



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

**Academic Program and Course
Description for the Department of
Psychological Counseling and
Educational Guidance**

2025-2026

Academic Program Description Form

University Name: University of Diyala

College: College of Basic Education

Scientific Department: Psychological Counseling and Educational Guidance

Name of the Academic or Professional Program: Basic Education – bachelor's degree in Psychological Counseling and Educational Guidance

Final Degree Awarded: Basic Education – bachelor's degree in Psychological Counseling and Educational Guidance

Study System: Semester System (Courses)

Date of Preparing the Description: 1-9-2020

Date of Completing the Description: 1-9-2020

Signature

Head of Department:

Assist. Prof. Dr. Janan Saleh
Mohammed

Signature

Scientific Assistant Dean: Prof. Dr.
Haider Abdul Baqi

Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: Insit. Widian Habib Nameed, Ph. D.

Date: 15/4/2026

Signature:

Approved by the Dean:

Assist. Prof. Dr. Ayman AbduAoun

Academic Description for the Third Year – Academic Year 2025–2026

Course Description

summary of the course's key features and the This course description provides a concise expected learning outcomes for the student, demonstrating whether they have made the most of .the available learning opportunities. It must be linked to the program description

Guiding theories	Course Name -1
CUB14TC311	Course Code-2
October 2025	Semester/Year-3
2025/9/21	Date this description was prepared -4
(online (blended learning– person-In	attendance Available forms of -5
Number of units: 4 / Number of hours: 60	Number of study hours (total) / Number -6 (of units (total
Dr. Jinan Saleh / Ms. Hiba Mueen Hameed / Ms. Ruqaya Sabri	of the charge Name of the person in -7 course
-:Course Objectives -8	
Introducing students to counseling theory and its importance in the field of -1 .counseling	
objectives and positive characteristics of guidance theory Clarifying the -2	
.Students became familiar with the concepts of guidance theory -3	
Linguistic Programming Explained-Neuro -4	
Teaching and learning strategy -9	
The blackboard and the pen -5	
Discussion and dialogue -6	
.A video explaining Rogers' theory, Skinner's theory , and other theories -7	

Course Structure-10					
Evaluati on Method	Teachin g method	Unit/Topic Name	Required learning outcomes	Hours	Week
Short classroom	Lecture –r Discuss	Introduction to the concept of guidance	The student should understand counseling theory and its importance in the field of	4	the first

participation	ion	theory	.psychological counseling		
homework	a lecture	The role of theory in psychological counseling	Explanation for the student about the role of theory in psychological counseling	4	the second
Short questions	a lecture	Clarifying theoretical concepts and building character	The student should become familiar with the concepts of guidance .theory	4	the third
Short test	Discussion Examples	Behavioral theory and its principles such as punishment and reinforcement	Defining the principles upon which behavioral theory is based	4	Fourth
First month exam					Fifth
Short questions	Lecture – Discussion	Social learning theory: advantages and disadvantages	should explain social The student .learning theory	4	Sixth
Class participation	a lecture	How does observational learning ?happen	The student learned how to learn by .observation	4	Seventh
Short questions	discussion	Background and development of cognitive theory	The student should become familiar -with the background of cognitive .behavioral counseling theory	4	Eighth
homework	-Lecture Discussion	What is the role of theory, and what are its methods and ?patterns	The student should understand the .cognitive guidance role of theory in	4	Ninth
Short test	Lecture and discussion	Development s in theories, including hierarchical theory	The student should know what .humanistic theories are	4	tenth
homework	a lecture	What are the concepts of -the guide	The student should explain the .centered therapy theory-client	4	eleventh

		centered theory and its basic assumptions			
Short questions	Lectures and discussion	What is reality therapy	The student should become familiar with reality therapy	4	twelfth
Short test	Lecture and discussion	Definition of programming its main characteristics and topics	-The student will learn about Neuro (Linguistic Programming (NLP	4	thirteenth
homework	a lecture	The theoretical background and development of this theory and its basic concepts	Introducing the student to eclectic approaches in counseling and psychotherapy	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
exams + daily quizzes and participation Monthly -1	
homework + Classroom discussions -2	
Learning and teaching resources -12	
	Required textbooks -1
Theories of Counseling and Psychotherapy... Ahmed Abu Arabiyat	Main references and sources -2
	(Recommended books and references) (... journals , reportsscientific
	... b) Electronic references, websites

