



Kurdistan University of Medical Sciences

Educational Assistant
Center for Studies and Development of Medical Education
Curriculum planning unit

Combined course plan form (Attendance and absenteeism)

Number of Units: nurse Name of Course Course section: Masters T3 MEDICAL SURGICAL
UNIVERCITY
YEAR: 2025-2026

General characteristics of the course

- Details of the responsible teacher:

First name	last name	rank	group	College/hospital	Phone number	Mobile Phone Number
Bahareh	Najafi	teacher	Nursing	Nursing and midwifery	087-33664644	09188729832

- The professor in charge of the course is responsible for monitoring the course of the course and the tasks of the students and communicating with the students.
- E-mail address of the responsible teacher: baharrehnajafi@yahoo.com

Profile of associate professors:

First name	last name	rank	group	College/hospital	Phone number	Mobile Phone Number

Associate professors can access specific parts of the course.

Objectives and introduction of the lesson

A: Write down the general objectives of the lesson for students: (Pay attention, the content that is

Learning Outcomes

It is expected that, upon completion of this course, students will be able to:

1. Explain the **anatomy and physiology of the endocrine system, kidneys, and urinary tract**, as well as the principles of physical examination and relevant diagnostic methods, and interpret related clinical and paraclinical findings.
2. Identify and analyze **disorders of the pituitary and parathyroid glands**, including their clinical manifestations, diagnostic methods, treatment principles, and related nursing care.
3. Examine and analyze **thyroid disorders**, including their clinical manifestations, complications, diagnostic methods, treatment principles, and evidence-based nursing care.
4. Identify and analyze **adrenal gland disorders**, including their clinical manifestations, diagnostic methods, treatment principles, and appropriate nursing care.
5. Examine and apply knowledge of **diabetes mellitus and its acute and chronic complications**, including principles of diagnosis and treatment, disease management, and evidence-based nursing care.
6. Assess and analyze **disorders of the kidneys and urinary tract**, including clinical manifestations, physical examination findings, diagnostic tests, treatment principles, and nursing care.
7. Apply specialized knowledge and an **evidence-based approach** to identify and prioritize the nursing care needs of patients with endocrine, renal, and urinary tract disorders and to plan appropriate nursing care.
8. Apply appropriate **clinical decision-making** and provide safe and effective nursing care for patients with acute and chronic endocrine, renal, and urinary tract disorders.

B: Write a brief introduction about this lesson in about 250 to 300 words. Make sure to include the following introductions (the application and connection of the course with the field or course, a general explanation of your work style and the course process, your expectations from students, such as answering assignments on time, actively participating in interactions, etc.)

The course “**Acute and Chronic Disorders II**” is a specialized course in the Master’s degree program in Nursing. It is designed to enhance students’ specialized knowledge and clinical competencies in the recognition, assessment, and care of patients with disorders of the endocrine system, kidneys, and urinary tract. Given the important role of nurses in comprehensive patient assessment, recognition of signs and symptoms, interpretation of clinical and diagnostic findings, care planning, and monitoring patients’ responses to treatment, this course is closely related to the nursing process and clinical decision-making across various healthcare settings.

In this course, students become familiar with the fundamentals of anatomy and physiology, physical examination techniques, and diagnostic tests related to the endocrine system, kidneys, and urinary tract. Disorders of the pituitary, thyroid, parathyroid, and adrenal glands, as well as different types of diabetes and their complications, and disorders of the kidneys and urinary tract are also addressed. The course emphasizes understanding the pathophysiology of diseases, identifying clinical manifestations, interpreting diagnostic findings, understanding treatment principles, and providing appropriate nursing care based on patients’ individual conditions.

The teaching and learning process includes the presentation of scientific content, discussion and exchange of ideas, examination of clinical situations, analysis of patient-related cases, and active student participation in the learning process. Students are expected to review the recommended resources and come prepared for each session, actively participate in classroom discussions and activities, and complete assigned coursework and educational activities within the specified deadlines. Adherence to professional ethics, responsibility, constructive interaction with the instructor and fellow students, and the ability to apply theoretical knowledge to clinical situations are also among the key expectations of this course.

