

**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

2024

Academic Program Description Form

University Name: University of Warith Al-anbiyaa.

Faculty/Institute: Faculty of nursing.

Scientific Department: Department of Nursing.

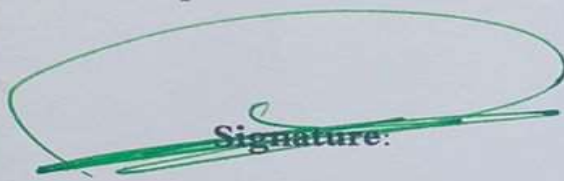
Academic or Professional Program Name: Bachelor of science in nursing (BSN) program.

Final Certificate Name: Bachelor's degree in nursing.

Academic System: Four years two semesters per year.

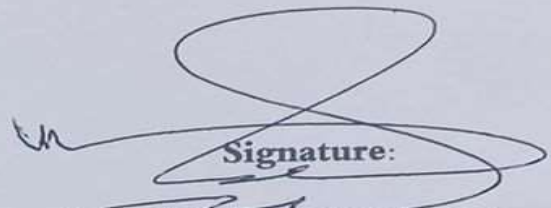
Description Preparation Date: 10/ 2/ 2024

File Completion Date:.....


Signature:

Dean of faculty of nursing

Date: 2/3/2024


Signature:

Scientific Associate Name:

Date: 2/3/2024

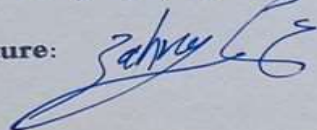
The file is checked by:

Department of Quality Assurance and University Performance

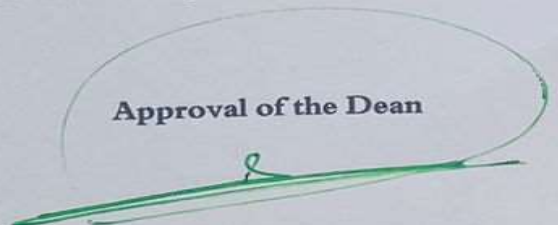
Director of the Quality Assurance and University Performance Department:

Date: 5/3/2024

Signature:



Approval of the Dean



1. Program Vision

The college aspires to be one of the leading nursing colleges at the national and regional levels in the development of nursing sciences, scientific research and participation in community service through the application of the scientific curriculum and providing a model educational environment that contributes to the development of the nursing profession, as the college directs a large part of its attention and focus on the importance of conducting sober applied scientific research by its faculty members and dedicating research results towards meeting the needs of society and treating its problems in order of priority for all groups and the achievement of sustainable development goals.

2. Program Mission

Building and preparing highly qualified nursing cadres through its academic and training programs for students, and acquiring the necessary skills and knowledge based on solid scientific rules in the field of nursing sciences to prepare a generation of university nurses who are able to contribute to the development of the nursing profession in health institutions and provide high-quality services through the methodology of university education.

3. Program Objectives

- 1- Introducing the nursing profession and its laws
- 2- Enhancing students' information to raise the health level of society
- 3- Introducing the concept of nursing and comprehensive patient care
- 4- Improving students' knowledge about common diseases and acquiring a scientific approach to prevent and treat them
- 5- Expanding the basic concept of mind, body and soul for people with mental and emotional problems
- 6- Clinical training on high quality and in the latest hospitals
- 7- Enabling the student to implement nursing skills at a high level
- 8- Improving student ethics and communication with the patient
- 9- Teaching nursing team management and health services to enhance their

performance and clinical practices.

10- Learn to assess the health needs of the community and apply quality clinical care that is based on the evidence obtained from the results of the research.

4. Program Accreditation

Not yet, but the institutional and program accreditation is being obtained.

Institutional accreditation by:

Program accreditation by: National Council for Accreditation of Nursing Colleges (NCANC) in Iraq according to Accreditation Commission for Education in Nursing (ACEN)

5. Other external influences

Imam Hussain Holy Shrine.

6. Acceptance Criterion

Central admission.

Accepted criterion:

1. Lowest score for acceptance is 69%,
2. Less than 35 year,
3. Scientific and nursing preparatory school only
4. Medical examination

7. The most important sources of information about the program

Booklets, committees' work results and formal letters.

Student affairs procedures handbooks from the Ministry of Higher Education

8. Program Development Plan

University of Warith Al-anbiyaa

College of Nursing

Self-evaluation report for academic programs and conducting SWOT analysis for self improvement.

