

**NORTHERN BORDER UNIVERSITY  
COLLEGE OF NURSING  
PROGRAM GUIDE  
Academic year 1442-1444**

العام الجامعي 1443-1444هـ

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**NORTHERN BORDER UNIVERSITY**  
***COLLEGE OF NURSING***

**PROGRAM INTRODUCTION GUIDE**

## **WELCOME NOTE**

*We are delighted to welcome you, as the students of our graduate program in Nursing, at Northern Border University. The following information is provided to assist you as a beginner and guide you with an overview about the Nursing Program. This will also provide answers to questions you will have throughout your nursing education at Northern Border University. You are embarking on a journey that will lead to a challenging yet satisfying career in the nursing profession. The faculty, staff, and administrators of the Bachelor Degree of Science in Nursing program are here to help you achieve your educational goals. The information presented here is just the beginning. To facilitate an easy adjustment to your role as a student, and ultimately as a graduate, we have assembled this Program guide containing the process that you have to undergo as a student specific to the nursing Program. This program guide will provide an idea regarding the College, Faculty details, total semesters, courses, evaluation methods, registration of subjects, absenteeism, facilities available for you and extracurricular and co-curricular activities. Please read the following information carefully. Understanding the information presented here will enable you to establish a foundation to become a dedicated member of the nursing profession.*

*Best regards*

*Dr. Hayat Al-Zahrani  
Dean, College of Nursing*

# CONTENT

	ITEM	PAGE
1	Welcome Note, Dean, College of Nursing	1
2	Introduction	2
3	Mission & Goals of Northern Border University	2-3
4	Foundation of the College	3
5	Vision, Mission & Goals of the College of Nursing	3
6	Academic Degrees	4
7	Degree Awarded by College of Nursing	4
8	Students Admission Requirement	5
9	Condition of Transfer between Health Professional Courses	5
10	Organization Structure of the College of Nursing	6-7
11	Departments of the College of Nursing	6-7
12	Needed Teaching & administrative staff of College of Nursing	8
13	Mission & Goals of the Program	8-9
14	Reasons for Establishing College of Nursing	9
15	Graduate Attributes of University	10
16	Program Learning outcomes of the College of Nursing	11
16	Bachelor of Science in Nursing Study System	12
17	Scientific Departments	12-19
18	Community & Labour Market Needs to be the Graduate of College of Nursing	19-20
19	Employers	20

<b>20</b>	<b>Graduate Attributes of the Program</b>	<b>20-22</b>
<b>21</b>	<b>Curriculum of the College of Nursing</b>	<b>23</b>
<b>22</b>	<b>Study Plan of the College of Nursing</b>	<b>23-25</b>
<b>23</b>	<b>Distribution of Subjects &amp; Course Description</b>	<b>2-25</b>
<b>24</b>	<b>Preliminary Courses</b>	<b>26-27</b>
<b>25</b>	<b>Second Year Courses</b>	<b>28-29</b>
<b>26</b>	<b>Third Year Courses</b>	<b>29-30</b>
<b>27</b>	<b>Final Year Courses</b>	<b>30-31</b>
<b>28</b>	<b>Course Description of Specialization</b>	<b>32-73</b>
<b>29</b>	<b>Teaching Learning Strategies</b>	<b>73-96</b>
<b>30</b>	<b>Internship Program</b>	<b>97-99</b>
<b>31</b>	<b>Program Operational Rules</b> <ul style="list-style-type: none"> <li>• Student's Rewards</li> <li>• Students Disciplinary Regulations</li> </ul>	<b>100-111</b>
<b>32</b>	<b>Program Completion &amp; Graduation Requirement</b> <ul style="list-style-type: none"> <li>• Assessment Methods</li> <li>• Assessment Plan &amp; Grades</li> </ul>	<b>111-114</b>
<b>33</b>	<b>Students Services &amp; Facilities</b> <ul style="list-style-type: none"> <li>• Laboratory Facilities</li> <li>• Library Facilities</li> <li>• Electronic Services</li> <li>• Academic guidance &amp; Counselling</li> <li>• Rights &amp; Responsibilities of the Students</li> <li>• Committees of the College</li> <li>• Research Activities</li> <li>• Community Services</li> <li>• Saudi Nursing Licensure Examination</li> </ul>	<b>114-131</b>
<b>34</b>	<b>Contact Information</b>	<b>132-134</b>
<b>35</b>	<b>Teaching Staff's Contact Details</b>	<b>132-134</b>

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*Best regards*

*Dr. Hayat Al-Zahrani  
Dean, College of Nursing*

## **1. INTRODUCTION**

Nursing is a profession within the health care sector focused on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. Nurses must be prepared to meet diverse patients' needs, function as leaders and advance science that benefits patients and the capacity of health professionals to deliver safe, quality patient care. Today's new nurses need more than skills. The Purpose of Nursing education is to prepare nurses with the ability to assess health care needs of individuals, families and communities and be competent in evidence-based practice and research, health policy and system improvement. They should embrace collaboration and multi-disciplinary teamwork and excel in critical thinking and decision-making.

Bachelor program in Nursing combines different courses which provides body of scientific knowledge, skills and practice and prepare the students to provide comprehensive and competent nursing care by considering health care needs of the individuals, families and communities by valuing the cultural and ethical aspects.

The Northern Border University has defined the basic competencies for graduate students offered by the university to make program learning outcomes more in line with the requirements of the national vision and the plan of the Ministry of education, to achieve the requirements of development and convergence with the labor market and the requirement of employers and to achieve the requirement of national quality assurance standards.

## **2. MISSION OF NORTHERN BORDER UNIVERSITY**

We are a regionally serving comprehensive university committed to educational excellence. Guided by our core values, heritage, and place, we deliver innovative educational programs characterized by outcomes that leverage the human, economic, cultural, and natural resources for the Northern Border's region and beyond..

### **3. GOALS OF NORTHERN BORDER UNIVERSITY**

- G1: Providing excellent education that sharpens intellect and professionalism
- G2: Stimulating research and innovation following the university's research priorities
- G3: Developing community partnership
- G4: Developing an administrative and financial system that enhances management efficiency and diversifies sources of income.

### **4. FOUNDATION OF THE COLLEGE OF NURSING**

The College of Nursing was established as a department in the College of Applied Medical Sciences at Northern Border University in the year 1430 AH by the Royal Decree No. 10093/M on 11/11/1428 AH and the Ministry of Higher Education Resolution No. 20/46/1428 on 2/6/1428 AH to implement the first bachelor's program for education Nursing, where 25 Saudi female students joined the program. In 1432 H the College of Nursing became independent as a separate college based on Supreme Resolution No. 5088/MB on 7/8/1432 AH and Resolution of the Ministry of Higher Education No. 3/1430 on 4/7/1430 AH and 5 scientific departments were started. Male section was opened at University campus on 1441AH with the annual intake of 31 students. The university's headquarter is located in the City of Arar

### **6. MISSION OF THE COLLEGE OF NURSING**

The College is committed to distinctive nursing education and research through the development of nursing programs, research environment and community partnerships

### **7. GOALS OF COLLEGE OF NURSING**

- G1: Provide distinguished educational programs.
- G2: Strengthening the capabilities of faculty members.
- G3: Create a system to support students.
- G4: Provide a supportive environment for scientific research.

- G5: Strengthening community partnership to serve the learning opportunities and increase the College's contribution to community services.
- G6: Introducing a distinctive and effective quality management system in the college.
- G7: Sustain and distinctive College's Infrastructure and resources.

## **8. ACADEMIC PROGRAM OF COLLEGE OF NURSING**

- Program Name: Bachelor Degree of Nursing Science (BDNS)
- Qualification Level: B Sc
- College: Nursing of Nursing
- Institution: Northern Border University
- Location: Arar, Kingdom of Saudi Arabia

Northern Border University is offering Bachelor Degree in Nursing and providing the best educational services to the students. College of Nursing is preparing qualified graduates in nursing profession according to the national educational standards of our country. Nursing Graduates are able to provide quality care to the client, and they are also participating in scientific research and community activities. Nursing Sector is undergoing rapid reform in accordance with National Transformation programs of our nation.

## **9. DEGREE AWARDED BY COLLEGE OF NURSING**

College of Nursing awards Bachelor's Degree of Nursing (BDN).

- The College of Nursing awards the Bachelor's Degree for students after the completion of studying 144 approved credits units.
- The Bachelor's Degree of Nursing (BN) is awarded after successful completing 4 years approved program and one-year internship protocol organized by the College of Nursing.
- Total Credit Hours for Completing the Program: 144
- Learning Hours: (4800 hours)
- The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times.
- 8 Levels X 40 Hours X15 Weeks = 4800.
- The program will be starting in the month of August –September.

## **9. STUDENT'S ADMISSION REQUIREMENT**

1. Student must be a Saudi citizen.
2. The applicant must be a full-time study for the duration of joining the faculty.
3. Applicants must have a Scientific Secondary School certificates with a grade not less than 90%.
4. Certificates must have been obtained within five years before application.
5. Applicants must complete the National Admission Examination for Health Colleges.
6. Applicants must demonstrate evidence of personal characteristics as reflected in a personal interview.
7. Applicants must be physically fit.
8. Applicants must have the Guardian's consent.
9. Not exceeded two years from the date of graduation the high school.
10. Be of good behavior and conduct.

