

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



Academic Program and Course Description Guide

2022-2023

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Academic Program Description Form

University Name:

Faculty/Institute: Hilla University College

Scientific Department: Department of Nursing

Academic or Professional Program Name: General Nursing

Final Certificate Name: Bachelor of Science in Nursing

Academic System: Semesters

Description Preparation Date: 29/3/2023

File Completion Date: 12/4/2023

Signature:

Head of Department Name:

Prof. Dr. Hassan Alwan

Bayei

Date:

Signature:

Scientific Associate Name:

Assitant. prof. Imad Salam

Abboud

Date:

Director of the Quality Assurance and University Performance Department:

Assistant lecture. Raghad Ahmed

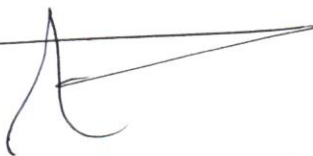
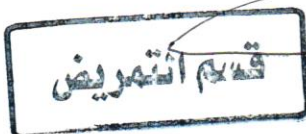
Date:

Signature:



Approval of the Dean

Prof. Aqeel Mageed Kazem Al-saadi



1. Program Vision

Working in accordance with high-quality academic standards that lead to the preparation of academic nurses equipped with the nursing knowledge and skills necessary to provide comprehensive care professionally to serve individuals, families and society and achieve competition at the local, regional and global levels.

2. Program Mission

Promoting the health of Iraqi society.

3. Program Objectives

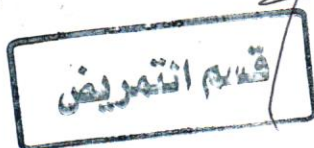
The department aims to graduate a university nurse who is considered a model and a major source of qualified university nursing staff capable of dealing with all medical cases efficiently and with high quality at all three levels of health care (preventive, curative, and rehabilitative).

4. Program Accreditation

National accreditation council for the programs of Iraqi nursing colleges

5. Other external influences

Nothing



6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	16	24	16.2 %	Basic
College Requirements				
Department Requirements	31	124	83.8 %	Basic
Summer Training	2	Pass		
Other				

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

Program Description						
Year/Level	Course Code	Course Name	Credit Hours			Credits
			theoretical	practical	Clinical	
First Year/ Semester 1	NUR101	Fundamentals of nursing 1	4	6		7
	CHM102	Biochemistry	3	2		4
	ENG103	English part 1	2	0		2
	ANT104	Anatomy for nurse	3	2		4
	ETH105	Code of ethics	2	0		2
	COS106	Computer science 1	1	0		1
	HUM107	Human Rights and Democracy	2	0		2
	Total credits					
First Year/ Semester 2	NUR108	Fundamentals of nursing 2	4	0	12	8
	PHY109	Physiology for nurse	3	2		4
	ENG110	English part 2	2	0		2
	TER111	Medical Terminology	2	0		2
	COS112	Computer science 2	0	2	0	1
	ARB113	Arabic language	2	0	0	2
	Total credits					

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Second Year/ Semester 1	NUR201	Adult Nursing 1	4	0	12	8
	PHR202	Pharmacology for nurses 1	2	0	0	2
	HAS203	Health Assessment	2	2	0	3
	MBN204	Microbiology for Nurses 1	2	2	0	3
	COS205	Computer Science 3	0	2	0	1
	ARC206	Crimes of the Defunct Ba'ath Party	2	0	0	2
	Total Credits					
Second Year/ Semester 2	NUR207	Adult Nursing 2	4	0	12	8
	PAT208	Pathophysiology for Nurse	2	0	0	2
	MBN209	Microbiology for Nurses 2	2	2	0	3
	PHR210	Pharmacology for Nurses 2	2	0	0	2
	COS211	Computer Science 4	0	2	0	1
	ARB112	Arabic Language 2	2	0	0	2
	NUR213	Preceptorship (Summer Training)	0	0	30 days	pass
	Total Credit					
Third Year/ Semester 1	NUR301	Maternal and neonate Nursing	3	2	12	8
	RSM302	Research Method in Nursing	2	0	0	2
	HOS303	Health Sociology	2	0	0	2
	HUM304	Human Rights	1	0	0	1
	Nut305	Nutrition and Diet Therapy	2	0	0	2
	Total Credits					
Third Year/ Semester 2	NUR306	Pediatric Nursing	3	2	12	8
	BST307	Biostatistics	2	0	0	2
	PHR308	Human Growth and Development	3	0	6	3
	CDB309	Democracy	1	0	0	1
	ENG310	English Language 1	1	2	0	2
	NUR311	Preceptorship (Summer Training)	0	0	30 days	Pass
	Total Credits					
Fourth Year/ Semester 1	NUR401	Community Health Nursing	3	0	12	7
	NUR402	Nursing Management and Leadership	2	0	3	3
	NUR403	Professional perspectives and Issues in Nursing	2	0	0	2
	ARB404	Arabic Language 1	1	0	0	1
	HPR405	Health Promotion	2	0	0	2