Determining face-to-face lesson sessions

No	The title of the face-to-face meeting	Date of presentation	How to present	How to provide the necessary facilities
1	Anatomy and physiology of glands, diagnostic tests, pituitary disorders, parathyroid	11/11/2026	Lecture, Q&A, and group participation	Practic work with patients
2	Understanding thyroid diseases and disorders	18/11/2026	Lecture, Q&A, and group participation	Practica work with patients
3	Introduction to diabetes and its types	25/11/2026	Lecture, Q&A, and group participation	Practica work with patients
4	Introduction to hemodialysis and peritoneal dialysis	02/12/2026	Lecture, Q&A, and group participation	Practica work with patients
5	Understanding the types of electrolyte disorders	09/12/2026	Lecture, Q&A, and group participation	Practica work with patients
6	Introduction to kidney transplant and its care	16/12/2026	Lecture, Q&A, and group participation	Practicl work with patients

Determining non-attendance sessions

According to the approved educational regulations, it is possible to hold four-seventeenth of the hours of theoretical lessons as blended learning in the form of a non-attendance class.

If you use this approach, complete the following table:

Anticipated non-attendance part (including the title, date of presentation, the second session of all the in-person and non-attendance sessions)	The reason for the possibility of absenteeism	The method of covering content in absentia (Including how to present, being online or not, required facilities, etc.)
https://navid.muk.ac.ir/Dashboard/Index If necessary, course sessions and materials will be uploaded to the Navid learning management system.		

Study resources for students

Resources related to students' final exam (including books, articles, pamphlets, videos, slides or any other content) and resources for further study (resources for non-attendance meetings) along with the link to access them in the system

Book details including title, authors, translators, publications, year and time of publication	Pages and chapters specified for the test
Bruner and Thordarts 2022, translated by Nahid Dehghan-Nyeri	Glandular department
Bruner and Thordarts 2022, translated by Nahid Dehghan-Nyeri	Kidney and urinary tract section
Hinkle JL, Cheever KH, Overbaugh KJ, editors. <i>Brunner & Suddarth's Textbook of Medical-Surgical Nursing</i> . 15th ed. Philadelphia: Wolters Kluwer; 2022.	The entire book
Harding MM, Kwong J, Roberts D, Hagler D, Reinisch C, editors. <i>Lewis's Medical-Surgical</i>	The entire book

Nursing: Assessment and Management of Clinical Problems. 13th ed. St. Louis: Elsevier; 2025.	
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Article details including title, authors, journal, year and publication number and pages	How students can access the article

Type of content*	Specifications including title and authors/producers	Description (address in the system or link)

* The content (power point slide, pamphlet, educational film) means the content uploaded on other university systems, which must be prepared in a final form before the beginning of the semester.

Self-examination, assignments, term-long and end-of-semester projects for students

Self-exams (descriptive, multiple-choice, matching, blank, etc.) should play an important role in helping students learn and self-evaluate.

- It is necessary for students to cover the non-attendance part of the course through the definition of appropriate tasks (increasing problem solving skills and students' ability to analyze and criticize with appropriate timing).
- Semester-long assignments and projects are aimed at studying resources and student learning.
- End-of-semester project is defined as a specific activity aimed at applying what has been learned.

Explanation of the test itself:

Description of the semester project:

Description of the final project:

Other learning activities

It is possible to activate the discussion room (asynchronously) in the system or virtually. If sufficient care is taken in designing and leading the discussion, it can help a lot in developing critical thinking in students.

Discussion room (forum) (descriptions include the platform for the discussion room, the duration of daily or weekly activity, the topic of discussion)

Observing and performing under the direct supervision of the instructor - use of simulation and mollapse and clinical skills hall - use of the training class

Evaluation of students

1. Mention the criteria and exact loading of the student's final evaluation. (Cases such as the score of the written test, attendance and absence in face-to-face classes, tasks and other planned activities)

1. After the instructor is in the class, no one is allowed to enter the class and absences will be considered

2. The final exam is a four-choice test

3. Only questions that have been assigned a score by the instructor in advance will be given a score other than the written evaluation

5. Permitted absences will be considered in accordance with the educational regulations

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2. What is the method of students' final exam (end-of-semester face-to-face exam)? (oral, practical, descriptive, test or...)

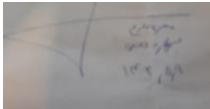
Evaluation and review from the logbook - considering the skills and the way the person acts during the semester internship - taking into account the score of the written exam at the end of the section and considering the score obtained from the special evaluation sheet for that section, which has several items.

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resenting the process or grade of assignments or in the case of presenting a conference:

Evaluation method:20

- End-of-semester exam, total score, four-choice

Name and family name and signature of the teacher responsible for the course



Name and surname and signature of the group manage