

**Approved**

by the order of the Rector of N(N)LE,  
Saint King Tamar University  
of Georgian Patriarchate

**Non-profit (non-commercial) legal entity** - by order # 01/1/16, of 14.05.2021.

**Saint King Tamar University of Georgian Patriarchate**

**Undergraduate Program**

**Program title:** Nursing 0913.1.1

**Qualification/academic degree to be awarded** Bachelor of Nursing

**Program volume in credits:** 242(ECTS) CREDITS

**Program Implementing Basic Educational Structural Unit:**

Faculty of Biomedical and Natural Sciences and Healthcare.

**The head of the program:** ႧGiorgi Tsilosani, Professor of St. King Tamar University of the Georgian Patriarchate, Doctor of Medicine

**Language of instruction:** Georgian

The program purpose

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The student to acquire a thorough knowledge in nursing theory, in restoring and maintaining the health of individuals, families, population groups, or communities of any age group, in disease prevention, in the care of the sick, disabled, and terminally ill patients/clients; As well as adequate knowledge and skills relevant to current requirements on clinical medicine, population health, underlying pathologies, human infections, nursing case management,

and scientific evidence, to build appropriate institutional potential; Develop clinical practice skills and the ability to apply the acquired knowledge in practice and to carry out professional activities in various medical and social service providers (emergency aid, resuscitation, surgery, therapy, urology, pediatrics, obstetrics, geriatrics, gynecology, psychiatry, gastroenterology, cardiology, oncology), in hospices, non-governmental organizations, etc. Acquire skills in the development of essential field competencies as well as general/transferable competencies, and also be able to pursue independent professional activities, and develop a lifelong commitment to learning and continuing professional development; Develop the ability to participate in various clinical trials based on knowledge acquired in social research methodology, to collect and analyze data to make informed decisions, as well as to respond and adapt efficiently to changing needs and future priorities in the population; All of the above leads to the formation of a bachelor of nursing according to current requirements.

#### The Program Admission Precondition

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The Program admission preconditions are: The right to participate in the undergraduate program has the person holding a state certificate of full general education or a person equal to him/her, who will be enrolled in the unified list of university students according to the established rule.

For the citizens of Georgia - the results obtained on the Unified National Examinations, taking into account the priorities of the subjects established by the University and duly announced, and their respective coefficients. Foreign citizens will be admitted to the program according to the rules defined by the Ministry of Education of Georgia. For foreign nationals and stateless persons who have received a full general or equivalent education in a foreign country; For citizens of Georgia who have received full general or equivalent education in a foreign country and have studied abroad for the last two years of full general education; For persons who study/have studied and received credits in a foreign country in a higher education institution recognized according to the legislation of that country.

According to the preconditions for admission to the program, subjects, priorities, and coefficients are defined by the level of knowledge required to start studying a given program. Subjects and their coefficients are non-permanent, change according to the quality improvement strategy to achieve the program outcomes, and are published annually following established rules.

Enrollment in the undergraduate program is also possible through mobility per Georgian legislation and university regulations. The terms of admission to the program and other information related to the admission is annually placed on the website of the National Center of Evaluation and Examinations and university.

#### Student learning outcome

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##### a) Knowledge:

- Demonstrates a broad knowledge of nursing, which includes a critical understanding of theories and principles, understanding complex issues in the field, knowledge of nursing practice skills.
- Demonstrates knowledge of human structure, physiology, biochemistry, general and private pathologies and can manipulate this knowledge in various diseases.
- Demonstrates knowledge of the basics of the influence of physical, chemical, and biological factors on the body and ecology.
- Demonstrates knowledge of laboratory-instrumental examinations, infection control, management, and prevention, as well as care for people with special needs (sick, disabled, and terminally ill).
- Demonstrates knowledge of healthcare technologies and informatics, which could be duly used in nursing practice, patient/client care, and various non-standard situations.
- Demonstrates knowledge of the basics of the public healthcare organization, health promotion, population education and patient care, social, health, and behavioral sciences, which can be duly applied in nursing practice.
- Demonstrates knowledge of the mechanisms of action of principal medicines.
- Demonstrates knowledge of methods of diagnosis and care of pediatric, geriatric, neurological, psychiatric, and oncological patients, prevention of pathologies, and planned rehabilitation methodologies resulting in trauma and various diseases, which can be used in patient rehabilitation management and medical practice.
- Understands the responsibilities, roles, and functions of the nurse, healthcare, and social security policies, social, health and behavioral sciences that can be duly applied in nursing practice.
- Understands the basics of the studied sciences (pediatrics, geriatrics, therapy, neurology, biochemistry, psychiatry, oncology, etc.) and knows to perform practical manipulations relevant to the nurse in this field
- Demonstrates knowledge of Georgian and Latin medical terminology, as well as sociological research methodologies, principles, and ability to apply them in practice
- Understands psychology, legal foundations of healthcare, ethical and legal norms

- Possesses information technologies and the ability to use them in practice

**b) Ability:**

- Can take professional responsibility and use physical skills duly to perform procedures (adroitness and accuracy required for various nursing procedures and manipulations - intravenous injection, catheterization, suture removal, etc.).
- Can take responsibility for patient care: Patient evaluation, care planning, implementation and evaluation.
- Can explain the meaning of Georgian and Latin medical terminology and medical documentation,
- Can be responsible for the implementation of the rules/services of the institution/institutions, the observance of their policies and procedures, financial and physical resources, as well as the drafting documentation;
- Can carry out a research or practical project specific to the field following pre-defined guidelines:
- Able to identify and interpret signs of patient health and pathology, signs of distress and disability;
- Can plan, implement, evaluate appropriate individual patient care programs as needed, in agreement with them and their family members, in collaboration with health and social workers;
- Ensures differentiation of patients of various nosology, their diagnosis, and care;
- Can safely use medications and other treatments;
- Can efficiently assess the complications and risks of various diseases and take appropriate action;
- Can inform, educate and supervise the patient and his / her caregiver, as well as the family;
- Can communicate effectively with both Georgian and English speaking patients, their families and social groups, including those with communication problems;
- Able to report and document activities implemented using technology
- Able to work with colleagues in an agreed and effective manner, coordinated team management with efficient and thoughtful patient/client care, and considering their interests
- Adheres to professional, ethical and legal norms; Ensures patient / client care in a safe environment;
- Can conceive critically and has self-esteem and logical thinking skills;
- Able to identify and solve problems in non-standard situations;

- Able to manage work and to work efficiently, including proper time planning and management.
- Able to protect and supervise infection control and prevention measures
- Can participate in various clinical trials and also collect and analyze data specific to the field of activity using standard and some distinctive methods. Can find, analyze, interpret, and synthesize information and data from various sources and formulate a reasoned conclusion that will be used to make a reasoned decision.
- Has the ability to collect and analyze information about the patient's health to carry out efficient activities;
- Able to identify problems that need research and analysis. As well as a nursing assessment of the patient, determining the suitability for discharge from the hospital, etc.
- Can carry out laboratory-examination procedures within its competence and make relevant conclusions
- Able to provide important information to the patient/client and use the skills of persuasion, comfort, and compassion
- Can prepare a communication letter on existing problems and solutions in the field of activity and deliver it to the target audience in Georgian and foreign (English, German) languages using current information and communication technologies
- Possess and uses efficient communication methods with the patient and his/her formal and informal caregiver and other family members, as well as with communication problems and special needs persons.
- Can communicate efficiently with patient/client's family members and caregivers for their information, education, and supervision
- Has the ability to work in a team, dialogue/interaction between people and in a stressful environment;
- Able to communicate interpersonally, in written, verbal and nonverbal, as well as demonstrate presentation skills;

- Has the ability to plan and organize: the time for himself, students, and junior staff.