Applying SWOT(Strength, Weakness, Opportunities and Threats) analysis to the educational institution

Strength

- 1- Granting high quality academic baccalaureate certificates recognized locally and in the Arab world, in the field of specialization in a manner consistent with the college's vision, mission, and goals. The College of Nursing is considered the pioneer locally. It is the first to adopt development and modernization programs in terms of curricula, academic system, and international competitions in health topics.
- 2- The existence of clear total and partial organizational structures whose reviews periodically.
- 3- Completely comply with accounting laws by completing the relevant laws, regulations and logistics only from the Ministry.
- 4- The existence of a documented, approved, unified accounting system that adheres to all college units.
- 5- The college has a sufficient number of classrooms. Providing sufficient and safe material resources that contribute to supporting and ensuring the safety and quality of programs and services (buildings, stadiums, restaurants, laboratories). Distributing material resources in all locations to serve everyone.
- 6- The presence of distinguished and diverse nursing competencies, especially those returning from abroad. Provides an updated and published database for teachers. Most teachers adopt the modern teaching method (e-learning).
- 7- The quality of students accepted into the primary study is good, as they represent good grades and above in the preparatory study. There are also multiple mechanisms to support students, whether at the level of guidance and rehabilitation

or at the level of academic performance.

8– Holding annual conferences, as the college works to hold a scientific conference in almost every academic year.

9– The college organizes short courses for professional development, in response to requests from the public and private sectors through continuing education.

10– The college organizes conferences, seminars and workshops every year, with the participation of many sectors of society.

11– Preparing research on community service, whether at the environmental or health levels.

12– Making donations and grants to some humanitarian institutions and organizing visits. Providing various consulting services to institutions in the public and private sectors.

13– Granting lucrative prizes for distinguished research and granting financial compensation for indexed research within the framework of encouraging and developing scientific research.

Weakness

1– Lack of actual participation of beneficiaries in designing and developing curricula. Lack of international and regional cooperation mechanisms for curriculum development. Lack of financial resources allocated for writing and translation that serve both learning and teaching.

2– Inadequate financial specializations in some chapters and sections of the budget, lack of additional secondary funding resources with the aim of supporting and diversifying resources.

3– Centralization in making financing decisions.

4– There is no specific standard to measure the extent of satisfaction of the beneficiaries of the services provided. Lack of financial allocations to support community service activities. Weak coordination mechanisms between the college and those concerned with local and international community service.

5– Lack of financial allocations and failure to provide and activate the research grants system, whether external or internal. Lack of research completed compared to the number of teaching staff. Poor quality of scientific research and the impact of publishing on the international scene. Lack of specialized research centers in the college. Weak financial resources for scientific research such as information bank programs, the unified electronic library, and local and international research cooperation. Lack of actual participation of beneficiary entities in formulating scientific research plans.

6– Disproportionality between the number of accepted students and the actual teaching staff. Weak linguistic ability of students with regard to foreign languages.

7– Lack of dedicated computers in laboratories. Lack of staff specialized in laboratory maintenance. The shortage of teaching staff responsible for managing laboratories and teaching their programs.

8– Weak financial capabilities, lack of participation outside Iraq in conferences, scientific activities and training courses. Poor communication with Arab and foreign universities.

Opportunities

1– Reconsidering the college's strategy, especially (vision, mission and goals) in light of the university's new strategic plan.

2– Construct a new building for the college within the university site.

3– Ensuring the self-professional development of teachers through adopting modern methods in education.

4– Seeking to conclude twinning agreements with a number of international universities.

5– Self-professional and professional development for students through summer training, as well as seeking to place students in the labor market, through the rehabilitation and employment unit in the college.

6– Seeking to publish in reputable foreign and Arab journals. Provides a strong

desire to support innovation, creativity and distinction in the research field, whether at the ministry, university or college level.

7– Moving towards using websites and modern scientific platforms in the research field.

8– Striving to develop curricula by implementing the new unified curriculum system and updating nursing curricula in Iraqi universities.

9– Paying attention to the labor market and meeting its growing and evolving needs.

Threats

1– The ongoing financial and political crises and their impact on educational curriculum development plans. Lack of acceptance or hesitation towards change and modernization. Weak mutual trust between different generations within the educational framework due to lack of communication.

2– Lack of financial allocations compared to the development achieved.