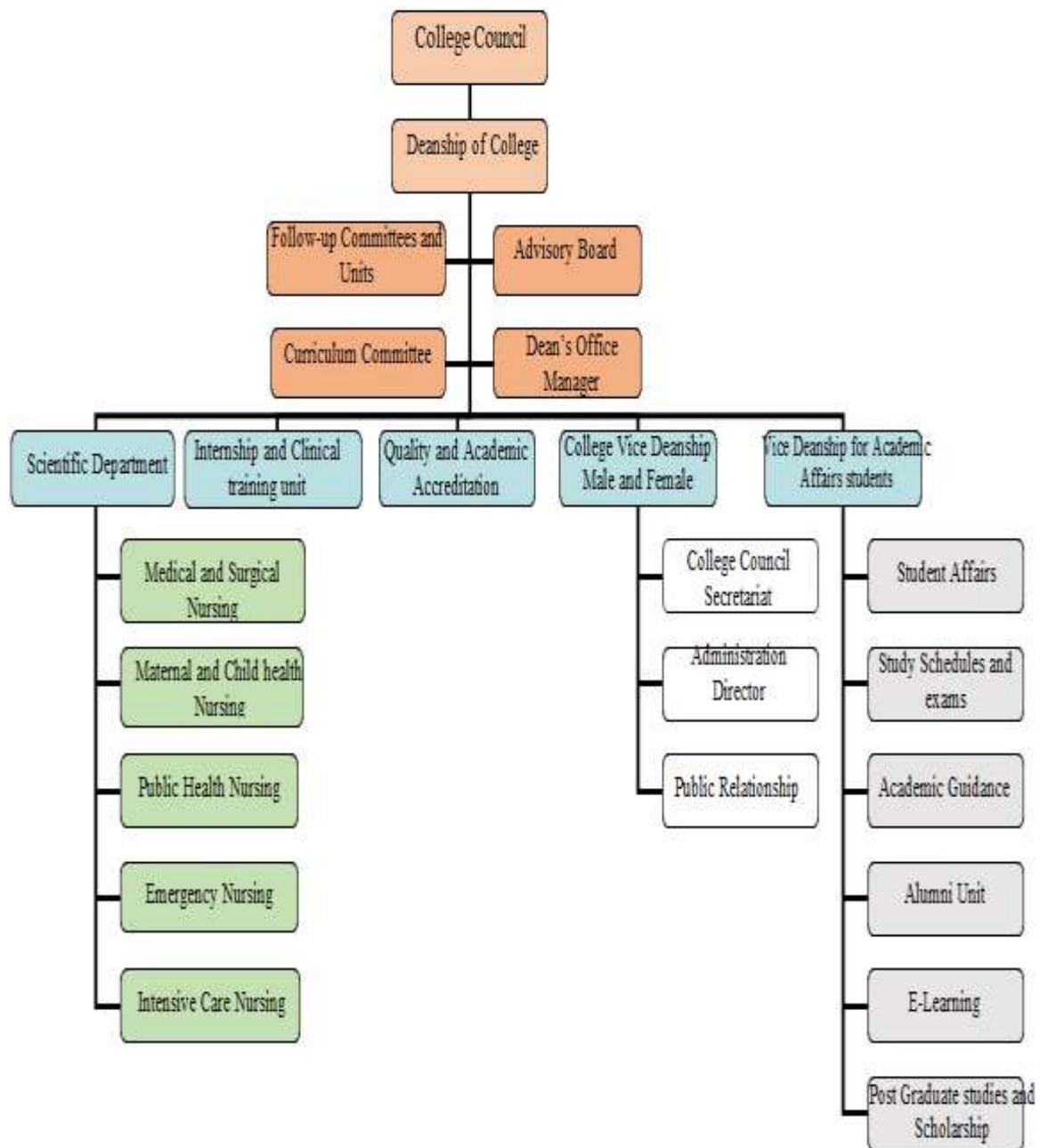
After selecting the health professional courses, the students can do preliminary courses. Duration of Preliminary courses will be one year. A preliminary course, which includes all basic subjects, it will be same for all health professional courses of the University. On the basis of their GPA (Grade Point Average) Score, they can select their specialty or courses. Admission and Registration department will be giving guidance to the students to complete their registration.

## **10.CONDITIONS OF TRANSFER BETWEEN HEALTH PROFESSIONAL COLLEGE**

- The student should have studied two consecutive semesters in her specialty in which he or she is enrolled without failure.
- The student should have studied all the courses of the first year of her specialty (It is not accepted to transfer any student who deletes any course during the first year of her specialty).
- The student who has been warned or violated the University's regulations shall not be accepted.
- The student should have met all the requirements of the foundation year.
- The students should have GPA not less than 4.

## 11. ORGANIZATIONAL STRUCTRE OF THE COLLEGE NURSING

### Organizational structure of the College



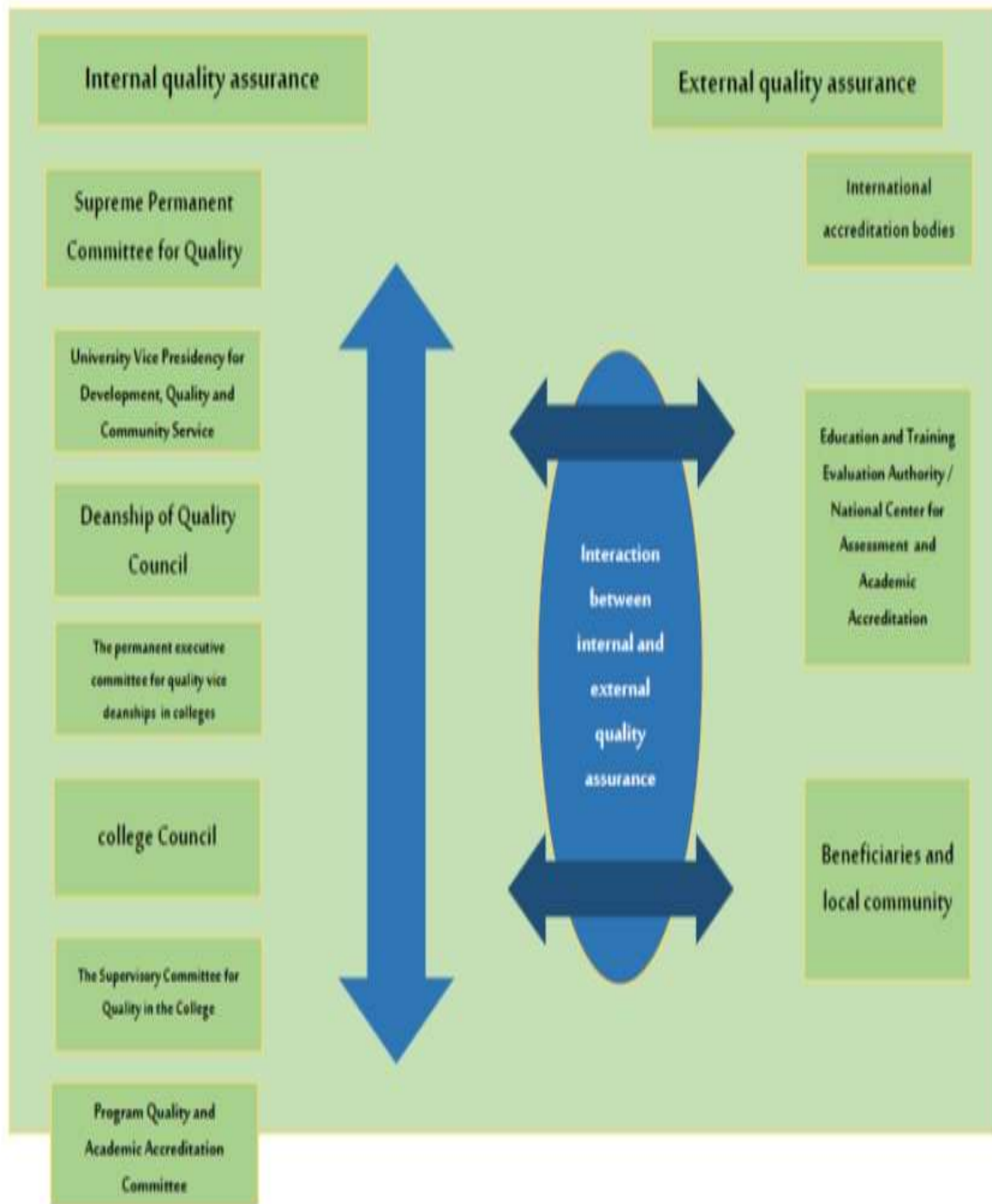


Figure 6. An organizational chart of the internal and external quality management system at the college / program level

## 12. NEEDED TEACHING & ADMINISTRATIVE STAFF OF COLLEGE OF NURSING

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Professors	-	5	-	1	4	5
Associate Professors	-	6	-	1	4	5
Assistant Professors	-	3	-	2	1	3
Lecturers	-	10	-	3	7	10
Teaching Assistants	-	-	-	-	-	-
Technicians and Laboratory Assistants	-	4	-	2	2	4
Administrative and Supportive Staff	-	5	-	1	4	5
Others ( specify )	-	-	-	-	-	-

## 13. PROGRAM MISSION OF COLLEGE OF NURSING

A distinctive nursing program to graduate highly qualified nurse leaders in education, research and provide nursing care for individuals and communities with cultural and religious conduct

## 14. PROGRAM GOALS OF COLLEGE OF NURSING

- G1. Preparing competent graduate professional nurse, with knowledge, understanding and practice that enable them to function as a professional nurse in a variety of practice settings to meet the current and future health needs of the Kingdom.
- G2. Developing and integrating scientific research skills and evidence-based practice to improve clinical decision making and quality of patient centered care

- G3. Providing health education for individual, family and community with diverse culture through community collaboration and participation
- G4. Employee leadership and teamwork skills through utilization of information technology, collaboration and communication with other health care team and sectors.

## 15. REASONS FOR ESTABLISHING THE PROGRAM

### **Reasons for Establishing the Program:**

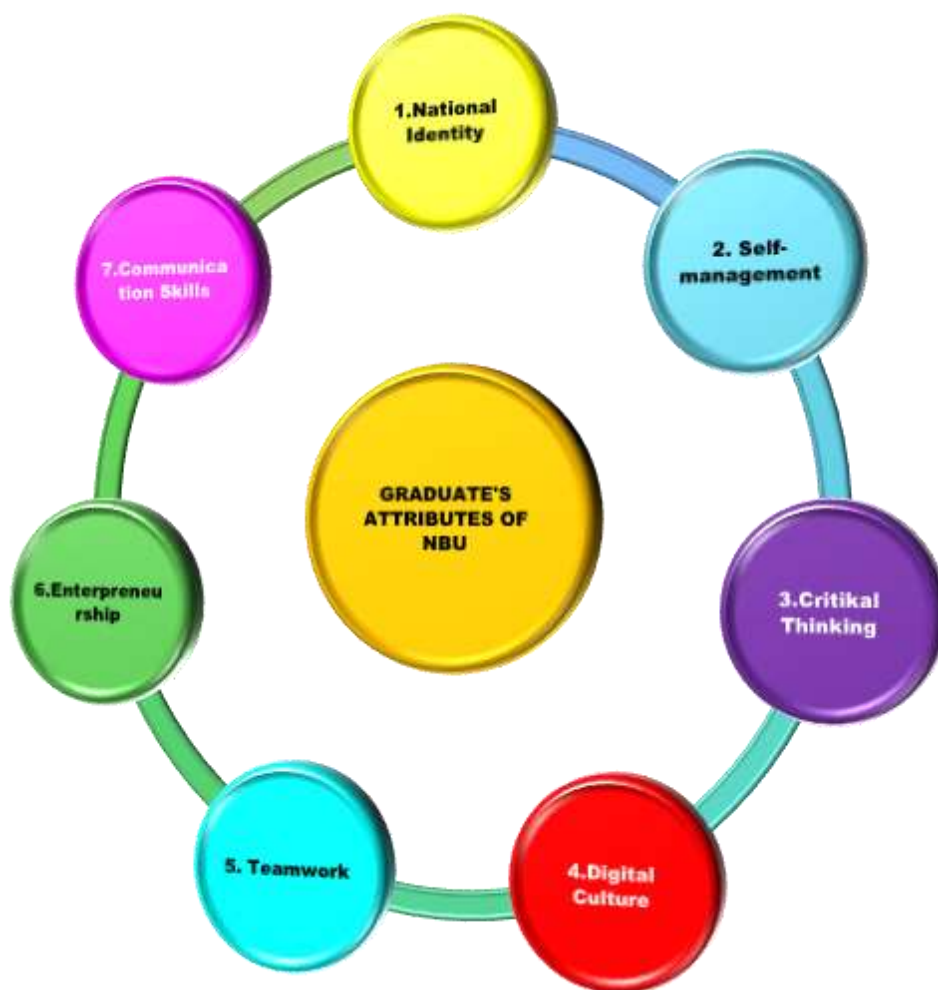
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

**Economically, and Social and cultural:** To bring down the shortage of manpower as well as dependency on the foreign nurses and producing cost effective health care services because the Kingdom of Saudi Arabia has a rapid population growth which is associated with high health care costs and places a major budgetary constrain on the Ministry of Health Budget. To prepare nursing professional in acceptance of the challenges of extended role demanded by constantly changing scientific knowledge and technology.

