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Undergraduate & Graduate

PROSPECTUS

National University - Sudan

5TH EDITION JULY 2024 - JUNE 2028

National University

5th Edition July 2024 - June 2028

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1 National University-Sudan - Directory.

A. Title

B. Qurashi M. Ali (E.D)

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Welcome

Note from The President of NUSU

[www.nu.edu.sd]



This is the 5th Edition of the PROSPECTUS of the National University-Sudan (NUSU). In this document registered students will find information about the mission, vision and values of NUSU, and all programme details and activities. This edition includes both UNDERGRADUATE and GRADUATE course outlines. NUSU aims at high-class education in medical, technological and social sciences. This is reflected in this comprehensive outline. It describes the basis of NUSU's educational philosophies, programme objectives including the characteristics of the graduate, strategies and methods, degree structure, semester duration and credit hour load, and brief outline of content. This represent a narrow window into the complex organization of NUSU. More information on the rationale of modules, behavioural objectives, and assessment can be found in the curriculum of each Faculty. The calendars, year plans and timetables are issued for each semester with the exact dates for teaching sessions, other learning opportunities, assessment, feedback, and holidays.

NUSU is now 19 years old. It is still developing, and trying to set traditions of availing all activities in its publications, that may remain relevant for 3-4 years, before new editions are issued. The councils and committees of NUSU, while compiling this, are drawing their experience from lo-

cal and worldwide, up-to-date educational practices. Concurrently, other documents (Student Manual, Staff Handbook, Induction packages, and policies and procedures) are re-written and updated, in view of the emerging concerns about student welfare, environment, students with special needs, and virtual online educational resources.

There is a strong focus on synergy between modern education, developmental needs, and employment market requirements. This has laid down a wide area of maneuvers in the choice of specific disciplines and modules. In each discipline, a detailed career advice has been added in this edition to show students the opportunities available if they choose to be employed or opt to start their own business to employ others.

The reputability of NUSU has attracted students from about 25 countries and all continents. This representation requires quality of premises and services, as well as understanding of diversity, inclusiveness, and considerations for non-discrimination in the educational activities and campus life. International students and the Sudanese students whose families are living outside Sudan, receive special induction, supervision, and directives by the Deanship of Student Affairs, and regular courses shown in this prospectus as Sudanese Studies.

It is my pleasure to invite all qualified students to join NUSU's exciting new and innovative educational programmes. Students, parents, and sponsors are welcome to visit the campus. They will receive guidance from the HELP DESK at the Main Gate. They will be escorted to buildings and connected with the leadership of the university or faculties. Our primary target is to create guest satisfaction. Your comments and feedback are important for us to continue improvement to meet our goals.

Last, but not least, we would like to invite our higher education colleagues, inside and outside the Sudan, to read this publication. Our special request: please have a critical look at this and show us our faults. You may suggest means of correcting them, and tell others about the positive and bright spots of this attempt. Your advice will be highly appreciated.

Prof. Qurashi M. Ali PhD, MD, FRCPE
President, National University, Sudan

www.nu.edu.sd

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Worldwide, the overall innovations and their modifications stem from the efforts of Professor Bashir Hamad. Every page of our documents could not be finalized, or brought to fruition, without his fatherly approval and comments or traces of his educational spirit. His direct and indirect contributions to the curriculum of this University and continuous encouragement are gratefully acknowledged, particularly those related to educational strategies, instruction, and evaluation. The following have reviewed and reorganized the final versions of this prospectus: Prof. A/Rahman Eltom MD, PhD, Prof. A Rahman Biri MD FRCP, Prof. Elthami Abdul Mageed PhD, (medicine), Hassan M. Ali PhD, Dr. Ahmed Abusham PhD and Dr. Salah Ibrahim PhD, and Dr. Fatma Mukhtar MSc. (pharmacy), Dr. Kamal Khalil MD, Dr. Elfatih A Mageed MD (physiotherapy), Dr. M. A. Siddiq PhD, Prof. Awad Haj Ali PhD. (computer and health informatics program), Prof. Ibrahim Ghandor and Dr. Abdalla Darous, Dr. Enas Badawi PhD, Dr. Arif Affan (dentistry), Prof. Sayda H. Elsafi MD, PhD and Dr. Nihal Mirza MD, Dr. M. Sirelkhatim, Dr. M. Abdelgadir, Dr. Maha Magoub (medical laboratory sciences), Dr. Abdel Moneim Saeed PhD, Dr. M. A. Elsheikh PhD, Dr. Elsir Ali Saeed PhD, Dr. M. Elfadiil PhD, Prof. Maha Esmeal (imaging technology), Prof. Awatif Ahmed PhD, and Ms. Fatma Bhruddin MSc, Dr. Sumia Ibrahim PhD (nursing and midwifery), Prof. Salih Faghiri PhD, Prof. Omer Elmagli PhD, and Prof. Hassan Kamal PhD, Dr. M. A. Osman, Dr. Mutaz Suliman, Dr. A Azim Almahal PhD, and Prof. A Gadir M. Ahmed PhD (management sciences). The contributions of Dr. Nadir Hasanain {Engineering} , Prof. A Latif Elboni and Dr. Ibrahim Mirghani (International Relations) are outstanding. The list, of those who, knowingly or unknowingly, contributed curricular details or ideas registered in Editor's memory or documents, is exhaustive. Our thanks are to the following professors: A/Hameed Lutfi, M.Y. Sukkar, Elbagir Ali El Faki, Amir El Mubarak, Omar Abdul Aziz, Othman Taha, Othman Khalafalla, Ali Habbour, Omar A. Mirghani, Awadelseed Mustafa, Mubarak Majzoub, M. Awadalla Salih, Hafiz El Shazali, Jaafar M. Malik, Othman Hamour, Ali Karar, A/Alla A/Wahid, El Tayeb Abdul Rahman, Eisa Othman El Amin, Mamoun Homeida, Hassan M. Ahmed, Ali Abdul Rahman Barri, Ibrahim M. A/ Rahim, Ahmed A. Muhammadani, Mukhtar El-Khatim, A/Rahman A/Hafeez, Sayed M. Ahmed, Awad A/Rahman El-Awad, M. Elamin El-Sharif, Kamal Zaki, A/Rahman El-Tom, Ghazi Salahuddin, Bakri Osman Saeed, Mohyiddin Majzoub, Jamal Suleiman, Abbas ElKarib, ElGamri ElRadi, Salah M. Omer, Majid Mustafa, Muzamil Hassan A/Qadir, M. A/Rahim A/AAI, Khalid Musa, Bakri Musa Abdul Karim, Tahir Othman Ali, Omar Siddiq, Fathel Rahman Ahmed Ali, A.Moneim Sahal, Omar Habbal, Mickell Seefldt, Ara Tekian, Margaret Uguroglu, Saleh A. Al Damegh, Zeinel Ab-

deen Karar, A/Rahman Eltom, Ahmed Fahal, Kamal Qurashi, Ammar Khamis, Elamin I. Eneima, Elsheikh A Elobeid, Sara M. Husein, Abubakr Suliman, Elfatih A/Majeed, Mabyua Mustafa, Mustafa Idris, Amin O Sidahmed, Ammar Eltahir, Mr. Suleiman M. Dafa'Alla, Salah Faraj, and many more, we will add them as soon as we are reminded. There is no intention of omission of any effort or opinion.