Course description template

Course Description

expected This course description provides a concise summary of the course's key features and the learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Personality psychology	Course Name -1
EDGUGM	Course Code-2
the first	Semester/Year-3
2026/2/1	Date this description was prepared -4
My attendance is mandatory	Available forms of attendance -5
4	Number of study hours (total) / Number of -6 (units (total
Jurani-Al Dr. Khalil Abdullah Hussein	of the course charge Name of the person in -7
Course Objectives-8	
The course aims to study personality theories and how to deal with personality -1 according to these theories, and to study the most important disorders that affect .personality and the factors that influence it students understand the most important aspects of weakness and strength in Ensuring -2 personality in order to strengthen the weak aspects and use the strong aspects of .personality to treat personality disorders	
Teaching and learning strategy -9	
:including ,strategies are used To teach students and achieve the course objectives, several solving strategy, where students are presented with psychological problems -Problem -1 ey related to personality disorder, and then they use the theoretical frameworks th .have studied to deal with the disorder The strategy of dialogue and discussion allows students to engage in dialogue, ask -2 .questions, and discuss topics with various theoretical opinions presented models of the most The strategy of examples and models, where examples and -3 important problems are presented to allow students to identify them and choose the .most effective ways to deal with them	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Questions and discussion	Presentation and discussion	What is the theory	Understanding the meaning of the theory	4	the first
Questions and discussion	Presentation and discussion	Key theories of personality	Key theories in personality	4	the second
Questions and discussion	Presentation and discussion	and biological factors	Factors influencing personality	4	third the
Questions and discussion	Presentation and discussion		Personality formation	4	Fourth
First month exam					Fifth
Daily test	Presentation and discussion	Six approaches to personality	Methods of studying personality	4	Sixth
Questions and discussion	Presentation and discussion	What are the influencing factors	that Social factors influence personality	4	Seventh
Questions and discussion	Presentation and discussion	What are the environmental factors	Environmental that factors influence personality	4	Eighth
Questions and discussion	Presentation and discussion	What are personality disorders	Personality disorders	4	Ninth
Questions and discussion	Presentation and discussion	Types of personality disorders	Examples of personality disorders	4	tenth
Scale application	Examples and application	Methods of measuring personality	Personality assessment	4	eleventh
Review examples	Examples and application	What are the methods for measuring personality	Methods of measuring personality	4	twelfth
Questions and discussion	Presentation and discussion	Methods of assessing personality	Personality assessment	4	thirteenth
oral exam	Questions and discussion	Comprehensive review	Review of topics and assessment of student understanding	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -3	
classroom discussions -4	
Learning and teaching resources -12	
Personality theories/Personality psychology	Required textbooks -2
Personality theories	Main references and sources -2
	(Recommended books and references) (... journals , reportsscientific
SciencDirect & PsychCentral	... b) Electronic references, websites

Course Description Template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Childhood and adolescent problems	Course Name -1
CUB14B223	Course Code-2
2026-First semester 2025	Semester/Year-3
2026/2/2	Date this description was prepared -4
(person + online (blended learning-In	attendance Available forms of -5
(hours / Number of units (4 30	Number of study hours (total) / Number -6 (of units (total
Prof. Dr. Muayad Saad Shuaib / Prof. Rawa Rashid .Muntaha Sabbar / Prof Hamid / Prof. Abbas Hashem	coordinator Name of the course-7

Course Objectives-8

:The course aims to

Studying the concept of problems of children and adolescents -

Understanding the factors that cause these problems-
shyness, jealousy, and stubbornness •A study of a group of emotional disorders such as fear-

Studying habit disorders such as bedwetting, thumb sucking, and nail biting-

Studying speech, sleep, and antisocial behavior disorders such as (lying, stealing, and -
(aggression

Teaching and learning strategy -9

Interactive theoretical lecture

Classroom discussion

Simplified case studies-

Assignments and short reports-

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	The importance of studying problems	Theoretical empowerment of the subject	4	the first
Short assignment	Interactive lecture	Factors affecting the problem	Theoretical empowerment of the subject	4	the second
Daily test	discussion	School, family, and community	Theoretical of empowerment the subject	4	the third
Class participation	a lecture	Separation incidents -parental conflict - parental illness	Theoretical empowerment of the subject	4	Fourth
First month exam					Fifth
duty	a lecture	Emotional disturbances: fear and shyness	Theoretical empowerment of the subject	4	Sixth
Simple practical assessment	Lecture + Discussion	-Jealousy Stubbornness	Theoretical empowerment of the subject	4	Seventh
Daily test	playing-Role	Habit disorders	Theoretical empowerment of the subject	4	Eighth
Performance Notes	a lecture	involuntary urination	Theoretical empowerment of the subject	4	Ninth
sharing	Lecture + Discussion	-Finger sucking Nail biting	Theoretical empowerment of the subject	4	tenth
duty	Lecture + Discussion	-Speech disorders stuttering	Theoretical empowerment of the subject	4	eleventh
Short test	Lecture + Discussion	–Sleep disorder –insomnia hypersomnia	Theoretical empowerment of the subject	4	twelfth
sharing	+Lecture discussion	social unrest	Theoretical of empowerment the subject	4	thirteenth
discussions	Lecture + Discussion	Lying, stealing, aggression	Theoretical empowerment of the subject	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
class participation and discussions + assignments and ‘Monthly exams + daily quizzes -5 short reports + simple practical performance assessment	
Learning and teaching resources -12	
A textbook for the course "Problems of Children "and Adolescents	Required textbooks -3
The prescribed textbook and the established vocabulary in the curriculum sector, with the .assistance of theses and dissertations	sources Main references and -2
Accessing journals, articles, and dissertations in the - field via the internet	(Recommended books and references) (... journals , reportsscific
Wikipedia Library Google School ResearchGate	... b) Electronic references, websites

