

## **A Comparison Between Nursing Courses at the College of Nursing, University of Basrah and the College of Nursing, India, Delhi University**

**Luayabdulwahidshihab<sup>1</sup>, Abdulkareem Sleman Khudhair<sup>2</sup>,  
Hussain Abdul Hussain Hussain<sup>3</sup>, Haidar WafiDhahi<sup>4</sup>, Ihab Thaer Ali<sup>5</sup>**

1. 2 . Assistant prof College of Nursing, University of Basrah, Basrah, Iraq

3.4.5. Research Assistant College of Nursing, University of Basrah, Basrah, Iraq

### **ABSTRACT**

the difference in the nursing curriculum between the Faculty of Nursing at the University of Basra and the University of Delhi on nursing lessons and hours and evaluation of nursing courses and hours from the perspective of graduates of the Faculty of Nursing University of Basra Comparison of nursing curriculum at the University of Basra College of Nursing and College of Nursing in Delhi. Design curriculum according to the needs of students of the Faculty of Nursing. The presence of specialized nursing materials at the University of Delhi College of Nursing in addition to the number of hours are more than the hours in the College of Nursing Basra. The University of Basra College of Nursing summer training while there is a fifth practical year in the Faculty of Nursing in Delhi. The presence of nursing lessons need more hours than the rest of the lessons through the results of the view of graduates from the College of Nursing Basra. Use of the new curriculum in the College of Nursing - Iraqi universities. Apply this study in other Iraqi university Develop an e-learning system to develop students scientifically and electronically .

### **Keyword :**

A Comparison , College of Nursing, University of Basrah , College Nursing Delhi University

### **INTRODUCTION**

Concept-based curriculum and teaching fosters development of high level thinking skills including the ability to assimilate and sort information and recognize patterns. This results in the ability to apply concepts in a variety of settings where nurses work and with the myriad of age groups for whom they care for many years to come, Nurse educators always have a dual role—they are both nurses and educators. As nurses

they often have a specialty, such as psychiatric nursing or nephrology nursing, and they need to keep up with developments in that specialty, both in terms of the literature and the practice. When such nurses become educators, they also have to master the field of education, and keep up with what is new in the field of education, both in terms of theory and practice. We therefore believe that such nurse educators need constructive, stimulating and up-to-date texts to assist them in their task as educators of the new

generation of nurses <sup>(1)</sup> . In order to demonstrate how the guide may be used to examine and revise a curriculum, Annex 2 presents a report from one particular school of nursing, which shows clearly how the staff adapted the guide to make it relevant to the school, the local area, and the country. It should be borne in mind that, to achieve its potential, the guide must be adapted in such a way; it is not intended to be a directive. The guide is the result of extensive collaboration and cooperation between many people and nursing institutions in several countries. It has been tested, rewritten, and retested in different schools of nursing by many hundreds of educators (nurses and non-nurses alike) involved in reaching in basic nursing education programs . Critical comments have also been received from WHO staff members, both at headquarters and in the Regions. All these People have contributed useful ideas and practical suggestions, any of which have been incorporated in the final version <sup>(2)</sup>.

At Chamberlain, we continuously review our programs and curricula to ensure that they are optimal for helping students succeed in school, pass their licensing exam and go on to serve as an extraordinary nurse .To align more closely with the evolving health care needs of our communities and the practice settings where new nurses will serve, we are pleased to announce an important update to Chamberlain's pre-licensure Bachelor of Science in Nursing (BSN) curriculum, to go into effect for the May 2016 session. This enhanced BSN curriculum is designed to advance students' ability to retain and apply essential knowledge. There is a greater focus on conceptual learning, giving students the critical thinking skills to translate theory into practice. While these updates result in a reduction of the total number of credit hours, the program is designed to provide a richer learning experience<sup>(4)</sup>.

The University of Basra was founded in 2009 by the Iraqi government. The University is located in the heart of the AL- Basrah. Nearly 200 students attend the 4-year nursing study program, which leads to a bachelor's degree in nursing sciences. The university also offers special programs for nursing the elderly and caring for the elderly before entering the hospital in case of emergency. In addition, the university offers a study program that leads to obtaining Master's degree in Nursing Science, within one year onlyThrough the future orientation towards technology, the theoretical and practical lessons in the computer must be increased Nurses need to know how to correct charting errors on a computer<sup>(5)</sup>.

### **Important of the study**

Studies in the Faculty of Nursing have become important studies in our country and this is because it is a profession directly related to human being .

