

COLLEGE OF NURSING

STUDENT GUIDE OF NURSING COLLEGE

QASSIM UNIVERSITY

Dr. Samia Elgazzar

Dr. Fathia A. Mersal

2022



QASSIM UNIVERSITY

Outlines:

- COLLEGE OF NURSING, QASSIM UNIVERSITY: AN OVERVIEW
- UNDERGRADUATE PROGRAM OBJECTIVES
- RATIONALE FOR THE NEW CURRICULUM OF NURSING COLLEGE
- THE COLLEGE OF NURSING VISION
- THE COLLEGE OF NURSING MISSION
- THE VALUES OF THE COLLEGE OF NURSING- AT QASSIM UNIVERSITY
- OBJECTIVES
- EDUCATION
- RESEARCH
- SERVICE
- STUDENT RIGHTS
- THE UNDERGRADUATE NURSING CURRICULUM
- OBJECTIVES (ATTRIBUTES AND COMPETENCIES) OF THE GRADUATE
- SUMMARY OF DISTRIBUTION OF THE CREDIT HOURS
- CODING SYSTEM
- ASSESSMENT OF STUDENTS
- REMEDIATION PLAN
- PROGRAM EVALUATION
- GOVERNANCE AND ADMINISTRATION
- INTERNSHIP PROGRAM

College of Nursing, Qassim University: An Overview

College of Nursing in Qassim University was established in the academic year 2009/2010, It is the first nursing college in Saudi Arabia to adopt the Problem-Based Learning (PBL) curriculum, as well as integration within basic sciences and between nursing sciences.

The nursing college is committed to the Profession of Nursing and is dedicated to the enhancement of the profession locally, nationally, and globally.

The curriculum is oriented towards training students to undertake the responsibilities of a professional nurse. The curriculum aims to ensure at our graduates achieve Professionalism which gives opportunities for students to provide holistic care through relationships with individuals, families, groups, and communities, to promote health. Nurses, always responsive to the contextual uniqueness of the situation, are also responsible and accountable for upholding the standards and values of the profession.

At the end of the undergraduate program, the student will endeavor to be able to:

Competence in Provision of Care

1. Provides competent nursing care to individuals, families, groups, and communities through promotion, maintenance, and restoration of health, prevention of illness, and physical, emotional, and spiritual support throughout the life span.
2. Formulates nursing practice decisions using evolving knowledge and research from nursing science, the biological and behavioral sciences, and the humanities.
3. Uses developmentally appropriate teaching-learning principles to assist clients to achieve their health goals and to assist colleagues to improve the quality of their nursing care.

Professional Values

1. Provides compassionate, ethical care to individuals of diverse cultures, values, beliefs, and lifestyles.
2. Demonstrates the values central to nursing practice including altruism, autonomy, human dignity, integrity, and social justice.
3. Protects the rights of people to receive optimum care and make informed decisions affecting their health welfare.

Role Development

1. Upholds the standards and values of the profession including accepting responsibility for learning and personal growth.
2. Interprets professional nursing using perspectives gained from past, present, and future trends in nursing and society.
3. Advocates for responsible, humane health care policies.
4. Partners with clients, families, communities, and interdisciplinary health care teams to design and provide quality health care.
5. Participates in the revision of health care policy and practice within a rapidly changing global environment.

Designer, Manager, Coordinator of Care

1. Demonstrates leadership skills and knowledge of the management process in designing, managing, and coordinating care.
2. Uses evolving information technology to monitor and improve the health care of clients.

3. Demonstrates knowledge of fiscal dimensions within a variety of current and evolving health care systems.

The rationale for the new curriculum of Nursing College

Drawbacks and shortcomings of the classical system

Major among these is a lack of full response to community needs and a tendency to continue maintaining the status quo in curricula and educational methods rather than updating and using more effective and relevant teaching/learning methods by current, evidence-based nursing education. Moreover, students are passive during lectures, which is the dominant feature, and there is a lack of integration between disciplines and insufficient preparation of the students for continuing their education after graduation and for applying what they have learned to actual practice.

Merits of Community-Based/Problem-Based programs

Earlier studies on 10 innovative, community-oriented, PBL schools (Richards & Fulop, 1987) showed that the graduates from these schools were "more skilled in clinical work especially in dealing with patients... more concerned, more committed to patients, better communicators, and strong patient advocates

They compared favorably in the examination of knowledge of basic sciences and were better off in the knowledge and its application to health needs. (Woodward, 1996) has reported, in certain studies, that PBL graduates were more motivated, enjoyed their studies and that students used the library more, did more self-learning, and their clinical knowledge and skills were judged slightly better. Their retention, retrieval, and application of basic science knowledge were also better (Network: TUFH, 2003). It has also been reported (Jones et al., 2001) that "there is evidence that students in a PBL curriculum become better self-directed learners, that their confidence and feeling of belonging to the nursing school increases, and that scores

in some exams could be higher. Some have suggested that the work environment for students and teachers is much better. (Jones et al., 2001).

