

A Comparative Study of Undergraduate Nursing Education Systems: Uremia Medical University, Iran and Mosul University, Iraq

Ali Mohammed Fathi, PhD* Ali Ismail Suleiman, MSc** Sameer Allawi Khalaf, PhD*** Nasir Muwfaq Younis, PhD****

ABSTRACT

Nursing education is an important foundation of health care systems globally. Studying nursing education compares various models could contribute to curriculum development and quality improvement. This study utilized Bereday's four-stage comparative method to compare undergraduate nursing education systems of Uremia Medical University, Iran and Mosul University, Iraq. This descriptive-comparative study was conducted in 2026 using Bereday's four-stage model: description, interpretation, juxtaposition, and comparison. Data were collected from official sources, including Uremia Medical University's College of Nursing, Mosul University's College of Nursing, and peer-reviewed publications. For the purpose of confirming the similarities in educational programs, curricula, teaching methods, and admissions. Both systems rely on centralized admission. Thus, the Iranian educational system presents a clear philosophy and a curriculum structure that includes 130 credit hours of general education, 22 credit hours of basic sciences, 15 credit hours of specialized courses, 54 credit hours of internships, 18 credit hours of clinical training, and 21 credit hours of field training. The Iranian system focuses on research capabilities and evidence-based interpretation. Meanwhile, the University of Mosul faces significant challenges, such as reconstruction following the recent events involving ISIS. However, it boasts strengths in its teaching staff and clinical training. The current study concluded that there are significant similarities between the two educational systems and their organizational structures. However, the two systems differ in their curricula and the problems within the educational institution.

Keywords: *Nursing Education, Comparative Study, Bereday's Method, Iran, Iraq, Curriculum Development, Undergraduate Nursing, Healthcare Education.*

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* Adult Nursing, College of Nursing
University of Mosul, Iraq.
** Adult Nursing, College of Nursing
Telafer University, Iraq.
*** Adult Nursing, College of Nursing
University of Tikrit, Iraq.
**** Community Health Nursing, College of Nursing
University of Mosul, Iraq.
Email: nasir.muwfaq@uomosul.edu.iq