

Bachelor of Nursing "bachelor in "Emergency and Critical Care Nursing" Program Specifications

Introduction:

This program

1. Program Identification and General Information:

Scientific name of the program:	B.Sc. in nursing specialist "bachelor in "Emergency and Critical Care Nursing".
Total credit hours required to award the degree	141 C.H
Number of years needed for completion of the program:	Four academic years (eight semesters) + 6 months internship training
The body responsible for granting the degree:	Azal University for Human Development
The body responsible for the program:	Nursing and Midwifery Department- College for Medical Science
Award granted on completion of the program:	Bachelor degree in nursing specialist "bachelor in "Emergency and Critical Nursing Care" .
Study system:	N/A
Study Language of the Program:	English
Entry requirements:	Secondary certificate
Departments participating in the program:	None
Starting year of the program:	2022-2023
Study methods in the program:	Semester
Location of Delivery:	Azal university for Human Development
The program resources:	Azal university for Human Development
Minimum grade requirements:	As per Regulations of the Ministry of Higher Education and Scientific Research
Other admission requirements:	According to the University Rules and Regulations
Date of program development:	
Prepared by:	Prof. associated: Nada Ahmed Ismail Prof. associated: Adel Ahmed Al- Motawakel

2. Overview :

The Department of Nursing is one of the medical sciences college which has been established in year 2007. The Department of Nursing as an academic institution utilizes all the possible teaching and learning strategies, resources as well as faculties' knowledge and expertise to guide the students as active learners to be prepared as technical nurses, professional nurses and clinical nurse specialists.

To fulfill its mission, department of Nursing is committed to provide quality nursing education according to established standards in order to prepare professional nurses who are capable of providing quality nursing care innovatively and adapting to the challenges of the societal needs and the diverse changing health care system.

3. University Vision, Mission and Goals:

University Vision:

To be leading University locally and regionally in the field of higher education and scientific research and human development

University Mission:

Provide distinguished education opportunities through high quality programs contribute to improving the educational process outcomes and scientific research and human development to supplement the local and regional labor market by qualified staff

University Goals:

1. Providing the student with the knowledge and skills in various academic disciplines.
2. Contribute to supporting scientific research in various fields.
3. Connect the educational output with requirements of development and the needs of the labor market.
4. Provide opportunities for successful teaching and learning process.
5. Expansion of partnerships and developing a relationship with universities and scientific research institutions locally, regionally and internationally.
6. Strengthening the role of the university in community service to provide advisory and training programs in various aspects of development.

4. Faculty Vision, Mission and Goals:

Faculty Vision:

Enhance the skills of teaching and learning outcome among staff and students of the Faculty of Medical Sciences and to provide a learning environment to meet the market demands of the specialties affiliated according to international standards and specifications

Faculty Mission:

Establishing an integrated development system that operates to enhance the scientific and research abilities of students and faculty, and finding an appropriate educational environment to acknowledge students and staff potentials to promote educational development, knowledge, practical skills and continuing the research ability in medical sciences field with international standards.

Faculty Goals:

1. Spreading an educational atmosphere, which encounter both quality and continuous development in the faculty

2. Promote cooperation and integration between the college departments and units in the field of continuous development
3. Coordination with the development associated departments within and outside the university
4. Develop the capacity of the educational faculty members and research through specialized seminars and training programs
5. Develop and enhance the educational environment within the faculty and the students, to encourage interactions between students and enhance their abilities and cognitive development
6. Improve and develop sources of teaching and learning within the faculty and take advantage of technological developments and knowledge in the field of education
7. Promote the concept of creativity, innovation and entrepreneurship among students and faculty
8. The development and activation of programs and activities to serve the community
9. The development and activation of programs and activities to meet the market demand and upkeep the program standards in each specialties
10. Follow up developments in the education of Medical Sciences
11. Supervise and monitor the implementation of scientific meetings, seminars and exhibitions that aims to develop students' abilities and development
12. Carrying studies and analysis of statistics on the results of the development of the educational process

5. Department Vision, Mission and Goals:

- Nurses and Midwives will continue to be members of a highly skilled workforce with the scope to provide world-class Nursing and Midwifery care from the provision of direct care through to board level contributions.

6. Program Mission, Goals, and Outcomes:

Program Vision

The vision is to be one a leading program for undergraduate and graduate nursing education, research and community services at the national and regional levels.

Program Mission:

The department of Nursing upholds the University of Azal's educational mission in the provision of quality education at both the undergraduate and graduate levels. The department of Nursing is committed to prepare a specialized nurse at the undergraduate level and advanced specialized nurse at the graduate level who is highly qualified professional nurses capable of providing quality nursing care to individuals, families, and community in a variety of settings with respect of professional ethics.

