

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

Academic Program Description Form for Colleges and Institutes

2024-2023

University: Maysan

College: College of Nursing

Scientific Department: —

Date of filling out the file

Signature



Name of Academic Assistant Prof. : Saad sabri shamkh

Date:16/3/2024

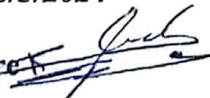
File reviewed by

Quality Assurance and University Performance Division:

Name of Head of Quality Assurance and University Performance Division \ M.M. Bashir Mazhar
Dakhel

Date : 16/3/2024

Signature



Approval of the Dean, Asst. Prof. Dr. Rashid Rahim Hatit

16/3/2024



**Ministry of Higher Education and Scientific Research
University of Maysan
College of Nursing**

Academic Program

2024_2023

1. Program Vision

The faculty and the deanship work to provide all elements of progress in the field of nursing education to keep pace with scientific and technical progress in nursing, in addition to encouraging students to reach an advanced level in order to bear their responsibilities in scientific research and study in various nursing specialties.

2. Program Mission

Preparing a nursing cadre educated in the arts and skills of nursing to provide integrated nursing services for prevention, treatment and rehabilitation commensurate with the increasing community need for medical care. This occurs through clear and distinct scientific and technical programs to improve the health of the individual, the family and society.

3. Program Objectives

Preparing a nursing staff capable of providing integrated services of preventive, therapeutic and rehabilitative care to cover all medical needs.

- Using advanced scientific techniques and obtaining integrated human sciences in the field of nursing proficiency in health and illness.
- Teaching students to work in a team spirit to complete comprehensive medical work.
- Directing students to carry out applied scientific research related to providing nursing care.
- Urging students to conduct clinical medical research related to nursing care

4. Program Accreditation

Does the program have program accreditation? From which side?

The program has not received program accreditation yet.

5. Other external influences

Is there a sponsor for the program?

- Ministry of Higher Education and Scientific Research
- Committee of Deans of Nursing Faculties in Iraq

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	141	42		basic
College Requirements	141	42		basic
Department Requirements	141	42		basic
Summer Training	120 hours per month for each level of study			Pass
Other				

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

7. Program Description						
Year/Level	Course Code	Course Name	Credit Hours			
			theoretical	lap	practical	Credit hours
The first stage/first course	NUR 101	Fundamental of Nursing I	4	6	0	7
	CHM 102	Biochemistry	3	2	0	4
	ANT 103	Anatomy for Nurse	3	2	0	4
	ETH 104	Code of Ethics	2	0	0	2
	COS 105	Computer Science I	1	0	0	1
The first stage/second course	NUR 106	Fundamental of Nursing II	4	0	12	8
	PHY 107	Physiology for Nurses	3	2	0	4
	ENG 108	English Part I	1	2	0	2
	TER 109	Medical Terminology	2	0	0	2
	COS 110	Computer Science II	0	2	0	1
the second stage/first course	NUR 201	Adult Nursing I	3	0	12	7
	PHR 202	Pharmacology for Nurses I	2	0	0	2

	HAS 203	Health Assessment	2	2	0	3
	MBN 204	Microbiology for Nurses I	2	2	0	3
	COS 205	Computer Science III	1	2	0	2
the second stage/second course	NUR 206	Adult Nursing II	3	0	12	7
	PAT 207	Pathophysiology for Nurses	2	0	0	2
	MBN 208	Microbiology for Nurses II	2	2	0	3
	PHR 209	Pharmacology for Nurses II	2	0	0	2
	ENG 210	English Part II	1	2	0	2
	COS 211	Computer Science III	1	2	0	2
	NUR 212	Preceptorship	0	0	30	عہدہ
the third stage/ first course	NUR 301	Maternal and Neonate Nursing	3	2	12	8
	RSM 302	Research Methods in Nursing	2	0	0	2
	HOS 303	Health sociology	2	0	0	2
	HUMR 304	Human Rights	1	0	0	1
	NUT 305	Nurtition & diet therapy	2	0	0	2
the third stage/second course	NUR 306	Infant, Child and Adolescents' Health Nursing	3	2	12	8
	BST 307	Biostatistics	2	0	0	2
	PHR 308	Human Growth and Development	3	0	6	5
	DEM 309	Democracy	1	0	0	1
	ENG 310	English Part III	1	2	0	2
	NUR 311	Preceptorship (Summer Training)	0	0	30	عہدہ

the fourth stage/first course	NUR 401	Family and Community Health Nursing	3	0	12	7
	NUR 402	Nursing Management and Leadership	2	0	3	3
	NUR 403	Professional Perspectives and Issues in Nursing	2	0	0	2
	NUR 404	Research Project	0	0	3	1
	HPR 405	Health promotion	2	0	0	2
	EPD 406	Epidemiology	2	0	0	2
	ARB 407	Arabic Language for Nursing I	1	0	0	1
the fourth stage/second course	NUR 408	Mental Health and Illness	3	0	12	7
	NUR 409	Critical Care Nursing	3	0	9	6
	HPN 410	Health Psychology for Nurses	2	0	0	2
	NUR 411	Research Project	0	0	3	1
	ARB 412	Arabic Language for Nursing II	1	0	0	1
	ENG 413	English Part 4	1	2	0	2

Clarification of study units:

(1) theoretical hour = 1 academic unit

(2) Laboratory hour = 1 academic unit

(3) Clinical work hour = 1 academic unit

Summer training: a month of training for the second stage and a month of training for the third stage, at a rate of 6 hours per day

5 days * 6 hours = 30 hours per week, equivalent to (120 hours per month)
(pediatric nursing + maternal and newborn health)

Credit hours = 141 hours

Expected learning outcomes of the program

Knowledge objectives

- Describe the nature, history, philosophy and scope of nursing health.