Course Description

features and the expected This course description provides a concise summary of the course's key learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Interview in counseling and psychotherapy	Course Name -1
CUB14IC21 4	Course Code-2
Chapter One / October 2025	Semester/Year-3
2025/9/21	Date this description was prepared -4
(Classroom + Meet) person + online-In blended learning	attendance Available forms of -5
units: 2 hours / Number of60	Number of study hours (total) / Number of -6 (units (total
Din Yassin-Dr. Maha Safaa El Prof. Dr. Sanaa Ali Hassoun	of the course charge Name of the person in -7
:Course Objectives -8	
:The course aims to	
The course aims to introduce students to the concept of counseling interviews and -1 .its importance in human life psychotherapy, and	

Understanding interview and psychotherapy -2

Students should understand the importance of psychological therapy in helping them -3
deal with their challenges and problems in all aspects of their personal, social, school
.lives and family

Introducing students to the importance of counseling interviews and psychological -4
.therapy

:Initial interview strategy -9

- The psychological counselor practices his professional skills and therapeutic interview
- .initiative with the person seeking guidance Start by talking and taking the
- There are several types of interviews: the opening stage, the interview building stage,
and the interview closing stage
- verbal -Types of communication during an interview include verbal communication, non
ication, facial expressions, eye language, gestures, body posture, footwork, commun
.vocal expressions, and body shape and appearance
- .Defining the regulations related to the mentoring relationship
- gathering interview, -The interview consists of a preliminary interview, an information
and a diagnostic interview
- form interviewing, and structured -finding, free-Interviewing techniques include fact
.interviewing
- Diagnostic and therapeutic interviews consist of three phases: the interview phase, the
.building phase, and the closing phase opening phase, the
- .Discussion strategy
- .solving strategy-Problem
- .learning-E
- .Advantages and disadvantages of the guidance interview
- Avoid getting bogged down in writing and recording, as this confuses the person being
.examined
- Handshake positions, which are three: dominance position, obedience position, and harmony
.position
- .Switching between ideas
- Classroom discussion
- Interview techniques include questioning, the role of the counselee in practicing the
.e, and the rules in practicing the questioning techniquequestioning technique

.The art of reaction -

The art of silence and listening, the art of repeating phrases, the art of reflection, and the art of
.clarification

.nique, feedback techniqueInteraction and interpretation techniques, suggestion tech -

Responsibility techniques in the guidance interview, which consist of argumentative -
discussions, responsibility techniques patterns, training practice, evaluation techniques,
.and discussion exercises

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	The concept of guidance and its origins	The student should understand the concepts of counseling and psychological interviewing	4	the first
Daily task	Interactive lecture	The goals and importance of guidance	It explains the goals and importance of psychotherapy	4	the second
Daily test	Discussion with students	The difference between guidance, and therapy counseling	He distinguishes between counseling and psychotherapy	4	the third
practical participation	a lecture	Fields of psychological counseling	He learns about the areas of guidance	4	Fourth
First month exam				4	Fifth
Exam questions	classroom discussion	Psychological counseling approaches	The importance of solving -problem strategies	4	Sixth
Daily task	a lecture	Qualities of a successful educational counselor	Lists the qualities of a successful mentor	4	Seventh
Daily task	Lecture + Discussion	Professional ethics	It explains the importance of the interview	4	Eighth
Daily test	Explanation of how the mentor explains -problem solving	General roles of the counselor within the school	It defines the general roles that the counselor plays in the interview	4	Ninth
Mentor performance note	a lecture	The concept of the guiding relationship and educational direction	Explanation of the relationship between counseling and psychotherapy	4	tenth
Guidance participation	Lecture + Discussion	Characteristics of the educational guidance relationship and psychological counseling	It defines the characteristics of the educational guidance relationship	4	eleventh
Guidance	Lecture +	Theories of	He lists some	4	twelfth

assignment	Discussion	guidance and counseling	theories of interviewing and psychotherapy		
Daily test	Lecture + Discussion	Psychoanalytic theory and behavioral theory	He compares theories in a routine, everyday manner	4	thirteenth
Practical assessment	Lecture + Discussion	Practical and everyday applications	It applies the basic of concepts of counseling interviewing, and psychotherapy	4	fourteenth
Second month exam				4	fifteenth

Evaluation methods-11	
daily quizzes and participation + exams -6	
classroom discussions -7	
Short reports -8	
Daily work performance evaluation -9	
Learning and teaching resources -12	
Interview in counseling and psychotherapy	Required textbooks -4
University Book House 2014 (United Arab Emirates -1 (University ilalProf. Dr. Maher Abu H Mughairi-Dr. Fadwa Al In interview and psychological counseling of Chapters Book -2 2019	Main references and sources -2
erapyJournals of counseling interviews and psychoth -	a) Recommended books and scientific journals , (references (, etc. reports
Google Scholar ResearchGate	b) Electronic references, websites