The overall aims of the program are to:

At the end of program, the Graduate competent nurse able to:

1. Meet the health care needs of the person, family and community.
2. Promote nursing education, practice, administration, communication, decision making, and conduct of research, both nationally and regionally, through research, training programs, bridging programs and exchange programs.
3. Practice a variety of nursing specialties and emergency and critical care in specific.
4. Utilize the latest technological advancements in education and practice.
5. Disseminate nursing knowledge and experiences through national and regional conferences, workshops, seminars and training programs.
6. Enhance the quality of nursing and health care services through collaboration with national and regional agencies.
7. Facilitate interaction with the community through various activities, including voluntary work.

Program Educational Objectives

Critical Care Nursing is designed to enable students to cultivate theoretical knowledge and experiential learning of fundamental concepts in critical care nursing to support clinical nursing practice in the critical care setting. Through subjects learning, students have the opportunity to further develop theoretical knowledge of anatomy, physiology, and pathophysiology directly applied to the critically ill patient, while the appropriate nursing care is blended throughout.

Program provide core concepts of critical care nursing applied to critical illness and evolves over the courses to managing more complex patient cases. Students are well prepared for their complex case master-class towards the end of the sessions after having the opportunity to apply learned knowledge and practice skills during participation in clinical and laboratory skill stations.

7. Program Standards& Benchmarks:

- Regulations provided by the council of quality assurance and academic accreditation – Ministry of High education
- **Egyptian National Academic Reference Standards (NARS)**
- **Syrian National Academic Reference Standards (NARS)**
- دليل ضمان جودة برامج التمريض في كليات الجامعات العربية، الجمعية العلمية لكليات التمريض العربية، إتحاد الجامعات العربية 2014
- <http://www.aaru.edu.jo/Documents/%D8%AF%D9%84%D9%8A%D9%84%20%D8%B6%D9%85%D8%A7%A%20%D9%83%D9%84%D9%8A%D8%A7%D8%AA%20%D8%A7%D9%84%D8%AC%D8%A7%D9%85>
- **Benchmarks:**
 1. The University of Jordan – Jordan
 2. Damanhur University (Egypt)
 3. Sultan Qaboos University – Oman sultanate

4. king Soad University- Saudi Arabia
5. University College of Medical Sciences (كلية الجامعة للعلوم الطبية)

8. Learning Outcomes:

A. Knowledge and Understanding:

Upon successful completion of an undergraduate Nursing Program, graduates should be able to:

- A1. Recognize the basic concepts related to health, wellness and illness and other concepts derived from basic sciences and basic medical sciences.
- A2. Define the role of the nurse in health assessment, health promotion, disease prevention and restoration.
- A3. Describe the various techniques and approaches utilized in the provision of health care services to the individual, family and community client.
- A4. Identify scientific knowledge that will be used in caring for the patient with different level

B. Cognitive/ Intellectual Skills:

Upon successful completion of midwifery program, graduates should be able to:

- B1. Use critical thinking and the problem-solving process during providing care of the patient.
- B2. Participate in problem identification and data collection to identify problems for research and quality improvement process to meet client needs and expectations.
- B3. Utilize evidence-based information and critical thinking to support clinical decision-making related to the promotion, maintenance and/or restoration of client's health.
- B4. Use a systematic approach to provide individualized, goal-directed nursing care to meet health care needs of patients and their families.

C. Practical and Professional Skills:

Upon successful completion of an undergraduate Nursing program, graduates should be able to:

- C1. Assess the client's health status, strengths, resources and needs within the family and community context.
- C2. Apply the nursing process through assess the patient
- C3. Provide evidence-based nursing care for individual, family, and community.
- C4. Conduct health education to promote and facilitate informed decision-making, positive outcomes and self-care activities.

D. General and Transferable Skills:

Upon successful completion of an undergraduate Nursing program, graduates should be able to:

- D1. Use the principle of advocacy, empowerment, ethics, and human rights in providing the patient care.
- D2. Facilitate a work environment of trust and respect among all health care professional.

D3. Communicate research findings and best practice knowledge to other nurses and health team members.