### **Responsibility and Autonomy**

- Able to evaluate the learning process consistently and comprehensively, experience self-development through life-long learning;
- Recognizes the importance of professional growth and development and responsibility for own career and professional development;
- Can identify the needs of the next level of training and set priorities on a regular basis;
- Realizes participation in the process of value formation and striving to establish them
- Understands the professional, ethical and legal norms of the medical field and implements them in daily activities, which leads to the appreciation and respect for differences and cultural diversity between people.
- Protects patient / client dignity, rights, privacy and other values.

### **Methods for accomplishing learning outcomes**

Teaching and learning methods and the means of their realization will be used to achieve the learning outcomes of the program:

The teaching / learning methods used in the teaching process of the concrete learning course that is component of the program are indicated in the syllabus of each training course.

**Lecture** - conveying of a learning material to students in a regular and consistent manner; explanation of the topic or any issue for discussion. It is active when it takes the form of a dialogue, while is passive in the form of a monologue.

Within the training course, lectures are offered with presentations in an interactive mode. Lectures are conducted using demonstration materials (atlases, posters, tables, etc.) and

current computer technology.

**Verbal or oral method** - In the mentioned process, a lecturer verbally transfers and explains the educational material, while students actively understand and comprehend it by listening, memorizing and understanding.

**Explanatory Method** - a detailed explanation of the theoretical material, if required, using visual aids.

**Demonstration method** - this method implies the visual presentation of information. It is quite efficient in terms of achieving the outcomes. Frequently, the material is delivered to students simultaneously in audio and visual form. Teaching material can be demonstrated by both a teacher and a student. the problem/issue in a visual way. Demonstration might be of a simple type.

**Practical training** - individual practical work of the student with the patient, doctor's assistance. Practical lessons are held as curation in the clinic/auditorium, where the discussion of the key topics of the lecture material takes place;

visuals will be used: posters, video-materials.

**Practical methods** - combines all forms of teaching that develop practical skills of the student. In this case, the student independently performs this or that action based on the acquired knowledge, for example, practical skills development through clinical practice.

**Demonstration of practical skills - differentiation** of physiological and pathological condition of the patient, assessment of physical and functional conditions, development/of individual / specialrehabilitation measures;

**Case Study** - Discussion of situational tasks - complex/atypical cases that may require additional information about the disease, differential diagnostics, and diagnosis; Defining a treatment plan and demonstrating practical skills can be done in the form of group work. It promotes analytical thinking - analysis and synthesis skills, group work, clinical reasoning, and decision-making skills; skills to participate in medical discussions, efficient communication in a medical context with colleagues.

**Analysis and Synthesis** - Analyze and synthesize data within a particular clinical case and make relevant conclusions.

**Quiz / Theoretical material survey** - consists of theoretical and practical issues, tests the student's theoretical knowledge.

**The laboratory method** involves the following actions: showing video material, dynamic material, etc.

**E-learning** - involves guiding the learning process using a learning process management system. The Learning Management System is an Internet-based software, which is necessary for the organization and conducting the learning process based on the information and communication technologies, in particular, for the provision of learning materials, for communication with a student or/and teacher of the higher education institution, testing, advising, monitoring of student progress and other purposes.

E-learning is carried out in the form of asynchronous or synchronous communication. Asynchronic communication envisages the interaction when a sender and a recipient of the information are not communicating simultaneously, and synchronic – when the communication is simultaneous. The online learning program is built in accordance with the requirements set by legislation for the higher education program.

Entirely distance learning implies conducting a teaching process without the physical presence of a professor. The training course is conducted in electronic format remotely from beginning to end.

Based on the specifics of the component of the educational program, for achieving the learning outcomes, any other teaching/learning methods/activities may also be applied.

**Students' independent work** - is the amount of working time (work) spent for successful mastering of courses provided by the curriculum from the introduction-study of basic literature - to group work and preparation for the midterm and final exams. The results of the midterm exam will be discussed.

In each component of the educational program, due to its specifics, those methods and activities of teaching/learning are applied which condition the efficient achievement of the learning outcomes provided for by that component, while their totality ensures the achievement of the learning outcomes provided for by the educational program. The teaching / learning methods / activities used to achieve the learning outcomes of the educational program component are outlined in the syllabi.

### System of evaluation of a student's knowledge

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The aim of the evaluation of student's knowledge, achieved progress, is to qualitatively determine his/her learning outcomes with regard to educational goals and parameters.

Within module / learning course the structure of assessment is divided into two elements, such as midterm assessment and final assessment. Each has its percentage share in the assessment system. The midterm element of the evaluation can be divided (attendance, activity, midterm exam, presentation of the abstract, practical work, etc.) into components, which also have their percentage share within this element. Taking into account the relevant percentage share, each concrete assessment is based on the results of the sum of both elements.

The format of the midterm assessment, as well as of the final exam (written, oral), assessment components and their relative share, is determined by the leading staff of the academic course, through the learning course (syllabus).

According to the scale of Transfer and the European Credit Accumulation System (ECTS), for evaluation of students' knowledge is used a credit - a unit, which expresses the volume of work performed by the student to complete one subject, reflected in the time unit - in hours.

Credits can be obtained only after achievement of learning outcomes by the student planned according to the learning course (syllabus), which is reflected by one of the positive assessments provided by the established assessment system.

It is unacceptable to evaluate the learning outcomes reached by a student on a one-time basis - it must be done only by evaluating the final examination. The evaluation of the student's knowledge by a certain ratio considers midterm and final examination.

The maximum evaluation for the academic course equals to 100 points:

The final examination is not evaluated by more than 40 points. The right to repass a final examination shall be given to the student who accumulates, 51 scores, taking into account the maximum scores of the midterm evaluations and the final examination. The evaluation component defines the minimum competency threshold, which is reflected in the syllabus of the educational program component. Sum of minimal margin of competence of midterm evaluation and maximum point of the final evaluation shall not be less than 51 points, while minimal margin of competence for the final evaluation shall not exceed 50% of final evaluation (which equals to less than 20 points).



