



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

Academic Program Specification
University of Hilla
College of Nursing
Nursing Department
2026

2026





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

University Name: University of Hilla

College/Institute: College of Nursing

Scientific Department: Single-Department College

Academic or Professional Program Name: Iraqi Nursing Colleges

Accreditation Programs

Final Degree Name: Bachelor of Nursing Sciences

Study System: Courses

Description Preparation Date: 21/9/2025

File Filling Date: 1/10/2025

Signature

Assist of Dean

Assist prof: Huda Shawky Mahmud

File reviewed by: Asst. Lecture. Mohammed Mohi Sahar

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance Division

Date

Signature



Authorization of the Dean

Vision

Leadership and excellence in the field of digital professional nursing education, scientific research, community service and sustainable development locally, regionally and globally,” and obtaining global accreditation..

Program Mission

Preparing graduates with scientific, professional and ethical competence, capable of providing integrated health care based on scientific evidence, digital technologies and artificial intelligence, capable of competing locally, regionally and globally, capable of providing comprehensive nursing care to the individual, family and community at the preventive, therapeutic and rehabilitative levels, enhancing the research environment, and building effective partnerships with the community in a way that contributes to enhancing the health of the individual, family and community and competing with the needs of the labor market and future challenges.

Program Goals

1. Ethical and professional regulations governing the practice of nursing are sold
2. Developing behavioral and skill-based skills grounded in knowledge and compassion.
3. Using critical thinking to assess complex health conditions, make sound clinical decisions, and solve problems..
4. Designing comprehensive nursing care plans that meet the diverse needs of patients and their families.
5. Developing students' ability to adopt self-directed learning methods to enhance their professional knowledge and skills in line with current advancements.
6. To apply the nursing process effectively in various healthcare settings (hospitals community settings).
7. To utilize information technology and digital health systems in documenting care and managing patient data.
8. To develop students' leadership and management skills.To analyze the results of recent scientific research to integrate evidence-based practice into nursing care.
9. Guiding and educating students on the importance of teamwork in providing healthcare services.
10. Collaborating with local and international academic and healthcare institutions in student training, scientific research, and other academic activities.



Program Accreditation

Not found any accreditation program

External Influences

Ministry of Higher Education and Scientific Research - University of Hilla - Deans' Committee

Program Structure

Course Requirements	Number of Courses	Credit Hours	Percentage	Notes
Institutional Requirements	7		17.5%	
College Requirements	23	138	57.5%	
Department Requirements	10		25%	
Summer Training	Second and Third Stages			
Other Requirements	Field visits and awareness campaigns			



1. الهيئة التدريسية

أعضاء هيئة التدريس

اسم التدريسي	اللقب	التخصص	المتطلبات/المهارات	اعداد الهيئة
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التدريسية		ملاك		ملازم	
التخصص (إن وجدت)		خاص	عام	العلمي	
أعضاء هيئة التدريس					
1. الهيئة التدريسية					
□	7	طب المجتمع	استاذة نكتور	م.د. حسن علوان بيهي	م.د. حسن علوان بيهي
□	7	تشريح دقيق وفسيولوجي	استاذة نكتور	أ.د. كريم حسين رشيد	أ.د. كريم حسين رشيد
□	7	نكثوره في تريض الاطفال	استاذة	م.د. هادي ثلوثي محمود	م.د. هادي ثلوثي محمود
□	7	نكثوره في تريض صحة المجتمع	استاذة	م.د. بسامية قاروق	م.د. بسامية قاروق
□	7	نكثوره في تريض حالات حرجة	مدرسة	م.د. هادي صر عبد الوهاب	م.د. هادي صر عبد الوهاب
□	7	ماجستير تريض صحة الطفل	مدرسة	م.د. سالم عام يوسف	م.د. سالم عام يوسف
□	7	ماجستير تريض صحة المجتمع	مدرسة	م.د. محمد محي شهر	م.د. محمد محي شهر
□	7	ماجستير تريض الاطفال	مدرسة	م.د. جميل كاظم	م.د. جميل كاظم
□	7	نكثوره في طبقات طبية	استاذة نكتور	أ.د. هادي خالد المسعودي	أ.د. هادي خالد المسعودي
□	7	نكثوره في علاجات اوبئة و	مدرسة	م.د. ميسم علي امين	م.د. ميسم علي امين
□	7	امراض الدم	استاذة	م.د. محمد علي عباس	م.د. محمد علي عباس
□	7	نكثوره في تريض الصحة النفسية و العقلية	استاذة	م.د. احمد كاظم طاهر	م.د. احمد كاظم طاهر
□	7	ماجستير تريض صحة المجتمع	مدرسة	م.د. زيد عبد الله حسين	م.د. زيد عبد الله حسين
□	7	نكثوره تريض الاطفال	مدرسة	م.د. أمينة عبد الحسن خير	م.د. أمينة عبد الحسن خير
□	7	ماجستير تريض الاطفال	مدرسة	م.د. حسين يحيى شمسان	م.د. حسين يحيى شمسان