D4. Help to resolve communication problems among individual, group, and community

9. Graduates Attributes:

Upon successful completion of an undergraduate midwifery Program, graduates should be able to:

Patient:

- Care for patient and critically ill patient in specific.
- The ability to construct with the patient an accurate, thorough, organized, medical and nursing history and to perform an accurate physical and mental state assessment
- The ability to integrate and interpret clinical findings and apply rigorous reasoning to arrive at an appropriate diagnosis or differential diagnosis
- The ability to recognize serious illness
- The ability to select and interpret the most appropriate and cost effective diagnostic procedures
- The ability to formulate an evidence-based and cost effective management plan in collaboration with the patient
- The ability to perform relevant nursing procedures effectively and safely, with due regard for the patient's comfort including important emergency and life-saving procedures
- A recognition that it is not always in the interests of the patient to do everything that is technically possible to make a precise diagnosis or to attempt to modify the course of an illness.

Nursing Profession

In building their relationship with the nursing profession, students will be expected to develop:

- An understanding of the continuum of nursing training and the diverse roles and expertise of nurses
- An understanding of the potential conflicts of interest that may confront nurses and other health professionals
- An understanding of and ability to apply the principles of ethics in the provision of health care and research
- An understanding of organizational governance, the ability to be an active participant in professional organizations, and an appreciation of the benefits of this participation
- The ability to give effective feedback to colleagues to help them improve their practice and performance
- An understanding of educational theory and practice and the ability to teach
- An appreciation of the responsibility to maintain standards of nursing practice at the highest level throughout a professional career.

Systems of Health Care

In building their relationship with systems of health care, students will develop:

- An understanding of the roles, responsibilities and expertise of all health professionals, and how they work in teams to deliver health care

- A respect for the roles and expertise of other health care professionals and the ability to communicate effectively with them
- An understanding of the principles of team work and the ability to work effectively in a team, including as a leader
- An appreciation of the responsibility to contribute to the education of all health professionals
- An understanding of the principles of quality and safety in health care systems
- The ability to work effectively as a nurse within a quality and safety framework including the ability to recognize, respond to and learn from adverse events and nursing errors
- An understanding of the principles of effective record keeping and the ability to maintain high quality medical and nursing records
- An understanding of the principles of continuity and coordination of health care

10. Teaching and Learning Strategies:

- Interactive Lecture
- Interactive class discussion
- Feed-back learning
- Seminars
- Student Presentation
- Feed-back learning
- Case study
- Demonstration
- Group activities
- Laboratory practice
- Field-training
- Lab Practice
- Role play
- Directed self- study
- Problem based learning

Teaching Strategy	Description
Active lectures	Giving a lecture involves outlining lessons, creating a presentation and reciting information to students. This is a standard teaching strategy for many instructors, and in midwifery, this strategy can be helpful in courses that teach basic clinical concepts and applications of biology, chemistry and anatomy in nursing. Using attractive and organized presentations and allowing students to ask questions throughout can maintain student engagement. lecturing has proven to be one of the most effective ways to present information to large groups of students when you need to cover a lot of material quickly.
Tutorials	Tutorial are provided in many courses depends on the curriculum plan and with different methods such as examples and case studies.
Seminar/ project/presentation	Seminar in nursing theory courses typically will include opportunities for discussion and group activities. Class sizes are variable depending on the level of the course. To prepare for discussion, students may be asked to complete readings and other preparatory learning activities.

<p>Interactive class discussions</p>	<p>is a method of teaching whereby learners get together to exchange information, feelings, and opinions with one another and with the educator. Group discussion, as a broad active instructional method, can incorporate other specific types of instruction, such as guided learning, collaborative learning, small-group learning, team-based learning, cooperative learning, case studies, and seminars.</p>
<p>Exercises and home works</p>	<p>Students are given exercises/ home-works during the class</p>
<p>Laboratory based session</p>	<p>The goal of laboratory experiences (labs) is to become practiced and confident in nursing psychomotor skills (skills that require varying levels of well-coordinated physical activity and precise procedures), in order to provide the basis for safe, competent care to patients and families in the clinical setting.</p>
<p>Simulation</p>	<p>Simulations are classroom exercises where you present real-world scenarios that students, often in small groups, have to work through. One tool you can use for simulations is a manikin, which is common in nursing education settings because it allows students to learn and practice important patient care techniques in a safe, controlled environment. You can improve manikin simulation exercises by creating realistic stories for manikins in particular situations to help students better connect with the manikin as if it were an actual patient, thus increasing students' investment in doing well in the exercise.</p>
<p>Role play</p>	<p>Role-playing activities have students play characters in scenarios based on real-world healthcare situations, like patient-nurse interactions. Students playing nurses apply patient care concepts learned in their course, and other students observe and provide feedback. This can be a great teaching strategy to build patient-focused interpersonal communication, quick problem-solving and decision-making skills.</p>
<p>Demonstration & Return demonstration</p>	<p>Demonstration is done by the educator to show the learner how to perform a particular skill. Return demonstration is carried out by the learner in an attempt to establish competence by performing a task with cues from the educator as needed. These two methods require different abilities by both the educator and the learner. In particular, they are effective in teaching psychomotor domain skills. However, demonstration and return demonstration may be used to enhance cognitive and affective learning, such as when helping a staff member develop interactive skills for crisis intervention or assertiveness training.</p>
<p>Computer laboratory-based sessions</p>	<p>Lab sessions are scheduled as part of Nursing courses, and preparation prior to the lab session is expected (assigned readings, assignments, viewing audiovisual resources).</p>
<p>Directed self- study</p>	<p>Students will be encouraged to enhance their self-study.</p>
<p>Case study</p>	<p>In a review of the nursing literature, Popil (2011) identified case studies as a pedagogy that is one of the most powerful tools to teach any practice-based profession including nursing. Reviewing case studies in the classroom can help midwife-in-training contextualize theoretical nursing practices in a real-world situation</p>
<p>Problem based learning</p>	<p>In this strategy, educators present realistic patient scenarios, ask questions, and require students to search for holistic answers. It also encourages active and self-directed learning, self-appraisal, clinical problem-solving skills, teamwork, discipline, and integration of information. This can be</p>

