



Georgian National University SEU

Educational Program

Bachelor education program “Nursing”

2024

GENERAL INFORMATION

Program Name: Nursing

Higher Education Cycle: First level (bachelor)

Qualification Level: Level 6

Awarded Qualification: Bachelor of Nursing

Field and Classification Code: 0913 Nursing and Midwifery

Teaching Language: English

Program Duration: 4 year, 8 semesters

Program Credit Capacity (ECTS): 240 ECTS/ 6000 Astronomical hours

Head of Program: Nana Nikolaishvili

Program Development Manager: Irine Pkhakadze

PROGRAM DESCRIPTION

Nursing is a person-oriented profession and involves caring for patients; Improvement of patient care and services, assessment and monitoring of patient requirements in the process of medical intervention; Coordination within the framework of medical care, including participation in events supporting patient education. The purpose of nursing is to restore and maintain the health of individuals or population groups of any age group, prevent diseases, and care for patients with various needs.

According to the 2030 Agenda for Sustainable Development of the United Nations, ensuring the protection of human health is a necessary prerequisite for sustainable development and economic growth. One of the leading roles in the development of the healthcare system and the improvement of the health and safety of the population is assigned to public healthcare. The COVID-19 pandemic clearly confirmed the need to further increase the capacity of public health for the readiness and effective response to current and new threats to the health of the population. development by introducing an effective system of professional qualification and continuous medical education, by increasing the role of professional associations, including by increasing the competencies, recognition, and role of nurses in the healthcare system.

Recognized by the World Health Organization, nurses play a critical and most cost-effective role in reducing mortality, morbidity and disability and promoting healthy lifestyles, and they can implement effective interventions to meet the needs of patients, families, and communities. Nurses and midwives are central to Primary Health Care and are often the first and sometimes the only health professional that people see and the quality of their initial assessment, care and treatment is vital. They are also part of their local community – sharing its culture, strengths, and vulnerabilities – and can shape and deliver effective interventions to meet the needs of patients, families, and communities. Nurses and midwives are central to Primary Health Care and are often the first and sometimes the only health professional that people see and the quality of their initial assessment, care and treatment is vital. They are also part of their local community – sharing its culture, strengths and vulnerabilities – and can shape and deliver effective interventions to meet the needs of patients, families and communities.

Qualified and highly competent medical personnel are the backbone of the health care system in any society and the most valuable asset that needs to be managed and developed in a dynamic and complex environment. One of the strategic directions of strengthening the nursing/midwifery work of the World Health Organization is the education of nurses, in particular, higher nursing education and provision and improvement of basic and continuous professional education.

Accordingly, the relevance of successful and competitive nurse training programs has increased in the world employment market. In response to the mentioned requirements, the Faculty of Medicine of the National University of Georgia prepared a bachelor's program in nursing, the goals of which are compatible with the institution's mission. According to the latter, the National University of

Georgia provides the values of the European higher education and principles-based education and prepare highly qualified, competitive specialists for the labor market. Alternative educational undergraduate programs are implemented throughout the country at Tbilisi State Medical University, University of Georgia, New Vision University.

SEU has ambition to implement the best Nurse program in the region, nationally and international recognized in improving health

through the innovation and integration of teaching, practice, students service and activity. The local and international experience, educational approaches, current legislative and "SEU" university regulations were shared and a modernized version of the programs operating in the European and Georgian educational space were prepared by the staff of the program.

According to the Fields of Study Classifier: Nursing is the study of providing health care for the sick, disabled, or infirm and assisting physicians and other medical and health professionals in the diagnosis and treatment of patients. Midwifery is the study of providing care to childbearing women during pregnancy, labor, and birth and during the postpartum period.

Nursing is the study of providing health care for the sick, disabled or infirm and assisting physicians and other medical and health professionals diagnose and treat patients. Midwifery is the study of providing care to childbearing women during pregnancy, labour and birth and during the postpartum period.

The duration of the undergraduate bacheolar educational program "Nursing" of the National University of Georgia is determined by 4 academic years, the duration of study is 8 semesters, the amount of the program in credits - 240 credits, one credit corresponds to 25 astronomical hours, which includes hours of contact and independent work of the student. Each student must master Approximately 30 credits, 60 credits per year. Considering the features of the program, the number of credits may be more than 60 credits per year, but not more than 75 credits.

The program provides basic nursing knowledge and clinical skills, prepares nurses who will have the ability to apply knowledge in practice and the ability to effectively respond and adapt to future priorities to the existing and changing

needs of the population, will be able to work independently, and will develop readiness for lifelong learning and continuous professional development. The educational program is distinguished by the principle of an approach focused on the needs of society and students, aspects of professional development, opportunities for their future career development.

Educational program encourages lifelong learning and prepares the student to think critically, problem solve, make clinical judgments, and practice independent decision-making that enables a holistic approach to health.

PROGRAM GOALS

The goal of the undergraduate nursing education program is to help students understand the essence of nursing, to integrate the principles and concepts of holistic nursing care towards patients and their families, groups and communities throughout the life course, to prepare a competent specialist who will have a broad knowledge of basic medical and clinical sciences, some of the latest aspects of the field of activity, a critical understanding of theories and principles, and the clinical habits necessary to work in curative-prophylactic institutions, and will conduct his professional activity in compliance with the principles of ethics, which will be committed to lifelong learning and responsibility, the graduate of the program will contribute to the continuous professional development of himself and others. As a result, he will be actively involved in the processes promoting the effectiveness of the health care system and will contribute to the development of the health care system of the population, both in the local market and outside of Georgia, through development-oriented activities.