1. الهيئة التدريسية

أعضاء هيئة التدريس

v	<input type="checkbox"/>	ماجستير تمريض اصحة الأم	علوم التمريض	مدرس مساعد	م.م سعاد عبد الحسين مخيلف
<input type="checkbox"/>	<input type="checkbox"/>				

الخطة الدراسية لكلية التمريض 2025-2026

الخطة الدراسية للمرحلة الأولى/ مسار بولونيا 2025-2026

المرحلة الدراسية	رمز المقرر أو	اسم المقرر أو المساق	نظري	الساعات المعتمدة	
				طريقة التدريس	طريقة التطبيق
	NUR1101	اساسيات التمريض (1)	4	6	محاضرات
	NUR1102	الكيمياء الحياتيه	3	2	محاضرات
	NUR1103	التشريح والفسلجة للممرضين (1)	3	2	محاضرات
	NUR1104	المصطلحات الطبيه	2	-	محاضرات
	ENG 1105	ديمو30قراطية وحقوق الانسان	2	-	محاضرات
30					
	NUR1201	اساسيات التمريض (2)	4	12	محاضرات عملي
	NUR1202	التشريح والفسلجة للممرضين (2)	3	2	محاضرات
	NUR1203	اخلاقيات مهنة التمريض	2	-	محاضرات
	COS1204	علم الحاسوب (1)	1	1	محاضرات
	NUR1205	اللغه العربيه (1)	1	-	محاضرات
	NUR1206	المادة الاختيارية1	2	-	محاضرات



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الخطة الدراسية للمرحلة الأولى/مسار بولونيا 2025-2026

المرحلة الدراسية	رمز المقرر أو المساق	اسم المقرر أو المساق	الساعات المعتمدة		
			نظري	طريقة التدريس	طريقة التدريس
	NUR1101	اساسيات التمريض (1)	4	محاضرات	6
	NUR1102	الكيمياء الحياتيه	3	محاضرات	2
	NUR1103	التشريح والفلسجة للممرضين (1)	3	محاضرات	2
	NUR1104	المصطلحات الطبيه	2	محاضرات	-
	ENG 1105	ديمو30قراطية وحقوق الانسان	2	محاضرات	-
30					
	NUR1201	اساسيات التمريض (2)	4	محاضرات	12
	NUR1202	التشريح والفلسجة للممرضين (2)	3	محاضرات	2
	NUR1203	اخلاقيات مهنة التمريض	2	محاضرات	-
	COS1204	علم الحاسوب (1)	1	محاضرات	1
	NUR1205	اللغه العربيه (1)	1	محاضرات	-
	NUR1206	المادة الاختيارية1	2	محاضرات	-
	30				

الخطة الدراسية للمرحلة الأولى/2024-2025 / 2025-2026

المرحلة الدراسية	رمز المقرر أو المساق	اسم المقرر أو المساق	الساعات المعتمدة			
			نظري	طريقة التدريس	عملي	طريقة التدريس
المرحلة الأولى	NUR101	أساسيات التمريض (1)	4	محاضرات	6	تطبيق



4	تطبيق	2	محاضرات	3	الكيمياء الحياتية	CHM102	الفصل الاول
4	تطبيق	2	محاضرات	3	علم التشريح للممرضين	ANT104	
2	Choose an item.	-	محاضرات	2	أخلاقيات مهنة التمريض	ETH105	
1	Choose an item.	-	محاضرات	1	اللغة الإنكليزية (1)	ENG103	
1	Choose an item.		محاضرات	1	الحاسوب (1)	COS106	
2	Choose an item.	-	محاضرات	2	الديمقراطية وحقوق الإنسان	HUMR107	
8	عملي	12	محاضرات	4	أساسيات التمريض (2)	NUR108	المرحلة الاولى الفصل الثاني
4	تطبيق	2	محاضرات	3	علم الفلسفة للممرضين	PHY109	
1	Choose an item.	-	محاضرات	1	اللغة الإنكليزية (2)	ENG110	
2	Choose an item.	-	محاضرات	2	مصطلحات طبية	TER111	
1	تطبيق	2	محاضرات	-	الحاسوب (2)	COS112	
2	Choose an item.	-	محاضرات	2	(اللغة العربية 1)	ARB113	

