



COLLEGE OF APPLIED MEDICAL SCIENCES
NURSING SCIENCE DEPARTMENT (Male and Female)
AL-QUWAYYAH CAMPUS



CLINICAL ROTATION HANDBOOK



Foreword

The clinical rotation handbook is intended to guide both the faculty and student nurses enrolled in the Bachelor of Science in Nursing (BScN) program of the College. This manual will enhance their capabilities in providing the best quality learning in the clinical area.



جامعة شقراء
Shaqra University

Welcome aboard to your hospital related experiences!



Dean's Message

Greetings in Peace! A heartfelt greeting of welcoming you all in the College of Applied Medical Sciences- Nursing Department (Al-Quwayiyah).

Nursing education has been regarded as one of the significant education in our nation. It is by fact that nursing is one of the most in demand profession in the country nowadays.

It is then a great opportunity and privilege to hone and developed future Saudi nurses through quality education that aims to produce competent nurses in the future. Since nursing plays a vital role in the attainment and promotion of quality life in our families, communities, and to our great nation as well. Thus, nursing is remarkably is placed in a certain position in the map to the road of attaining the Kingdom of Saudi Arabia's Vision 2030.

Moreover, our College in particular with the Nursing Department is paving its way to produce qualified and competent nurses. It is the responsibility of our College to hone and develop these learners and soon to be nurses at

its best educational stage showcasing quality theoretical and practical education embodied in the Nursing curriculum. Furthermore, our College receives constant accreditation marks from the National Commission for Academic Accreditation which proves that our program is in the right track towards the fulfillment of our vision.

This practical handbook is just one of the measures taken by our College showing our concern in producing fully trained student nurses. Therefore, this practical handbook will serve as our guiding reference in providing best quality education in the practical side of the nursing curriculum.

Lastly, this career opportunity of mine to lead our College in its finest performance through our collective efforts will push us in realization of the significance of our noble jobs as educators.

DR. ABDULELLA MODHI ALSOLAIS
*Dean, College of Applied Medical Sciences
Shaqra University, Al-Quwayiyah Campus*



Rationale:

The clinical rotation handbook is the manual of reference for the Nursing Science Department practical placement of student nurses in the clinical area. This handbook enumerates the policies, procedures, rotations, and other pertinent information that are linked with students' practical experiences.

The BSN Curriculum



The degree Bachelor of Science in Nursing is awarded to all qualified student nurses who fulfilled all the requirements set by the College. This degree is a four-year course following the approved and prescribed curriculum set by the Ministry of Education.

The program prepares nursing students scientifically and professionally to provide safe nursing care through an educational environment that stimulates scientific research and community service.



Vision of the Nursing Science Department

“Excellence and scientific leadership locally and regionally in nursing sciences.”



Mission of the Nursing Science Department

"Preparing Nursing Staff Qualified Scientifically and Professionally to Provide Safe Nursing Care Through an Educational Environment Conducive to Scientific Research and Community Service".

Philosophy of the Nursing Science Department

The department upholds with the following core values:



1. **Teamwork :**

United together for the common goal.

2. **Honesty :**

Considering the quality of fact and information that are used in teaching and learning.

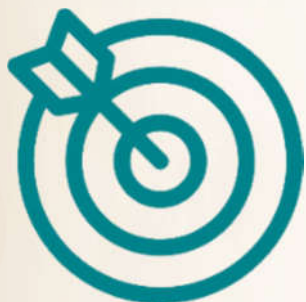
3. **Quality :**







Upholding with standards prescribed the authorities

4. **Professionalism:**

displaying integrity

Objectives of the Nursing Science Program:



-  1. Providing graduates with the knowledge, skills and clinical competencies to provide safe nursing care within the legal and ethical framework of the profession and adhere to Islamic values and principles
-  2. Attracting faculty members with distinguished qualifications and experiences in nursing sciences
-  3. Enhancing the environment for learning, education and professional development using modern educational methods
-  4. Enable graduates to participate in nursing research projects
-  5. Promote community partnership to raise health awareness for community members.
-  6. Stimulating an environment of innovation and creative endeavors for nursing graduates

The Program

The BScN curriculum of the college is a 5-year program consisting of four year theoretical and practical courses and one year of internship. Practical courses are delineated in each year level following the prescribed curriculum of the Ministry of Education which is accredited by the National Commission or NCAA.

Internship program are taken after finishing all the required courses from Preparatory, Levels 3 – Level 8. Interns are deployed in their respective hospital for a one-year long intensive training.

However, practical courses are taken by student nurses simultaneously with the lecture courses. Pre-requisites of the subject courses are required. Each practical course is taken in 16 weeks' basis which is the total number of weeks required in one semester (14 weeks)

Furthermore, there is 4-5 weeks hospital rotations required for each student nurse to fulfill per practical course.

Study plan schedual of the Practical Courses

Level	Course Code	Course Title	Credit Hours
Level - 3	NUR 234	Fundamentals of Nursing/ Clinical	4(0+4)
Level - 4	NUR 241	Health Assessment	3(2+1)
	NUR 243	Adult Health Nursing-1/ Clinical	3(0+3)
Level - 5	NUR 352	Adult Health Nursing-2/Clinical	3(0+3)
Level - 6	NUR 362	Maternal-Newborn Health Nursing/ Clinical	3(0+3)
	NUR 364	Pediatric Health Nursing/Clinical	3(0+3)
Level - 7	NUR 472	Community Health Nursing/Clinical	3(0+3)
	NUR 474	Mental Health Nursing/Clinical	3(0+3)
Level - 8	NUR 481	Emergency Nursing/Clinical	3(0+3)
	NUR 483	Nursing Management and Leadership/ Clinical	2(0+2)

Distribution of Skills Laboratory and Rotations

LEVEL	COURSE	CREDIT HOURS	ACTUAL HOURS per Week	NO. OF WEEKS FOR HOSPITAL ROTATION	NO. OF WEEKS FOR SKILLS LABORATORY
3	Fundamentals of Nursing Practical	4 units	8	1 week (hospital orientation and general tour)	16 weeks
4	Health Assessment	3 units	2	none	16 weeks
	Adult 1 Practical	3 units	6	4 weeks 1 week orientation	11 weeks
5	Adult 2 Practical	3 units	6	4 weeks 1 week orientation	11 weeks
6	Maternal/Newborn Health Nursing Practical	3 units	6	Male: none Female: 4 weeks 1 week orientation	16 weeks (lectures & simulations)
	Pediatric Health Nursing Practical	3 units	6	4 weeks 1 week orientation	11 weeks
7	Mental Health Nursing Practical	3 units	6	2 weeks	14 weeks
	Community Health Nursing	3 units	6	4 weeks 1 week orientation	11 weeks
8	Emergency Nursing Practical	3 units	6	4 weeks 1 week orientation	11 weeks
	Nursing Management and Leadership Practical	2 units	4	4 weeks 1 week orientation	11 weeks

Student's Rotational Map

This section explains the movement of the practical rotation per student nurse from for the whole practical program. This will feature their respective areas of assignment for the entire practical program. The following terms are clarified for this section:

e. Skills Laboratory

sessions designed for the students to attend lectures, demonstrations, and return demonstrations which are conducted in the skills laboratory of the college by the clinical instructor assigned.

a. Demonstration

the clinical instructor will show how the procedure is done ideally based on the manual of procedures approved by the College.

b. Return Demonstration

the time for the student to demonstrate back the procedure in front of his/her clinical instructor which is graded through an evaluation tool.

c. Nursing Procedures

these are the fundamental nursing activities that are used to care patients in the different areas of the hospital.

d. Hospital Rotation

the time when the student nurse is exposed and deployed in a certain area of the hospital where he/she would be able to apply the learned skills in the laboratory.