Course Description

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Intellectual excellence and its nurturing	Course Name
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CUB14CT212	Course code
AD 2026-First semester of the academic year (2025	Semester/Year
2025/9/1	Date this description was prepared
Mandatory attendance	Available forms of attendance
hours 30	Number of study hours (total) / Number (of units (total
Name: Prof. Dr. Hatem Jassim Aziz M.M. Heba Ahmed Hadi	Name of the course coordinator (if there .(is more than one, please mention it
Enabling students to understand the concept of -1 excellence Enabling students to understand the different types of -2 excellence Characteristics of Enabling students to understand the -3 excellence Enabling students to learn methods for identifying -4 achieving students-high Enabling students to understand theories of -5 excellence Enabling students to obtain the necessary information -6 achieving students-about high How to guide and mentor Enabling students to know -7 achieving students in school-high Enabling students to learn the general principles of -8 high achievement Enabling students to learn about the most important -9 g studentsglobal experiences in identifying outstandin Enabling students to learn how to identify gifted -10 students Enabling students to identify the guidance needs of -11 outstanding students the models that Enabling students to understand -12 explain talent and excellence	:Course objectives At the end of the academic year, the student :should be able to
strategies Teaching and learning	
The method of presentation is accompanied by questioning and -1 .discussion Students are required to visit the library and the international -2 information network (the Internet) to gain additional knowledge of they are assigned to write research papers to the study materials, and .encourage them to frequent libraries answers to the -Giving homework that requires explanations and self -3 .questions given to them about the topic being studied	strategy
Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	accompanying delivery interrogation and discussion	The concept of excellence	Students' understanding of the concept of excellence	2	1
Participating in the preparation	accompanying delivery interrogation and discussion	Talent and Excellence Classifications	knowledge of 'Students talent and excellence classifications	2	2
Participating in the preparation	accompanying delivery interrogation and discussion	Characteristics of gifted and talented individuals	Students' knowledge of the characteristics of gifted and talented individuals	2	3
Participating in the preparation	accompanying delivery interrogation and discussion	Foundations of Educational Guidance	Students' knowledge of the fundamentals of educational guidance	2	4
Participating in the preparation	accompanying delivery interrogation and discussion	Methods for identifying gifted and talented individuals	Students' knowledge helps identify talented and gifted individuals	2	5
Participating in the preparation	accompanying delivery interrogation and discussion	academic excellence	Students' understanding of the concept of academic excellence	2	6
Solve the test and discuss the mistakes with the students -test First midterm				2	7
Participating in the preparation	accompanying delivery interrogation and discussion	How to identify gifted individuals	Students' knowledge of identifying gifted individuals	2	8
Participating in the preparation	accompanying delivery interrogation and discussion	Characteristics of academically gifted students	Students' knowledge of the characteristics of academically gifted students	2	9
Participating	accompanying delivery	Academic	Students' knowledge of	2	10

in the preparation	interrogation and discussion	excellence	excellence academic		
Participating in the preparation	ompanying The delivery interrogation and discussion	Guidance needs of academically gifted students	Students' awareness of the guidance needs of academically gifted students	2	11
Participating in the preparation	accompanying delivery interrogation and discussion	Models that explain talent and excellence	Students' knowledge of the models that explain talent and excellence	2	12
Participating in the preparation	accompanying delivery interrogation and discussion	Stages of identifying talented individuals	Understanding the stages of identifying talented individuals	2	13
Participating in the preparation	accompanying delivery interrogation and discussion	Educational programs for the gifted and talented	Students' knowledge of educational programs for the gifted and talented	2	14
discuss the mistakes with the Solve the test and -Second periodic test students				2	15
Course evaluation					
:First: Term effort grade: distributed as follows .marks for monthly (written) exams (30) -1 .marks for daily exams (5) -2 . Marks for reports, classroom and extracurricular participation (5) -3 .(Grade for the final semester exam: (60 :Second					
Learning and teaching resources					
The Book of Mental Superiority Prepared by: Prof. Dr. Hatem Jassim Aziz			Required textbooks (methodology, if applicable)		
<u>Sources</u> The :Khalidi-Adib Muhammad Al .1 Psychology of Individual Differences and Mental Superiority, Dar Wael for Printing and Publishing, 2008 Ajami: Talent and Mental -Faten Maneh Al .2 -Excellence ; Issues and Guidance, Dar Al .Falah for Publishing and Distribution, 2009 Quraiti : The -lAbdul Muttalib Amin A .3 Gifted and Talented (Their Characteristics,			(Main references (sources		

Kutub, -Discovery and Care), Alam Al .Egypt, 2004 Qamish: An Introduction -Mustafa Nouri Al .4 -to Talent and Mental Excellence, Dar Al .Masarra for Printing and Publishing, 2017 An Introduction :Qamish-Mustafa Nouri Al .5 -to Talent and Mental Excellence, Dar Al .Masira for Printing and Publishing, 2017 Diyar: Explanatory Models of -Mas'ad or Al .6 -Kitab Al-Intellectual Superiority, Dar Al .Hadith, 2018	
	Recommended supporting books and (...ournals, reportsreferences (scientific j
Comprehensive Library	Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected have made the most of the learning outcomes for the student, demonstrating whether they .available learning opportunities. It must be linked to the program description

programs Guidance	Course Name -1
CUB 14 PC 3 25	Course Code-2
My semester courses 2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
mandatory	Available forms of attendance -5
hours / Number of units: 460	Number of study hours (total) / Number of -6 (units (total
Asst. Prof. Dr. Jinan -Prof. Dr. Jabbar Thair Dr. Iftikhar Mazhar -Saleh	Name of the course coordinator-7
/ Course Objectives-8	
.Students should know the goals and principles upon which guidance programs are based -1	
.Introducing students to methods of planning the guidance program -2	
e mentoring Enabling students to know who is responsible for and who benefits from th -3 program	
.Students' knowledge of methods for evaluating the guidance program -4	