2025-2026 الخطة الدراسية للمراحل ما فوق الأولى

الوحدات	الساعات المعتمدة			اسم المقرر أو المساق	رمز المقرر أو المساق	المرحلة الدراسية
	طرق التدريس	عملي	نظري			
8	عملي	12	محاضرات	تمريض البالغين (1)	NUR201	المرحلة الثانية الفصل الاول
3	تطبيق	2	محاضرات	التقييم الصحي	HAS202	
3	تطبيق	3	محاضرات	الأحياء المجهرية للممرضين (1)	MBN203	
2	-	-	محاضرات	علم الأدوية للممرضين (1)	PHR204	
1	تطبيق	2	محاضرات	الحاسوب (3)	COS205	
2	-	-	محاضرات	جرائم نظام	CDB206	



البعث في العراق							
8	عملي	12	محاضرات	4	تمريض البالغين (2)	NUR 207	المرحلة الثانية الفصل الثاني
3	تطبيق	2	محاضرات	2	الأحياء المجهرية للممرضين (2)	MBN208	
2	تطبيق	-	محاضرات	2	فسلجة الأمراض للممرضين	PAT209	
2	Choose an item.	-	محاضرات	2	علم الأدوية للممرضين (2)	PHR210	
1	تطبيق	2	محاضرات	-	الحاسوب (4)	COS211	
2	Choose an item.	-	محاضرات	2	اللغة العربية (2)	ARB212	
P/F	يوم سريري 30				التدريب السريري الصيفي	NUR213	
8	عملي و تطبيق	14	محاضرات	3	تمريض الأم والوليد	NUR301	المرحلة الثالثة الفصل الاول
2	Choose an item.	-	محاضرات	2	طرائق البحث في التمريض	RSM302	
2	Choose an item.	-	محاضرات	2	علم الاجتماع الصحي	HOS303	
2	Choose an item.	-	محاضرات	2	التغذية والعلاج الغذائي	NUT304	
8	عملي + تطبيق	14	محاضرات	3	تمريض الأطفال	NUT305	المرحلة الثالثة الفصل الثاني
5	عملي	6	محاضرات	3	النمو والنماء البشري	PHR306	
2	-	-	محاضرات	2	الاحصاء الحيوي	BST307	
P/F	يوم سريري 30				التدريب السريري الصيفي	NUR308	



7	عملي	12	محاضرات	3	تمريض صحة المجتمع	NUR401	الرحلة الرابعة الفصل الاول
2	Choose an item.	-	محاضرات	2	علم الوبائيات	Epid402	
3	عملي	3	محاضرات	2	القيادة والإدارة في التمريض	NUR403	
2	Choose an item.	-	محاضرات	2	تعزيز الصحة	HPR 404	
2	Choose an item.	-	محاضرات	2	الرؤى والموضوعات المهنية في التمريض	NUR405	
7	عملي	12	محاضرات	3	تمريض الصحة النفسية والعقلية	NUR406	المرحلة الرابعة الفصل الثاني
2	Choose an item.	-	محاضرات	2	علم النفس للممرضين	HPN407	
6	عملي	12	محاضرات	2	تمريض الحالات الحرجة	NUR408	
2	تطبيق	تطبيقي	تعزيز القيم الانسانية	تطبيقي	بحث التخرج	NUR409	



هيكلية المنهاج الدراسي للدراسات الأولية لكليات التمريض العام الدراسي 2025-2024 ساري للمراحل ما فوق الأولى فقط للعام الدراسي 2026-2025