Diagrammatic Illustration of the Students' Program



Level 3

FUNDAMENTALS OF NURSING

Description of the Student

A beginner student nurse learner in terms of nursing skills.
This entails learning of the fundamental nursing procedures.

Course Description

This course is a co- requisite to the theoretical part of fundamentals of nursing.
It focuses on exploring the nursing process and its application in nursing practice. Students apply the concepts of communication, hygiene, nutrition, mobility, safety, and medication calculation and administration in the laboratory prior to their contact with the patients in hospitals.

Course Main objective

At the end of this course students should be able to:
Utilize the nursing process in the holistic care of client for the promotion and maintenance of health as well as effectively contact with clients, members of the health team and others in work situations related to nursing and health

Learning Allocation

Skills laboratory (13 weeks)
*demonstrations and return demonstrations
*midterms and final exams are excluded
Hospital Orientation : (1 week)

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

- | | Aligned PLOs |
|---|--------------|
| 1. Identify the rationale of each nursing procedures | K1 |
| 2. Be aware of the basic nursing procedures necessary in providing patient care | K1,K2 |
| 3. Recognize the principles underlying all nursing procedures related to providing care to client | K1,K2 |
| 4. Determine appropriate nursing procedures needed in the in care of patient | K1 |

2nd

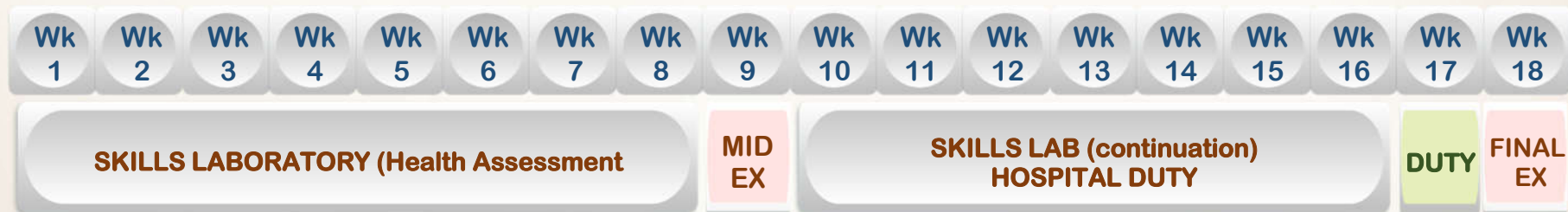
Skills

- | | Aligned PLOs |
|---|--------------|
| 1. Identify the rationale of each nursing procedures | S2,S3 |
| 2. Be aware of the basic nursing procedures necessary in providing patient care | S2 |
| 3. Recognize the principles underlying all nursing procedures related to providing care to client | S3 |
| 4. Determine appropriate nursing procedures needed in the in care of patient | S2,S3 |

3rd

Values

- | | Aligned PLOs |
|--|--------------|
| 1. Demonstrate behaviors consistent with moral, ethical, legal and regulatory principles | V1,V2 |
| 2. Demonstrate respect and openness to criticisms that will improve performance | V1 |



AREA OF ASSIGNMENT IN THE HOSPITAL (For Male/Female)

TRAINING HALL OF AL-QUWAYIYAH GENERAL HOSPITAL FOR ORIENTATION AND HOSPITAL TOUR

Level 4 (A) HEALTH ASSESSMENT

Description of the Student

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures acquired in his/her fundamental nursing course. With this, the student nurse is now ready perform significant assessment procedures in order to enhance further his skills in the nursing process.

Course Description

This course is designed to provide nursing students with the knowledge and skills needed to assess the physical and mental health status of clients with different age groups. Specific attention is given to the bio-social and spiritual dimensions of the clients. Normal and abnormal variations are also addressed, this course is aimed at providing nursing student with the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients in the lab and later in health care setting.

Course Main Objective

1. Define important terminologies related to the course including, but not limited to, health, assessment, history taking, nutrition, cephalo-caudal, palpation, inspection, auscultation, balance, coordination etc.
2. Perform proper history taking and interview.
3. Assess the different body areas/systems as indicated in the course content.
4. Describe basic anatomy of organs as stipulated in the different systems.
5. Perform thru return demonstration basic assessment skills and activities as required in each system/area.
6. Identify basic equipment to be used in performing physical assessment
7. Discuss the role of assessment as part of nursing process
8. Discuss favorable factors that would influence patient teaching.

Learning Allocation

14 weeks skills laboratory sessions

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned PLOs

1. To discuss the proper assessment techniques in each specific body area/system
2. To appraise critical thinking regarding the health assessment
3. To discuss variations in approaches for different age groups
4. To identify the tools used in physical assessment

K1
K2
K5
K2

2nd

Skills

Aligned PLOs

1. To conduct patient assessment.
2. Demonstrate basic positions necessary for physical assessment
3. Perform history taking and interview with confidence
4. Obtain systemic history
5. Demonstrate teaching capability to clients

S2
S1
S3
S3
S2

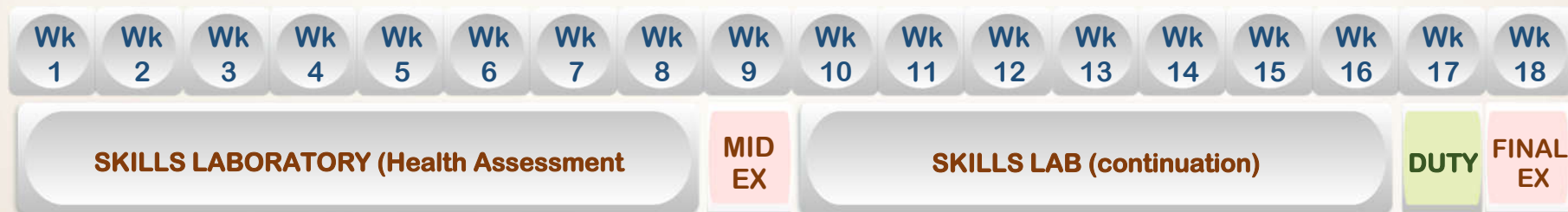
3rd

Values

Aligned PLOs

1. Utilize effective communication with colleagues and academic staff.

C1



**Level 4
(B)
ADULT
HEALTH
NURSING 1**

Description of the Student

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures. With this, the student nurse is now ready to care for adult patients which is accompanied by his health fundamental skills and assessment skills.

Course Description

This clinical course is a co-requisite to the theoretical part of adult health nursing :

1. The course focuses on improving the knowledge and skills of nursing students to enable them providing competent nursing care for adult with actual and potential health problems.
2. The course also emphasis the importance of applying the nursing process to care for clients with acute and chronic conditions within the medical and surgical settings. The cultural, ethical, and legal considerations are addressed.