Most of the "Dentistry Curriculum" has been adapted, with permission, from experts all over the world, mainly deans and heads of departments in the Sudanese dental colleges, and institution in dental sciences. The outstanding effort of professors Ibrahim Ghandour, Yahya Eltayeb, Ibrahim Elkamil, Osman Elgindi, Ahmed Suliman, Abbas Ghariballa, Nadia A. Yahia, Elnur Ibrahim and the improvements made by Enas Badawi, Eman Khair, and Suha A/Gadir is gratefully acknowledged.

The Engineering curriculum has been designed by committees headed by Dr. Nadir Hasanain as dean and head of civil department, and valuable contributions by Prof. Seifeldin Sadig. The International Relations and diplomatic studies curriculum has been written first by Dr. Ibrahim Mirghani and has been edited and adapted to the national requirements by Prof. A Latif Albouni and Bakri A/Karim.

The whole idea could not have seen the light without the encouragement of the Investors' Corporation and Board of Trustees of the National University, who spend days every week responding to routine and emerging issues of financing. On their behalf, I would like to thank the genius and friendly contribution of Mr. Zahir Twahry for his artistic preparation of the 3rd and 4th editions and other NUSU publications. The final editing of most of the undergraduate manuscripts has been skillfully and patiently carried out by Prof. A Rahman Osman Beerli Former Secretary of Academic Affairs. The graduate prospectus has been compiled by Prof. M. M. A. Abulnur, Dean of Graduate Studies and Scientific Research, and Dr. M. Abd Al Kader and Dr. Hatem Al Rufaai.

WHAT IS THE NATIONAL UNIVERSITY?



1. MISSION, VISION AND VALUES

The **VISION** of the National University is to be a world-class leading provider of private higher education in the Sudan, in the aspects of elegance of environment and structures, excellence of curricula and learning strategies, quality of management systems, commitment of investors and employees to customer satisfaction (students, relatives, and regulators), distinguished graduates in academic achievements, general ethical standards, and concern with professionalism and original research production.

The **MISSION** is to: (1) constantly strive to provide efficient and best-in-class professionals, in their specialties, (2) meet and exceed our customer needs and expectations, and (3) stay ahead of the competition by creating safe and rewarding workplace facilities and innovating new quality output, services, and relationships in transparent, honest, and fair business.

The **VALUES** are: (1) obligations to treat the public and one another with personal and professional integrity, consideration, and mutual respect, (2) commitment to honesty, truthfulness, respect for human dignity, and professional ethical behaviour, (3) fair treatment of all citizens and employees, with no discrimination on the basis of morphology or ideology (4) promotion of democratic values, hard work, perseverance, commitment to success, accepting responsibility and accountability for one's conduct and obligations, and (5) creating and maintaining a respected reputation and positive image in the community as a trusted partner through excellent care of the individual and family, and responsibility towards the community and environmental problems and concerns.

2. DOCUMENTS

The legal documents of the University include: (1) the University Charter, (2) Academic Regulations (3) Rules of Activity and Conduct (4) Study Fees' Regulations, (5) Employment Regulations, (6) National Employment Penalty Regulations, (7) Contracts and Salary Scale, (8) Job Descriptions, (9) Staff Handbook, (10) Students' Manual, (11) Quality Manual, (12) Teaching, Learning and Assessment Policy, (13) Prospectus and Curricula, (14) Organizational Chart, (15) Committee Structure, (16) Log-books of students' skills and activities, (17) Year Plans, (18) Academic Calendars, (19) Programme Evaluation Forms, (20) Portfolio of Architectural and Structural Designs of Buildings, (21) External Examiners' Appointment, Reporting and Response documents and (22) numerous policies and procedures in areas of quality, safety, and non-discrimination.

3. BOARD OF TRUSTEES

The Board of Trustees (BOT) is formed according to the Charter to include the investors, the academicians, the representative of the Ministry of Higher Education, and public figures of interest in education or eminent individuals involved in social accountability issues of universities. The current BOT is chaired by Dr. Taha Eltayeb A. Elimam, and includes in its membership: Prof. Qurashi M. Ali, Dr. Amin O. Sidahmed, Dr. M. Sirelkatim Ali, Prof. A-Rahman Osman Beeri, Prof. Osama A-rahman Elamin, Eng. M. Awadelkarim Elgasim, Dr. Saad Subahi, Dr. Elhadi Bakheet, Eng. Yousif A. Yousif, Prof. A-Moneim Algousi, Dr. Ismail Qurashi, Prof. Hassan M. Ali, Deans of faculties, and representatives appointed by the Ministry of Higher Education and approved by the President of the Sudan.

4. RIGHTS

4.1 GENDER RIGHTS

Throughout this manual (and the webpage) every effort has been made to use he/she, his/her, him/her. It may not be possible to assure that this fair use has been consistent. Any such unintended mistake should be taken to mean both sexes. Females have been addressed in situations of special concerns, in gender-specific issues, mainly out of respect for their specialized roles.

4.2 EXCLUSION OF LIABILITY AND DISCLAIMER

Throughout this manual (and the webpage) every effort has been made to ensure that expert, accurate, and up-to-date guidance has been included. The administrative and academic authority continuously updates the NUSU data and academic regulations to satisfy the emerging needs, more quickly than publications would reflect. Approved changes are shown at the official noticeboards of the University. Accordingly, neither the Ministry of Higher Education, nor the NUSU administration, shall be liable to any person or entity with respect to any loss or damage caused or alleged to be caused by the information contained or omitted from this manual (or the webpage).

4.3 COPYRIGHTS

- a. The curriculum timetable and course details resemble many of those (or may contain parts) in other colleges in which the "President of NUSU" has been the main or essential member in the bodies responsible for curriculum design and evaluation. In many institutions he has been one of the driving forces for innovation. These institutions include: University of Gezira (Sudan), Sultan Qaboos University (Oman), Omdurman Islamic University, Alzaeim Al-Azhari University, University of Medical Science and Technology, African International University, National Ribat University, Al-Razi University (Sudan), and Al Qassim University (Saudi Arabia). Major innovations have been added to improve on the experience of the above institutions. This manual (and the webpage), in addition to comprehensive compilations in each program document (to be given to each student) is an entity of its own. Therefore, the total set of details, which is not available in any other institution so far, may not be

copied or published without written permission from the National University- Sudan.