The educational program of "Nursing Care" ensures the development of appropriate competence through the provision of theoretical knowledge focused on professional activity and the development of practical nursing skills. By offering integrated theoretical and practical training, the program will provide graduates with the clinical skills to plan and manage the nursing process, adapt to changing needs, lifelong learning and continuous professional development, as a result of which the nurse will be able to work independently. Achieving the set goal will contribute to the implementation of reforms in the health care system of the country. Graduates will be able to be employed in medical institutions and public health organizations in positions corresponding to the competencies of a practicing nurse / bachelor nurse.

The goal of the program is to organize the content/volume of training courses, as well as teaching and learning, which will help:

- To achieve modern knowledge in basic medical, social and clinical sciences, knowledge of the legal bases of the healthcare system; to study the faculty, mandatory clinical and optional courses provided by the program;

- To develop clinical skills, patient-oriented and research competencies in a multi-professional environment necessary for the relevant level of education;
- To develop the ability to critically assess scientific and clinical innovations and use them to solve clinical problems;
- To acquire communication skills in a medical context using information and communication technologies;
- To share ethical values important for the future profession;
- Awareness of the need for continuous medical education and professional growth and readiness for development.

Note: the program provides the study of fundamental medical disciplines, development/development of academic and professional competences, thus providing the opportunity to acquire the theoretical and practical knowledge needed to become a competitive specialist.

PROGRAM LEARNING OUTCOMES

Knowledge and understanding

The graduate demonstrates:

1. Knowledge of the theory and practice of nursing, the knowledge of the role, functions and responsibilities of the nurse in the health care system;
2. Knowledge of Life sciences, clinical, social, health and behavioral sciences, foreign language, health technology and informatics that can be properly applied in nursing practice; in patient care and non-standard situations;
3. Knowledge of research principles and the ability to use them in practice; Knowledge of ethical and legal norms, the most important/current aspects of health care/health care policy;

Skills:

The graduate student demonstrates the ability to apply field knowledge in practice:

4. Recognizes and interprets the patient's health norm and deviation from the norm, signs of distress and disability;
5. Is able to effectively assess risks and implement appropriate actions, plans, implements, evaluates appropriate and individual care programs in response to patient needs in cooperation with the patient, his family members, as well as healthcare or social workers based on evidence.

6. Adheres to safety rules, creates a safe working environment by following hygienic, nutritional norms and infection control principles, is able to safely use drugs and other therapeutic means, provides optimal patient care, other interventions/activities;
7. Can effectively communicate with patients, their families and social groups, by determining the language barrier and level of understanding, including people with communication problems; responds effectively to the needs of the population; Able to inform, educate and supervise the patient and their caregiver as well as the family;
8. Can accurately provide medical reports, documents and other materials using appropriate technologies; works in agreement with other nurses based on the interests of the patient; able to coordinate team management for efficient and thoughtful patient care;
9. Participates in quality improvement and observes professional, ethical and legal norms; Demonstrates ability to protect patient dignity, advocacy and confidentiality;

Responsibility and autonomy

10. The graduate of the program is focused on development, determines the needs of further study, accordingly, plans and promotes the professional development of himself and others, takes responsibility for conducting activities in an unpredictable study and/or work environment. Demonstrates appreciation and respect for differences and cultural diversity.

MAP OF COMPETENCES											
THE COMPLIENCE OF THE PROGRAM GOALS WITH THE PROGRAM LEARNING OUTCOMES											
Learning Outcomes		Numbering of the Learning Outcomes									
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Program Goals											
I	To achieve modern knowledge in basic medical, social and clinical sciences, knowledge of the legal	x	x	x	x						

	bases of the healthcare system; to study the faculty, mandatory clinical and optional courses provided by the program										
II	To develop clinical skills, patient-oriented and research competencies in a multi-professional environment necessary for the relevant level of education		x		x			x			
III	To develop the ability to critically assess scientific and clinical innovations and use them to solve clinical problems					x	x				
IV	To acquire communication skills in a medical context using information and communication technologies							x	x		
V	To share ethical values important for the future profession;	x		x						x	x
VI	Awareness of the need for continuous medical education and professional growth and readiness for development.			x				x			x

THE COMPLIANCE OF STUDY COURSES WITH THE PROGRAM LEARNING OUTCOMES

Learning Outcomes		Numbering of the Learning Outcomes										
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Study Courses	I	Georgian 1		x					x			
	II	Body structure and function I (Anatomy & Physiology)		x		x			x			

III	Life science 1 (Molecular Biology & Biochemistry)		X		X			X			X
IV	Introduction to Nursing, Professional ethics	X	X	X		X		X		X	X
V	Overview of Healthcare system		X								
VI	Medical informatics for nurses	X	X						X		
VII	Social psychology for nurses / Introduction to psychology		X					X			
VIII	Georgian 2		X					X			
IX	Body structure and function 2 (Anatomy & Physiology)		X		X			X			
X	Life science 2 (Microbiology & Biochemistry)		X		X		X	X			X
XI	Preventive Medicine, Community Wellbeing		X				X	X		X	
XII	Principals of Nursing, Professional skills	X						X	X		X
XIII	Public health and nursing, fundamentals for medical law		X				X	X		X	X
XIV	Georgian 3		X					X			
XV	Pathology		X		X			X			X
XVI	Introduction to Pharmacology		X		X						X
XVII	Hygiene		X				X				