Course Main Objective

1. Identify the purpose & essential components of the nursing care plan for a patient.
2. Describe the process of developing nursing diagnosis, problems , goals& expected outcomes
3. Assess an individual's health status and current level of adaptation using skills OF observation, measurement, and interviewing.
4. Describe the skills of critical thinking process.
5. Participate and cooperate with members of the healthcare team to provide care for clients.
6. Provide health education that addresses disease/illness prevention, health promotion, and health restoration.
7. Demonstrate the importance of evaluation and documentation and the role they play in the improvement of quality client care.

Learning Allocation

Adult Nursing 1

11 weeks skills laboratory

5 weeks hospital rotation

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned
PLOs

1. Identify signs, symptoms, diagnostic procedures and the management of selected health problems.
2. State different diagnostic procedures for each health problem and state its clinical significance.
3. Describe the significance of developing critical-thinking abilities in order to practice safe, effective, and professional nursing care.

K1

K2

K3

2nd

Skills

Aligned
PLOs

1. Apply the nursing process when dealing with clients.
2. Apply different nursing procedures following the most update nursing text book and evidence based practice.

S1

S2

3rd

Values

Aligned
PLOs

1. Ability to work successfully as a part of a team in assignments.
2. Communicate effectively and therapeutically with colleagues, faculty members, clients, families, and health care team members.

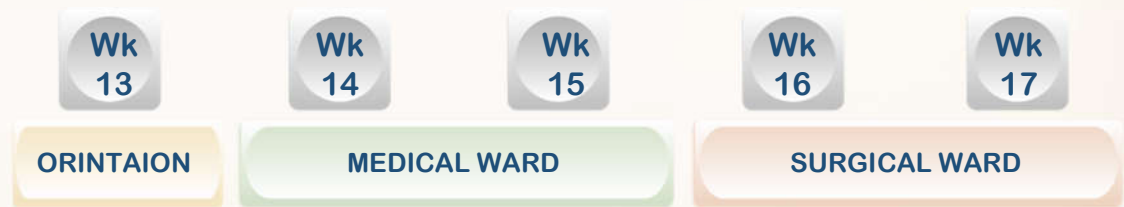
V2

V1

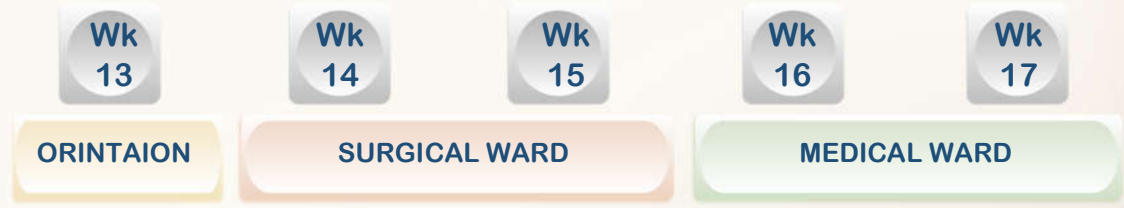


AREA
OF ASSIGNMENT
IN THE HOSPITAL
(For Male/Female)

GROUP A



GROUP B



Level 5

ADULT HEALTH NURSING 2

Description of the Student

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures and caring adult patients. With this, the student nurse is now ready to care for adult patients in critical cases.

Course Description

This clinical course is a co-requisite to the theoretical part of adult health nursing-2. The course focuses on improving students' skills in utilizing the nursing process and critical thinking principles that enables students to provide the best nursing care for their clients. During the course, student will be exposed to a variety of experiences in the medical, surgical, cardiology, neurology, orthopedic, oncology, dialysis, ear and throat units, as well as operation room.

Course Main Objective

At the end of the semester, students will acquire the knowledge and skills needed to care for adult patients with various medical and surgical health problems that affect different body systems, to provide efficient nursing care and high quality patient care.

Learning Allocation

Adult Nursing 2

11 weeks skills laboratory

5 weeks hospital rotation

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned
PLOs

1. Discuss new technologies applied in medical surgical nursing field.
2. Discuss basic and new theories in medical surgical field and related disciplines.
3. Discuss ethical and socio-cultural issues in medical surgical field

K1
K2
K3

2nd

Skills

Aligned
PLOs

1. Demonstrate specific nursing assessment skills and implement appropriate client/family teaching plans and plans of care for patients with selected special medical surgical health problems
2. Create and planning for improve quality of care in medical surgical nursing field.
3. Utilize evidence based practice and clinical pathway to improve quality of nursing care in medical surgical department

S1
S2
S3

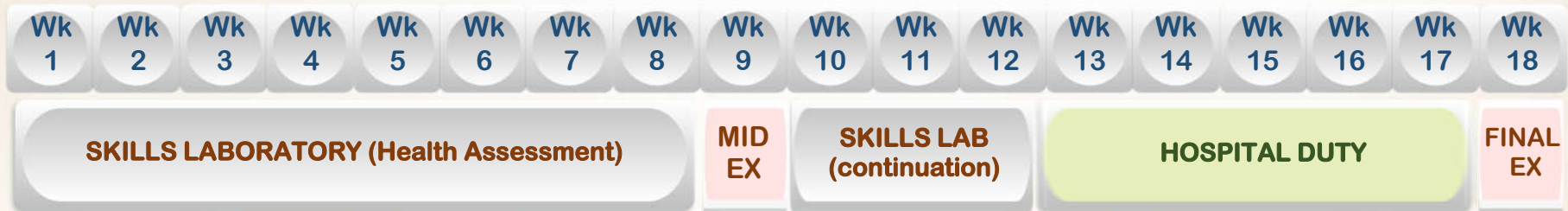

3rd

Values

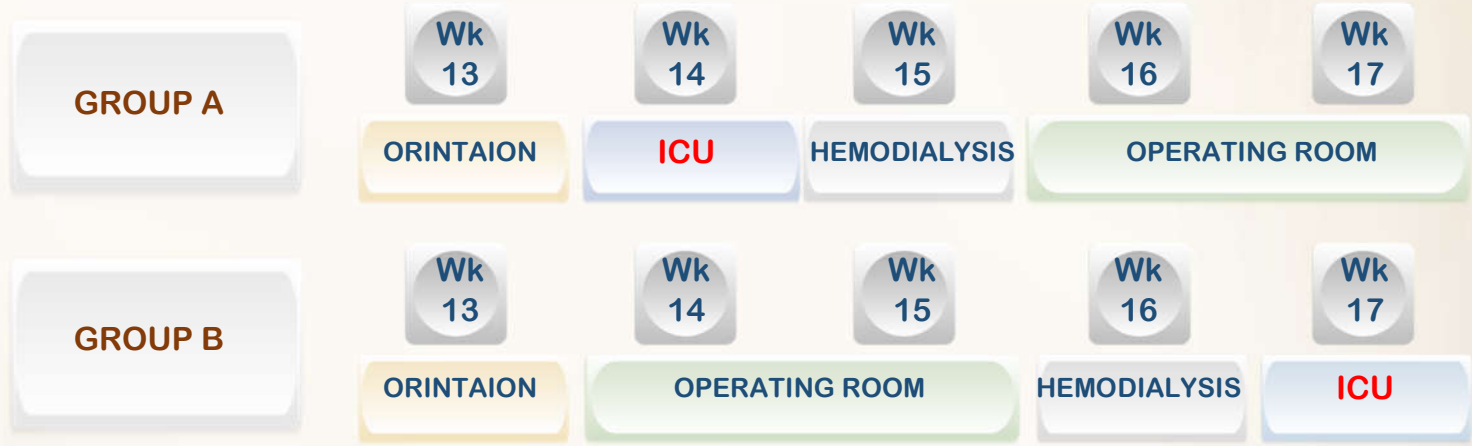
Aligned
PLOs

1. Utilize critical thinking and problem solving skills to improve the quality of patient care.
2. Utilize appropriate communication skills in dealing with colleagues, faculty members, health care team staff, clients and their families

V1
V2

AREA
OF ASSIGNMENT
IN THE HOSPITAL
(For Male/Female)



Level 6 (A)

MATERNAL- NEWBORN HEALTH NURSING

Description of the Student

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures and caring adult patients. With this, the student nurse is now ready to care mothers and babies/newborns.