مجلس التعليم العالي - كلية التمريض - قسم التمريض العام																	
المرحلة الأولى				الفصل الدراسي الأول				الفصل الدراسي الثاني				المرحلة الثانية					
الوحدات	ن	م	س	الوحدات	ن	م	س	الوحدات	ن	م	س	الوحدات	ن	م	س		
8	4	6	0	7	4	6	0	أساسيات التمريض (1)	8	4	12	0	تمريض البالغين (1)	8	4	12	0
4	3	2	0	4	3	2	0	الكيمياء الحيوية	3	2	0	0	التقييم الصحي	3	2	0	2
2	3	2	0	4	3	2	0	علم التشرح للمرضى	3	2	0	2	الأحياء المجهرية للمرضى (1)	2	2	0	0
1	2	0	0	2	2	0	0	أخلاقيات مهنة التمريض	2	2	0	0	علم الأدوية للمرضى (1)	2	2	0	0
1	1	0	0	1	1	0	0	اللغة الإنكليزية (1)	1	1	0	0	الحاسوب (3)	1	0	2	0
2	1	0	0	1	1	0	0	الحاسوب (2)	2	2	0	0	جرائم نظام البحث في العراق	2	2	0	0
2	1	0	0	1	1	0	0	اللغة العربية (1)	2	2	0	0	التدريب السريري الصيفي	30	0	0	0
2	2	0	0	2	2	0	0	الديمقراطية وحقوق الإنسان	2	2	0	0	التدريب السريري الصيفي	30	0	0	0
18	21	21	0	18	21	21	0	عدد الوحدات	18	21	21	0	عدد الوحدات	18	21	21	0
المرحلة الثالثة				الفصل الدراسي الأول				الفصل الدراسي الثاني				المرحلة الرابعة					
الوحدات	ن	م	س	الوحدات	ن	م	س	الوحدات	ن	م	س	الوحدات	ن	م	س		
8	3	2	12	8	3	2	12	تمريض الأم والوليد	7	3	12	0	تمريض صحة المجتمع	7	3	12	0
5	2	0	6	2	2	0	0	طرائق البحث في التمريض	2	2	0	0	علم الوبائيات	2	2	0	0
2	2	0	0	2	2	0	0	علم الأحياء المجهرية للمرضى (1)	2	2	0	0	القيادة والإدارة في التمريض	6	2	12	0
2	2	0	0	2	2	0	0	علم الأدوية للمرضى (1)	2	2	0	0	تعزيز الصحة	2	2	0	0
1	1	0	0	2	2	0	0	الحاسوب (3)	2	2	0	0	الرؤى والموضوعات المهنية في التمريض	2	2	0	2
2	1	0	0	2	2	0	0	جرائم نظام البحث في العراق	1	1	0	0	اللغة العربية (1)	1	1	0	0
2	2	0	0	2	2	0	0	التدريب السريري الصيفي	2	2	0	0	اللغة الإنكليزية (3)	2	2	0	1
2	2	0	0	2	2	0	0	التدريب السريري الصيفي	2	2	0	0	اللغة العربية (2)	1	1	0	0
16	15	15	0	16	15	15	0	عدد الوحدات	16	15	15	0	عدد الوحدات	16	15	15	0
7	2	0	12	7	2	0	12	تمريض الحالات الحرجة	7	2	12	0	تمريض الحالات الحرجة	7	2	12	0
2	2	0	0	2	2	0	0	البحث التخرج	2	2	0	0	البحث التخرج	2	2	0	0
6	2	0	12	6	2	0	12	عدد الوحدات	6	2	12	0	عدد الوحدات	6	2	12	0
2	2	0	0	2	2	0	0	عدد الوحدات	2	2	0	0	عدد الوحدات	2	2	0	0
1	1	0	0	1	1	0	0	عدد الوحدات	1	1	0	0	عدد الوحدات	1	1	0	0
2	2	0	0	2	2	0	0	عدد الوحدات	2	2	0	0	عدد الوحدات	2	2	0	0
70	17	17	0	70	17	17	0	عدد الوحدات	70	17	17	0	عدد الوحدات	70	17	17	0

Expected learning outcomes of the program

Knowledge:

learning outcomes

K1: Basic and Medical Knowledge: Demonstrate and understand the principles and theories in the life sciences (anatomy, physiology, and pathology) and the humanities and social sciences relevant to nursing practice..

K2: Specialized Nursing Concepts: Explain the steps of the "nursing process" and the theoretical models that guide nursing care for different age groups and health conditions..

K3: Pharmacology and Therapeutics: Identify drug classes, their mechanisms of action, interactions, and associated side effects to ensure safe medication administration..

K4: Professional Ethics and Laws: Understand ethical standards, patients' legal rights, and national and international health policies regulating the profession..

K5: Scientific Research and Evidence-Based Practice: Understanding scientific research methodologies and biostatistics, and how to use research findings to improve the quality of healthcare..

Methods for assessing knowledge and understanding

1. Written Exams:

- o Multiple-choice questions (MCQs): To measure the ability to recall, understand, and differentiate between correct medical options..
- o Short-answer questions (Short Essays): To measure the student's ability to explain biological processes or connect causes and symptoms..

2. Oral Exams:

- o To assess the student's quick recall of medical information and their ability to verbally explain nursing plans..

3. Presentations:

- o Students' understanding of a specific topic (such as a particular disease or treatment protocol) is assessed through presentations and discussions with peers..

4. Concept Mapping:

- o A powerful tool for assessing students' understanding of the relationships between diseases, medications, and nursing interventions..

5. Online Quizzes:

- o Short periodic quizzes to ensure continuous engagement with the material..

6. Report Writing and Mini-Research Papers (Assignments):

K6: Safety and Quality: Familiarity with local and international quality standards, infection control principles, and patient safety protocols within healthcare facilities..