3– Weak spread of the culture of scientific research and the absence of a culture of innovation, creativity and leadership. The lack of transparency and integrity among some researchers and academics. Weak economic returns from the results of scientific research and innovation. Lack of a mechanism to benefit from research results, weak communication with international research centers, and failure to exploit partnership opportunities with supporting international institutions. The focus of researchers in universities on research for the purposes of scientific promotions and the absence of research directed to solving national issues. Brain drain and not being exploited appropriately. Bureaucratic dealing within academic institutions, the reluctance of the majority of distinguished researchers, the absence of research leaders, and unstable governance.

4– Strong competition from private colleges and its impact on the labor market, both private and other channels, and its impact on educational outcomes in general. The impact of globalization and the misuse of technological development in the educational process.

5– A missing number of scientific competencies due to retirement, placement, or immigration. Weak protection granted to teachers, especially at the legislative level. Conflict between some ministerial instructions and controls and applicable laws, especially in the field of academic promotions. Accelerated technological growth and development in contrast to institutional routine. .

6– Centralization in financial exchange operations. Lack of sufficient funding for development and modernization.

7– Lack of financial and technical allocations for the purpose of developing administrative work and all fields related to the college.

8– Sudden change policy. Centralization in decision making. Lack of work teams to build the scientific and practical capabilities of the administration and faculty.

Suggestions:

1. Modifying the college's strategy in light of the new university strategy.
2. Preparing a specialized team for follow-up, implementation and evaluation.
3. Preparing periodic reports to follow up on the college's strategy and its conformity with actual reality.
4. Holding training courses for senior leaders in the college to introduce governance, its principles, standards, and implementation mechanisms.
5. Establishing governance councils at the university, college or department level.
6. Conducting scientific studies on the extent of governance application.
7. Involving stakeholders in preparing legislation and laws related to the educational framework and community service
8. Develop a comprehensive plan for future needs and demands.
9. Demand amending legislation related to financial resources and allocating a portion of the funds collected from college sources.
10. Providing a specialized staff in the field of computers for the urgent need for them.
11. Establish a unit for computer maintenance.

12. Increase interconnection and interaction in private sector and public sector institutions to help update college requirements.
13. The availability of an Internet network in most administrative divisions, with the presence of an intranet.
14. Strengthening the role played by the professor through the diversity of methods used in the teaching process.
15. Working to introduce modern means and methods for teaching and training teachers on these means, especially the Internet.
16. Establishing mechanisms for scientific and research cooperation with corresponding foreign universities.
17. The presence of a sufficient number of faculty members in various specializations and those holding advanced degrees, but there is a shortage in a small number of specializations.
18. Faculty members are distributed fairly among the committees through the heads of branches and in cooperation with the deanship.
19. There is a complete, updated database of faculty members, their certificates, and academic qualifications in the Planning Division.
20. Faculty members participate in many scientific activities annually, such as conferences, seminars, workshops, courses, etc. inside and outside the college.
21. The presence of administrative orders issued annually regarding the subjects and courses that the teacher is assigned to teach, and they are proportional to the work load specified for each academic degree.
22. The Deanship of the College supports teaching staff to conduct research through letters of thanks and appreciation.
23. It is necessary to establish a clear mechanism to accept an appropriate number of students compared to the number of teaching staff.
24. Creating a mechanism to effectively represent students with the aim of actual participation in the teaching and learning process.

- Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
the Institution Requirements, College Requirements, Department Requirements and Summer Training are similar for all courses. In addition, the all courses are basic for all stages of program				

- Program Description						
Year/Level	Course Code	Course Name	Credit Hours			Credit hours
			theoretical	practical	clinical	
Stage one						
	WNR-12-02	Physiology for nurses	3	2		5 hours
	WNR-12-03	English	1	2		3 hours
	WNR-11-03	Anatomy for nurses	3	2		6 hours
	WNR-11-01	Fundamentals of theoretical nursing 1	4	6		4 hours
	WNR-11-01	Fundamentals of Nursing 2	4	-	12	10 hours
	WNR-11-02	Biochemistry for Nursing	3	2		3 hours
	WNR-12-05	Computer science 1	1	2		2 hours
	WNR-12-04	Medical terminology	2			2 hours
	WNR-11-05	Computer science 2		2		2 hours
		Arabic language	2			1 hours
	WNR-11-04	Ethical nursing	2			2 hours
	WNR-12-04	Democracy	1			2 hours
Second stage						
	WNR-21-05	Computer science 3		2		1 hours
	WNR-22-06	Computer science 4		2		1 hours
	WNR-21-06	Adult Nursing 1	4		12	8 hours
	WNR-21-	Microorganisms	2	2		3hours