	used to teach relatively complex or messy problems with broad association with basic science and clinical experience, such as heart failure or pneumonia
Team work (group learning)	The jigsaw technique involves splitting students into groups and dividing their projects into separate parts, such as by individual topic. Each student in the group chooses which topic and part of the project they want to complete. They complete the research, writing or other tasks in their portion and then share what they learned with the rest of the group. Finally, they compile each part together into a cohesive project.
The use of communication and information technology	ICT include devices and applications that provide access to information and enable electronic communications, like sending text messages or engaging in video chats. Mobile phones, smartphones, computers, and laptops are typical ICT devices. The Internet (e.g., the web) is another ICT and plays a special role because it is not a stand-alone device but a network of countless systems and devices.
Assignments	Course assignments were included as a part of the learning process in all evaluated studies, which included activities preparing students to use research or enhance their EBP knowledge and skills. Assignments that were integrated into clinical practice were particularly emphasized in the studies that focused on teaching EBP principles
Field visits	Nursing practice occurs in concentrated blocks of time in a variety of community and institutional settings: hospitals, continuing care centers, schools, etc. These experiences enable students to be comfortable and competent in a variety of health care settings and to put into practice the knowledge and skills that they are learning in the classroom and labs.

11. Assessment Tools:

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Assessment Strategy	Description
<p>✚ Written exam (long essay questions, short answer questions, multiple choice questions, scenario) (Mid and final Terms)</p>	<p>Multiple choice questions are composed of one question (stem) with multiple possible answers (choices), including the correct answer and several incorrect answers (distractors). Typically, students select the correct answer by circling the associated number or letter, or filling in the associated circle on the machine-readable response sheet.</p> <p>Short answer questions are typically composed of a brief prompt that demands a written answer that varies in length from one or two words to a few sentences.</p> <p>Essay questions provide a complex prompt that requires written responses, which can vary in length from a couple of paragraphs to many pages. Like short answer questions, they provide students with an opportunity to explain their understanding and demonstrate creativity, but make it hard for students to arrive at an acceptable answer by bluffing.</p>
<p>Written assessments such as Quizzes</p>	
<p>✚ Assignments</p>	
<p>✚ Practical exam</p> <ul style="list-style-type: none"> ● Oral exam ● Report/Project assessment 	<p>Objective Structured Practical Examination (OSPE) is a new pattern of practical examination. In OSPE each component of clinical competence is tested uniformly and objectively for all the students who are taking up a practical examination at a given place.</p>

	The objective structured clinical examination (OSCE) is used increasingly in nurse education, to assess clinical skill proficiency at pre-registration and postgraduate level. Good preparation for an OSCE is vital for both those running the assessments and for students. Used effectively, OSCEs can help students gain confidence to use their skills in their clinical work.
<ul style="list-style-type: none"> ✚ Graduation research <ul style="list-style-type: none"> • project assessment (Research Presentation) 	Committee from the department and external examiner to discuss the students
<ul style="list-style-type: none"> ✚ Field-training assessment <ul style="list-style-type: none"> ▪ Field attendance ▪ Field attitude ▪ Field Reporting 	Log book Assessment sheet Final oral exam
Home works and assignments	
Case studies	
Presentations	

12. Project Assessment:

Each project will be assessed by a committee of three members as follows

Item	Marks Distribution
Research project supervisor	60
Internal examiner: a member of the department teaching staff.	20
External examiner: a qualified external examiner (either from other departments of the faculty or from another university)	20
Total	100