K7: Public Health and Society: Describing the concepts of health promotion, disease prevention, epidemiology, and the impact of environmental and cultural factors on individual and community health..

o Assessing the student's ability to research and summarize information, and understand scientific research methodology..

7. Case Studies:

o (Theoretical aspect) where the student is required to identify the health problem and the scientific information related to it based on a hypothetical case.

Skills:

Learning outcomes

1. Clinical Skills:

- **Patient Assessment:** The ability to accurately measure vital signs (blood pressure, temperature, pulse) and diagnose initial symptoms.
- **Basic Nursing Procedures:** Such as administering injections, initiating IV fluids, wound care, and dressing changes..
- **Operation of Medical Equipment:** Operating and monitoring vital equipment such as ventilators and electrocardiographs.
- **First Aid:** Rapid response in emergencies and the administration of cardiopulmonary resuscitation (CPR).

2. Cognitive and Scientific Skills

Methods for assessing thinking skills

1. Written Assessment

- **Scenario-based multiple-choice questions (MCQs):** These questions do not ask for direct information but place the student in a clinical situation and ask them to choose the "priority" or "most appropriate action" based on the case data.
- **Case Studies:** The student is given a detailed patient case (test results, symptoms, medical history) and is asked to derive a nursing diagnosis and develop a comprehensive care plan..
- **Concept Mapping:** The student is asked to create a diagram linking the disease, symptoms, medications, and nursing interventions to demonstrate their understanding of the relationships between them.

2. Clinical Assessment



These skills focus on the theoretical foundations upon which nursing decisions are based:

- **Critical Thinking:** Making informed clinical decisions based on the patient's changing health status.
- **Scientific Knowledge:** Understanding basic sciences such as anatomy, physiology, biochemistry, and pharmacology.
- **Scientific Research:** Developing research and academic publishing skills to keep pace with advancements in healthcare

3. **Soft Skills (Interpersonal and Communication Skills):**

These are the skills necessary for interacting with patients and the team:

- **Effective Communication:** Excellent verbal and written communication skills with patients and their families, and the ability to accurately convey medical reports to physicians.
- **Professional Ethics:** Adherence to ethical conduct standards and maintaining patient privacy and confidentiality.
- **Teamwork:** The ability to work effectively within a comprehensive medical and nursing team to achieve optimal health outcomes.

- **Operating Stations Test (OSCE):** Simulated stations requiring the student to make a rapid decision or solve a technical/mental problem in front of the examiner within a set time.
- **Nursing Care Plan:** Assessing the student's ability to write a structured plan for a real patient in the hospital, reflecting their logical reasoning.
- **Reflective Journals:** The student writes a report about a difficult situation they encountered, how they analyzed it, the decisions they made and why, and what they learned from it..

3. **Interactive Assessment**

- **Clinical Post-conference:** A discussion session following clinical training in which the supervisor poses "why?" and "what if?" questions to assess the student's depth of thought.
- **Seminars and Case Presentations:** The student presents a patient case to their peers and discusses the evidence-based reasoning upon which they based their decisions..

4. **Self-assessment and peer assessment**

- **Portfolio:** A collection of the student's work and reflections that demonstrate the development of their critical thinking throughout their years of study.



- Leadership and Management: Strong time management and priority-setting skills within medical departments.

4. Technical and General Skills

- Computer Skills: Using electronic systems in hospitals to enter patients' nursing and medical data.
- English Language: Courses are often taught in English to enable students to read international research and resources.

➤ Professional and practical skills:

➤ Comprehensive Clinical Assessment: Ability to conduct a physical examination of the patient, gather medical history, and accurately monitor vital signs to detect any sudden deterioration in condition.

➤ Performance of Nursing Procedures: Proficiency in manual skills such as blood drawing, catheter insertion,

Statement of learning outcomes::

Providing Direct Nursing Care

- **Applying the Nursing Process:** The ability to implement the steps of the nursing process, from assessment and diagnosis to planning, implementation, and evaluation of outcomes, to provide comprehensive patient care.
- **Mastering Clinical Motor Skills:** Accurately performing technical procedures, such as drawing blood, inserting catheters, managing wounds, and administering intravenous medications according to safety standards..

Emergency Response: The ability to effectively implement cardiopulmonary resuscitation (CPR)



administration of medications via various routes (injection, IV, oral), and care of complex wounds.

- **Implementation of Infection Control Standards:** Strict adherence to aseptic techniques to prevent the transmission of infections within healthcare facilities.
- **Operation of Medical Technologies:** Operation and programming of advanced equipment such as cardiac monitors, infusion pumps, and ventilators.
- **Medical Documentation and Recording:** Writing accurate nursing reports and maintaining electronic medical records to ensure continuity of care and prevent medical errors..

protocols and provide rapid intervention in critical situations..