Changing needs of the health system

<<The focus of health care, has shifted from the individual to the community, from cure of the disease to preservation of health, from episodic care to continuous and comprehensive care, and from an individual approach to comprehensive, community-based care, provided by primary care teams. These changes have significant implications for educational institutions>> (Jones et al., 2001).

The revolution of information technology

The revolution of information technology makes health science information available and fairly accessible to the public and the profession

The College of Nursing Vision

The College of Nursing at Qassim University envisions to be a globally recognized learning institution, committed to graduating nurses as competitive professionals, supporting sustainable development of health care in the Qassim region, and contributing to advancing knowledge-based society in nursing and health sciences.

The College of Nursing Mission

The college of nursing is committed to excellence in nursing education, research, and community service, providing a high-quality student-centered nursing education through graduating competent and compassionate nurses able to meet and respond to the changing health care needs and expectations of the Saudi community, in collaboration with national and international partners.

The Values of the College of Nursing- at Qassim University

In our commitment to Islamic values, we in The College of Nursing at Qassim University believe in the following:

- Justice: We seek to achieve justice, equal opportunity, and fairness in dealing with everyone.
- Integrity: We perform sincerely and are committed to morality and professional ethics.
- Transparency: We commit ourselves to disclose transactions and procedures and to uphold the principles of accountability and integrity.
- Quality: We apply the highest standards of quality in all tasks to ensure excellence in products and services.
- Creativity: We advocate an organizational climate conducive to creative thinking and innovative behavior.
- Teamwork: We encourage a culture of intellectual and behavioral teamwork.
- Scientific and Scholarly Freedom: We promote scientific scholarly exploration, openness, and collegial interaction with others.
- Caring: We advocate that nursing care for each client and family is individualized, compassionate, and culturally appropriate.
- Patience: We are committed to working under difficult circumstances including bearing of provocation, annoyance, misfortune, or pain, without complaint, loss of temper, irritation, or the like.

— **OBJECTIVES**

1. Provide the highest quality nursing education and obtain national and international academic accreditation.
2. Raising the aptitude and competitiveness of nursing students.
3. Raising the effectiveness of community services and applied research to fulfill the needs of development.

4. Raising the institutional administrative, technological and informational performance.
5. Enhancement of cooperation and partnership in local, national, and international institutions.
6. Raising the rates of efficiency, satisfaction, and retention of human resources.

Education

Our College is pursuing Problem Based Learning (PBL) models of the curriculum which is a well-established method of learning and instruction. PBL emphasizes small-group work on problems, self-directed learning to advance problem-solving skills, and critical thinking, to prepare students for the types of problems they will face as professionals.

The objective is to foster academic excellence and to provide an education of the highest quality to produce nursing practitioners of the highest caliber, in addition to providing the teachers and researchers of the future.

Research

Generating, synthesizing, and using research evidence is central to advanced nursing practice.

An advanced practice nurse can:

- identify and implement research-based innovations for improving client care, organizations, or systems;
- as either the primary investigator or collaborator with other members of the health care team or community, identify, conduct, and support research that benefits nursing practice;

- evaluate current practice at individual and system levels in light of research findings;
- collect data on, and evaluate the outcomes of, advanced nursing practice for clients, the nursing profession, and the health care system;
- critique, interpret, apply and disseminate evidence-based findings; and
- contribute to nursing and the healthcare system by disseminating new knowledge through formal and informal channels, including presentation and publication at the local, regional, national, and international levels.

Service

Provide Professional Service to the Community. provide staff with the opportunity to contribute to the community while achieving educational and personal development outcomes; College and the Nursing Program recognize professional service to the college and community as an institution and faculty priority.

The college has an important role to play through its partnership with the health system and community, through its faculty who render appreciable health care to the people, and through its community-based education programs in which both students and staff are involved. During their training in health care facilities, the students work for upgrading these facilities by involving the concerned communities and authorities.

The Undergraduate Nursing Curriculum

College of Nursing adopts a community-oriented, problem-based learning curriculum where people, patients, and problems are studied from several standpoints. Problem-based learning (PBL) is integrated with appropriate training in clinical skills and community-based learning experiences. Emphasis is given to critical thinking and self-directed learning.

The undergraduate curriculum is designed to realize the mission and the institutional objectives of the College as outlined above and is based on the objectives attributes and competencies) of the graduate of the College as shown below.