The student's knowledge determination is allowed:

a) five types of positive evaluation:

a.a) (A) Excellent - 91% or more of maximum grade;

a.b) (B) Very good - 81% -90% of maximum grade;

a.c) (C) Good - 71% -80% of maximum grade;

a.d) (D) Satisfactory - 61% -70% of maximum grade;

a.e) (E) Sufficient- 51% -60% of maximum grade.

b) Two types of negative grades:

b.a) (FX) Did not pass - 41% -50% of the maximum grade, meaning that a student requires some more work before passing and with independent work is given the right to retake additional exam once again; The additional examination shall be appointed in no less than 5 days after publishing the results of the final examination results.

b.b) (F) Fail – 40 and less of maximum point, which means that the work carried out by the student is not enough and he/she has to retake the course.

The date for appointing an additional examination in case of getting FX in an educational program component will be appointed no later than 5 days after the announcement of the examination results.

The amount of points received in the final evaluation is not added to the evaluation received by a student for the additional exam.

The evaluation received for the additional examination is a conclusive evaluation and it will be reflected in the final evaluation of the educational program component.

Taking into consideration the evaluation received at the additional examination, if a student receives 0-50 points in the final evaluation of the academic component, he/she will receive the evaluation - F-0 points.

The student has the right to request a fair evaluation of knowledge and to appeal against undesirable exam results in accordance with the established rule. The student, who does not agree with the evaluation and/or examination results, is allowed to submit a reasoned complaint to the Dean of the Faculty not later than within three working days after the examination and request the revision of the results. The evaluation forms, the evaluation components and evaluation methods are described in detail in the syllabi of the academic courses in accordance with the specifics of the academic course.

The student's bachelor program is considered to be completed if he/she has accumulated credits provided by the educational program and successfully defended the Bachelor's Thesis in accordance of the rule established within the University.

The bachelor's thesis is a kind of summary work, by which is checked the student's reasoning, analysis and synthesis skills in the specialty, as well as the ability to see and evaluate problems. It reveals the compliance of the student's level of knowledge and the level of creative, research skills with the requirements determined by the bachelor program.

Bachelor's thesis should meet the requirements listed below:

a) Bachelor's thesis should not be less than 30 pages of A-4 format. Font: „Sylfaen“; Font size: 12; Headings/subheadings size: 14; Space between text lines: 1,5; page margins (from all sides): 2 cm;

b) The following components should be considered in the structure of the Bachelor's thesis:

b.a) Cover page (the first page of the Bachelor's thesis);

b.b) annotation (no more than one page, should reflect the structure, goals and a brief conclusion of the thesis);

b.c) introduction (the substantiation of the actuality of the topic, objectives, tasks, subject of study and the methods used);

b.d) main part of the text (should be divided in chapters and paragraphs. can be attached with diagrams, tables, drawings);

b.e) conclusions (should imply the outcomes of the Bachelor's thesis);

b.e) The list of used literature (should be presented at the end of the thesis in alphabetical order. First editions published in Georgian and then in foreign languages).

b.f)The following should be indicated in the bibliography:

b.f.a) In the event of using a periodical: Surname and initials of the author (authors), title of the work, year, volume/number, name of the scientific journal (in italics), Edition number and pages, where the thesis has been published.

b.f.b) in the event of using a book or a monograph: Surname and initials of the author (authors), title of the work (in italics), publishing year, place, publishing house;

b.f.c) In the event of using the Internet resource: Surname and initials of the author (authors) of the material, author of the web-site, title of the material with a link, web address, date of finding the material;

b.f.d) In case of using an electronic edition: Surname and initials of the author (author ) of the article, title of the article, year, name of the electronic publication (in italics), number of the publication, chapter, paragraph (written in parentheses), web address and date of finding the material;

b.f.e) In case of using governmental documents: Name of the country, name of the institution, whom the document belongs to; Type of the document (order, law and etc.), name of the document with the relevant identification number and indication of a year, place of the publishing house, where the indicated document was found and the name of the publishing house, where the indicated document was found;

b.f.f) Literature, used in the text should be indicated as follows: At the end of the quotation is opened a bracket, where a number of named literature is written by the attached list and is embedded with a comma. Then the pages are indicated, from which the quotation or the thesis is taken. (e.g. 15, 150-161);

b.f.g) Footnotes should be used in the main part of the work to indicate additional information (e.g.: Please, view Annex 2).

c) The thesis should be bound in the following sequence: The cover page, Annotation, Table of contents, Introduction, Chapters, Conclusion, Bibliography and Appendix (footnotes).

The student has a supervisor while working on the bachelor thesis. The supervisor of the Bachelor's thesis is selected by the student from the academic staff of the university. The student is able to choose the topic and supervisor of the bachelor thesis only after covering 210 credits, at the beginning of the 8th academic semester of study, not later than one month after the beginning of the academic semester. The topic of the bachelor's thesis can be changed only once, not more

than two months prior the end of the submission period, in agreement with the supervisor and by submitting a written application to the Dean of the main educational structural unit (faculties) of the University.

Supervisor of a Bachelor's work: Assists the student in guiding the bachelor's thesis in the right direction, helps him / her to select a topic, drafts a work plan and processes a bibliography; Checks the progress of the student's work on the topic, makes remarks and recommendations; In case of wrong direction of the research, he/she helps the student in its correction; After the student completes the work on the bachelor's thesis, in accordance with the rules established by these internal regulations, reviews the bachelor's thesis (preliminary review) and evaluates it within 60 points no later than 2 weeks.

The supervisor of the bachelor's thesis has the right to make a reasoned refuse to supervise bachelor's thesis of the student in writing, both before the start of the work and during the work on the topic, not later than one month after the beginning of the work.

The bachelor's thesis is defined in the general evaluation system by an independent percentage share, and the evaluation received as a result of its defense in accordance with the established rule is indicated in the standard appendix of the relevant diploma.

The maximum grade for the bachelor's thesis is equal to 100 points, which is divided into the following components of the evaluation:

A) Preliminary review of the bachelor's thesis - by the supervisor of the bachelor's thesis - is evaluated by 60 points, according to the following criteria:

A.a) Novelty and relevance of the topic - 10 points

A.b) Thoroughly searched relevant literary sources, their systematization -10 points;

A.c) Ability to study and present materials around the research topic -10 points;

A.d) Ability to identify, research and analyze the problem, reasoning consistency -20 points;

A.e) Technical, stylistic and grammatical correctness of the paper - 10 points.

B) Public Defense of the bachelor's thesis - is evaluated by 40 points by the Faculty Board according to the following criteria:

B.a) Comprehension of the submitted paper -10 points;

B.b) Verbal side of the presentation - 15 points;

B.c) Technical side of the presentation - 5 points;

B.d) Answer given to questions, comments and recommendations - 10 points.

To obtain the right to present Bachelor's Thesis for public defense, a student must have accumulated at least 11 points at the Preliminary review of a bachelor's thesis.