- b. The teaching material available in the webpage, and other published material in the University notes, is original and should not be reproduced for commercial use, in any form without written permission of the National University- Sudan. Non-profitable teaching purposes are allowed. Our teachers and colleagues, who are mentioned in the "Acknowledgements", are free to use this material because it is all from them, we could not single out what is ours from theirs.

5. ENTRANCE REQUIREMENTS

- A. Applications must be through the Ministry of Higher Education (Sudan) Admission Directorate, based on passing a fresh Sudan (or equivalent) School Certificate or equivalent qualification (please see relevant booklets provided at that office). Older 5-10 years' School Certificates may be considered, if vacancies are there, and details are approved by the Admission Office. The newly introduced online application dismiss disqualified applicants automatically.
- B. Direct applications are welcome, but will be entered online by the University to the Admission Directorate for approval.
- C. International applications will be processed similarly, but candidates are advised to follow the application procedure in the webpage, and wait for a response, before arriving in the Sudan. The NUSU Administration takes 5 working days (after receipt of application) to finalize acceptance. Electronic communication is preferred. For security reasons. A student who is granted acceptance by the NUSU will NOT be allowed by the Ministry of Internal Affairs to transfer to any other university after arrival, except after studying and passing, at least, one academic year..
- D. Mature students qualified with a previous health science professional degree may be considered. In this case early application is recommended (6 months before national intake in September every year), because of the time it may take for the approval of the School Certificate by Ministries of General Education and Higher Education, Sudan.
- E. Final decision on acceptance depends on the results of an interview to confirm if the student has the aptitude to join a specialty, and is free from physical and psychological inabilities that are not compatible with the responsibilities of a specific or hardship profession. But individuals with special needs are welcome and will find NUSU a conducive environment of values against discrimination.
- F. Transfer NUSU from other universities may be considered for enrollment in Semesters 2, 3, 4 or 5 only, based on the approval of the General Directorate of Admission in the Ministry of Higher Education.

6. STAFF AND RECRUITMENT

Academic and administrative staff interested in joining the National University-Sudan, may show their intention by filling the e-recruitment form included in the webpage. A response will be sent

by e-mail within 48 hours, and further instructions will follow. Appointment of academic staff is based on academic excellence in the areas of research and teaching. Academic applicants with no research records or grants will not be considered for full-time positions in this university. Full- and part-time staff list may be looked up in [Academic Staff](#) section of the webpage.

Applicants interested in joining other private educational institutions in the Sudan can reach them through our web-page. The [employment conditions](#) and [salary scale](#) are not (currently) available in this manual or website.

7. LOCATION AND MAPS

A. The Country: The best advantage of this National University is that it is located in Sudan, an Afro-Arab country with rich human and natural life resources. The inhabitants are either Arabs or Africans.. The Sudan educational institutions are known, worldwide, for their academic excellence, ethical heritage and professional teaching perfection. A Sudanese national, wherever he/she may be is unique in considerateness, courtesy, and hospitality. In almost 80% of the country, it is the safest in the world. A single lady can jog in Khartoum, or any other city, in the middle of the night unbothered. Sudanese abide voluntarily by strong moral codes and respect for females as foreigners. The media-nourished concepts of North-South or West-East conflicts have largely exaggerated the reality. The color of people has no significance in this country, maybe the only country in the world where color has never and can never be a real cause of conflict. Media are prototyping other countries' dilemmas on a local setup that has got some developmental problems. It is interesting that the Arabs in this country are mainly non-white, and the non-Arabs are not necessarily black, contrary to what the media have publicized. The luckiest person in the world, any moment, is the one who has been received by a Sudanese host.



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- B. The City: The capital is Khartoum, a city made up of three cities striding the White Nile, Blue Nile as they join to form the River Nile. This has given it unique panoramic landscapes and scenery. There are about 4-6 million inhabitants, mostly in traditional houses, known for their spacious yards. Khartoum city is the official capital crowded with governmental offices, ministries, embassies and international organizations. There are some affluent districts where the price of a house may be as expensive as in New York or Tokyo, and other areas of modest housing. Therefore students have a wide range of choice. Transportation used to be a problem, now it is quite easy, but still, students are advised to find accommodation as near as possible to the University premises.
- C. Premises and Environment : (See map). The National University permanent building is located in the Eastern part of Khartoum called Al Ragi District, near the Khartoum-Medani Highway, in an affluent newly established residential area. This region has an interlacing and frequent network of transport, yet the wide roads give no impression of crowdedness, or noise pollution. This accessibility is an invaluable asset for an educational institution. The University block, a purpose-built structure, assumes a masterpiece of architectural innovation (see pictures). The National University is open to students and staff for 18 hours on weekdays and 6 hours on weekends. The library, self-directed learning facilities are available for registered students and staff. Limited access to research laboratories is allowed for certain students who are involved in staff's research projects. Certain sport facilities (Basket- ball and volleyball) are within the premises. In-door recreational facilities are available in the Cafeteria. The source of pride for the University is the design of its beautiful, environmentally friendly, and durable facilities that support its mission. Students and employees are expected to respect and work towards achieving that. Directives from them to their visitors are very important to maintain and improve the level of standards of perfection we intend to reach. There are few similar, or near, buildings of excellence of space and quality, so far, in higher education institutions in the Sudan.
- A 10-floor teaching hospital building stands next to the main University block and accommodates over 300 beds with full tertiary care facilities. A 5-floor building accommodate the Faculty of Engineering. NUSU owns a 35000 M2 area in Albagair Suburban Area, in which a new campus is being built. It includes a rural hospital.

8. PROGRAMME FEES

A list of tuition fees is published by the MHESR every year. Private institutions keep updating such list, but a student accepted in one particular academic year will NOT be charged with the fees published for fresh students. Fees cover teaching and administrative activities of the University including laboratories and in-campus training. Accommodation and food subsidies are NOT included. Transportation to and from the University or off-campus training sites is NOT included, but the University tries to provide that for selected activities. Additional fees are variable for compensations of absence or failure. Students pay for all courses Training outside the campus and examinations [substitute or supplementary], scheduled in the Summer or Holidays, based on the credit hour load of the courses. Fees for such compensations are usually not published in Academic Calendar, but requested by students or their sponsors.



Background

The Faculty of Nursing and Midwifery at the National University of Sudan is dedicated to developing competent, ethical, and service-oriented nursing professionals who are well-prepared to meet the evolving healthcare needs of society. Since its establishment, the Faculty has aimed to provide nursing education that combines theoretical knowledge, practical training, community engagement, and research development. The curriculum is aligned with national and international standards, emphasising evidence-based practice, interdisciplinary collaboration, and continuous professional development.

The Faculty offers a four-year Bachelor of Nursing (B.N) degree, integrating clinical rotations, skills lab training, and fieldwork in hospitals, health centers, and rural communities.

