

**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

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 staff 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, quarterly), 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: Kut University College

Scientific Department: Nursing Department

Academic or Professional Program Name: Bachelor of Science in Nursing

Final Certificate Name: Bachelor of Science in Nursing

Academic System: Semester system in Department

Description Preparation Date: 30-1-204

File Completion Date: 30-1-2024

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

The branch works to clarify its vision for students' familiarity within Nursing Department of medicine with basic medical information in the subject of human anatomy, histology, and embryology as a cornerstone in the comprehension of clinical sciences, and the branch aspires to be a pioneer and distinguished in modern medical education relying on advanced scientific methods in undergraduate studies programs Continuing medical education, and to be among the branches of Nursing Department capable of qualifying students with highly competitive capabilities as a step for excellence in medical education and to contribute to scientific research to advance health services and participate in the community service.

2. Program Mission

Building an educational system based on high-quality educational programs that stimulate creativity and consolidate information by focusing on deep learning to acquire the knowledge, skills, and behaviors necessary for the future Nurse to ensure the improvement of the educational process and the numbers of competitive nurse and the application of all professional ethics and social values in order to improve the health status of society, The branch also works on developing the scientific and professional capabilities of faculty members and scientific and cultural communication with scientific institutions locally and internationally.

3. Program Objectives

The nursing branch aims to fulfill its mission by applying its vision of teaching modern human anatomy through:

1. Linking education in the the basic health needs so that the nurse in the future will be able to identify and confront the health problems of the community

through the modern integrated curriculum, which is the focus of the student mainly. For small groups of students, seminars, theoretical and practical exams, under the supervision of faculty members to develop the spirit of one team, provided that the student:

- Able to understand anatomical terms and use them correctly-
 - Knowledge of the surface and internal nutrition of the human body
 - Knowledge of the exact composition of the different organs and tissues of the body
 - The student will gain in-depth information and experience in the applied, clinical and radiological aspects of anatomy.
 - Knowing the natural process of human formation and the possible birth defects
- 2 Improving educational effectiveness through continuous development of study programs and plans while taking all that is new
 - 3 Developing the capabilities of faculty members to keep pace with the continuous development in medical education, developing educational resources and making the best use of them
 - 4 Development of the scientific research environment and cooperation with local, regional and international institutions in the field of medical research to encourage faculty members to conduct medical research related to the specialty and publish it in scientific journals and relevant conferences
 - 5 Expanding student participation opportunities and enhancing self-confidence for presentations, writing, and reporting
 - 6 Creating an academic environment that attracts distinguished faculty members.