- Define nursing concepts and related terminology.

- Describe the concept of health promotion.
- The program's skill objectives
- Students will be able to apply nursing diagnosis to each patient
- Explaining the characteristics of the nursing process and the necessary nursing care.
- Applying the evaluation of the nursing process and nursing roles.
- Linking the evaluation process to health problems that affect the individual, family, and society.

Working effectively within a group is an essential skill

- Practicing situated learning
- communication
- Practice evaluation

Teaching and learning methods

- Using digital learning
- Presentation of the lecture using audio-visual aids (PPT, data presentation)
- Google Class (Important)
- Self-education
- Social e-learning
- Short scientific videos
- Case papers
- Simulation
- Laboratory skills
- Seminars and workshops
- Problem-based learning

Evaluation methods

- Daily or weekly competition
- Discussion during lectures
- OSCE (Objective Structured Clinical Examination)
- Seminars
- The theoretical midterm and final exam
- Midterm and final clinical examination
- Problem solving process
- Lessons and comments.

Emotional and value-based goals.

1. Apply the different concepts and values of the nursing profession and beliefs related to health.
2. Discover the importance of maintaining one's health at an optimal level.
3. Explain the different theories and models from the natural and behavioral sciences as well.
4. The human sciences and their relationship to the individual, family, and society.

Teaching and learning methods

- Using digital learning
- Presentation of the lecture using audio-visual aids (PPT, data presentation)
- Google Class (Important)
- Self-education
- Social e-learning
- Short scientific videos
- Case papers
- Simulation
- Laboratory skills
- Seminars and workshops
- Problem-based learning

Evaluation methods

1. The program is evaluated based on regional and national accreditation list standards and professional standards established by nursing practitioners and nursing education in Iraq. The tools will evaluate outcomes and measure the program's effectiveness in meeting consumers' health needs.

2. The systematic evaluation will be conducted by a specialized team for all aspects of the program. They have developed an evaluation plan to evaluate all final competencies, build a practical definition of the results and level of achievements, determine the time frame for the evaluation, develop evaluation tools, collect and analyze data, and use the results in decision-making. To improve the program.

3. The level of achievement awarded, from 0 to 100%, must reflect skills, knowledge and values relevant to the stage of the course program and students will demonstrate this in practice and through evidence collected in the students' e-portfolio.

General and qualifying transferable skills (other skills related to employability and personal development)

1. Develop positive and caring attitudes toward nursing in general.

2. Developing communication skills in dealing with the individual, family and society.

3. Skills gained from collaborative work with other health workers

4. Improve clinical skills.

5. Implementing a health education program

Teaching and learning methods

- Using digital learning
- Presentation of the lecture using audio-visual aids (PPT, data presentation)
- Google Class (Important)
- Self-education
- Social e-learning
- Short scientific videos
- Case papers
- Simulation
- Laboratory skills
- Seminars and workshops
- Problem-based learning

Evaluation methods

- Daily or weekly competition
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- Seminars
- The theoretical midterm and final exam
- Midterm and final clinical examination
- Problem solving process
- Lessons and comments

Academic Rank	Specialization		Number of the teaching staff	
	General	Special	Staff	Lecturer
prof	Life sciences	Medical parasitology	1	
	Life sciences	Pathological microbiology	1	
	Life sciences	Medicines and toxins	1	
Assistant prof	nursing	Pediatric nursing	1	
	Life sciences	Animal philosophy	1	

	Veterinary medicine and surgery	Veterinary physiology	1	
	Life sciences	Microbiology	1	
	nursing	Adult nursing	1	
	nursing	Community health nursing	1	
	nursing	Obstetrics and gynecology nursing	1	
Assist.lec.	nursing	Mental health nursing	1	
	nursing	Community health nursing	1	
	nursing	Adult nursing	1	
assistant	nursing	Adult nursing	1	
	Life sciences	Animal philosophy	1	
	chemistry	Physical chemistry	1	
	nursing	Maternal and child health	2	
	history	history	1	
	nursing	Pediatric nursing	2	
	nursing	Adult nursing	2	
assistant teacher	General Medicine	Applied embryology	1	
	Sensorial sciences	Sensorial sciences	1	
	nursing	Mental health nursing	1	
	nursing	Community health nursing	1	
	nursing	Adult nursing	1	
	chemistry	chemistry	1	
	Life sciences	Life sciences	2	1

	Flags	radio and television	2	
	English	English	1	1

Professional Development

Mentoring new faculty members

Teaching is an art as well as a science, and these two aspects need development through continuous preparation and qualification processes. Therefore, the college is keen to qualify the faculty member by involving him in the courses offered by the Center for Continuing Education to develop university teaching methods, and this is according to the capabilities available at the university.