The evaluation score of the bachelor's thesis is calculated using the average arithmetic of the points written by the Faculty Board. The Bachelor thesis will be considered fulfilled by the student, if he/she accumulates 51 points or more.

In case of evaluation of the bachelor's thesis by 41-50 points, the student is given the right to additional pass for the defense of the Bachelor's thesis once. The interval between the public defense and the additional defense of the bachelor's thesis should be not less than 10 days. And in case of evaluating of the bachelor's thesis by 0-40 points, the student is given the right to choose a new topic and to defend the bachelor's thesis before the Faculty Board in accordance with the established rule.

### Information on the human resources necessary for the implementation of the educational program

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The human resources required for the program implementation are defined by the academic staff of 3 university Professors and 12 Associate Professors, as well as 25 invited specialists (teachers), who have the necessary knowledge/skills to produce the learning outcomes of the program, holding the academic degree of Doctor or equivalent, professional experience, special training and other competencies according to the requirements of the legislation. See Annex

The employment agreements with academic staff and invited specialists (teachers) concluded according to the rules established by the legislation of Georgia.

### Information about material resources, needed for the program implementation;

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The program is implemented on the basis of modern material and technical resources of Saint King Tamar University of the Georgian Patriarchate and is provided with the necessary resources: learning auditoriums equipped with modern equipment and inventory, library (book fund and scientific electronic databases), resources of the Center for Research, Development and Innovation, etc. Memorandums of Understanding have been signed with different structures and successful organizations and program components will be implemented using all resources available to the University.

The institution has an appropriate infrastructure to implement the undergraduate education program and to achieve the learning outcomes envisaged by the program: Well-equipped learning auditoriums, the library space and book fund (the library ensured with international electronic library network), academic staff workspace, administrative rooms, meeting rooms and conference halls, student spaces and recreation area, a well-designed yard. In order to implement the practical component, the institution has concluded memoranda.

### Program Structure / Curriculum

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| Academic Course                           | Code                | EC<br>TS   | Volume of study activities                             |                                 | Distribution of credits according to semesters |   |   |   |   |   |    |    | The lecturer | Admission precondition |   |                     |
|---|---------------------|------------|--|---------------------------------|--|---|---|---|---|---|----|----|--------------|------------------------|---|---------------------|
|   |                     |            | Volume of educational activities in astronomical hours |                                 | 1  | 2 | 3 | 4 | 5 | 6 | 7  | 8  |              |                        |   |                     |
| 1   | 2                   | 3          | Class room   | Additiona l ( or inde pend ent) | 4  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12           | 13                     | 14                                      | 15                  |
| <b>Mandatory disciplines of specialty</b> |                     | <b>138</b> |  |                                 |  |   |   |   |   |   |    |    |              |                        |   |                     |
| General and Medical Chemistry             | <b>B0913.1.1.01</b> | 3          | 36   | 39                              | 3  |   |   |   |   |   |    |    |              |                        | Invited teacher Nana Nadaraya           |                     |
| General and Medical Chemistry             | <b>B0913.1.1.02</b> | 3          | 36   | 39                              | 3  |   |   |   |   |   |    |    |              |                        | Associate professor Ketevan Shalashvili |                     |
| Medical physics, biophysics               | <b>B0913.1.1.03</b> | 3          | 36   | 39                              | 3  |   |   |   |   |   |    |    |              |                        | Invited teacher: Khatuna Chikvinidze    |                     |
| Microbiology- Virology - Immunology 1     | <b>B0913.1.1.04</b> | 3          | 36   | 39                              |  | 3 |   |   |   |   |    |    |              |                        | Invited teacher: Darejan Chikviladze    |                     |
| Microbiology- Virology - Immunology 2     | <b>B0913.1.1.05</b> | 3          | 36   | 39                              |  |   | 3 |   |   |   |    |    |              |                        | Invited teacher: Darejan Chikviladze    | <b>B0913.1.1.04</b> |
| Pharmacology 1                            | <b>B0913.1.1.06</b> | 3          | 36   | 39                              |  |   | 3 |   |   |   |    |    |              |                        | Invited teacher: Nadezhda Mushkiashvili |                     |

|                        |                     |          |    |    |   |   |   |   |   |   |  |  |  |                     |
|------------------------|---------------------|----------|----|----|---|---|---|---|---|---|--|--|--|---------------------|
| Pharmacology 2         | <b>B0913.1.1.07</b> | 3        | 36 | 39 |   |   |   | 3 |   |   |  |  | Invited teacher:<br>Nadezhda Mushkiashvili | <b>B0913.1.1.06</b> |
| Clinical Pharmacology  | <b>B0913.1.1.08</b> | 3        | 36 | 39 |   |   |   | 3 |   |   |  |  | Invited teacher:<br>Nadezhda Mushkiashvili | <b>B0913.1.1.07</b> |
| Human Anatomy 1        | <b>B0913.1.1.09</b> | 3        | 36 | 39 | 3 |   |   |   |   |   |  |  | Invited teacher: Grigol Sulaberidze        |                     |
| Human Anatomy 2        | <b>B0913.1.1.10</b> | 3        | 36 | 39 |   | 3 |   |   |   |   |  |  | Invited teacher: Grigol Sulaberidze        | <b>B0913.1.1.09</b> |
| Human physiology 1     | <b>B0913.1.1.11</b> | 3        | 36 | 39 | 3 |   |   |   |   |   |  |  | Invited teacher: David Chkhobadze          |                     |
| Human physiology 2     | <b>B0913.1.1.12</b> | 3        | 36 | 39 |   | 3 |   |   |   |   |  |  | Invited teacher: David Chkhobadze          | <b>B0913.1.1.11</b> |
| General Surgery        | <b>B0913.1.1.13</b> | 3        | 36 | 39 |   |   | 3 |   |   |   |  |  | Professor Giorgi Tsilosani                 |                     |
| Private Surgery        | <b>B0913.1.1.14</b> | 3        | 36 | 39 |   |   |   | 3 |   |   |  |  | Professor Giorgi Tsilosani                 | <b>B0913.1.1.13</b> |
| Infectious Diseases    | <b>B0913.1.1.15</b> | 3        | 36 | 39 |   |   |   | 3 |   |   |  |  | Invited teacher<br>Tamar Megrelishvili     |                     |
| Pathology              | <b>B0913.1.1.16</b> | 3        | 36 | 39 |   |   | 3 |   |   |   |  |  | Invited teacher<br>Dinara Kasradze         |                     |
| Therapy for nurses 1   | <b>B0913.1.1.17</b> | 3        | 36 | 39 |   |   |   |   | 3 |   |  |  | Associate professor<br>Lali Kokaya         | <b>B0913.1.1.29</b> |
| Therapy for nurses 2   | <b>B0913.1.1.18</b> | 3        | 36 | 39 |   |   |   |   |   | 3 |  |  | Associate professor<br>Lali Kokaya         | <b>B0913.1.1.17</b> |
| Preventive Medicine    | <b>B0913.1.1.19</b> | <b>3</b> | 36 | 39 |   | 3 |   |   |   |   |  |  | Associate professor<br>Tamaz Gelovani      |                     |
| Medical biochemistry 1 | <b>B0913.1.1.20</b> | 3        | 36 | 39 |   | 3 |   |   |   |   |  |  | Associate professor<br>Ketevan Shalashvili |                     |
| Medical biochemistry 2 | <b>B0913.1.1.21</b> | 3        | 36 | 39 |   |   | 3 |   |   |   |  |  | Associate professor<br>Ketevan Shalashvili | <b>B0913.1.1.20</b> |