Course Description

This clinical course is co-requisite to the theoretical part of maternal-newborn health nursing. Emphasis is placed on applying the nursing process and critical thinking skills are prime frameworks prior to, during and following the delivery, the concept of holistic care to the childbearing families is also emphasized. specific attention is given to exposing student to a variety of situations during lab/clinical experiences to enable student in helping childbearing families to adapt.

Course Main Objective

At the end of this course, the students will be able to:

1. Apply the nursing process on the health and illness of maternity conditions.
2. Perform all grips of Leopold's maneuver and locate the correct site for auscultation FHR.
3. Describe the function of the Partograph and how to apply it for monitoring the progress of labor.
4. Describe and prepare the Maternal Bundle.
5. Perform the maternity related procedures as (Breast Care, vaginal examination, placental examination, perineal & episiotomy care, fundal and lochia Assessment, and Immediate care of the newborn).
6. Discuss the assessment and Management of women in pregnancy and labor in normal and abnormal conditions.

Learning Description

Maternal-Newborn Health Nursing

For Male : 14 weeks (skills laboratory)

For Female : 12 weeks (skills laboratory) +

4 weeks (hospital duty) + 1 week (orientation)

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned
PLOs

1. Define the scientific terms related to the maternal-newborn nursing.
2. Explain the objectives of each nursing procedure related to the course.
3. Discuss the roles of nurse at pregnancy, labor and puerperium.

K1

K2

K3

2nd

Skills

Aligned
PLOs

1. Perform the maternity related procedures as (abdominal examination, Breast Care, vaginal examination, placental examination, perineal & episiotomy care, fundal and lochia Assessment, and Immediate care of the newborn).
2. Write the nursing care plan on the health and illness of maternity conditions.

S1

S2

3rd

Values

Aligned
PLOs

1. Appraise working responsibility in a group effectively and exercise leadership when needed.
2. Act ethically and commit to high moral values on the personal and social level.
3. Modify self-learning, personal and professional development

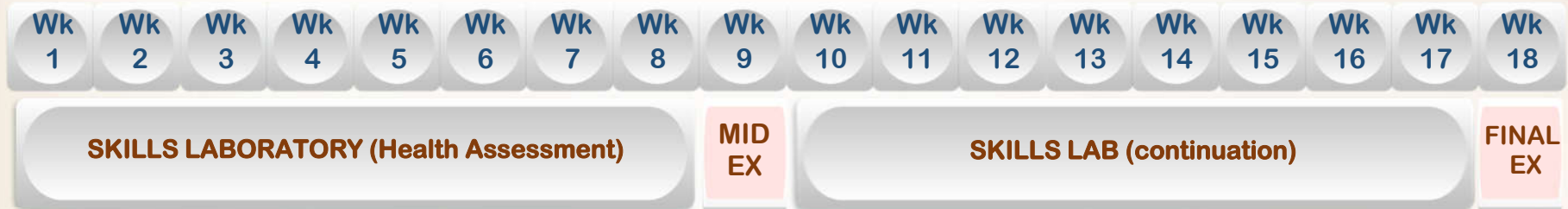
V1

V2

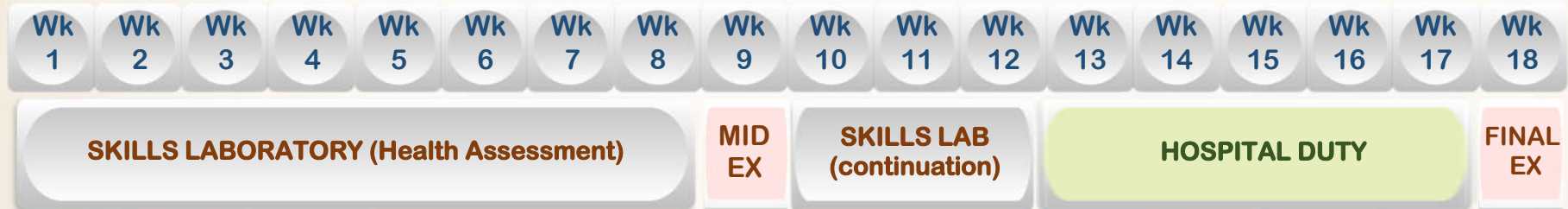
V3



For Male Students



For Female Students





AREA

OF ASSIGNMENT
IN THE HOSPITAL
(For Female)



Level 6 (B) PEDIATRIC HEALTH NURSING

Description of the Student

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures and caring adult patients. With this, the student nurse is now ready to care for pediatric patients.

Course Description

This course is a co requisite to the theoretical part of pediatric health nursing It focuses on the health and illness of infants and children. Emphasis is placed on the therapeutic nursing interventions for the acute, chronic, actual and potential health alterations in children in the context of holistic approach of care. The legal, ethical, cultural, economic, and social factors which affect decision making and outcomes of nursing care are explored.

Course Main Objective

1. Assess the ability of infant, children and adolescent to meet the basic human needs and perform activities of daily living.
2. Applies effective communication techniques when dealing with infants, children, adolescent and parents.
3. Measure and record children vital signs.
4. Measure weight, height, and head circumference, mid arm circumference and skin fold thickness.
5. Perform O2 therapy.
6. Provide health teaching.
7. Calculate medication dose
8. Apply Ng. process plan under supervisor.
9. Maintain I & O chart.
10. Administer medication.
11. Provide play activities.
12. Administration of medication.
13. Provide health teaching .
14. Perform physical examination.

Learning Description

Pediatric Nursing
11 weeks (skills laboratory) + 4 weeks (hospital duty) + 1 week (orientation)

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned
PLOs

1. Identify the rationale of each nursing procedures K1
2. Be aware of the basic nursing procedures necessary in providing patient care K3
3. Recognize the principles underlying all nursing procedures related to providing care to client K3
4. Determine appropriate nursing procedures needed in the in care of patient

2nd

Skills

Aligned
PLOs

1. Demonstrate skills in the performance of nursing procedures S1
2. Apply the basic concept, scientific principles and techniques in providing care through basic nursing procedures S2
3. Accurately perform nursing procedures

3rd

Values

Aligned
PLOs

5. Appraise working responsibility in a group effectively and exercise leadership when needed. V1
6. Act ethically and commit to high moral values on the personal and social level.. V2
7. Modify self-learning, personal and professional development. V3



For Male Students



AREA

OF ASSIGNMENT
IN THE HOSPITAL
(For Male)





For Female Students



AREA

OF ASSIGNMENT
IN THE HOSPITAL
(For Female)



Level 7 (A) MENTAL HEALTH NURSING

Description of the Student

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures and caring adult patients. With this, the student nurse is now ready to care for adult patients in psychiatric/mental nursing and community settings.

