NATIONAL EDUCATIONAL UNIVERSITY

English-Language Nursing Undergraduate Educational Program

Bachelor's degree program

Name of the educational program
Nursing
Higher academic education level
First level, Bachelor
Type of educational program
Higher Education Academic Programme
Detailed field and code
Nursing and Midwifery - 0913
Qualification to be awarded
Bachelor of Nursing
Duration of study
Duration of study: 8 semesters (4 academic years)
Program volume in credits
240 (ECTS) Credits

Language
English
Program Director/Co-Director
Nino Kasradze Tamar Sharashenidze

Prerequisite for admission to the program

For citizens of Georgia - enrollment in the program is carried out on the basis of the results of the Unified National Exams (ranking document) or in accordance with the rules established in cases specified by the Law of Georgia on Higher Education, upon passing administrative registration and the order of the university rector.

Without passing the Unified National Examinations:

- For foreign citizens and stateless persons who have received complete general education or its equivalent in a foreign country;
- For Georgian citizens who have received complete general education or its equivalent in a foreign country and who have studied the last 2 years of complete general education in a foreign country (in an English-speaking country);
- For foreign citizens (except for students participating in a joint higher education program and students participating in an exchange education program) who are studying/have studied and have received credits/qualifications in a foreign country at a higher education institution recognized in accordance with the legislation of that country;
- For citizens of Georgia (except for students participating in a joint higher education program and students participating in an exchange education program) who live/have lived, study/have studied and have received credits/qualifications in a foreign country at a higher education institution recognized in accordance with the legislation of that country for a period determined by the Ministry.

English language component:

In the case of Unified National Exams, passing the English language is a prerequisite (taking into account the coefficients

and the minimum subject threshold established by the university).

For foreign students, the English language component is assessed/confirmed:

By presenting a certificate confirming at least B1 level of English (IELTS, TOEFL, Cambridge English, UNIcert®)EnglishScore, etc. or by presenting a relevant document (e.g., a certificate, etc.) for foreign citizens with education in English, and also for Georgian citizens who have received complete general education in a foreign country, or its equivalent education, and who studied in a foreign country for the last 2 years of complete general education and who present a relevant document (e.g., a certificate, etc.).

In case of passing the standardized (4-component: listening, reading comprehension, analysis and speaking) exam organized by the "NEU - National Educational University", where the above-mentioned level of English language proficiency (B1) is confirmed.

Enrollment of students on a mobility basis to the Bachelor of Nursing program Admission of students transferred from another higher educational institution/program on a mobility basis is carried out in accordance with the rules established by the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010.

A person has the right to mobility to the Bachelor of Nursing program if he/she was enrolled in the higher educational institution in accordance with the rules established by the legislation and is a student of the institution at the time of registration as a mobility applicant on the electronic portal of the Education Management Information System.

A person whose student status is suspended at the time of registration on the electronic portal or whose status has been terminated is also entitled to mobility for 12 months after the termination of the status.

Enrollment in the program or transfer from a recognized higher educational institution of a foreign country is carried out based on the order of the Minister of Education and Science of Georgia. Based on the decision/approval of the Ministry of Education and Science of Georgia.

Note: Before the start of the 5th semester of study, the student is required to confirm the B2 level of English language.

Program duration/scope

One credit corresponds to 30 academic hours, which include contact hours and hours of independent work of students. Taking into account the characteristics of the educational program and/or the individual study program of the student, the number of credits per year may be less than or more than 60, but not more than 75. Students are assessed using a 100-point grading system. All courses include ongoing activities (40 points), one midterm exam (20 points) and a final exam (40 points). The annual number of weeks is 40 weeks. The duration of each semester corresponds to 20 (twenty) weeks, which includes 15 (fifteen) study weeks, 2 (two) weeks for midterm exams, 2 (two) weeks for final exams and 1 (one) week for additional exams. Each course ends with a final exam. If a student is unable to complete the program and obtain at least 240 credits within 4 (four) academic years, he/she is given the opportunity to complete the program and obtain a bachelor's

degree during an additional semester/semesters.

