everyone among the rules of the Arabic language</li> <li>4- Reaching students to levels where they are able to provide language assistance and corrections of spelling errors to others</li> <li>5- Preparing a generation of conscious and educated young people</li> </ul>
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### 9- Teaching and learning strategies

Strategy	<ul style="list-style-type: none"> <li>First / lecture accompanied by the style ((discussion.))</li> <li>Second / lecture accompanied by the style of ((interrogation.))</li> <li>III / brainstorming.</li> <li>Fourth: Delivering or lecturing.</li> <li>Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.</li> </ul>
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### 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method

First	2 hours		Introductory session, clarification of the priorities of the study + punctuation marks	/	/
Second	2 hours	1- Definition of Arabic 2. Statement of importance	The importance of the Arabic language + the emergence of the Arabic language	Lecture	Oral test
Third	2 hours	1- Speech Sections Noun, verb and letter.	Talk	Lecture	Oral test
Fourth	2 hours	1. Name tags 2. Verb signs 3. Types of letters	Signs of nouns and verbs	Lecture and discussion	Oral test
V	2 hours	1- Definition of beginner	The debutante	Brainstorming	oral

		and its types 2- Definition of news	and the news		
Sixth	2 hours	1 – Detailing the Cannes and its sisters	Kan and her sisters	Brainstorming	oral
Seventh	2 hours	1- Construction in the names 2- Building in the verbs	The building and the Arabized	Cooperative Learning	oral
Eighth	2 hours	1- Plural of masculine Salem and feminine Salem	The plural of the masculine Salem and the feminine Salem	Cooperative Learning	oral
Ninth	2 hours	1 – A section that expressed by movements 2- A section that expresses by	Types of syntax	Cooperative Learning	oral

		the letters			
X	2 hours	First month exam / first course			editorial
Eleventh	2 hours	1- Definition of these letters and their importance	Conjunctions	Cooperative Learning	oral
Twelfth	2 hours	1-How to write hamzat  2. The difference between the Arabic letters "ض" (dha) and "ظ" (dhaa) can be distinguished by their pronunciation.	Spelling	Lecture & Discussion	editorial
Thirteenth	2 hours	1- Types of letters  2- Applied models	Emphasis letters	Lecture & Discussion	editorial
Fourteenth	2 hours	1- Detailing the letters of	Emphasis letters	Interrogative Questions	oral

		emphasis			
Fifteenth	2 hours	Spelling	Daily exam	Interrogative Questions	editorial
Sixteenth	2 hours	Second month exam / first course			editorial
Seventeenth	2 hours	1- Indication of letter types  2- Positions in sentences	Department letters	Cooperative Learning	oral
Eighteenth	2 hours	1-Types of verbs  2-Weights of Verbs	The Five Verbs	Cooperative Learning	editorial
Nineteenth	2 hours	Doors of actions	Daily practical exam	Cooperative Learning	oral
20 <sup>th</sup>	2 hours	1- Its importance  2- Practical examples	Conjunctions	Brainstorming	oral
Twenty- first	2 hours	1- Applied models	Common mistakes	Brainstorming	oral
Twenty- second	2	The exam of the first month of the second			editorial

	hours	course			
Twenty-third	2 hours	1- Types of letters 2- Its importance	Emphasis letters	Lecture and discussion	oral
Twenty-fourth	2 hours	1- Types of letters Seine and Souf	Receiver letters	Lecture and discussion	oral
Twenty-fifth	2 hours	Review			oral
Twenty-sixth	2 hours	Second month exam of the second course			editorial
Twenty-seventh	2 hours	Third exam			
Twenty-eighth	2 hours	Review			
Twenty-ninth	Exams				
Xxx					

#### 11. Course Evaluation

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

The degree is divided as follows:

The first semester score out of 20 includes 10 written exam marks, 5 practical 2 attendance

and 3 assignments

The second semester score out of 20 includes 10 written exam marks, 5 practical 2 attendances and 3 assignments

Annual pursuit of 40 and final exam score of 60

## 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	Arabic Language Book
Main references (sources)	
Recommended supporting books and references (scientific journals, Reports .....)	/
Electronic References, Websites	Multiple websites to take advantage of existing information

## Course description form

<b>1- Course name: Psychophysiology</b>	
<b>2- Course code First stage</b>	
<b>3- Semester/Year 2023-2024</b>	
<b>4- The date this description was prepared is 1/4/2023</b>	
<b>5- Available forms of attendance: Attendance</b>	
<b>6- Number of study hours (total) Number of units (total)</b>	
60 hours, each hour 2 academic units	
<b>7- Name of the course administrator (if more than one name is mentioned)</b>	
Name: Assistant Lecturer <b>Abdullah Khazal Mohsen</b> Email: <a href="mailto:abdallahm@uodiyala.edu.iq">abdallahm@uodiyala.edu.iq</a>	
<b>8- Course objectives</b>	
Objectives of the study subject	<ul style="list-style-type: none"> <li>•Prepare the student to understand what physiological psychology is and what are the goals of studying physiological psychology in the educational process.</li> <li>•Prepare a student who knows what the beginnings of physiological psychology are.</li> <li>•Prepare a student who knows what the components of the nervous system are and the extent of their impact on human behavior.</li> <li>•The student learns about the diseases to which the individual is exposed and their causes.</li> <li>•Make the student able to fully understand and understand the importance of taking care of all body organs and staying away from consuming alcohol and drugs because of their impact on the individual's physical health and psychological health.</li> </ul>
<b>9- Teaching and learning strategies</b>	
	Nor / lecture accompanied by ((discussion)) style. Second: A lecture accompanied by the style of



The strategy	((interrogation(( Third: Brainstorming. Fourth: Delivering or lecturing. Fifth: Asking students to visit the library and the international information network (the Internet) to obtain additional knowledge of the course.
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## 10. Course structure

the week	the hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first	2	Definition of physiological psychology and learn about the goals and importance of physiological psychology	Definition of physiological psychology	lecture	Asking oral questions
the second	2	Familiarity with the beginnings of physiological psychology	The beginnings of physiological psychology	lecture	Summarizing the most important points in the lecture
the third	2	Understand what are the methods of scientific research in physiological psychology	Research methods in physiological psychology	Lecture and discussion	Asking oral questions
the fourth	2	An electronic session through the Classroom	Orally review previous vocabulary and assign them to prepare reports on physiological psychology		
Fifth	2	Exam of the first month of the first course			Editorial
VI	2		Discussing student reports on physiological psychology electronically		Orally
Seventh	2	Learn about the central nervous system	The nervous system and its functions	Lecture and interrogation	Oral questions

VIII	2	Learn about neurons and their basic movement mechanisms	Nerve cells and their basic movement	Discussion panel	Summarizing the most important points of the session
Ninth	2	Review previous vocabulary			Orally
The tenth	2	Exam of the second month of the first course			Editorial
eleventh	2	Understand what the peripheral nervous system is	Understand what the peripheral nervous system is	lecture	Oral questions
twelveth	2	Assigning students to prepare reports on the components of the peripheral nervous system	Assigning students to prepare reports on the components of the peripheral nervous system		Orally
Thirteenth	2	Understanding what endocrine glands are and their effectiveness in the body	Understanding what endocrine glands are and their effectiveness in the body	lecture	Oral questions
fourteenth	2	Identifying sensory receptors in the human body		lecture	Oral questions
Fifteenth	2	Examination of the first month of the second course	Identifying sensory receptors in the human body		Editorial
	2	Understanding innate motivations	Examination of the first month of the second course	Lecture and discussion	Oral questions
sixteen	2	Understand the physiology of emotion	Understanding innate motivations	lecture	Oral questions

seventeenth	2	Learn how psychological methods are used to reduce emotions	Understand the physiology of emotion	Discussion	
eighteen	2	Review previous vocabulary electronically with students	Learn how psychological methods are used to reduce emotions		
nineteenth	2	The second month exam for the second course	Review previous vocabulary electronically with students	lecture	

### 11. Course evaluation

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

The degree is divided as follows

First semester grade out of 20

Second semester grade 20

Annual pursuit of 40 and final examination score of 60

### 12. Resources of learning and teaching

Required textbooks (methodology, if any)	
Main references (sources)	Physiological psychology
Recommended supporting books and references (scientific journals, Reports.....)	/
	Multiple websites to benefit from existing information

## Course Description Form

1- Course Name                      General Psychology	
2- Course Code                      First stage	
3-Semester/Year 2022-2023	
4- Date of preparation of this description 1/4/2024	
5- Forms of attendance available      Attendance	
6- Number of study hours (total) Number of units (total)	
90 hours per hour 3 UI	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Dr. Othman Saadoun Jassim                      Email: <a href="mailto:Othman@uodiyala.edu.iq">Othman@uodiyala.edu.iq</a>	
8- Course Objectives	
Course Objectives	A- Modifying students' tendencies and needs towards (general psychology) B- Enhancing the emotional, moral and social behavior of students. C- Making students more loving and interested in (general psychology), in daily life. D- Making students able to understand general psychology through theoretical literature.
9- Teaching and learning strategies	
Strategy	First / lecture accompanied by the style ((discussion.)) Second / lecture accompanied by the style of ((interrogation.)) III / brainstorming. Fourth: Delivering or lecturing. Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.

10 :course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
		Acquaintance session		Hours)	First
Structural Calendar Subtract Oral questions	Lecture	Introduction to psychology and the relay it went through	-1 History -2Definitions of psychology	Hours)	Second
Oral test	Lecture	Introduction to psychology and the relay it went through	1.The influence of Arab scholars Muslims -2Goals of Psychology	Hours)	Third
Oral test	Lecture and discussion	Introduction to psychology and the relay it went through	1. Basic trends in the interpretation of the phenomenon Behavioral	Hours)	Fourth
Calendar Al-Bana'i asking oral questions	Brainstorming	Fields of Psychology	-1Theoretical fields	Hours)	Five
Oral	Brainstorming	Fields of Psychology	1. Applied fields	Hours)	Sixth
Oral	Learning Cooperative	Research Methods in the Science of Self	-1 Descriptive approach	Hours)	Seventh
Calendar Al-Bana'i asking oral questions	Cooperative Learning	Research Methods in the Science of Self	- 1 Experimental approach	Hours)	Eighth
Oral	Learning Cooperative	Behavior and influencing factors Are there	-1Define the concept and its types	Hours)	Ninth
Oral	First month exam / first course			Hours)	X
Oral	Cooperative Learning	Behavior and influencing factors	-1 Influencing factors	Hours)	Tenth
		Are there.			

Structural Calendar Subtract Oral questions	Lecture and Discussion	Motives	1. Definitions of motives 2. Importance of motives -3Classifications	3) hours)	Twelfth
Edit Y	Lecture and Discussion	Motives	-1 Explanatory theories For motives	3) hours)	Thirteenth
Oral	Interrogative questions	Actions	-1Definition -2Types	3) hours)	Fourteenth
Oral	Interrogative questions	Actions	-1 Explanatory theories For the benefit	3) hours)	Fifteenth
Edit Y	Second month exam / first course			3) hours)	Sixteenth
Oral	Cooperative Learning	Attention	1.Nature of attention -2Definitions of attention	3) hours)	Seventeenth
Edit Y	Cooperative Learning	Attention	1. Theories of attention	3) hours)	Eighteenth
Oral	Cooperative Learning	Old Ark	-1 The nature of the old ark - 2 Definitions	3) hours)	Nineteenth
Oral	Storming Mental	Old Ark	-1Factors affecting Old Ark	3) hours)	20th
Oral	Storming Mental	Cognitive mental processes	1. Remembering	3) hours)	Twenty-first
Edit Y	The exam of the first month of the second course			3) hours)	the second and 20th
Oral	Lecture and discussion	Mental processes Cognitive	-1Oblivion	3) hours)	Twenty-third
Oral	Lecture and discussion	Mental processes Cognitive	-1Reflexology	3) hours)	Twenty-fourth

Oral	Lecture and discussion	Intelligence and code at Mental	-1Definition of intelligence -2 Measures of intelligence	3) hours)	Twenty-fifth
Structural Calendar Subtract Oral questions	Lecture and discussion	Personality	-1Definitions - 2Personality theories	3) hours)	Twenty-sixth
editY	Second month exam of the second course			3) hours)	seventh and 20th
		Mental Health	Compatibility and Equality	3) hours)	VIII and 20th
Oral reporting Electronically	Assigning students to prepare reports from previous topics .				Ninth and 20th Thirtieth

Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, and ..... reports etc The degree is divided as follows: First semester score out of 20 Second Semester Grade 20 Annual pursuit of 40 and final exam score of 60	
12. Learning and Teaching Resources	
Required textbooks (methodology, if any)	- Introduction to the science of exhaustion (Linda Daidooh )
Main references (sources)	- The DIY fever is over and Abd Al-Tammy is counting, .
Recommended supporting books and references (scientific journals, Reports .....)	- Abu Zalal › Muawiya Hammoud (› 2013) <b>The science of general exhaustion.</b> house
Electronic References, Websites	



### Course Description Form

1- Course Name    Human Rights	
2- Course Code    First stage	
3-Semester/Year 2022-2023	
4- Date of preparation of this description 1/4/2024	
5- Forms of attendance available    Attendance	
6- Number of study hours (total) Number of units (total)	
60 hours per hour 2 UI	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Mr. Shaheen Siham Abdul Razzaq    Email: <a href="mailto:shahinm@uodiyala.edu.iq">shahinm@uodiyala.edu.iq</a>	
8- Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student numbers understand what human rights are and what are the goals of human rights in the educational process.</li> <li><input type="checkbox"/> Preparing a student who knows what human rights services are.</li> <li><input type="checkbox"/> Preparing a student who knows how to use human rights methods in the process of understanding scientific material.</li> <li><input type="checkbox"/> Introduce the student to the scientific material of human rights to which the individual is exposed and what are their causes.</li> <li><input type="checkbox"/> Making the student able to familiarize himself with the techniques and methods of human rights</li> <li><input type="checkbox"/> Learn about human rights and what are the reasons for its occurrence.</li> </ul>
9- Teaching and learning strategies	
Strategy	<p>First / lecture accompanied by the style ((discussion.))</p> <p>Second / lecture accompanied by the style of ((interrogation.))</p> <p>III / brainstorming.</p> <p>Fourth: Delivering or lecturing.</p> <p>Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.</p>

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
The first	2	Definition of human rights and learn about the goals of human rights and its importance	Definition of human rights	Lecture	Ask oral questions
Second	2	Familiarity with psychological services for human rights	Psychological services for human rights	Lecture	Summarizing the most important points of the lecture
Third	2	Familiarity with social services for human rights	Social Services for Human Rights	Lecture and discussion	Ask oral questions
Fourth	2	Electronic session through the room class	Revise previous vocabulary orally and assign them to prepare human rights reports		
V	2	The exam of the first month of the first course			editorial
Sixth	2		Discussing students' reports on human rights electronically		Orally
Seventh	2	Learn about human rights	Human Rights	Lecture & Interrogation	Oral questions
Eighth	2	Learn about human rights in terms of their concept and divisions	Human Rights	Panel Discussion	Summarizing the most important points of the session
Ninth	2	Review previous vocabulary			Orally
X	2	The exam of the second month of the first course			editorial
Eleventh	2	Understanding affective illness	Human Rights	Lecture	Oral questions
Twelfth	2	Assigning students to prepare reports on human rights and discuss them			Orally

		electronically			
Thirteenth	2	Understanding Human Rights Procedures	Human Rights	Lecture	Oral questions
Fourteenth	2	Understanding Human Rights Groups	Human Rights Groups	Lecture	Oral questions
Fifteenth	2	The exam of the first month of the second course			editorial
Sixteenth	2	Understanding the techniques and methods of human rights	Human Rights	Lecture and discussion	Oral questions
Seventeenth	2	Understand how to use human rights skills and techniques	Human rights, techniques and skills	Lecture	Oral questions
Eighteenth	2	Learn how human rights methods are used	Human Rights	Discussion	Summarizing the most important points in the lecture
Nineteenth	2	Reviewing previous vocabulary electronically with students			Orally
20 <sup>th</sup>	2	Knowing erroneous beliefs about human rights	Misconceptions about human rights	Lecture	Oral questions
twenty one	2	Second month exam for the second course			

#### Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

#### 12. Learning and Teaching Resources

1	Required textbooks (methodology, if any)	Prof. Abbas Fadel Al-Dulaimi, Human Rights Thought and Practice
2	Main references (sources)	
3	Recommended supporting books and references (scientific journals, Reports .....)	/
4	Electronic References, Websites	Multiple websites to take advantage of existing information

### Course Description Form

1- Course Name		English Headway Book
2- Course Code for		The first stage
3-Semester/Year 2023-2024		
4- Date of preparation of this description		1/4/2024
5- Forms of attendance available		Attendance
6- Number of study hours (total) Number of units (total)		30 hours per hour 1 UI
7- The name of the course administrator (if more than one name is mentioned)		
Name: Dr. Mutaz Tarek Shaker		Email: mutaz@uodiyala.edu.iq
8- Course Objectives		
Course Objectives	<input type="checkbox"/> <b>The course aims to teach and train students to learn educational vocabulary in English, conversation, listening, pronunciation of sounds and English grammar.</b>	
9- Teaching and learning strategies		
Strategy	<p>The method of dialogue and discussion, and the re-pronunciation of words in their correct form</p> <p>Written exams, oral exams.</p> <p>The method of dialogue and interrogation in the form of cooperative education for the purpose of training students on various skills</p>	

12. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	1	English	English Language	Lecture and discussion	Achievement Tests
Second	1	=	Hello	=	=
Third	1	=	=	=	=
Fourth	1	=	Your world	=	=
V	1	=	=	=	=
Sixth	1	=	All about you	=	=
Seventh	1	=	=	=	=
Eighth	1	=	Family and friend	=	=
Ninth	1	=	=	=	=
X	1	=	The way I live	=	=
Eleventh	1	=	=	=	=
Twelfth	1	=	Every Day	=	=
Thirteenth	1	=	=	=	=
Fourteenth	1	=	My favourites	=	=
Fifteenth	1	=	=	=	=
Sixteenth	1	=	Where I live	=	=
Seventeenth	1	=	=	=	=
Eighteenth	1	=	Times past	=	=
Nineteenth	1	=	=	=	=
20th	1	=	And we had a great time	=	=
Twenty one	1	=	=	=	=
Twenty-second	1	=	I can do that	=	=
Twenty-third	1	=	=	=	=
Twenty-fourth	1	=	Please and thank you	=	=
Twenty-fifth	1	=	=	=	=

Twenty-sixth	1	=	Here and now	=	=
Twenty-seventh	1	=	=	=	=
Twenty-eighth	1	=	It's time to go	=	=
Twenty-ninth	1	=	=	=	=
Xxx	1	=	End of Year Exam	=	=

Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, and ..... reports etc	
The degree is divided as follows: First semester score out of 20 Second Semester Grade 20 Annual pursuit of 40 and final exam score of 60	
12. Learning and Teaching Resources	
Required textbooks (methodology, if any)	- <b>All that was written above</b>  - <b>The two methodological books</b> New Headway Plus / Beginner student's Book New Headway Plus/ Beginner with Key  - <b>Dictionaries – short stories</b>
Main references (sources)	<b>None</b>
Recommended supporting books and references (scientific journals, Reports .....)	<b>None</b>
Electronic References, Websites	Multiple websites to take advantage of existing information

### Course Description Form

1- Course Name		Educational Statistics			
2- Course Code		Second Stage			
3-Semester/Year		2023-2024			
4- Date of preparation of this description		1/4/2024			
5- Forms of attendance available		Attendance			
6- Number of study hours (total)		Number of units (total)			
60 hours per hour		2 UI			
7- The name of the course administrator (if more than one name is mentioned)					
Name: Eng. Nora Nizar		Email: <a href="mailto:noram@uodiyala.edu.iq">noram@uodiyala.edu.iq</a>			
8- Course Objectives					
Course Objectives	<input type="checkbox"/> - Introducing the student to the most important principles of statistics and its importance. <input type="checkbox"/> What does the language of numbers mean and how to analyze the resulting numbers from statistical analysis. <input type="checkbox"/> What are the steps of statistical analysis and the most important methods of sampling? <input type="checkbox"/> What are the methods of displaying data? <input type="checkbox"/> Develop the method of deduction.				
9- Teaching and learning strategies					
Strategy	Lecture, discussion, interrogation questions, distance learning, daily and monthly tests				
10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	2	Basic concepts / definitions	The emergence and development of	Lecture and discussion	Self-Assessment / Tests / Oral / Enrichment



			statistics		
2	2	data collection	Collection, classification and tabulation of data	Lecture and discussion	Self-Assessment / Tests / Oral / Enrichment
3	2	Preview	Sampling method	Lecture and discussion	Self-Assessment / Tests / Oral / Enrichment
4	2	Questionnaire	Survey work	Lecture and discussion	Self-Assessment / Tests / Oral / Enrichment
5	2	Data classification	Data classification and tabulation	Lecture and discussion	Self-Assessment / Tests / Oral
6	2	Frequency distributions	Types of frequency distributions and curves	Lecture and discussion	Self-Assessment / Tests / Oral
7	2 General review				
8	2 First month exam				
9	2	Metrics/Properties	Measures of central tendency / arithmetic mean	Lecture and discussion	Self-Assessment / Tests / Oral
10	2	Scales and properties	Arithmetic/weighted media	Lecture and discussion	Self-Assessment / Tests / Oral
11	2	Scales and properties			Harmonic/quadratic/geometric
12	2	Other Central Scales	Mode /advantages and disadvantages	Lecture and discussion	Self-Assessment / Tests / Oral
13	2	Central Scales / Other	Broker / advantages and disadvantages	Lecture and discussion	Self-Assessment / Tests / Oral
14	2	Fractional scales	Springs and hairs/exercises	Lecture and discussion	Self-Assessment / Tests / Oral
15	2	The concept of dispersion	Dispersion Meters	Lecture and discussion	Self-Assessment / Tests / Oral
16	2	Monthly Dispersion Scales/Exam	Deviation / Variance / Dispersion Factors / Monthly Exam	Lecture and discussion/then exam	Self-Assessment / Tests / Oral

Chapter Two	2				
The week	2	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	2	Invitations	Moments, twisting and flattening	Lecture and discussion	Self-Assessment / Tests / Oral
2	2	Convolution	Absolute and relative torsion scales	Lecture and discussion	Self-Assessment / Tests / Oral
3	2	flattening	Exercises about twisting and flattening	Lecture and discussion	Self-Assessment / Tests / Oral
4	2	Correlation concept/independent variables and supported variables	Linear correlation	Lecture and discussion	Self-Assessment / Tests / Oral
5	2				Relationship between variables
6	2	Partial link	Partial correlation coefficient	Lecture and discussion	Self-Assessment / Tests / Oral
7	2	Multilink	Multiple correlation coefficient	Lecture and discussion	Self-Assessment / Tests / Oral
8	2	Solving exercises/exam	Solving exercises/exam	Lecture and discussion/exam	Self-Assessment / Tests / Oral
9	Examination				

#### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second semester score out of 20

Annual pursuit of 40 and final exam score of 60

## 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	Principles of Statistics / Muhammad Hassan / Amir Hanna Hormuz
Main references (sources)	Modern Principles of Statistics Books / SPSS Programming Book
Recommended supporting books and references (scientific journals, Reports .....)	Principles of Statistics / Ahmed Abdel Samie Taiba 2008 / local and international journals specialized in the field of statistics and quantitative management.
Electronic References, Websites	Iraqi Virtual Library / External Internet Research.

### Course Description Form

1- Name		The Family Counseling Course		
2- Course Code		Second Stage		
3- Semester / Year 2022-2023				
4- Date of preparation of this description 7/3/2024				
5- Forms of attendance available in attendance				
6- Number of study hours (total) Number of units (total)		90 hours per hour 3 UI		
7- The name of the course administrator (if more than one name is mentioned)		Name: Dr. Marwa Shaheed Sadiq      Email: <a href="mailto:marwam@uodiyala.edu.iq">marwam@uodiyala.edu.iq</a>		
8- Course Objectives				
Course Objectives	<p>Understand the meaning of family counseling.</p> <ul style="list-style-type: none"> <li>• Understand the concepts of family counseling vocabulary.</li> <li>• Understand and identify the goals of family counseling.</li> <li>• Understand and recognize the factors affecting family members.</li> <li>• Understand and identify family counseling theories.</li> </ul>			
9- Teaching and learning strategies				
Strategy	<p>First / lecture accompanied by the style ((discussion.))</p> <p>Second / lecture accompanied by the style of ((interrogation.))</p> <p>III / brainstorming.</p> <p>Fourth: Delivering or lecturing.</p> <p>Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.</p>			
10.Course structure				
Hours	Method of education	Unit / Subject Name	Required Learning Outcomes	Evaluation method
3	theoretical	Definitions	Introduction and definition of prisoner counseling	General questions and discussions
3	theoretical	General goals, special	Objectives and importance of	General questions

		goals, the importance of family counseling	family counseling	and discussions
3	theoretical	History of Family Counseling	History of family counseling and treatment	General questions and discussions
3	theoretical	Family counseling services, navel-oriented training programs, secret guidance methods	Factors contributing to navel guidance	General questions and discussions
3	theoretical	The importance of parents in the life of the child, the interactive role of the mother, the interactive role of the father	Navel Capabilities	General questions and discussions
3	theoretical	Factors affecting the level of internal social leeches, factors affecting the level of external leeches	The family as a network of social human leeches	General questions and discussions
3	theoretical	Periods of family development, navel roles	The family as a primary group	General questions and discussions
3	theoretical	Navel functions	Changes in family structure and functions	Group duties and discussion
3	theoretical	Modern navel functions	Multiple pathways of leeches inside the navel	Group duties and discussion
3	theoretical	What is meant by openness and secret closure	Openness and secret closure	Monthly exam
3	theoretical	Humanization, artificial love of the child, compact family, vertigo rigidity in the navel	Abnormal climate in the family	Group duties and discussion
3	theoretical	False mutuality, blinding, abnormal triangle scapegoating	Some asymptotic operations in the family	Discussion and exam I
3	theoretical	Important psychological techniques in the process of psychological counseling - studies required for family therapy	The family in psychological guidance	General questions and assignments

3	theoretical	The problem of the family and its response to these problems are the most important problems of family guidance	How conflict and tension are generated inside the navel	Group duties and discussion
3	theoretical	External crises - the problem of women's work - patterns of secret education and parents' mistakes in education	Factors and causes of confidential problems	Semester exam
3	theoretical	The nature of the leech inside the navel, the guidance services provided by the secret leech	Reasons behind the mistakes practiced by parents in raising their children	Group duties and discussion
3	theoretical	Stages of life of the navel	Poor functioning of the navel (navel life cycle)	Group duties and discussion
3	theoretical	Definition of fusion	Melting in the navel and liquefying or hardening boundaries	Group duties and discussion
3	theoretical	Factors of marital incompatibility	Sequence or persistence of malfunction	Questions & Discussion
3	theoretical	The role of the secret guide in the process of cress - methods of secret cress	Gummed marital incompatibility	Group duties and discussion
3	theoretical	Factors that determine the level of internal and external social leeches	Link to the original navel	Discussion and questions
3	theoretical	Mentor's tasks in identifying the problem	Initial communication phase (problem identification phase)	Group duties and discussion
3	theoretical	The role of the mentor in the interaction phase	Reaction phase	Group duties and discussion
3	theoretical	The role of the mentor in treating the problem	Goal Approval Phase	Discussion and questions
3	theoretical	Psychoanalysis - theories of choice for marriage - the role of the mentor in the secret analytical guidance	Theories of secret cress	Group duties and discussion

3	theoretical	The role of the mentor in behavioral theory	Behavioral theory	Group duties and discussion
3	theoretical	Training in assertiveness, symbolic economics, problem solving	Behavioral Counseling Techniques	Discussion and questions
3	theoretical	The stages used by the secret therapist in cognitive behavioral guidance, epidemic training programs on cognitive behavioral counseling	Cognitive behavioral counseling	Group duties and discussion
3	theoretical	The objectives of rational emotional guidance - rational emotional approach and navel guidance - the main techniques that are used in emotional mental therapy	Rational emotional counseling	Group duties and discussion
3	theoretical	Objectives of interactive guidance, principles of interactive guidance, interactive guidance methods, secret guidance in the school	Batson's point of view in the interactive view in family counseling and secret counseling	Group duties and discussion

#### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

#### 12. Learning and Teaching Resources

Required textbooks (methodology, if any)

**Family Counseling, Dr. Abdul Aziz Haider Hussein Al-Musawi. Dar Al-Radwan for Publishing and Distribution.**

Main references (sources)	<ul style="list-style-type: none"> <li>- <b>Family Counseling - Dez Muhammad Attia Al-Faham, Dar Al-Nahda Al-Arabiya for Publishing.</b></li> <li>- <b>Developmental Psychology (Childhood and Adolescence) 1986, Dr. Hamed Abdel Salam Zahran. Dar Al-Maaref Publishing.</b></li> </ul>
Recommended supporting books and references (scientific journals, Reports .....)	- <b>No</b>
Electronic References, Websites	<b>Arab Psychological Sciences Network</b> <a href="http://www.arabpsynet.com">www.arabpsynet.com</a>



1- Course Name		Mental Health
2- Course Code		Second Stage
3-Semester/Year		2022-2023
4- Date of preparation of this description		7/3/2024
5- Forms of attendance available		Attendance
6- Number of study hours (total) Number of units (total)		90 hours per hour 3 UI
7- The name of the course administrator (if more than one name is mentioned)		Name: Eng. Abdul Rasool Salem      Email: <a href="mailto:rasul@uodiyala.edu.iq">rasul@uodiyala.edu.iq</a>
8- Course Objectives		
Course Objectives	<ul style="list-style-type: none"> <li>☐ Prepare the student to understand what mental health is and what are the goals of mental health in the educational process.</li> <li>☐ Numbers of students who know what mental health services are.</li> <li>☐ Preparing a student who knows how to use mental health methods in the process of diagnosis and treatment.</li> <li>☐ Introduce the student to the neurotic diseases to which the individual is exposed and what are their causes.</li> <li>☐ Make the student able to familiarize himself with the techniques and methods of behavioral therapy</li> <li>☐ Learn about mental illness and what are the causes of its occurrence.</li> </ul>	
9- Teaching and learning strategies		
Strategy	<p>First / lecture accompanied by the style ((discussion.))</p> <p>Second / lecture accompanied by the style of ((interrogation.))</p> <p>III / brainstorming.</p> <p>Fourth: Delivering or lecturing.</p> <p>Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.</p>	

.10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
The first	2	Definition of mental health and learn about mental health goals and its importance	Definition of mental health	Lecture	Ask oral questions
Second	2	Familiarity with mental health services	Mental Health Psychological Services	Lecture	Summarizing the most important points of the lecture
Third	2	Familiarity with social services for mental health	Social Services for Mental Health	Lecture and discussion	Ask oral questions
Fourth	2	Electronic session through the room class	Review previous vocabulary orally and assign them to prepare mental health reports		
V	2	The exam of the first month of the first course			editorial
Sixth	2		Discussing students' reports on mental health electronically		Orally
Seventh	2	Identify mental illness	Neurological diseases	Lecture & Interrogation	Oral questions
Eighth	2	Learn about psychotic diseases in terms of their concept and divisions	Psychotic diseases	Panel Discussion	Summarizing the most important points of the session
Ninth	2	Review previous vocabulary			Orally
X	2	The exam of the second month of the first course			editorial
Eleventh	2	Understanding affective illness	Affective diseases	Lecture	Oral questions
Twelfth	2	Assigning students to prepare reports on emotional illnesses and discuss them electronically			Orally

Thirteenth	2	Understanding psychotherapeutic procedures	Psychotherapy	Lecture	Oral questions
Fourteenth	2	Understanding psychotherapy groups	Psychotherapy groups	Lecture	Oral questions
Fifteenth	2	The exam of the first month of the second course			editorial
Sixteenth	2	Understand the techniques and methods of psychotherapy	Psychotherapy	Lecture and discussion	Oral questions
Seventeenth	2	Understand how to use behavioral therapy skills and techniques	Psychotherapy, its techniques and skills	Lecture	Oral questions
Eighteenth	2	Learn how mental health techniques are used	Mental illness	Discussion	Summarizing the most important points in the lecture
Nineteenth	2	Reviewing previous vocabulary electronically with students			Orally
20 <sup>th</sup>	2	Knowing misconceptions in mental health	Misconceptions about mental health	Lecture	Oral questions
twenty one	2	Second month exam for the second course			editorial

11.Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, and ..... reports etc	
The degree is divided as follows: First semester score out of 20 Second Semester Grade 20 Annual pursuit of 40 and final exam score of 60	

12. Learning and Teaching Resources

12. Learning and Teaching Resources		
	Required textbooks (methodology, if any)	/
	Main references (sources)	Foundations of mental health, Prof. Abdulaziz Al-Awadi Mental health concept and disorders - Prof. Dr. Massouma Suhail Al-Mutairi
	Recommended supporting books and references (scientific journals, Reports .....)	/
	Electronic References, Websites	Multiple websites to take advantage of existing information

1- Course Name	Social Psychology
2- Course Code	Second Stage
3-Semester/Year	2022-2023
4- Date of preparation of this description	7/3/2024
5- Forms of attendance available	A ttendance
6- Number of study hours (total) Number of units (total)	60 hours per hour 2 UI
7- The name of the course administrator (if more than one name is mentioned)	Name: Dr. wasnaa Magid Abdel Hamid      Email: <a href="mailto:wasnaa@uodiyala.edu.iq">wasnaa@uodiyala.edu.iq</a>

<b>8. Course Objectives</b>	<p>1- Make the student able to identify the basic postulates and concepts related to social psychology.</p> <p>2- Making the student able to define social psychology and determine (its objectives and importance).</p> <p>3- Make the student able to identify social psychology and related sciences.</p> <p>4- Make the student able to know the relationship between the individual and culture</p> <p>6- Make the student able to understand what culture and the biological structure of the individual are</p> <p>7- Making the student able to define the group and its characteristics and importance for the individual and society</p> <p>8- Making the student able to identify concepts such as the reference group, interaction and social integration.</p> <p>9- Making the student able to determine the importance of socialization in different cultures</p> <p>10- Making the student able to determine the stages of social development from childhood to old age</p> <p>11- Make the student able to identify some of the areas of social psychology</p> <p>12- Make the student able to distinguish between leadership and presidency and its theories.</p>
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## 9. Teaching and learning methods

- 1- Lecture.
- 2- Discussion.
- 3- Brainstorming.
- 4- Problem solving.