13. Training Course Assessment:

Field activities
Attendance
Sheets
Logbook
Oral final exam
Practical exam

14. Alignment of Program Intended Learning Outcomes (PILOs) with Teaching Strategies and Assessment Methods:

PILOs	Teaching Strategy	Assessment Methods
Knowledge and Understanding A1,A2,A3,A4	<ul style="list-style-type: none"> • Lecture • discussion • Feed-back learning • Seminars • Student Presentation 	<ul style="list-style-type: none"> + Written exam (long essay questions, short answer questions, multiple choice questions, scenario) + Quizzes • Assignments
Intellectual Skills B1,B2,B3,B4	<ul style="list-style-type: none"> ▪ Group Discussion ▪ Feed-back learning ▪ Case study ▪ Demonstration 	<ul style="list-style-type: none"> ▪ Group activities ▪ Written exam ▪ Assignments ▪ Quizzes ▪ Case study questions
Professional & practical skills C1,C2,C3,C4	<ul style="list-style-type: none"> • Feed-back learning • Laboratory practice • Field-training • Case study. • Group activities 	<ul style="list-style-type: none"> + Written exam + Clinical exam + Assignments + Quizzes + Field-training assessment <ul style="list-style-type: none"> ▪ Field Reporting ▪ Field Exam
General & Transferable Skills D1,D2,D3,D4	<ul style="list-style-type: none"> • Field training • Group activities • Case studies demonstrations 	<ul style="list-style-type: none"> + Assignments + Graduation Research project assessment + Practical activities assessment <ul style="list-style-type: none"> ▪ Practical reporting ▪ Practical exam + Field-training assessment <ul style="list-style-type: none"> ▪ Field attitude ▪ Field Reporting ▪ Field Tasks accomplishment

15. Intended Learning Outcomes Mapping:

See Annexes 6,7, and 8.

(Annex 6: Alignment of Program Themes with Program Intended Learning Outcomes (PILOs))

(Annex 7: Coding System and Alignment of Courses with Program Intended Learning Outcomes (PILOs))

(Annex 8: Matrix of Mapping Program PILO's With Courses)

16. Program Structure:

Requirements

No	Requirements	No. of Courses	Credit Hours	Rational Weight %
1	University Requirements	Compulsory	8	16
		Elective	-----	-----
2	Faculty Requirements	Compulsory	12	28
		Elective	-----	-----
3	Program Requirements	Compulsory	32	97
		Elective		-----
4	Field training, and the rate of the total hours of the program	--		
Total:			141	100%

15.1. University Requirements (16 hrs)

Compulsory Courses (--- hrs)								
No	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites	Level/ Semester
1	AZU01	Arabic Language 1	2			2	None	First/ 1 st
2	AZU03	English Language 1	2			2	None	First/ 1 st
3	AZU05	Computer skills	1		1	2	None	First/ 1 st
4	AZU07	Arab-Israel Conflict	2			2	None	First/ 1 st
5	AZU02	Arabic Language 2	2			2	None	First/ 2 nd
6	AZU04	English Language 2	2			2	None	First/ 2 nd
7	AZU06	Islamic Culture	2			2	None	First/ 2 nd
8	AZU08	National culture	2			2	None	First/ 2 nd
			15		1	16		

17. 15.2. Faculty Requirements (30 hrs)

Compulsory Courses (30 hrs)								
No	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites	Level/ Semester
1.	FMS04	Medical Terminology	2	--	--	2	AZU03, AZU04	First/1 st
2.		Microbiology	2	--	1	3	Nil	Second/1 st
3.	FMS03	General chemistry	2	--	--	2	Nil	First/1 st
4.	FMS10	Research methodology	2	--	---	2	MSC 06	Fourth/ 1 st
5.		Graduation project	----	2	---	2	MSC04, MSC 07	Fourth/2 nd
6.	FMS07	Nursing ethics	2	--	--	2	AZU05	Third /1 st
7.	FM	Biostatistics	2	--	--	2	AZU05	Fourth/ 1 st
8.		Histology	2	--	1	3	Nil	First/2 nd
9.		Biochemistry	2	--	1	3	MSC 03	Second/1 st
10.	FMS02	Medical physics	2	--	--	2	Nil	First/1 st
11.		Parasitology	2	--	1	3		Second/2 nd
12.	FMS05	Medical psychology	2	--	--	2		First/2 nd
			22	2	4	28		

18. 15.3. Program Major (97 hrs)

Compulsory Courses (97 hrs)								
No	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites	Level/ Semester