Program structure

The program takes into account the experience of implementing similar programs in Western European universities. The program is focused on producing highly competent, competitive graduates who meet the requirements of the Global Pillars Framework for Nursing Education (professionalism and leadership, workforce development, research and education).

The Bachelor of Nursing program is based on the sectoral characteristics of higher education in nursing, the Directive of the European Parliament and the Council "2005/36/EC" and the results of market research, which revealed a shortage and need for nurses at the global level, which will become even more acute in the coming years.

The program uses a semi-integrated approach, each course within the program is designed taking into account the content of the National Qualifications Framework document, as a result of which the program ensures the achievement of learning outcomes at the appropriate level of the framework (level 6). Specific syllabi have been developed for each course, each of which includes different components. For example, the series of courses "Body Structures I - II" studies organ systems from an anatomical, histological and radiological perspective, which provides students with comprehensive information about the structure of organs, their histological composition and radiological characteristics.Clinical skills components are integrated into the curriculum from the very beginning, the development of clinical skills is part of the course "Nursing Professional Skills", which is conducted in the clinical skills and simulation environment of the university. This course includes four components (I - IV), it is worth noting that clinical skills are integrated with the course of bioethics, communication skills, leadership, which allows students to develop communication and leadership skills taking into account ethical values, which is very important for future nursing bachelors.

Clinical components (in hospitals) are gradually introduced from the fifth semester. Activities are carried out in clinical institutions and affiliated clinics, under the supervision of a qualified (lecturer) implementing the program. The development of knowledge, skills and attitudes (Knowledge, skills, attitude) is carried out in clinical courses, which ensures the preparation of nursing bachelors with the appropriate responsibility and autonomy for highly qualified learning.**The program includes four stages:**

- **Preclinical Basic Phase (1 - 2 years):** Focuses on the study of the normal structure and function of the body, while students will study the basics of nursing, the history of nursing practice, review aspects of bioethics that go through human values, develop communication skills (both vertical and horizontal), as well as teamwork, leading, managing and delegating skills for the effective implementation of nursing management, the role of the nurse in the development of public health and population health. In the same phase, the study of basic clinical skills begins in the institution's Clinical Simulation Center, which is equipped with the latest model mannequins and simulators, so that students have the opportunity to perform invasive and non-invasive procedures on simulators, develop medication calculation skills, study infection control issues, including the use of personal protective equipment, waste management, etc.

- **Clinical Phase (2 - 3 years) -** deepens knowledge and strengthens skills in the nursing process, the study of which begins in the basic years of study, students will study the principles of nursing assessment, diagnosis, planning, implementation, evaluation, documentation, reporting SBAR. Including the use of electronic information technologies in nursing. Students participate in clinical rotations in various departments.

- **Enhanced Clinical and Specialization Phase 4 years:** Students strengthen various clinical training components (e.g., pediatric patient nursing management, geriatric patient nursing management, family medicine nurse, etc.) and also summarize the research component. In this phase, students deepen and strengthen clinical and research activities.

- **Language component:** Georgian language teaching is spread over 3 (three) semesters (12 ECTS), which facilitates the socialization of foreign students and communication with patients at the clinical level. In addition, Georgian-speaking students are offered German language courses (12 credits) for linguistic balance.

Research component: The research component consists of 11 ECTS. The courses cover research methods, data collection and biostatistical analysis. The program ends with a bachelor's thesis, where students plan, conduct (supervised - observational, survey - systematic review, etc.), analyze and present research, which contributes to the development of scientific skills.

The 240 credits of the educational program are distributed as follows:

Compulsory courses in the main field of study - 212 ECTS;

Elective courses in the main field of study - 13 ECTS;

General/free/ (compulsory and elective) courses - 15 ECTS.