**Technological developments:** To keep at par with scientific and technological development and to participate actively in changing trends in health care delivery system. To be able to use new information technology and to improve diagnostic and therapeutic health care practices by increasing the number of highly qualified trained nurses.

**National needs and development:** To meet the national needs and demands of human resources by preparing the required number of qualified national competent nurses for providing quality nursing services in various health care settings. To create awareness in people on lifestyle modification for prevention of health problems, communicable diseases, and their related complications in achievement of the objective of optimal health status in individuals and families.

## 16. GRADUATES' ATTRIBUTES OF THE NORTHERN BORDER UNIVERSITY



NBU's Graduates' Attributes (GAs)	Learning Outcomes of NBU's Graduates' Attributes (GAs) for Bachelor Programs
National identity	<b>GA1:</b> demonstrate high standards of ethical and socially responsible behavior, as well as academic and professional honesty and integrity; contribute to finding solutions to social problems; and commit to being a responsible citizen.
Self-management	<b>GA2:</b> Demonstrate self-management skills, self-learning and critical thinking, the ability to take initiative to self-develop according to specific standards, and ability to present evidence and arguments to make a decision unbiasedly.
Critical thinking	
Digital culture	<b>GA3:</b> Effectively use information technology, analytical, mathematical, and statistical tools to perform data analysis, suggest solutions, and solve problems using critical thinking.
Teamwork	<b>GA4:</b> Have the ability to lead a team, assume responsibility for performing tasks and developing work, achieve goals effectively, and promote health, psychological and social aspects.
Entrepreneurship	<b>GA5:</b> Identify the function of entrepreneurship and its requirements in the successful, commercial application.
Communication skills	<b>GA6:</b> Effectively communicate both verbally and in writing, using appropriate presentation forms, scholarly language, adequate reasoning for various issues and dealing with beneficiaries..
Patient – centered care	<b>GA7:</b> The Nursing graduate will deliver compassionate and coordinated care that recognizes patients' preferences, values, and needs and respects the patient as an active partner in providing holistic, safe, and effective care.
Evidenced based practice and research	<b>GA8:</b> The Nursing graduate will be able to conduct scientific research related to current trends, issues in nursing, appraise evidence-based practice by using their clinical expertise and make clinical decisions based on patients' preferences, experience and values

## 17.PROGRAM LEARNING OUTCOMES

Knowledge	
<b>K1</b>	Recognize knowledge for nursing, life& human sciences, and other related disciplines to provide quality nursing care.
<b>K2</b>	State a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings
<b>K3</b>	Describe patient-centered care, based on preferences, needs, values of patient, families, and communities at different health care settings.
<b>K4</b>	Reproduce the findings from research and evidence based practice to provide competent nursing care for patients suffering from different health care issues.

Skills	
<b>S1</b>	Appraise effective communication using interpersonal skills and information technology
<b>S2</b>	Design safe and high quality nursing care activities in different clinical settings.
<b>S3</b>	Demonstrate various complex practical tasks and procedures related to professional nursing practice.
<b>S4</b>	Compose the application of modern technology in clinical, managerial, and administrative settings
Value	
<b>V.1</b>	Appraise nursing care in professional, ethical, moral and legal way concerning the cultural influence
<b>V.2</b>	Show multidisciplinary teamwork and leadership skills to improve the delivery of high-quality nursing care.
<b>V.3</b>	Use critical thinking and problem-solving skills to provide safe patients' health care
<b>V.4</b>	Demonstrate professional knowledge, skills, and attitudes utilizing clinical reasoning and evidence-based practices.

## 18. BACHELOR OF SCIENCES IN NURSING STUDY SYSTEM

As our plan, the study system of the College of Nursing, which includes 10 levels or 5 years. First and second level will be coming under preliminary courses. 3<sup>rd</sup> & 4<sup>th</sup> levels are comes under second year. 5<sup>th</sup> & 6<sup>th</sup> levels will be belongs to third year. 7<sup>th</sup> & 8<sup>th</sup> levels are comes under final year of their graduation. After successful completion of 8<sup>th</sup> level, the students can do one year internship program. After 5 years of their entire course they will become the Professional Graduate Nurses.

### Medium Instruction:

The students will study all their courses in English language, except for the Arabic language courses and the Islamic Culture taught in Arabic.

## 19. SCIENTIFIC DEPARTMENTS OF COLLEGE OF NURSING

The college which includes 5 scientific departments, they are:

1. Department of Medical Surgical Nursing
2. Department of Maternal & Child Health Nursing

3. Department of Emergency Nursing
4. Department of Intensive Care Nursing
5. Department of Public Health Nursing

## **1. DEPARTMENT OF MEDICAL SURGICAL NURSING**

### **Vision**

In line with the vision of the college, the department of Medical-Surgical Nursing Seeks to graduate qualified nursing personnel in education, research, and healthcare practice while caring for patients with medical and surgical conditions ..

### **Mission**

Graduating skilled medical-surgical nurses as a clinician, educators, researchers, administrators, and health care providers to society.

### **Objectives**

1. To provide decisive knowledge regarding medical nursing care and surgical nursing care.
2. To promote skills in medical surgical nursing procedures.
3. To enhance research and evidence based practice in medical surgical nursing.
4. To build up future medical surgical nurses for proficient leadership in nursing education, practice, administration as well as in the research area.

### **Subjects under Medical Surgical Nursing Department**

- 1801211: Health Assessment
- 1801212 : Foundations of Professional Nursing – I
- 1801213: Basic Concepts of Professional Nursing
- 1801214 : Foundations of Professional Nursing – II
- 1801315 : Nursing Care of Adult – I
- 1801317: Nursing Care of Adult – II

## **2. DEPARTMENT OF MATERNAL&CHILD HEALTH NURSING**

### **Vision**

The maternal & child health nursing department aspire to raise the level of knowledge and professional nursing experience and skills of nursing students in caring for women and children using modern technology to achieve academic excellence, application of the scientific research and community service to stay in par with global community.

### **Mission**

The maternal and child health nursing department is committed to prepare nursing students scientifically and professionally to provide care to women and children with different health care issues, through advanced education, scientific research and community participation to compete in labor market.

### **Objectives**

1. Provide students with theoretical information and professional training in maternity and paediatric nursing to meet the needs of women and children through different stages.
2. Meet the promotive, preventive, curative, and rehabilitative needs of pregnant women before, during, and after delivery, as well as infants and children from birth to adolescents.
3. To apply the evidence-based practice and critical thinking skills in caring for mothers and children in different health care setting considering ethical, moral and cultural difference.

### **Subjects under Maternal & Child Health Nursing Department**

- 1802221: Development Through Life Span
- 1802322: Maternity Nursing
- 1802323 : Child Health Nursing:
- 1802426: Research Process & Evidence Based Nursing

#### **\*\*Elective**

- 1802324: Principles of Education
- 1802324 : Genetics for Nurses

### **3. DEPARTMENT OF EMERGENCY NURSING**

#### **Vision**

Graduate professionals equipped with required knowledge and skills to meet the health care needs of clients & efficiently in emergency situations

#### **Mission**

An comprehensive preparation of the graduates in emergency nursing to ensure high quality care

#### **Objectives:**

1. Recognize the importance of analytical and decision-making skills in meeting the clients' needs in emergency situations.
2. Demonstrate technical skills for providing care to patients with different types of emergency conditions in all health care settings.
3. Participate actively in planning and rendering need-based care to clients as an affective team member, with team spirit and leadership qualities.

The Department of Emergency Nursing deals with the Course of Emergency Nursing with a view to build students who are Confident, team-oriented nursing professional seeks position as ER Nurse in different health care settings that utilizes skills in critical assessment, communication and organization to elevate patient care and contribute to performance of Emergency Department. The clinical education is provided in the emergency departments of Prince Abdul-Aziz Bin Mussad Hospital & North Medical Tower Hospital coming under Ministry of Health Hospitals, Arar, Kingdom of Saudi Arabia.

#### **Subject under Emergency Nursing Department**

- 1803431: Emergency Nursing

## **4. DEPARTMENT OF INTENSIVE CARE NURSING**

### **Mission**

The program focuses on graduates with enhanced skills and knowledge to function efficiently in critical care areas of health care settings to provide optimal care to critical ill patients.

### **Vision**

Well trained professional graduates whose commitment would be to help and support critically ill patients for promoting their wellbeing and optimal recovery along with creating a protected and dynamic work environment.

### **Objectives**

1. Establish standards of professional practice committed to carrying out professional responsibilities and strict adherence to ethical nursing and scientific principles.
2. Explain how Islamic values, ethical and legal principles relate to decision making in an intensive care environment for delivering evidence based nursing care.
3. Recognized the responsibilities and accountability of professional nursing in an intensive care environment congruent with professional standards.
4. Evaluate client's responses to nursing actions and achievement of specified goals.
5. Accept responsibility for personal learning and development.

The department deals Critical Care Nursing Course with an aim to prepare students who can provide comprehensive, evidence based and quality care to critically ill patients following holism, legal and ethical values and in a culturally accepted manner. The department also takes parts in clinical supervision of students, in-service education, conduction of awareness programs, health screening, and research activities the clinical training is rendered in intensive care areas of Prince Abdul-Aziz Bin Mussad Hospital, North Medical Tower Hospital, Arar Cardiac Center & Arar Central Hospital coming under Ministry of Health hospitals, Arar, Kingdom of Saudi Arabia.