Graduates are expected to serve effectively in hospitals, community health programmes, and academic institutions. They are also equipped to pursue postgraduate studies and contribute to advancing the nursing profession in Sudan and beyond.

The Faculty promotes values of integrity, professionalism, compassion, and inclusiveness, maintaining a commitment to improving public health and promoting social responsibility. Its programmes are accredited and supervised by the Sudan Ministry of Higher Education and Scientific Research and the Sudanese Nursing and Midwifery Council.

Our Vision

The vision of this programme is to be the first in the Sudan in quality premises, with excellent design and implementation of modules, according to recent advances in health professionals' education, the fairest in evaluation and the best in nursing professionalism.

Our Mission

The mission of the nursing programme is to graduate up-to-date, service-and research-oriented nurses with a strong commitment to solving nursing health problems, in a rich-science

environment, aligning, as an active member, with a comprehensive and devout health team.

Our Values

The core values include:

- Professionalism in all nursing practices
- Compassion and respect in patient care
- Justice and inclusion in educational and clinical settings
- Teamwork across all healthcare disciplines
- Lifelong learning and continuous self-development
- Social responsibility and community engagement

Our Objectives

The objectives of the Faculty of Nursing and Midwifery, National University, are to:

Integrate Sudanese values and ethical heritage into the nursing curriculum and learning experiences, reinforced by deliberate strategies aligned with the National University's philosophy and public mission.

- Graduate Bachelor of Nursing (B.N.) graduates who are scientifically competent, community-oriented, and ethically responsible, using the latest evidence-based nursing education and practice.
- Contribute to community development by delivering high-quality, accessible health services with a focus on prevention, promotive care, and primary health care, through sustainable partnerships.
- Strengthen nursing and health research within the Faculty by building research capacity, fostering impactful studies, and translating findings into practice and policy, leveraging the University's resources.

Administration

Dr. Somia Ibrahim

Faculty Dean

Assistant Professor of Medical-Surgical Nursing

Mohammed Salih

Deputy Dean

Nazk mohammed

Registrar

Departments

The Faculty of Nursing and Midwifery comprises specialised academic departments responsible for delivering courses, guiding clinical training, and supporting students in the different phases of the Bachelor of Nursing (B.N.) program. These departments ensure that the theoretical, practical, and professional components of nursing education are aligned with national standards and international best practices. Each department contributes to the development of students' skills, ethical values, and research capabilities.

The departments are:

- Fundamentals of Nursing
- Medical and Surgical Nursing
- Obstetrical and Gynaecological Nursing
- Pediatric Nursing
- Community Health Nursing

Fundamentals of Nursing Department

This department provides the foundation of professional nursing practice. It introduces students to essential nursing concepts, skills, and values required for safe and effective patient care.

Teaching Programmes:

- Fundamentals of Nursing I
- Fundamentals of Nursing II
- Nursing Skills Labs
- Infection Control Procedures
- Nursing Documentation and Ethics

Research & Innovation:

- Simulation-based learning
- Basic clinical skill development
- Patient-centered care models

Medical–Surgical Nursing Department

Responsible for teaching comprehensive care of adult patients across medical and surgical set-

tings, emphasising clinical judgment and nursing interventions.

Teaching Programmes:

- Adult Nursing – Medical I & II
- Adult Nursing – Surgical I & II
- Medical Nursing Consolidation
- Surgical Nursing Consolidation

Research & Innovation:

- Chronic illness management
- Surgical patient recovery
- Pain management and nursing safety

Emergency and Critical Care Nursing Department

Trains students to respond to life-threatening situations and provide intensive care for critically ill patients.

Teaching Programmes:

- Emergency and Critical Care Nursing
- CPR and First Aid
- ICU Rotations and Case Management

Research & Innovation:

- Emergency triage systems
- Critical care protocols
- Innovations in resuscitation

Obstetrics and Gynaecological Nursing Department

This department focuses on reproductive and maternal health, including care during pregnancy, childbirth, and the postpartum period.

Teaching Programmes:

- Obstetrics Nursing
 - Gynaecological Nursing
 - Obstetric and Gynaecological Nursing (Consolidation)
 - Midwifery Clinical Practice
-

Research & Innovation:

- Maternal mortality reduction
- High-risk pregnancy care
- Prenatal education and safe childbirth practices

Pediatric Nursing Department

Dedicated to the health and nursing care of children from infancy to adolescence, addressing physical, emotional, and developmental needs.

Teaching Programmes:

- Pediatric Nursing
- Child Health Care
- Pediatric Nursing (Consolidation)

Research & Innovation:

- Malnutrition and child growth
- Immunisation coverage
- Pediatric nursing interventions in low-resource settings

Community Nursing Department

Empowers students to work with communities in health promotion, disease prevention, and health education.

Teaching Programmes:

- Community Health Nursing I & II
- Primary Health Care
- Field Visits and Community Outreach Projects

Research & Innovation:

- Community health needs assessments
- Rural healthcare services
- Health promotion strategies

Psychiatric and Mental Health Nursing

Prepares students to provide care to individuals with mental health issues through therapeutic relationships and evidence-based approaches.

Teaching Programmes:

- Psychiatric Nursing
- Mental Health Communication and Counseling
- Community Mental Health Activities

Research & Innovation:

- Mental health stigma
- Student resilience and stress management
- Psychiatric care in community settings

Leadership and Management of Nursing

Prepares students to take on leadership roles in healthcare systems through management principles and nursing supervision.

Teaching Programmes:

- Nursing Leadership and Care Management
- Health Services Administration
- Supervision and Delegation in Nursing

Research & Innovation:

- Healthcare workforce management
- Leadership styles in nursing
- Policy development and nursing governance

Geriatric Nursing

Addresses the unique health needs of the elderly, focusing on chronic disease management, rehabilitation, and long-term care.

Teaching Programmes:

- Geriatric Nursing
- Elder Care Simulation
- Home-based Care Planning

Research & Innovation:

- Ageing and quality of life
- Caregiver burden
- Elderly fall prevention

Research and Nursing Theories

This department emphasises the development of research skills and understanding of nursing theories as frameworks for practice.

Teaching Programmes:

- Nursing Theory
- Research Methodology
- Graduation Project I & II

Research & Innovation:

- Evidence-based practice
- Undergraduate research projects
- Nursing theory application in clinical care

Staff :

Name	Academic Rank	E-Mail
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Semester 1 [22 CHs- 16weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
	Orientation Week						
1.	English Language -1	ENG-111	16weeks	2	1	-	3
2.	Computer Science	NUR-COMP-112	15weeks	2	-	-	2
3.	History And Ethics Of Nursing	NUR-HIS-113	2weeks	2	-	-	2
4.	Medical Terminology	ME -TERM-114	2 weeks	2	-	-	2
5.	Community Health Nursing I	NUR-COM-115	2 weeks	2	-	-	2
6.	Behavioral Science	NUR-BEHAV-116	2 weeks	1	-	1	2
7.	Human Body Structure& Function-I	NUR-ANAT-117	6 weeks	3	1	-	4
8.	Fundamental Of Nursing-I	NUR-FUND-118	6 weeks	4	-	1	5
			16	18	2	2	22

Examination of longitudinal courses (+re-sits) 2 weeks

courses or examinations for late comers and failures.