Objectives (Attributes and Competencies) of the Graduate

At the end of the program each student is expected to:

1. Utilize his/her skills in information management effectively to retrieve relevant
2. information, analyze it critically, and apply it to the solution of clinical/health problems in a scientific reasoning manner;
3. Use an evidence-based approach to apply the most effective and up-to-date knowledge, skills, values, and attitudes in his nursing practice and his pursuit of postgraduate studies and life-long learning;
4. Identify, diagnose, evaluate and manage common or serious health problems competently in individual patients families, and the community with special reference to Saudi Arabia including the provision of care for high-risk grand follow up measures;
5. Educate and counsel patients and others (especially in the promotion of health and healthy lifestyle, prevention of disease, and securing consent) using effective communication skills;
6. Observe nursing ethics strictly in his practice, in the efficient and optimum use of available resources and their equitable allocation, especially for minority, disadvantaged and high-risk groups.

7. Help patients adjust to their condition when managing clinical problems with due consideration to the family and social environment and the personal needs, limitations, and abilities of each patient;
8. Refer cases beyond his capacity whenever required and extend support, empathy, respect, and friendliness to the patient, family members, and relatives without traversing the bounds of professionalism and nursing ethics;
9. Diagnose and manage common emergencies and deal with unfamiliar situations; Work effectively and harmoniously within a health team that includes physicians, other health and health-related personnel, and community members or agencies; Participate in peer review activities and respond positively to constructive criticism;
10. Act as a change agent and contribute to community development with special reference to the development and success of healthcare programs and health institutions;
11. Conduct relevant health research (especially health system research) to contribute to the solution of health problems and the evolution of nursing

Student Rights

A- In the academic field

- 1- Receiving a student guide that provides information about the University, and its systems and facilities;
- 2- A Party reception for newcomers;
- 3- The education received by students will be evaluated and their observations will be used to improve the quality of teaching at the University. The students will evaluate the courses that they have studied and the faculty members who have taught them (the evaluation questionnaire is shown in the appendices) provided that the student deals with this credibly and is free from personal, participation tribal influences.
- 4- Providing the appropriate study environment so students can study and learn easily by providing all the educational capabilities available to serve this goal.

5- Obtaining the scientific material and knowledge associated with the university courses taught by the university rules and regulations governing academic work.

6- Obtaining the study plans in the faculty or department and the specializations, as well as reviewing the study schedules before the start of the study, conducting his/her registration in the courses offered to the student by the system, and providing the rules of registration, taking into account the prioritization of registration in accordance with fair controls when it is not possible to achieve the wishes of all students.

B- In the non-academic field

1- Enjoy the benefits and social welfare provided by the University and participate in the activities established there by the regulations and university rules governing it.

2- Access to adequate health care through treatment within hospitals and health centers affiliated with the university.

3- Utilize the services and facilities of the university (e-book libraries, gym hall, cafeteria,..., etc.) according to the rules and regulations of the university.

4- Obtaining the financial incentives and rewards prescribed by law, especially for the superior student.

5- The complaint or grievance of any matter that affects the student about faculty member, department, college, or any of the University units, and the submission of the complaint or grievance in accordance governing the unit for the protection of Student Rights, and enable the student to enables the status of his complaint.

University Student Obligations

A. In the academic field

1. The student's commitment to attend the study and fulfill all the study requirements.

2. The student's commitment to respect the faculty, staff, and workers of the university employees.

3. The student's commitment to respect the rules and arrangements related to the conduct of lectures.

4. Commitment of the student in the preparation of research and other study requirements of the courses of scientific integrity and not cheating in any way.

5. The student should abide by the rules and arrangements related to the tests and the system therein and not cheat.

6. The student shall abide by the instructions and directions directed by the official in the test room.

In the non-academic field

1. The student's commitment to the University's regulations, rules, and instructions decisions.
2. The student's obligation to carry the university card while the student is at the university.
3. The student's obligation not to be exposed to the property of the university age or tamper with or disrupt the universities work.
4. The student shall abide by the instructions concerning the arrangement, organization, and use of the university facilities and equipment.
5. Commitment of the student to the appropriate uniforms, behavior of universities, and Islamic norms.
6. Student commitment to calm and tranquility within the facilities of the university and refrain from smoking in it.