	04	1				
	WNR-22-03	Microorganisms 2	2	2		3hours
	WNR-22-02	Pharmacology 2	2			2 hours
	WNR-21-02	Pharmacology 1	2			2 hours
	WNR-21--03	Health assessment	2	2		3 hours
	WNR-22-02	Pathophysiology	2			2 hours
	WNR-22-07	summer training	Pass			1 hours
Stage three						
	WNR-31--05	Nutrition and Diet therapy	2			2 hours
	WNR-31-03	Sociology	2			2 hours
	WNR-31-03	Biostatistics	2			2 hours
	WNR-31-01	Maternal and neonate nursing theory	3	2	12	8 hours
	WNR-32-03	Human growth and development	3		6	5 hours
	WNR-32-01	Child and adolescent health	3	2	12	8 hours
	WNR-31-06	Research methods	2			2 hours
	WNR-32-04	Democracy	1			1 hours
	WNR-32-06	Clinical summer training	Pass			1 hours
	WNR-32-07	English language	1	2		2 hours
Stage four						
	WNR-41-03	Professional perspectives in nursing (Issues)	2			2 hours
	WNR-42-03	Psychology	2			2 hours
	NUR401	Community Health Nursing	3		12	7 hours
	WNR-41-06	Epidemiology	2			2 hours

	WNR-41-05	Health Promotion	2			2 hours
	NUR 402	Nursing Management & Leadership	2		3	3 hours
	WNR-42-02	Critical Care Nursing (theory)	2		12	6 hours
	WNR-42-01	Psychiatric and Mental Health Nursing	Community Health Nursing	3		12 hours
	WNR-42-07	English language	1	2		2 hours
	WNR-42-04	Arabic language	1			1 hours

- Expected learning outcomes of the program

Knowledge

1. Competent in basic nursing intervention procedures related to providing care to clients in adult nursing care.
2. Utilize medical /surgical principles of asepsis and universal precautions in client care.
3. Apply a systematic approach to analyzing the patient's problems.
4. Utilize a systematic approach to analyzing the problems.
5. Competent in basic nursing skills related to various client conditions.
6. Use various thinking methods such as critical thinking, conceptual thinking, implementation thinking, and innovative thinking, to make decisions, solve problems, evaluate information, create new processes, and plan strategies.
7. Have the basics of reproduction, morphology, and genetics of microorganism
8. Identify molecular identification methods, infections diseases, and biochemical characteristics.
9. Know the influence biotechnology has on the development of certain medications and vaccinations..
10. Have basic information in ready-made programs Like Microsoft Excel & PowerPoint.
11. Apply system application in practice and laboratory
12. Confidence in using English language
13. Present oral presentations and receive feedback on their performance.

14. Discuss scientifically based rationale for performing selected diagnostic procedure, outcomes and nursing responsibilities.
15. Describe drug therapies and their related outcomes for clients undergoing medical/ surgical interventions.
16. Explain nutritional needs of patients with selected medical/ surgical alterations.
17. Utilize health assessment skills in determining the physical, psychological, spiritual, and learning Needs of adult patients.
18. Apply the theoretical concepts, scientific principles in planning care of patients.
19. Demonstrate competence in implementing nursing interventions to meet client oriented goals.
20. Demonstrate safe administration of drug and parenteral therapy.
21. Participate in health teaching of patients.
22. Demonstrate effective communication with patients, instructor and health members.
23. Describe pre- operative nursing measures of avoiding the risk of infection and the expected post- operative complications.
24. Recognize the responsibility of the nurse in giving drugs through the therapeutic process.
25. Realize different types of drug therapy across the life span
26. Identify the different types of antibiotics
27. Recognize drugs acting as analgesics
28. Identify medications that treat depression
29. Recognize oral hypoglycemic drugs

30. Review of anatomy and physiology of female and male reproductive system.
31. Describe normal menstrual period
32. Discuss normal pregnancy stages.
33. Explain normal Puerperium.
34. Identify newborn baby characteristics.
35. Discuss normal Lactation and complication of lactation
36. Demonstrate knowledge and understanding of the developmental milestones and the factors affecting them.
37. Apply knowledge and understanding of the age-related milestones and factors to support progress across areas of development.
38. Analyze and evaluate information about a child in context of G&D
39. Ability to interpret the impact of given factors on a child's development.