Semester 2 [21 CHs- 16 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	English Language -2	ENG-121	16weeks	3	-	-	3
2	Microbiology & Proctology	NUR-MICRO-122	4weeks	3	-	-	3
3	Basic Biochemistry	NUR-BIOCH-123	4 weeks	3	-	-	3
4	Human Body Structure& Function-II	NUR-ANAT-124	5weeks	3	1	1	5
5	Fundamental of Nursing-II	NUR-FUND-125	7 weeks	5	1	1	7
			16	17	2	2	21

Examination of longitudinal courses (+re-sits) 2 week

SUMMER Activities -1 AND ELECTIVES.

1. 1000 –word report on “Internet Sources of Nursing Sciences” 1CH (E-131) 2CHs
2. Repeat courses or examinations for late comers and failures.

FIRST YEAR PROGRAMME EVALUATION

Semester 3 [24 CHs- 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	Nutrition in health and illness	NUR-NUT- 211	Long.	-	-	2	3
2	Basic therapeutics (pharmacology)	NUR-PHARM-212	Long.	2	-	1	3
3	Principles of disease (Pathology)	NUR-DIS-213	3	2	-	1	3
4	Epidemiology	NUR-EPID-214	2	2	-	-	2
5	Adult nursing- medical -1	NUR-MED-215	6	2	-	3	5
6	Adult nursing- surgical-1	NUR-SURG-217	5	3	-	2	5
			16	11	-	8	22

Examination of longitudinal courses (+re-sits) 1 week Examination of longitudinal courses (+re-sits) 1 week

Semester 4 [22 CHs- 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	Educational technology	NUR-EDU-221	Long	-	-	2	2
2	Sociology and anthropology	NUR-SOCIO-222	Long	2	-	1	2
3	Communication skills and counseling	NUR-COUN-223	Long	2	-	1	2
4	Adult nursing- medical - II	NUR-MED-225	7	4	-	3	7
5	Adult nursing- surgical- II	NUR-SURG-226	8	4	-	3	7
			17	13	-	11	22

Examination of longitudinal courses (+re-sits) 1 week

SUMMER ACTIVITIES- 2 AND ELECTIVE MODULES - Repeat courses or examinations for late comers and failures

SECOND YEAR PROGRAMME EVALUATION

Semester 5 [18 CHs- 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	Health Economics	NUR-HEC-311	Long	2	-	-	2
2	Primary health care	NUR-PHC-312	3	3	-	-	2
3	Genetics	NUR-GEN -313	2	-	1	1	2
4	Obstetrics nursing	NUR-OBS-314	8	4	-	4	8
5	Gynecological nursing	NUR-GYN -315	4	2		2	4
			17	11	1	7	18

Examination of longitudinal courses (+re-sits) 1 week

Repeat courses or examinations for late comers and failures.

Semester 6 [20 CHs- 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	Bio Statistics	NUR-STAT-321	long	-	-	2	2
2	Nursing theory	NUR-THEO-322	long	2	-	-	2
3	Child Health care	NUR-CHC-323	2	-	-	2	2
4	Pediatric nursing	NUR-PED-324	7	4	-	3	7
5	Psychiatric Nursing	NUR-PSYC-325	5	3	--	2	5
6	Research Methodology	NUR-REC-326	2	2	-	-	2
			16	11	-	9	20

Examinations (2weeks)

SUMMER Activities- 3 AND ELECTIVES Repeat courses or examinations for late comers and failures

THIRD YEAR PROGRAMME EVALUATION

Semester 7 [22 CHs- 19 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	Graduation Project	NUR-PRO-411	long	1	-	1	2
2	Forensic Medicine & law	NUR-LAW-412	long	2	-	-	2
3	Nursing informatics	NUR-INFO-413	long	2	-	-	2
4	Emergency and critical care	NUR-EMER-414	6	3	-	3	6
5	Nursing leader- ship and care manage- ment	NUR-LAD-415	4	2	-	2	4
6	Geriatric nursing	NUR-GERI-416	2	2	-	-	2
7	Community nursing - II	NUR-COM-417	5	-	-	3	4
			17	14		8	22

Examinations (2weeks)

Semester 8 [20 CHs- 20 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	Graduation Project	NUR-PRO-421	Long	1	-	1	2
2	Medical nursing (consolidation)	NUR-MED-422	5	1	-	4	5
3	Surgical nursing (consolidation)	NUR-SURG-423	5	1	-	4	5
4	Obstetrics and gynecological nursing (consolidation)	NUR-OBGYB-424	4	1	-	3	4
5	Pediatric nursing(consolidation)	NUR-PED-425	4	1	--	3	4
			18	9	-	11	20

Examinations (2weeks)

GRADUATION AND CLERKSHIP EVALUATION is at the end of each clerkship= see ISO-9001 forms of programme evaluation.

COURSE OUTLINES

NOTE: In each module the outline includes the basic concepts. Detailed behavioural objectives and hourly timetables will be designed later by specific coordinators.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ENGLISH LANGUAGE	ENG-113+123+211	1/Longitudinal	3/3/3

The sources of health information in the world are written in English. The internet navigation to obtain information is basically in English. Some of the patients, attending clinics in Sudan, may only speak English language, especially with open-up of borders with economic development and of globalization. Passing the English language examination is an essential entry requirement to universities in Sudan. The general objectives of this course include: (1) correct pronunciation of medical terms, including those related to health services in the country, (2) correct reading and showing understanding of texts from medical books, (3) expressing one's self in good English describing his daily activities, career ambitions, present problems in health and current attempts at management, and (4) translating some texts from English to Arabic, and others from Arabic to English, both sets from medical literature.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
COMPUTER SCIENCE	COMP-116	1/Block 2 weeks	2

Most of the textbooks of medicine and allied sciences are available on CDs, in which a large volume of knowledge is saved and easily retrievable. There are many software packages demonstrating methods and techniques in clinical skills including patient rapport in history taking, clinical examination, investigations and management. Students and teacher can access the internet for the unlimited sources of health information, both at their professional level and public level for health education. Students and future doctors are educators who have to prepare smart documents and presentations for the health team and profession at large. Knowledge of programmed like Word, Excel, and PowerPoint are indispensable for anyone -learner or teacher. Computer is important for students both in the developed or developing world, more so for the latter, who might not have inherited voluminous libraries in their colleges and have to utilize the virtual libraries available all over the world. Medical journal as hard copies are difficult to be owned by one institution, now almost all are available on-line for those who can use the computer efficiently. The course is intensive focusing on the basic principles of computer electronics and applications relevant to health science education. This is mainly on the hand-on experience in dealing with famous programmed like DOS, Word, Excel, PowerPoint, Access and Internet Explorer. The use of CDs is stressed covered as well as having e-mails and navigating the internet for health information including how to access medical journals, and communicate with scientists worldwide.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
NURSING HISTORY AND ETHICS	NUR-HIS-115	1/block 2 weeks	2

This is a two weeks block course consisting of nursing history. It reviews the nursing development in Europe, Arab world and Sudan. It includes the general ethics in nursing profession.