Teaching and learning strategy -9

Lecture, presentation, and discussion*
solving-Asking questions, brainstorming, and problem*

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Presentation and discussion	Definition of the guidance program and its objectives	Enabling students to understand the guidance program and its objectives	4	the first
Class participation	discussion	guidance school and counseling program	Enabling students to acquire knowledge Examples of guidance program design	4	the second
Oral questions	Ask questions	The foundations upon which the program is based	Understanding the details of the foundations upon which the guidance program is based	4	the third
Used papers answer No	Problem solving	Program planning methods	Enabling students to learn how to plan the program	4	Fourth
First month exam					Fifth
My homework on a piece of paper	discussion	Guidance Program Services	Understanding the services offered by the program	4	Sixth
brainstorming	delivery	Program funding and implementation	Understanding how to fund and implement the program	4	Seventh
Class participation	Problem solving	Program evaluation	Enabling students to evaluate the program	4	Eighth
Daily test	Lecture	Questions and evaluation criteria	Understanding the assessment criteria and assessment questions	4	Ninth
brainstorming	discussion	Evaluation methods	Being able to the most identify important evaluation methods for the program	4	tenth
viva voce	delivery	Program problems	Understanding the problems that hinder the program and the problems that the programs	4	eleventh

			cause		
Asking questions	discussion	The need for the program	Students' awareness of the need for the program	4	twelfth
brainstorming	Presentation and discussion	General model for a guidance and counseling program	Identifying proposed models for student guidance and counseling	4	thirteenth
oral exams	discussion	Those responsible for guidance and counseling (the guidance and counseling team)	Identifying those responsible for implementing the program and what their responsibilities are	4	fourteenth
month exam Second					fifteenth

Evaluation methods-11 .(oral and written) exams daily + exams -10 Classroom discussions -11 Evaluating guidance sessions -12	
Learning and teaching resources -12	
Asmi , General Principles in -Riyad Nayel Al* Psychological Counseling Planning and Evaluating Nour for Publishing and -Programs, Dar Al .Distribution, Syria	Required textbooks -5
Fahl, Psychological -Nabil Muhammad Al -1 Theory and Application, -Counseling Programs ‘Ulum for Publishing and Distribution-Dar Al .Cairo	Main references and sources -2
-Hassan Ahmed Suhail, Guidance Programs -2 Methods and Techniques, Ghaydaa Publishing and .Distribution House, Amman	
Journal of Counseling Psychology, Journal of Counseling, Educational Journals, Journal School of Counseling and Development, American .Psychological Association	(a) Recommended books and references (, etc. journals , reports scientific
Research centers, learning, training, and personal mentorship platforms	... b) Electronic references, websites

Course description template

This course description provides a concise summary of the course's key features and the expected the learning outcomes for the student, demonstrating whether they have made the most of .available learning opportunities. It must be linked to the program description

Guidance methods and approaches	Course Name -1
CUB14ME321	Course Code-2
2026-Chapter Two / 2025	Semester/Year-3
2026/2/1	Date this description was prepared -4
My presence	attendance Available forms of -5
hours/3 units 45	Number of study hours (total) / Number of -6 (units (total
Prof. Dr. Sanaa Ali / Asst. Prof. Muntaha Sabbar / Ms. Heba Moein	of the course charge Name of the person in -7
Course Objectives-8	
Introducing students to the guidance methods and techniques used by the counselor -1	
.Explaining each method, including its characteristics and objectives -2	
Introducing students to behavioral guidance -3	
Teaching and learning strategy -9	
blackboard and pen -1	
Discussion and dialogue -2	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation	– Lecture Discussion	Definition of method, strategy, definition of and criteria for .applying methods	The student should understand the concept of method .and strategy	3	the first
homework	a lecture	The importance of guidance methods, including individual .and group guidance	Explaining to the student the methods of psychological counseling	3	the second
Short questions	a lecture	What is the concept of group counseling, what are its psychological foundations, what types of cases does it address, and what are its methods	Introducing the student to group counseling	3	the third
Short test	Lecture and discussion	Define direct and indirect counseling, what procedures a counselor follows, and what are its advantages and .disadvantages	Clarification of direct and indirect guidance for the student	3	Fourth
First month exam					Fifth
Short questions	Lecture and discussion	Definition of religious guidance, causes of psychological distress, its features and uses	Introducing the student to religious guidance	3	Sixth
homework	a lecture	What is behavioral counseling, and what are its foundations, characteristics, methods, and procedures followed by the counselor	The student should explain behavioral .guidance	3	Seventh
Short questions	discussion	Defining the concept and foundations of during the guidance educational process and its methods	Introducing students to guidance during the educational process	3	Eighth
Short test	Lecture and discussion	Defining guidance through reading, clarifying its goals, advantages, and disadvantages, and defining guidance through reality,	Clarification for the student of guidance through reading and guidance through reality	3	Ninth