Professional development of faculty members

Professional development aims to raise the individual's skills, raise the level of his professional performance, enhance his professional skills, and develop and improve career awareness. Therefore, our college works hard to encourage the faculty to attend training courses and seminars, which have a major role in this.

8. Acceptance Criterion

9. The most important sources of information about the program

1. Allen R. and Layer G. (1996), credit based systems, as vehicles for change in universities and colleges, Kogan page, London.
2. Al-Muhandis B, (2001), Clinical Teaching and Learning: Myths and Challenges, Editorial. Journal of the Bahrain Medical Society vol.12 No.1
3. Benner,P (1982) Issues in competency-based testing, Nursing Outlook, 303-309
4. Case S. And Swanson D. (1998) Construction Written Test Questions for the Basic and Clinical Sciences, 2nd ed, NBME, Philadelphia.
5. .College of Health Sciences Academic Catalog-2001 (2001) CHS Press. Bahrain
6. College of Health Sciences Curriculum Document for the BSN program. Bahrain
7. EMRO Technical Publication Series (1998), Nursing Education in the Eastern Mediterranean Region Prototype Baccalaureate Nursing Curriculum, WHO. Alexandria, Egypt
8. Human Science Keseroh Council (1999) ways of seeing the National Qualification Framework, Pretoria: Human Sciences Research Council.

9. Mohi Eddin Mia et al (1992) Community-Oriented Education, Eleven Steps of Community Education at Gazira Medical School. Annals of community-oriente

10. Program Development Plan

The program is developed through periodic meetings of the Iraqi Nursing Deans Committee.

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
The first stage/first course	NUR 101	Fundamental of Nursing I	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	CHM 102	Biochemistry	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ANT 103	Anatomy for Nurse	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ETH 104	Code of Ethics	optional	√	√	√	√	√	√	√	√	√	√	√	√
	COS 105	Computer Science I	optional	√	√	√	√	√	√	√	√	√	√	√	√
The first stage/second course	NUR 106	Fundamental of Nursing II	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	PHY 107	Physiology for Nurses	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ENG 108	English Part I	optional	√	√	√	√	√	√	√	√	√	√	√	√
	TER 109	Medical Terminology	optional	√	√	√	√	√	√	√	√	√	√	√	√
	COS 110	Computer Science II	optional	√	√	√	√	√	√	√	√	√	√	√	√
	NUR 201	Adult Nursing I	Basic	√	√	√	√	√	√	√	√	√	√	√	√

the second stage/first course	PHR 202	Pharmacology for Nurses I	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	HAS 203	Health Assessment	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	MBN 204	Microbiology for Nurses I	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	COS 205	Computer Science III	optional	√	√	√	√	√	√	√	√	√	√	√	√
the second stage/second course	NUR 206	Adult Nursing II	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	PAT 207	Pathophysiology for Nurses	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	MBN 208	Microbiology for Nurses II	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	PHR 209	Pharmacology for Nurses II	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ENG 210	English Part II	optional	√	√	√	√	√	√	√	√	√	√	√	√
	COS 211	Computer Science III	optional	√	√	√	√	√	√	√	√	√	√	√	√
	NUR 212	Preceptorship	Basic	√	√	√	√	√	√	√	√	√	√	√	√
the third stage/first course	NUR 301	Maternal and Neonate Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	RSM 302	Research Methods in Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	HOS 303	Health sociology	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	HUMR 304	Human Rights	optional	√	√	√	√	√	√	√	√	√	√	√	√

	NUT 305	Nurtition & diet therapy	Basic	√	√	√	√	√	√	√	√	√	√	√	√
the third stage/sec ond course	NUR 306	Infant, Child and Adolescents' Health Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	BST 307	Biostatistics	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	PHR 308	Human Growth and Development	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	DEM 309	Democracy	optional	√	√	√	√	√	√	√	√	√	√	√	√
	ENG 310	English Part III	optional	√	√	√	√	√	√	√	√	√	√	√	√
	NUR 311	Preceptorship (Summer Training)	Basic	√	√	√	√	√	√	√	√	√	√	√	√
the fourth stage/fir st course	NUR 401	Family and Community Health Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR 402	Nursing Management and Leadership	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR 403	Professional Perspectives and Issues in Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR 404	Research Project	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	HPR 405	Health promotion	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	EPD 406	Epidemiology	Basic	√	√	√	√	√	√	√	√	√	√	√	√

	ARB 407	Arabic Language for Nursing I	optional	√	√	√	√	√	√	√	√	√	√	√	√
the fourth stage/sec ond course	NUR 408	Mental Health and Illness	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR 409	Critical Care Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	HPN 410	Health Psychology for Nurses	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	NUR 411	Research Project	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ARB 412	Arabic Language for Nursing II	optional	√	√	√	√	√	√	√	√	√	√	√	√
	ENG 413	English Part 4	optional	√	√	√	√	√	√	√	√	√	√	√	√

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