Note: For details, see the curriculum.The duration of theoretical training is represented by 1535 contact hours;

The duration of the clinical training component is represented by 2309 contact hours.

The selection of elective courses in the main field of study is carried out according to the curriculum of the bachelor's program, which takes into account the prerequisites for studying the courses and their logical sequence.

Free components include a course/subject focused on promoting the development of general, transferable skills, which the student can freely choose in order to broaden his/her horizons on issues of interest to him/her.

Program relevance to the mission

"NEU - National Educational University" creates a modern learning environment by introducing innovative methods. The university ensures the preparation of competitive, highly qualified and socially conscious generations for the labor market in the ever-changing digital era. The educational program is focused on providing the local and international labor market with competitive specialists in the field of nursing who have an education that meets the requirements of civil society.

Based on the mission, the English-language educational bachelor's program in "Nursing" is focused on preparing strategically thinking specialists who will have effective management and development skills.

Program relevance

The relevance of the program "Nursing" is based on the Sustainable Development Goals of the United Nations General Assembly, the third goal of which is dedicated to the health and well-being of the population (SDG 3-Ensure healthy Lives and Promote Wellbeing for All Ages).

Based on data from the World Health Organization, in recent years the total number of nurses in the world's largest employed sector in the health sector amounted to 59%, which was numerically represented by more than 28 million people.

According to official data from Geostat, the total number of nurses in Georgia is 21,823 (for 2023), which is 100 units less than the data of the previous year (2022).

The age (aging) rate of healthcare workers poses a threat to the stability of the nursing workforce. Globally, the nursing workforce is relatively young, but there are regional disparities. About 18 countries are experiencing a severe shortage of nurses due to their age.

India has only 1.96 nurses per 1,000 population, far below the World Health Organization (WHO) recommended ratio of three nurses per 1,000 population.

Arab countries are experiencing significant population growth, which is putting additional pressure on health services. For example, Saudi Arabia alone is expected to need an additional 33,000 nurses by 2030 to meet the demands of its growing and aging population.

The United States faces a similar problem, as a significant portion of nurses are approaching retirement age. The effects of this aging workforce are compounded by an already existing shortage, requiring new nurses to be trained to replace those who retire. In European countries, 30% of the health care workforce (including nurses) is over 55.

At least 4.7 million new nurses are needed to replace the current retirement age. In 2012, Germany announced plans to increase the number of nurses to address the nursing shortage, which includes increasing the number of nurses from 263,000 to 500,000 by 2030. The UK is facing a severe shortage of nurses, as reflected on the National Health Service website, which says it is recruiting nurses from India and other countries to fill the gap.

Program Objective

The program objectives and program learning outcomes are fully aligned, measurable, and realistic. The Nursing program is diverse and focuses on the application of multidisciplinary knowledge in the nursing field.

Program Objective :

1. To equip students with knowledge of fundamental nursing principles, both theoretical and clinical nursing, including behavioral, social, and nursing research;
2. To effectively implement the nursing process: nursing assessment, diagnosis, nursing management, and preventive measures, including patient/population education - using effective interpersonal, communication, and professional skills and ethical and legal principles;
3. To independently search for, analyze, and apply knowledge of nursing research principles and clinical innovations to solve health problems.

Program learning outcomes

The program learning outcomes are measurable, realistic, and describe the knowledge that the student will acquire upon completion of the program. Achieving the learning outcomes provides the graduate with a solid foundation for mastering further academic programs.

Program Learning Outcomes:

Knowledge and Understanding:

1. **Describes** the knowledge of fundamental issues in basic biomedical, behavioral and social, health, clinical, and research sciences and determines the correlation with nursing management;

2. **Identifies** the nursing process - nursing assessment, nursing diagnosis, planning, implementation, evaluation, nursing documentation, and the role of the nurse in the formation of a healthy and long-lived population.