		clarifying its concepts			
homework	a lecture	-Definition of play based guidance, its uses, and the methods it employs	The student should understand the -meaning of play guidance based	3	tenth
Class participation	Lecture and discussion	Defining leisure time, clarifying the activities followed, and optimizing them	Explanation of leisure time guidance	3	eleventh
Short questions	Lecture and discussion	Clarifying its concept, key features, methods, and advantages of concise praise	Define for the student what brief guidance is	3	twelfth
Short post	Lecture and discussion	Clarifying the concept of incidental counseling and what constitutes counseling critique	Explanation for the student regarding incidental guidance	3	thirteenth
homework	a lecture	Defining the concept, the methods and observations used the elements of difference, and its determinants	Definition of elective student advising	3	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
daily quizzes and participation + exams -13	
classroom discussions -14	
Learning and teaching resources -12	
methods and approaches Guidance	Required textbooks -6
Modern Methods in Psychological and Educational Counseling / Ahmed Abu Asaad Counseling Psychology and Psychotherapy / Ali Sayed Salman-Al Psychological Guidance and Counseling / Jaber Ahmed Barzan	Main references and sources -2
	(Recommended books and references) (... journals , reportsscintific

ulsive therapy, psychosurgical treatment B. Psychotherapy: Simple psychotherapy, psychoanalytic therapy, hypnotherapy, cognitive behavioral therapy, social and rehabilitative therapy	Secondary prevention -2 Second: Treatment of mental illnesses Organic treatment: Psychotropic drugs, electroconv -A
	Teaching and learning strategy -9
	Interactive theoretical lecture – Classroom discussion – brainstorming – Simplified case studies – playing-Role – Short assignments and reports –

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Evaluation Method	Lecture + Discussion	Its development, concept, and fields	The student should understand the concept of clinical psychology	2	the first
Oral questions	Lecture + Discussion	Its criteria: (Medical criterion, psychological criterion, social criterion, social (criterion	To explain what it is Behavioral abnormalities	2	the second
Short assignment	Interactive lecture	Diagnosis using the personal interview, types of interviews, interview stages and preparation, the foundations upon which the interview is based	Explains the clinical diagnostic study	2	the third
Daily test	a lecture	Diagnosis using psychological tests and scales; types of tests; types of scales	Explains the clinical diagnostic study	2	Fourth
First month exam				2	Fifth
Evaluation Method	Lecture + Discussion	Personality disorders	To mention and classify the psychological and mental symptoms	2	Sixth
Daily test	a lecture	Neurotic -1 personality disorders: anxiety, -obsessive compulsive phobias, hysteria, ic psychot depression Psychopathic -2 personality disorders (antisocial (personality	To mention and classify the psychological and mental symptoms	2	Seventh
Choose my day	a lecture	psychosomatic disorders	To explain psychosomatic disorders	2	Eighth
Simple practical assessment	Lecture + Discussion	Functional -1 :disorder .Schizophrenia Organic disorder -2 and dementia	To explain mental disorders	2	Ninth
sharing	Lecture + Discussion	Alcohol addiction, psychosexual disorders	To explain behavioral disorders	2	tenth