40. Able to perform an activity to support a child's development in context with appropriate justification.
41. Discuss nutritional requirements and concerns of the child
42. Discuss the nurse's and family caregivers' role related to the child age in different situation.
43. Recognize the nurse's responsibility in providing care during the treatment process.
44. Identify the most common diseases that affect children during different ages
45. Distinguish between diseases by conducting the necessary examinations and analyzes
46. Determine the methods of evaluating and conducting clinical examination for children according to the age group
47. Providing parents with the necessary information about their child's condition and illness in order to take care of him and prevent the recurrence of the disease.
48. Recognize the nurse's responsibility in providing care during the treatment process.
49. Identify the most common diseases that affect children during different ages
50. Distinguish between diseases by conducting the necessary examinations and analyzes
51. Determine the methods of evaluating and conducting clinical examination for children according to the age group
52. Providing parents with the necessary information about their child's condition and illness in order to take care of him and prevent the recurrence of the disease.
53. Identify The study of social relationships, Nurse – Patient Relationship
54. Identify the Illness behavior , the sick role and Social Stress
55. Identify the healing process and Social Demography of Health
56. Identify The Social Implications of Advanced Health Care Technology
57. Discuss the trends, foundations, and concepts of mental health nursing.
58. Identify the community based nursing care (mental health promotion and mental illness prevention.)
59. Describe the ethical and legal issues in nursing.
60. Identify the mental health nursing theories.
61. Implement therapeutic communication and interpersonal relationship.
62. Apply the nursing process in providing the nursing care for the client.
63. Identify and assist in providing special treatment modalities.
64. Describe different types of psychiatric disorders.
65. Recognize client behaviors and problems.
66. Assess the mental health statues of client.
67. Identify concepts, principles and definitions of community health and P.H.C .
68. Apply approaches to community health and all branch of primary health care & health promotion and disease prevention in community.
69. Assess community and review school health programs.
70. Identify type of immunization.
71. Understand occupational health and type of hazards.
72. Identify of the important of visit home.
73. Identify concepts, principles and definitions of health and health promotion.
74. Apply approaches to health promotion and disease prevention.
75. Differentiate health promotion from heath protection.
76. Overview models of health and illness.
77. Discuss health promotion models.
78. Understand levels of measurement of health and health promotion.
79. Distinguish the differing roles of various nurse administrators.
80. Observe and accurately identify leadership styles in selected nurse administrators.
81. Complete a one-month staffing schedule (plan) for a theoretical unit when given pertinent data.
82. Observe nursing care given to a group of patients and critically evaluate that care.
83. Resolve conflict when given pertinent data.
84. Effectively evaluate and make positive suggestions for improving nursing services in your assigned unit.

85. Understand the organizational structure of the hospital and draw organizational hierarchy perfectly.
86. Read and understand hospital policies as they apply to nursing.
87. . Discuss basic principle of health psychology
88. Review emotion, thinking and motivation
89. discuss personality and its traits
90. Identify the critical care Nursing Roles
91. Describe shock and stroke
92. Interpret the ventilator parameter
93. Assess and manage the ventilated patients.
94. Distinguish the different types and degree of burns
95. Able to identify and manage (Pulmonary embolism, pleural effusion and pneumothorax).
96. Understand the professional nursing practice.
97. Interpret socialization issues to professional nursing.
98. Discuss the client's individual, family, and community systems.
99. Realized legal issues in nursing and healthcare
100. Identify the ethical dimension of nursing and health care.
101. Apply the computer science in nursing practice.
102. Realize different models related to nursing practice.
103. Use nursing models in solving nursing problems.
104. Understand using the research result in practice (EBP).
105. Apply effective communication skills.