Ability:

3. Communicates effectively with the patient/patient's relatives (within the scope of competence), colleagues and the community, observing ethical and legal principles, taking into account the responsibilities of the nurse;

4. Manages the nursing process within the scope of competence - taking into account psychological and social aspects in various medical disciplines, applying the principles of nursing diagnosis and analyzing the results of nursing assessment, **establishes** a nursing diagnosis;

5. Develops a nursing care plan tailored to the individual and the situation for different age groups, producing appropriate documentation, and **provides** nursing care and care coordination for patients within the scope of competence, evaluating and analyzing the results of nursing care;

6. Performs basic nursing clinical procedures: both invasive (on a simulator) and non-invasive (on a patient, SP patient - under the guidance of a direct supervisor, after the patient's informed consent) - taking into account indications, contraindications and complications, as well as infection control and patient safety standards, including medication

calculation and administration;

7. Recognizes emergency situations and provides first aid to various age groups in accordance with the latest **guidelines** and protocols, including basic life support and (BLS), assistance in anaphylactic shock, etc.;

8. Works in a medical multicultural environment as a leader and as a team member, using ethical and legal principles, respecting the dignity and rights of the patient;

9. Effectively **uses** information and information technologies for documentation and practical nursing activities in accordance with confidentiality, personal data protection and legal requirements;

10. Ensures population health**,** carries out patient education, popularization of a healthy lifestyle within the scope of competence, taking into account ethical, legal and cultural features;

11. Evaluates the quality of nursing/medical services using predetermined indicators;

12. Conducts research taking into account the stages of research (identification of the problem, literature search, development of a research design, collection and analysis of data, formulation of conclusions and recommendations) in compliance with the principles of scientific research ethics and academic integrity.

Responsibility and Autonomy:

13. Performs nursing activities responsibly and accountable, evaluates own and others' activities objectively, taking into account socio-cultural and ethical factors.

Along with the field-specific skills, the graduate will acquire general transferable skills and experience:

1. Knowledge of fundamental issues of basic sciences, foreign language and awareness of the need for continuous updating of the latter;

2. Critical evaluation of data, their independent analysis, written communication skills. Participation in discussions, negotiation in a professional context;

3. Ability to constantly update learning/knowledge: ability to obtain new information and use it.

Methods of achieving learning outcomes

The following teaching-learning methodologies are used to achieve the learning outcomes:

- **Lecture** - conducted in a large group, the style varies considerably. It helps the student to understand the topic well, presentation: is detailed (the lecturer understands the subject and knows how to convey this understanding to others), the audience is involved and their interests in the lecture content are clear, the lecturer stimulates them to be active learners and there is emotional stimulation (inspiring, exciting and caring for the students);

- **Flipped Classroom (FC)** - conducted in a large group, students are given access to information normally presented in a lecture through lecture notes or other learning sources. They study this individually or in small groups. After that, students meet with the lecturer as a large group when they discuss areas of difficulty or use the information received to solve clinical or other problems;

- **Discussion/debate** – one of the most common methods of interactive teaching. The discussion process dramatically increases the level of student engagement and activity. Discussion can develop into a debate, and this process is not limited to questions posed by the teacher. It develops the student's ability to reason and justify their own opinion in order to expand their horizons;

- **Presentation/demonstration method** – this method helps to make the various stages of perception of the learning material visible, at the same time, this strategy visually presents the essence of the issue/problem, which is quite effective in terms of achieving results. The material to be studied can be demonstrated by both the lecturer and the student;

- **Inductive method** - defines a form of knowledge transfer when the course of thought in the learning process is directed from facts to generalization, that is, when conveying the material, the process proceeds from the specific to the general;

