



**Tehran University of Medical Sciences
School of Nursing and Midwifery**

Nursing (PhD)

(General specifications, plans and headlines)

**Final revision and editing
2016**

Section I

Title: Nursing (PhD)

Degree: PhD

Introduction

A Doctor of Philosophy is the highest degree awarded in nursing by universities in many countries. Doctoral programs in nursing prepare the student for work in nursing education, health care administration, clinical research, or advanced clinical practice. PhD is a unique degree in that it is not focused on acquiring more knowledge. Doing a PhD is oriented around research. Most PhD programs have three components. Some course work to provide the breadth of knowledge, some methods to develop the depth of knowledge in the chosen area of study, and a thesis that provides the experience of working on research problems.

Definition:

PhD nursing is the highest level of nursing education. Graduates of this program can work as faculty members in universities and educational/research centers.

The Aim of the Course

Values and beliefs:

Nursing profession deals with the health of human being which is a multidimensional entity with unique personal, physical, mental, social and moral characteristics. Furthermore, based on the society's values, nursing profession must respect human rights and create social justice. Graduates of the program will play a critical role in the health and wellbeing of the society in the areas of prevention, care, treatment, rehabilitation, education and research. This increases the motivation among nurses and promotes professional services.

Mission:

The mission of the nursing PhD program is to train and educate expert professionals who are;

- Familiar with today's scientific advances and knowledge,
- Capable, responsible, committed to professional ethics
- Sensitive towards the health of individuals and society
- Ready to use their expertise in the areas of prevention to rehabilitation in their community.

Vision:

In 10 year time, this program will cause the country to be among the top countries in the region, in terms of; strategic partnership in the production and development of basic applied science and quality research, improvement in the quality of nursing services within the specialized promotion of national standards which is consistent with international standards of nursing education, preparation for recruiting efficient scientific and specialist in the country and attracting students from other countries of the region.

Aims:

The main aims of this program are as follow;

- Train professional education instructors and researchers
- Provide human resources required by national universities
- Achieve professional self-sufficiency

General Competencies

Communication skills, interviewing, reporting, critical thinking, professionalism, and as well as:

- Concept and theories in nursing
- Evidence based practice
- Research methodology in nursing
- Statistics for nursing research

Specific Competencies and Skills (Special Qualifications)

Educational, Research, Advisory, Treatment, Caring, Prevention

Graduates of this program, as well as resolving the shortness of human resources, will be able to work in the following roles:

Educational role:

- Reviewing and analyzing training programs
- Participating in the planning at different stages of nursing education
- Teaching at different levels of nursing education using modern methods
- Participating in the development programs and teaching continuous education programs for clinical staff
- Planning and supervising postgraduates' clinical training at different levels in accordance with the standards

Research role:

- Conduct qualitative and quantitative research according to the needs of community and priorities
- Guide and advice thesis and dissertation for postgraduate students
- Review and modify research projects
- Cooperation with the research committees at research, Health and treatment centers
- Review clinical needs and provide proposal and research projects in order to solve the problem
- Encourage and support students, and research committees with the advice and guidance in required researches

Preventive and consultancy roles

Guidance and partnership with students at health centers in:

- Assessment of mental and physical diseases (acute and chronic) in that area
- Prevention and counseling patients and their families about illnesses
- Assessment of clients and their families' social problems such as addiction, crime, etc
- Education of patients and their families on prevention and providing ongoing advisory services to individuals
- Follow-up patients and families in the community to assess the measures taken

Their role in diagnosis, treatment and care

Providing guidance and help for students in clinical education with respect to the following factors:

- The importance of discharge planning from the time of admission
- Assess and understand the needs and conditions of the patient (client)
- Planning and providing care based on nursing diagnoses, according to priorities
- Evaluating delivered care
- Teaching patients and family
- Report interventions in writing and verbally
- If necessary, follow-up patients after discharge (in the community)
- Guiding students on how to communicate with patients and families
- Providing assistance in planning and implementing continuous education in hospital
- Cooperating with hospital committees
- provide clinical conferences needed to improve the quality of service (e.g., infection control)
- Conducting workshops in collaboration with the nursing staff and students

Managerial role

- Reviewing and understanding of the organization's management structure
- Identifying shortages, limitations and problems of organization
- Strategic planning by using opportunities and resources
- Providing professional services by offering related proposals
- Assessing and understanding problems in specialized field (associated with thesis)
- Participating in planning and implementation of internal and external evaluation and audit

Educational Strategies, Methods and Techniques

Educational Strategies: Task based learning; blended learning (teacher-centered and student-centered); blended learning (attendance and DLN); Problem based learning; Professional competency based learning, and evidence based learning.

Methods and Techniques: lecture (question & answer, video clip); journal club; Case presentation; Discussion in small groups, Seminars and conferences, site visits (for example: Nursing Office of the Tehran university of medical sciences, and Iranian nursing organization); clinical and managerial practice in health care fields)

- Student-centered teaching
- Using problem-solving method in teaching
- Using group discussion in teaching
- Promoting critical thinking through teaching
- Students must write down scientific and research findings related to each lesson

Student Assessment

- Written evaluation [multiple choice questions (MCQ), essay (restricted & extended answer)]; oral evaluation (unstructured and structured oral exams); interactive computer test; Practical evaluation (projects, Portfolio, and Logbook).

The Terms and Conditions of Admission to the Course

Applicants must have master's degree certificate in nursing management or related programs. They must also meet other requirements for entry to PhD programs approved by the High Council of Planning.

Table 1: Exam's subjects and related credit required for entry to the PhD program

No	Exam's subject	credit
1	Theories and their application in nursing	3
2	Theories and principles of management and their application in nursing	3
3	Theories and principles of education and their application in nursing	3
4	Statistic and research in nursing	3

Ethical issues

The graduates should,

- Observe the Patient's Bill of Rights¹ when working with the patients.
- Strictly observe Biosafety and Patient Safety Rules* concerning the patients, personnel and workplace.
- Observe the Rulebook for Dress Code².
- Strictly observe the Regulations of Working with the Laboratory Animals³.
- Carefully preserve resources and equipment.
- Truly respect faculty members, the staff, classmates and other students and work for creating an intimate and respectful atmosphere.
- Observe social and professional ethical considerations in criticism.

1, 2 and 3 are contained in the Enclosures.

* Biosafety and Patient Safety Rules will be set out by the Educational Departments and will be available to the students.

**Number and Type of Credits and Tables of the Courses
(including compulsory and optional [elective] courses)**

Code	Title of module	Number of credits	Types of the module	Prerequisite
01	Epidemiology	2 (34hours)	Theory	-
02	Principles and philosophy of education	2 (34hours)	Theory	-
03	Philosophy, nursing theories, and theory	3 (68hours)	Theory- Practice	-
04	Nursing education systems in Iran and the world	2 (34hours)	Theory	-
05	Research methodology in nursing	2 (34hours)	Theory	01
06	Critical analysis of quantitative and qualitative research in nursing	2(34hours)	Theory	-
07	Inferential statistic	2(34hours)	Theory- Practice	-
08	New approaches in teaching	2(34hours)	Theory	-
09	Educational management	3 (51hours)	Theory	-
10	Information technology in nursing	2 (34hours)	Theory	-
11	Nursing challenges	3 (51hours)	Theory	-
12	Test development and assessment	2 (34hours)	Theory	-