XVIII	Nutrition and health		x				x				x
XIX	Professional skills (conflict management)	x						x			x
XX	Nursing 1 - practical course	x			x						x
XXI	Farmacology		x				x	x			x
XXII	Physical diagnostics //Patient assessment, Planning care	x	x		x			x	x		x
XXIII	Bioethics				x			x			x
XXIV	Research methods, Evidence based medicine				x		x			x	x
XXV	Global risks // disaster nursing	x					x			x	x
XXVI	First Aid Instructions for Medical Emergencies	x	x		x	x		x	x		x
XXVII	Nursing 2 - practical course	x	x				x				x
XXVIII	Life cicle - Reproductive health -3 - Obstetrics -3 - Neonatology -2	x	x		x	x	x	x			x
XXIX	Bioethical Decision Making in Nursing	x			x			x		x	x
XXX	Epidemiology in nursing	x	x		x		x				x
XXXI	Disorders of sensory organs		x				x	x			x
XXXII	Perioperative Nursing	x	x				x	x			x
XXXIII	Nursing 3 - practical course Nursing care of mothers, newborns and children/ pediatrician.	x	x				x	x		x	x

XXXIV	Life support/ maintaining - Genetic diseases - Gynecology		x		x			x	x		x
XXXV	Common Surgical diseases		x				x	x	x		x
XXXVI	Human Diseases		x	x	x	x		x	x		x
XXXVI	Nursing 4 - practical course Gynecological patient Care	x	x				x	x	x	x	x
XXXVI	Nursing 5 - practical course Surgical care, Operational nursing	x	x				x	x		x	x
XXXVI	Nursing 6 - practical course, Patient Care with Common diseases	x	x		x	x	x	x			x
XXXVII	Life control - Neurology, stroke nursing - Neurosurgery	x	x		x	x	x	x			x
XXXVIII	Nursing Care for mental health and Individuals with Developmental Disabilities		x		x		x	x		x	x
XXXIX	Common infectious diseases Basics of infection control		x			x	x	x			
XL	Orthopedic and Trauma nursing	x	x			x	x	x		x	x
XLI	Critical care	x	x			x	x	x		x	x
XLII	Home Care	x	x		x	x	x	x		x	x
XLIII	Oncological diseases, radiotherapy, Oncological nursing care	x	x			x		x	x	x	x
XLIV	Geriatrics, Geriatric and palliative nursing care	x	x		x	x	x	x	x		x
XLV	Professionalism in Nursing Clinical decision making for safe practice (PBL, CBL)	x	x		x	x		x		x	x

XLVI	Leadership and management Global health nursing	x		x		x		x		x	x
XLVII	Research Project			x				x		x	x

PROGRAM STRUCTURE - THE SCHEME OF DISPOSITION OF THE PROGRAM COMPONENTS

The program structure and content are developed in compliance with the educational program accreditation standards, with the documents of Study Program Development, Review and Termination Process at The Georgian National University (SEU), Georgian National University SEU Formation of the Learning Outcomes of the Educational Program and Evaluation Methods

The content and comprehensive nature of the program corresponds to the bachelor's level.

The program implies the course prerequisites.

The content and structure of the program is relevant to the awarded qualification and ensures achievement of learning outcomes.

The program courses are coherent. The admission for the following courses is adequate.

The program is based on the principle of student-centered learning.

Clinical and Professional Skills (CAPS) are taught longitudinally from the beginning of program.

The courses in Clinical and Professional Skills are held in simulation labs and clinics and end with the OSCE exam.

The programme is constructed by the ECTS credit system, duration of studies 8 semesters measured in 240 ECTS credits. One credit stands for 25 astronomic hours that cover contact hours and hours of independent work. The student is to receive about 30 credits per semester, 60 credits – per year.

The structure of the educational program is partially integrated, includes a coherently built set of theoretical, basic and clinical-practical components, which ensures the achievement of the goals and results defined by the program. On the basis of the theoretical knowledge accumulated in the educational program, there is a transition to practice in a simulation environment and active clinical teaching-practice (within the competence). In the laboratory of clinical skills, the student acquires practical skills, prepares for professional activities, and in the process of active practice, participates in the planning and implementation of a number of activities in the clinical environment in agreement with the head of the course and/or under his/her supervision.

The main educational components of the program are:

Georgian language - 12 ECTS credits;

Basic theoretical medical and biological sciences - 39 ECTS credits;

Public health, management and leadership, Ethical and legal aspects, health promotion and patient welfare – 32 ECTS credits;

Nursing professionalism, communication skills, professional skills and aspects - 22 ECTS credits;

Research skills - 7 ECTS credits;

Information management and information technologies - 3 ECTS credits;

Clinical courses - 84 ECTS credits;

Nursing care (practical course) - 30 ECTS credits;

Elective courses - 11 ECTS credits.

Upon completion of the program, the graduate will be awarded the qualification of Bachelor of Nursing, which is in full compliance with the structure and content of the program.