- **Analysis method** - helps to decompose the educational material into its constituent parts as a whole. This simplifies the detailed coverage of individual issues within a complex problem;
- **Synthesis method** - involves grouping individual issues to form a single whole. This method contributes to the development of the ability to see the problem as a whole;
- **Explanation** - explanatory method - is based on reasoning around a given issue. When conveying the material, the professor cites a specific example, which is discussed in detail within the framework of a given topic. This method contributes to the maximum involvement of the group in the process of discussing issues, the student's ability to think logically, form an independent opinion, justify their own opinion and respect the opinions of others;
- **E-learning** - This method involves the use of electronic resources in the learning process. The syllabus of the training course specifically presents the teaching methods used in the implementation of the training course;
- **PBL** - is implemented in small groups, focuses on student learning and guides learning activities based on "needs knowledge". PBL teaching approaches vary in terms of the steps in the "problem" process, the nature, format and level of student support**;**

- **CBL -** is implemented in small groups, discusses clinical cases When connecting theory to practice using student knowledge, the case can be presented from a real patient (in the hospital or community), as well as a simulated patient and a virtual patient. The case is presented, as a rule, as a formal learning activity, developed in addition to traditional clinical experience;
- **Brainstorming -** is a creative thinking exercise in which group members generate as many ideas as possible without criticism or questioning their validity until time or ideas run out. The ideas are then discussed. This approach is especially valuable for encouraging creativity and generating new ideas;
- **Nurse -** Patient Role Playing/Imitation/So-called Role Playing - Students create a scenario in which they play the role of either a nurse or a patient. Role playing is especially valuable for studying communication issues and attitudes;
- **CBCR – Case-based Clinical Reasoning)** is a clinical reasoning method based on a clinical case - used for the development of clinical reasoning (the method is used. These methods help the student to use the theoretical knowledge he has acquired to independently solve a specific clinical problem, as well as to develop the ability to work in a team, which is very important for the successful implementation of nursing activities;
- **Bedside Teaching (BT - Bedside Teaching) -** is a clinical teaching method that allows the student to acquire (strengthen) the skills of collecting anamnesis and assessing the patient. Along with a professional attitude, this teaching method combines the diagnostic process and patient care, including certain clinical, diagnostic, communication, ethical skills and professional thinking;
- **"Team Based Learning" (TBL - Team Based Learning).** When using this method, as in the case of the "flipped classroom", students are provided with the topic of discussion material in advance. Students are divided into 5 - They discuss the problem set in groups of 6 people and independently. Knowledge is assessed both individually and in groups;
- **CBD (Case - based Discussion) -** this assessment method involves the lecturer presenting a specific case to the student (analysis and synthesis of the results of instrumental and laboratory examinations, making a differential diagnosis, determining the diagnosis, developing a treatment plan in accordance with the competence), which the student must analyze or solve within a set period of time. Through the case, the lecturer tests the student's clinical thinking, drawing conclusions and documenting this process, understanding a complex issue/problem and finding original ways to solve it;
- **Teaching with simulators -** "Simulation does not replace experience with real patients." Using simulation in the early years of the curriculum not only prepares students for their experiences with patients, but also promotes a more authentic learning experience. "Hybrid" simulation, where a mannequin is combined with a simulated patient, offers advantages. It allows students to use complex practical skills while interacting with a simulated patient. It is mainly used to teach procedural skills - a six-step framework for procedural training has been proposed:

  1. Teach - acquire the necessary knowledge;

  2. See - observe the procedure;

3. Practice - practice on the simulator, develop the skills;
4. Validate - demonstrate mastery of the skills on the simulator;
5. Do - perform the procedure (on a patient under supervision);
6. Maintain - continue clinical practice.

- **eaching with SP/Real Patient –** SP patient is a person who has undergone various levels of training to embody the relevant role (patient). Real patient – the person who will be involved in the teaching process, should be trained to present their medical history and findings for teaching and assessment purposes, just like simulated patients. Virtual patients are electronically simulated real patients. They can be used in interactive computer simulations of real-life scenarios. Laboratory work is a more visible method and allows for greater visualization of processes. The student is involved in the research / investigation process. Laboratory work includes experimentation, or histological/biochemical/physiological and other studies of human biological samples. Laboratory work is used in the teaching process of clinical simulations, where the student completely safely masters the medical manipulations and procedures necessary for the competence of a general practitioner;

- **Case study** – the course leader discusses specific cases with his/her students, which contributes to the comprehensive study of the topic. The process helps students improve their critical thinking and analysis skills, etc.