Safety and Professional Quality

- **Infection Control:** Strict adherence to sterilization and hygiene standards to ensure patient safety and prevent the spread of infection within the hospital.
- **Risk Management:** Identifying potential risks in the healthcare environment and taking preventive measures to minimize medical errors.
- **Use of Health Technologies:** Utilizing medical technology and health information systems to improve the quality of care and accurately document patient data.

Communication and Teamwork

- **Therapeutic Communication:** Establishing professional and trusting relationships with patients and their families, and using active listening skills to meet their psychological and physical needs..



- **Emergency Response:**
Implementing cardiopulmonary resuscitation (CPR) protocols and rapidly managing cases of shock or severe bleeding.
- **Health Education:** Training patients and their families on how to care for themselves (such as insulin injections or stoma care) before leaving the hospital..

Collaboration with the Medical Team: Working effectively as a member of the multidisciplinary healthcare team and participating in group clinical decision-making.

Ethical and Legal Practice

- **Adherence to Professional Ethics:** Practicing nursing in accordance with ethical principles (such as fairness, independence, and do no harm) and local legal regulations.
- **Patient Advocacy:** Protecting patients' rights and privacy, and acting as an advocate for their health and legal needs•

Leadership and Professional Development

- **Clinical Leadership:** Demonstrate leadership skills in managing patient cases and guiding the nursing support team.
- **Continuous Learning:** Commit to professional development and stay up-to-date with evidence-based practices to ensure the best possible care



Values :

Learning outcomes	Statement of learning outcomes
<p>Upon successful completion of the academic program, the graduate will be able to:</p> <p>P1: Practice nursing in accordance with ethical and professional principles (such as fairness, independence, and compassion) and adhere to local and international health regulations and laws..</p> <p>P5: Demonstrate a full commitment to responsibility and accountability for all professional decisions and actions taken within the context of healthcare.</p> <p>P3: To provide nursing care that respects the human dignity, privacy, and cultural and religious diversity of patients and their families without discrimination.</p> <p>P4: To uphold the values of integrity and honesty in handling medical records, research data, and communicating with the multidisciplinary medical team.</p> <p>P5: To act as an advocate for patients' rights and needs,</p>	<p>.1 Commitment to Responsibility and Accountability</p> <ul style="list-style-type: none"> • Outcome: The graduate demonstrates a full commitment to legal and ethical responsibility for all nursing decisions and actions taken. • Practice: Acknowledges professional errors immediately upon their occurrence and takes corrective measures to ensure patient safety. <p>.2 Respect for Human Dignity and Diversity</p> <ul style="list-style-type: none"> • Outcome: Provides nursing care that respects the patient's privacy, dignity, and cultural and religious values without discrimination (based on race, religion, or gender). • Practice: Maintains patient privacy during procedures and prevents the disclosure of personal information <p>.3 Professional Integrity</p> <ul style="list-style-type: none"> • Outcome: Practices the profession with honesty and integrity in dealings with patients, colleagues, and medical records. • Practice: Accurate and objective documentation in medical records without falsification or omission of facts. <p>.4 Altruism and Compassion</p>



ensuring they receive safe and equitable care that meets quality standards.

P6: Demonstrate disciplined professional conduct (Professionalism) that reflects the prestige of the profession, and commit to lifelong learning and continuous self-development.

- **Outcome:** Places the patient's needs and well-being above personal interest, showing empathy for their suffering.
- **Practice:** Responds promptly to the patient's call for help and treats them with kindness and patience in their moments of vulnerability.

5. **Autonomy and Justice**

- **Outcome:** Supports the patient's right to make informed health decisions and distributes care and time equitably among all patients.
- **Practice:** Acts as a patient advocate for the rights of patients who are unable to articulate their needs.

6. **Professional Excellence**

- **Outcome:** Embraces a lifelong learning mindset and a commitment to continuous professional growth to stay abreast of best practices.
- **Practice:** Accepts feedback from colleagues and supervisors and strives to improve performance.

7. **Discipline and Work Ethics**

- **Outcome:** Adheres to professional standards of conduct (appearance, punctuality, communication) that reflect the dignity of the profession.



- • Practice: Adheres to the dress code, punctuality, and appropriate professional communication with the multidisciplinary medical team..

It is measured by paper tests, but rather through clinical observation records (Clinical Evaluation Tools) or self-reflection during field training.

Teaching and learning strategies

1-Theoretical:

- Lecture
- Dialogue and Discussion
- Problem-Based Learning (PBL)
- Brainstorming
- Group Discussions

2-Practical Strategies (for Labs and Simulations)

- Clinical Simulation
- Demonstrations: The instructor explains a skill (such as catheter insertion), and the student then re-enacts it under supervision.
- Role-Playing

3-Field Strategies (in Hospitals)

- Bedside Teaching
- Post-Conference Nursing
- Reflective Learning

4- Digital Learning Strategies

- Blended Learning: Combining e-learning with practical laboratory



applications.