The course provides the students with detailed information about the rules and regulations that govern nursing profession towards patients, community, and colleagues.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
HUMAN BODY STRUCTURE & FUNCTION	NUR-ANAT-117+125	1,2 /block 4/3 weeks	4/5

A four weeks block course divided into two parts in semester 1 & 2. Upon the successful completion of this course the student will be able to describe and explain, at a basic level, the gross anatomy of the human body, especially the functional aspects of major tissues, organ, and systems including respiratory, cardiovascular digestive, urinary, reproductive, endocrine and nervous systems. Nursing is a practical career that requires sound training in basic skills. Before starting their clinical skills training; the students need to have good understanding of the anatomy and physiology of the human body.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
FUNDAMENTAL OF NURSING	NUR-FUND-114+126	1,2/Block 5/6 weeks	5/7

This course gives a fundamental knowledge and understanding of the basic principles of nursing and focuses on developing skills in recognizing and meeting the basic needs of human beings with application of scientific principles. The course is divided into two parts in semester 1&2. The first part deals with skills and abilities that facilitate patients' care. It includes : (1) the characteristics of nursing profession (2) first aid (3) bed making (4) bed bath (5) hygiene (6) vital signs (7) parental injection (8) nasogastric tube. The course provides the students with basic nursing skills required in nursing care (nursing process) for ill patients in all health institutions and services. Part 2 of fundamental nursing deals with skills and abilities that facilitate patients' care and (1) infection control (2) enema (3) collection of specimen (4) oxygen therapy (5) catheterization (6) wound care.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
BIOCHEMISTRY	NUR-BIOC-118	1/Longitudinal	3

The practice of nursing requires basic knowledge of biochemistry and broad information about the process of metabolism in the human body this longitudinal course provides basic information of biochemistry, structure, function of cell, cellular transport mechanism, composition of carbohydrates, protein, vitamins and amino acids

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
MICROBIOLOGY AND PARASITOLOGY	NUR-MICRO-127	2/Block 3 weeks	3

These three weeks modules focuses on: classification of micro-organisms-bacteria, viruses, fungi and parasites, the principles of sterilization and disinfection, the basics of immunology and methods of collection, handling and transportation of various specimens.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
COMMUNITY HEALTH NURSING 1	NUR-HED-128	2/Block 3 weeks	2

This three- week module focuses on enabling the student to provide care for mothers and children through health education, promoting breast feeding, vaccination, and child nutrition, for the community, at large. It works on changing knowledge, attitudes, behaviour and health style of the individuals, and families, especially in the areas of nutrition, dental care, obesity, smoking and alcohol uptake, diabetes mellitus, asthma, tuberculosis, hypercholesterolemia, hypertension, ischemic heart disease, hepatitis, osteoporosis, drug addiction and premarital counseling.

This course provides the students with basic knowledge in community health and community nursing and focuses on assessing the environment and maintaining a healthy environment in student's residence, hostel, hospital and college.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
BEHAVIOURAL SCIENCE	ME-BEHAV-124	2/Block 2 weeks	2

This is a two-week-block module includes: (1) definition of the psychosocial aspects of human development.

(2) The significance of effective communication in the health provision process.(3) the genetic, developmental, and environmental factors that control human behaviour.(4) the values and attitudes that distinguish the medical profession from others.

The course also introduces the students to the relation between body and mind and interpersonal behaviour and explains the principles of psychology in the practice of nursing

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
NUTRITION IN HEALTH AND ILLNESS	NUR-NUT-211	3/longitudinal	3

A longitudinal course that helps students understand the: (1) biochemical and physiological basis of nutrition, (2) nutritional substances and supplements including vitamins, (3) breast feeding, (4) daily nutritional requirements, (5) nutritional disorders in infancy and childhood including malnutrition, (6) deficiency of vitamins and certain other substances resulting in disease, (7) diagnosis and management of nutritional disorders, with particular reference to those occurring in the Sudan.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
BASIC (therapeutics) PHARMACOLOGY	NUR-PHAR-212	3/longitudinal	3

A longitudinal course that includes: (1) definition of a drug, (2) development of a drug, (3) drug absorption and dynamics, (4) rational use of drugs in the management of emergency and common problems, including drug prescription for rhinitis, sinusitis, laryngitis, bronchitis, pneumonia, pulmonary TB, (5) interaction between drugs and of genes. with drugs for example glucose-6 phosphate dehydrogenase deficiency and sulphonamides and anti malarials, (6) clarify interrelationship between bacterial infections, inflammatory mediators, anti-inflammatory drugs and antimicrobial drugs, (7) effects of morphine, (8) clinical uses and side effects of aspirin, paracetamol, and non-steroidal anti-inflammatory drugs, (9) outline the use and side effects of levodopa (in Parkinson's disease), tricyclic antidepressants (in depression), benzodiazepines (in insomnia), antipsychotic drugs (in schizophrenia), antiepileptic (in seizures), muscarine antagonists, anticholinestrases, sympathomimetics and beta blockers.

It also includes (1) legal classification of medicinal products, (2) labeling and storage, (3) controlled drugs supply, ordering, administering, disposal and retention of records.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
PRINCIPLES OF DISEASE(PATHOLOGY)	NUR-DIS-213	3/block- 3weeks	3

This is a three-week block on general pathology and microbiology. It includes: (1) general histology, (2) morphology, classification, staining reactions, and pathogenicity of bacteria, viruses, fungi, (3) sterilization and disinfection, (4) basic concepts in immunity, (5) principles of inheritance, introduction to molecular biology, and genetic defects underlying inherited disorders, (6) general pathology of inflammation, neoplasia and abnormal cell growth, (7) parasites and parasitic diseases, (8) anti-microbial and anti-parasitic drugs and neoplasms.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
EPIDEMIOLOGY	NUR-EPID-214	3/Block - 2 weeks	2

A 2 week- block module which reviews the health system, the socioeconomic, psychological, behavioural and environmental factors related to epidemiology of disease and affecting its management, as well as primary health care. Most of the time in this course is devoted to weekly visits to health centres and villages trying to understand the health problems and help the local people and authorities in suggestions and involvement in solving them, not only in the investigative and diagnostic aspects, but the preventive and health promotion activities, as well. This is possible through the study of epidemiology and health research, and the methods used in community medicine to investigate epidemics, maternal and child health, and control of endemic and communicable diseases.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ADULT NURSING MEDICAL	NUR-MED-215+225	3/4/Block 6/7 weeks	5+7

This course is taught over two semesters- 3 & 4. It covers medical diseases, their patho-physiology, signs and symptoms, laboratory tests and imaging studies used in diagnosis, medical and nursing management using problems solving, and the role of nursing in monitoring the patient and prevention of complications.