The following assessment methods are used to achieve learning outcomes:

As a rule, student assessment is achieved through assessment forms**:**

- Intermediate (multiple) assessment - 40% of the maximum assessment;
- Intermediate exam assessment - 20% of the maximum assessment;
- Final (single) assessment - 40% of the maximum assessment.
- **Assessment methods (assessment tools):** laboratory work, MCQ, OSCE, OSCE practical work, oral survey, question - answer, presentation, role play, CBL assessment, etc. (see syllabuses).
- **Assessment criteria:** Assessment methods are measured by assessment criteria, which determine the level of achievement of learning outcomes and are described in detail in the relevant syllabi. Each form of assessment (midterm assessment, midterm exam, final) has a defined minimum competency threshold, which, taking into account the specificity of the course and the interest in achieving learning outcomes, may differ in different courses, taking into account that the minimum competency threshold for the final assessment should not exceed 60% of the final grade.

Meeting the minimum competency threshold for assessments is mandatory.

Note:

The selection of specific activities or their combination depends on the goals set by the relevant component and learning outcomes. The lecturers implementing the training courses themselves determine the various methods to be used in the training process, taking into account the specifics of the training course, which are reflected in the syllabi of the relevant training course.

Lectures are interactive. Their purpose is to provide theoretical understanding, generalization and problem-based discussion of the topics covered by the syllabus, and to form an orientation for independent learning for students. Attention in lectures is focused on outlining the main provisions of the issue under discussion, formulating substantiated theses and their critical analysis. The purpose of working in a working group/practical work is to deepen and specify the knowledge gained in lectures and its practical application. The lecture involves understanding theoretical material, forming and sharing opinions, arguing and arguing a position, performing specific practical work, and forming professional activity habits.

Student achievement assessment

The University operates a 100-point student assessment system approved by Order #3 of the Minister of Education and Science of Georgia of 2007. The maximum total score of assessments is 100 (points), respectively, the maximum positive assessment is 100 points, and the minimum positive assessment is 51 points. Each assessment method has a defined minimum competency threshold, which may be different in different study courses, taking into account the specificity of the study course and the interest in achieving learning outcomes.

Student Assessment:

A. **Five types of positive assessments:**

a.a) (A) Excellent – maximum assessment 91 - 100;

a.b) (B) Very good – maximum assessment 81 - 90;

a.c) (C) Good – maximum assessment 71 - 80;

a.d) (D) Satisfactory – maximum assessment 61 - 70;

A.E) (E) Sufficient – maximum grade 51 - 60;

B. **Two types of negative grades:**

B.A) (FX) Failed – maximum grade 41 - 50, which means that the student needs more work to pass and is given the right to take an additional exam with independent work once in the current semester;

B.B) (F) Failed – maximum grade 40 and less, which means that the work done by the student is not enough and he has to study the subject again.

The midterm assessment is divided into components: - practical activity (work in a working group/seminar/practical lesson,

presentation, etc.) and the midterm exam. Each has its own percentage share in the assessment system.

From the 100-point system, 60 points are distributed to the midterm components, and 40 points are allocated to the final exam. The 60 points determined for the mid-semester components are distributed according to the intermediate assessments.

Note: In order to be awarded a credit, a student is obliged to exceed the minimum competency threshold established in each form/component of assessment by the syllabus of the course.

The assessment forms and components, their share in the overall assessment and the minimum competency threshold, as well as the assessment methods and criteria are reflected in the syllabus of each course and this information is available to students.

- The final exam is held at the end of the semester, or at the end of the course (in curated courses), which is determined by the academic calendar of the educational process and reflected in the syllabuses;
- A single assessment of the learning outcomes achieved by the student is not allowed;
- To work on the bachelor's thesis, the student must have mastered the mandatory courses of the main field of study of the educational program (I-VII semesters).