Performance Notes	Interactive lecture	Primary prevention	To understand how to prevent mental illness	2	eleventh
duty	Lecture + Discussion	Secondary prevention and treatment	To understand how to prevent mental illness	2	twelfth
sharing	-Role playing	:Organic treatment psychotropic drugs, electroconvulsive therapy, psychosurgical treatment	To know how to treat mental illnesses	2	thirteenth
Scientific evaluation	Lecture + Discussion	Psychotherapy: Simple psychotherapy, psychoanalytic therapy, hypnotherapy, cognitive behavioral and therapy, social rehabilitative therapy	To know how to treat mental illnesses	2	fourteenth
Second month exam				2	fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and class discussions + assignments and short reports + performance evaluation	
teaching resources Learning and -12	
Clinical Psychology	Required textbooks -7
Ibrahim, Abdel Sattar and Abdullah Askar (2008): Clinical Psychology, Anglo Library, Cairo, Egypt	Main references and sources -2
Journals of Clinical Psychology – -Psychological counseling research in peer – reviewed Arabic journals Ministry of Higher Education report on student – guidance	(a) Recommended books and references (, etc. scientific journals, reports
Association website American Counseling Google School ResearchGate	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Psychological counseling techniques	Course Name -1
Cub 141s413	Course Code-2
Chapter Two / 2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
Mandatory attendance	forms of attendance Available -5
hours/2 units30	Number of study hours (total) / Number of -6 (units (total
Prof. Dr. Muwaffaq Ayoub Mohsen	Name of the course coordinator-7
techniques aims to enable Course Objectives: The course on psychological counseling -8 students to understand all types of psychological counseling techniques in order to benefit .(from them in practical application in the field of education (school field	
from the level of memorization The teaching and learning strategy is to move the student -9 .to the level of understanding through discussion, dialogue and deduction	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
classroom discussion	Dialogue and discussion	Important introduction	cognitive	2	the first
classroom discussion	Dialogue and discussion	Characteristics of human behavior	cognitive	2	the second
classroom discussion	Dialogue and discussion	Psychological terms	cognitive	2	the third
classroom discussion	Dialogue and discussion	Advantages of searching	cognitive	2	Fourth
First month exam				2	Fifth
classroom discussion	Dialogue and discussion	Methods of treating disorders	cognitive	2	Sixth
classroom discussion	Dialogue and discussion	Psychological schools	cognitive	2	Seventh
classroom discussion	Dialogue and discussion	Principles of Behavior Modification	cognitive	2	Eighth
classroom discussion	Dialogue and discussion	Behavior modification techniques	cognitive	2	Ninth
classroom discussion	Dialogue and discussion	Techniques of concise explanation	cognitive	2	tenth
classroom discussion	Dialogue and discussion	Psychological counseling skills	cognitive	2	eleventh
classroom discussion	Dialogue and discussion	Interviewing techniques	cognitive	2	twelfth
classroom discussion	Dialogue and discussion	Special needs techniques	cognitive	2	thirteenth
classroom discussion	Dialogue and discussion	Moral Constitution	cognitive	2	fourteenth
discussion for the Knowledge of the four experiences: dialogue and second monthly exam				2	fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -15	
classroom discussions -16	
Learning and teaching resources -12	
Psychological counseling techniques	Required textbooks -8
Khawaja, Abdel Fattah (2010): Psychological -Al Shorouk Printing -Counseling Methods, Dar Al House, Cairo, Egypt	sources Main references and -2
Mohsen Muwaffaq Ayub (2020): Psychological Techniques, University of Diyala Press, Counseling Baquba, Diyala	(Recommended books and references (a (... reports , fieldsscientific
http://www.counseling.org	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected outcomes for the student, demonstrating whether they have made the most of the learning .available learning opportunities. It must be linked to the program description

Group guidance	Course Name -1
CUB14FC411	Course Code-2
February 2026	Semester/Year-3
2026/2	this description was prepared Date -4
(online (blended learning– person-In	Available forms of attendance -5
Number of units: 3	Number of study hours (total) / Number of -6 (units (total
M.M. Ruqaya Sabri Hashim	coordinator Name of the course-7

-:Course Objectives -8

.To know what group counseling is and what goals it seeks to achieve -5

To understand the meaning of group counseling and its areas -6

.To understand the fields of group counseling and the extent of the need for it -7

mily counseling theories and apply them in his lifeTo differentiate between fa -8

To explain parenting models in education -5

Teaching and learning strategy -9

blackboard and pen -1

Discussion, dialogue, and brainstorming -2

Question format -3

Cooperative learning method -4

Problem solving .5

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Short classroom participation	active learning Lecture and discussion	Historical background of group –counseling readiness and for preparedness –solving -problem Introducing the individual to the goals and importance of group Stages –counseling –of family life Functions of the family	The student should understand the concept of group .counseling	3	the first
homework	a lecture	Definition of school –group counseling Areas of therapeutic Factors –adjustment affecting family life	Understanding of the concept group counseling methods	3	the second
condition	a lecture	–group counseling group Goals of –counseling Problems addressed by group counseling	Definition of family –counseling Goals of group counseling	3	the third
Short test	Discussion –n Examples	Theories related to family counseling	Knowledge of counseling theories for groups	3	Fourth
First month exam					Fifth
Short questions	-Lecture Discussion	The most important - –family problems Signs of marital Causes of –crisis –marital problems Misconceptions within the family	Understanding the nature of collective maladjustment	3	Sixth
Class participation	a lecture	–School dropout common family domestic –problems –divorce –violence infertility and childlessness	Understanding the nature of school maladjustment	3	Seventh
Short questions	discussion	The role of parents -in childcare	Understanding the nature of	3	Eighth

		problems in children	parenting models		
homework	-Lecture Discussion	Principles of group The –counseling counselor's tasks –within the school The counselor's role in the counseling process	Explaining the group counseling process	3	Ninth
		Second month exam			tenth
homework	Lecture, discussion and case studies	Key techniques of –group counseling strategies suitable for individuals in school counseling	Explanation of group counseling methods and strategies	3	eleventh
Short questions	Lectures and discussion	A program in family counseling for the preventive and therapeutic aspects	Explanation of group counseling methods and strategies	3	twelfth
Short test	Lecture and discussion	Clarifying the ethics that the mentor and members of the mentoring group should possess	Professional ethics in group counseling	3	thirteenth
homework	a lecture	Explaining how to use confrontation techniques in the providing ‘group practical applications , and concluding the guidance process	Completing the guidance process and practical applications in guidance and using the confrontation technique	3	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -17	
homework + Classroom discussions -18	
material Reports on the course -3	
Learning and teaching resources -12	
	Required textbooks -9