10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	( 2 )	<p>Make the student able to:</p> <p>1- Defines social psychology.</p> <p>2- Explains the importance of social psychology</p> <p>3- Enumerates the goals of social psychology.</p> <p>4- Identifies the sciences related to social psychology</p>	( Social Psychology )	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>
Second	( 2 )	<p>Make the student able to:</p> <p>1- Knows the culture.</p> <p>2- Distinguish between culture and behavior.</p> <p>3- Explains the culture and biological structure of the individual</p>	(Individual and cultural field)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>
Third	( 2 )	<p>Make the student able to:</p> <p>1- Knows the group</p> <p>2- Explains the characteristics and importance of the group for the individual and society.</p> <p>3- Determines the types of groups.</p>	( Community )	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>
Fourth	( 2 )	<p>Make the student able to:</p> <p>- Performs the first semester test according to the specified vocabulary</p>	(First Semester Test)	Monitoring	Test results
V	( 2 )	<p>Make the student able to:</p> <p>1- Classifies groups</p> <p>2- He knows what the goals of the group are.</p>	( Reference Group )	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing</p>

		<p>3- Explains the cohesion of the group</p> <p>4. Shows the dynamics of the group</p> <p>5- Distinguish between social interaction and social integration</p>		4- Daily attendance lists.	reports on the vocabulary of the course.
Sixth	( 2 )	<p>Make the student able to:</p> <p>1- Determines what is socialization.</p> <p>2- Distinguishes socialization in different cultures.</p> <p>3 - compares social growth from childhood to old age.</p>	(Socialization)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>
Seventh	( 2 )	- Make the student able to take a daily test.	( Daily Test )	Monitoring	Test results
Eighth	( 2 )	<p>Make the student able to:</p> <p>1- Knows parental attitudes towards upbringing methods</p> <p>2- Determines the relationship of upbringing methods to the compatibility of children</p> <p>3- Classifies the methods of upbringing (reward and punishment, negligence, excess protection ... etc.)</p>	(Methods of socialization)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course</p>
Ninth	( 2 )	<p>Make the student able to:</p> <p>1- Determines the difference between the fields.</p> <p>2- Shows the importance of each field separately.</p> <p>3- Knows the role of each field.</p> <p>4- Explains the impact of each of the fields.</p>	( Some areas of social psychology )	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>



X	( 2 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1- Knows the sample.</li> <li>2- Learn about the methods of selection.</li> <li>3- Determine the appropriate sample size with the types of research.</li> <li>4- Identify the types of samples.</li> </ol>	(Samples and methods of selection)	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>
Eleventh	( 2 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1. Knows Leadership</li> <li>2- Differentiate between leadership and presidency</li> <li>3- Determines leadership behavior.</li> <li>4. Explains the relationship between leader and follower</li> </ol>	( Leadership )	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>
Twelfth	( 2 )	<p>Make the student able to:</p> <ul style="list-style-type: none"> <li>- Performs the second semester test according to the specified vocabulary</li> </ul>	(Second Semester Test)	Monitoring	Test results
Thirteenth	( 2 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1- Enumerates leadership theories</li> <li>2- Each theory is interpreted according to its concept and view of leadership</li> <li>3- Shows the positives of each of the theories</li> <li>4- Illustrates the negatives of each of the theories explaining leadership</li> </ol>	( Leadership Theories )	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>

Fourteenth	( 2 )	Make the student able to: 1. Explains pathological social behavior 2- Shows the social causes of mental illness 3- Distinguish between the social symptoms of mental illness 4- Determines the methods of prevention and treatment of social diseases	( Social Diseases )	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Fifteenth	( 2 )	- Make the student able to take the third semester test	(Third Trimester Exam)	Monitoring	Test results

#### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

#### 12. Infrastructure

<b>1 Required textbooks</b>	1- Al-Masry, Ehab Issa, Abdel Raouf, Tarek (2020): <b>Social Psychology</b> , International Scientific Books, 1st Edition, Egypt.
<b>2 Main references (sources)</b>	Al-Atoum, Adnan Yousef (2022), <b>Social Psychology</b> , Dar Al-Masirah, 2nd Floor, Oman.
<b>Recommended books and references (scientific journals, reports ,....)</b>	Mohammed Jassim , Wali, Bassem Mohammed (2017), Introduction to Social Psychology, Dar Al-Thaqafa for Publishing.
<b>B Electronic references, websites</b>	Whoa, whoa, who Manaraa.com

### Course Description Form

1- Course Name            Developmental Psychology	
2- Course Code            Second Stage	
3-Semester/Year 2022-2023	
4- Date of preparation of this description 7/3/2024	
5- Forms of attendance available            Attendance	
6- Number of study hours (total) Number of units (total)	
90 hours per hour 3 UI	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Assoc. Prof. Zeina Shaheed Ali            Email: <a href="mailto:zenam@uodiyala.edu.iq">zenam@uodiyala.edu.iq</a>	
8- Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the purpose of studying developmental psychology and its relationship to psychological counseling</li> <li><input type="checkbox"/> The student's knowledge of the theories of developmental psychology.</li> <li><input type="checkbox"/> Consolidating the principles of our true Islamic religion by studying the correspondence between the interpretation of the stages of human development in the Holy Qur'an and what modern science explains through growth theories.</li> <li><input type="checkbox"/> Providing the student with the qualities of an educator who is able to raise a good generation by identifying the principles and methods</li> <li><input type="checkbox"/> Developmental psychology .</li> <li><input type="checkbox"/> Scientific knowledge and familiarity with the vocabulary of the course curriculum.</li> </ul>
9- Teaching and learning strategies	
Strategy	<p>First / lecture accompanied by the style ((discussion.))</p> <p>Second / lecture accompanied by the style of ((interrogation.))</p> <p>III / brainstorming.</p> <p>Fourth: Delivering or lecturing.</p> <p>Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.</p>

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	3	The student knows physiological psychology and determines the beginnings of his early upbringing.	Definition of developmental psychology and the beginnings of its inception and development.	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
Second	3	The student realizes the importance of developmental psychology and the importance of studying the educational counselor.	The importance of developmental psychology  And the importance of his study of the educational counselor.	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
Third	3	The student understands the meaning of growth and its general stages.	The meaning of growth and the general stages of growth.	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
Fourth	3	The student identifies the factors affecting growth	Factors affecting growth.	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
V	3	The student understands the stages of human development sequentially, starting with the prenatal stage	Stages of growth / prenatal stage	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
Sixth	3	The student's understanding of the laws of physical and motor development in childhood	Childhood  (Laws of physical and motor development)	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
Seventh	3	The student's understanding of the laws of sensory development in childhood.	Sensory growth	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.

Eighth	3	The student's understanding of the laws of language development in childhood.	Language development	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
Ninth	3	The student understands the laws of emotional development in childhood.	Emotional development	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
X	3	The student understands the laws of social development in childhood.	Social growth	- Lecture -Discussion -Brainstorming	-Tests for achievement -Observation.
Eleventh	3	The student understands the laws of congenital development in childhood.	Congenital growth	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Twelfth	3	Understanding and understanding the student the meaning of adolescence and the importance of studying it for the educational counselor	Adolescence (The meaning of adolescence, the importance of studying the educational counselor)	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Thirteenth	3	The student understands the physiological changes of physical growth associated with adolescence.	Physical and physiological development	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Fourteenth	3	Student Understanding the Puberty Process And its stages and general characteristics.	Puberty (Stages / general characteristics of puberty)	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.

Fifteenth	3	Student identification of factors affecting puberty	Factors affecting puberty	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Sixteenth	3	The student's understanding of the laws of emotional development in adolescence.	Emotional development and development in adolescence	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Seventeenth	3	Identify the factors affecting the development of adolescent emotions	Factors affecting the development of adolescent emotions.	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Eighteenth	3	The student knows the general characteristics of adolescents.	General characteristics of adolescent emotions	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Nineteenth	3	The student knows the causes of emotions in the adolescent such as fear, shyness, anxiety and feelings of guilt.	Study of some emotions of the adolescent ( fears, anger, shame, anxiety, feelings of guilt )	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
20th	3	The student's understanding of the principles of social growth and development in adolescence.	Adolescent social growth and development)	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.

Twenty-first	3	Identify the factors affecting the development of the social development of the adolescent.	Factors affecting the social development of adolescents	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Twenty-second	3	The student distinguishes between the stages of social development of male and female adolescents	Stages of social development of adolescents  Males and females	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Twenty-third	3	The student explains the role of the family and the school in the development of the social development of the adolescent.	Family and school role  In the development of the social development of the adolescent	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Twenty-fourth	3	Definition of the student psychological weaning of the adolescent .	Psychological weaning of the adolescent .	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Twenty-fifth	3	The student discusses the causes of adolescents' problems and their social and psychological needs.	Teenage problems and their social needs and psychological .	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.
Twenty-sixth	3	The student compares the reasons for  Some teenage problems  Such as shyness, aggression and deviations of adolescents and methods of treatment.	Study of models of adolescent problems  (shyness, daydreaming, aggression, adolescent deviations)	- Lecture -Discussion -Brainstorming	Tests for achievement -Observation.

#### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

## 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	<b>Developmental Psychology and its Theories (2013), Dr. Abdul Aziz Haider Hussein Al-Musawi. Dar Al-Radwan for Publishing and Distribution.</b>
Main references (sources)	- <b>Developmental Psychology (2002), Dr. Mariam Selim. Dar Al-Nahda Al-Arabiya for Publishing.</b> - <b>Developmental Psychology (Childhood and Adolescence) 1986, Dr. Hamed Abdel Salam Zahran. Dar Al-Maaref Publishing.</b>
Recommended supporting books and references (scientific journals, Reports .....)	- <b>Developmental Psychology (2009) Fadia Kamel Hamam, Nafisa Ibrahim Al-Adl, Taghreed Malik Jalidan, Riyadh, Al-Rushd Library.</b>
Electronic References, Websites	<b>Arab Psychological Sciences Network</b> <b><a href="http://www.arabpsynet.com">www.arabpsynet.com</a></b>



### Course Description Form

1- Course Name	Pre-Intermediate
2- Course Code	Second Stage
3-Semester/Year 2022-2023	
4- Date of preparation of this description 7/3/2024	
5- Forms of attendance available	in attendance
6- Number of study hours (total) Number of units (total)	
30 hours per hour 1 UI	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Dr. Moataz Tarek Shaker	Email: <a href="mailto:mutazm@uodidyala.edu.iq">mutazm@uodidyala.edu.iq</a>
<b>8. Course Objectives</b>	
<b>The course aims to teach and train students to learn educational vocabulary in English, conversation, listening, pronunciation of sounds and English grammar.</b>	

<b>9- Teaching and learning methods</b>
1- The method of dialogue and discussion, and the re-pronunciation of words in their correct form
2- Written exams, oral exams.
The method of neighborhood and interrogation in the form of cooperative education for the purpose of training students on various skills

10. Course Structure					
Head way Plus , Pre Intermediate , Second Stage					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	1	Explain the present , past and future tense, Questions with wh question	Getting to know you	Lecture and discussion	Achievement Tests
Second	1	=	=	=	=
Third	1	Present tense , text and exercises about the people and places. Also , using have and have got .	The way we live	=	=
Fourth	1	=	=	=	=
V	1	Past Simple and continues	It all went wrong	=	=
Sixth	1	=	=	=	=
Seventh	1	Quantity and articles , Much and Many , Some and any , a little , a lot of , ...	Let's go shopping	=	=
Eighth	1	=	=	=	=
Ninth	1	Verb pattern , Future intention ( going to and will)	What do you want to do?	=	=
X	1	=	=	=	=
Eleventh	1	Whats it like! Comparative and Superlative adjective	Tell me what's it like?	=	=
Twelfth	1	=	=	=	=
Thirteenth	1	Present Perfect and past simple	Fame	=	=
Fourteenth	1	=	=	=	=
Fifteenth	1	Have to , Introduction to modal auxiliary , Form , Shuld , Must .	Dos and don'ts	=	=
Sixteenth	1	=	=	=	=
Seventeenth	1	Time and conditionl	Going places	=	=

		Clauses			
Eighteenth	1	=	=	=	=
Nineteenth	1	Infinitives , manage to , used to , exclamation	Scared to death	=	=
20th	1	=	=	=	=
Twenty one	1	Passives , verb and nouns that go together	Things that changed the world	=	=
Twenty-second	1	=	=	=	=
Twenty-third	1	Second condational , might , phrasal verbs, social expressions	Dreams and reality	=	=
Twenty-fourth	1	=	=	=	=
Twenty-fifth	1	Present perfect continues , word formation , adverb	Earning a living	=	=
Twenty-sixth	1	=	=	=	=
Twenty-seventh	1	Past perfect , reported statement.	Family ties	=	=
Twenty-eighth	1	=	=	=	=
Twenty-ninth	1	=	Final Exam	=	=
Xxx	1	=		=	=

#### 10.11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

#### 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	<b>All that was written above</b> <b>- The two methodological books</b> <b>New Headway Plus / Pre-Intermediate student's Book</b> <b>New Headway Plus/ Pre-Intermediate with Key</b> <b>Dictionaries – short stories</b>
Main references (sources)	/
Recommended supporting books and references (scientific journals, Reports .....)	/
Electronic References, Websites	<b>Manaraa.com</b>



## 9. Teaching and learning methods

1- Lecture.

2- Discussion.

3- Brainstorming.

4- Problem solving.