Issuance of a diploma confirming an academic degree/qualification

The qualification of a graduate of the English-language Bachelor's degree program "Nursing" is granted in accordance with the Order of the Minister of Education and Science of Georgia No. 69/n of April 10, 2019 "On Approval of the National Qualification Framework". A graduate of the educational program is awarded the academic degree/qualification of Bachelor of Nursing and is given a higher education diploma confirming completion of the relevant Bachelor's degree program, along with a diploma supplement established by the state.

Human resources necessary for program implementation

The implementation of the program is ensured by highly qualified personnel. The components envisaged by the educational program are led by the academic staff of the institution, invited personnel with prior experience and competencies, and practicing specialists.

Material and technical resources necessary for the implementation of the bachelor's program

The opportunity to realize the goals and achieve learning outcomes set forth in the program is ensured by appropriate equipment and modern technologies, well-equipped classrooms, professorial offices, a library (both physical and electronic), a computer center, computer programs, uninterrupted internet access, a simulation center, and laboratories. The university operates an electronic learning management system.

The institution has access to the following international electronic databases:

- Cambridge Journals Online - the database includes 360 academic journals and more than 30,000 electronic books
- e-Duke Journals Scholarly Collection - the database provides open access to books and journals published by Duke University Press. This publishing house annually publishes 120 new books and more than 50 electronic scientific journals in various scientific fields;
- Edward Elgar Publishing Journals and Development Studies e-books - the database includes scientific studies, monographs, textbooks, dictionaries, encyclopedias and journals, among the authors published by them are 14 Nobel Prize laureates;
- IMechE Journals – the database includes scientific journals in the fields of health and biomedical sciences, engineering and physical sciences;
- Royal Society Journals Collection – the database includes biological, physical and engineering-mathematical sciences, directions on the environment and climate, etc.;
- SAGE Journals – the database includes more than 900 journals of various scientific directions and more than 700,000 publications. Our users can access materials from resources published since 1999 to the present;
- Openedition Journals – the database combines 4 platforms that include electronic resources in the humanities and social sciences;Edward Elgar Publishing Journals;
- Mathematical Sciences Publishers Journals.
- PubMed - PubMed is a search platform provided by the United States National Library of Medicine (NLM) and the National Center for Biotechnology Information (NCBI), which integrates more than 36 million records from MEDLINE, life sciences journals, and online books;
- Cochrane Library - The Cochrane Library is a trusted scientific database, in terms of nursing practice, is a major resource that helps nurses make evidence-based decisions. It includes systematic reviews on topics, studies presented in the Cochrane Library are based on high-quality clinical evidence, which ensures the planning and implementation of safe, effective, and up-to-date nursing interventions.
- ERIC (Education Resources Information Center) - ERIC is an important resource for nurses, educators, and students interested in nursing teaching methods, clinical teaching assessment, simulation-based learning, interprofessional education, and professional development.

Teaching is carried out both in the laboratory space available on the university campus, as well as in clinics that are provided with appropriate training space and lecture halls. Students have access to the university library from the clinics and facilities

Financial support for undergraduate education programs
In order to fully implement the program, funds have been allocated from the university budget, which are aimed at constantly updating the material and technical resources provided for by the program, replenishing the library's book collection with the latest literature relevant to the program, providing a clinical component, encouraging student activity, attracting intellectual resources, and more.
Educational and methodological support of the educational process
The educational process is methodically ensured by the internal normative acts of the university, which are based on the Law of Georgia "On Higher Education", the orders of the President of Georgia and the Minister of Education and Science of Georgia, the orders of the Director of the National Center for the Development of Educational Quality. The teaching process of all courses provided for in the curriculum of the bachelor's educational program is ensured by appropriate educational and methodological materials, relevant course syllabi, mandatory and auxiliary literature, printed and electronic textbooks and information sources.

Appendix: Curriculum (Syllabus) and Maps.