PROGRAM CURRICULUM

	Courses	ECTS	Hours	Pre requisite	Students' Workload					Credits Allocation Through The Semester							
					Lecture	Group Work/ Practical Training Seminar/practical work	Mid term Exam	Final Exam	Contact Hours	Independent Hours	I	II	III	I V	V	V I	VI I
N	Mandatory Courses				Credits According To The Semester					I	II	III	I V	V	V I	VI I	VIII

											30	30	30	30	30	30
1.	Georgian -1	4	100	N/A	-	56	1	2	59	41	4					
2.	Body structure and function - 1 (Anatomy & Physiology)	6	150	N/A	14	42	2	3	61	89	6					
3.	Life science 1 (Molecular Biology & Biochemistry)	6	150	N/A	14	28	2	3	47	103	6					
4.	Introduction to Nursing, Professional ethics	4	100	N/A	14	28	2	3	47	53	4					
5.	Overview of Healthcare system	4	100	N/A	14	28	1	2	45	55	4					
6.	Medical Informatics for Nurses	3	75	N/A	-	28	1	2	31	44	3					
7.	Social psychology for nurses / Introduction to psychology	3	75	N/A	10	20	1	2	33	42	3					
8.	Georgian - 2	4	100	1	-	56	1	2	59	41		4				
9.	Body structure and function - 2 (Anatomy & Physiology)	6	150	2	14	42	2	3	61	89		6				
10.	Life science - 2 (Microbiology & Immunology)	6	150	3	22	42	2	3	69	81		6				
11.	Preventive Medicine and Community Wellbeing	3	75	N/A	14	28	1	2	45	30		3				
12.	Principals of Nursing, Professional skills	3	75	4	10	20	2	3	35	40		3				
13.	Public health and nursing, fundamentals for medical law	5	125	N/A	14	28	1	2	45	80		5				

14.	Elective course - 1 - History of Art - Health and Religions - Time Management	3	75	N/A	10	20	1	2	33	42		3					
15.	Georgian - 3	4	100	8	-	56	1	2	59	41			4				
16.	Pathology	5	125	9,10	14	28	2	3	47	78			5				
17.	Introduction to Pharmacology	5	125	10	14	28	2	3	47	78			5				
18.	Hygiene	3	75	N/A	10	20	1	2	33	42			3				
19.	Nutrition and health	3	75	N/A	10	20	1	2	33	42			3				
20.	Professional skills (Conflict management)	4	100	12	14	28	2	3	47	53			4				
21.	Nursing 1 - practical course	6	150	12	-	120	2	3	125	35			6				
22.	Pharmacology	5	125	17	14	28	2	3	47	78				5			
23.	Physical diagnostics //Patient assessment, Planning care	6	150	21	14	42	2	3	61	89				6			
24.	Bioethics	3	75	4	10	20	1	1	32	43				3			
25.	Research methods, Evidence based medicine	3	75	N/A	10	20	1	2	33	42				3			
26.	Global risks // disaster nursing	4	100	N/A	14	28	1	2	45	55				4			
27.	First Aid Instructions for Medical Emergencies	3	75	21	10	20	2	3	35	40				3			

28.	Nursing 2 - practical course	6	15 0	12	-	120	2	3	12 5	25				6			
29.	Life cycle - Reproductive health - Obstetrics - Neonatology	6	15 0	23	15	45	2	3	65	85					6		
30.	Bioethical Decision Making in Nursing	3	75	24	10	20	2	3	35	40					3		
31.	Epidemiology in nursing	3	75	25	10	20	2	3	35	40					3		
32.	Disorders of sensory organs	3	75	23	10	20	2	3	35	40					3		
33.	Perioperative Nursing	6	15 0	23	15	45	2	3	65	85					6		
34.	Nursing 3 - practical course Nursing care of mothers, newborns and children/ pediatrician.	6	15 0	12		120	2	3	12 5	25					6		
35.	Elective Course - 2 - Demography - Laboratory diagnostics - Introduction to Philosophy	3	75		10	20	1	2	33	42					3		
36.	Life support/ maintaining - Genetic diseases - Gynecology	6	15 0	23	15	45	2	3	65	85						6	
37.	Common Surgical Diseases	5	12 5	23	15	45	2	3	65	60						5	
38.	Human Diseases	7	17 5	23	15	45	2	3	65	110						7	
39.	Nursing 4 - practical course Gynecological patient Care	4	10 0	12		80	2	3	85	15						4	
40.	Nursing 5 - practical course Surgical care, Operational nursing	4	10 0	12		90	1	2	93	7						4	

41.	Nursing 6 - practical course Patient Care with Common Diseases	4	10 0	12		80	2	3	85	15							4	
42.	Life control - Neurology, Stroke Nursing - Neurosurgery	6	15 0	23	20	60	2	3	85	65								6
43.	Nursing Care for mental health and Individuals with Developmental Disabilities	4	10 0	12,23	10	20	2	3	35	65								4
44.	Common infectious diseases Basics of infection control	5	12 5	23,31	15	45	2	3	65	60								5
45.	Orthopedic and Trauma nursing	5	12 5	23, 37	15	45	2	3	65	60								5
46.	Critical care	4	10 0	23	10	30	2	3	45	55								4
47.	Home Care	4	10 0	12	15	60	2	3	80	20								4
48.	Elective course - 3 - Basics of biomedical statistics - Artificial intelligence in healthcare	2	50			20	1	2	23	27								2
49.	Oncological diseases, radiotherapy, Oncological nursing care	8	20 0	12, 23	15	100	2	3	12 0	80								8
50.	Geriatrics, Geriatric and palliative nursing care	6	15 0	12, 23	20	60	2	3	85	65								6
51.	Professionalism in Nursing Clinical decision making for safe practice (PBL, CBL)	5	12 5	13	10	30	2	3	45	80								5
52.	Leadership and management, Global health nursing	4	10 0	13	15	30	1	2	48	52								4

53.	Research Project	4	10 0	25	-	20	1	2	23	77								4
54.	Elective Course - 4 - Occupational health - Rehabilitation - Transmitted diseases	3	75		10	20	1	2	33	42								3

TEACHING ORGANISATION

The programme structure and content are developed in compliance with the educational programme standards, the Procedures of planning, development, approval, promotion, modification, and cancellation of educational programme and the methodology of programme development.