We must develop that humanitarian profession from a scientific and practical standpoint, especially in our country .

And trying to form a satisfactory scientific curriculum can be the student and graduate through the development of skills within the hospital .

### **General objectives**

This research seeks to find the appropriate solutions that belong to the university nurse in terms of scientific and practical within the college first and inside the hospital .

As well as comparative nursing lessons for the benefit of students and graduates at the same time.

Develop the study in college by comparing the number of hours at the Faculty of Nursing with the College of Nursing India .

1-4Statement of the study:

Comparison of nursing courses for the College of Nursing and the University College of India and the extent of assessment of nursing courses from the perspective of graduates of the College of Nursing University of Basra .

### **Methodology**

This chapter present the research design used in this study , setting of the project , sample of the study , project instrument and statistical data analysis.

#### **Design of the study**

the present study included curriculum of college of nursing of Basra university and Delhi university.

#### **setting of the project**

The study was carried out in Al- Basra university college of nursing .

#### **sample of the study**

:Age

:Gender

:Graduation Year

:Work site

Q\ What is your assessment of the nursing courses in the tables below in terms of hours of work, theory and laboratory? , and as shown in the table [ 1 ] .

[ 1 ] tables

**First stage**

<b>Subject</b>	<b>Course of study</b>			<b>Not the graduate student</b>		
	<b>T</b>	<b>L</b>	<b>C</b>	<b>T</b>	<b>L</b>	<b>C</b>
<b>Introduction of nursing</b>	<b>4</b>	<b>-</b>	<b>-</b>			
<b>Foundation of nursing</b>	<b>2</b>	<b>4</b>	<b>-</b>			

<b>Subject</b>	<b>Course of study</b>			<b>Not the graduate student</b>		
	<b>T</b>	<b>L</b>	<b>C</b>	<b>T</b>	<b>L</b>	<b>C</b>
<b>Human growth and development</b>	<b>3</b>	<b>-</b>	<b>3</b>			
<b>Foundation of nursing (1)</b>	<b>3</b>	<b>4</b>	<b>-</b>			
<b>Foundation of nursing (2)</b>	<b>3</b>	<b>-</b>	<b>6</b>			
<b>Health assessment</b>	<b>2</b>	<b>2</b>	<b>3</b>			

Subject	Course of study			Not the graduate student		
	T	L	C	T	L	C
Adult nursing (1)	3	-	8			
Adult nursing (2)	3	-	9			
Maternal and newborn health	3	2	6			
Infant and adolescents health	3	2	6			
Research method	2	-	-			

Subject	Course of study			Not the graduate student		
	T	L	C	T	L	C
Community health	3	-	6			
Nursing management	2	-	3			
Nursing issues	2	-	-			
Research project	-	-	3			
Mental health and illness	3	-	6			
Critical care nursing	2	-	6			
Consolidation of nursing	2	-	6			
Psychological health	2	-	-			

### project instrument

We use the curriculum of :

- 1 . nursing college / university of Basrah .
- 2 . nursing college /university of Delhi .
- 3-6 statistical data analysis

### **Percentage & addition , subtraction operation**

The first stage of nursing college in India:

In the Faculty of Nursing India for the basics of nursing there are 90 hours in the first course and 70 hours in the second course, and there are 30 hours in the article presented in the health of the community, and there is also the subject of medical surgery, 20 in the first course and 40 hours in the second course.

The first stage of the college of Nursing in Iraq:

In the College of Nursing Iraq for the provision of nursing there is only 60 hours in the first course, and there is the basics of nursing 90 only in the second course.

The second stage of the College of Nursing in India:

In the College of Nursing India for the subject of nursing medical surgery divided into 10 orthopedic and ear and ear and throat 10 hours and the skin and infectious diseases 20 in the first course, the division of nursing medical surgery in the course of the second eye is 10 hours and the reproductive system 10 hours, and also there is the subject of medical surgery General 85 hours, and applied medicine science 20 hours, and the nursing mental health 30 hours in the first course .

The second stage of the college of nursing Iraq

In the College of Nursing Iraq for the basics of Nursing Course I 105 hours, and also the material growth and development of the human 90 hours, and there is a health assessment article 105 hours, while in the second course there is the basics of nursing 135 hours, there is the subject of health science 30 hours, and the promotion of health 30 hour .