General Structure of the Study Plan

Table 1. Structure of the Study Plan

Requirements		Credit Hours	Percentage %
University Requirements		12	8.27
Premed Year Courses		36	24.82
Program Requirements	Internal Compulsory Requirement Courses	75	51.72
	External Compulsory Requirement Courses	13	8.96
	Elective courses	6	4.13
Free courses		3	2.06
Total credit hours		145	100

University Requirements**Table 2. University Requirements**

Course code	Course title	Credit Hours			Prerequisites
		Theoretical	Practical	Total Units	
IC 101	Introduction to Islamic Culture	2	-	2	
IC 102	Islam and Construction of the Society	2	-	2	IC 101
IC 103	The Economic System in Islam	2	-	2	IC 101
IC 104	Fundamentals of the Islamic Political System	2	-	2	IC 101
ARAB 101	Arabic Language Skills	2	-	2	
ARAB 103	Expository Writing	2	-	2	
TOTAL		12 Credit Hours			

Course Code	Course title	Credit Hours			Pre-requisites	Co-requisites
		Theoretical	Practical or clinical	Total		
NURE 221	Nursing Education	2	1	3		
NURS 211	Body Structure and Function	5	3	8		
NURS 212	Basic Concepts of Nursing Care	2	1	3		
NURC 442	Nursing Epidemiology	2	-	2		
NURS 213	Adult Nursing I	4	3	7		CMD 151
NURS 214	Pathophysiology	2	-	2		
NURS 316	Adult Nursing II	4	3	7	NURS 212 NURS 213	
NURS 215	Health Assessment in Clinical Practice	1	1	2		
NURM 331	Maternal Health Nursing	4	3	7	NURS 213	
NURE 322	Nursing Leadership and Management	2	2	4		
NURE 323	Nursing Research I	2	-	2		
NURM 432	Child and Adolescent Nursing	4	3	7	NURS 331	
NURS 417	Critical Care Nursing	4	3	7	NURS 316 NURM 331	
NURC 441	Psychiatric & Mental Health Nursing	3	2	5		
NURE 424	Nursing Research II	1	2	3	NURE 323	
NURC 442	Community Health Nursing	4	2	6		
Total		46	29	75		

Program Requirements

A- College and Department Core Courses

Table 3. College and Department Core Courses

B- Non-College and Department Core Courses

Table 4. Non-College and Department Core Courses

Course Code	Course title	Credit hours			Pre-requisites	Co-requisites
		Theoretical	Practical or clinical	Total		
CMD 151	Growth and Development for Nursing	4	2	6	NURS 211	
CMD 152	Principles of Diseases for Nursing	3	1	4	NURS 211	
FSHN 327	Applied Nutrition	2	1	3		
Total		9	4	13		

C- Elective Courses

Table 5. Elective Courses (students must select 2 elective courses with a total of 6 credit hours)

Course Code	Course title	Credit Hours			Pre-requisites	Co-requisites
		Theoretical	Practical or clinical	Total		
NURS 311	Oncology Nursing	2	1	3		
NURS 312	Concepts in Pain Management	3	-	3		
NURS 313	Renal Dialysis Nursing	2	1	3		
NURS 314	Alternative and Complementary therapy	3	-	3		
NURM 333	Reproductive Health	2	1	3		
NURM 334	Midwifery	2	1	3		
NURE 325	Nursing Management of Human Resources	3	-	3		

NURE 326	Organization and Administration for the Nurse Manager	3	-	3		
NURM 435	Children with Special Needs	2	1	3		
NURC 444	Palliative Care	2	1	3		
NURS 415	Advanced Critical Care Nursing	2	1	3		
NURC 445	Management of Nursing Occupational Hazards	3	-	3		
NURC 446	Counseling Skills for Health Professionals	3	-	3		
NURM 436	Surgical Pediatric Nursing	2	1	3		

BSN Study Plan

First Year (Premed Year)

Course Code	Course title	Credit Hours		
		Theoretical	Practical or clinical	Total
ENG 001	Preparatory English (1)	8	-	8
STAT 100	Statistics	1	1	2
PHYS 110	Physics (1)	1	1	2
CSC 100	Computer Skills	2	2	4
PSYCH 101	Thinking Skills and Learning Styles	2	-	2
ENG 002	Preparatory English (2)	5	-	5
ESP 101	English for Health Professions	2	-	2

BHS 111	Human Biology	3	1	4
MDL 111	Introduction to Biochemistry	2	1	3
PHS 115	Medical Ethics	2	-	2
MEDU 111	Health Profession Education & Communication Skills	2	-	2
Total		30	6	36

Second Year

Course Code	Course title	Credit Hours			Pre-requisites	Co-requisites
		Theoretical	Practical or clinical	Total		
IC 101	Islamic Study I	2	-	2		
ARAB 101	Arabic Language Skills	2	-	2		
NURE 221	Nursing Education	2	1	3		
NURS 211	Body Structure and Function	5	3	8		
NURS 212	Basic Concepts of Nursing Care	2	1	3		
IC 102	Islamic Study II	2	-	2		
CMD 151	Growth and Development for Nursing	4	2	6	NURS211	

NURS 213	Adult Nursing I	4	3	7		CMD 151
NURS 214	Pathophysiology	2	-	2		
NURS 215	Health Assessment in Clinical Practice	1	1	2		
Total		26	11	37		