Medical nursing provides the student with an opportunity to provide care to the adult patients with alteration in the cardiovascular ,renal , reproductive gastrointestinal neurological sensory and clinical application of the nursing process based on problem solving (nursing process) when providing care for acutely ill medical patient with specific conditions

Training on adult physical assessment skills is provided in acute care setting.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ADULT NURSING SURGICAL	NUR-SUR-216+226	3/4/Block -5/8weeks	5+7

This course is taught over two semesters- 3 & 4. It focuses on surgical conditions, their patho-physiology, signs and symptoms, laboratory tests and imaging studies used for diagnosis. It covers the surgical and nursing management based using problems solving, and the role of nursing in monitoring the patient and prevention of complications.

Students are trained in physical assessment skills for adult patients in acute care setting like closed chest drainage system, stoma care, preoperative, intra-operative and postoperative care, wound care and irrigation- dressing- binders and bandages, assisting with cast application and removal, care of skin and skeletal traction, application and removal of chest tube drainage systems.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Educational technology	NUR-EDU-221	4/longitudinal	2

This two weeks course explains the concept of teaching elements and components of the curriculum, defining the basic principles of teaching & learning, methods of teaching, methods of evaluation and teaching technology with practical applications.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Sociology and anthropology	NUR-SOCIO-222	4/longitudinal	2

This is longitudinal course module discusses the various social systems in Sudan with emphasis on their effect upon the health of the community. It discusses the impact of cultural norms, traditions and beliefs on individuals and community in the country while as well as planning and implementing nursing care for the maintenance of health and prevention of illness.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Communication and counseling skills	NUR-COUN-223	4/longitudinal	2

This longitudinal course module defines and describes the principles of counseling. It explains the qualities of a counselor, describing situations where counseling can be used and discuss the different techniques of counseling and the available agencies for counseling in the community. Students will be trained in counseling patients and their families.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Health Economics	NUR-HEC-311	5/longitudinal	2

This longitudinal course on health economics covers the definition of health economics, the concept of health economics and its implication in health planning. It reviews the effect of the individual's health and its impact on individual income. The course discusses the cost benefit and cost effectiveness of health, identify the needs and cost of a nursing unit, and how to plan a nursing unit including its cost effectiveness. It demonstrates ways to manage nursing services with minimum cost.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Primary Health Care	NUR-PHC-312	5/ Block 4 weeks	2

This four-week block module on primary health care introduces the concept of PHC and its components , provision and coordination of care, collaborative and therapeutic practice prevention, the role and impact of nurses in the community. It identifies the local, national and global examples of primary health care initiatives and the role of health promotion as a primary health care strategy.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Genetics	NUR-GEN -313	5/Longitudinal	2

A two-credit longitudinal module that include: Discussion of the nature, principles and perspectives of heredity. Discussion of the maternal, prenatal and genetic influences on development of defects and disease. - List of the screening methods for genetic defects and diseases in neonates and children. Identification of some genetic disorders in adolescents and adults. Description of the role of nurses in genetic services and counseling.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
OBSTETRICAL NURSING	NUR-OBS-314	5/Block -8 weeks	8

An eight - week-block module that covers: (1)the scope of maternity nursing, (2) review of anatomy and physiology of female reproductive system and female pelvis, (3) Pre-conception care and preparing for parenthood,(4) role of nurses in midwifery and obstetrical care (5) taking women's history and performing physical examination (6)national policy and legislation in relation to maternal health and welfare., (7) proper antenatal care(8) the physiology of conception., (9)physiology and stages of normal labour(10), (11) nursing care during labor,, (12) Assess and

manage patients with high-risk pregnancy (13) the physiology of normal purperium.(14)hypertensive disorders of pregnancy (15) Heart disease during pregnancy(18) contraception and abortion, (19) sexually transmitted diseases(20) nursing care during labor, (21) nursing care of postpartum woman, (22) transition to parenthood, (23) newborn nutrition, (24) abnormalities during postnatal Periods,(25) Assessment and management of obstetrical emergencies, (26) antepartum and postpartum hemorrhage, (27) mental health disorders and substance abuse.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Gynecological nursing	NUR-GYN -315	5/block-4weeks	4

Four-week block on Gynecological nursing, discussing (1) The disorders of the menstrual cycle and the menopause (2) The inflammatory and malignant conditions of the female reproductive system (4) The methods of contraception; spacing, temporary and permanent and emergency contraception (5) diagnosis and treatment and nursing care of abortions (6) Inflammatory and malignant conditions of the female reproductive organs.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Statistics	NUR-STAT-321	6/block-2weeks	2

This is a two-credit block module on statistics. It introduces the student to the of biostatistics, the role of statistic in health care, the different types of data, the tools of data collection, sources of data, methods of measuring the central tendency of a given set of data, definition of relation & coefficient , presentation of the result of analysis of given data, using the SPSS and the hospital health information system.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Nursing theory	NUR-THEO-322	6/block-2weeks	2

This two weeks block helps the student to:define the nursing theories -Development of nursing theory - components of nursing theory -the most commonly used nursing theory.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Child health care	NUR-CHC-323	6/block-2 weeks	2

This 2 weeks course is designed to introduce the students to the concepts and principles of child health care. It provides them with knowledge and skills to provide nursing care to normal children of all age groups, and assess growth and development of normal children in community settings. It also motivates the nursing students to use the available community resources to provide child care

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Pediatric nursing	NUR-PED-324	6/block-7 weeks	7

This seven weeks course introduces the students to the concepts and principles of pediatric nursing. It directs them to acquire knowledge and skills to provide nursing care for normal and

high risk children. It also provides the students with the experience to deal with ill children in medical& surgical pediatric wards.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Psychiatric nursing	NUR-psyc-325	6/Block -5 weeks	5

This is 5 weeks course covers the role and function of psychiatric nurse including recognizing various forms of mental illness, establishing facilitative communication, understanding and practicing effort to lower the incidence of illness in the community.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Research methodology	NUR-RES-326	6/Block -2 weeks	2

This is a 2 week, block module designed to teach students how to conduct research study in nursing independently by using scientific statistical methods. It teaches the student how to write, present, interpret and utilize health related research.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
GRADUATION PROJECT	NUR-PRO-411+421	7,8/LONGTUDINAL	2

A longitudinal course reserved to writing a short thesis, which can be a review or experimental research. No formal didactic timetable is needed since students had a previous course on research methodology. Students will be supervised to decide on the topic title, and advised on starting and progress in writing. The cost of research and examinations is the responsibility of the candidate.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Forensic medicine & Law	NUR-LAW -412	7/longitudinal	2

A longitudinal course that covers: (1) Definition of forensic medicine (2) Understanding the medico 0legal issues (3)Describing signs and causes of death (4)Cooperation with justice authorities in crime detection whether the crime is committed by accident, suicide or homicide. (5)Understanding the effects of poisons on human beings through medical statistics.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Nursing informatics	NUR-INFO-413	7/longitudinal	2

A longitudinal course that includes: (1) Definition the terminology and classification of nursing information system(2) data entry and collection in different departments(3)Use of the internet as a source of health and nursing informatics (4)Discuss the role of information and information technology in the nursing profession(6)Use informatics resources: navigation and electronic communication (7)Design data base for health care(8)Discuss computer -based patient records; issues and ethics .