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	EPID406	Epidemiology	2	0	0	2	
	Total Credits		17				
Fourth Year/ Semester 2	NUR408	Psychiatric and Mental Health Nursing	3	0	12	7	
	NUR409	Critical Care Nursing	2	0	12	6	
	HPN410	Health Psychology for Nurses	2	0	0	2	
	NUR411	Research Project					2
	ENG412	English Language 4	1	2	0	2	
	ARB413	Arabic Language 2	1	0	0	1	
	Total Credits						20

7. Expected learning outcomes of the program

Knowledge

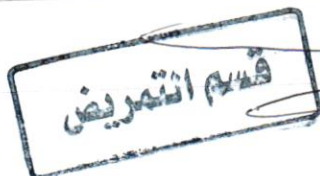
Learning Outcomes 1	Demonstrate understanding of concepts, theories and principles of nursing, social, behavioral, and medical sciences that underpin nursing practices.
Learning outcome 2	Comprehend physiological, psychological, social, spiritual, cultural needs of individuals, families, and communities in relation to disease prevention, health promotion and health education.

Skills

Learning Outcomes 3	Apply critical thinking and evidence-based clinical judgment in providing safe and quality care to individuals, families, and communities.
Learning Outcomes 4	Conduct scientific research and scholarly activities through critiquing, analyzing, interpreting, and disseminating the findings
Learning Outcomes 5	Communicate effectively with clients/patients, families, and intra-professional team members using different modalities.
Learning Outcomes 6	Utilize current and evolving technologies and information systems efficiently in nursing practices.
Learning Outcomes 7	Conduct scientific research and scholarly activities through critiquing, analyzing, interpreting, and disseminating the findings.

Ethics

Learning Outcomes 8	Perform essential nursing procedures safely on various clients/patients from different cultural
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	background at different settings.
Learning Outcomes 9	Adhere to principles of safety, ethics, rules and regulations of nursing practice and quality nursing care at various healthcare settings.
Learning Outcomes 10	Demonstrate leadership, autonomy, accountability, commitment, collaboration, and professional development to enhance nursing practices

8. Teaching and Learning Strategies

- Active learning procedures
- Lecture presentation using audiovisuals (PPT, videos and other)
- Home work duties
- student centered learning
- Problem solving learning
- Case sheets
- Simulations
- Logbook application
- In place visits
- Reports, seminars

9. Evaluation methods

- Daily or weekly Quiz
- Discussion during lectures
- OSCE (objective structured clinical examination)
- non-class activities
- Seminars
- Mid-term and Final Theory Exam
- Mid-term & Final clinical Exam
- Tutorials and Feedback

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10. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Prof emeritus	2	2		2	
Professor	2	2		1	1
Lecturer	4	4			4
Assistant lecturer	8	8		4	4
Technician Assistants	2	2		3	1

Professional Development

Mentoring new faculty members

- Mentoring offers role models for new faculty, who learn by simply watching the behavior of the more senior faculty.
- Mentoring offers information transmission, wherein senior faculty share tricks of the trade and strategies for success with new faculty.
- Mentoring establishes informal relationships that may offer opportunities to collaborate, network, and feel more comfortable in and satisfied with the home unit
- Mentoring creates opportunities for junior faculty to realize their own potential.
- Take a tour of campus together.
- Introduce the mentee to staff members in their department and college.
- Introduce the mentee to campus resources such as the Library.
- Introduce the mentee to colleagues with similar research or teaching interests.