The program structure and content were developed after the market research and identification of trends and requirements of the field of healthcare. Several meetings, consultations have been held with and received feedback from the stakeholders (representatives of associations, representatives from clinics, university graduates, etc.).

The information and the data have been discussed and processed by the program development team.

The content, scope, and comprehensive nature of the nurse program corresponds to the bachelor's level. The program implies the course prerequisites. The content and structure of the program is relevant to the awarded qualification and ensures achievement of learning outcomes.

The program courses are coherent. The admission for the following courses is adequate. The program is built following to the Georgian legislation and the European credit system. It matches the modern achievements, requirements, and market trends of the sphere. Professional ethics and professional skills are taught from the very beginning of program.

The skills developed within these courses correspond to the topics covered in the relevant semester's biomedical, preclinical, social, health, behavioral sciences and clinical courses.

The courses in Clinical and Professional Skills are held in simulation labs and clinics and learning outcomes are assessed with the OSCE exam.

The programme is constructed by the ECTS credit system, duration of studies 8 semesters measured in 240 ECTS credits. One credit stands for 25 astronomic hours that cover contact hours and hours of independent work. The student is to

receive about 30 credits per semester, 60 credits – per year. According to the features of the programme and the students' requirements, the number of credits can be less or more than 60, but not more than 75 per year.

All courses imply one midterm exam, semester everyday activities and the final exam. A student who fails to earn 41 points during the semester activities and the final exam scores, is not eligible to sit for the additional exam. A student having earned 41-50 points is eligible to sit for the additional exam. A student is to set for the additional exam in the same semester within at least 5 days after the announcement of the result.

The assessment of students' performance at the OSCE exam is conducted by the checklists. Listed technical elements of skill and manipulations provide the objective evaluation of competences and learning outcomes achieved by the student. The exam uses simulators, maniquins and standardized patients.

The direct assessment method envisages the assessment of a student's academic achievements in the course. It is based on the evaluation of course learning outcomes by the relevant methods. The forms of assessment are defined in each syllabus. The programme uses the following methods of assessment: quiz, test (multiple-choice questions (MCQs), open questions, presentation/demonstration of a clinical case, demonstration of clinical skills, research paper, Objective Structured Practical Examination (OSPE), Objective Structured Clinical Examination (OSCE), quiz etc.

The courses are delivered in the classes equipped with the relevant facilities. These are simulation labs, biochemistry Lab., anatomy class with anatomical models, specimens and posters, histology and microbiology class with microscopes and specimens. All classes are equipped with audio-video facilities.

The indirect method of assessment uses interviews with stakeholders (students, graduates, staff involved in the implementation of the programme, employers), and analysis of the survey results. It provides the indirect method of assessment of the educational programme.

The direct and indirect assessment delivers the quality assurance service with the programme director, the programme board members, the staff involved in the implementation of the programme. The decision and further steps depend on the results of survey.

Study on the courses – conduct the qualitative research, interviews with the course lecturer and students, in-depth study of the course syllabus.

According to the results the measures to be taken are the following:

- 🌐 Changing the teaching and learning methods.
- 🌐 Modification of workload allotted to the educational course.

- 🌐 Modification of the assessment methods and forms of the course.
- 🌐 Modification of the textbooks of the course.
- 🌐 Modification (imposing or changing) of the course prerequisites, etc.

PROGRAM ADMISSION REQUIREMENTS

A person with a full general education certificate or equivalent document issued in Georgia, who has obtained the right to enroll in SEU and has been registered on the basis of the results of the Unified National Examinations, shall have the right to study at the English-taught Bachelor's Program of Nursing.

Obtaining the Student Status Without Passing the Unified National Examinations

Obtaining the status of a student without passing the Unified National Examinations shall be allowed in accordance with the rules and within the timeframe established by the Ministry of Education and Science of Georgia:

- A) For foreign citizens and stateless persons who have received a full general or equivalent education in a foreign country, or foreign citizens and stateless persons (except for those who are citizens of Georgia at the same time), who received a full general or equivalent education in Georgia according to foreign or international programs recognized by Georgia;
- B) For citizens of Georgia who have received full general or equivalent education in a foreign country and have studied in a foreign country for the last 2 years of full general education;
- C) For foreign citizens (except for students participating in a joint Higher Education program and students participating in an exchange education program) who are studying/have studied and received credits / qualifications in a Higher Education Institution recognized in a foreign country in accordance with the legislation of that country.
- D) For citizens of Georgia (except for students participating in a joint Higher Education program and students participating in an exchange education program) who live/lived, study/studied and have received credits/qualification in a foreign country at a Higher Educational Institution recognized in accordance with the legislation of this country for the period determined by the Ministry of Education and Science of Georgia.
- E) The Higher Educational Institution is obliged to confirm that the persons, wishing to obtain the right to study, possess the language of instruction of the chosen educational program at least B1 level.

Enrollment of students based on mobility

The admission of students transferred from other Higher Educational Institutions/programs to the Bachelor's Program of Nursing is carried out in accordance with the order of the №10/N of the Minister of Education and Science of Georgia of February 4, 2010.

A person who has been enrolled in a Higher Educational Institution in accordance with the law and who is a student of the Institution at the time of registering as a student of mobility on the electronic portal of the Education Management Information System has the right to be transferred to the Bachelor's Program of Nursing.