|   |                     |   |    |    |  |  |   |   |   |   |  |  |                     |
|---|---------------------|---|----|----|--|--|---|---|---|---|--|--|---------------------|
| Therapy   | <b>B0913.1.1.22</b> | 3 | 36 | 39 |  |  |   |   | 3 |   |  | Associate professor<br>Lali Kokaya     | <b>B0913.1.1.29</b> |
| Neurology   | <b>B0913.1.1.23</b> | 3 | 30 | 45 |  |  |   |   |   | 3 |  | Associate professor<br>Giorgi Chakhava |                     |
| Pediatrics  | <b>B0913.1.1.24</b> | 3 | 36 | 39 |  |  |   |   | 3 |   |  | Associate professor<br>Khatuna Melia   |                     |
| Obstetrics.   | <b>B0913.1.1.25</b> | 3 | 36 | 39 |  |  |   |   |   | 3 |  | Associate professor<br>Akaki Bakradze  | <b>B0913.1.1.26</b> |
| Gynecology,<br>Reproduction                           | <b>B0913.1.1.26</b> | 3 | 30 | 45 |  |  |   | 3 |   |   |  | Associate professor<br>Akaki Bakradze  | <b>B0913.1.1.29</b> |
| Otorhinolaryngology                                   | <b>B0913.1.1.27</b> | 3 | 30 | 45 |  |  |   |   |   | 3 |  | Invited teacher<br>Nato Nakudashvili   |                     |
| Internal diseases<br>Propaedeutics.                   | <b>B0913.1.1.28</b> | 3 | 36 | 39 |  |  | 3 |   |   |   |  | Associate professor<br>Lali Kokaya     |                     |
| Internal diseases<br>Propaedeutics 2                  | <b>B0913.1.1.29</b> | 3 | 36 | 39 |  |  | 3 |   |   |   |  | Associate professor<br>Lali Kokaya     | <b>B0913.1.1.28</b> |
| Basics of Hygiene                                     | <b>B0913.1.1.30</b> | 3 | 36 | 39 |  |  | 3 |   |   |   |  | Associate professor<br>Tamaz Gelovani  | <b>B0913.1.1.05</b> |
| Radiology 1.  | <b>B0913.1.1.31</b> | 3 | 36 | 39 |  |  |   | 3 |   |   |  | Associate professor<br>Khatuna Melia   |                     |
| Radiology 2.  | <b>B0913.1.1.32</b> | 3 | 36 | 39 |  |  |   |   | 3 |   |  | Associate professor<br>Khatuna Melia   | <b>B0913.1.1.31</b> |
| Endocrinology,<br>metabolism                          | <b>B0913.1.1.33</b> | 3 | 30 | 45 |  |  |   |   | 3 |   |  | Associate professor<br>Nana Gumbaridze |                     |
| Traumatology,<br>Orthopedics                          | <b>B0913.1.1.34</b> | 3 | 30 | 45 |  |  |   |   | 3 |   |  | Invited teacher<br>Ramaz Aglemashvili  | <b>B0913.1.1.14</b> |
| Anesthesiology,<br>Resuscitation and<br>Critical Care | <b>B0913.1.1.35</b> | 3 | 36 | 39 |  |  |   |   | 3 |   |  | Professor Giorgi<br>Tsilosani          |                     |

|  |                     |   |    |    |   |   |   |   |   |   |   |  |                     |
|--|---------------------|---|----|----|---|---|---|---|---|---|---|--|---------------------|
| Medicine   |                     |   |    |    |   |   |   |   |   |   |   |  |                     |
| Anesthesiology, Resuscitation and Critical Care Medicine 2 | <b>B0913.1.1.36</b> | 3 | 36 | 39 |   |   |   |   |   | 3 |   | Professor Giorgi Tsilosani                 | <b>B0913.1.1.35</b> |
| Psychiatry   | <b>B0913.1.1.37</b> | 3 | 36 | 39 |   |   |   |   |   |   | 3 | Invited teacher Marine Kuratashvili        |                     |
| Patient care 1   | <b>B0913.1.1.38</b> | 3 | 36 | 39 | 3 |   |   |   |   |   |   | Invited teachers Nino Glonti Lela Grigolya | <b>B0913.1.1.38</b> |
| Patient care 2   | <b>B0913.1.1.39</b> | 3 | 36 | 39 |   | 3 |   |   |   |   |   | Invited teachers Nino Glonti Lela Grigolya | <b>B0913.1.1.38</b> |
| Surgery for nurses 1                                       | <b>B0913.1.1.40</b> | 3 | 36 | 39 |   |   |   |   | 3 |   |   | Professor Giorgi Tsilosani                 |                     |
| Surgery for nurses 2:                                      | <b>B0913.1.1.41</b> | 3 | 36 | 39 |   |   |   |   |   | 3 |   | Professor Giorgi Tsilosani                 | <b>B0913.1.1.40</b> |
| Physiotherapy, spa studies                                 | <b>B0913.1.1.43</b> | 3 | 30 | 45 |   |   |   |   |   | 3 |   | Invited teacher Nana Kintsurashvili        | <b>B0913.1.1.22</b> |
| Skin and venereal diseases                                 | <b>B0913.1.1.44</b> | 3 | 30 | 45 |   |   |   |   |   | 3 |   | Invited teacher Manana Tevzadze            | <b>B0913.1.1.18</b> |
| Nursing and theory of patient care 1                       | <b>B0913.1.1.45</b> | 3 | 36 | 39 |   |   | 3 |   |   |   |   | Invited teachers Nino Glonti Lela Grigolya | <b>B0913.1.1.39</b> |
| Nursing and theory of patient care 2                       | <b>B0913.1.1.46</b> | 3 | 36 | 39 |   |   |   | 3 |   |   |   | Invited teachers Nino Glonti Lela Grigolya | <b>B0913.1.1.45</b> |
| Nursing and theory of patient care 3                       | <b>B0913.1.1.47</b> | 3 | 36 | 39 |   |   |   |   | 3 |   |   | Invited teachers Nino Glonti Lela Grigolya | <b>B0913.1.1.46</b> |
| Nursing and theory of patient care 4                       | <b>B0913.1.1.48</b> | 3 | 36 | 39 |   |   |   |   |   | 3 |   | Invited teachers Nino Glonti Lela Grigolya | <b>B0913.1.1.47</b> |