- Collaborative Learning (Group Classes)
- Publishing lectures on the college or department website for all faculty members and all course materials
- Using projectors and audio equipment
- Writing research papers and reports in English
- Speaking English in class and during class participation
- Conducting research to achieve the Sustainable Development Goals
 - Webinars

Evaluation methods

1. Monthly and term exams
2. Final written exams
3. **Cognitive assessments (of knowledge and reasoning)**

Written Exams: These include multiple-choice questions (MCQs) based on clinical cases to assess decision-making ability.

- Quizzes
- Scientific Assignments and Reports
- 4. **Skills Assessments (Practical Performance)**
 - OSCE (Objective Structured Clinical Examination)
 - Checklists
 - Demonstration

5. **Clinical Assessments (in the hospital)**

- Portfolio
- Direct Observation
- Nursing Care Plan
- 6. **Affective Assessments (of values and behavior)**
 - Peer Evaluation
 - Reflective Journals



Professional development

Orienting new faculty members

Academic Orientation Program

Introduction to Regulations: Explanation of the vision and mission, and clarification of the program's learning outcomes.

Quality Training: Workshops on drafting course descriptions and course reports according to academic accreditation standards.

E-Learning Systems: Training on using platforms for uploading lectures and administering exams.

Clinical Orientation

Healthcare Facility Tour: Introducing new members to teaching hospitals, infection control protocols, and policies for interacting with students in the field.

Skills Update: Refresher courses in the Skills Lab to ensure consistency in teaching practical skills to students.

Mentorship Program

Peer Observation: New faculty members attend lectures given by senior faculty members, and then the mentor attends a lecture given by the new faculty member and provides constructive feedback.

Educational Development Workshops

Training on modern teaching strategies (such as Problem-Based Learning (PBL) and simulation).

Developing skills in test construction (methods for formulating clinical multiple-choice



questions) and analyzing student results.

Research Support

Encouraging new faculty members to join research groups within the college.

Providing workshops on publishing in international journals (Scopus/Web of Science) and securing research funding.

Periodic Development Evaluation

Using student evaluation questionnaires for faculty members as a developmental, not punitive, tool.

Developing an Individual Development Plan for each faculty member based on their training needs.

Professional development of faculty members

This development is divided into three main axes:

1. Pedagogical Development

Focuses on enhancing the member's capabilities as an "educator," not just as a "specialized nurse":

- Modern teaching strategies: Workshops on problem-based learning (PBL) and team-based learning (TBL).
- Curriculum design and quality competencies: Training in formulating learning outcomes according to academic accreditation standards.
- Assessment techniques: Developing skills in creating clinical tests (such as OSCEs) and formulating critical thinking questions (scenario-based MCQs).

2. Clinical & Technical Development

To ensure that the professor remains connected to the practical reality in hospitals:



- High-fidelity simulation training: Mastering the operation and programming of high-fidelity simulators for managing critical care scenarios.

Courses in the latest protocols for intensive care, emergency medicine, or community nursing.

- Encouraging members to obtain international professional certifications.

3. Research Development

To enhance the college's scientific standing:

- Scientific publishing skills: Workshops on academic writing and publishing in high-impact journals (Q1, Q2).
- Statistical analysis: Training on biostatistics software (such as SPSS or R) for analyzing health research data.
- Research ethics: Adherence to standards for treating patients as research subjects and obtaining con4.
- 4. Mentoring and Leadership
 - Mentoring Programs: Connecting new faculty members with experienced professors to transfer academic and administrative expertise.
 - Academic Leadership Skills: Preparing department heads and program coordinators to effectively manage teams and administrative processes.

Expected Professional Development Outcomes:

1. Improved student learning outcomes and satisfaction with the educational process.
2. Increased number of research papers published under the college's name.
3. College readiness for academic accreditation.



Personal development planning

1. Current Situation Analysis (SWOT Analysis)

- **Strengths:** (e.g., excellent clinical experience in intensive care, fluency in English).
- **Areas for Improvement:** (e.g., weakness in statistical analysis skills for research, need to learn smart simulation techniques).

2. Setting SMART Goals

- **Academic Goal:** "To complete a training course in Problem-Based Learning (PBL) strategies by the end of the first semester."
- **Research Goal:** "To publish at least one research paper in a Scopus-indexed journal during the current academic year."
- **Clinical Goal:** "To renew the Advanced Life Support (ACLS) certification to ensure the effectiveness of clinical training."