A person whose student status has been suspended at the moment of registration on the electronic portal, or a person whose status has been terminated, has the right to carry out the mobility within 12 months after the termination of the status.

Enrollment in an educational program or transfer from a recognized Higher Educational Institution of a foreign country is carried out in accordance with the law, based on the order of the Minister of Education and Science of Georgia.

TEACHING-LEARNING METHODS

- Interactive and modified lectures;
- Problem Based Learning (PBL);
- Case Based Learning (CBL);
- Discussion, debates (small and large group discussion);
- Group work;
- laboratory training;
- Demonstration of study materials;
- Role Playing Games;
- Bedside teaching;
- Medical law and ethics sessions;
- Teaching in a clinical environment/clinical session; /

EVALUATION SYSTEM

For the assessment of students is used 100-grade point system approved by the Order N3 of the Minister of Education and Science of Georgia.

Credits shall be earned after achieving learning outcomes of the relevant course that is reflected in the positive assessment envisaged by the article 4, paragraph 9 “a” of the N3 Order of Minister of Education and Science on the Approval of the Procedure of Calculation of Higher Educational Programmes in Credits (05.01.2007).

Single-case evaluation of the learning outcomes of a student at the final exam is not acceptable.

The assessment during the semester shall envisage:

- a) Midterm assessments
- b) Final assessment.

Maximum grades for a study course shall be 100.

The maximum score for the final exam is set by the University.

Evaluation of students under the regulation is carried out every semester.

Evaluation of students is determined by the assessment system under established rules of the general evaluation system of envisaged by the N3

Order of Minister of Education and Science on the Approval of the Procedure of Calculation of Higher Educational Programs in Credits

(05.01.2007).

University assessment allows five positive and two negative assessments.

a) Five positive grades

- a.a) (A) Excellent – 91-100 grade points;
- a.b.) (B) Very good – 81-90 grade points;
- a.c) (C) Good – 71-80 grade points;
- a.d) (D) Satisfactory – 61-70 grade points;
- a.e) (E) Acceptable – 51-60 grade points.

b) Two types of negative grades:

b.a) (FX) Fail – 41-50 grade points, meaning that a professional student requires some more work before passing and is given a chance

to sit an additional examination after independent work;

b.b) (F) Fail – 40 and less grade points, meaning that the work of a professional student is not acceptable and he/she has to study the

subject anew.

In the case of FX assessment, the student can set for the make-up exam no less than 5 days after the announcement of the examination

results.

The minimum score for passing the midterm and final exams is 50% of the maximum score. The same applies to the integrated course modules. In each module, the student must score 50% of the points assigned to each module. If a student does not score the required points in a course or one or two modules of an integrated course, they are eligible to take the makeup exam. The minimum score for admission to the

final exam is 50% of the sum of ongoing and midterm assessments.

If a student fails to pass the make-up exam, he/she will study the course / the whole integrated course (all modules) again.

EVALUATION COMPONENTS

The assessment system of students learning outcomes is transparent. Assessment methods in each component of the educational programme ensures the achievement of learning outcomes defined by the same component, which is confirmed by the assessment results;

The 100-grade point evaluation system shall cover different components reflecting the students' quality of work and achievement of learning

outcomes in each component of the course. Each component shall be allotted certain number of points, particularly:

- a) Semester activity/ongoing assessment – 0 – 36 points (all student activities during a semester: working in a group, research paper, demonstration of clinical skills, presentation of a clinical case, quiz, etc.) The lecturer distributes 36 points among the semester activities.
- b) One midterm exam/assessment – 24 points.
- c) Final exam – 40 points (the format of the exam is defined by the course lecturer).
- d) The minimal number of points at the final exam is 50% of grade points (the course lecturer is allowed to set internal limits for each semester activity as a prerequisite for admission to the final exam).
- e) The threshold for the final exam is 50%.

OPPORTUNITIES TO CONTINUE STUDYING

A graduate holding a bachelor diploma shall have the right to continue education at the second level of higher education system – magister level.

PROGRAM EMPLOYEMENT FIELD

Nurses with a bachelor's degree can work in various areas of medical and preventive institutions of the healthcare system, they may work directly with patients or with an interdisciplinary team or other individuals to assist the patient in facilities, including hospitals, outpatient facilities, diagnostic, preventive and rehabilitation centers, also work for insurance companies, public health facilities, secondary or high schools, a bachelor of nursing can work in non-governmental organizations, ethics committees, and etc.

PROGRAM PARTNERS

PROGRAM INTERNATIONALISATION

To support the strategic priority of enhancing its brand image the University is actively working on the following areas of international activities:

Participation in international education exhibitions, penetrates of new markets and raising awareness of SEU. Since 2017, after establishing the first English-taught programs, SEU, regularly participates in international education exhibitions across Europe and Asia. In 2017-2019, SEU participated in 3 different exhibitions, which is one of the important components of promoting the university in the international market and raising its awareness. Within the framework of the exhibition, new contacts and partnerships have been established, new agreements were signed and information about the university was distributed. In addition, to promote SEU internationalization, the university actively uses social media channels and a website.

In the future, SEU plans to use participation in international exhibitions even more strategically and systematically to ensure the attraction of a more diverse student population and in line with its development plans for further English-taught programs.

The University is now engaged in the following worldwide initiatives in order to support the strategic objective of improving its brand image:

takes part in global education fairs, expands into new markets, and spreads knowledge about SEU.