Third Year

Course Code	Course	Credit Hours			Pre-requisites	Co-requisites
		Theoretical	Practical or clinical	Total		
IC-103	Islamic Study III	2	-	2	IC 101	
ARAB 103	Expository Writing	2	-	2		
NURS 316	Adult Nursing II	4	3	7	NURS 212 NURS 213	
FSHN 327	Applied Nutrition	2	1	3		
CMD 152	Principles of diseases for Nursing	3	1	4	NURS211	
IC-104	Islamic Study IV	2	-	2	IC 101	
NURM 331	Maternal Health Nursing	4	3	7	NURS 213	

NURE 322	Nursing Leadership and Management	2	2	4		
NURE 323	Nursing Research I	2	-	2		
	Nursing Elective I	2	1	3		
Total		25	11	36		

Fourth Year

Course Code	Course	Credit hours			Pre-requisites	Co-requisites
		Theoretical	Practical or clinical	Total		
NURM 432	Child and Adolescent Nursing	4	3	7	NURS 331	
NURC 441	Psychiatric & Mental Health Nursing	3	2	5		
NURE 424	Nursing Research II	1	2	3	NURE 323	
NURC 442	Nursing Epidemiology	2	-	2		
NURS 417	Critical care nursing	4	3	7	NURS 316 NURM 331	
NURC 443	Community Health Nursing	4	2	6		
	Nursing Elective II	3	-	3		
	Free Hours	3	-	3		
Total		24	12	36		

Internship Year

A 12-month clinical training is mandatory for the student to fulfill the requirements for graduation.

Summary of distribution of the credit hours

Year of Study	Credit Hours
(Premed) First Year	36
Second Year	37
Third Year	36
Fourth Year	36
Internship Year	00
Total Hours	145

Courses Coding System

Coding System:

1NURS: Medical-Surgical Nursing Department

2NURE: Nursing Education Department

3NURM: Maternal and Child Health Department

4NURC: Community, Psychiatric and Mental Health Nursing Department

CMD: Courses delivered by the College of Medicine

Assessment of students

It depends on establishing, on an educationally sound basis, an assessment system that is in line with the educational objectives and fair to students

Objectives

- i. Formulate and disseminate an educationally sound assessment and evaluation document and exam regulations that are fair to students.
2. Train faculty in assessment and evaluation methods to ensure the quality of examinations, improve them and develop the educational program.
3. Monitor and evaluate exams to make sure that they are valid, reliable, feasible, and have an educational impact.

Learning Strategies:

- Problem-Based Learning
- Early involvement in clinical skill
- Seminars
- Electronic learning
- Use of various assessment methods:
 - i. Continuous assessment of participation in the PBL sessions, seminars, laboratory, and clinical skills
 - ii. Final Exam:
 1. MCQs
 - iii. Involving students in assessment methods.

Grading Policies

Students will be informed of all course requirements, criteria, and methods of grading, plus the weight of each grade component, in the course syllabus.

The grading system to be used is:

A+ 100-95 %

A 94-90 %

B+ 89-85 %

B 84-79 %

C+ 78- 75 %

C 74-70 %

D+	69-65 %
D	64-60 %
F	less than 60%

REMEDIATION PLAN

1. Developing the learning process through full participation by establishing the internal quality system. E.g. putting a system for students who have poor scholastic achievement by academic hours through schedule development and approved by the head of the department by faculty staff members & encourage those who have good and excellent achievement.
2. Detecting the research plan & using the research findings as an evidence base in our decisions in clinical areas and teaching the courses.....etc.
3. Periodic examination for students.
4. Scheduling for attendance of lecturers to support students and answer any questions.
5. Assessing the attendance rate of students.
6. attendance of lecturers by rotation in the library to assist students.
7. Remediation plan starts after the midterm exam.
8. Remediation plan conducted for students who are absent for long period with an acceptable excuse.
9. Remediation plan conducted for students whose total evaluation degree is less than 60%.

Program evaluation

It depends on Established mechanisms of program evaluation involving a large base of representation of stakeholders to monitor and evaluate the curriculum and ensure timely identification and rectification of obstacles and problems.

Objectives

1. Use valid, reliable, and feasible methods for program evaluation which include:
 - The process of education;
 - The learning environment and resources;
 - The component courses of the curriculum and curriculum outcome about the College mission and objectives.
2. Ensure, through appropriate mechanisms, full participation in the process of the faculty (full-time and part-time), students and administration of the College as well as the health authorities, the nursing profession, postgraduate institutions, and, last but not least, community representatives.
3. Ensure thorough documentation and utility of information for curriculum and program development.

Governance and administration

Develop an organizational structure that facilitates effective and efficient curriculum management.