|  |               |           |    |     |   |   |   |   |   |   |    |  |   |                              |
|--|---------------|-----------|----|-----|---|---|---|---|---|---|----|--|---|------------------------------|
|  |               |           |    |     |   |   |   |   |   |   |    |  |   |                              |
| Teaching practice 1                    | B0913.1.1.49  | 12        | 62 | 238 |   |   |   |   |   |   | 12 |  | Associate Professor<br>Akaki Bakradze     | B0913.1.1.25<br>B0913.1.1.26 |
| Teaching practice 2                    | B0913.1.1.50  | 12        | 62 | 238 |   |   |   |   |   |   | 12 |  | Professor<br>Giorgi Tsilosani             | B0913.1.1.41<br>B0913.1.1.35 |
|  |               |           |    |     |   |   |   |   |   |   |    |  |   |                              |
| <b>b) Elective courses</b>             |               | <b>24</b> |    |     |   |   |   |   |   |   |    |  |   |                              |
| Psychology of people with disabilities | B0913.1.1.001 | 3         | 36 | 39  |   |   |   | 3 |   |   |    |  | Associate professor<br>Lana Sulkhanišvili | No precondition              |
| Basics of traditional Medicine         | B0913.1.1.002 | 3         | 36 | 39  |   |   |   |   | 3 |   |    |  | Invited teacher<br>Marine Benidze         | No precondition              |
| Phytotherapy                           | B0913.1.1.003 | 3         | 36 | 39  |   |   |   |   |   | 3 |    |  | Invited teacher<br>Marine Benidze         | No precondition              |
| Geriatrics / Gerontology.              | B0913.1.1.004 | 3         | 36 | 39  |   |   |   |   |   |   | 3  |  | Invited teacher<br>Nino Didberidze        | No precondition              |
| Methodology of inclusive education.    | B0913.1.1.005 | 3         | 36 | 39  |   |   | 3 |   |   |   |    |  | Invited teacher<br>Khatuna<br>Kobakhidze  | No precondition              |
| History of Medicine                    | B0913.1.1.006 | 3         | 36 | 39  | 3 |   |   |   |   |   |    |  | Invited teacher<br>Irine Bibileishvili    | No precondition              |
| Eastern Medicine                       | B0913.1.1.007 | 3         | 36 | 39  |   |   |   | 3 |   |   |    |  | Invited teacher<br>Marine Benidze         | No precondition              |
| Latin language, Medical terminology    | B0913.1.1.008 | 3         | 36 | 39  | 3 |   |   |   |   |   |    |  | Invited teacher<br>Nino Tsereteli         | No precondition              |
| Medical psychology                     | B0913.1.1.009 | 3         | 36 | 39  |   | 3 |   |   |   |   |    |  | Associate professor<br>Lana Sulkhanišvili | No precondition              |

|                  |                      |          |    |    |  |   |   |  |   |   |  |   |   |                    |
|------------------|----------------------|----------|----|----|--|---|---|--|---|---|--|---|---|--------------------|
| Family Medicine  | <b>B0913.1.1.010</b> | 3        | 36 | 39 |  |   |   |  | 3 |   |  |   | Associate professor<br>Marine Bzishvili       | No<br>precondition |
| Toxicology.      | <b>B0913.1.1.011</b> | 3        | 30 | 45 |  |   |   |  |   | 3 |  |   | Invited teacher<br>Manana Zhuruli             | No<br>precondition |
| Dietology        | <b>B0913.1.1.012</b> | 3        | 30 | 45 |  |   |   |  |   |   |  | 3 | Associate professor<br>Nana Gumbaridze        | No<br>precondition |
| Ecology          | <b>B0913.1.1.013</b> | <b>3</b> | 36 | 39 |  |   |   |  |   |   |  | 3 | Associate professor<br>Irma<br>Tskhovrebadze  | No<br>precondition |
| Threpsology      | <b>B0913.1.1.014</b> | 3        | 30 | 45 |  |   | 3 |  |   |   |  |   | Associate professor<br>Tsisana Saprashvili    | No<br>precondition |
| Medical Genetics | <b>B0913.1.1.015</b> | 3        | 36 | 39 |  | 3 |   |  |   |   |  |   | Associate professor<br>Ketevan<br>Shalashvili | No<br>precondition |
| Home care        | <b>B0913.1.1.016</b> | 3        | 36 | 39 |  |   |   |  |   |   |  | 3 | Invited teacher<br>Nino Didberidze            | No<br>precondition |

|  |       |           |    |    |   |   |   |   |   |  |  |  |       |  |
|--|-------|-----------|----|----|---|---|---|---|---|--|--|--|-------|--|
| <b>General or free components, research:</b>                 |       | <b>54</b> |    |    |   |   |   |   |   |  |  |  |       |  |
| <b>A) Mandatory Courses</b>                                  |       | <b>27</b> |    |    |   |   |   |   |   |  |  |  |       |  |
| Academic Writing   | B0101 | 4         | 36 | 64 |   |   | 4 |   |   |  |  | Invited teacher<br>Bella Saria         |       |  |
| Foreign language 1 (English)                                 | B0102 | 4         | 36 | 64 | 4 |   |   |   |   |  |  | Invited teacher<br>Irine Menabde       |       |  |
| Foreign language 2 (English)                                 | B0103 | 4         | 36 | 64 |   | 4 |   |   |   |  |  | Invited teacher<br>Irine Menabde       | B0102 |  |
| Foreign language 3 (English)                                 | B0104 | 4         | 36 | 64 |   |   | 4 |   |   |  |  | Invited teacher<br>Irine Menabde       | B0103 |  |
| Information Technologies                                     | B0105 | 3         | 36 | 39 | 3 |   |   |   |   |  |  | Associate professor<br>Nana Gumbaridze |       |  |
| Bioethics 1  | B0106 | 4         | 36 | 64 |   |   |   | 4 |   |  |  | Professor<br>Archimandrite<br>Adam     |       |  |
| Bioethics 2  | B0107 | 4         | 36 | 64 |   |   |   |   | 4 |  |  | Professor<br>Archimandrite<br>Adam     | B0106 |  |
|  |       |           |    |    |   |   |   |   |   |  |  |  |       |  |
| <b>B) Elective Courses</b>                                   |       | 15        |    |    |   |   |   |   |   |  |  |  |       |  |
| Issues of normalization of modern Georgian literary language | B0108 | 3         | 36 | 39 | 3 |   |   |   |   |  |  | Invited teacher<br>Bella Saria         |       |  |
| Generative analysis of literature                            | B0109 | 3         | 36 | 39 |   |   | 3 |   |   |  |  | Invited teacher<br>Bella Saria         |       |  |