Course Description

This clinical course is a co-requisite to the theoretical part of mental health nursing module. Guided by the nursing process, critical thinking and therapeutic communication skills. Nursing students are provided with the opportunity to apply the learned theoretical concepts into practice. Emphasis is placed on promoting, maintaining and restoring the mental health of individuals and families. Interdisciplinary team planning, intervention and therapeutic group meeting are also considered.

Course Main Objective

At the end of this course students should be able to

1. Describe the importance of self-awareness and therapeutic use of self in the nurse-client relationship.
2. Implement the phases of the nurse-client relationship guided by the nursing process (MSE), critical thinking and demonstrate therapeutic communication skills to collaborate with patient and other members of the mental health team.
3. Explore the appropriate psychotherapeutic interventions and treatment modalities for psychiatric disorders.
4. Demonstrate behaviors consistent with moral, ethical, legal and regulatory principles.
5. Demonstrate a sense of responsibility and accountability for client care.

Learning Description

Psychiatric/Mental Health:
12 weeks (skills laboratory) + 2 (weeks rotation)
Community Health Nursing :
9 weeks (skills laboratory) + 4 weeks (hospital rotation) + 1 week orientation

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned
PLOs

- | | |
|---|----|
| 1. To recognize the theories and concepts of psychiatric mental health nursing as follows:
A. interaction with patients.
B. their own selves.
C. their relationship with other people. | K1 |
| 2. To appraise critical thinking regarding the principles in mental health nursing. | K2 |
| 3. To describe the roles of mental health nurses | K5 |
| 4. To identify the essential parts of nursing process in Psychiatric Nursing and Mental Status Exam | K2 |

2nd

Skills

Aligned
PLOs

- | | |
|--|----|
| 1. To conduct self-awareness activity through the use of JOHARI window to increase self-understanding. | S2 |
| 2. Demonstrate (Role play) actual nurse-patient conversation using therapeutic communication and Fill up the process recording. | S1 |
| 3. Dramatize the phases of nurse-patient relationship showing the essential conditions for a therapeutic relationship to occur. | S3 |
| 4. Perform selected psychotherapeutic interventions in psychiatric nursing practice (Exercise therapy, Art therapy, Occupational therapy) | S3 |
| 5. Demonstrate teaching skills in mental health education program | S2 |

3rd

Values

Aligned
PLOs

- | | |
|---|-------|
| 1. Demonstrate behaviors consistent with moral, ethical, legal and regulatory principles | V1,V2 |
| 2. Demonstrate communications skills in interacting with peers, clients, families, and health team members. | V1 |
| 3. Demonstrate respect and openness to criticisms that will improve performance | V1 |

PSYCHIATRIC/MENTAL HEALTH NURSING

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18
SKILLS LABORATORY (Health Assessment)								MID EX	SKILLS LAB (continuation) HOSPITAL DUTY					DUTY		FINAL EX	

Level 7 (B) COMMUNITY HEALTH NURSING

Description of the Student

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures and caring adult patients. With this, the student nurse is now ready to care for adult patients in psychiatric/mental nursing and community settings.

Course Description

This course is a co-requisite to the theoretical part of community health nursing. It focuses on exploring the community assessment and nursing process and its application in nursing practice as needed. Student should be able to apply the basic concepts of community health nursing in the home environment and other community settings.

Course Main Objective

The course aims to develop the students' clinical experience for a population- focused clinical practice in community health nursing focusing on promotion of health, prevention of illness and protecting at- risk population.

Learning Description

Community Health Nursing
14 weeks (skills laboratory) + 2 weeks (hospital rotation)

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned
PLOs

1. Recognize the different principles and concepts involved in community health nursing practice
2. Identify interventions that promote health, prevent disease and protect at- risk population and their rationale in performing them
3. Recognize the various programs implemented by the global, national and local agencies addressing the health needs of different populations and aggregates

K2

K3

K4

2nd

Skills

Aligned
PLOs

1. Apply nursing process to communities, families, and individuals as clients
2. Employ effective verbal and non- verbal communication skills during the learning process
3. Demonstrate with competence the different community health nursing interventions

S1

S3

S6

3rd

Values

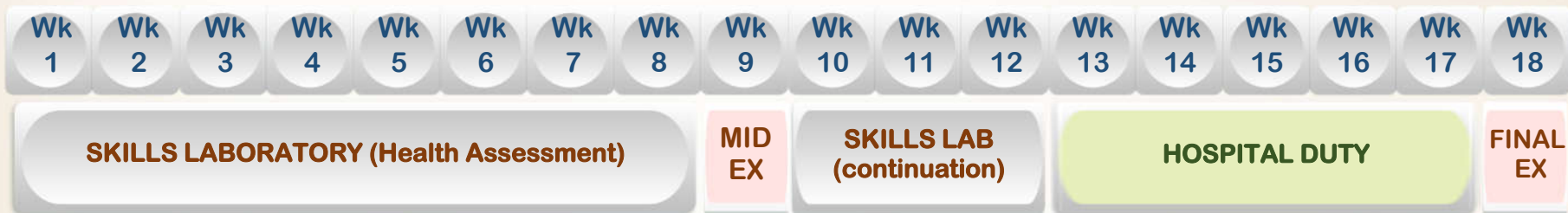
Aligned
PLOs

1. Show professionalism in dealing with peer, faculty members and health care team members
2. Demonstrate safe, efficient and evidence- based community health nursing interventions in different community settings
3. Support ethical and legal principles in planning, designing and implementing interventions that promote better health, prevent further illness, and protect at-risk populations in different community settings

C1

C2

C3



AREA
OF ASSIGNMENT
IN THE HOSPITAL
(For Male & Female)



Level 8 (A) EMERGENCY NURSING

Description of the Student

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures and emergency nursing procedures needed in caring adult patients. With this, the student nurse is now ready to care for adult patients in the emergency room and practice managerial skills.

Course Description

This course focuses on providing student with the necessary nursing skills to provide care for emergencies and common critical accidents, the application of skills will take place in emergency settings. The theoretical part of course addresses studying the fundamentals of emergency & critical care, methods of evaluation, classification of clients according to degree of risk including the foundations of CPR and its applications, Burns care of all types and degrees, poisonings, fractures, coma and the change in temperature and methods of treatment, with emphasis on the role of nursing care in emergency situations.