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First + Second	( 2 )	Make the student able to  1- Defines the scientific method of Arabic grammar.  2- Explains the importance of the Arabic language and the entrance to its study?	(Introduction to the study of Arabic language, sciences and literature)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
III +IV	( 2 )	Make the student able to:  1- Knows the names in the Arabic language.	(Introduction to the study of the Arabic language)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
V+ Sixth	( 2 )	Make the student able to:  1- The beginner, its types and syntactic applications.  2- News, its types and Arabic applications	(Arabic Grammar)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
VII + VIII	( 2 )	Make the student able to:  1- The actor and its types and applications of syntax.  2- The deputy actor and his syntax and syntactic applications.	(Arabic Grammar)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Ninth + tenth .	( 2 )	Make the student able to take note:  1- He and her sisters and their linguistic applications.  2- That and her sisters and their Arab	(Arabic Grammar)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of

		manifestations.		lists.	the course.
Eleventh + Twelfth	( 2 )	Make the student able to know ::  1- Drawing the letters Taa and Haa at the end of the words.  2 Linguistic differences between the rules of drawing Taa and the rules of drawing distraction at the end of words	(Arabic Grammar)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
XIII + XIV	( 2 )	Make the student stand on:  1- Knowing the increase and decrease in letters in words.  2- Knowing the rules for deleting letters from words.  3- Knowing the rules of increasing letters in words.  4- Solve exercises for these topics.  - .	(Arabic Grammar)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Fifteenth + Sixteenth	( 2 )	Make the student stand to know:  1 The subject of Dhad and Zaa in the Arabic language  2 Standing on the rules of differentiating between Dhad and Zaa in words	(Arabic Grammar)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course
Seventeenth + Eighteenth	( 3 )	Make the student informed:  1- The emergence of Arabic literature and its stages that it went through.  2- Pre-Islamic literature and Islamic literature and the stages of cognitive overlap	(Introduction to Arab-Islamic literature)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.



		between them.			
Nineteenth + Twentieth	( 2 )	<p>Make the student see:</p> <p>1- Biography of the most prominent poets stallions in the pre-Islamic era.</p> <p>2 The most prominent poets of the era early Islam and the beginning of the Islamic era.</p> <p>3- Reviewing the poems of veteran poets between ignorance and Islam.</p>	(Poets of pre-Islamic and Islamic literature)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>
Twenty-first + twenty-second .	( 2 )	<p>Make the student recognize :</p> <p>1- The Islamic poet Ka'b bin Zuhair and his poem Bant Souad.</p> <p>2- His life, his family and his poetry.</p>	(Poets of the Islamic Era)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>
XXIII + XXIV	( 2 )	<p>Make the student recognize :</p> <p>1 The life of Badr Shakir Al-Sayyab and his poem Safar Job.</p> <p>2 The capillary properties of his poetry.</p> <p>3- His poetic effects and the poets who influenced them in his poetry.</p>	(Poets of the modern era)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>

Twenty-fifth + twenty-sixth.	( 2 )	<p>Make the student recognize :</p> <p>1- The poet Al-Farazdaq, his life, his family, his poetic effects, his era, his death, and his relationship with the poetry of contradictions.</p> <p>2 poetic examples of him.</p> <p>3- The poetry of contradictions and their poets.</p>	(Poets of Islamic literature)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>
Twenty-seventh + twenty-eighth.	( 2 )	<p>Make the student recognize :</p> <p>1- Punctuation marks in the Arabic language and its applications.</p> <p>2 Alphabets and their phonetic arrangement.</p>	(punctuation and alphabets)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>
Twenty-ninth + thirty.	( 3 )	<p>Make the student recognize :</p> <p>1 Solar and lunar letters.</p> <p>2 Practical applications for it.</p> <p>3 Comprehensive review of the material.</p>	(Solar and lunar letters and their practical applications + comprehensive review of the material)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p> <p>4- Daily attendance lists.</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p>

#### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

12. Learning and Teaching Resources	
Required textbooks (methodology, if any)	General Arabic language references for non-specialized departments, in addition to the subject prepared by the subject professor.
Main references (sources)	
Recommended supporting books and references (scientific journals, Reports .....)	/
Electronic References, Websites	Multiple websites to take advantage of existing information

### Course Description Form

1- Course Name                      Personal Theories	
2- Course Code                      Second Stage	
3-Semester/Year    2022-2023	
4- Date of preparation of this description                      7/3/2024	
5- Forms of attendance available                      in attendance	
6- Number of study hours (total) Number of units (total)	
90 hours per hour 3 UI	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Mr. Hassan Abdullah Hassan                      Email: hasanm@uodiyala.edu.iq	
8- Course Objectives	
Course Objectives	<p>1- Make the student able to identify the basic postulates and concepts related to personality theories.</p> <p>2- Make the student able to define personality theories.</p> <p>3- Making the student able to identify what theories are (their characteristics and the advantages of a good theory).</p> <p>4- Make the student able to classify theories into (psychoanalysis and human theories ... etc).</p> <p>6- Making the student able to classify each theory of personality on the basis of its most important concepts.</p> <p>7- Making the student able to use personality theories in the educational offender.</p> <p>8- Making the student able to summarize the most important hypotheses in each theory.</p> <p>9- Make the student able to distinguish between each perspective of personality theories.</p>
9- Teaching and learning strategies	
Strategy	<p>First / lecture accompanied by the style ((discussion.))</p> <p>Second / lecture accompanied by the style of ((interrogation.))</p> <p>III / brainstorming.</p>

Fourth: Delivering or lecturing.

Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	( 3 )	Make the student able to: 1- Defines the theory 2- Explains the importance of the theory 3- Enumerates the criteria of good theory 4- Determines the importance of the theory.	(Personality theories)	1- Lecture 2. Discussion 3- Self-evaluation 4- The style of dialogue.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course. 4. Daily attendance lists
Second	( 3 )	Make the student able to: 1- Knows the life of the world 2- They enumerate the hypotheses of the theory. 3- Explains the structure of the personality.	(Freud's theory)	1- Lecture 2. Discussion 3- Self-evaluation 4- Dialogue style.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course. 4- Daily attendance lists
Third	( 3 )	Make the student able to: 1- Explains the growth of personality. 2- Explains defensive tricks. 3- Enumerates the pros and cons of the theory.	(Freud's theory)	1- Lecture 2. Discussion 3- Self-evaluation 4- The style of dialogue.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course. 4- Daily attendance lists
Fourth	( 3 )	Make the student able to: - Performs the first semester test according to the specified vocabulary	(First Semester Test)	Monitoring	Test results
V	( 3 )	Make the student able to: 1- Classifies the theory 2- Knows the life of the world 3- Enumerates the hypotheses of the theory.	(Adler's theory)	1- Lecture 2. Discussion 3- Self-evaluation 4- Dialogue style	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course. 4- Daily attendance lists.

Sixth	( 3 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1- Defines the most important basic concepts.</li> <li>2- Explains the structure of the theory</li> <li>3- Determines personal growth</li> <li>4- Pros and cons of the theory</li> <li>5- Educational applications</li> </ol>	(Adler's theory)	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>
Seventh	( 3 )	- Make the student able to take a daily test.	( Daily Test )	Monitoring	Test results
Eighth	( 3 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1- Know a brief overview of the life of the world.</li> <li>2- Identifies the basic concepts in the theory</li> <li>3- Explains the composition of the personality</li> <li>4- Determines the growth of personality.</li> </ol>	(Jung's theory)	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Dialogue style</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course</li> <li>4- Daily attendance lists</li> </ol>
Ninth	( 3 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1- Determines personality patterns.</li> <li>2- Pros and cons of the theory.</li> <li>3- Compare the theory with previous theories.</li> </ol>	( Jung's theory )	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- The style of dialogue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> <li>4- Daily attendance lists</li> </ol>
X	( 3 )	Make the student able to take a daily test	(Daily test)	Monitoring	Test results
Eleventh	( 3 )	<p>Make the student able to:</p> <p>He learns about the life of the world.</p> <p>Knows a brief overview of human theories</p>	(Ma Slaw's hierarchical theory)	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>

		and personal composition			4- Daily attendance lists.
Twelfth	( 3 )	<p>Make the student able to:</p> <ul style="list-style-type: none"> <li>- Determines the growth of personality .</li> <li>- Enumerates the needs and explains them.</li> <li>- Draws a pyramid of things</li> </ul>	(Ma Slaw's hierarchical theory)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p> <p>4- Daily attendance lists.</p>
Thirteenth	( 3 )	<p>Make the student able to:</p> <ul style="list-style-type: none"> <li>- Defines the pros and cons of the theory.</li> <li>- Educational applications of theory.</li> </ul>	(Ma Slaw's hierarchical theory)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p> <p>4- Daily attendance lists.</p>
Fourteenth	( 3 )	<p>Make the student able to:</p> <ul style="list-style-type: none"> <li>- Performs the second semester test according to the specified vocabulary</li> </ul>	(Second Semester Test)	Monitoring	Test results
Fifteenth	( 3 )	<p>Make the student able to:</p> <ul style="list-style-type: none"> <li>- Knows a brief overview of the life of the world.</li> <li>- Enumerates the most important hypotheses of the theory.</li> <li>- Classifies theory</li> </ul>	(Frankl)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p> <p>4- Daily attendance lists.</p>
Sixteenth	(3)	<p>Make the student able to:</p> <ul style="list-style-type: none"> <li>- Explains the growth and composition of personality .</li> <li>- Pros and cons of the theory.</li> <li>- Educational applications of theory.</li> </ul>	(Frankl)	<p>1- Lecture</p> <p>2. Discussion</p> <p>3- Self-evaluation</p>	<p>1. Observation</p> <p>2- Daily oral tests</p> <p>3- Preparing reports on the vocabulary of the course.</p> <p>4- Daily attendance lists.</p>



11. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, and ..... reports etc	
The degree is divided as follows:	
First semester score out of 20	
Second Semester Grade 20	
Annual pursuit of 40 and final exam score of 60	
12. Learning and Teaching Resources	
Required textbooks (methodology, if any)	
Main references (sources)	- Engler, Barbara (1990): <b>Introduction to Personality Theories</b> , translated by Fahd Abdullah Dalim (1991), Taif Literary Club Publications, Makkah, Azizia.
Recommended supporting books and references (scientific journals, Reports .....)	- Abu Asaad, Ahmed (2001): <b>Manual of Psychological and Educational Standards and Tests</b> , 1st Edition, Debono Center for Publishing and Distribution, Amman, Queen Rania Street.  Abdel Rahman, Mohamed El-Sayed (1998): <b>Theories of Personality</b> , Dar Quba for Printing, Publishing and Distribution, Cairo..
Electronic References, Websites	Whoa, whoa, who Manaraa.com

### Course Description Form

1- Course Name Computer					
2- Course Code Second Stage					
3-Semester/Year 2022-2023					
4- Date of preparation of this description 1/4/2024					
5- Available attendance forms in attendance					
6- Number of study hours (total) Number of units (total)					
60 hours per hour 2 UI					
7- The name of the course administrator (if more than one name is mentioned)					
Name: Eng. Ohood Fadel Alwan Email: <a href="mailto:ohoodm@uodiyala.edu.iq">ohoodm@uodiyala.edu.iq</a>					
8- Course Objectives					
Course Objectives	<ul style="list-style-type: none"> <li>To familiarize students with the concept of using Microsoft Excel program effectively that enables them to do mathematical, statistical and logical work</li> <li>-Increase and expand students' perception of interaction with the ready-made Office packages provided by Microsoft -3Make the individual able to recognize the physical components of the computer</li> <li>-To familiarize students with the concept of using mathematical formulas that include functions in Excel</li> <li>To familiarize students with what computer networks are effectively that enables them to carry out searches within the network and to learn methods of pulling sources and images</li> <li>☐ Students should learn about the methods of creating e-mail and methods of security and protection</li> </ul>				
9- Teaching and learning strategies					
Strategy	Lecture, discussion, interrogation questions, distance learning, daily and monthly tests				
10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method

First	2 hours		An acquaintance session to clarify the vocabulary of the subject		//
Second	2 hours	Get to know the XL program and run the program	Excel program and ways to operate the program	- <b>Lecture</b> - <b>Discussion</b> <b>Practicality</b>	Structural calendar
Third	2 hours	Flys the most expensivefiles  Open within the program  XL and more expensive ways  Program	Ways to close files  Open within the Excel program and ways to close  Program	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Structural calendar
Fourth	2 hours	Program window components  Xl and write in the uncle sheetl and specify the text shading	Program window components  Excel and writing in worksheet	- <b>Lecture</b> - <b>Interrogative questions</b> - <b>Practicality</b>	Structural calendar  Oral test
V	2 hours	Practical application		Collaborative learning	Structural calendar  Oral
Sixth	2 hours	Get to know the forget  Text throughto bar  Home page and forget the line cell	Learn about the format  Text through a bar  Home Page and Font Cell Formatting	<b>Practical application</b>  Cooperative Learning	oral
Seventh	General review with practical application				oral
Eighth	The exam of the first month of the first semester				editorial
Ninth	2 hours	Familiarize yourself with the program bars, home page, insertion tab, page layout and sources tab	Learn about the program bars, home page, insertion tab, page layout, and sources tab	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Structural calendar

X	2hr	Getting to know the tapes Program and format tabs and data and view and Design Tab	Recognition of tapes Program and format tabs and data and view and Design Tab	- <b>Brainstorming</b>	oral
Eleventh	2 hours	A comprehensive practical application of each subject in the first semester			editorial
Twelfth	2 hours	Formula Components Formula floats for comparison Use of parentheses	Formula Components Formula Comparison Factors Use of parentheses	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Structural calendar
Thirteenth	2 hours	Function definition and creation of Arithmetic formulas and create a formula that includes a ready-made function	Function definition and creation of Arithmetic formulas	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Collaborative learning
Fourteenth	2 hours	Daily test	Tabs	- <b>Brainstorming</b>	oral
Fifteenth	2 hours	Keyboard settings	Properties and importance	- <b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	Structural calendar
Sixteenth	2 hours	Practical application	Orders and Directives	<b>Questions &amp; Answers</b>	oral
Seventeenth	2 hours	Monthly test			editorial
Eighteenth	2 hours	Introduction to the Internet and browsing the web	Introduction to the Internet and browsing the web	<b>Lecture</b> - <b>Discussion</b> - <b>Practicality</b>	oral

Nineteenth	2 hours	Methods of withdrawing sources Programs and images	Methods of withdrawing sources Programs and images	<b>Lecture</b> <b>-Discussion</b> <b>- Practicality</b>	oral
Twelfth	2 hours	Ways to close the program	Types of roads and the most important ones	Cooperative Learning	oral
20th	2 hours	Daily test	General Questions	Brainstorming	oral
Twenty-first	2 hours	Practical application	Practical application	Cooperative Learning	oral
Twenty-second	The exam of the first month of the second semester				
Twenty-third	2 hours	Safety and protection methods and their applications	Safety and protection methods and their applications	Lecture and discussion	
Twenty-fourth	2 hours	mailbox conditioning Electronic & Messaging	mailbox conditioning Electronic & Messaging	Lecture and discussion	
Twenty-fifth	2 hours	Practical application	Practical application		Cooperative Learning
Twenty-sixth	Second month exam of the second course				
Twenty-seventh	2 hours	The rest of the tabs	Orders and Directives	Lecture and discussion	
Twenty-eighth	2 hours	Ways to change Internet settings	Ways to change Internet settings	Lecture and discussion	oral
Twenty-ninth Thirty	Exams				editorial

### 11. Course Evaluation

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

The degree is divided as follows:

The first semester score out of 20 includes 10 written exam marks, 5 practical 2 attendance and 3 assignments

The second semester score out of 20 includes 10 written exam marks, 5 practical 2 attendances and 3 assignments

Annual pursuit of 40 and final exam score of 60

## 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	Computer Basics Book
Main references (sources)	Excel 2010
Recommended supporting books and references (scientific journals, Reports .....)	/
Electronic References, Websites	Multiple websites to take advantage of existing information

### Course Description Form

1- Course Name	Tests and Measurements	
2- Course Code	Phase III	
3-Semester/Year	2023-2024	
4- Date of preparation of this description	1/4/2024	
5- Forms of attendance available	Attendance	
6- Number of study hours (total) Number of units (total)	60 hours / 2 hours per week / 30 weeks	
7- The name of the course administrator (if more than one name is mentioned)		
Name: Eng. Nora Nizar Hassan	Email: nooram@uodiyala.edu.edu.iq	
8- Course Objectives		
Course Objectives	<ul style="list-style-type: none"> <li>• <b>Make the student able to identify the basic concepts associated with psychological tests and measures</b></li> <li>• <b>Make the student able to define the test, measurement and evaluation and understand the relationship between them</b></li> <li>• <b>Make the student able to identify the types of psychological tests and measures, including (intelligence test and achievement tests)</b></li> <li>• <b>Make the student able to identify the main steps in building psychological tests and measures</b></li> <li>• <b>Make the student able to identify the standard characteristics of tests and measures</b></li> <li>• <b>Make the student able to realize the concept of stability of the test and methods of calculation, including re-testing and half segmentation</b></li> <li>• <input checked="" type="checkbox"/> <b>Make the student able to realize the concept of the truthfulness of the test, its indicators and the factors affecting the honesty</b></li> </ul>	
9- Teaching and learning strategies		
Strategy	Lecture method Discussion method Interrogation method	
10. Course Structure		

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	2	Enable students to understand the scientific material	Psychometrics	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
2	2	Enable students to understand the scientific material	Types of tests and measures	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
3	2	Enable students to understand the scientific material	Types of tests	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
4	2	Enable students to understand the scientific material	Personality tests and measures	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
5	2	Enable students to understand the scientific material	Steps to build the test and metrics	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
6	2	Enable students to understand the scientific material	Building tests	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
7	2	Enable students to understand the scientific material	Standard characteristics of psychological tests and scales	The method of lecture, discussion and questioning	Asking questions and participating, daily and oral tests
8	2	Enable students to understand the scientific material	Test stability	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
9	2	Enable students to understand the scientific material	Authenticity of the test	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
10	2	Enable students to understand the scientific material	Types of test honesty	The method of lecture, discussion and questioning	Asking questions and sharing, daily and oral tests
11	2	Enable students to understand the scientific material	Standard characteristics of test paragraphs and psychological scales	The method of lecture, discussion and questioning	Ask questions and participate Daily and oral tests

#### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20



Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

12. Learning and Teaching Resources

Required textbooks (methodology, if any)

Al-Jali, Sawsan Shaker (2005): The basics of building psychological and educational tests and measures, Aladdin Foundation for Publishing and Printing

Main references (sources)

Majeed, Sawsan Shaker (2014) The foundations of building psychological and educational tests and measures and codifying them, 1st Edition, Dar Al-Assar Al-Alami for Publishing

Recommended supporting books and references (scientific journals, Reports .....