### **Subject under Intensive Care Nursing Department**

- Critical Care Nursing :1804441

## **5. DEPARTMENT OF PUBLIC HEALTH NURSING**

### **Vision**

The Vision is to prepare the graduate nurses for providing high quality community -based preventive, promotive, curative and rehabilitative services to all levels of clientele in various health care settings.

### **Mission**

The mission is to organize and implement teaching learning strategies to prepare qualified and competent graduates to provide health care services in all the areas or all levels of prevention and promotion of health of individuals and families.

### **Objectives**

1. Apply the concepts of preventive, promotive, curative and rehabilitative aspects of health while providing care to the members of the community.
2. Integrate the concepts of family centered nursing process approach while rendering comprehensive quality care to individual and families.
3. Organize community health programs in line with current national health programs of Ministry of Health in order to enhance and update their knowledge and skills of all participants.
4. Appreciate the role and importance of health education in prevention and promotion of health.

The Department of Public Health Nursing Covers Psychology, Sociology, Counseling, Nursing Informatics, Community Health Nursing, Geriatrics, Leadership & Management and Psychiatric & Mental Health Nursing courses. The primary focus of public health Nursing Department is to prepare students who are able to provide preventive and promotive care to the individuals, families and communities and to make them fulfill their leadership roles at various health care settings. The department provides clinical experience for their students at Health Clinic Badna, Family Welfare Clinics, Muhamedia, Rehabilitation and Convalescent Centre and at Al Amal Complex, under ministry of Health, Arar.

### **Subjects under Public Health Nursing Department**

- 1805253: Psychology for Nursing
- 1805455 : Community Health Nursing

- 1805456: Geriatric Nursing
- 1805457 : Nursing Informatics
- 1805458 : Nursing Leadership & Management
- 1805459 : Psychiatric & Mental Health Nursing

**\*\*Elective**

- 1805352: Epidemiology
- 1805354 : Sociology for Nursing
- 1805353: Counseling

**20.FACULTY MEMBERS OF THE OF THE COLLEGE OF NURSING  
(MALE & FEMALE SECTION)**

ACADEMIC RANK	DETAILS
Dean	Dr.Hayat Al-Zahrani
Vice-Dean of Academic Affairs	Dr. Fadia AL-anazi
Vice-Dean of Quality & Development	Dr. Fatma Abdo Ahmed
<b>1. DEPARTMENT OF MEDICAL – SURGICAL NURSING</b>	
Department Head	The Dean Dr. Hayat Al-Zahrani
Assistant Professor	Dr. Fatma Abdo Ahmed
Vice-Dean of Quality & Development	
Assistant Professor	Dr.Ingrid Jacinto Caspillo
Lecturer	Ms. AjithaThankarajanRajennal
	Ms. SivagamaSundari A. Janakiraman
	Ms.Samiya Alanezi
<b>2. DEPARTMENT OF MATERNAL&amp;CHILD HEALTH NURSING</b>	
Acting Department Head	The Dean Dr. Hayat Al-Zahrani
Assistant Professor	Dr. Amal Ahmed Elbilgah
Assistant Professor	Dr. Heba Ahmed Osman
Associated professor	Dr. Safaa Ibrahim Ahmed
Lecturer	Ms. ChithraThanganadar
	Ms. Lylathul Nisha Rasheed
	Ms. Deepa Jothirajan

	Ms. Maurine Conde
	Ms. Noura Shabeeb Alruwaili
	Ms. Dalal Hilal Alruwaili
<b>3. DEPARTMENT OF EMERGENCY NURSING</b>	
<b>Acting Department Head</b>	<b>The Dean Dr. Hayat Al-Zahrani</b>
<b>Assistant Professor</b>	<b>Dr. Lobna Abu Negm</b>
<b>lecturer</b>	<b>Mis Ashwak Moubarak said</b>
<b>4. DEPARTMENT OF INTENSIVE CARE NURSING</b>	
<b>Acting Department Head</b>	<b>The Dean Dr. Hayat Al-Zahrani</b>
<b>Assistant Professor</b>	<b>Dr. Sobha Saseendrababu</b>
<b>Lecturer</b>	<b>Ms. Hilda T. Lopez</b>
<b>5. DEPARTMENT OF PUBLIC HEALTH NURSING</b>	
<b>Department Head</b>	<b>Dr. Fadiyah Alanazi</b> <b>Vice-Dean of Academic Affairs</b>
	<b>Dr. Ibrahim Alenezi</b>
<b>Professor</b>	<b>Dr. Revathi Subramanian</b>
<b>Assistant Professor</b>	<b>Dr. Fathia Gamal Elsaid</b>
<b>Assistant Professors</b>	<b>Dr. Rasha kamal Mohamed</b>
	<b>Dr. Bindu Bharathi</b>
<b>Lecturer</b>	<b>Dr. Taghreed Hussien</b>
	<b>Ms. Leticia P. Lopez</b>
	<b>Ms. Annabel Lee Daoala</b>
	<b>Ms. Anu Sam Jacob</b>

## **21. COMMUNITY AND LABOR MARKET NEEDS TO THE GRADUATES OF COLLEGE OF NURSING**

Our Professional Nursing graduate will demonstrate accountability and responsibilities for the delivery of nursing care that is consistent with moral, ethical, legal, humanistic and regulatory principles. The Nursing graduate will deliver compassionate and coordinated care that recognizes patients' preferences, values, and needs and respects the patient as an active partner in providing holistic, safe, and effective care. So our Graduate Nurses have high demands in the labour market of Saudi Arabia & other parts of the globe. They are highly reputed by different health care delivery

system of the nation. They are working in different settings like traditional and non-traditional healthcare centers, hospitals, elderly and persons with disabilities care centers, schools and professional health centers in a line with the existing expansion in the hospitals and healthcare centers throughout the Kingdom.

## **22. EMPLOYERS OF OUR GRADUATES**

- Prince Abdulaziz Bin Mussad Hospital,
- Arar Maternity Hospital,
- Arar Cardiac Centre,
- Arar Central Hospital (AKU),
- North Medical Tower Hospital
- Turaif General Hospital
- General Hospital, Sakkaka
- King Faisal Specialist Hospital & Research Centre
- King Fahad Hospital, Jeddah
- National Guard Hospital
- King Salman Hospital
- King Khaled Specialist Hospital
- Prince Mohammed bin Abdulaziz Hospital
- Security Forces Hospital

## **23. GRADUATE'S ATTRIBUTES OF THE PROGRAM**

The graduate's attributes of the university are the reference in which the graduate's attributes of the program are determined.



NBU's Graduates' Attributes (GAs)	Learning Outcomes of NBU's Graduates' Attributes (GAs) for Bachelor Programs
<b>National Identity</b>	<b>GA1:</b> demonstrate high standards of ethical and socially responsible behavior, as well as academic and professional honesty and integrity; contribute to finding solutions to social problems; and commit to being a responsible citizen.
<b>Self-Management</b>	<b>GA2:</b> Demonstrate self-management skills, self-learning and critical thinking, the ability to take initiative to self-develop according to specific standards, and ability to present evidence and arguments to make a decision unbiasedly.
<b>Critical Thinking</b>	
<b>Digital Culture</b>	<b>GA3:</b> Effectively use information technology, analytical, mathematical, and statistical tools to perform data analysis, suggest solutions, and solve problems using critical thinking.
<b>Teamwork</b>	<b>GA4:</b> Have the ability to lead a team, assume responsibility for performing tasks and developing work, achieve goals effectively, and promote health, psychological and social aspects.
<b>Entrepreneurship</b>	<b>GA5:</b> : Identify the function of entrepreneurship and its requirements in the successful, commercial application
<b>Communication Skills</b>	<b>GA6:</b> Effectively communicate both verbally and in writing, using appropriate presentation forms, scholarly language, adequate reasoning for various issues and dealing with beneficiaries.
<b>Patient – Centered Care</b>	<b>GA7:</b> The Nursing graduate will deliver compassionate and coordinated care that recognizes patients' preferences, values, and needs and respects the patient as an active partner in providing holistic, safe, and effective care.
<b>Evidenced Based Practice and Research</b>	<b>GA8:</b> The Nursing graduate will be able to conduct scientific research related to current trends, issues in nursing, appraise evidence-based practice by using their clinical expertise and make clinical decisions based on patients' preferences, experience and values.

## 24. CURRICULUM

**Total Credit Hours for Completing the Program: 144**

**Learning Hours: (4800 hours)**

The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times.

**8 Levels x 40 Hours x 15-weeks = 4800 Hours.**

### Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
<b>Institution Requirements</b>	Required	4	7	4.86%
	Elective	2	4	2.78%
	Free Courses	2	4	2.78%
<b>College Requirements</b>	Required	19	42	29.16%
	Elective			
<b>Program Requirements</b>	Required	18	83	57.64%
	Elective	2 (out of 6)	4	2.78%
<b>Capstone Course/Project</b>				
<b>Field Experience/ Internship</b>	Required	-	12 months	-
<b>Total</b>		<b>51</b>	<b>144</b>	<b>100%</b>

\* Add a table for each track (if any)

## 25. PROGRAM STUDY PLAN

Level	Course Code	Course Title	Required or Elective	Pre- Requisit e Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 1</b>	1606101	English-1	Required		3	College
	1103102	Biology	Required		3	College
	1104102	Mathematics	Required		3	College
	1601101	Islamic Culture -1	Required	-	2	Institution