Course Main Objective

- Describe Emergency and Critical Care Nursing, their importance and principles applied using the nursing process.
- Conduct focused assessment of a critically ill patient especially in emergency situations.
- Utilize specific theoretical knowledge related to nursing sciences and medical technology to understand physical, psychological, social, emotional responses etc. to the care of critically ill patients.
- Use critical thinking approaches in providing holistic care on a critically ill patient. That may be included the health education not only to the patient but to the family members as well, in promotion of health, disease prevention, and also infection prevention.
- Shows familiarization, able to use and identify the purpose of the different hemodynamic monitoring equipment in the Intensive Care Unit.
- Demonstrate good behavior on how to do the critical care team's responsibilities reflecting professional and personal development.
- Display ability to perform emergency care and nursing interventions to ensure patient safety.
- Follow hospital policies and strategies in providing quality patient's care especially in emergency situations.
- Develop communication skills in order to establish good relationships with patients, families, colleagues and hospital staff.
- Apply the principles of quality nursing care needed for the critically ill patients to ensure accuracy and safety.
- Acquire and gain new knowledge about Emergency and Critical Care Nursing which are updated.
- Accept responsibility and develop leadership ability.
- Follow the legal and ethical consideration for the client with critical health condition.

Learning Description

Emergency Nursing
11 weeks skills laboratory + 4 weeks rotation + 1 week orientation

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned
PLOs

- | | |
|--|-----|
| 1. State the context of emergency department care within the health care continuum. | 1.2 |
| 2. Recognize common clinical presentations requiring emergent appropriate interventions. | 1.3 |
| 3. Recognize the complex, dynamic legal, ethical, cultural and political issues while giving emergency care for victims. | 1.4 |

2nd

Skills

Aligned
PLOs

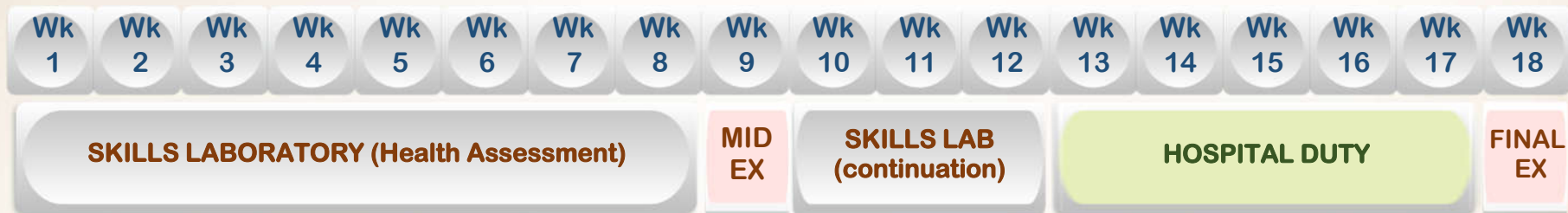
- | | |
|--|-----|
| 4. Demonstrate basic emergency and critical care skills when caring for different emergency victims. | 2.6 |
| 5. Perform rapid response care for all type's trauma, and a primary and secondary survey for any traumatic patients. | 2.6 |
| 6. Show the ability to communicate first aid treatment to other health care professionals and victims. | 2.3 |

3rd

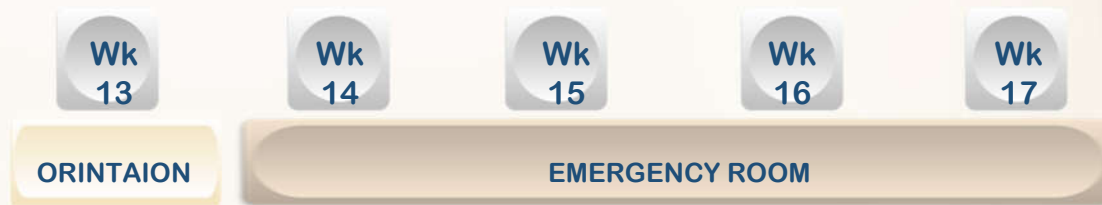
Values

Aligned
PLOs

- | | |
|---|-----|
| 1. Modify safe emergency intervention to victims, families and community at emergency setting based on evidence based practice. | 3.2 |
|---|-----|



AREA
OF ASSIGNMENT
IN THE HOSPITAL
(For Male & Female)



**Level 8
(B)
NURSING
LEADERSHIP
AND
MANAGEMENT**

**Description of
the Student**

The learner is equipped with his knowledge, skill, and attitude in performing basic nursing procedures and emergency nursing procedures needed in caring adult patients. With this, the student nurse is now ready to care for adult patients in the emergency room and practice managerial skills.

**Course
Description**

The clinical course is a co-requisite to the theoretical part of nursing management and leadership. The course focuses on the application of theoretical concepts in the practical setting where students are expected to gain managerial & leadership experience. Emphasis is placed as resource management, conflict resolution, managed care, quality improvement, evaluation, practice through collaborative efforts between hospital staff and college mentors

**Course Main
Objective**

1. Apply the concepts, principles of leadership and management in the hospital setting.
2. Develop critical thinking and decision making skills in resource management, conflict resolution in the provision of quality patient care.
3. Develop leadership abilities and teamwork through collaborative effort with the hospital staff and college mentors
4. Apply the principles learned in organizing and conducting a seminar or in the clinical

**Learning
Description**

Emergency Nursing
9 weeks (skills laboratory) + 4 weeks (rotation) + 1 week (orientation)

Course Learning Outcomes: *At the end of this course students should be able to*

1st

Knowledge and Understanding

Aligned
PLOs

- | | |
|--|----|
| 1. Identify the importance of developing leadership skills in hospital setting | K1 |
| 2. Identify the vision, mission and Philosophy of an organization and organizational structure | K2 |
| 3. Identify the structure and role of leadership in quality management and nursing | K5 |
| 4. Recognize the principles underlying managerial activities related to providing care to client | K2 |
| 5. Define decision making and describe the steps in the decision making process | K1 |

2nd

Skills

Aligned
PLOs

- | | |
|--|----|
| 1. Apply the basic concept, principles and techniques in managing the nursing unit | S2 |
| 2. Apply the decision making process | S1 |
| 3. Apply the leadership skills principle in handling staff members in all situations within the organization | S3 |
| 4. Apply the principles and techniques in preparing nursing budget | |
| 5. Access and evaluate information for a variety of source and context in relation to their case assignments | S3 |
| 6. Documents accurately the information needed in an organization | S2 |

3rd

Values

Aligned
PLOs

- | | |
|---|----|
| 1. Demonstrate a sense of responsibility and accountability in personal and group activities | V1 |
| 2. Apply the principles of communication, conflict management, collaboration and coordination in the hospital | V1 |
| 3. Demonstrate confidence in the use of appropriate technology tools in management of patient care | V2 |
| 4. Display leadership skills in behaviors consistent with moral, ethical, legal and regulatory principles | V3 |



AREA
OF ASSIGNMENT
IN THE HOSPITAL
(For Male & Female)

GROUP A



GROUP B





جامعة شقراء
Shaqra University



POLICIES AND GUIDELINES FOR STUDENTS

POLICIES ON PRACTICAL COURSES

(Hospital/Community Duty and Skills Laboratory)

On Skills Laboratory Sessions:

- 1. Attendance in skills laboratory sessions is a must.**
- 2. Any student who missed a return demonstration must present a letter of explanation with proper attachments before performing missed return demonstrations.**
- 3. In attending skills laboratory sessions, complete uniform and ID card is required.**
- 4. Laboratory protocols must be observed by all students while having skills laboratory session. Any violation of the protocol must be dealt accordingly by the college authorities.**
- 5. Skills laboratory sessions are handled almost the same policy with hospital/community duty.**