Since 2017, SEU has participated in international education exhibits in Europe and Asia on a regular basis, having established the first programs taught in English. One of the key initiatives to promote SEU in the global market and increase awareness was the university's participation in three distinct educational fairs between 2017 and 2019. New agreements were negotiated, connections were forged, and university insights were disseminated within the exhibition's framework. Furthermore, SEU actively utilizes a website and social media platforms to advance its internationalization efforts.

For the purpose of advancing negotiations with Coventry University, the dean of the faculty, alongside head of the program, embarked on a journey to Coventry, United Kingdom. This visit was complemented by their attendance at the AMEE 2024 conference held in Glasgow, UK, which served to enrich their academic insights and foster valuable connections within the global educational community.

Over the course of the years 2023 and 2024, ICEF Dubai received the presence of the university representatives, marking their dedication to nurturing international partnerships. Moreover, faculty participated in the prestigious Arab Health 2024 conference in Dubai, contributing to the exchange of knowledge and expertise in the field.

In line with its overarching vision, SEU is committed to leveraging its engagement in international exhibitions with greater strategic insight. This proactive approach aims to cultivate a more diverse student cohort and facilitate the realization of its developmental aspirations for expanding English-taught programs.

INTERNATIONAL PARTNERS

Membership in international associations and participation in their events: University and / or its separate school / department became member

of 4 international associations in 2020, including:

- Association for Medical Education in Europe (AMEE)

- The European Association of Medical Schools in Europe (AMSE).

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1. Klaipeda University
2. Tor Vergata University of Rome
3. State University of Applied Sciences Kalizs Calisia
4. Lazarski University
5. UCSI University
6. International University of Goražde
7. Yeditepe Univerisity

8. Colleage of Canyons
9. University of Foggia
10. University of A Coruña
11. Izmir Tinaztepe University
12. Universitat Jaume I
13. University of Jaen

14. Tarnow College Academy Of Applied Sciences
15. DHBW Karlsruhe
16. Kafkas Unversity
17. Medipol University
18. Tomas Bata University Zlin

EXCHANGE PROGRAMMES

☞ Erasmus+ Georgian National University together with 13 other European and Asian Universities have been granted an Erasmus+ project in 2019, which is focused on Capacity Building in the Field of Higher Education focusing on medical education. Both administrative and academic staff are involved in the project, which will help to develop their skills and help to broaden horizons. Further information can be found at:

<http://www.seu.edu.ge/ka/news/360/?fbclid=IwAR2LCEddocjvpvOqBKDvouD4XYoAwUf6V517NCocymBvOH1aER8xiJR65C>
[Y](#)

MATERIAL RESOURCES

Classrooms equipped with modern technologies, specialized classes, labs (chemistry and biochemistry lab; simulation labs; histology, microbiology labs; anatomy lab, etc.), IT infrastructure, etc.

- ☞ The University has agreements with clinics where the clinical courses of the curriculum are delivered.
- ☞ Library equipped with all required modern textbooks and various books for additional reading (printed books and e-books), computers where the students can study, work independently, work in a group of students. The students have access to databases, libraries, etc.

The infrastructure and facilities of the Georgian National University SEU ensure achievement of Programme learning outcomes. The

University provides students with the following facilities:

- ☞ Sporting facilities – swimming pool, gyms, stadiums, indoor sports courts, outdoor sports courts, dancing hall, etc.

☛ Medical facilities – a medical center and a medical professional who takes care of the students who need support in it or have health problems.

☛ Student societies – the students can join or create a group with likeminded people, deal with activities that they enjoy.

Academic staff of the university, local and invited teachers of relevant competence and properly trained nurses, participating in the implementation of the educational program.

The infrastructure and facilities of the Georgian National University SEU ensure achievement of Programme learning outcomes.

University study and lecture halls, laboratories, library and computer cabinets (classrooms) connected to the Internet, which provide students with the opportunity to obtain information and use the electronic library. An e-mail is available for students, through which they are in close contact with the academic staff and faculty administration. Teaching of clinical disciplines is carried out at the relevant clinical bases with which the university has signed agreements.

The University provides students with the following facilities:

- ✓ Sporting facilities – swimming pool, gyms, stadiums, indoor sports courts, outdoor sports courts, dancing hall, etc.
- ✓ Medical facilities – a medical center and a medical professional who takes care of the students who need support in it or have health problems.
- ✓ Student societies – the students can join or create a group with likeminded people, deal with activities that they enjoy.

Academic staff is selected according to the criteria developed by the University in compliance with the national sectoral benchmark.

Staff selection implies verification of English language competence. They should provide the relevant certificate defined by the University regulation or deliver a lecture in English language or take an exam.