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
		Free course- 1	Elective		2	Institution
Level 2	1606102	English-2	Required		3	College
	1101102	Physics	Required		3	College
	1102102	Chemistry	Required		3	College
	1601201	Islamic Culture-2	Required		2	Institution
	1608102	Health and fitness	Required		1	Institution
Level 3	1210131	Medical Terminology	Required		2	College
	1105102	Computer Skills	Required		3	College
	1607101	Communication Skills	Required		2	College
	1602101	Arabic Language	Required	-	2	Institution
		Free course 2	Elective		2	Institution
Level 4	1207214	Anatomy	Required		2	College
	1203212	Physiology	Required		2	College
	1801213	Basic Concepts of Professional Nursing	Required		2	Program
	1805253	Psychology for nursing	Required		2	Program
		Elective Islamic	Required	1601201	2	Institution
	1211213	Biochemistry	Required	1102102	2	College
Level 5	1801211	Health Assessment	Required		3	Program
	1801212	Foundation of Professional Nursing (I)	Required		5	Program
	1211214	Nutrition	Required	1211213	2	College
		Elective Islamic	Required	1601201	2	Institution
Level 6	1801214	Foundation of Professional Nursing (II)	Required	1801211 1801212	7	Program
	1802221	Development Throughout life span	Required	-----	2	Program
	1204212	Pathology	Required		2	College
	1212222	Medical Parasitology	Required	1103102	1	College
Level	1801315	Nursing Care of Adult (I)	Required	1801214	7	Program
	1208311	Pharmacology (1)	Required		1	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
7	1210321	Applied Biostatistics	Required		2	College
		ELECTIVE SPECILAIZATION (1)*	Elective		2	Program
Level 8	1801317	Nursing Care of Adult (II)	Required	1801315	7	Program
	1208312	Pharmacology (II)	Required	1208311	2	College
		ELECTIVE SPECILAIZATION (2)*	Elective	None	2	Program
	1212312	Medical Microbiology	Required	1103102	1	College
Level 9	1802322	Maternity Nursing	Required	1801214	6	Program
	1805455	Community Health Nursing	Required	1801317	6	Program
Level 10	1802323	Child Health Nursing	Required	1802221 1802322	6	Program
	1805458	Nursing Leadership / management	Required	-	6	Program
Level 11	1805457	Nursing Informatics	Required	1004101	2	Program
	1802426	Research Process & Evidence-Based Nursing	Required	1210321	3	Program
	1805456	Geriatric Nursing	Required	-	2	Program
	1803431	Emergency Nursing	Required	1801317	5	Program
Level 12	1804441	Critical Care Nursing	Required	1801317	6	Program
	1805459	Psychiatric/ Mental Health Nursing	Required	-	6	Program

\* Include additional levels if needed

\*\* Add a table for each track (if any)

### **ELECTIVE SPECIALIZATION COURSES**

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of Requirements (Institution, College or Department)
5	1801316	Nursing Theory	Elective	-	2	College
5	1805352	Epidemiology	Elective	-	2	College
6	1805353	Counseling	Elective	-	2	College
6	1805354	Sociology For Nursing	Elective	-	2	College
6	1802324	Principles of Education for Nurses	Elective	-	2	College
6	1802325	Genetics for Nurses	Elective	-	2	College

### **26. PRELIMINARY COURSE – SEMESTER-I (LEVEL 1)**

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 1</b>	1606101	English-1	Required		3	College
	1103102	Biology	Required		3	College
	1104102	Mathematics	Required		3	College
	1601101	Islamic Culture -1	Required	-	2	Institution
		Free course- 1	Elective		2	Institution
<b>Total credit hours</b>					<b>13 hrs</b>	

## PRELIMINARY COURSE- SEMESTER-II (LEVEL 2)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 2</b>	1606102	English-2	Required		3	College
	1101102	Physics	Required		3	College
	1102102	Chemistry	Required		3	College
	1601201	Islamic Culture-2	Required		2	Institution
	1608102	Health and fitness	Required		1	Institution
<b>Total credit hours</b>					<b>12 hrs</b>	

## PRELIMINARY COURSE- SEMESTER-II (LEVEL 3)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 3</b>	1210131	Medical Terminology	Required		2	College
	1105102	Computer Skills	Required		3	College
	1607101	Communication Skills	Required		2	College
	1602101	Arabic Language	Required	-	2	Institution
		Free course 2	Elective		2	Institution
<b>Total credit hours</b>					<b>11 hrs</b>	

## 27. SECOND YEAR- SEMESTER-I (LEVEL 4)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 4</b>	1207214	Anatomy	Required		2	College
	1203212	Physiology	Required		2	College
	1801213	Basic Concepts of Professional Nursing	Required		2	Program
	1805253	Psychology for nursing	Required		2	Program
		Elective Islamic	Required	1601201	2	Institution
	1211213	Biochemistry	Required	1102102	2	College
<b>Total credit hours</b>					<b>12 hrs</b>	

## SECOND YEAR – SEMESTER –II (LEVEL 5)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 5</b>	1801211	Health Assessment	Required		3	Program
	1801212	Foundation of Professional Nursing (I)	Required		5	Program
	1211214	Nutrition	Required	1211213	2	College
		Elective Islamic	Required	1601201	2	Institution
<b>Total credit hours</b>					<b>12 hrs</b>	

## SECOND YEAR – SEMESTER –II (LEVEL 6)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 6</b>	1801214	Foundation of Professional Nursing (II)	Required	1801211 1801212	7	Program
	1802221	Development Throughout life span	Required	-----	2	Program
	1204212	Pathology	Required		2	College
	1212222	Medical Parasitology	Required	1103102	1	College
<b>Total credit hours</b>					<b>12 hrs</b>	

## 28. THIRD YEAR - SEMESTER –I (LEVEL 7 )

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 7</b>	1801315	Nursing Care of Adult (I)	Required	1801214	7	Program
	1208311	Pharmacology (1)	Required		1	College
	1210321	Applied Biostatistics	Required		2	College
		Elective specialization (1)	Elective		2	Program
<b>Total credit hours</b>					<b>12hrs</b>	

### THIRD YEAR- SEMESTER - II (LEVEL 8)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 8	1801317	Nursing Care of Adult (II)	Required	1801315	7	Program
	1208312	Pharmacology (II)	Required	1208311	2	College
		Elective specialization (2)	Elective	-	2	Program
	1212312	Medical Microbiology	Required	1103102	1	College
Total credit hours					12hrs	

### THIRD YEAR- SEMESTER - II (LEVEL 9)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 9	1802322	Maternity Nursing	Required	1801214	6	Program
	1805455	Community Health Nursing	Required	1801317	6	Program
Total credit hours					12 hrs	

### 29.FINAL YEAR –SEMESTER -I (LEVEL 10 )

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 10	1802323	Child Health Nursing	Required	1802221 1802322	6	Program
	1805458	Nursing Leadership / management	Required	-	6	Program
Total credit hours					12 hrs	

## FINAL YEAR - SEMESTER II (LEVEL 11)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 11	1805457	Nursing Informatics	Required	1105102	2	Program
	1802426	Research Process & Evidence-Based Nursing	Required	1210321	3	Program
	1805456	Geriatric Nursing	Required	-	2	Program
	1803431	Emergency Nursing	Required	1801317	5	Program
Total credit hours					12 hrs	

## FINAL YEAR - SEMESTER II (LEVEL 12)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 12	1804441	Critical Care Nursing	Required	1801317	6	Program
	1805459	Psychiatric/ Mental Health Nursing	Required	-	6	Program
Total credit hours					12 hrs	

## INTERNSHIP PROGRAM

Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Program)
INTERNSHIP	Required	All courses	12 Months	Program

### 30. COURSE DESCRIPTION OF SPECIALIZATION

#### PRELIMINARY COURSE – SEMESTER-I(LEVEL I)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	1606101	English-1	Required		3	College
	1103102	Biology	Required		3	College
	1104102	Mathematics	Required		3	College
	1601101	Islamic Culture -1	Required	-	2	Institution
		Free course- 1	Elective		2	Institution
Total credit hours					13 hrs	

Course Title:	English I
Course Code:	1606-101
Program:	Bachelor Degree of Nursing Science (BDNS)
Department:	Department of English Language Skills
College:	Deanship of Preparatory Year and Supportive Studies
Institution:	Northern Border University

#### 1. Course Description

The aim of this course is to help PY IEP students to achieve an English language proficiency of an Independent User of language for social interaction defined as **B1** level on the Common European Framework of Reference for Languages (CEFR). It is a fifteen-week module course with 15 hours class room instruction each week.

#### 2. Course Main Objective

The main aim of the course is to enable PY students to achieve a **B1** level of proficiency in the English Language as outlined in the Common European Framework of Reference for Languages (CEFR).

<b>Course Title:</b>	<b>Biology for Medical Colleges</b>
<b>Course Code:</b>	<b>1103102</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Biological Sciences</b>
<b>College:</b>	<b>College of Science</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1 course Description**

Introduction to Biology, the core themes of Biology, Chemical basis of life, Organic Biological Molecules of Cells, Cell Structure and function, Animal Tissues - Biodiversity (Bacteria - Archea - Protists - Fungi - Plants - Animals), Nutrition and Digestive system, Respiratory system, Circulatory system, Excretory system, Genital system and Reproduction, Genetics, Selective topics in Medical Biology (Parasitology - Immunology - Medical Microbiology - Medicinal plants) .

### **2. Course Main Objective**

After attending this course, the student should be able to:

- Acquainted with life sciences, the branches of biology and general characteristics of living organisms.
- Describe chemical bases of life and organic biological molecules of cells.
- Describe types of cells and animal tissues, their structures and functions.
- Understand the meaning of biodiversity and how to classify living organisms.
- Describe human systems structures and the correlation with their functions.

<b>Course Title:</b>	<b>Mathematics for the Life Sciences</b>
<b>Course Code:</b>	<b>1104102</b>
<b>Program:</b>	<b>Bachelor of Medicine</b>
<b>Department:</b>	<b>Mathematics</b>

<b>College:</b>	<b>Science</b>
<b>Institution:</b>	<b>Northern Border University</b>

## 1. Course Description

This course is intended to develop techniques of differentiation and integration and introduce students to their various applications in the life sciences such as exponential growth and decay, fertility rates, predator-prey cycles, blood flow, prenatal development and drug concentration.

## 2. Course Main Objective

After attending this course, the student should be able to:

- Perform basic function operation, graph functions, compute limits and examine continuity.
- Apply techniques of differentiation to problems such as related rates, linearization, approximation, min-max and optimization problems with applications to concrete problems such as fertility rates, learning curves and body surface area.
- Use exponential and logarithmic functions to study exponential growth and decay.
- Use trigonometric functions to model periodic phenomena such as predator-prey cycles meteorology and applying fertilizers.
- Use basic techniques of integration with application to problems such as drug concentration blood flow, prenatal development and epidemics.

اسم المقرر:	الثقافة الإسلامية (1) (أصول الثقافة الإسلامية)
رمز المقرر:	1601101
البرنامج:	الدراسات الإسلامية
القسم العلمي:	الدراسات الإسلامية
الكلية:	التربية والآداب
المؤسسة:	جامعة الحدود الشمالية

## 1. لوصف العام للمقرر:

يعطي هذا المقرر مقدمة عامة حول الثقافة الإسلامية ، مفهومها، ومصادرها، وخصائصها ، منجزات الحضارة الإسلامية وأثرها على الحضارة الغربية ، ثم يتطرق إلى العقيدة الإسلامية مفهومها وأركانها ونواقضها، وأهم التحديات الثقافية المعاصرة ، ثم الختام بذكر أبرز مقاصد الشريعة ومفهوم العبادات وأهميتها والحكمة من أدائها.