Professional development of faculty members

- Meeting tenure and promotion expectations; balancing research, teaching, and service
- Writing and public speaking: grant proposals, papers and books, responding to reviews; technical and public talks
- Managing time and stress: prioritizing

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writing, saying "no," time management tactics

- Managing people: supervising students, managing a research group, dealing with conflict; gender, incivility, and bias
- Communicating effectively: negotiating, dealing with conflict, difficult conversations, personality differences that affect mentoring preferences, running effective meetings
- Promoting and presenting yourself: crafting a CV, preparing a tenure/promotion packet, promoting your work to colleagues
- Career planning: long-term strategic planning, strategies for work/life balance, using your summer wisely, developing a research agenda

11. Acceptance Criterion

It is central admission in collaboration with the head of department. The criterion based on:

- 1- Qualifications
- 2- Previous experiences
- 3- Honesty
- 4- Academic reputation
- 5- Specialty and need of department.
- 6- Personal interview

12. The most important sources of information about the program

- 1- Private education directorate/ministry of higher education and scientific research
- 2- Studies and Planning directorate/ministry of higher education and scientific research
- 3- Nursing deans' committee.
- 4- Committees of development and renew of curriculum in colleges of nursing

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13. Program Development Plan

To develop the educational program we should focused on the following steps:

1- Assess your current situation:

This involves reflecting on your achievements, challenges, feedback, and learning needs in your current role and context. We can use various methods to assess our situation, such as self-evaluation, peer review, performance appraisal, or SWOT analysis. The purpose of this step is to identify your strengths, weaknesses, opportunities, and threats, as well as your level of satisfaction and motivation.

2- Define our goals:

These are the specific, measurable, achievable, relevant, and time-bound (SMART) outcomes that you want to achieve in the nursing education program.

3- Identify learning needs:

These are the gaps or areas of improvement that we need to address to achieve our educational goals. Our learning needs may include knowledge, skills, attitudes, or behaviors that are relevant to our current and future roles and contexts. We can use various sources to identify our learning needs, such as competency frameworks, standards of practice, or gap analysis. The purpose of this step is to prioritize our learning objectives and outcomes.

4- Plan your learning activities:

These are the specific, measurable, achievable, relevant, and time-bound (SMART) actions that we will take to meet our learning needs and achieve our goals. Our learning activities may include formal or informal, individual or collaborative, online or offline, or self-directed or guided methods of learning. We can use various resources to plan our learning activities, such as learning plans, calendars, or budgets.

5- Implement our learning plan:

This involves putting our learning activities into action and monitoring our progress and performance. We can use various tools to implement our learning plan, such as checklists, journals, or portfolios. The purpose of this step is to apply our learning to our practice and evaluate our results.

6- Review and update the program:

This involves reflecting on our achievements, challenges, feedback, and learning outcomes in relation to our career goals and learning needs. We can

use various methods to review and update our educational program, such as feedback surveys, self-assessment, or peer review. The purpose of this step is to celebrate our successes, identify our areas of improvement, and adjust our plan as needed.

Faculty development programs must address several levels of faculty involvement to engage the professoriate as they evolve along their career paths. A comprehensive faculty development program includes the following four components:

- (a) instructional development— offering teaching improvement opportunities,
- (b) professional development—promoting scholarship and academic success,
- (c) leadership development—fostering skills for curricular planning and change, and
- (d) organizational development – allocation the enough human and financial resources.

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
First Year/ Semester 1	NUR101	Fundamentals of nursing 1	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	CHM102	Biochemistry	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ENG103	English part 1	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ANT104	Anatomy for nurse	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ETH105	Code of ethics	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	COS106	Computer science 1	Basic	√	√	√	√	√	√	√	√	√	√	√	√
First Year/ Semester 2	NUR108	Fundamentals of nursing 2	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	PHY109	Physiology for nurse	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	ENG110	English part 2	Basic	√	√	√	√	√	√	√	√	√	√	√	√
	TER111	Medical	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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	PHR308	Human Growth and Development	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	CDB309	Democracy	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	ENG310	English Language I	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	NUR311	Preceptorship (Summer Training)	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	NUR403	Professional perspectives and Issues in Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	ARB404	Arabic Language I	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	HPR405	Health Promotion	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	EPID406	Epidemiology	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year/ Semester 2	NUR408	Psychiatric and Mental Health Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	NUR409	Critical Care Nursing	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	HPN410	Health Psychology for Nurses	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	NUR411	Research Project	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	ENG412	English Language 4	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√
	ARB413	Arabic Language 2	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√

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