1.	NR116	Nursing Fundamentals I	3	---	2	5	Nil	1 st /1 st
2.	NR125	Nursing Fundamentals II	3	---	2	5	NR116	1 st /2 nd
3.	NR126	Anatomy I	2	---	1	3	Nil	1 st /2 nd
4.	NR213	Anatomy II	2	---	1	3	NR126	2 nd /1 st
5.	NR128	Physiology I	2	---	1	3	Nil	1 st /2 nd
6.	NR216	Physiology II	2	---	---	2	NR128	2 nd /1 st
7.	NR211	Medical-Surgical Nursing I	3	2	---	5	NR116, NR125	2 nd /2 nd
8.	NR221	Medical-Surgical Nursing II	3	2	---	5	NR116, NR125, NR211	2 nd /2 nd
9.	NR214	Basic Pharmacology	2	----	--	2	NIL	2 nd /1 st
10.	NR223	Applied Pharmacology	2	---	---	2	NR214	2 nd /2 nd
11.	NR217	Health Assessment	2	---	1	3	NR126, NR213	2 nd /1 st
12.	NR225	Pathology	2	---	---	2		2 nd /2 nd
13.	NR311	Maternity Health Nursing	3	2	----	5	NR213	3 rd /1 st
14.	NR313	General Nutrition	2	---	---	2	NIL	3 rd /1 st
15.	NR314	Health Education	2	---	---	2	NIL	3 rd /1 st
16.	NR315	Psychiatric Nursing& Mental health	3	1	---	4	NIL	3 rd /1 st
17.	NR317	Science of growth & development	2	----	---	2	NIL	3 rd /1 st
18.	NR321	Child Health Nursing	3	2	---	5	NR126, NR213, NR317	3 rd /2 nd
19.	NR323	Forensic medicine and toxicity	2	----	---	2	NIL	3 rd /2 nd
20.	NR324	Introduction to Critical Care Nursing	2	----	---	2	NIL	3 rd /2 nd
21.	NR325	Nursing Education	2	----	----	2	NIL	3 rd /2 nd
22.	NR326	Community Health Nursing	3	1	----	4	NIL	3 rd /2 nd
23.	NR413	Emergency & Critical Care Nursing I	2	3	1	6	NIL	4 th /1 st
24.	NR423	Emergency & Critical Care Nursing II	2	2	---	4	NR413	4 th /2 nd
25.	NR416	Diagnostic Skills	2	---	---	2	NR116, NR125	4 th /1 st
26.	NR417	Clinical Nutrition	2	---	---	2	NR313	4 th /1 st
27.	NR421	epidemiology	2	---	---	2	NIL	4 th /1 st
28.	NR422	Nursing Informatics	2	---	---	2	AZU05	4 th /1 st
29.	NR415	Emergency Medicine I	2	---	---	2	NIL	4 th /1 st
30.	NR425	Emergency Medicine II	2	---	---	2	NR415	4 th /2 nd
31.	NR427	Nursing Administration Services	2	1	---	3	NIL N	4 th /2 nd
32.	NR428	Anesthetic Nursing	2	---	---	2	NIL	4 th /2 nd
			72	16	9	97		

19. Elective Courses: 3 courses(NONE)

Elective Course 1 (3 hrs)								
No	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites	Level/ Semester
1								
2								
3								
Elective Course 2 (2hrs)								
No	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites	Level/ Semester
1								
2								
3								
4								
Elective Course 3 (32 hrs)								
No	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites	Level/ Semester
1								
2								
3								
4								

20. Study Plan:**21. Level 1**

Term 1							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	AZU01	Arabic Language 1	2		--	2	NIL
2	AZU03	English Language 1	2		--	2	NIL
3	AZU05	Computer skills	1		1	2	NIL
4	FMS03	General Chemistry	2		--	2	NIL
5		Nursing Fundamental I	3		2	5	NIL
6	FMS02	Medical physics	2		--	2	NIL
7	AZU07	Arab-Israel conflict	2		--	2	NIL
8	FMS04	Medical Terminology	2		--	2	NIL
Term 2							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	AZU02	Arabic Language 2	2		--	2	AZU01
2	AZU04	English Language 2	2		--	2	AZU03
3	AZU06	Islamic Culture	2		--	2	NIL
4	FMS05	Medical Psychology	2		--	2	NIL
5	NR125	Nursing Fundamentals II	3		2	5	NR116
6	NR126	Anatomy 1	2		1	3	Nil n
7	FM	Histology	2		1	3	Nil n
8	NR128	Physiology I	2		1	3	Nil
9	AZU08	National culture	2		--	2	Nil
			17		4	21	

