

**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

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Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

Learning Outcomes Statement 1

Skills

Learning Outcomes 2

Learning Outcomes Statement 2

Learning Outcomes 3

Learning Outcomes Statement 3

Ethics

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 5

Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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
2 nd year	NUR206	Adult	Basic												

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

Course Description Form

1. Course Name: Adult Nursing	
2. Course Code: NUR206	
3. Semester / Year: Second Year	
4. Description Preparation Date: 25/3/2024	
5. Available Attendance Forms: collage attendance & online	
6. Number of Credit Hours (Total) / Number of Units (Total)	
15 weeks, 4 theoretical hours, 12 practical, 240 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Assis. Lec. Dr. Nariman Mohammed Ahmed	
Email: narynurse@tu.edu.iq	
.....	
8. Course Objectives	
Course Objectives	<p>Recognize adult health nurse’s role in the clinical setting based on the specified criterion.</p> <p>Categorize the aforementioned roles based on the employed clinical setting.</p> <p>*Differentiate between medical, surgical cases based on the specified criteria</p> <p>.Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population.</p> <p>2. Relate the path physiology of selected medical/ surgical alterations to the health –illness continuum.</p> <p>3. Discuss scientifically based rational for performing selected diagnostic procedure, outcomes and nursing responsibilities.</p> <p>4. Describe drug therapies and their related outcomes for clients undergoing</p>

medical/ surgical interventions.
 5. Explain nutritional needs of patients with selected medical/ surgical alterations.
 6. Discuss principles of teaching- learning processes as they related to the adult/older adult patient

9. Teaching and Learning Strategies

Strategy lecturers carry out nursing procedures in the laboratory and hospitals for the students, encourage them to apply nursing process under their supervision, use communication techniques with patients, and teach the student to take the suitable nursing procedure.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15	4 hr theoretical 12 hr clinical	provides the student with the knowledge, skills and attitudes that are essential for effective and comprehensive nursing care for adults in the uncritical medical and surgical illness. The related concepts of path physiology, fundamentals of nursing and pharmacology are integrated.	Adult nursing	Using writing on the blackboard, displaying on the screen, and PowerPoint program slides, and preparing clinical nursing procedures in the laboratory, in addition to the internal medicine, surgical, and cardiopulmonary resuscitation rooms in hospitals.	Conduct two written tests for the theoretical and practical subjects Do a quick test (quiz) after the theoretical lecture Presentation of a seminar by the student in front of his colleagues regarding the scientific subject Assigning the student to an assignment or task for a specific topic (assignment) Submit a nursing report

					according to the patient's manual Submitting a nursing care sheet after completing the patient's daily and weekly practical training
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11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Term Test	Clinical & Laboratory		Final examination
40%	20%	20%	40%

^ Hinkle, J., L., & Cheever, K., H. (2114). Brunner and Suddarth's Textbook of Medical-Surgical Nursing. Chapte :Management of Patients with Burn Injury. 13th Edition.

North American Edition. Wolters Kluwer Health | Lippincott Williams & Wilkins

- Williams, L. S., & Hopper, P. D. (2115). Understanding medical surgical nursing. FA Davis Pillitteri, Adele. Maternal and child health nursing: care of the childbearing and childrearing family/Adele Pillitteri. —6thed.Copyright © 2021 Adele Pillitteri

Brunner, L. S. (2010). Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1). Lippincott Williams & Wilkins.

Smeltzer, S. C., Bare, B. G., Hinkle, J. L., Cheever, K. H., Townsend, M. C ., Gould, B. (2008). Brunner and Suddarth's textbook of medical surgical nursing 10th edition. Philadelphia: Lipincott Williams & Wilkins.

☒ Carpenito-Moyet, L. J. (Ed.). (2006). Nursing diagnosis: Application to clinical practice. Lippincott Williams & Wilkins.

☒ Karch, A. M. (Ed.). (2012). 2013 Lippincott's Nursing Drug Guide. Lippincott Williams &

Week	Date	Topics Covered	Clinical	Notes
1.		Introduction to nursing adult II. Nursing management of patients with nervous system disorder: <ul style="list-style-type: none"> ● Assessment and diagnostic test ● Intracranial pressure ● Head injury 	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
2.		<ul style="list-style-type: none"> ● Brain tumor ● Meningitis ● Brain abscess. ● Epilepsy. Epilepsy Caring for unconscious patients	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
3.		Nursing management of patients with Renal disorders: <ul style="list-style-type: none"> ● Assessment and diagnostic test ● Cardinal signs and symptoms ● Urinary tract infection 	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
4.		<ul style="list-style-type: none"> ● Renal stone Prostatic hyperplasia <ul style="list-style-type: none"> ● End stage of renal failure, 	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
5.		<ul style="list-style-type: none"> ● Bladder cancer ● Renal replacement therapy 	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
6.		Nursing management of patients with Musculoskeletal disorders: <ul style="list-style-type: none"> ● Introduction ● Fracture ● Osteomyelitis 	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
7.		<ul style="list-style-type: none"> ● Rheumatoid arthritis RA ● Amputation 	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
8.		<ul style="list-style-type: none"> ● Osteoporosis ● Joint replacement ● Arthritis 	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.
9.		Nursing management of patients with Cardiovascular disorders: <ul style="list-style-type: none"> ● Assessment, signs, symptoms, and diagnostic test ● Mitral disease (stenosis and regurgitation) ● Cardiac catheterization ● Congenital heart disease (ASD,VSD) 	-Laboratory (nursing procedures) -Teaching hospital	Theory 4 hr. Clinical 12 hr.

10.	<ul style="list-style-type: none"> ●Tetralogy of fallot ● Coronary artery bypass graft (CABG) 	<ul style="list-style-type: none"> -Laboratory (nursing procedures) -Teaching hospital 	<p>Theory 4 hr. Clinical 12 hr.</p>
11.	<p>Nursing management of patients with Integumentary disorders:</p> <ul style="list-style-type: none"> ●Anatomy and physiology ●Assessment of integumentary system ●Dermatitis ● Autoimmune disease 	<ul style="list-style-type: none"> -Laboratory (nursing procedures) -Teaching hospital 	<p>Theory 4 hr. Clinical 12 hr.</p>
12.	<p>Nursing management of patients with Ear, Nose and Throat (ENT):</p> <ul style="list-style-type: none"> ●Sinusitis ●Tonsillitis ●Otitis media ● Ca larynx 	<ul style="list-style-type: none"> -Laboratory (nursing procedures) -Teaching hospital 	<p>Theory 4 hr. Clinical 12 hr.</p>
13.	<p>Nursing management of patients with ophthalmic disorders:</p> <ul style="list-style-type: none"> ● Assessment and diagnostic test ● Cataract ● Glaucoma. 	<ul style="list-style-type: none"> -Laboratory (nursing procedures) -Teaching hospital 	<p>Theory 4 hr. Clinical 12 hr.</p>