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

| هيكلية المنهج الدراسي للدراسات الأولية لتكليات التمريض / العام الدراسي 2023-2024 | | | | | | | | | | | | | | |
|--|--|---|---|-------|--|---------------------|---|---|---|-----------------|----------------------|---|---|-------|
| المرحلة الاولى | الفصل الدراسي الاول | | | | المرحلة الثانية | الفصل الدراسي الاول | | | | المرحلة الثالثة | الفصل الدراسي الثاني | | | |
| | ن | م | س | وحدات | | ن | م | س | وحدات | | ن | م | س | وحدات |
| | 4 | 6 | 0 | 7 | 4 | 4 | 0 | 2 | 4 | 4 | 0 | 2 | 4 | |
| | 3 | 3 | 2 | 4 | 2 | 3 | 0 | 2 | 3 | 3 | 0 | 2 | 3 | |
| | 3 | 3 | 2 | 4 | 3 | 3 | 0 | 2 | 3 | 3 | 0 | 2 | 3 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | 1 | 1 | 2 | 2 | 1 | 1 | 0 | 2 | 1 | 1 | 0 | 2 | 1 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | عدد الوحدات 22 | | | | عدد الوحدات 19 | | | | عدد الوحدات 18 | | | | | |
| | 4 | 4 | 0 | 8 | 4 | 4 | 0 | 2 | 4 | 4 | 0 | 2 | 4 | |
| | 2 | 2 | 2 | 3 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 2 | 1 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | عدد الوحدات 15 | | | | عدد الوحدات 18 | | | | عدد الوحدات 20 | | | | | |
| | 3 | 3 | 0 | 7 | 3 | 3 | 0 | 2 | 3 | 3 | 0 | 2 | 3 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | 2 | 2 | 0 | 3 | 2 | 2 | 0 | 0 | 3 | 2 | 0 | 0 | 3 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | 1 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | |
| | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | |
| | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | |
| | 2 | 2 | 0 | 1 | 2 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | |
| | عدد الوحدات 17 | | | | عدد الوحدات 20 | | | | عدد الوحدات 20 | | | | | |
| | ملاحظة: المواد المعزلة في المرحلة الثالثة ستدرس آخر مرة في هذه السنة ، والمواد المعزلة في المرحلة الرابعة ستدرس هذه السنة والسنة القادمة . | | | | تم جمع وحدات بحث التخرج في الفصل الدراسي الثاني (2 وحدة دراسية) لأنه لا توجد في الفصل الدراسي الاول درجة نهائية لبحث التخرج. | | | | الوحدات الدراسية : 1 ساعة نظرية = وحدة واحدة ، 2 ساعة مختبرية = وحدة واحدة، 3 ساعات سريرية = وحدة واحدة | | | | | |
| | التدريب السريري الصيفي = 6 ساعات يوميا، 30 ساعة أسبوعيا، 120 ساعة شهريا | | | | التدريب السريري الصيفي = 6 ساعات يوميا، 30 ساعة أسبوعيا، 120 ساعة شهريا | | | | التدريب السريري الصيفي = 6 ساعات يوميا، 30 ساعة أسبوعيا، 120 ساعة شهريا | | | | | |

* This can include notes whether the course is basic.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours |
|------------|-------------|-------------|---------------|
| Third | (108) | Nutrition | Theoretical=2 |

8. Expected learning outcomes of the program

Knowledge

- 1- The student's ability to understand, remember, and present information
- 2- Providing with basic theoretical and practical information related to basic medical sciences
- 3- Enabling students to obtain knowledge through modern software applications
- 4- Developing the linguistic aspect through familiarity with the most important medical terminology and proficiency in the English language.

Skills

- 1 - Promoting professional ethics and dealing with patients among graduates
- 2 - Students acquire laboratory diagnostic skills and knowledge of some important analyzes in the field of nursing
- 3 - Promoting the principle of continuous, lifelong learning in order to continue developing the profession.

Ethics



- 1-Taking into account the application of ethical principles when dealing with students, and this is reflected in their ethics when dealing with patients.
- 2- Taking into consideration the patient's safety in the first place.
- 4- Knowing that the patient and the health condition he is experiencing is a special condition that others should not know about and circulate among themselves.
- 5- Follow up on the medical condition by conducting follow-up tests to ensure the patient's safety.

9. Teaching and Learning Strategies

| | |
|----------------------------|------|
| First midterm theory exam | 10 % |
| Second midterm theory exam | 10% |
| Quiz and Report | 10% |
| Final Exam | 70% |

| | |
|--------------|--------------|
| Total | 100 % |
|--------------|--------------|

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| 10. Evaluation methods |
| <p>1- Method of delivering the lecture using PowerPoint and illustrative films related to the human body and the plastic devices and organs that make it up (laboratory doll models).</p> <p>2- Continuous discussion by asking questions and answers in the hall and motivating the student to self-think and thus to self-learning.</p> <p>3- Using innovative educational means, such as the smart board, data shows, films, and scientific pictures that bring the subject closer to the students' minds.</p> |

| 11.Faculty | | | | | |
|------------------------|----------------|---|---|------------------------------|---|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |
| Lecturer | |  | | |  |

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| 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 |
| Nursing program directors and nursing faculty members are required to meet required state board of nursing and national nursing accreditation standards. Nursing program directors and faculty members want nursing students to be successful without lowering admission criteria or other standards. Nursing programs are not graduating enough students to meet the needs required by society. |

Acceptance criteria are intentionally selected to predict students most likely to be successful by completing their nursing program and passing NCLEX-RN on their first attempt.