22. Level 2

Term 1							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	NR211	Medical-Surgical Nursing I	3			3	NR116, NR125
2	NR212	Medical-Surgical Nursing I clinical	--	2	--	2	NR211
3	NR213	Anatomy II	2		1	3	NR126
4	NR214	Basic pharmacology	2			2	Nil n
5		Microbiology	2		1	3	Nil
6	NR216	Physiology 2	2		--	2	NR128
7	NR217	Health Assessment	2		1	3	NR126, NR213
			13	2	3	18	
Term 2							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	NR221	Medical-Surgical Nursing II	3	--		3	NR116, NR125
2	NR222	Medical-Surgical Nursing II clinical	--	2		2	NR221
3	NR223	Applied Pharmacology	2			2	NR214
4		Parasitology	2		1	3	
5		Pathology	2	--		2	HISTOLOGY
6		Biochemistry	2	--	1	3	NIL
			11	2	2	15	

23.Level 3

Term 1							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	NR311	Maternity Health Nursing	3	--	--	3	NR213
2	NR312	Maternity Health Nursing clinical	--	2	--	2	NR311
3	NR313	General Nutrition	2	--	--	2	Nil
4	NR314	Health education	2	--	--	2	Nil
5	NR315	Psychiatric Nursing& Mental health	3	--	--	3	Nil
6	NR316	Psychiatric Nursing& Mental health clinical	--	1	--	1	NR315
7	NR317	Science of growth & development	2	--	--	2	Nil
8		Nursing Ethics	2	--	--	2	NIL
			14	3		17	
Term 2							
No	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	NR321	Child Health Nursing	3			3	NR126, NR213, NR317
2	NR322	Child Health Nursing clinical	-----	2		2	NR321
3	NR323	Forensic Medicine and toxicity	2			2	Nil
4	NR324	Introduction to Critical Nursing Care	2			2	Nil n
5	NR325	Nursing Education	2			2	Nil
6	NR326	Community Health Nursing	3			3	Nil
7	NR327	Community Health Nursing clinical		1		1	NR326
			12	3		15	

24. Level 4

Term 1							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1		Biostatics	2	--		2	
2	FMS10	Research Methodology	2	--		2	NIL
3	NR413	Emergency and Critical Care Nursing I	2	--	1	3	Nil n
4	NR414	Emergency and Critical Care Nursing clinical I	--	3		3	NR413
5	NR423	Emergency Medicine I	2	--		2	Nil
6	NR416	Diagnostic Skills	2			2	NR116, NR125
7	NR417	Clinical Nutrition	2			2	NR313
			12	3	1	16	
Term 2							
No.	Course Code	Course Name	L	T	P	Cr. Hrs.	Prerequisites, Co-requisites
1	NR421	Epidemiology	2			2	NIL
2	NR422	Nursing Informatics	2			2	AZU05
3	NR423	Emergency and Critical Care Nursing II	2			2	NR413
4	NR424	Emergency and Critical Care Nursing clinical II		2			NR423
5	NR425	Emergency Medicine II	2			2	NR413
6	NR426	Nursing Administration services	2			2	Nil
7	NR427	Nursing Administration services clinical	--	1		1	NR426
8	NR428	Anesthetic Nursing	2			2	Nil
9		Gradation project		2		2	FMS10
			12	5		17	

25. Distribution of Total Credit Hours:

Level	Term	University Requirements		Faculty Requirements		Program Requirements		Program Electives		Training		Total Cr. Hrs		Total Cr. Hrs./Level
		No. of Courses	Credit Hours	No. of Courses	Credit Hours	No. of Courses	Credit Hours	No. of Courses	Credit Hours	No. of Courses	Credit Hours	No. of Courses	Credit Hours	
First	First	4	8	3	6	1	5							
	Second	4	8	2	5	3	11							
Second	First			1	3	5	13			1	2			
	Second			2	6	3	7			1	2			
Third	First			1	2	5	12			2	3			
	Second					5	12			2	3			
Fourth	First			2	4	4	9			1	2			
	Second			1	2	6	12			2	3			
Total:		8	16	12	28	32	82			9	15		141	
Percentage:		11.3		19.9		58.2				10.6				

26. Admission Requirements:

1. Admissions to the program shall be made as per the admission rules set by the Ministry of Higher Education and Scientific Research as well as University admission guidelines.
2. General Secondary school certificate (Science Section) or any equivalent certificate with grade as specified in the admission rules made by Ministry of Higher Education and Scientific Research.
3. Any necessary requirement for specialization, decided by the Scientific Section.

27. Attendance and Graduation Requirements:

1. Student attendance should not be less than 75%.
2. Student will graduate after successfully passing all program requirements.
3. Total credit hours for the program is 141 credit hours.
4. Minimum score for any student to pass any credit hours course is 50% degree.