Objectives

1. Create a structure that meets day-to-day curriculum management needs and facilitates and promotes teamwork with regular communication and cooperation among groups and individuals involved in the undergraduate and postgraduate nursing curriculum (for example, curriculum committee, course supervisors! coordinators, tutors, teachers, hospital-based and community-based education officers or committees, etc.);
2. Create a structure that encourages and facilitates continuing faculty development.
3. Introduce and sustain appropriate mechanisms for the regular evaluation and quality assurance of the College management and leadership

Departments of the College:

1. Medical-surgical nursing
2. Maternal and child health nursing
3. Nursing education
4. Community health nursing and psychiatric and mental health nursing

Admission to the college of Nursing :

The University accepts students in the preparatory year and not in the College of Nursing. The student is accepted at the college after passing the preparatory year successfully and completing the requirements for admission.

Entry requirements:

- Obtain a GPA of 4 out of 5 or more in the preparatory year.

- Obtain degrees 80% or more in the English language in the preparatory year.
- Availability of seats allocated at the college of nursing.
- Passing skills examination held by the college.
- Have a certificate of decent health and free from infectious diseases.

Transfer within University Colleges

•Students can apply online through their accounts on the university website to transfer to a different colleges within the university.

•Transfer to another college must be during the four semesters of their registration in the old

college

•Transferring students must seek to obtain the permission of the old and new colleges.

•Transfers occur online after approvals.

Transfer from One University to Another

The transfer of a student from outside the University may be accepted under the following conditions:

- a. The student should have studied at a recognized college or university.
- b. The student must not have been dismissed from that university for disciplinary reasons.
- c. The student must satisfy the transfer conditions, as determined by the University Council.
- d. The course load to be taken at Qassim University should not be less than 60% of the required course to earn a bachelor's from Qassim University.
- f. The courses evaluated as equivalent are recorded in the student's academic transcript but are not included in the calculation of his/her cumulative GPA.
- g. The period he spent at the university from which he was transferred should not exceed the minimum required to complete graduation requirements according to the study plan at Qassim University.

h. The transfer of a student from one university to another during any semester takes place by the procedures and the dates announced by the university to which the student is transferring, according to the general rules governing transfer.

Visiting student

A student who studies some courses at another university or college or in any branch of the university to which he belongs

First: A student from the college who wishes to study as a visitor at another university or college

- The student must have an academic record (with a cumulative average) for at least one semester at the university before applying to study as a visiting student.

The study should be at a recognized university or college

- Bring a description of the courses to be studied from the other university for equivalency by the college and after determining the equivalent courses, they will be submitted in an official letter to the Deanship of Admission and Registration to address the university in which he would like to study as a visiting student

- - The course that the student will study outside the university must be equivalent or (equivalent) in terms of vocabulary and number of academic units.

- - The maximum total of credits that can be counted from outside the university as a visiting student is (20%) of the total units for graduation from Qassim University.

- The averages of courses that are equivalent to a visiting student at another university are not counted in their cumulative average, and the courses are recorded in their academic record.

- The student must provide the Deanship of Admission and Registration with his results obtained within a week of starting the study in the first semester following his period of study as a visitor.
- The maximum number of semesters that a student is allowed to study as a visitor is two semesters

Second: A student from another university who wants to study as a visitor in the college at Qassim University

- That the student take a description of the courses he would like to study from the college inside the university to be equalized by his university and after the equivalency, he sends a letter specifying the equivalent courses
- That the course that the visiting student will study is equivalent or (equivalent) in its vocabulary and number of academic units.
- To obtain the approval of the college to study these subjects.

The courses are registered for the student by the competent authority in the Deanship

- At the end of his studies, the student is provided with a letter explaining the results of the courses he studied

INTERNSHIP PROGRAM

Following successful completion of all courses in the undergraduate nursing program, the student must spend 12 months of a hospital-based internship period in a governmental hospital that can offer proper training areas to meet the objectives of the internship program. This period of practical managerial and theoretical experience will enable the graduate to acquire more competency and experience to perform as an independent nurse specialist (per Saudi council for health specialties accreditation) and as a first-level nursing manager and will enable her to adjust to the real practical life in different units in the hospital settings. By the successful completion of this internship period, the graduate is expected to fulfill the objectives of the program and will be awarded the certificate.