Mikhail, Amtanios Nayef (2016): Building psychological and educational tests and measures, Debono Center for Teaching Thinking, 3rd Edition

Electronic References, Websites

[www.noor-book.com](http://www.noor-book.com)

### Course Description Form

1. Course Name:	
Behavior Modification	
2. Course Code:	
Behavior Modification	
3. Semester / Year:	
2023-2024	
4. Description Preparation Date:	
1-4-2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours, each hour 3 academic units	
7. Course administrator's name (mention all, if more than one name)	
Name: Abdul Rasoul Salem Muhammad Email: rasolm @uodiyala.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Understanding the design of acquired behavior and maintaining its continuity.....</li> <li>The student understands what human behavior is and what are the factors influencing behavior.</li> <li>Numbers of students who know how to increase desired behavior.</li> <li>Student numbers know how to reduce unwanted behavior.</li> <li>Familiarity with the basic principles of behavior modification.</li> <li>Improving lifestyle and dealing with self-behaviors and the behaviors of others in a more scientific manner</li> <li>Familiarity with research methodology in behavior modification in order to advance scientific research.</li> <li>Know how cognitive behavior is modified.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>Lecture method</li> <li>scussion method</li> <li>Interrogation method</li> </ul>

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Definition of behavior	Definition of behavior	Lecture Asking	oral questions
Second	3	Definition of behavior modification	Behavior modification	Lecture Asking	The lecture summarizes the most important points in the lecture
Third	3	Knowing some basic terms and concepts in behavior modification.	Some basic terms and concepts in behavior modification	The lecture	Writing the steps of the research methodology for behavior modification in writing.
Fourth	3	Familiarity with the steps of the research methodology in behavior modification	The research methodology in behavior modification	The lecture	Writing the steps of the research methodology for behavior modification in writing.
Fifth	3	The first month exam of the first course is written			written
Sixth	3	Reinforcement	vocabulary classification	increasing desired behavior, lecture and questioning	oral questions
Seventh	3	Choosing appropriate reinforcers	factors affecting the effectiveness of reinforcement	Discussion panel	Summarizing the most important points of the session
Eighth	3	Knowing how to shape behavior	behavior Shaping	behavior Lecture	Oral questions
Ninth	3	Knowing how to control	K stimuli. Adjust the	exciter. Lecture	Oral questions
Tenth	3	Exam of the second month of the first course.			Editorial
eleventh	3	Know the effect of modeling on behavior.	What is the theory that dealt with the concept of modeling	Lecture.	Oral questions

twelveth.	3	Knowing strategies to reduce unwanted behavior.	Reducing unwanted behavior.	Lecture and discussion	Oral questions
Thirteenth	3	Knowing the effect of punishment and its alternatives in reducing undesirable behavior	knowing how to extinguish undesirable behavior,	reducing undesirable behavior. lecture	lecture. Summarizing the lecture orally
fourteenth	3	Know how to overcorrect	Reducing unwanted behavior	lecture	Oral questions

#### 11. Course Evaluation

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

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Human behavior modification theory and practice (Ahmed Abdel Latif Asaad)
Main references (sources)	Cognitive behavioral therapy strategies and techniques (Shaaban Amjad Fadl)
Recommended books and references (scientific journals, reports...)	Guidance skills (Ahmed Abdel Latif Abu Asaad)
Electronic References, Websites	Some websites

### Course Description Form

1- Course Name /                      A Case Study	
2- Course Code                              Phase III	
3-Semester/Year/                              2023-2024	
4- Date of preparation of this description      1/4/2024	
5- Forms of attendance available                      Attendance	
6- Number of study hours (total) Number of units (total) 3 hours and units 5 per week / 90 hours per year	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Mr. Hassan Abdullah Hassan                      Email: hasanm@uodiyala.edu.iq	
8- Course Objectives	
Course Objectives	<p>Understand the meaning of the case study.</p> <ul style="list-style-type: none"> <li>• Understand the meaning of case history, case conference.</li> <li>• Understand the difference between a case study and a case history.</li> <li>• Understand the steps of the case study.</li> <li>• Understand and recognize the objectives of the case study.</li> </ul>
9- Teaching and learning strategies	
Strategy	Lecture, discussion, interrogation questions, brainstorming, cooperative learning

## 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
The first	3	Section One: Its origin, development and the impact of other fields in it.	What is the case study, the importance of the case study.	Lecture	Ask oral questions
Second	3	Objectives of the case study.	Elements of the case study.	Lecture	Summarizing the most important points of the lecture
Third	3	Advantages of a case study.	Disadvantages of the case study.	Lecture and discussion	Ask oral questions
Fourth	3	Case study success factors.	Causes and consequences	Lecture	Writing the steps of the research methodology to modify behavior editorially
V	3	Case study skills and techniques.	Automatic skills		editorial
Sixth	3	Report writing skills case study.	Detailed steps	Lecture & Interrogation	Oral questions
Seventh	3	Case study difficulties.	Types of difficulties	Panel Discussion	Summarizing the most important points of the session
Eighth	3	Monthly Exam 1		Lecture	Oral questions
Ninth	3	Contents of the case study		Lecture	Oral questions
X	3	Daily exam			editorial
Eleventh	3	Case study tools.	Modeling	Lecture	Oral questions
Twelfth	3	Case Study Sources	Reduce unwanted behavior	Lecture and discussion	Oral questions
Thirteenth	3	Interview Characteristics and recipes	Reduce unwanted behavior	Lecture	Oral summary of the lecture

		of the interview			
Fourteenth	3	Types of interview Steps to conduct the interview.	Reduce unwanted behavior	Lecture	Oral questions
Fifteenth	3	Third: Tests and Measurements.	Types of tests and their importance	Lecture	Oral questions
Sixteenth	3	Conditions for tests and metrics	Types of difficult conditions	Discussion	Brainstorming
Seventeenth	3	Monthly Exam 3			editorial
Eighteenth	3	Spring break	Cognitive behavior modification	Discussion	Summarizing the most important points of the lecture
Nineteenth	3	Types of tests and measures	Design and maintain the continuity of learned behavior	Lecture	Oral questions
Twenty	3	Fourth: Clinical interpretation of the results	Behavior modification in children	Discussion	Summarizing the most important points in the lecture
Twenty one	3	Summary of the case study	Misconceptions in the case study	Lecture	Oral questions
Twenty-second	3	examination	editorial		

### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

### 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	
Main references (sources)	1- Case Study in Psychology, authored by Dr. Fikri Latif Metwally 2- Psychological guidance and counseling, written by Dez Suhair Kamel
Recommended supporting books and references (scientific journals, Reports .....)	
Electronic References, Websites	



### Course Description Form

1- Course Name					
Educational Psychology					
2- Course Code		Phase III			
3-Semester/Year					
2023 / 2024					
4- Date of preparation of this description					
1/ 4 / 2024					
5- Available attendance forms					
Attendance					
6- Number of study hours (total) Number of units (total)					
90 hours per hour 3 credit hours					
7- The name of the course administrator (if more than one name is mentioned)					
Name: Assoc. Prof. Zeina Shaheed on		Email: zinam @uodiyala.edu.iq			
8- Course Objectives					
Course Objectives		<ul style="list-style-type: none"> <li>Make the student able to familiarize himself with the vocabulary of educational psychology</li> <li>Make the student able to adapt to different life circumstances</li> <li>Make the student able to understand the foundations of educational psychology.</li> <li>☒ Make the student able to solve the problems that students suffer from in the learning process by referring to the theories of educational psychology</li> </ul>			
9- Teaching and learning strategies					
Strategy		Use of lecture method, panel discussions, extracurricular activities			
10. Course Structure					
Week	The hour	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Learn about the historical process of the development of educational psychology	Introduction to Educational Psychology	Lecture	Oral Exam

Week 2	3	Students learn about what educational psychology is	Definitions of educational psychology	Lecture	Interrogation
Week 3	3	Students are introduced to topics in educational psychology	Topics in Educational Psychology	Lecture + Discussion	Interrogation
Week 4	3	Understands the areas of educational psychology	Areas included in Educational Psychology	Lecture	Interrogation
Week 5+6	6	The student understands general and specific goals and how to formulate them	General and specific objectives	Lecture	Oral Exam
Week 7	3	First written exam	Above Article		

Week 8	3	The student knows the importance of studying educational psychology	The importance of educational psychology	Lecture	Oral Exam
Week 9+10	6	Learn about research methods in educational psychology	Research Methods in Educational Psychology	Lecture	Writing a report that includes the steps of writing research in educational psychology and discussing them
Week 11+12	6	The student knows his relationship with general psychology and other sciences  Review of previous lectures  Written exam  Understand the concept of learning and what are the factors affecting it	Its relationship with general psychology and other sciences	Panel Discussion	Write a summary of the vocabulary
Week 13+14		The student understands the disability between maturity and learning			
Week 15	6	Learning Readiness	Learning and influencing factors		Editorial questions
Week 1	3	Basic concepts  To know the nature of memory	Learning and the factors affecting it  Learning and the factors		Oral test

Week 2	3	Learn about the factors at play and ways to improve remembering	affecting it Memory	Lecture	Write a report explaining the relationship between maturity and learning
Week 3		First written exam	Memory	Panel Discussion	
Week 4	3	Learn about what forgetfulness is and its theories	Memory	Panel Discussion	Write a report explaining the relationship between readiness and learning
Week 5		Learn what learning is and what its theories are	Memory		Oral test
Week 6	3		Forgetting	Lecture	Oral test
Week 7	3		Learning	Lecture	Write a summary of factors affecting memory improvement
Week 8+ 9+ 10	3				Editorial questions

Week 11+ 12 + 13	3		Lecture	Oral questions
	9		Lecture	Write a report summarizing each learning theory
	9			

**11. Course Evaluation**

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

**12. Learning and Teaching Resources**

Required textbooks (methodology, if any)	<b>Foundations of Educational Psychology (Fadel Mohsen Al-Azirjawi)</b>
Main references (sources)	<b>Educational Psychology (Fouad Abu Hatab - Amal Sadiq)</b>
Recommended supporting books and references (scientific journals, Reports .....)	There isn't any
Electronic References, Websites	There isn't any

### Course Description Form

1- Course Name	
The Art of Communication	
2- Course Code	
Third stage	
3-Semester/Year	
2023 / 2024	
4- Date of preparation of this description	
8/ 3 / 2024	
5- Available attendance forms	
Attendance	
6- Number of study hours (total) Number of units (total)	
60 hours per hour 2 UI	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Dr. wsnaa Magid Abdel Hamid                      Email: <a href="mailto:wasnaam@uodiyala.edu.iq">wasnaam@uodiyala.edu.iq</a>	
8- Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>☐ 1- Make the student able to determine the meaning of communication in general</li> <li>☐ 2- Make the student able to define the art of communication</li> <li>☐ 3- Making the student able to identify some concepts related to the art of communication</li> <li>☐ 4- Making the student able to classify the problems of good communication</li> <li>☐ 6- Making the student able to classify the types of communication according to expression.</li> <li>☐ 7- Make the student able to classify the types of communication according to level</li> <li>☐ 8- Making the student able to classify the art of communication according to notation.</li> <li>☐ 9- Make the student able to interpret communication theories.</li> <li>☐ 10- Making the student able to distinguish the communication skills of the counselors.</li> </ul>
9- Teaching and learning strategies	
Strategy	Use of lecture method, panel discussions, and classroom activities

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	( 2 )	Make the student able to: 1- Defines communication 2- Shows the art of communication 3- Shows the beginnings of communication 4- Explains a brief history of the art of communication	( The Art of Communication )	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Second	( 2 )	Make the student able to: 1- Enumerates the components of communication . 2- Explains each component of the art of communication . 3 Determines the importance of each component of communication	(Components of the art of communication)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Third	( 2 )	Make the student able to: 1- Knows good communication 2- Explains the problems of good communication . 3- Determines what are the	( Good communication )	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.

		problems of good communication .			
Fourth	( 2 )	Make the student able to:  - Performs the first semester test according to the specified vocabulary	(First Semester Test)	Monitoring	Test results
V	( 2 )	Make the student able to:  1Shows the communication process of educational counselors).  2- Defines the types of communication in relation to expression.  3- Distinguish between verbal and non-verbal types of communication	• Communication with educational counselors  -Types of connection )	1- Lecture  2. Discussion  3- Self-evaluation  4- Daily attendance lists.	1. Observation  2- Daily oral tests  3- Preparing reports on the vocabulary of the course.
Sixth	( 2 )	Make the student able to:  1- Determines what types of communication related to the level.  2- Distinguish between self-contact - personal.  3- Determines the types of communication related to	( Types of communication in relation to level and notation )	1- Lecture  2. Discussion  3- Self-evaluation  4- Daily attendance lists.	1. Observation  2- Daily oral tests  3- Preparing reports on the vocabulary of the course.



		blogging 4- Distinguish between written and oral communication 5. Compare the type of level with the type of notation			
Seventh	( 2 )	- Make the student able to take a daily test.	( Daily Test )	Monitoring	Test results
Eighth	( 2 )	Make the student able to: 1- Distinguish between formal and informal communication . 2- Identifies communication networks 3- Classifies communication networks according to their forms 4. Distinguish between networks	<ul style="list-style-type: none"> <li>• Official-informal communication</li> <li>- Communication networks according to their forms)</li> </ul>	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, and ..... reports etc  The degree is divided as follows:  First semester score out of 20  Second Semester Grade 20  Annual pursuit of 40 and final exam score of 60					
12. Learning and Teaching Resources					

Required textbooks (methodology, if any)	-Dakar, Bert, translated by Al-Shamrani, Dr. Abdul Rahman bin Hadi-bin Hamad, Dr. Ibrahim, the art of communication
Main references (sources)	-Shahrour, Layla, the art of communication and persuasion
Recommended supporting books and references (scientific journals, Reports .....)	Abu Al-Qambaz, Mohammed Hisham (2019), The Art of Communicating with Others
Electronic References, Websites	Whoa, whoa, who Manaraa.com

### Course Description Form

1- Course Name	Intermediate
2- Course Code	Third Stage
3-Semester/Year	2023-2024
4- Date of preparation of this description	1/4/2024
5- Forms of attendance available	Attendance
6- Number of study hours (total) Number of units (total)	30 hours per hour 1 UI
7- The name of the course administrator (if more than one name is mentioned)	Name: Dr. Moataz Tarek Shaker      Email: muatazm @uodiyala.edu.iq
<b>8. Course Objectives</b>	
The course aims to teach and train students to learn educational vocabulary in English, conversation, listening, pronunciation of sounds and English grammar.	