|   |       |            |           |            |           |           |           |           |           |           |           |           |   |       |
|---|-------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|-------|
| Old Testament                                       | B011  | 3          | 36        | 39         |           |           | 3         |           |           |           |           |           | Arch-priest Jacob<br>(Ushikishvilli)        |       |
| New Testament                                       | B0111 | 3          | 36        | 39         |           |           |           | 3         |           |           |           |           | Arch-priest Jacob<br>(Ushikishvilli)        |       |
| Introduction to<br>Christian Doctrine               | B0112 | 3          | 36        | 39         |           | 3         |           |           |           |           |           |           | Arch-priest Jacob<br>(Ushikishvilli)        |       |
| History and Culture of<br>Georgia 1                 | B0113 | 3          | 36        | 39         | 3         |           |           |           |           |           |           |           | Associate professor<br>Zaza Tsurtssumia     |       |
| History and Culture of<br>Georgia 2                 | B0114 | 3          | 36        | 39         |           | 3         |           |           |           |           |           |           | Associate professor<br>Zaza Tsurtssumia     | B0113 |
| Anthropology  | B0115 | 3          | 36        | 39         |           |           |           |           | 3         |           |           |           | Professor<br>Archimandrite<br>Adam          |       |
| Culture of Speech                                   | B0116 | 3          | 36        | 39         |           |           | 3         |           |           |           |           |           | Invited teacher<br>Bella Saria              |       |
| Behaviorist psychology                              | B0117 | 3          | 36        | 39         |           |           |           |           | 3         |           |           |           | Associate professor<br>Lana Sulkhaniashvili |       |
| <b>Preparing /defending<br/>a Bachelor's thesis</b> |       | <b>14</b>  | <b>70</b> | <b>280</b> |           |           |           |           |           |           |           | <b>14</b> |   |       |
| <b>In total</b>                                     |       | <b>242</b> |           |            | <b>28</b> | <b>28</b> | <b>31</b> | <b>28</b> | <b>31</b> | <b>31</b> | <b>33</b> | <b>32</b> | <b>242</b>                                  |       |

Map of program objectives and learning outcomes

| Program objectives  | Program learning outcome 1 | Program learning outcome 2 | Program learning outcome 3 | Program learning outcome 4 | Program learning outcome 5 | Program learning outcome 6 | Program learning outcome 7 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| A) To acquire a thorough knowledge in nursing theory, in restoring and maintaining the health of individuals, families, population groups or communities of any age group, in the prevention of diseases, taking care of patients, the disabled and terminally ill patients / clients, as well as in clinical medicine, population health, major pathologies, human infections, nursing management, and adequate knowledge and skills relevant to modern requirements based on scientific evidence to build relevant institutional potential; | X                          |                            | X                          | X                          |                            | X                          |                            |
| b) To develop clinical practice skills and the ability to apply the acquired knowledge in practice and to carry out his / her professional activities in institutions providing various medical and social services, hospices, non-governmental organizations ((Emergency care, resuscitation, surgery, therapy, urology, pediatrics, obstetrics, geriatrics, gynecology, psychiatry, gastroenterology, cardiology, oncology).  | X                          | X                          | X                          | X                          | X                          |                            | X                          |
| c) Acquire skills in the development of essential field competencies as well as general / transfer competencies and also be able to engage in independent professional activities and develop a   |                            | X                          | X                          | X                          |                            | X                          | X                          |

|   |   |   |  |  |   |   |   |
|---|---|---|--|--|---|---|---|
| lifelong commitment to learning and continuing professional development;  |   |   |  |  |   |   |   |
| d) Develop the ability to participate in various clinical trials based on knowledge acquired in social research methodology, to collect and analyze data to make informed decisions, as well as to respond and adapt effectively to changing needs and future priorities in the population; | X | X |  |  | X | X | X |

| Learning outcomes  | Characteristics of learning outcomes  | Note |
|--------------------|---|------|
| Learning outcome 1 | The bachelor of nursing will have theoretical and practical knowledge and skills in accordance with modern standards (pediatric, geriatric neurological, psychiatric, psychological, etc.) and the ability to prevent, diagnose and manage diseases, the ability to critically understand nursing, systematic knowledge of the legal foundations of health, ethical norms, social, health and behavioral sciences, making social security policies and manipulating this knowledge in different cases. Will be able to use medical terminology and information technologies to enhance and analyze knowledge and practical skills in Georgian and English. Use interdisciplinary analysis if necessary. |      |
| Learning outcome 2 | The bachelor will be able to critically understand complex issues in terms of his / her role and functions, professional growth and development and responsibility in his / her career, persuade the patient and his / her family members / informal carers, provide comfort and compassion, establish effective communication and inform, educate and supervise in Georgian and English, especially with people with communication problems.   |      |
| Learning outcome 3 | The Bachelor of Nursing will be able to apply his/her knowledge in teaching anatomy, physiology, specific pathologies, peculiarities of viral and fungal infections, characteristics of home care, care measures and informal care, positive and negative effects of physical, chemical and biological factors on the body, as well as age characteristics (newborn, adolescent, elderly) in terms of their nursing and home care, management and treatment mechanisms, drug dosage and concentration of solutions.   |      |
|                    | The bachelor will be able to provide first aid and triage management at the pre-hospital, inpatient and   |      |

|                    |  |  |
|--------------------|--|--|
| Learning outcome 4 | field hospital levels of a critically ill patient. Nursing actions and monitoring during various diseases. Apply new approaches and accordingly plan and implement the patient care and management process in agreement with him / her and his / her family members, in collaboration with health and social workers;  |  |
| Learning outcome 5 | Nursing practice in institutions, clinical research skills and participation will enable the graduate to evaluate and analyze the available information; Also, to follow and logically substantiate the decision, and all this will give us a specialist who will have the ability to assess and manage risks in the complication of various diseases, take appropriate actions in a safe environment for the patient and safe use of medications and other treatments; At the same time, the ability to develop in the future, as a result of which we will maintain knowledge and professional continuity in the development of nursing. |  |
| Learning outcome 6 | Based on the knowledge gained through the program, the bachelor will be able to adhere professional ethics and legal norms in daily activities, which will lead to the appreciation and respect for differences and cultural diversity between people. Also, based on critical thinking and self-assessment, will identify problems arising in professional activities and effectively solve the problem in non-standard situations.   |  |
| Learning outcome 7 | A bachelor of nursing can aspire to establish professional values and participate in the formation of those values. At the same time it will be able to protect the dignity and rights of the patient, to maintain confidentiality. The bachelor will have the ability to transform knowledge to dialogue and work effectively with the patient and his or her family, to educate future generations, to educate and impart knowledge to all interested parties.   |  |