On Hospital/Community Duty:

A. *General Hospital Orientation*

- 1. “NO ORIENTATION, NO DUTY POLICY”**
- 2. The schedule of hospital/community duties and general orientation will be posted in the bulletin board for Hospital Duty.**
- 3. The general orientation is considered rotation; therefore, merits must be given by the clinical instructors assigned.**
- 4. General orientation attendees must have to sign in the log book for trainees in the hospital (Training Department)**
- 5. All students attending the general orientation must have the complete uniform including ID Cards properly worn.**

B. Hospital/Community Duty

- 1. Before a student will proceed to his/her area of assignment, he/she must log in to the designated attendance sheet in the training department of the hospital. For community duty, a logbook or attendance sheet is provided by the clinical instructor.**
- 2. Students must be present in their respective area of assignment 15 minutes before their official duty time. The clinical instructor is required to impose strictly regarding duty time.**
- 3. Students are required to attend to the endorsement of the incoming and outgoing staff nurses. (optional)**
- 4. Students are assigned to different patients and are required to handle patient's cases with proper supervision of the clinical instructor.**
- 5. Any misbehavior/ improper conduct of students during duty hours must be reported by the clinical instructor and be submitted in the academic council for due process.**
- 6. "No complete uniform, No duty policy"**
- 7. Students are not allowed to loiter in other area in the hospital unless for important matters.**
- 8. Students must complete the required number of duty hours.**

On Uniform (Hospital Areas except OR/RR/PACU and Community):

- 1. Students must wear the prescribed color, cut, and design of the college uniform.**
 - a. Must wear pair of duty shoes with socks.**
 - b. Must wear ID card properly.**



- 2. It should always be worn in the clinical area at all times.**

On Uniforms in OR/RR/PACU:

- 1. Students must wear prescribed OR/RR/PACU uniform with ID cards.**
- 2. Masks and caps should be worn appropriately before entering the OR complex.**
- 3. Students should bring their own scrub slippers and should be worn before within the OR complex.**
- 4. When going outside the OR complex, a white clean gown must be worn.**

On Grooming:

- 1. Hair must be properly and neatly groomed.**
- 2. Nails must be kept short and well-trimmed.**
- 3. Perfumes/colognes may be used in discreet manner.**

On Paraphernalia:

Regardless of the area the student will be assigned, the following must be brought:

- 1. Wrist watch with second hand**
- 2. Small pocket notebook**
- 3. Ball pen in three different colors (red, blue, and black)**

4. On Absences:

- 1. A student who was absent in the skills laboratory, hospital duty, or community duty must submit a letter of explanation immediately or at least a day before the next duty attaching pertinent documents as needed: medical certificate, photocopy of death certificate, or other related letters or invitations.**

Reasons of Absences to be excused:

- a. Sickness**
 - b. Death**
 - c. Departure**
 - d. Attending weddings of immediate family members**
 - e. Representation in any official university activity authorized by the Dean of the College.**
- 2. If the reason of absence is excused, the student will get the same privilege as to those who were present during duty like taking any quiz or any other graded activity done. If the reason is unexcused, demerit in his/her attendance score and cannot obtain the privileges.**

On Tardiness (being late on duty):

- 1. Official reporting time in the designated area of duty is 15 minutes before the time of duty (example: duty time is 7:00am – student must be present in the area at 6:45 am)**
- 2. If a student arrived late in the duty, he/she must approach at once his/her assigned clinical instructor so that any recommendations will be served.**

On Grading System:

- 1. Students must be graded according to the prescribed evaluation tool based on their respective area of duty.**
- 2. Students will be given the chance to sign in the evaluation tool after computation of the rotational grade be facilitated by their assigned clinical instructor.**
- 3. Students will be graded in their rotational duty in three major areas – cognitive, psychomotor, and affective.**
- 4. Students are also evaluated based on staff nurses' observation on their respective performances.**

GRADING SYSTEM

1. Practical Final Grade

60 MARKS			40 MARKS	TOTAL
Quizzes (10) +	Midterm Exam (30) +	Rotational Grade (20)	FINAL EXAMINATION	100

2. Rotational Grade

- 20 Marks (4 rotations)

1st Rotational Grade + 2nd Rotational Grade + 3rd Rotational Grade + 4th Rotational Grade



Shaqra University
College of Applied Medical Sciences
Nursing Science Department
Clinical Training Unit
Al-Quwayiyah, KSA

Evaluation Sheet for Clinical Courses

Student's Name: _____ **Course name& code:** _____ **Level:** _____
Date of Rotation: _____ **Name of Clinical Instructor:** _____ **Area of Assignment:** _____

Items of evaluation	POINTS/Marks	Student Marks				Comments
		1st	2nd	3rd	4th	
✓ COGNITIVE	[2]					
• Ability to answer questions related to nursing procedures/ routines.	[1](0.5 marks)					
• Ability to recall concepts related to the nursing care given to his/her assigned patient.	[1](0.5 marks)					
• PSYCHOMOTOR	[5]					
• Able to formulate a comprehensive nursing care plan that is organized, complete, and reliable.	[2](1 mark)					
• Demonstrates skills in performing nursing procedures that are required in his/her assigned patient	[2](1 mark)					
• Precision and confidence in doing a certain procedure.	[1](0.5 marks)					
• AFFECTIVE	[3]					
• Able to respect the time of duty from the beginning up to the end of duty.	[1](0.5 marks)					
• Shows proper decorum at all times. <i>(talks with respect and professionalism, conducts himself/herself with neatness, cleanliness and good grooming)</i>	[2](1 mark)					
Total Marks	[10](5 marks)					
STUDENT'S REMARKS						Signature:
CLINICAL INSTRUCTOR'S REMARKS						Signature:

VIOLATIONS AND SANCTIONS

1st. UNIFORM

OFFENSES	SANCTIONS / DEMERIT
<p>1. Wearing the scrub suit outside the OR complex without white gown.</p>	<p>a. Letter of Explanation addressed to the Dean of the College/Clinical Coordinator. b. Demerit of 3 marks in the attitude. c. Not allowed to re-enter in the OR complex.</p>
<p>2. Not wearing the prescribed complete uniform. (Not in prescribed color, design/cut, not in proper shoes, crumpled uniform)</p>	<p>First offense: a. Letter of explanation addressed to the Dean/Clinical Coordinator. b. Demerit of 3 marks in the attitude.</p> <p>Second Offense: a. Letter of explanation addressed to the Dean/Clinical Coordinator b. Considered absent</p> <p>Third Offense: a. No rotational grade which means zero. b. Letter of explanation to the Dean/Clinical Coordinator</p>
<p>3. No ID</p>	<p>First offense: a. Letter of explanation addressed to the Dean/Clinical Coordinator. b. Demerit of 3 marks in the attitude.</p> <p>Second Offense: a. Letter of explanation addressed to the Dean/Clinical Coordinator b. Considered absent</p>

2nd. Paraphernalia

OFFENSES

If one item is missing in the list, it is considered incomplete paraphernalia.