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Emergency and critical care	NUR-EMER-414	7/block-6 week	6

A six- week- module that covers the following: (1) cardiovascular system: angina- acute myocardial infarction- heart failure, (2) respiratory system: mechanical ventilation- pulmonary embolism- acute respiratory distress, (3) gastrointestinal system: gastrointestinal bleeding- bowel obstruction- pancreatitis- liver failure, (4) renal system: acute tubular necrosis- hyperosmolar non-ketotic coma- diabetes insipidus, cerebral salt wasting, (5) hematologic system: acute sepsis- thrombocytopenia- disseminated intravascular coagulation, (6) nervous system: seizure- status epilepticus- meningitis- spinal cord injuries, (7) integumentary system: burns, skin breakdown, necrotizing fasciitis, (8) multi-system: multiorgan dysfunction syndrome. (9)Perform management of patients with the following emergency medical conditions: Pulmonary embolism-Seizure disorders-Diabetic ketoacidosis.-Cardiac arrest-Cardiac failure-Arrhythmias-Shock-Asthma (10)Perform management of patients with the following emergency surgical conditions: Chest Trauma-Flail chest-Hemorrhage/shock-Abdominal trauma-Back injury-Head injuries

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Nursing leadership and care management	NUR-LAD-415	7/block-4 weeks	4

This is a four- week-block module that describes: (1) the hospital as a system(2)recognize health and nursing organizational set up at various levels.(3)differentiate between public and private administration(4)discuss management process in nursing and the role of the nurse manager(5) identify the functions and attributes necessary for effective management(6)identify economic, demographic and technological changes affecting nursing practice and formulate reforms for change.(7)apply principles of management in hospitals, nursing education programmed, and community health care units at all levels.(8)demonstrate leadership in professional nursing practice(9)establish collaborative relationship with the other members of the health care team &the public.(10)discuss the importance of integrating nursing practice, education, & research for improving the quality of nursing services.(11)discuss the role of nurse manager in organizing emergency nursing and other support services(12)identify and analyze ethical & legal issues in nursing management(14)identify areas of research in nursing management.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Geriatrics nursing	NUR-GERI-416	7/block-2 weeks	2

A two- week-block module that teaches the students to :(1) Perform a comprehensive assessment of an older person, including mood, cognition, gait, nutrition and fitness for surgery in an in-patient, out-patient, day hospital or community setting. (2) Manage acute illness in old age in an in-patient setting and community setting. (3) manage patients with chronic disease and disability in an in-patient, out-patient, day hospital and community setting. (4) plan the discharge of frail older patients from hospital. (5) assess and manage older patients presenting with the common geriatric problems in an inpatient or outpatient setting -falls with or without fracture , delirium ,incontinence and poor mobility. (6) demonstrate an appropriate level of competence in the following sub-specialties: palliative care , ortho- geriatrics, old age psychiatry and specialist stroke care.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Community health nursing-2	NUR-COM-417	7block-5 weeks	4

This is a five- week-block module that teaches the students to: (1) assesse community health and plan a community health program. (2) describe the various components of reproductive and child health program.

(3)demonstrate leadership abilities in organizing community health nursing services by using inter-sectoral approach. (4) describe the role and responsibilities of community health nurse in various national health and family welfare programmed.(5) participate in the implementation of various national health and family welfare programmed.(6)demonstrate competencies in providing family centred nursing care independently(7)participate / conduct research for new sights and innovate solutions to health problems. (8) Teach and supervise nurses and allied health workers.(9)design a layout of sub centre / primary health centre / community health care and develop standards for community health nursing practice.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
MEDICAL NURSING-CONSOLIDATION	NUR-MED-422	8/Block -5weeks	5

This is a five-week-block module that offers: (1) a review of the aspects of medical nursing care in Module NUR-MED-312, (2) various aspects of practical nursing care to those patients with medical problems in adult patients in the ward (ambulant or bed-ridden), and outpatient clinics, (3) learning and discussing respiratory, cardiovascular, gastrointestinal, urinary, endocrine and rheumatic diseases, (4) special care of the unconscious patient, those with fluid and electrolyte imbalance and malignant disease.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
SURGICAL NURSING CONSOLIDATION	NUR-SURG-423	8/Block -5 weeks	5

This is a five-week-block module that covers: (1)a review of the aspects of surgical care in Module NUR-SUR-313, (2) various aspects of practical nursing care to those patients with surgical problems in adult patients in the ward (ambulant or bed-ridden), and outpatient clinics, (3) learning and discussing respiratory, cardiovascular, gastrointestinal, urinary, endocrine and rheumatic diseases that require or undergoing surgery, (4) operative and postoperative care, (5) the special care of the unconscious patient, those with fluid and electrolyte imbalance and malignant disease.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
OBSTETRIC AND GYNECOLOGICAL NURSING CONSOLIDATION	NUR-OB/GYN-424	8/Block -4weeks	4

This is a four-week-block module that covers: (1) nursing care of women who suffer organic and psychological disorders due to gynecologic causes and normal and abnormal obstetrical

course, (2) review of the structural and functional aspect of female reproductive system, (3) taking of obstetric and gynecologic history and performing antenatal care, (4) diagnosis of pregnancy and recognition of normal and abnormal pregnancy, (5) discussion and management of normal labor and suggesting diagnostic and management plan for expected abnormal labor, and (6) showing understanding of the precaution taken in medications and investigation done to pregnant women.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
Pediatric nursing - consolidation	NUR-PED-425	7/Block -4 weeks	4

A four- week-block module that reviews the basic concepts in module NUR-PED-322, and covers: (1) growth and development of the child, (2) family-centred nursing care, health promotion during infancy, childhood, school age and adolescence, (3) physical assessment of child, emergency care of children, medicating infants and children and pain management for children, (4) child with infectious disease, immunologic alteration, fluid and electrolyte alterations, hematologic, respiratory, cardiovascular, gastrointestinal, genitourinary, neurologic alterations, (5) growth charts and anthropometric assessment. Children with cognitive impairment are to be managed with patients with special problems.



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