12. Acceptance Criterion

Regulations related to admission to the department are central admission.

13. The most important sources of information about the program

Grodner, Anders on. De young, Foundations and Clinical Application Nutrition A Nursing Approach, second Edition, Mosby, 2000.

- Grodner, Michele et.al, Foundations and Clinical Applications of Nutrition A Nursing Approach, St. Lweis, Mosby Inc,2004
- Williams, Sue Rodwel and Eleanor D. Schlenker, Essentials of Nutrition and Diet Therapy, 8th ed., London, Mosby Inc., 2003.

14. Program Development Plan

A- Establishing a scientific data base on the structure of human body Nutrition and organs

B- Creating a film and photo library containing everything related to the structure of organs and the function of each organ related to the human body's systems

C- Using advanced educational methods

D- Follow up on the latest developments in the field of training and development to advance the reality of nursing to serve health institutions

E- Using modern calendar methods such as electronic calendar

F- Paying attention to professional ethics and practice behavior

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 |
| Third | (108) | Nutrition | Basic | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Nutrition. | |
| 2. Course Code: | |
| (108) | |
| 3. Semester / Year: | |
| Third Year/ First Semester. | |
| 4. Description Preparation Date: | |
| 1/2/2024 | |
| 5. Available Attendance Forms: | |
| Recording the student's attendance in theoretical lectures and practical laboratories | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| (2) hours weekly of (15) weeks. | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: dr. Burhaan Hadi Email: burhan.h.drub@alkutcollege.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>After the Completion of the Course students should be able to:</p> <ul style="list-style-type: none"> • Know the fundamental principles of human nutrition. • Identify the relationship between nutrition and body energy. • Recognize the specification and functions of different nutritional elements. • Understand the importance of applied nutrition (curative) as an essential part of the nursing care. • Assess types of nutrition according to the category of clients. • Assist in helping client adopt and enjoy eating the prescribed food. • |
| 9. Teaching and Learning Strategies | |
| Strategy | Lecture, group discussion, writing reports. |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|--------|----------|----------------------------|---|-----------------|-------------------|
| Week 1 | (2) hrs. | | Unit 1: Overview of nutrition, Assessment of nutritional Status <ul style="list-style-type: none"> • Meaning of nutrition & nutrients. • Classes of nutrient. • Factors that influence the food intake. • The role of diet in health status. | | |
| Week 2 | (2) hrs. | | Unit 2: Dietary references and diet- planning Guides: <ul style="list-style-type: none"> • The basis for recommended dietary allowance (R.D.A). • The Food table (Food Consumption pattern). | | |
| Week 3 | (2) hrs. | | Unit 3: Metabolism of nutrient and energy balance: <ul style="list-style-type: none"> • How the body deals with energy in take above on below requirements. • Food energy value (metabolisms). • The body energy expenditure and energy balance • Type of measures relate below and their strength and weakness. | | |
| Week 4 | (2) hrs. | | - Body mass index (BMI) - Body Circumference measurement. Unit 4: Carbohydrate (Sugar, starch, and Fiber): <ul style="list-style-type: none"> • The chemistry of carbohydrate and fiber. • Digestion of the Carbohydrate. • Function of carbohydrate and fiber. | | |