28. Grading System:

From 90% to 100% of total marks	Excellent
From 80% to less than 90%	Very Good
From 65% to less than 80%	Good
From 50% to less than 65%	Pass
Less than 50%	Poor/Fail

29. Facilities Required for Running the Program:

30. Sources of learning:

Learning source	Detail
White Boards	At least One at each classroom
Library	Office equipment Reading tables, Computer tables, chairs , Shelves for books and periodicals
	Books and Periodicals suitable number of books and periodicals that comprehend all courses
	Electronic Books the library computers will be supplied with a variety number of electronic books and CDs that comprehend a lot of courses
Information technology sources	Computer desktops 8 computers at the library and 20 at the computer lab.)
	Data show projectors 2
	Printer/ s at the library, computer lab, at the photocopy services center
	Photocopy machine : at the library , at the photocopy services center
	Scanner: at the library, the computer lab, at the photocopy services center
	Internet links at: the library , at the computer lab
Labs	Clinical labs (fundamental of nursing skills, microbiology, parasitology, biochemistry)
Health services	for field training

31. Program Policies:

Based on University Regulations

1.	(Class Attendance) : A student should attend not less than 75 % of total hours of the subject; otherwise he/she will not be able to take the exam and will be considered as exam failure. If the student is absent due to illness, he/she should bring a proof statement from university Clinic. If the absent is more than 25% of a course total contact hours, student will be required to retake the entire course again.
2.	(Tardy) : For late in attending the class, the student will be initially notified. If he repeated lateness in attending class he/she will be considered as absent.
3.	(Exam Attendance/Punctuality) : A student should attend the exam on time. He/she is permitted to attend an exam half one hour from exam beginning, after that he/she will not be permitted to take the exam and he/she will be considered as absent in exam.
4.	(Assignments & Projects) :

	In general one assignment is given to the students after each chapter; the student has to submit all the assignments for checking on time, mostly one week after given the assignment.
5.	<p>(Cheating) :</p> <p>For cheating in exam, a student will be considered as fail. In case the cheating is repeated three times during his/her study the student will be disengaged from the Faculty.</p>
6.	<p>(Plagiarism) :</p> <p>Plagiarism is the attending of a student the exam of a course instead of another student. If the examination committee proofed a plagiarism of a student, he/she will be disengaged from the Faculty. The final disengagement of the student from the Faculty should be confirmed from the Student Council Affair of the university or according to the university roles.</p>
7.	<p>(Other policies) :</p> <ul style="list-style-type: none"> - Mobile phones are not allowed to use during a class lecture. It must be closed; otherwise the student will be asked to leave the lecture room. - Mobile phones are not allowed in class during the examination. - Lecture notes and assignments might be given directly to students using soft or hard copy.

To be filled by the university

32. Faculty to Conduct the Program:

Rank or Administrative position	General Specialization	Specialization	Required Number	Full-time	Part-time	Student/ Lecturer ratio	Total
Professor							
Associate Professor	1						
Assistant Professor	10						
Lecturer	5						
Demonstrator	4						
Technician	1						
Lecturer							
Administrator							
Others							

33. Learning Resources:

Learning Resources	Required Material
References and Textbooks	suitable number of books for all subjects
Scientific Journals	suitable number of periodicals for all subjects
Computers and Electronic Devices	10 computers at the library and 20 at the computer lab.)
Computer software	
Library needs	the library computers will be supplied with a variety number of electronic books and CDs that comprehend a lot of courses
Other Resources	Printer/ s at the library, computer lab, at the photocopy services center Photocopy machine : at the library , at the photocopy services center Scanner: at the library, the computer lab, at the photocopy services center

34. Lecture Rooms:

#	Lecture Rooms	Qty	Capacity
1	الطبية		54
2	ابن سينا		64
3	الصماد		100
4	فصل 7		54

35. Program Evaluation and improvement:

#	Stakeholders Targeted	Assessment method	Sample
1	50 % of the students registered in the program	Self-report Questionnaire	Final Year students
2	50 % of the graduates	Every 2 years Questionnaire	Graduates from the program
3	Administration and nursing supervisors. Representatives in the hospitals	Every 3 years (Questionnaire & Meeting)	Employer
4	Quality assurance Unit		
5	External evaluators		
	External examiner		

36. Consultancy Committee:

#	Consultant Name	Specialization	Working at	Comments
1				
2				
3				
4				

37. Evaluation Committee:

#	Evaluator Name	Specialization	Working at	Comments
1				
2				
3				

4				
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