Objectives

After completion of the internship year the graduate should be able to:

1. Demonstrate the ability to successfully function in the first level manager role.
2. Enhance the graduate knowledge, and skills and integrates what she has learned in providing quality nursing care.
3. Maximizing the intern's adjustment to their future role.
4. Provide efficient nursing care for critical care patients in different setting using the nursing process.
5. Perform management functions necessary to provide quality care in selected units.
6. Assist the nurse interns to increase their ability in the analytical assessment of situations leading to effective decision making for problem-solving
7. Assist the nurse intern in further developing and use of her written and verbal communication skills in the field of human relations with patients' families and allied health disciplines and the community at large.
8. Collaborate with other members of the health team to reach health goals.
9. Initiate change to improve nursing in the assigned area.
10. Apply advanced technology to improve the quality of care.
11. Teach patients, families, and when needed significant others and other members of the team.
12. Participate in planned teaching activities such as seminars conferences, rounds, etc.
13. Seek opportunities for continuous growth as a person, a citizen, and a professional nurse.

Student excuses list

Absence in final theoretical and practical exams

- 1- Only medical reports that stipulate hospitalization for emergency cases in a government hospital are accepted, accompanied by a detailed report on the case, showing the date of admission and the date of discharge from the hospital.
- 2- The excuse to perform scheduled surgeries during the examination period is not accepted
- 3- Cases of infection with the Coronavirus and those who are positive for Corona, as well as suspected cases and have symptoms, and an examination is done to determine the extent of infection, all of the above is accompanied by a detailed report from His Excellency Dr., a member of the Precautionary Measures and Measures Committee at the College.
- 4- The student is not allowed to enter the examination committee if she does not appear to be immune to the application of our trust and the student signs a warning letter and the student pledges to commit to downloading the application so as not to be deprived of entering the following tests (according to the instructions stipulated by the precautionary measures and measures committee at the college).

Medical Excuses Controls:

- a. Leave recommendation is not accepted unless it is issued by the emergency of a government hospital only to obtain a detailed medical report on the health status and approved by the hospital administration (recommendations for leaves referred from health centers or clinics are not accepted).
 - B. If the student is admitted to the hospital, a detailed medical report approved by the hospital administration must be submitted, with the seal of the authority and the signature of the treating physician.
- T. Only original medical reports issued by government agencies are accepted
- 5- Security or traffic seizure reports are accepted with the following controls:
 - A- Attach a report certified by the security authority in case of security detention
 - b- Attach the traffic accident reports stating the date and time of the accident, whether from the General Traffic Department or Najm Company

6- Death: The student's excuse is accepted in the event of the death of a relative by the following rules:

The absence should not be for more than three days (for relatives of the first degree) from the date of death, but for second-degree relatives (uncle / or aunt/uncle/aunt / the student is allowed to be absent for one day only)

A- Attach a death report or certificate with proof of kinship

Absence in lectures, labs, panel discussions, and presentations:

1- The student is granted sick leave from a government hospital with a detailed medical report, with a maximum of (2 excuses per semester) (only the original medical reports issued by government agencies are accepted).

2- Revisions to hospitals or health centers are not accepted. Revisions from government hospitals are accepted with a maximum of two excuses per semester (only original medical reports issued by government agencies are accepted).

3- Scheduled surgeries: When there is a need to perform scheduled surgeries during the study days, the college must be notified by an official letter to His Excellency the Vice Dean of the College to obtain approval before starting these procedures, knowing that they are not accepted during the exams

4- Accompaniment in the case of hospitalization: Accompaniment is not accepted without justifications, including a detailed medical report and attaching proof of kinship relationship. The accompaniment includes first-degree relatives: mother or father/husband/son or daughter with a maximum of two excuses each semester. If the review period is long or repeated, the student submits a letter to the vice dean of the college and attaches a detailed medical report (only the original medical reports issued by government agencies are accepted)

5- Death: In the event of the death of one of the student's relatives, a copy of the death certificate and proof of the degree of kinship of the deceased and the included relatives of the first degree (mother/father/wife, son or daughter, grandfather or grandmother) shall be attached so that the period of absence does not exceed three

days. Second degree (uncle / or aunt / uncle / aunt / the student is allowed to be absent for one day only)

6- Sharia Courts: In the case of a review of Sharia courts, the student must provide proof of this, provided that the proof of the review is explained in detail and with accuracy, the date and date of the review (detailed report (I do not accept a copy, the original must be attached)).

7- Marriage leave: The student is given a marriage leave for one week from the date of marriage, provided that the student submits an application to the vice dean of the college before performing it, and that she brings a copy of the marriage contract upon her return from the leave

8- The student is not allowed to enter the skills labs and discussion panels if she does not appear to be immune to the application of our trust (according to the guidelines stipulated by the Precautionary Measures and Measures Committee at the college).

Rules for participating in official activities and events:

1- When participating in official events or activities in which the university or college is a party, the college's approval is required before participation, and the student submits the request to the Vice Dean of the College

2- When attending a conference or a workshop, the approval of the Vice Dean and the College Coordinator for Academic Affairs must be approved according to the approved policy for attending conferences

maternity leave:

The maternity leave is accepted within a maximum of two weeks from the date of delivery, and what proves it, along with a detailed report on that (original report). If the student exceeds the absence for more than that, she submits a letter to that effect, along with the medical excuse, to the vice dean for a decision and discussion in the department and college council.