HUMAN RESOURCES

N	Learning Course	Lecturer Name - Surname	Status
1.	Georgian 1,2,3	Nino Tchankvetadze	Invited lecturer
2.	Body structure and function – 1,2 (Anatomy & Physiology)	Maia Advadze Ekaterine Mamukelashvili Irma Khachidze Neli Maglakelidze	Assistant professor Invited lecturer Professor Associate Professor
3.	Life science 1,2 (Molecular Biology & Biochemistry)	Matrona Chachua Ekaterina Zangaladze Giorgi Burdjanadze Nana Tabashidze	Professor Associate Professor Invited lecturer Invited lecturer
4.	Introduction to Nursing, Professional ethics	Natia Badridze	Invited lecturer
5.	Overview of Healthcare system	Manana Maridashvili	Professor
6.	Medical Informatics for Nurses	Natalia Kalandarishvili	Invited lecturer
7.	Social psychology for nurses / Introduction to psychology	Natia Badridze	Invited lecturer
8.	Preventive Medicine	Manana Maridashvili	Professor
9.	Principals of Nursing, Professional skills	Lali Koptonashvili Nino Kasradze	Invited lecturer Invited lecturer
10.	Public health and nursing, fundamentals for medical law	Vakhtang Surguladze Mari Rodonaia	Invited lecturer Invited lecturer
11.	Pathology	Givi Maghlaperidze	Invited lecturer
12.	Introduction to Pharmacology	Giorgi Gurgeniidze	Professor
13.	Hygiene	Lali Koptonashvili Elene Petriashvili	Invited lecturer Invited lecturer
14.	Nutrition and health	Nunu Beridze	Invited lecturer
15.	Professional skills (conflict management)	Lali Koptonashvili Tinatin Gasviani	Invited lecturer Invited lecturer

16.	Nursing 1 - practical course	Nino Svanidze Ia gelenidze	Invited lecturer Invited lecturer
17.	Pharmacology	Giorgi Gurgenidze	Professor
18.	Physical diagnostics //Patient assessment Planning care	Tamar Vakhtangadze	Invited lecturer
19.	Bioethics	Natia Badridze	Invited lecturer
20.	Research methods, Evidence based medicine	Sophio Uchaneishvili	Invited lecturer
21.	Global risks // disaster nursing	Levan Metreveli Vakhtan Surguladze	Invited lecturer Invited lecturer
22.	First Aid Instructions for Medical Emergencies	Nino Svanidze Tamar Sharashenidze	Invited lecturer Invited lecturer
23.	Nursing 2 - practical course	Nino Svanidze Ia gelenidze	Invited lecturer Invited lecturer
24.	Life cycle - Reproductive health -3 - Obstetrics -3 - Neonatology -2	Mariam Kharashvili Tsismar Gatenadze Nino Laliani	Associate Professor Professor Associate Professor
25.	Bioethical Decision Making in Nursing	Irine Sakhelashvili	Professor
26.	Epidemiology in nursing	Otar Chokoshvili	Professor
27.	Disorders of sensory organs	Lali Vashakidze	Invited lecturer
28.	Perioperative Nursing	Ketevan Qoqiauri Tamar Sharashenidze	Invited lecturer Invited lecturer
29.	Nursing 3 - practical course Nursing care of mothers, newborns and children/ pediatrician.	Nino Svanidze Ia gelenidze	Invited lecturer Invited lecturer
30.	Life support/ maintaining - Genetic diseases - Gynecology	Mariam Kharashvili Tsismar Gatenadze Sandro Berdzenadze	Associate Professor Professor Invited lecturer
31.	Common Surgical Diseases	Levan Gopodze Davit Davarashvili	Invited lecturer Invited lecturer

		Davit Nikoleishvili Irakli Davitaia Givi Pisarevi	Professor Invited lecturer Invited lecturer
32.	Human Diseases	Maia Zhamutashvili Eka Nafetvaridze Nino Markhvashvili	Invited lecturer Invited lecturer Invited lecturer
33.	Nursing 4 - practical course Gynecological patient Care	Salome Gogiashvili	Invited lecturer
34.	Nursing 5 - practical course Surgical care, Operational nursing	Giorgi Tvaradze	Invited lecturer
35.	Nursing 6 - practical course Patient Care with Common Diseases	Nino Kasradze Dodona Akhvlediani	Invited lecturer Assistant Professor
36.	Life control - Neurology, Stroke Nursing - Neurosurgery	Lali Vashakidze Grigol Chachia	Invited lecturer Invited lecturer
37.	Nursing Care for mental health and Individuals with Developmental Disabilities	Ketevan Kobakhidze	Invited lecturer
38.	Common infectious diseases Basics of infection control	Maia Zhamutashvili	Invited lecturer
39.	Orthopedic and Trauma nursing	Irakli Topuria	Assistant Professor
40.	Critical care	Ketevan Kobakhidze	Invited lecturer
41.	Home Care	Ketevan Qoqiauri Tamar Sharashenidze	Invited lecturer Invited lecturer
42.	Oncological diseases, radiotherapy, Oncological nursing care	Nazi Barishvili	Invited lecturer
43.	Geriatrics, Geriatric and palliative nursing care	Zviad Maghlaferidze	Associate Professor
44.	Professionalism in Nursing Clinical decision making for safe practice (PBL, CBL)	Irine Sakhelashvili	Professor
45.	Leadership and management, Global health nursing	Vakhtang Surguladze	Invited lecturer
46.	Research Project	Otar Chokoshvili	Professor
47.	History of Art	Rusudan Kvanchakhadze	Invited lecturer
48.	Health and Religions	Rusudan Kvanchakhadze	Invited lecturer

49.	Time Management	Vakhtang Surguladze	Invited lecturer
50.	Demography	Nino Svanidze	Invited lecturer
51.	Laboratory diagnostics	Ana Pantsulaia	Invited lecturer
52.	Introduction to Philosophy	Aleksander Khmaladze	Invited lecturer
53.	Basics of biomedical statistics	Otar Chokoshvili	Professor
54.	Artificial intelligence in healthcare	Irine Sakhelashvili	Professor
55.	Occupational health	Maka Buleishvili	Associate Professor
56.	Rehabilitation	Mariam Chokashvili	Invited lecturer
57.	Transmitted diseases	Maia Zhamutashvili	Invited lecturer