## 2. الهدف الرئيس للمقرر

تعزيز انتماء الطالب الجامعي لدينه، ومشاركته في بناء وطنه من خلال معرفته بثقافته الإسلامية، ومصادرها، وخصائصها، وحضارته الإسلامية، والتركيز على تطبيقه العملي للإسلام في سائر مجالات الحياة: عقيدة وعبادة، ومعاملة وأخلاقاً.

## PRELIMINARY COURSE- SEMESTER-II (LEVEL 2)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 2	1606102	English-2	Required		3	College
	1101102	Physics	Required		3	College
	1102102	Chemistry	Required		3	College
	1601201	Islamic Culture-2	Required		2	Institution
	1608102	Health and fitness	Required		1	Institution
Total credit hours					12 hrs	

Course Title:	English 2
Course Code:	1606102
Program:	Bachelor Degree of Nursing Science (BDNS)
Department:	Department of English Language Skills/ Preparatory year
College:	Medicine
Institution:	Northern Border University

### 1. Course Description

This course is a continuation of the English I, 1001 101 for the Special Faculties. It aims at enabling the PY students to reach an English language proficiency of an independent user of language defined as B2+ level in the Common European Framework of Languages (CEFR). It is a fifteen-week module course with **15** hours of class room instruction each week.

### 2. Course Main Objective

The course aims at helping students achieve an overall English language proficiency leading to B2+ on the Common European Framework of Reference for Languages (CEFR).

<b>Course Title:</b>	Physics
<b>Course Code:</b>	<b>1101102</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Physics Department/Faculty of Science</b>
<b>College:</b>	<b>Medicine</b>
<b>Institution:</b>	<b>Northern Border University</b>

### 1. Course Description

Study of units and dimensions, vectors and their properties. Gravitational force, Newton's laws. Torque and condition of equilibrium, Class of levers and examples of levers in human body. Properties of mechanical waves (Sound), Intensity and loudness, sound frequencies classification, Doppler effect, Human Ear, Ultrasound Applications. Light wave, Optical Instruments, Eye and correcting vision problems Eye. Interaction of radiation with matter, RBE and LET, Isotopes, Types of decay, Laws and Definitions in Radioactivity. Bioelectricity, Central Nervous System, Neurons, Measurements of Membrane potential, The Action Potential, Sodium-Potassium Pump, Measurement of action potential activity.

### 2. Course Main Objective

By the end of this course the student will be able to:

- 1- Utilize units and quantities in the international system SI
- 2- Deal with vectors and their properties: addition and multiplication of vectors
- 3- know how to apply the fundamental concepts and Physics laws in human body.

<b>Course Title:</b>	<b>Chemistry</b>
<b>Course Code:</b>	<b>1102-102</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Chemistry</b>
<b>College:</b>	<b>Faculty of Nursing, Faculties of Medicine , and Faculty of Applied Medical science</b>
<b>Institution:</b>	<b>Northern Border University</b>

### 1. Course Description

To give the student interested in the health professions an introduction to general chemistry emphasizing the concepts that will be important for and provide the basis for the subjects the student will encounter in his/her future studies. These subjects include: atomic structure and periodicity of the elements in the periodic table, atomic nucleus, natural abundance, radioactive isotopes and biological half-life. Chemical reactions and bonding, solutions and concentration units, acid –base dissociation and the concept of the pH, nomenclature, occurrence, physical properties, methods of preparation and reactions of the organic compound classes : hydrocarbons , alcohols , aldehydes and ketones , carboxylic acids , amines ,carbohydrates , proteins , nucleic acids , Enzymes

### 2. Course Main Objective

After attending this course, the student should be able to:

- Identify the atomic structure and discuss the periodicity of elements in the periodic table.
- Differentiate between ionic, covalent, coordinate, hydrogen, Vander Waals and electrostatic bonds.
- Classify the types of chemical reactions and differentiate between neutralization, precipitation, complex formation, and oxidation reduction reactions.
- Discuss the types of solutions, concentration units and pH.
- Get a good knowledge of the nomenclature of different class of organic compounds, their occurrence in nature, physical properties, methods of preparation and their reactions and appreciating the importance of organic chemistry as a subject that is fundamental to medicine, biology, and environment.
- Understand the practical uses of organic compounds as drugs, food additives, pesticides, plastics, and other products, as well as their occurrence in nature.

اسم المقرر:	ثقافة إسلامية 2 ( دراسات في السيرة النبوية)
رمز المقرر:	1601102
البرنامج:	بكالوريوس في علوم التمريض
القسم العلمي:	الدراسات الإسلامية
الكلية:	التربية والآداب
المؤسسة:	جامعة الحدود الشمالية

### 1. الوصف العام للمقرر:

التعريف بمفهوم السيرة النبوية ومصادرها، ومراحل حياته (صلى الله عليه وسلم) الأولى وبعثته ، وأحداث ووقائع من العهد المكي والمدني ، والغزوات الأولى ، ومرضه ووفاته، (صلى الله عليه وسلم) وحقوقه (صلى الله عليه وسلم) على أمته .

### 2. الهدف الرئيس للمقرر

تعريف الطالب والطالبة بسيرة المصطفى صلى الله عليه وسلم وأخلاقه وشمائله ومكانته وحقوقه، مما يحبيبهما في الاستئنان بسنته واتباع منهجه.

اسم المقرر:	الصحة واللياقة
رمز المقرر:	1608102
البرنامج:	المسار الصحي
القسم العلمي:	المواد العامة
الكلية:	الطب – العلوم الطبية – التمريض
المؤسسة:	جامعة الحدود الشمالية

### 1. الوصف العام للمقرر:

يتناول هذا المقرر تعريف الطالب او الطالبة بالممارسات الصحية والعمل على نشرها وتعزيزها في المجتمع، حيث يتعلم كل ما يتعلق بعناصر اللياقة البدنية وتنميتها والامراض المزمنة والنشاط البدني والاثار السلبية للسمنة والعلاقة بين النشاط البدني ومقاومة الضغوط النفسي وطرق تطبيق التمرينات العلاجية للانحرافات القوامية والاسعافات الأولية والتغذية ودورها في الحياة الصحية ومخاطر الإدمان وطرق التأهيل ومشكلات المرأة الصحية وكل ما يؤدي ويحقق جودة الحياة للفرد والمجتمع

### 2. الهدف الرئيس للمقرر

يهدف المقرر الى نشر الثقافة الصحية بين طلاب وطالبات الجامعة من خلال تزويدهم بالمعارف والمفاهيم والمهارات والاتجاهات المتعلقة بالصحة واللياقة البدنية ليصبحوا قادرين على فهم وإدراك المتطلبات الصحية والبدنية للحياة العصرية الصحيحة.

## PRELIMINARY COURSE- SEMESTER-II (LEVEL 3)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 3</b>	1210131	Medical Terminology	Required		2	College
	1105102	Computer Skills	Required		3	College
	1607101	Communication Skills	Required		2	College
	1602101	Arabic Language	Required	-	2	Institution
		Free course 2	Elective		2	Institution
<b>Total credit hours</b>					<b>11 hrs</b>	

<b>Course Title:</b>	<b>MEDICAL TERMINOLOGY &amp; STUDY SKILLS</b>
<b>Course Code:</b>	<b>1210131</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Medical terminology &amp; study skills</b>
<b>College:</b>	<b>Medicine</b>
<b>Institution:</b>	<b>Northern Border University</b>

## 1. Course Description

The course focuses on basic medical term structure, organization of the body, combining forms, suffixes, prefixes, practical application to use medical terms, how to write medical report and how to perform medical research. The course discusses an overview on the medical school curriculum, the curriculum map, the three phases of the curriculum and the importance of the study guide, discussing the principles of assessment, their different tools, grading system and the principles of giving and receiving feedback. Explaining the different learning styles, discussing the importance of study plan and time management, identifying the concepts of long life learner, self-directed learning, and students' centered learning. Outline the concepts of small group learning, PBL and team work. Defining medical professionalism; interpret what are the contributors and requirements to professionalism.

## 2. Course Main Objective

- a) Define of medical terminology
- b) Know the principles of medical summaries, medical reports, and medical research
- c) Get acquainted to the concepts, philosophy and objectives of medical school.
- d) Understand the concepts of self-directed learning, problem-based learning and students' centered learning
- e) Know the teaching strategies they will be offered and learn how to deal with examinations and the principles of the program study plan

<b>Course Title:</b>	<b>Computer Skills</b>
<b>Course Code:</b>	<b>1105102</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Computer Science</b>
<b>College:</b>	<b>Science</b>
<b>Institution:</b>	<b>Northern Border University</b>

## **1. Course Description**

The course is specifically designed to introduce students of the health care pertinent studies an overview of computer science from a perspective of which students can appreciate its relevance and application in the health care industry. This survey approach provides mainly a practical and realistic understanding of the entire field in addition to equipping the students with required skills to effectively utilize computers in a professional manner throughout their studies and futuristic research endeavors. It starts by shedding light on the history of computer application in the health care turf with the fundamentals of basic knowledge and skills required to operate computers and their components and how to effectively log onto and utilize the Internet in addition to understanding concepts of information security and regulatory laws and code of ethics regarding the health care industry. The course then progresses to the contemporary applications and associated issues of information systems and technology in the Health care industry through a variety of topics. Finally, the course advances to discussing the Use of Computers and IT to Advance Health Care, and future dependencies and Growth areas.

## **2. Course Main Objective**

The objective of the course is to introduce the students of Health Care fields to computer science and computer skills in a relevant manner to their profession and enable them to:

After attending this course, the student should be able to:

1. Understand and appreciate the importance of the computer science field from the perspective of medical sciences.
2. Obtain the basic knowledge and skills that will enable the students to effectively operate computers.
3. Comprehend the magnitude of computers applications in the medical sciences realm.
4. Be able to effectively utilize the skills obtained throughout this course in both; quantitatively and qualitatively acquiring academic knowledge from various sources for a variety of purposes ranging from studying and research, to being contemporarily updated and diagnosis.
5. Understand how the computer is used as a problem solver and a knowledge and Expertise expansion tool and increasing reliance on medical science on computer applications.