### 9- Teaching and learning methods

1- The method of dialogue and discussion, and the re-pronunciation of words in their correct form

2- Written exams, oral exams.

The method of neighborhood and interrogation in the form of cooperative education for the purpose of training students on various skills

<b>10. Course Structure</b>					
<b>Head way Plus , Intermediate , third Stage</b>					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	1	Explain the present , past and future tense, Questions with wh question	It's a wonderful world	Lecture and discussion	Achievement Tests
Second	1	=	It's a wonderful world	=	=
Third	1	Present tense , text and exercises about the people and places. Also , using have and have got .	Get happy	=	=
Fourth	1	=	Get happy	=	=
V	1	Psat Simple and continues	Telling tales	=	=
Sixth	1	=	Telling tales	=	=
Seventh	1		Exam 1	=	=
Eighth	1	=	=	=	=
Ninth	1	Verb pattern , Future intention ( going to and will)	What do you want to do?	=	=
X	1	=	=	=	=
Eleventh	1	Whats it like! Comparative and Superlative adjective	Tell me what's it like?	=	=
Twelfth	1	=	=	=	=
Thirteenth	1	Present Perfect and past simple	Fame	=	=
Fourteenth	1	=	=	=	=
Fifteenth	1	Have to , Introduction to modal auxiliary , Form , Shuld , Must .	Dos and don'ts	=	=
Sixteenth	1	=	Exam 2	=	=
Seventeenth	1	Time and conditionl	Going places	=	=

		Clauses			
Eighteenth	1	=	=	=	=
Nineteenth	1	Infinitives , manage to , used to , exclamation	Scared to death	=	=
20th	1	=	=	=	=
Twenty one	1	Passives , verb and nouns that go together	Things that changed the world	=	=
Twenty-second	1	=	=	=	=
Twenty-third	1	Second condational , might , phrasal verbs, social expressions	Dreams and reality	=	=
Twenty-fourth	1	=	=	=	=
Twenty-fifth	1	Present perfect continues , word formation , adverb	Earning a living	=	=
Twenty-sixth	1	=	=	=	=
Twenty-seventh	1	Past perfect , reported statement.	Family ties	=	=
Twenty-eighth	1	=	=	=	=
Twenty-ninth	1	=	Final Exam	=	=
Xxx	1	=		=	=

#### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

## 12. Learning and Teaching Resources

<b>1 Required textbooks</b>	<b>All that was written above</b> <b>- The two methodological books</b> <b>New Headway Plus / Intermediate student's Book</b> <b>New Headway Plus/ Intermediate with Key</b> <b>Dictionaries – short stories</b>
<b>2 Main references (sources)</b>	<b>There isn't any</b>
<b>Recommended books and references (scientific journals, reports ,....)</b>	<b>There isn't any</b>
<b>B Electronic references, websites</b>	<b>Whoa, whoa, who Manaraa.com</b>

### Course Description Form

13. Course Name:	
Research Methodology	
14. Course Code:	
Third level	
15. Semester / Year:	
2023-2024	
16. Description Preparation Date:	
1-4-2024	
17. Available Attendance Forms:	
Presence	
18. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours, each hour 3 academic units	
19. Course administrator's name (mention all, if more than one name)	
Name: Ass. prof. Salwan Abdel Ahmed	
Email: <a href="mailto:salwan@uodiyala.edu.iq">salwan@uodiyala.edu.iq</a>	
20. Course Objectives	
<b>Course Objectives</b>	<p><b>1- Make the student able to identify basic assumptions and concepts related to the scientific research method.</b></p> <p><b>2- Make the student able to define scientific research and determine (its goals and importance).</b></p> <p><b>3- Making the student able to recognize what the scientific method is (its steps, scientific trends in thinking).</b></p> <p><b>4- Making the student able to classify scientific research into (basic research and applied research).</b></p> <p><b>6- Making the student able to classify research according to its methods into (descriptive research method, experimental research method).</b></p> <p><b>7- Making the student able to use scientific research tools (observation, interviews, questionnaires, tests).</b></p> <p><b>8- Make the student able to draw a scientific research plan.</b></p> <p><b>9- Making the student able to use appropriate scientific sources and how to benefit from them.</b></p> <p><b>10- Make the student able to develop a research title and apply the steps of scientific research in the field.</b></p>
21. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• First / a lecture accompanied by ((discussion)) style.</li> </ul>

- Second: A lecture accompanied by the style of ((interrogation
- Third: Brainstorming
- Fourth: Delivering or lecturing.
- Fifth: Asking students to visit the library and the international information network (the Internet) to obtain additional knowledge of the course.

## 22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	(3)	is to make the student able to::	<ul style="list-style-type: none"> <li>• Knows the scientific method.</li> <li>• Explains the importance of scientific research</li> <li>• Enumerate the objectives of scientific research.</li> <li>• Determines contemporary trends in scientific research.</li> <li>• (Scientific research</li> </ul>	<ul style="list-style-type: none"> <li>• The lecture</li> <li>• Discussion</li> <li>• Self-evaluation</li> <li>• Daily attendance lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Daily oral tests</li> <li>• Preparing reports on the course</li> <li>• vocabulary.</li> </ul>
second	(3)	makes the student able to:: <ul style="list-style-type: none"> <li>• He knows the scientific method.</li> <li>• Enumerate the steps of the scientific method.</li> <li>• Explains scientific trends in scientific thinking.</li> </ul>	(scientific method)	<ul style="list-style-type: none"> <li>• The lecture</li> <li>• Discussion</li> <li>• Self-evaluation</li> <li>• Daily attendance lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Daily oral tests</li> <li>• Preparing reports on the course vocabulary.</li> </ul>
Fourth	(3)	- Takes the first semester test according to the specified vocabulary	(First semester test)	Monitoring	Test results
Fifth	(3)	<ul style="list-style-type: none"> <li>• Scientific research is classified into (basic research and applied research).</li> <li>• Knows what applied research is.</li> <li>• Knows what basic</li> </ul>	(Types of scientific research)	<ul style="list-style-type: none"> <li>• The lecture</li> <li>• Discussion</li> <li>• Self-evaluation</li> <li>• Daily attendance</li> </ul>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Daily oral tests</li> <li>3. Preparing reports on the course vocabulary</li> </ol>



		research is.		lists.	
Sixth	(3)	<ul style="list-style-type: none"> <li>• Defines what is the descriptive research method.</li> <li>• Determines what the experimental research method is.</li> <li>• Compares the two approaches (descriptive and experimental.)</li> </ul>	(Classification of research according to its methods)	<ul style="list-style-type: none"> <li>-The lecture</li> <li>-Discussion</li> <li>-Self-evaluation</li> <li>- Daily attendance lists</li> </ul>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Daily oral tests</li> <li>- Preparing reports on the course vocabulary</li> </ul>
Seventh	(3)	- Making the student able to take a daily test.	(daily test)	Monitoring	Test results
Eighth	(3)	<p>Make the student able to::</p> <ul style="list-style-type: none"> <li>-Knows the descriptive method.</li> <li>-Specifies the general steps of the descriptive approach</li> <li>- Descriptive research is classified into types and each of these types is defined in some detail.</li> </ul>	(Descriptive research method)	<ul style="list-style-type: none"> <li>-The lecture</li> <li>-Discussion</li> <li>-Self-evaluation</li> <li>- Daily attendance lists</li> </ul>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Daily oral tests</li> <li>- Preparing reports on the course vocabula</li> </ul>
Ninth	(3)	<p>Make the student able to::</p> <ul style="list-style-type: none"> <li>-Defines the problem.</li> <li>-Formulates hypotheses.</li> <li>-Learns what is appropriate experiential education.</li> <li>- Control the experiment.</li> </ul>	(Experimental research method)	<ul style="list-style-type: none"> <li>-The lectur</li> <li>-Discussion</li> <li>-Self-evaluation</li> <li>- Daily attendance lists</li> </ul>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Daily oral tests</li> <li>- Preparing reports on the course vocabulary</li> </ul>
Tenth	(3)	<p>Make the student able to::</p> <ul style="list-style-type: none"> <li>-Knows the sample.</li> <li>-Learn about the methods of choosing them.</li> <li>-Determine the appropriate sample size for the types of</li> </ul>	(Samples and selection methods)	<ul style="list-style-type: none"> <li>-Lecture</li> <li>-Discussion</li> <li>-Self-evaluation</li> <li>- Daily attendance lists.</li> </ul>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Daily oral tests</li> <li>- Preparing reports on the course vocabulary.</li> </ul>

		research. -Recognize the types of samples.			
Eleventh	(3)	Make the student able to:  Gets acquainted with the search tools in detail, which include::  -The interview.  -Observation.  -Questionnaires.  - Tests.	(Scientific research tools)	-The lecture  -Discussion  -Self-evaluation  - Daily attendance lists	-Observation  -Daily oral tests  - Preparing reports on the course vocabulary
Twelfth	(3)	Make the student able to:  - Takes the second semester test according to the specified vocabulary	(Second semester test)	Monitoring	Test results
Thirteenth	(3)	Make the student able to:  Develops a research plan, which includes:  Chapter One::  -the problem  -Importance  -to set  -Terminology  Chapter II::  -Theoretical framework  -Previous studies	(Research plan)	-The lecture  -Discussion  -Self-evaluation  - Daily attendance lists.	-Observation  -Daily oral tests  - Preparing reports on the course vocabulary.
Fourteenth	(3)	Make the student able to:  Develops a research plan, which includes:  Chapter III::  -Research methodology and results  -Recommendations	(Research plan)	-The lecture  -Discussion  -Self-evaluation  - Daily attendance lists	-Observation  -Daily oral tests  - Preparing reports on the course vocabul

		-Proposals -Conclusions the fourth chapter:: - Sources - Appendices			
Fifteenth	(3)	Making the student able to take the third semester exam	(Third semester test)	Monitoring	Test results

### 23. Course Evaluation

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

### 24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> <li>Ismail, Iyad Youssef Al-Haj (2019): Lectures on the Methodology and Philosophy of Scientific Research, Al-Ula Printing and Publishing, University of Mosul - Iraq.</li> <li>Abu Allam, Raja Mahmoud (2011): (Research Methods in Psychological and Educational Sciences), Universities Publishing House, Egypt - Cairo.</li> </ul>
Main references (sources)	Abu Allam, Raja Mahmoud (2011), Research Methods in Educational and Psychological Sciences, Universities Publishing House, 7th edition, Cairo.
Recommended books and references (scientific journals, reports...)	Abu Allam, Raja Mahmoud (2011), Research Methods in Educational and Psychological Sciences, Universities Publishing House, 7th edition, Cairo.
Electronic References, Websites	<a href="http://www.Manaraa.com">www. Manaraa.com</a>

### Course Description Form

1- Course Name	Guidance Interview
2- Course Code	Phase III
3-Semester/Year	2023-2024
4- Date of preparation of this description	7/3/2024
5- Forms of attendance available	Attendance
6- Number of study hours (total) Number of units (total)	90 hours / 3 hours per week / 30 weeks
7- The name of the course administrator (if more than one name is mentioned)	
Name: Dr. Marwa Shaheed Sadiq	Email: marwam@uodiyala.edu.iq

<b>8- Course Objectives</b>	<input type="checkbox"/> Enable students to know the meaning of the orientation interview <input type="checkbox"/> Enable students to know the nature of the orientation interview <input type="checkbox"/> Enable students to understand the principles and foundations of the orientation interview <input type="checkbox"/> Enable students to know the characteristics of the orientation interview <input type="checkbox"/> Enable students to understand the stages of the orientation interview <input type="checkbox"/> Enable students to identify the problems facing the orientation interview <input type="checkbox"/> Enable students to learn about the methods of the orientation interview <input type="checkbox"/> Enable students to know the advantages and disadvantages of the orientation interview
<b>9 - Teaching and learning strategies</b>  <b>Lecture method</b>  <b>Discussion method</b>  <b>Interrogation method</b>	

10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	3	Enable students to understand the scientific material	Orientation Interview	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
2	3	Enable students to understand the scientific material	The importance of the guidance interview	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
3	3	Enable students to understand the scientific material	Types of guidance midwives	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
4	3	Enable students to understand the scientific material	General principles of the indicative interview	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
5	3	Enable students to understand the scientific material	Characteristics of the Orientation Interview	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
6	3	Enable students to understand the scientific material	Advantages of the Orientation Interview	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
7	3	Enable students to understand the scientific material	Counseling interview problems	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
8	3	Enable students to understand the scientific material	Disadvantages of the mentorship interview	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
9	3	Enable students to understand the scientific material	Coaching Interview Techniques	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
10	3	Enable students to understand the scientific material	Technical replay text	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
11	3	Enable students to understand the scientific material	Clarification	The method of lecture, discussion and questioning	Asking questions and classroom participation Daily and oral tests
12	3	Enable students to understand the	Question Methods	The method of lecture, discussion and	Asking questions and class participation,

		scientific material		questioning	daily and oral tests
13	3	Enable students to understand the scientific material	Opposite of feelings	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
14	3	Enable students to understand the scientific material	Confrontation	The method of lecture, discussion and questioning	Asking questions and classroom participation Daily and oral tests
15	3	Enable students to understand the scientific material	Interpretation	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
16	3	Enable students to understand the scientific material	Interview Preparation	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
17	3	Enable students to understand the scientific material	Preparation for the interview (setting the place, setting the target, collecting information in advance)	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
18	3	Enable students to understand the scientific material	Preparing the necessary supplies for the interview, determining the appropriate time, preparing for the interview	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
19	3	Enable students to understand the scientific material	Good listening and listening skill for the interview (recognition / importance)	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
20	3	Enable students to understand the scientific material	Comprehension and accuracy skill	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
21	3	Enable students to understand the scientific material	Comprehension skill	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
22	3	Enable students to understand the scientific material	Remembering skill	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
23	3	Enable students to understand the	Criticism skill	The method of lecture, discussion and	Question Guidance and Classroom

		scientific material		questioning	Engagement, Daily and Oral Tests
24	3	Enable students to understand the scientific material	Stages of listening and listening (emotional, active, social)	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
25	3	Enable students to understand the scientific material	Difficulties in listening Training in listening and good listening	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
26	3	Enable students to understand the scientific material	Procedures for improving and developing the interview	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests

#### 11. Course Evaluation

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

The degree is divided as follows:

First semester score out of 20

Second Semester Grade 20

Annual pursuit of 40 and final exam score of 60

#### 12- Learning and teaching resources

1 Required textbooks (methodology, if any)	Rabie, Mohammed Shehata, 2013, Personality Psychology, First Edition, Amman, Dar Al-Masara for Publishing and Distribution
2 Main references (sources)	Abu Hammad, Nasser Al-Din 2008, psychological counseling and vocational guidance, first edition, the world of modern books, Amman. Abu Asaad, Ahmed Abdul Latif (2011) The Guiding Process, 1st Edition, Dar Al-Masirah, Amman.
Recommended books and references (scientific journals, reports ,....)	
B Electronic references, websites ....	Some websites