In the event of absence, the student will follow the following steps:

- 1- The student fills out the form for absence from the test, which is available on the college website or in the scientific departments upon her return to the college. All fields are filled out and handed over to the head of the concerned department.
- 2- The student reviews the female students' affairs to write a letter addressed to the concerned authority requesting a report on the student's condition
- 3- The original reports are delivered to the Student Affairs Officer, provided that the report is issued by government agencies
- 4- The college excuses committee meets periodically, and the committee is provided with the original reports by the female student affairs officer at the college
- 5- The committee studies the reports and reviews the exam date, lectures, laboratories, hospitals, discussion panels...etc, and ensures that it matches the date of the student's absence to make a decision.
- 6- A minutes of the session are drawn up and include the committee's decision regarding the excuses provided, and all members of the committee and heads of departments are handed a copy of the minutes and work accordingly.
- 7- The student follows up with the Excuses Committee to ensure that the excuse is accepted / not accepted
- 8- A memorandum is submitted to the college council containing the minutes of the excuses committee session after each periodic meeting of the committee (twice each semester after the quarterly and final exams).
- 9- All student excuses for the entire academic year are saved in special files classified according to the academic year and the name of the student.

Deprivation:

- o The regular student must attend lectures and practical lessons, and he is deprived of entering the final exam if his attendance rate is less than (80%) of the lectures and scientific lessons specified for each course during the semester. He has a deprived appreciation (Article Nine)

□ **Qassim University Executive Base:**

- o The student is denied entry to the final exam for the course if the absence rate exceeds (20%) twenty percent without the excuse of the total lectures and practical lessons specified for the course.
- o A student who was denied entry to the exam due to absence is considered a failure in the course, and the grade of the semester work is confirmed for him, and a grade of deprived (H) or (DN) is recorded for him.
- o Lists of disadvantaged students are approved by the council of the college that offers the course.
- o Announcing the lists of deprivation before the start of the final exams.

□ The College Council or its authorized representative may - with exception - lift the deprivation and allow the student to enter the exam, provided that the student presents an excuse accepted by the Council, and the University Council determines the attendance rate, provided that it is not less than (50%) of the lectures and practical lessons specified for the course (Article Ten).

Qassim University Executive Base:

1- The college council or its authorized representative may - with exception - lift the deprivation and allow the student to enter the test, provided that the student presents an acceptable excuse to the council, provided that the percentage of absence does not exceed fifty percent (50%) of the total lectures and practical lessons specified for the course.

2- Each faculty member fills out the deprivation form and delivers it to the head of the department at the end of the week preceding the start of the final exams

3- The female student affairs officer shall provide the committee with a file containing all the students' excuses for the semester

4- The committee holds a session before the start of the final exams to study the excuses submitted by the students

Those who are deprived of entering the test, issuing a decision to that effect, and writing a record of the session.

5- Her Excellency the Vice Dean of the College implements what was stated in the committee's decision and circulates the record to the heads of departments and the Examinations Committee to prevent the disadvantaged students from entering the exam.

6- The female student affairs officer sends a statement to the disadvantaged students that includes the courses in which they were denied entry to the test.

7- Announcing the committee's decision on the college bulletin boards for all academic years.

8- A memorandum is submitted to the college council containing the minutes of the session of the Excuses Committee for Deprivation

Conclusion

One of the goals of the College of Nursing at Qassim University is to prepare a female student with competence and skill in nursing skills, taking into account the ethics and regulations of the nursing profession, and bearing the honor of belonging to and graduating from the College of Nursing at Qassim University; Therefore, the college expects its students to observe the following:

- 1/ Appreciating the scholarship that the student obtained to study in this college, giving her the right of seriousness and diligence, and being keen to seek knowledge.
- 2/ Preserving time, realizing its importance, and occupying it with what pleases God - the Mighty and Majestic - of acts of worship, and acquiring useful knowledge.
- 3/ Ensure acquire the latest developments in the nursing profession.
- 4/ Beware of negligence in the performance of nursing skills and care for patients, and against violating the regulations and controls of the nursing profession.
- 5/ Being keen on the bond of Islamic brotherhood and strengthening this brotherhood in God, fulfilling its legitimate rights such as helping the needy, the sick, and their family, respecting the elderly, being kind to the young, having a cheerful face,

visiting the sick, and avoiding everything that weakens the bonds and bonds of brotherhood in God.

6/ Ensure to stay away from any work that violates the regulations of the state, the university, and the nursing profession.