اسم المقرر:	مهارات الاتصال
رمز المقرر:	1002-101
البرنامج:	بكالوريوس في علوم التمريض
القسم العلمي:	قسم مهارات تطوير الذات
الكلية:	عمادة السنة التحضيرية والدراسات المساندة
المؤسسة:	جامعة الحدود الشمالية

### 1. الوصف العام للمقرر:

يتناول مقرر مهارات الاتصال المفاهيم والنظريات في مجال الاتصال الإنساني ، بالإضافة إلى المهارات الأساسية في مجال التواصل مع الذات والآخرين وتعزيز ممارستها في حياته اليومية والعملية باستخدام أساليب جديدة تعتمد على التدريب والتقييم المتنوع والفعال، ولذا فقد صمم المقرر ليكون حقبة تدريبية للطلاب يراعي اختيار الأدوات التي تزيد من فهم واستيعاب الطالب باستخدام الصور التوضيحية المناسبة ووضع التمارين والتطبيقات الإثرائية والتي تعتبر مكوناً أساسياً من المادة ومقياساً لإتقان الطالب المهارات المطلوبة للاتصال الناجح والفعال

### 2. الهدف الرئيس للمقرر

يهدف المقرر إلى تنمية مهارات الاتصال بأشكاله المختلفة لدى الطالب الجامعي حتى يتمكن من الاستخدام الفعال لمهارات الاتصال مع المحيطين به سواء أثناء دراساته الجامعية أو مستقبلاً في بيئة العمل، ولأن من أجل اتصال ناجح في الحياة العلمية والعملية والاجتماعي

اسم المقرر:	اللغة العربية
رمز المقرر:	1602101
البرنامج:	بكالوريوس اللغة العربية
القسم العلمي:	قسم اللغة العربية
الكلية:	<ul style="list-style-type: none"> <li>- كلية التربية والآداب بعمر</li> <li>- كلية العلوم والآداب بطريف</li> <li>- كلية العلوم والآداب برفحاء</li> <li>- كلية العلوم والآداب بالعويقيله</li> </ul>
المؤسسة:	جامعة الحدود الشمالية

### الوصف العام للمقرر:

يعنى هذا المقرر بتنمية مهارات الكتابة الوظيفية والإبداعية تعبيراً وتحريراً , ومعالجة المشكلات الكتابية التي تنتشر في لنصوص المختلفة على مستوى الكلم او على مستوى النص مع بيان فنيات الكتابة وخطواتها المنهجية نظريا وتطبيقيا

**الهدف الرئيسي للمقرر:**

يهدف هذا المقرر الى ان يكسب الطالب جملة من المهارات اللغوية والتعبيرية في الكتابة الأدبية والوظيفية

## 27. SECOND YEAR- SEMESTER-I (LEVEL 4)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 4</b>	1207214	Anatomy	Required		2	College
	1203212	Physiology	Required		2	College
	1801213	Basic Concepts of Professional Nursing	Required		2	Program
	1805253	Psychology for nursing	Required		2	Program
		Elective Islamic	Required	1601201	2	Institution
	1211213	Biochemistry	Required	1102102	2	College
<b>Total credit hours</b>					<b>12 hrs</b>	

<b>Course Title:</b>	<b>ANATOMY</b>
<b>Course Code:</b>	<b>1207214</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Anatomy</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University ARAR</b>

## 1. Course Description

This is an elementary course for the students of Applied medical sciences enrolled in MLT program. In this course, clinical anatomy shall be taught in a systemic approach viz: Skeletal system, Articular system, Muscular system, lymphatic system, Circulatory system, Nervous system, Urogenital system, Respiratory system, Digestive system and Special Senses along with introductory lectures related to Basic anatomical terminologies and various types of body tissues.

Form-function relationship shall be emphasized during the course.

The laboratory study shall involve working with human skeletal collections and other stimulatory resources e.g. plastic models and plastinated specimens.

The course is designed to train the students to identify and inter relate the anatomical structures to commonly encountered clinical conditions.

The students shall undertake continuous assessment during the course via quizzes and summative assessment shall be done at the end of the course, which shall include theory and OSPE.

## 2. Course Main Objective

**By the end of this course the student should be able to:**

1. Apply the basic knowledge of anatomical terms and structural organization to the effective learning process and problem solving approach.
2. Identify anatomical structures of human body on stimulatory resources and confirm their relations.
3. Relate the anatomy of different structures/organs to their respective clinically significant aspects.
4. Actively participate in group discussions and team work activities.

<b>Course Title:</b>	<b>Physiology</b>
<b>Course Code:</b>	<b>1203212</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Physiology</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University (NBU)</b>

## 1. Course Description

During this course;

The student will utilize the basic science literature of cell and tissues to identify the normal functioning of human body systems, cell functioning, transport across the membrane, these will help student to recognize the main functions of different organ systems of human body. The students will be able to apply the physiological principles and concepts in her future practice.

## 2. Course Main Objective

- Describe in simple terms the normal function of the living organism in terms of its tissues, organs and systems individually and collectively.
- Describe and discuss the concept of "Normal" and indicate the acceptable ranges for the different functions and functional limits of various systems of the human body under variable physiological conditions.
- Describe the common factors that may maintain or change the normal functions within the normal range.

<b>Course Title:</b>	<b>BASIC CONCEPTS OF PROFESSIONAL NURSING</b>
<b>Course Code:</b>	<b>1801213</b>
<b>Program:</b>	<b>BACHELOR DEGREE OF NURSING SCIENCE (BDNS</b>
<b>Department:</b>	<b>MEDICAL SURGICAL DEPARTMENT</b>
<b>College:</b>	<b>NURSING</b>
<b>Institution:</b>	<b>NORTHERN BORDER UNIVERSITY</b>

## 1. Course Description:

This course will explore the historical foundations, current issues, and future direction of professional baccalaureate nursing practice within the context of the current health care system. It aims at addressing, professional role development integrating concepts of multidimensional care and skills of inquiry and analysis to inform clinical decision making, professional

judgment, and lifelong learning. This course presents the Legal and ethical aspects of nursing, nursing education, the value of research and nursing theories.

## **2. Course Main Objective:**

By the end of this course the student will be able to: This course is an initial core course in the nursing curriculum. Students learn concepts and theories basic to the art and science of nursing. Concepts related to Professionalism, Legal aspects of nursing values, ethics, and health, wellness & illness, caring and communication. The course aims at providing the students with a solid foundation on health care delivery system, historical & contemporary nursing practice

<b>Course Title:</b>	<b>Psychology for Nursing</b>
<b>Course Code:</b>	<b>1805253</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Public Health Nursing</b>
<b>College:</b>	<b>College of Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

## **1. Course Description**

This course is designed to assist the students to acquire knowledge of fundamentals of Psychology and develop an insight into behavior of self and others. Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

## **2. Course Main Objective**

**By the end of this course the student will be able to:**

1. State the history and origin of psychology.
2. Compare the psychological processes during health and sickness.
3. Recognize the psychology of people during the life cycle.
4. Describe the concepts of mental health and mental hygiene.
5. Analyze own behavioral patterns and interpret human behavior using psychological theory and principles.
6. Describe the various cognitive processes and their applications.

<b>Course Title:</b>	<b>Biochemistry</b>
<b>Course Code:</b>	<b>1211213</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Clinical chemistry department / Faculty of Medicine</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description**

This course focuses on the study of macro and micro molecule of biochemistry. Topics include the structure and function of major biomolecules (protein, carbohydrates, lipids, nucleic acids, vitamins, enzymes, electrolytes and minerals), the major metabolic pathways (metabolism of lipids, carbohydrates and proteins) and the role of water and buffers in the Acid-Base Balance.

### **2. Course Main Objective**

After attending this course, the student should be able to:

1. Describe classifications, structure, properties of protein, carbohydrates, lipids.
2. Describe the basic structural features of nucleic acids, the mechanisms by which DNA is replicated, transcribed, translated leading to the protein synthesis.
3. Understand the hormone action and the basic elements of intercellular signal transduction pathways, including nuclear receptors and cell surface receptors.
4. describe the importance and role of vitamins and minerals in metabolic processes and enzyme activity.
5. Understand the mode of action and kinetics of enzymes and their role in the diagnosis of diseases.
6. Understand the biochemical principles of metabolic pathways (energy generating and biosynthetic pathways).
7. Understand the role of water, buffers, acids - base balance, and electrolytes in the body.

## SECOND YEAR – SEMESTER –II (LEVEL 5)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 5	1801211	Health Assessment	Required		3	Program
	1801212	Foundation of Professional Nursing (I)	Required		5	Program
	1211214	Nutrition	Required	1211213	2	College
		Elective Islamic	Required	1601201	2	Institution
Total credit hours					12 hrs	

<b>Course Title:</b>	<b>HEALTH ASSESSMENT</b>
<b>Course Code:</b>	<b>1801211</b>
<b>Program:</b>	<b>Bachelor Degree Of Nursing (BDNS)</b>
<b>Department:</b>	<b>Medical Surgical Nursing</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### 1. Course Description:

The course deals with concepts, principles & techniques of history taking using various tools, physical examination (head to toe), psycho- social assessment and interpretation of laboratory findings to arrive at a nursing diagnosis on the client across the lifespan in community and hospital settings.

## **2. Course Main Objective:**

This course focuses on the application of nursing process and problem-solving approaches in the basic assessment of an individual's health. It is based on human anatomy and physiology. It focuses on comprehensive data collections through history taking and physical examination. Technical skills for health assessment are highly emphasized

<b>Course Title:</b>	<b>Foundation of Professional Nursing (I)</b>
<b>Course Code:</b>	<b>1801212</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science</b>
<b>Department:</b>	<b>Medical Surgical Nursing</b>
<b>College:</b>	<b>Nursing college</b>
<b>Institution:</b>	<b>Northern Border University</b>

## **1. Course Description:**

The student will acquire knowledge and skills in performing basic nursing skills, in patient care as a member of the health care team. Emphasis is placed on the physiological, psychological, cultural and developmental needs of individuals. Students practice nursing procedures and skills in supervised laboratory experiences. With emphasis on basic foundational nursing procedures.

## **2. Course Main Objective:**

At the end of this course the students will be able to develop critical thinking abilities in apply the nursing process in order to practice safe, effective, and professional nursing care in relation to vital signs, asepsis, skin integrity, safety, diagnostic measures and personal hygiene and document properly.

<b>Course Title:</b>	<b>Nutrition</b>
<b>Course Code:</b>	<b>1211214</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Clinical chemistry department / Medicine Faculty</b>

<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### 1. Course Description

This course aims to study nutrition and meeting the nutritional requirements of the individuals and the family, with emphasis on the principles of achieving an adequate diet during all phases of the life cycle. This course is made up of 30 lectures (2L per week). It is divided into three stages: Nutrition in health throughout the life cycle, Nutritional Assessment, Clinical or Therapeutic Nutrition.