### Course Description Form

1. Course Name: Guiding Theories					
2. Course Code: , Third stage					
3. Semester / Year: 2023-2024					
4. Description Preparation Date: 1/4/2024					
5. Available Attendance Forms: Students/					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours and 5 units per week / 90 hours per year					
7. Course administrator's name (mention all, if more than one name)					
Name: Professor Nadia Muhammad Razouki					
Email: nadiam@uodiyala.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>*Preparing the individual capable of giving and producing</li> <li>* Making the individual able to adapt to different life circumstances</li> <li>* Making the individual able to become familiar with counseling theories</li> <li>* Getting students to levels where they are able to provide counseling assistance to others * *Helping to prepare good citizens</li> </ul>		
9. Teaching and Learning Strategies					
<b>Strategy</b>		Lecture, discussion, debriefing, brainstorming, cooperative learning			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning	Evaluati on



				method	method
First,	6	/	Introduction session	/	/
Second	6	1-Defining the theory 2-Mentioning the function 3-Explaining the importance	Heuristic theory / functions/and importance	lecture	Oral test
third,	6	1-Mention the characteristics of a good theory 2- The basic classifications of heuristic theories	Characteristics and classifications	lecture	Oral test
Fourth	6	1-Knowing the founder of the theory 2- What the personality structure consists of 3- How the personality develops	Phenomenological theory	Lecture and discussion	Oral test
fifth	6	1-Interpretation of the theory of pathological behavior 2- Objectives of the counseling process	Phenomenological theory	Brainstorming	Oral test
sixth,	6	1-Conditions for the indicative process 2- Details of the indicative method	Phenomenological theory	Brainstorming	Oral test
seventh	6	1-Concepts of Freud's theory 2- Theory in counseling	Psychoanalytic theory	Cooperative learning	Oral test
Eighth	6	1-Pathological behavior according to Freud 2-Freudian treatment methods	Psychoanalytic theory	Cooperative learning	Oral test
ninth,	6	1-Applications of psychoanalytic theory 2- The role of the guide in Freud's theory	Psychoanalytic theory	Cooperative learning	Oral test
tenth,	6	First month exam/first course			Editorial
eleventh	6	1-The basic concepts of the theory 2- Objectives of Adlerian guidance	Individual counseling theory	Cooperative learning	Oral test
Twelfth	6	Adler's view of man 2-Adler's view of pathological behavior	Individual counseling theory	Lecture and discussion	Oral test
thirteenth	6	1-Guidance methods 2-The role of the mentor	Individual counseling theory	Lecture and discussion	Oral test

fourteenth	6	1-Basic principles 2-Factors that affect the learning process	Behavioraltheory	interrogative questions	verbal
Fifteenth	6	1-The theoretical position on behavioral symptoms 2- Procedures of the counseling process	Behavioraltheory	interrogative questions	Editorial
sixteenth	6	Second month exam/first course			Editorial
seventeenth	6	Personality building according to Berne 2-Personal growth and development	Interaction analysis theory	Cooperative learning	verbal
eighteenth	6	1-Objectives of guidance 2- The role of the mentor	Interaction analysis theory	Cooperative learning	Editorial
nineteenth	6	1-Interaction according to Berne 2-Method of treatment	Interaction analysis theory	Cooperative learning	verbal
twentieth	6	The importance of the theory and its development 2- Main assumptions	The theory of mental-emotional therapy	Brainstorming	verbal
Twenty-first,	6	1-The role of the counselor 2-Steps and methods of treatment	The theory of mental-emotional therapy	Brainstorming	Editorial
twenty-second	6	Exam of the first month of the second course			verbal
twenty-third	6	Human nature 2- Personality structure	Gestalt theory	Lecture and discussion	Editorial
twenty-fourth	6	1-Behavior evolution Patients 2- Guidance objectives	Gestalt theory	Lecture and discussion	Editorial
Twenty-fifth,	6	1-Guidance methods 2-The role of the guide	Gestalt theory	Lecture and discussion	Editorial
twenty-sixth	6	Exam of the second month of the second course			verbal
twenty-seventh	6	Review			
twenty-eighth	6	Review			
twenty-ninth,	6	Exams			
thirtieth	6				
11. Course Evaluation					

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

20 marks for the first semester

20 marks for the second semester

10 marks for attendance

10 marks for participation

10 marks for classroom activities such as reports

10 marks for extracurricular activities

80 The total is divided by (2) so that the pursuit score is (40).

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Guidance theories books
Main references (sources)	Guide to the educational counselor in the school (Saeed Hosni Al-Azza) Psychological guidance in the school (Saleh Ahmed Al-Khatib
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

### Course Description Form

1. Course Name:	
Environmental and school guidance	
2. Course Code: Fourth Stage	
Environmental and school guidance	
3. Semester / Year:	
2023 -2024	
4. Description Preparation Date:	
1-4-2024	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours – 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Salwan Abed Ahmed</b> Email: salwan@uodiyala.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Make the student able to identify the basic concepts associated with environmental and school guidance</b></li> <li>• <b>Make the student able to define environmental and school guidance and understand the relationship between them.</b></li> <li>• <b>Make the student able to recognize the types of environmental and school guidance</b></li> <li>• <b>Make the student able to identify the main steps in developing environmental awareness in society</b></li> <li>• <b>Make the student able to identify the main characteristics of environmental guidance</b></li> <li>• <b>Make the student able to know the theories of environmental and school counseling</b></li> <li>• <b>Make the student able to understand the relationship between environmental extension and society</b></li> <li>• <b>Make the student able to use environmental and school guidance tools.</b></li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	1- The lecture. 2- Discussion and dialogue. 3- Solving problems. 4- Teamwork.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	4hours	-----	Introduction session	-----	-----
Second	4hours	Concept	Objectives	Importance of school environmental guidance,	lecture, oral test
Third	4hours	Environmental awareness	Environmental	knowledge	Oral test
Fourth	4hours	Environmental cognitive guidance Cognitive maps	-----	Cooperative learning	Oral test
Fifth	4hours	Levene's ecological field theory	Theories that explain environmental perception	Lecture and discussion	Oral test
Six	4hours	Brunswick's probabilistic theory	-----	Brainstorming	Editorial
Seven	4hours	Gibson's ecological theory	-----	Interrogative questions	Oral test
Eight	4hours	Environmental burden or load	Guiding the surrounding environment	Lecture and discussion	Oral test
Night	4hours	Environmental burden guidance	-----	Brainstorming	Editorial
Ten	4hours	The first month exam/first course is written	-----	-----	-----=
Eleven	4hours	Guidance on environmental pressures Awareness of environmental pressures and dangers	-----	Lecture and discussion	Oral test
Twelve	4hours	Guidance with restricted environmental alert method	Personal space	restricted personal spac	oral test
thirteen	4hours	The concept of personal space Functions of personal space	-----	Lecture and discussion	Editorial
fourteen	4hours	Measuring personal space	-----	Brainstorming	oral test

		Situational factors Personal space guidance			
<b>Fifteen</b>	4hours	Health of the school environment  Objectives-components	Guidance for learning environments	Lecture and discussion	oral test
<b>11. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)			School Guidance 0 Ahmed Abdel Latif Abu Asaad		
Main references (sources)			School Guidance 0 Ahmed Abdel Latif Abu Asaad		
Recommended books and references (scientific journals, reports...)			Educational guidance in educational institutions (Rafidah Al-Hariri		
Electronic References, Websites			Models in the scientific application of guidance in schools, centers and universities (Atallah Fouad Al-Khalidi		

### Course Description Form

1- Course Name		Group Counseling
2- Course Code		Fourth Stage
3-Semester/Year		2023-2024
4- Date of preparation of this description		1/4/2024
5- Forms of attendance available		Attendance
6- Number of study hours (total) Number of units (total)		
		90 hours per hour 3 UI
7- The name of the course administrator (if more than one name is mentioned)		
		Name: Prof. Dr. Riyadh Hussein Ali                      Email: riad @uodiyala.edu.iq Prof. Ibrahim Taha Hammoudi    ibrahimm@uodiyala.edu.iq
8- Course Objectives		
Course Objectives	<ul style="list-style-type: none"> <li>☐ Preparing educational counselors from the locality of the bachelor's degree.</li> <li>☐ 2- Preparing a group of students of the department who excel in the field of counseling to complete their postgraduate studies.</li> <li>☐ 3. Training educational counselors in schools on developments in the field of counseling.</li> <li>☐ 4- Preparing research and studies on psychological counseling and educational guidance that enhances the relevant literature.</li> <li>☐ 5- Studies that are issued in the beauty of psychological counseling and educational guidance and express an opinion on their content</li> </ul>	
9- Teaching and learning strategies		
Strategy	<p>First / lecture accompanied by the style ((discussion.))</p> <p>Second / lecture accompanied by the style of ((interrogation.))</p> <p>III / brainstorming.</p> <p>Fourth: Delivering or lecturing.</p> <p>Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.</p>	

10. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
			Make the student able to :		
The structural evaluation asking questions Oral	The lecture is accompanied by questioning	<ul style="list-style-type: none"> <li>2 Group Counseling</li> <li>2 Psychological counseling .</li> <li>2 Individual psychological counseling</li> <li>2 . Group psychological counseling .</li> </ul>	-Learn about psychological counseling. -Learn about individual counseling.  -Learn about group counseling.	3	The first
Oral	Lecture	-What is collective counseling?  -The meaning of psychological and group counseling .  -Characteristics of psychological and group counseling .  - Objectives of collective psychological counseling	Identify what collective counseling is  - Learn about psychological counseling  -Identify the characteristics of group psychological counseling.	3	Second
Oral	Panel Discussion	- Benchmarks of the Guiding Group - Differences between the individual and the collective  - Types of groups Guiding .	Learn about the criteria of the Guiding Group.  Recognize differences  Between individual and group counseling . Identify the types of  Guidance Groups .	3	Third
Oral	The lecture is accompanied by questioning  Electronically.	-Some beliefs Wrong about counseling groups .  - Treatment areas Collective .  The role of the members of the Guiding Group .	Identify misconceptions about mentoring groups. Learn about the leadership of the mentoring group. Identify the rules and ethics of work in  Guidance Group .	3	Fourth
Oral	The lecture is accompanied by questioning	-Influential forces in the group / group building - dynamically	recognize the forces at act,  In the congregation . recognize the forces at act,  In the success of the group .	3	Five
Oral	The lecture is accompanied by questioning	-Community characteristics Effective .	Recognize the characteristics of  Community. Recognize the	3	Sixth



	Electronically.	-The effect of group size . - Stages of development in Jamaata.	Impact of community size .		
Oral	The lecture is accompanied by questioning  Electronically.	-Participation within Jamaata .  - Community Communication Networks .  -Leadership .	Learn about engagement within  Community. Learn about networks  Contact in the community.	3	Seven
Oral	The lecture is accompanied by questioning  Electronically.	-Driving models .	Learn about leadership models . Learn about the types of leadership	3	Eight
Oral	Panel Discussion  Electronically.	-Character characteristics For the leader.  -Driving Laws .  -Leader Ethics .	Recognize the characteristics  Personal Leadership .  Learn about the laws of driving. Recognize the ethics of  Leadership.	3	Nine
editorial			The first month exam of  Chapter One	3	ten
Oral	The lecture is accompanied by questioning	-Leadership skills and methods within the mentoring process  Collective.	Learn about the leader's skills and methods within the group mentoring process. Identify aggregates  More than a leader.	3	Eleven
Oral	The lecture is accompanied by questioning  .		Assigning students to prepare reports on their test subjects  Previous.	3	Twenty
Oral	The lecture is accompanied by questioning	Group counseling for a pre- adolescent student .  -The size of the guiding groups is group activity . -Objectives of the extension  Therapeutic group in  Pre-adolescence .	-Learn about group counseling for a pre- adolescent student .  -Activity recognition  Group Counseling .	3	Thirteen
Oral	The lecture is accompanied by questioning	- Edler's therapeutic group counseling - building a counseling group . -Group Test	Learn about therapeutic group counseling	3	Fourteen

	Electronically.	Adler's Guidance.	At (Edler))		
Oral	Panel Discussion	-Counseling Methods	Learn about the methods	3	Fifteen
	Electronically.	The collective according to Edler	Collective counseling at (Edler)		

#### - Course Evaluation

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

The degree is divided as follows:

The first semester score out of 20 includes 10 written exam marks, 5 practical 2 attendance and 3 assignments

The second semester score out of 20 includes 10 written exam marks, 5 practical 2 attendances and 3 assignments

Annual pursuit of 40 and final exam score of 60

#### 12 Learning and Teaching Resources

Required textbooks (methodology, if any)	Collective Guidance Book
Main references (sources)	
Recommended supporting books and references (scientific journals, Reports .....)	/
Electronic References, Websites	Multiple websites to take advantage of existing information

### Course Description Form

1. Course Name:					
Clinical psychology					
2. Course Code:					
Fourth Stage					
3. Semester / Year:					
2023-2024					
4. Description Preparation Date:					
2024 -3 -6					
5. Available Attendance Forms:					
My presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hour each hour 2 UI					
7. Course administrator's name (mention all, if more than one name)					
Name: zina shahied ali Email: zinam @uodiyala.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>Numbers of students who know what clinical psychology services are</li> <li>Prepare a student who knows how to use clinical psychology methods in the diagnosis and treatment process</li> <li>The student learns about the neurological diseases to which the individual is exposed and what their causes are</li> </ul>			
9. Teaching and Learning Strategies					
<b>Strategy</b>		Using the lecture method, discussion groups, and extracurricular activities			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 2	Required learning outcomes, Understanding the limitations of clinical psychology	Concept of clinical psychology	lecture	Interrogation

	6	Knowledge of diagnostic methods	Diagnostic methods	PowerPoint presentation	Interrogation
2 +3+	4				
4		Understand what is meant by psychological adjustment	Psychological compatibility	lecture	Writing a report on psychological adjustment
5+6	6				
		The first written exam			
7	2	Learn about the concept of self-affirmation and how to make an individual able to achieve self-affirmation	Includes the above material	Written questions	
8+9	2				
+10		Understand what is meant by emotional balance	Self-affirmation	lecture	Write a detailed report on self-affirmation and discuss it among students
	4				
	2				
					Interrogation
11	4	Recognizing obsessive-compulsive disorder	Emotional balance	Discussion panel	
		Recognizing depressive disorder			
	4				Interrogation
	4	Second written exam	Obsessive-compulsive disorder	Lecture+ + videoclips about	

12	2			this disorder	
		Recognizing social phobia	Depression	Lecture	Interrogation
13+14	2		The material studied after the first written examination		
	2	Disengagement of students to apply in schools	social phobia		
15	2				
		Identify mental illness	Psychosis	Lecture	Oral questions
1+2		Recognizing neurotic disorder	Neurosis		
3+4+5		The first written exam for the second semester	Article above		Oral questions
+6+7					Oral questions
+8				Lecture	
		Review of the complete study material			
9+10		Comprehensive writing exam	All vocabulary items	Lecture	
11+12				Written questions	
13					

14					
15				Written questions	

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	nothing
Main references (sources)	Clinical Psychology by Julian Rutter
Recommended books and references (scientific journals, reports...)	nothing
Electronic References, Websites	nothing

### Course Description Form

1- Course Name	Upper Intermediate
2- Course Code	Fourth Stage
3-Semester/Year	2023-2024
4- Date of preparation of this description	1/4/2024
5- Forms of attendance available in attendance	
6- Number of study hours (total) Number of units (total)	
30 hours per hour 1 UI	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Dr. Moataz Tarek Shaker	Email: <a href="mailto:muataz@uodiyala.edu.iq">muataz@uodiyala.edu.iq</a>

**8. Course Objectives**

The course aims to teach and train students to learn educational vocabulary in English, conversation, listening, pronunciation of sounds and English grammar.