3. Targeted Development Areas

The plan is typically divided into four axes:

- **Educational Development:** Mastering the design of online tests and the management of virtual classrooms.

Professional Development: Attending scientific conferences to stay up-to-date with the latest patient care protocols.

- **Leadership Development:** Participating in administrative committees (such as the Quality Committee or the Scheduling Committee) to gain management skills.
- **Technical Development:** Learning to use statistical software.



4. Learning and Support Resources

- Self-Learning: Reading specialized scientific journals.
- Training Courses: Workshops offered by the University's Leadership Development Center.
- Mentoring: Benefiting from the experience of senior colleagues in the department.

Monitoring and Evaluation Mechanism

- A portfolio is maintained in which the member documents the certificates and workshops they have attended.
- The plan is reviewed periodically (semi-annually) with the department head to ensure progress.

Acceptance criteria

1. The overall average for central admission, which is within the established limits and according to the directives of the Ministry of Higher Education and Scientific Research.
2. Personal interviews with applicants to record any speech, behavioral, or personality defects.

Key sources of information about the program

The college's quality department, through the university's quality department, adheres to quality standards and strives to raise the scientific, intellectual, and skill levels, as well as scientific research, according to the guidelines of the Ministry of Higher Education and Scientific Research, which seeks, in line with international quality standards, to enhance the efficiency of the academic program.



Program development plan

A comprehensive framework for the program development plan:

1. Curriculum Review and Enhancement

- Integrating Evidence-Based Practice (EBP): Updating the scientific content of courses to include the latest global clinical protocols.
- Enhancing Critical Thinking Skills: Reducing traditional lectures and increasing hours dedicated to Problem-Based Learning (PBL) and Team-Based Learning (TBL).
- Digitalizing Health: Incorporating courses or training modules on Nursing Informatics and Electronic Medical Records.

2. Developing the Educational and Technological Infrastructure

- Upgrading Simulation Labs: Transitioning from traditional mannequins to high-fidelity simulation that mimics the responses of real patients.

Blended Learning: Activating e-learning platforms to provide interactive resources and practice tests for students.

- Digital Library: Providing direct access to leading global medical databases (such as PubMed and CINAHL).

3. Enhancing Clinical Practice

- Expanding Partnerships: Signing agreements with various specialized hospitals and primary care centers to ensure comprehensive student training.
- Preceptorship Model: Activating the role of practicing nurses in hospitals to directly supervise students and bridge the gap between theory and practice.
- Electronic Skills Record: Using applications to track students' clinical skills in the field in real time.

4. Faculty Excellence.

- Scholarships and Academic Exchange: Encouraging faculty members to pursue international fellowships or attend global conferences.
- Pedagogical Training: Regular workshops on modern assessment methods and how to formulate questions that measure higher-order thinking skills.



5. Quality Assurance

- Graduate Tracking: Creating a database to communicate with graduates and their employers to measure the program's effectiveness in practice.
- Accreditation Preparation: Addressing gaps in the program profile and course descriptions to ensure national or international academic accreditation.
- Employer Consulting: Holding regular meetings with nursing directors in hospitals to adapt the curriculum to their needs.

6. Scientific Research and Innovation

- Student Participation in Research: Including research graduation projects that address real-world health problems in the community.
- Supporting Scientific Publication: Providing incentives for faculty members to publish in high-impact journals.



مخطط مهارات المناهج الدراسية

مخرجات التعلم المطلوبة من البرنامج																			
المهارات العامة والتأهيلية المنقولة				المهارات الوحدانية والقيمية				المهارات الخاصة بالبرنامج				الأهداف المعرفية والقيمية							
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اللغة الانكليزية 1	ENG 105	مقدمة	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
علم الحاسوب 1	COS 106	مقدمة	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
المرحلة الأولى - الكورس الثاني																			
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اللغة العربية 1	ARB 113	مقدمة	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	رئيسي	التدريب الصفي السريري	NUR 308	
المرحلة الرابعة - الكورس الأول																				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	رئيسي	تمريض صحة المجتمع	NUR401	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	أساسي	علم الوبائيات	EPID 402	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	رئيسي	الادارة والقيادة في التمريض	NUR403	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	رئيسي	تعزير الصحة	HPR404	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	رئيسي	الرؤى والموضوعات المهنية في التمريض	NUR405	
المرحلة الرابعة - الكورس الثاني																				



√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	□	رئيسي	تمريض الصحة النفسية والعقلية	NUR 406	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	اساسي	علم النفس للممرضين	HPN 407	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	رئيسي	تمريض الحالات الحرجة	NUR 408	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	رئيسي	مشروع بحث التخرج	NUR 409	