Ahmed (2009) Group Counseling Techniques Dar Al Shorouk, Amman, Al Rushd Library -Abdul Latif, Dr. Ahmed (2010) Group Counseling, Al Shorouk and Jordan Psychological Guidance and Counseling, by Suhair Kamel	Main references and sources -2
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Course Description

This course description provides a concise summary of the course's key features and the expected the learning outcomes for the student, demonstrating whether they have made the most of .available learning opportunities. It must be linked to the program description

sustainable development	Course Name -1
SUSTH6	Course Code-2
2026 -Chapter Two	Semester/Year-3
2026/2/1	Date this description was prepared -4
My presence	attendance Available forms of -5
hours/2 units 30	Number of study hours (total) / Number -6 (of units (total
millimeter Nian Yunus Darakhan	of the charge Name of the person in -7 course
Course Objectives-8 :This course aims to concept of sustainable development and its To introduce students to the .1 .importance at the local and global levels Clarifying the three dimensions of sustainable development (environmental, .2 .(economic, social ges such Developing students' awareness of contemporary environmental challen .3 .as climate change and resource depletion .Enhancing critical thinking skills in analyzing sustainability issues .4 Enabling students to propose sustainable solutions to environmental and societal .5 .problems esponsible behaviors towards the environment and Encouraging students to adopt r .6 .society	

Teaching and learning strategy -9

:Interactive

Encouraging students to participate in classroom discussions and express opinions on
.sustainable development issues

:Learning Based-Problem .2

Presenting real environmental and societal problems and motivating students to analyze
.them and propose sustainable solutions

:Study Case .3

Analyzing local and global models and experiences in the field of sustainable
.development to draw lessons learned

:Cooperative learning .4

Dividing students into groups to work on joint projects or reports to enhance teamwork
.skills

:learning-Self .5

Encouraging students to research and consult external sources to expand their knowledge
.ability in the field of sustainability

:Presentations .6

Students are tasked with preparing and delivering presentations on specific topics to
.develop their communication and presentation skills

:Using modern educational tools .7

digital technologies to support Utilize visual presentations, educational videos, and
.understanding of concepts

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral and written test	The discussion is accompanied by an interrogation style	Introduction to Sustainable Development Concept, Origin,) (Importance	Understanding the concept of sustainable development, the explaining origins of the concept, and its .global importance	Two hours	the first
Oral and written test	The discussion is accompanied by an interrogation style	Principles and general goals of sustainable development	Listing the principles of sustainable development and explaining the relationship between development and the environment	Two hours	the second
Oral and written test	The discussion is accompanied by an interrogation style	Environmental dimensions of sustainable development	Explaining the components of the ecosystem and analyzing the impact of human activities on the environment	Two hours	the third
Oral and written test	The discussion is accompanied by an interrogation style	The economic dimensions of sustainable development	Clarifying the concept of sustainable development and assessing the role of economics in efficient resource .management	Two hours	Fourth
First month exam					Fifth
Oral and written test	The discussion is accompanied by an interrogation style	Social dimensions of sustainable development	Explaining the concept of social justice and linking sustainable development to improving quality of life	Two hours	Sixth
Oral and written test	The discussion is accompanied	Sustainable Development Goals and their applications	Introducing students to the Sustainable Development Goals	Two hours	Seventh

	d by an interrogation style		and explaining their practical applications		
Oral and written test	The discussion is accompanied by an interrogation style	Climate change: causes and effects	Explaining the causes of climate change and analyzing its environmental, economic, and social impacts	Two hours	Eighth
Oral and written test	The discussion is accompanied by an interrogation style	Natural resource management (water, energy, soil)	Identifying types of natural resources and proposing sustainable methods for managing them	Two hours	Ninth
Oral and written test	Discussion and questioning	Environmental pollution (air, (water, soil	Distinguish between types of pollution and evaluate pollution reduction methods	Two hours	tenth
Oral and written test	The discussion is accompanied by an interrogation style	Sustainable urban development	Explaining the concept of sustainable cities and analyzing contemporary urban challenges	Two hours	eleventh
Oral and written test	The discussion is accompanied by an interrogation style	Sustainable consumption and production	The student explains sustainable consumption patterns and applies sustainability daily principles in life	Two hours	twelfth
Oral and written test	The discussion is accompanied by an interrogation style	energy Renewable and its role in sustainability	Understanding renewable energy sources and comparing them with traditional energy sources	Two hours	thirteenth
Oral and written test	The discussion is accompanied by an interrogation style	The role of technology and innovation in sustainable development	Applying sustainable development concepts in a practical project and identifying the	Two hours	fourteenth

			role of individuals in achieving sustainability		
Second month exam					fifteenth

Evaluation methods-11 participation Monthly exams + daily quizzes and -19 classroom discussions -20	
Learning and teaching resources -12	
Sustainable Development: Concepts and Applications	Required textbooks -10
achs , Jeffrey D. (2015). The Age of Sustainable Development. Columbia University Press Robertson, Margaret. (2016). Sustainability Principles and Practice. Routledge .	Main references and sources -2
Studies on the –Mental Science & Policy and environment, climate change, and national .international strategies	a) Recommended books and references (reports ... ‘scientific fields(
https://sdgs.un.org/goals	... b) Electronic references, websites