Skills

1. Isolation techniques (personal protective equipment).
2. Sterile Field and Handling sterile equipment.
3. Measure vital signs
4. Administration of different types of medication.
5. Oral medication.
6. Venipuncture and intravenous (IV) Catheter.
7. Injection of medication.
8. Body mechanics.
9. Hot and cold applications.
10. Practical application on ready-made programs in the computer laboratory
11. Apply the nursing process in providing the nursing care for the psychiatric client.
12. Assess the mental health statues of client.
13. Identify and assist in providing special treatment modalities.
14. Technical skills (use method and processes of managing such as planning a new process or reorganizing workshop)
15. Conceptual skills ability to see how various factor in a given situation fit together and interact. (Planning, Organizing, Decision making, strategic thinking)
16. Competently perform routine nursing tasks expected of staff nurses.
17. Be able to explain the diagnosis and pathophysiology involved for patients in their care.
18. Human/ interpersonal skills (Cooperating with other, understanding other, Motivating and leading other in workplace)
19. Perform Arterial puncture & (ABGs)
20. Provide Endotracheal tube care
21. Provide Endotracheal tube suctioning
22. administer Tracheostomy tube care
23. Provide Endotracheal tube cuff care
24. Perform Thoracic cavity management
25. demonstrate cardiopulmonary resuscitation CPR
26. Perform Precordial shock
27. Measure Central venous pressure management

Ethics

1. Deal effectively with patients, their families and the health care team according to Ethical Principles and International Nursing code

2. Understand legislation and laws in Iraq and general laws worldwide
3. Review patient's Bill of Rights and Nursing Rights.
4. And Code of professional conduct in Iraq
5. Provide nursing care, which reflects respect for man's intrinsic worth.

1. Teaching and Learning Strategies

1. Classroom lectures.
2. Explanatory videos and group discussions.
3. Small Groups, role-playing demonstration, self-training, and clinical training.
4. Case study discussions.
5. Projects and assignments.
6. Posters, Handouts, video-films
7. Small group's discussion
8. Role playing
9. Writing report
10. Brian storming
11. Lab Lectures
12. Group discussion
13. Practical sessions in Hospital
14. Case studies
15. Demonstration of Critical care Skills

2. Evaluation methods

1. theory exam.
2. Daily quizzes
3. Daily activity
4. Clinical exam.
5. Hospital clinical Performance

Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	3	18			14	7

Professional Development

Mentoring new faculty members

Teaching:

Explore new teaching techniques: Consider incorporating active learning exercises, flipped classrooms, or technology tools.

Stay current in your field: Keep up with new research and developments in your area of expertise.

Develop your assessment practices: Design assessments that align with learning objectives and measure student success effectively.

Seek feedback: Ask students and colleagues for feedback on your teaching methods and adjust as needed.

Research:

Identify your research niche: Focus on a specific area within your field and develop expertise.

Collaborate with others: Partner with colleagues, both within and outside your institution, to expand your research network.

Publish your findings: Disseminate your research through peer-reviewed journals, conferences, and other scholarly outlets.

Additional works:

Participate in departmental and institutional committees: Contribute your expertise and ideas to governance.

Engage in outreach activities: Connect your research and expertise to the broader community.

Mentor students and colleagues: Foster the development of new scholars and professionals.

Serve on professional organizations: Get involved in your discipline's national and international communities.

Personal Development:

Attend workshops and conferences: Stay updated on best practices in teaching, research, and service.

Connect with mentors and advisors: Seek guidance from experienced faculty members.

Join professional networks: Find a community of individuals with shared interests and goals.

Professional development of faculty members

Teaching and Learning Strategies:

Workshops and training: Universities often offer workshops on topics like active learning, technology integration, inclusive teaching, and curriculum development.

Faculty development centers: These centers provide resources, consultations, and programs to support teaching excellence.

Learning communities: Groups of faculties come together to share best practices, discuss pedagogy, and collaborate on teaching innovations.

Assessment of Learning Outcomes:

Workshops and training: Faculty learn about effective assessment methods, rubrics development, and data analysis for improvement.

Assessment centers: These centers offer expertise and resources for creating valid and reliable assessments aligned with learning objectives.

Peer review of assessments: Faculty share and critique each other's assessments to improve quality and consistency.

Student feedback surveys: Feedback on assessments and learning helps faculty refine their approaches.

Professional Development:

Conferences and workshops: Opportunities to attend national and international conferences in their field.

Research grants and fellowships: Funding supports faculty research, scholarship, and creative activities.

Mentorship programs: Experienced faculty mentor junior colleagues on teaching, research, and professional development.

Sabbaticals and research leaves: Time away from teaching allows faculty to focus on research and scholarship.

Leadership development programs: Training prepares faculty for administrative roles like department chairs or deans.

Additional notes:

Performance evaluations: Regularly assess teaching, research, and service contributions, with emphasis on professional development goals.

Technology support: Universities provide access to instructional technologies and training on their use for teaching and learning.