SANCTIONS / DEMERIT

First offense:

warning + demerit for 3 marks in the attitude + submit a letter of explanation addressed to the Dean/Clinical Coordinator

Second offense:

zero marks in the attitude + submit a letter of explanation to the Dean/Clinical Coordinator

3rd. Grooming

OFFENSES

1. Unkempt hair/untidy looking hair
2. Untrimmed nails

SANCTIONS / DEMERIT

First offense:

warning + demerit for 3 marks in the attitude + submit a letter of explanation addressed to the Dean/Clinical Coordinator

Second offense:

zero marks in the attitude + submit a letter of explanation to the Dean/Clinical Coordinator

4th. Behavioral Conduct

OFFENSES

SANCTIONS / DEMERIT

1. Leaving the area of assignment before the official off time.	
2. Leaving the area with proper endorsement or without attending endorsement.	First offense :warning + demerit for 3 marks in the attitude + submit a letter of explanation addressed to the Dean/Clinical Coordinator
3. Out-of-post	
4. Abandonment or leaving the area without coming back.	Second offense: zero marks in the attitude + submit a letter of explanation to the Dean/Clinical Coordinator
5. Breach of confidentiality	
6. Answering back improperly.	Third offense: Recommended for suspension
7. Failure to follow or implement instructions from superiors.	
8. Nuisance while on duty and in hospital premises.	

5th. Dishonesty

OFFENSES

SANCTIONS / DEMERIT

1. Writing not his/her name in the logbook.	
2. Reporting fabricated data like vital signs, input and output and other related patient care information.	<p>First offense: warning + demerit for 3 marks in the attitude + submit a letter of explanation addressed to the Dean/Clinical Coordinator</p>
3. Not revealing to the staff nurse/clinical instructor about any error or mistake committed within the performance of his/her duty (untoward drug reactions, adverse reactions, death of patient)	<p>Second offense: zero marks in the attitude + submit a letter of explanation to the Dean/Clinical Coordinator</p>
4. Giving inconsistent reasons in the performance of patient care.	<p>Third offense:</p>
5. Any other forms of dishonesty.	Recommended for suspension

6th. FORGERY

OFFENSES

SANCTIONS / DEMERIT

1. Forging signature of staff nurses/clinical instructors	First offense: warning + demerit for 3 marks in the attitude + submit a letter of explanation addressed to the Dean/Clinical Coordinator
2. Any entries of signatures	Second offense: zero marks in the attitude + submit a letter of explanation to the Dean/Clinical Coordinator Third offense: Recommended for suspension

7th. ERRORS IN DRUGADMINISTRATION and NURSING PROCEDURE

OFFENSES

SANCTIONS / DEMERIT

1. Error caused patient's death	Dismissal after due process.
2. Patient manifests adverse effects due to medication error	Suspension after due process.
3. Error of medication administration but without adverse effect.	Letter of explanation addressed to the Dean/Clinical Coordinator + 8marks demerit in the rotational grade.



جامعة شقراء
Shaqra University



POLICIES AND GUIDELINES FOR CLINICAL INSTRUCTORS

Policies for Clinical Supervision

1. Clinical Instructor who supervises student nurses in the hospital must have orientation in the hospital prior to his/her official duty. This should be coordinated by the clinical coordinator.
2. Clinical Instructor must be in their proper attire and uniform as prescribed by the hospital or institution of affiliation.
3. Clinical Instructor must be present in the area of duty all throughout his/her student is in the area of assignment.
4. Clinical Instructor is responsible to all the leanings of the student nurse.
5. Clinical Instructor must adhere with the existing policies in clinical supervision given by the Training Department of the Hospital:
6. Signing of Attendance (before and after duty) – students and faculty
7. Uniform
8. Number of students per area of assignment
9. Clinical Instructor must be responsible in informing his/her clinical coordinator once he/she is not able to have his/her duty in the hospital or any institution.
10. Clinical Instructor should always make a courtesy call at the Training Office before the start of duty.
11. Clinical Instructor has the full responsibility to his/her student under his care all throughout duty hours.
12. Clinical instructor is responsible in making his/her rotational grade and a copy must be submitted to the clinical coordinator.
13. Clinical instructor must display good relation between hospital staffs and other colleagues.
14. Clinical instructor must be a role model for his/her students.
15. Clinical instructor is responsible to make suggestions to his/her clinical coordinator in order to improve the clinical rotation experiences of students.

THE CLINICAL COORDINATOR

Job Description:

The clinical coordinator is responsible in planning, scheduling, coordinating, and implementing the standards of clinical practice/practicum of students.

Duties and Responsibilities

1. To implement all instructions of the Dean in relation to the hospital practices of student nurses in all levels in the program.
2. To provide leadership in the formulation of curriculum for practical courses.
3. To ensure coordination of all practical/hospital rotations every semester and monitor the progress and learning development of all the student nurses
4. To ensure that the program is in line with the prescribed curriculum by the University.
5. To coordinate schedules of hospital rotations every semester in the hospital of affiliations and other institutions that are connected with student nurses' exposures.
6. To monitor clinical instructors' performance in their hospital supervision.
7. To be a liaison officer in regards to hospital duties.
8. To maintain mutual agreements with hospitals or institutions for hospital and skills laboratory activities.
9. To report any incident that affects students' learning in the practical courses and at the same conditions of clinical instructors.
10. To update the status of agreement between the College and the Hospital/institutions where students are affiliated for their practical courses.

Qualifications:

1. Must be a registered nurse with masters' degree on leadership and management/ PhD degree is a plus.
2. Must have vast experience in terms of clinical management.
3. Must have a good management and leadership skills.

APPENDICES

Appendix B – Evaluation Tool



Shaqra University
College of Applied Medical Sciences
Nursing Science Department
Clinical Training Unit
Al-Quwayiyah, KSA

Evaluation Sheet for Clinical Courses

Student's Name: _____ Course name& code: _____ Level: _____
Date of Rotation: _____ Name of Clinical Instructor: _____ Area of Assignment: _____

Items of evaluation	POINTS/Marks	Student Marks						Comments
		1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	
✓ COGNITIVE	[2]							
• Ability to answer questions related to nursing procedures/ routines.	[1](0.5 marks)							
• Ability to recall concepts related to the nursing care given to his/her assigned patient.	[1](0.5 marks)							
• PSYCHOMOTOR	[5]							
• Able to formulate a comprehensive nursing care plan that is organized, complete, and reliable.	[2](1 mark)							
• Demonstrates skills in performing nursing procedures that are required in his/her assigned patient	[2](1 mark)							
• Precision and confidence in doing a certain procedure.	[1](0.5 marks)							
• AFFECTIVE	[3]							
• Able to respect the time of duty from the beginning up to the end of duty.	[1](0.5 marks)							
• Shows proper decorum at all times. <i>(talks with respect and professionalism, conducts himself/herself with neatness, cleanliness and good grooming)</i>	[2](1 mark)							
Total Marks	[10](5 marks)							
STUDENT'S REMARKS								Signature:
CLINICAL INSTRUCTOR'S REMARKS								Signature:

Prepared by

DR. BENITO N. AREOLA JR

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Reviewed and Approved by

The College Council

College of Applied Medical Sciences
Al-Quwayiya Campus



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This document was approved by Nursing sciences
department council No (5) on 23/5/1443

And the summary of the following council was
attached [here](#)