## Curriculum map of the Bachelor program of Public Health.

1- Introduction, 2 - deepening, 3 - strengthening

|    |   | Competence of the graduates of the Bachelor program-<br>Public Health |       |                                |
|----|---|---|-------|--------------------------------|
|    | Name of<br>the academic course            | Knowledge   | Skill | Responsibility and<br>Autonomy |
| 1  | General and medical Chemistry             | 1   | 1     | 1                              |
| 2  | General and Medical Biology               | 1   | 1     | 1                              |
| 3  | Medical physics and biophysics            | 1   | 1     | 1                              |
| 4  | Microbiology-Virology -Immunology<br>1    | 1   | 2     | 2                              |
| 5  | Microbiology-Virology and<br>Immunology 2 | 2   | 2     | 2                              |
| 6  | Pharmacology 1                            | 1   | 2     | 2                              |
| 7  | Pharmacology 2                            | 2   | 2     | 2                              |
| 8  | Clinical Pharmacology                     | 2   | 2     | 3                              |
| 9  | Human Anatomy 1                           | 1   | 2     | 2                              |
| 10 | Human Anatomy 2                           | 2   | 2     | 2                              |
| 11 | Human physiology 1                        | 1   | 2     | 2                              |
| 12 | Human physiology 2                        | 2   | 2     | 2                              |
| 13 | General Surgery                           | 2   | 2     | 2                              |
| 14 | Private Surgery                           | 2   |       |                                |
| 15 | Infectious Diseases                       | 2   | 2     | 2                              |
| 16 | Pathology                                 | 2   | 2     | 2                              |



|    |   |   |   |   |
|----|---|---|---|---|
| 17 | Therapy for nurses 1  | 2 | 2 | 3 |
| 18 | Therapy for nurses 2  | 2 | 2 | 3 |
| 19 | Preventive Medicine   | 1 | 1 | 1 |
| 20 | Medical biochemistry 1  | 1 | 2 | 2 |
| 21 | Medical biochemistry 2  | 2 | 2 | 2 |
| 22 | Therapy   | 2 | 2 | 2 |
| 23 | Neurology   | 2 | 2 | 2 |
| 24 | Pediatrics  | 2 | 2 | 2 |
| 25 | Obstetrics.   | 2 | 2 | 2 |
| 26 | Gynecology,<br>Reproduction                                   | 2 | 2 | 2 |
| 27 | Otorhinolaryngology   | 2 | 2 | 2 |
| 28 | Internal diseases Propaedeutics-1                             | 2 | 2 | 2 |
| 29 | Internal diseases Propaedeutics 2                             | 2 | 2 | 2 |
| 30 | Basics of Hygiene   | 2 | 2 | 2 |
| 31 | Radiology 1.  | 2 | 2 | 2 |
| 32 | Radiology 2.  | 2 | 2 | 2 |
| 33 | Endocrinology, metabolism                                     | 2 | 2 | 2 |
| 34 | Traumatology, Orthopedics                                     | 2 | 2 | 2 |
| 35 | Anesthesiology, Resuscitation and<br>Critical Care Medicine 1 | 2 | 3 | 2 |
| 36 | Anesthesiology, Resuscitation and<br>Critical Care Medicine 2 | 2 | 3 | 2 |
| 37 | Psychiatry  | 2 | 2 | 2 |
| 38 | Patient care 1  | 2 | 2 | 3 |
| 39 | Patient care 2  | 2 | 2 | 3 |
| 40 | Surgery for nurses 1  | 2 | 2 | 3 |
| 41 | Surgery for nurses 2:   | 2 | 2 | 3 |
| 42 | Physiotherapy, spa studies                                    | 2 | 2 | 2 |
| 43 | Skin and venereal diseases                                    | 2 | 2 | 2 |
| 44 | Nursing and theory of patient care 1                          | 2 | 2 | 2 |
| 45 | Nursing and theory of patient care 2                          | 3 | 3 | 3 |
| 46 | Nursing and theory of patient care 3                          | 3 | 3 | 3 |

|    |   |   |   |   |
|----|---|---|---|---|
| 47 | Nursing and theory of patient care 4                                    | 3 | 3 | 3 |
| 48 | <b>Teaching practice 1</b>  | 3 | 3 | 3 |
| 49 | <b>Teaching practice 2</b>  | 3 | 3 | 3 |
|    | <b>Elective courses</b>   |   |   |   |
| 1  | Psychology of people with disabilities                                  | 1 | 2 | 1 |
| 2  | Basics of traditional medicine  | 1 | 2 | 1 |
| 3  | Phytotherapy  | 1 | 2 | 1 |
| 4  | Geriatrics and Gerontology.   | 2 | 2 | 1 |
| 5  | Methodology of inclusive education.                                     | 2 | 2 | 1 |
| 6  | History of Medicine   | 1 | 1 | - |
| 7  | Eastern Medicine  | 1 | 1 | 1 |
| 8  | Latin language, Medical terminology                                     | 1 | 1 | - |
| 9  | Medical psychology  | 1 | 2 | 1 |
| 10 | Family Medicine   | 2 | 2 | 2 |
| 11 | Toxicology.   | 2 | 2 | 2 |
| 12 | Dietology   | 2 | 1 | 1 |
| 13 | Ecology   | 2 | 1 | 1 |
| 14 | Threpsology   | 1 | 1 | 1 |
| 15 | Medical Genetics  | 1 | 1 | 1 |
| 16 | Home care   | 1 | 1 | 2 |
|    |   |   |   |   |
|    | General or free components, research:<br>A) Mandatory<br><b>Courses</b> |   |   |   |
| 17 | Academic Writing  |   |   |   |

|    |   |   |   |   |
|----|---|---|---|---|
| 18 | Foreign language 1<br>(English)                                 | 1 | 1 | 1 |
| 19 | Foreign language 2<br>(English)                                 | 1 | 1 | 1 |
| 20 | Foreign language 3<br>(English)                                 | 2 | 2 | 1 |
| 21 | Information Technologies  | 1 | 2 | 1 |
| 22 | Bioethics 1   | 1 | 2 |   |
| 23 | Bioethics 2   | 2 | 2 | 1 |
|    | <b>B) Elective<br/>Courses</b>                                  | 1 | 1 | 1 |
| 24 | Issues of normalization of modern<br>Georgian literary language |   |   |   |
| 25 | Generative analysis of literature                               | 1 | 1 | 1 |
| 26 | Old Testament   | 1 | 1 | 1 |
| 27 | New Testament   | 1 | 1 | 1 |
| 28 | Introduction to Christian Doctrine                              | 1 | 1 | 1 |
| 29 | History and Culture of Georgia 1                                | 1 | 1 | 1 |
| 30 | History and Culture of Georgia 2                                | 1 | 1 | 1 |
| 31 | Anthropology  | 1 | 1 | 1 |
| 32 | Culture of Speech   | 1 | 1 | 1 |
| 33 | Behaviorist psychology  | 1 | 1 | 1 |
| 34 | Preparing /defending a Bachelor's<br>thesis                     |   |   |   |
|    |   |   |   |   |

Programmes of the teaching courses (syllabuses

attached CD-R)



Programmes of the teaching courses (syllabuses