**9- Teaching and learning methods**

- 1- The method of dialogue and discussion, and the re-pronunciation of words in their correct form
- 2- Written exams, oral exams.
- 3- The method of dialogue and interrogation in the form of cooperative education for the purpose of training students on various skills

<b>10. Course Structure</b>					
<b>Head way Plus ,Upper Intermediate , fourth Stage</b>					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	1	To understand the lecture theoretically	<b>Introduction</b>	Lecture and discussion	Achievement Tests
Second	1	To understand the lecture theoretically	<b>Reading and Speaking</b>	=	=
Third	1	To understand the lecture theoretically	<b>Writing and Speaking</b>	=	=
Fourth	1	To understand the lecture theoretically	<b>Present Perfect Continuous verb forms</b>	=	=
V	1	To understand the lecture theoretically	<b>Reading and listening</b>	=	=
Sixth	1	To understand the lecture theoretically	<b>Speaking</b>	=	=
Seventh	1	To understand the lecture theoretically	<b>Reading and speaking</b> <b>Work book</b>	=	=
Eighth	1	To understand the lecture theoretically	<b>Grammar: Expressing quantity</b>	=	=
Ninth	1	To understand the lecture theoretically	<b>Grammar: Future from</b>	=	=
X	1	To understand the lecture theoretically	<b>Grammar: relative clauses participle infinitive</b>	=	=
Eleventh	1	To understand the lecture theoretically	<b>How to write resume</b> <b>Applying for a job</b>	=	=
Twelfth	1	=		=	=
Thirteenth	1	Present Perfect and past simple	Fame	=	=
Fourteenth	1	=	=	=	=
Fifteenth	1	Have to , Introduction to modal auxiliary , Form , Shuld , Must .	Dos and don'ts	=	=
Sixteenth	1	=	=	=	=



Seventeenth	1	Time and conditionl Clauses	Going places	=	=
Eighteenth	1	=	=	=	=
Nineteenth	1	Infinitives , manage to , used to , exclamation	Scared to death	=	=
20 <sup>th</sup>	1	=	=	=	=
Twenty one	1	Passives , verb and nouns that go together	Things that changed the world	=	=
Twenty-second	1	=	=	=	=
Twenty-third	1	Second condational , might , phrasal verbs, social expressions	Dreams and reality	=	=
Twenty-fourth	1	=	=	=	=
Twenty-fifth	1	Present perfect continues , word formation , adverb	Earning a living	=	=
Twenty-sixth	1	=	=	=	=
Twenty-seventh	1	Past perfect , reported statement.	Family ties	=	=
Twenty-eighth	1	=	=	=	=
Twenty-ninth	1	=	Final Exam	=	=
Xxx	1	=		=	=

- Course Evaluation

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

The degree is divided as follows:

The first semester score out of 20 includes 10 written exam marks, 5 practical 2 attendance and 3 assignments

The second semester score out of 20 includes 10 written exam marks, 5 practical 2 attendances and 3 assignments  
Annual pursuit of 40 and final exam score of 60

## 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	- The two methodological books New Headway Plus / Upper-Intermediate student's Book New Headway Plus/ Upper-Intermediate with Key Dictionaries – short stories
Main references (sources)	
Recommended supporting books and references (scientific journals, Reports .....)	
Electronic References, Websites	

### Course Description Form

1- Course Name		Theories of Career Guidance
2- Course Code		Fourth Stage
3-Semester/Year		2023 - 2024
4- Date of preparation of this description		1/4/2024
5- Forms of attendance available		in attendance
6- Number of study hours (total) Number of units (total)		90 hours per hour 3 UI
7- The name of the course administrator (if more than one name is mentioned)		Name: Dr. wasnaa Magid Abdel Hamid      Email: <a href="mailto:wasnaa@uodiyala.edu.iq">wasnaa@uodiyala.edu.iq</a>
8- Course Objectives		
Course Objectives	<ul style="list-style-type: none"> <li>☑ 1- Making the student able to define the concept of guidance in general.</li> <li>· 2- Make the student able to define career guidance principles on which it is based</li> <li>· 3- Making the student able to identify the basic postulates and concepts related to vocational guidance.</li> <li>· 4- Making the student able to interpret the basic assumptions of career guidance.</li> <li>· 6- Making the student able to classify theories of vocational guidance.</li> <li>· 7- Make the student able to clarify the views of each theory of career guidance</li> <li>· 8- Make the student able to identify the strengths of each theory.</li> </ul>	
9- Teaching and learning strategies		
Strategy	<p>First / lecture accompanied by the style ((discussion.))</p> <p>Second / lecture accompanied by the style of ((interrogation.))</p> <p>III / brainstorming.</p> <p>Fourth: Delivering or lecturing.</p> <p>Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the</p>	

course.

10. Course Structure

10. Course Structure

The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	( 3 )	Make the student able to: 1- Routing is generally defined 2- Explains the historical development of the directive 3- The first founder shows the concept of guidance in general.	( Concept of Routing )	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Second	( 3 )	Make the student able to: 1- Defines the principles on which career guidance is based 2- Enumerates the foundations of vocational guidance. 3- Explains the basic assumptions of career guidance	( Career Guidance )	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Third	( 3 )	Make the student able to: 1- Defines the theory 2- Explains the characteristics of the theory. 3- Shows the role played by the theory.	( Concept of theory )	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Fourth	( 3 )	Make the student able to:			

		- Performs the first semester test according to the specified vocabulary	(First Semester Test)	Monitoring	Test results
V	( 3 )	Make the student able to: 1- Classifies theories related to vocational guidance). 2- Enumerates the theories of vocational guidance. 3- Defines the theories separately.	( Career Guidance Theories )	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Sixth	( 3 )	Make the student able to: 1- Defines the foundations that formed the general framework of the super theory. 2- Shows the stages of the process of growth and professional selection. 3- Explains the concept of professional maturity when super. 4- Illustrates the applications of the super theory in extension	( Super Theory )	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists.	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course.
Seventh	( 3 )	- Make the student able to take a daily test.	( Daily Test )	Monitoring	Test results
Eighth	( 3 )	Make the student able to: 1- Defines the basic assumptions of Anne Rowe's theory 2Classifies the levels of workers in occupations 3- The role of the mentor in the process	(Anne Rowe's theory)	1- Lecture 2. Discussion 3- Self-evaluation 4- Daily attendance lists	1. Observation 2- Daily oral tests 3- Preparing reports on the vocabulary of the course

		of vocational guidance is determined according to the theory of Anne Rowe.			
Ninth	( 3 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1- Defines the concept of theory</li> <li>2- Classifies the theory according to its concept of vocational guidance.</li> <li>3- Shows the theoretical applications in counseling.</li> </ol>	Attribute and Factor Theory)	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>
X	( 3 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1- Knows the stages that decision-making and decision-maker go through.</li> <li>2Explains the role and work of the educational counselor</li> <li>3- Explains the guiding methods of the educational counselor</li> </ol>	( Gelat Theory )	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>
Eleventh	( 3 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1. Learn about Hollande's classification of work by environments</li> <li>2. Explains the philosophy of Jensberg's theory</li> <li>3- Explains the determinants of the professional decision</li> <li>4. Illustrates the critique of Jensberg's theory</li> </ol>	( Holland Theory and Jens Berg )	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>

Twelfth	( 3 )	<p>Make the student able to:</p> <ul style="list-style-type: none"> <li>- Performs the second semester test according to the specified vocabulary</li> </ul>	(Second Semester Test)	Monitoring	Test results
Thirteenth	( 3 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1. Shows Tiedman's point of view on career guidance</li> <li>2- Knows the stages of professional decision-making</li> <li>3- Determines the methods of measuring professional decision-making</li> </ol>	(Ted Mann theory)	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>
Fourteenth	( 3 )	<p>Make the student able to:</p> <ol style="list-style-type: none"> <li>1- Explains the concept of theory in detail</li> <li>2- Shows how the professional selection process is carried out</li> <li>3. Defines the factors guiding the professional selection process</li> </ol>	(Blaeu's theorem)	<ol style="list-style-type: none"> <li>1- Lecture</li> <li>2. Discussion</li> <li>3- Self-evaluation</li> <li>4- Daily attendance lists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2- Daily oral tests</li> <li>3- Preparing reports on the vocabulary of the course.</li> </ol>
Fifteenth	( 3 )	<ul style="list-style-type: none"> <li>- Make the student able to take the third semester test</li> </ul>	(Third Trimester Exam)	Monitoring	Test results

- Course Evaluation

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

The degree is divided as follows:

The first semester score out of 20 includes 10 written exam marks, 5 practical 2 attendance and 3 assignments

The second semester score out of 20 includes 10 written exam marks, 5 practical 2 attendances and 3 assignments

Annual pursuit of 40 and final exam score of 60

12. Learning and Teaching Resources

Required textbooks (methodology, if any)	- Abu Aita, Siham Darwish (2017), Theories of Mentorship and Professional Growth,
Main references (sources)	- Abdel Hadi, Jawdat Ezzat, Al-Azza, Said Hosni (Vocational Guidance and its Theories), 2014
Recommended supporting books and references (scientific journals, Reports .....)	-Zahran, Hamed Abdel Salam (guidance and psychological counseling),
Electronic References, Websites	Whoa, whoa, who Manaraa.com



### Course Description Form

1- Course Name	Techniques and guidance methods
2- Course Code	Fourth Stage
3-Semester/Year	2023 - 2024
4- Date of preparation of this description	1/4/2024
5- Forms of attendance available	Attendance
6- Number of study hours (total) Number of units (total)	
	90 hours per hour 3 UI
7- The name of the course administrator (if more than one name is mentioned)	
	Name: Dr. Marwa Shaheed Sadiq      Email: <a href="mailto:marwa@uodiyala.edu.iq">marwa@uodiyala.edu.iq</a>
8- Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• Enable students to know the meaning of guiding methods</li> <li>• Enable students to know the nature of the guiding methods</li> <li>• Enable students to understand the principles and foundations of guiding methods</li> <li>• Enable students to know the characteristics of guiding methods</li> <li>• Enable students to understand the stages of guiding methods</li> <li>• Enable students to identify the problems facing the guiding methods</li> <li>• ☐ Enable students to learn about guidance methods</li> </ul>
9- Teaching and learning strategies	
Strategy	<p>First / lecture accompanied by the style ((discussion.))</p> <p>Second / lecture accompanied by the style of ((interrogation.))</p> <p>III / brainstorming.</p> <p>Fourth: Delivering or lecturing.</p> <p>Fifth: Asking students to visit the library and the international information network (Internet) to obtain additional knowledge of the course.</p>

10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
1	3		Connection elements	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
2	3	Enable students to understand the scientific material	Meaning of tests	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
3	3	Enable students to understand the scientific material	Meaning of scales	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
4	3	Enable students to understand the scientific material	Purposes of using tests and metrics	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
5	3	Enable students to understand the scientific material	Advantages of Tests and Metrics	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
6	3	Enable students to understand the scientific material	The use of tests in psychological counseling	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
7	3	Enable students to understand the scientific material	Samples of tests and metrics	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
8	3	Enable students to understand the scientific material	Reinforcement (concept, types of reinforcements)	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
9	3	Enable students to understand the scientific material	Factors affecting the effectiveness of reinforcement, increasing the effectiveness of reinforcement	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
10	3	Enable students to understand the scientific material	Modeling (concept, types of modeling)	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
11	3	Enable students to understand the scientific material	Benefits of modeling, factors that increase the effectiveness of modeling	The method of lecture, discussion and questioning	Asking questions and classroom participation Daily and oral tests
12	3	Enable students to understand the	Progressive desceptibility,	The method of lecture, discussion	Asking questions and class participation,

		scientific material	concept, main stages	and questioning	daily and oral tests
13	3	Enable students to understand the scientific material	Steps to use it, factors that contribute to its effectiveness	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
14	3	Enable students to understand the scientific material	Social skills, concept, benefits, types	The method of lecture, discussion and questioning	Asking questions and classroom participation Daily and oral tests
15	3	Enable students to understand the scientific material	Social skills strategies, factors that increase their effectiveness	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
16	3	Enable students to understand the scientific material	Problem solving, concept, problem-solving methods	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
17	3	Enable students to understand the scientific material	Areas of use of problem solving method	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
18	3	Enable students to understand the scientific material	Ways of playing, its concept, its importance	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
19	3	Enable students to understand the scientific material	The importance of guidance in playing	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
20	3	Enable students to understand the scientific material	The role of the mentor in guiding the play, the skills needed by the mentor	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
21	3	Enable students to understand the scientific material	Role Playing, Concept,	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
22	3	Enable students to understand the scientific material	The role of the mentor using the role playing style	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
23	3	Enable students to understand the scientific material	Role Playing Behaviors	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests
24	3	Enable students to understand the scientific material	Provoking fear - its concept - ways to provoke fear	The method of lecture, discussion and questioning	Question Guidance and Classroom Engagement, Daily and Oral Tests

25	3	Enable students to understand the scientific material	Skills needed by the mentor in using the method	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests
26	3	Enable students to understand the scientific material	Behaviors that are used with this method	The method of lecture, discussion and questioning	Asking questions and class participation, daily and oral tests

#### -11. Course Evaluation

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

The degree is divided as follows:

The first semester score out of 20 includes 10 written exam marks, 5 practical 2 attendance and 3 assignments

The second semester score out of 20 includes 10 written exam marks, 5 practical 2 attendances and 3 assignments

Annual pursuit of 40 and final exam score of 60

#### 12. Learning and Teaching Resources

1 Required textbooks (methodology, if any)	Al-Shammari, Salman Judeh Manna and Al-Tamimi, Mahmoud Kazem Mahmoud, (2012), Methods and Guidance Programs, Baghdad.
2 Main references (sources)	Al-Khalidi, Amal Ibrahim (2012) Fundamentals of Counseling and Mental Health, House of Books and Documents - Baghdad.
Recommended books and references (scientific journals, reports ,....)	
B Electronic references, websites ....	Some websites

### Course Description Form

1- Course Name	
Guidance for people with special needs	
2- Course Code	
Fourth stage	
3-Semester/Year	
2023-2024	
4- Date of preparation of this description	
1\4\2024	
5- Available attendance forms          Attendance	
Came	
6- Number of study hours (total) Number of units (total)	
90 hours per hour 3 credit hours	
7- The name of the course administrator (if more than one name is mentioned)	
Name: Assoc. Prof. Jalal Mohammed Jassim          Email: jalal@uodiyala.edu.iq	
8- Course Objectives	
Course Objectives	<input type="checkbox"/> 1- Preparing the individual who is able to give and produce <input type="checkbox"/> 2- Making the individual able to adapt to different life circumstances <input type="checkbox"/> 3- Making the individual able to know the needs of people with special needs <input type="checkbox"/> 4- Reaching students to levels where they are able to provide guidance assistance to people with special needs <input type="checkbox"/> 5- Helping to prepare good citizens
9- Teaching and learning strategies	
Strategy	<ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Lecture</li> <li>• Brainstorming</li> <li>• Interrogative Questions</li> </ul>

13.Headquarters Structure					
The week	Hours	Required Learning Outcomes	Unit / Subject Name	Method of education	Evaluation method
First	3hours		Introductory session	/	/
Second	3hours	1Definitions of special education	Special Education	Lecture	Oral test
Third	3 hours	Special Education Vocabulary	Special Education	Lecture	Oral test
Fourth	3hours	Hierarchical model of special education	Special Education	Lecture and discussion	Oral test
V	3hours	Guidance for people with special needs	Guidance for people with special needs	Brainstorming	oral
Sixth	3 hours	Indicative definitions	Guidance for people with special needs	Brainstorming	oral
Seventh	3hours	1. Theoretical concepts In Guidance	Guidance for people with special needs	Cooperative Learning	oral
Eighth	3hours	Who are people with special needs	Guidance for people with special needs	Cooperative Learning	oral
Ninth	3 hours	The importance of guiding people with special needs	Guidance for people with special needs	Cooperative Learning	oral
X	3 hours	First month exam / first course			editorial
Eleventh	3hours	Talented	Gifted Guidance	Cooperative Learning	oral
Twelfth	3 hours	Qualities and characteristics of gifted people	Gifted Guidance	Lecture & Discussion	editorial
Thirteenth	3 hours	1- Methods of guiding the gifted	Gifted Guidance	Lecture & Discussion	editorial
Fourteenth	3 hours	Mental disability	Mental disability	Interrogative Questions	oral
Fifteenth	3hours	Indicators of mental disability	Mental disability	Interrogative Questions	editorial
Sixteenth	3 hours	Second month exam / first course			editorial
Seventeenth	3 hours	Causes of mental	Mental disability	Cooperative	oral

		disability		Learning	
Eighteenth	3 hours	Categories of mental disability	Mental disability	Cooperative Learning	editorial
Nineteenth	3 hours	Counseling for people with mental disabilities	Mental disability	Cooperative Learning	oral
20th	3 hours	Hearing impairment	Hearing impairment	Brainstorming	oral
Twenty-first	3 hours	Causes of hearing impairment	Hearing impairment	Brainstorming	oral
Twenty-second	3hours	The exam of the first month of the second course			editorial
Twenty-third	3 hours	Categories of hearing impairment	Hearing impairment	Lecture and discussion	oral
Twenty-fourth	3hours	Visual impairment	Visual impairment	Lecture and discussion	oral
Twenty-fifth	3 hours	Causes of visual impairment	Visual impairment	Lecture and discussion	oral
Twenty-sixth	3 hours	Second month exam of the second course			editorial
Twenty-seventh	3 hours	Review			
Twenty-eighth	3 hours	Review			
Twenty-ninth	Exams				
Xxx					

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The second semester score out of 20 includes 10 written exam marks, 5 practical 2 attendances and 3 assignments

Annual pursuit of 40 and final exam score of 60

### 12. Learning and Teaching Resources

Required textbooks (methodology, if any)	
Main references (sources)	Special Education Books and guidance for people with special needs
Recommended supporting books and references (scientific journals, ..... reports)	
Electronic References, Websites	