The third stage of the college of nursing India:

In Nursing College, India, the first course for Nursing Medical Surgery in the Central Unit for 40 hours of care, and the Nursing of Children, Growth and Development 20 hours, and the Nursing of Public Health 40 hours, while in the second course of the medical surgery 60 hours, and the Nursing of Children and development and development 20 hours, Sociology and community medicine, and also there are article trends in nursing and professional modifications 10 hours.

The third stage of the college of nursing Iraq:

In the College of Nursing Iraq, the first course for adult nursing is 180 hours, mother and child health 155 hours, research methods 30 hours, nursing adults 180 hours, and the health of the baby and children and adolescents 155 hours.

The fourth stage of the college of nursing India:

In the College of Nursing India in the first course Nursing and Obstetrics 35, management and supervision 20 hours.

The fourth stage of the college of nursing Iraq:

In the College of Nursing Iraq in the first course for the nursing of health community and family 135 hours, and the subject of epidemiology 30 hours, and also nursing management and leadership 75 hours, and nursing issues 30 hours, and the research project 45 hours, either in the second course mental health and disease 135 Hour, nursing, critical care, 120 hours, mental health, 30 hours, research project and 45 hours.

### Discuss results

The presence of specialized nursing materials at the University of Delhi College of Nursing in addition to the number of hours are more than the hours in the College of Nursing Basra. The University of Basra College of Nursing summer training while there is a fifth practical year in the Faculty of Nursing in Delhi. The presence of nursing lessons need more hours than the rest of the lessons through the results of the view of graduates from the College of Nursing Basra , Therefore, the subjects and curriculum in the College of Nursing of Delhi University are better than the College of Nursing of Basra University in terms of the curriculum and the fifth year of application.

### Conclusion

Through the conclusions in the research, we suggest that the lessons required to enhance students' education, according to the academic stages, theoretical and practical hours in the laboratories, and as shown in the tables [2].

tables [ 2 ]

<b>First year</b>			
<b>Subject</b>	<b>T</b>	<b>L</b>	<b>C</b>
<b>Introduction of nursing</b>	<b>4</b>	<b>-</b>	<b>-</b>
<b>Introduction of medical surgical nursing</b>	<b>4</b>	<b>4</b>	<b>6</b>

<b>Second year</b>			
<b>Subject</b>	<b>T</b>	<b>L</b>	<b>C</b>

<b>Fundamentals of nursing</b>	<b>4</b>	<b>4</b>	<b>8</b>
<b>Human growth and development</b>	<b>4</b>	<b>-</b>	<b>6</b>
<b>Health assessment</b>	<b>4</b>	<b>4</b>	<b>6</b>
<b>Medical surgical nursing(2)</b>	<b>3</b>	<b>-</b>	<b>8</b>
<b>English language for nursing</b>	<b>3</b>	<b>-</b>	<b>-</b>
<b>Adult nursing (2)</b>	<b>4</b>		<b>8</b>

**Third year**

<b>Subject</b>	<b>T</b>	<b>L</b>	<b>C</b>
<b>Nursing Anesthesia</b>	<b>2</b>	<b>4</b>	<b>6</b>
<b>Medical surgical (I.C.U)</b>	<b>3</b>	<b>2</b>	<b>4</b>
<b>Adult nursing (1)</b>	<b>4</b>	<b>-</b>	<b>6</b>
<b>Maternal and newborn health</b>	<b>4</b>	<b>3</b>	<b>6</b>
<b>Infant child and adult health (2)</b>	<b>4</b>	<b>2</b>	<b>6</b>
<b>English language for nursing</b>	<b>2</b>		

**Fourth year**

<b>Subject</b>	<b>T</b>	<b>L</b>	<b>C</b>
<b>Critical care nursing(1)</b>	<b>4</b>	<b>2</b>	<b>8</b>
<b>Health promotion</b>	<b>2</b>	<b>-</b>	<b>-</b>
<b>Critical care nursing(2)</b>	<b>2</b>	<b>-</b>	<b>6</b>
<b>Mental health and illness(2)</b>	<b>2</b>	<b>-</b>	<b>4</b>

**Recommendation**

1. Upgrading the nursing profession through intensifying specialized courses for university nurses .
2. Increasing the number of hours of practical and theoretical material for nursing courses in order to have more space for learning .
3. keep abreast of global developments at the professional level and education by adopting the system of credit hours globally.
4. Developing the e-learning system to develop students scientifically and electronically
5. Develop a new integrated curriculum for the university nurse in terms of scientific and practical.
6. Develop development courses for graduate students within the college or hospital in coordination with the hospital management.
7. Develop a fifth year of practical application to increase the skills of the university nurse and apply what he learned.

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