| | | | | | |
|--------|----------|--|--|--|--|
| Week 5 | (2) hrs. | | <ul style="list-style-type: none"> • Requirements of Carbohydrate and fiber. • Sources of Carbohydrate and fiber. • Various health effect of dietary fiber. <p>Unit 5: Lipids, Fats, Oil, Phospholipids, and Sterols:</p> <ul style="list-style-type: none"> • Mono, di and tri glyceric Phospholipids and Sterols. • The Families of essential fatty acids. • The function of lipids and essential Fatty acids. | | |
| Week 6 | (2) hrs. | | <ul style="list-style-type: none"> • Major sources of different types of dietary lipids. • Requirement of lipids. <p>Unit 6: Protein and Amino Acids:</p> <ul style="list-style-type: none"> • Definition of protein and amino acids. • The function of protein. • Requirements of protein. • The protein quality. | | |
| Week 7 | (2) hrs. | | <ul style="list-style-type: none"> • Nitrogen balance and the suitable situation to be positive or negative. <p>Unit 7: Vitamins:</p> <ul style="list-style-type: none"> • Water Soluble Vitamins. • Fat Soluble Vitamins. • The difference between water and Fat Soluble Vitamins. | | |

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|---------|----------|--|--|--|--|
| Week 8 | (2) hrs. | | <ul style="list-style-type: none"> • The function of vitamins • The function, deficiency symptoms. Toxic effect, Source and stability for each vitamins. <p>Unit 8: Water and Minerals:</p> | | |
| Week 9 | (2) hrs. | | <ul style="list-style-type: none"> • The role of water in the body and the body daily water requirements. • The function of water in the body. • The function of trace elements. <p>Unit 9: The healthiest diet:</p> | | |
| Week 10 | (2) hrs. | | <ul style="list-style-type: none"> • The health advantages and potential problems of a vegetarian diet. • The relation of fat, Fruit vegetable grain, Sugar and salt to disease. <p>Unit 10: Nutrition during pregnancy and lactation:</p> | | |
| Week 11 | (2) hrs. | | <ul style="list-style-type: none"> • Requirement of nutrition during pregnancy. • Requirement of nutrition during lactation. <p>Unit 11: Infant nutrition:</p> | | |
| Week12 | (2) hrs. | | | | |
| Week13 | (2) hrs. | | <ul style="list-style-type: none"> • Breast Feeding. • Bottle Feeding. • Weaning time. <p>Unit 12: Nutrition during Aging</p> <p>Unit 13: The Concept of Weastern diseases:</p> | | |

| | | | | | |
|--------|----------|--|--|--|--|
| Week14 | (2) hrs. | | <ul style="list-style-type: none"> • Cardio Vascular disease • Diabetes mellitus. • Obesity. • Cancer. • The role of diets in the Causation and Control diabetes mainly type -2- . • The relationship between dietary Fat, blood cholesterol and the risk CHD • The role of dietary fiber Fruit vegetable, Grams, alcohol in CHD. • The role of fat, Sugar, fib and Exercise in the causation and prevention of obesity. • The possible role of fat i the Colon and breast cancer, and the role of dietary fiber i cancer of colon. <p>Unit 14: Malnutrition: (2) hrs.</p> <ul style="list-style-type: none"> • Concept of Malnutrition • The role of protein (essential amino acid) in prevention of malnutrition. • Methods used to preven Malnutrition. | | |
|--------|----------|--|--|--|--|

| | | |
|------------------------------|--------|-----|
| 11. Course Evaluation | | |
| 1st theory Exam. | 10% | |
| 2nd theory Exam. | 10% | |
| | Report | 10% |

| | |
|--------------------|------|
| Final theory Exam. | 70% |
| ----- | |
| Total | 100% |

12. Learning and Teaching Resources

| | |
|--|---|
| <p>Required textbooks (curricular books, if any)</p> <p>Main references (sources)</p> <p>Recommended books and references (scientific journals, reports...)</p> <p>Electronic References, Websites</p> | <p>Grodner, Anders on. De your Foundations and Clinical Application Nutrition A Nursing Approach, seco Edition, Mosby, 2000.</p> <ul style="list-style-type: none"> Grodner, Michele et. Foundations and Clinical Applications Nutrition A Nursing Approach, St. Lwe Mosby Inc,2004 Williams, Sue Rodwel and Elear D. Schlenker, Essentials of Nutrition a Diet Therapy, 8th ed., London, Mos Inc., 2003. |
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