### 2. Course Main Objective

1. Identify components and importance of an adequate diet and the basic functions of macro and micro nutrients and recognize their sources.
2. Describe nutritional needs during childhood and adolescence and how the nutrient needs are modified in the aging process, and explain how physiological economic and social changes affect nutritional status in the elderly.
3. Describe obesity, underweight, and psychological eating disorder and discuss intervention strategies used in each condition.
4. Identify risk factors and describe dietary prevention and treatment of chronic diseases like cardiovascular disease, hypertension, diabetes, renal diseases, diseases of the gastrointestinal tract, pulmonary diseases, cancer, osteoporosis, rickets and osteomalacia.
5. Explain the differences between food allergy and food intolerance and how both conditions are diagnosed and treated.

## SECOND YEAR – SEMESTER –II (LEVEL 6)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
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<b>Level 6</b>	1801214	Foundation of Professional Nursing (II)	Required	1801211 1801212	7	Program
	1802221	Development Throughout life span	Required	-----	2	Program
	1204212	Pathology	Required		2	College
	1212222	Medical Parasitology	Required	1103102	1	College
<b>Total credit hours</b>					<b>12 hrs</b>	

<b>Course Title:</b>	<b>Foundation of Professional Nursing (II)</b>
<b>Course Code:</b>	<b>1801214</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science</b>
<b>Department:</b>	<b>Medical Surgical Nursing</b>
<b>College:</b>	<b>Nursing College</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description:**

This course enables students to expand their knowledge and understanding of the components of the nursing process as a basic of nursing practices. Clinical knowledge, nursing skills and procedures based on the physiological, psychological, cultural and developmental needs of human beings are emphasized. Students practice nursing procedures and skills in a supervised nursing laboratory. Clinical experience enables the students to therapeutically interact with patients.

### **2. Course Main Objective:**

1. Define concepts of health promotion, health restoration, early detection, and disease prevention of selected health problems.
2. Explain appropriate theories and scientific principles from a review of knowledge in required courses.

3.Demonstrate psychomotor skills in providing basic nursing care to clients. 4.Assess knowledge acquired in basic medical sciences as well as in medication administration.

5.Analyze client's need related to: sleep, nutrition, wound care, perioperative nursing, bowel & bladder elimination, oxygenation, fluids and electrolytes, intravenous therapy.

<b>Course Title:</b>	<b>DEVELOPMENT THROUGHOUT LIFESPAN</b>
<b>Course Code:</b>	<b>1802221</b>
<b>Program:</b>	<b>BACHELOR DEGREE OF NURSING SCIENCEPROGRAM(BDNS)</b>
<b>Department:</b>	<b>MATERNAL AND CHILD HEALTH DEPARTMENT</b>
<b>College:</b>	<b>COLLEGE OF NURSING</b>
<b>Institution:</b>	<b>NORTHERN BORDER UNIVERSITY</b>

### **1. Course Description**

This course is intended for students in disciplines that require knowledge and understanding of how people grow and develop throughout the life cycle. This course presents concepts, principles, and facts about growth and development.

The course explains the assessment methods of human being growth and development and identifies the basic premises of physical growth and development. It also focuses on anticipatory guidance to parents regarding common parental concerns and injury prevention in various stages of development.

### **2. Course Main Objective**

**By the end of this course the student will be able to:**

1. Describe biologic development from infancy to adolescence.
  2. Identify tasks characteristic of different stages of development from infancy to adolescence.
  3. Explain psychosexual, psychosocial, cognitive, moral development according to various theorists from infancy to adolescence.
  4. Describe anticipatory guidance to parents regarding common parental concerns during infancy and injury prevention in various developmental stages.
- Identify essential activities of health promotion and protection to meet the needs of

infants, toddlers, preschoolers, school-age children, and adolescents.

6. Explain physical changes, psychosocial changes, and health problems, cognitive changes that occur during early, middle and late adulthood.

<b>Course Title:</b>	Pathology Course
<b>Course Code:</b>	1204212
<b>Program:</b>	Bachelor Degree of Nursing Science (BDNS)
<b>Department:</b>	Pathology
<b>College:</b>	Nursing
<b>Institution:</b>	Northern border University

### 1. Course Description

This Course is taught in the 2<sup>nd</sup> year which involves the study of etiological factors and pathogenesis of diseases. The student will learn to apply the knowledge of basic sciences to interpret clinical and morphological changes. The student will understand the mechanisms of disease processes, as manifested by morphologic (gross, microscopic, and ultra-structural) changes in correlation to etiological factors, clinical features and complications of diseases

### 2. Course Main Objective:

**On completion of this course the students should be able to:**

1. Recognize pathologic basis of important pathological conditions (adaptation, cell injury, inflammation, hemodynamic disturbances, cancer, chromosomal disorders and malnutrition) with respect to pathogenesis, etiological factors, gross and microscopic features
2. Evaluate the risk factors of thrombosis, embolism, shock, malnutrition, cancer, and chromosomal disorders
3. Explain complications of important pathological conditions (hypoxia, ischaemia, inflammation, hemodynamic disturbances, cancer, malnutrition, radiation, )

<b>Course Title:</b>	<b>Medical Parasitology</b>
<b>Course Code:</b>	<b>1212222</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Microbiology – College of Medicine</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description**

The course is designed to cover the underlying basic aspects of medical parasitology in order to fulfill an essential prerequisite datum of knowledge for efficient nursing staff, and be a systematic study of the medical parasitology includes the diseases due to infection with Helminths (Nematodes, Trematodes & Cestodes), and Protozoa as well as nosocomial and laboratory-acquired parasitic infections and Arthropods of medical importance.

### **2. Course Main Objective**

By the end of this course the student will be able to

- Know the geographical distribution: Endemic disease in Saudi Arabia, and imported disease.
- Categorizes the epidemiological aspects affecting the transmission of the parasite.
- Describe of the life cycle for each parasite.
- Discuss the modes of infections, main pathological changes and clinical manifestations.
- Explain the different diagnostic methods (Direct & Indirect) for parasite identification.

## 28. THIRD YEAR - SEMESTER –I (LEVEL 7 )

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 7</b>	1801315	Nursing Care of Adult (I)	Required	1801214	7	Program
	1208311	Pharmacology (1)	Required		1	College
	1210321	Applied Biostatistics	Required		2	College
		Elective specialization (1)	Elective		2	Program
<b>Total credit hours</b>					<b>12hrs</b>	

<b>Course Title:</b>	<b>Nursing Care of Adult (1)</b>
<b>Course Code:</b>	<b>1801315</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Sciences Program (BDNS)</b>
<b>Department:</b>	<b>Medical Surgical Nursing</b>
<b>College:</b>	<b>Nursing College</b>
<b>Institution:</b>	<b>Northern Border University</b>

### 1. Course Description:

This course gives the student the knowledge which used in applying the critical thinking approach and decision making in the healthcare medical and surgical settings. Also, it helps in developing skills needed in nursing care based on nursing process approach. The course helps the student in identifying the actual and potential problems related to patients with oncological, respiratory, cardiovascular, hematological, gastrointestinal, hepatic- biliary and pancreatic disorders

### 2. Course Main Objective:

At the end of this course, Students will learn cognitive, psychomotor, and effective abilities to provide nursing care to clients with respiratory, cardiovascular, circulatory, Gastrointestinal, and hepatobiliary disorders, as well as tumor patients. Medical-Surgical nursing methods are discussed from the perspectives of the nursing process, best practice evidence, critical thinking, problem-solving approaches, and disease preventive and rehabilitative care concepts

<b>Course Title:</b>	<b>Pharmacology (I)</b>
<b>Course Code:</b>	<b>1208311</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Pharmacology</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description**

During this course, the student will be familiar with different groups of medications, their indications, pharmacodynamics, pharmacokinetic, drug interactions, adverse drug reactions, contraindications and percussions; thereby the student will utilize the basic science literature of pharmacology to be able to prescribe medications rationally, communicate to the patients effectively, promotes the concept of compliance, counsel the patient about their medication use, and participate in patient and community education.

### **2. Course Main Objective**

By the end of this course the students are able to:

1. Understand the scope of various branches of Pharmacology
2. Recognize the basic principles of pharmacokinetics and pharmacodynamics of drugs (including absorption, distribution, metabolism, excretion, elimination half-life, and bioavailability, how drugs produce their action, receptors, drug-receptor interactions, dose-response curve relationships, potency and efficacy of drugs, etc.)
3. Recall the scientific names of drugs and drug groups used in the treatment of important diseases of various body systems.

4. Acquire cognitive, motor, and communication skills that are necessary throughout the clinical career for rational therapeutics.

<b>Course Title:</b>	<b>Applied Biostatistics</b>
<b>Course Code:</b>	<b>1210320</b>
<b>Program:</b>	<b>Bachelor's degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Family &amp; Community Medicine</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description**

The course explores brief review to the concepts of statistics, descriptions and summarization of data, basic probability theory and some important distributions. Basically, the course focuses on the underling basic aspects of statistical methods used in designing biological experiments and in data analysis as regard the health and biomedical field.

Topics include probability and sampling distributions, point and confidence intervals estimation, parametric and non-parametric tests with emphasis on one –and two sample comparison involving continuous and categorical data, analysis of variance, regression and correlation, and vital statistics. Computer laboratory assignments with biological data are also included.

### **2. Course Main Objective**

- To know the basic concepts, principles, techniques and methods of biostatistics
- To understand the basic statistical procedures used to analyze the different types of data.
- To practice basic statistical procedures in biology, medicine and related fields.
- To gain experience in data entry, presentation and analysis using computerized statistical packages (e.g. Excel, SPSS and STATA)
- To understand inferential statistics and be able to make decisions about outputs.
- To be able to formulate hypotheses and apply the hypothesis tests in their future researches

## THIRD YEAR- SEMESTER - II (LEVEL 8)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 8	1801317	Nursing Care of Adult (II)	Required	1801315	7	Program
	1208312	Pharmacology (II)	Required	1208311	2	College
		Elective specialization (2)	Elective	-	2	Program
	1212312	Medical Microbiology	Required	1103102	1	College
Total credit hours					12hrs	

Course Title:	Nursing Care of Adult 2
Course Code:	1801317
Program:	Bachelor Degree of Nursing Sciences Program (BDNS)
Department:	Medical Surgical Nursing
College:	Nursing College
Institution:	Northern Border University

### 1. Course Description:

This course gives the student the knowledge which used in applying the critical thinking approach and decision making in the health care medical and surgical settings. Also, it helps in developing skills needed in nursing care based on nursing process approach. The course helps the students in identifying the actual and potential problems related to patients with Diabetes mellitus, urinary tract, immunology, integumentary, sensorineural, neurologic and musculoskeletal disorders.

## 2. Course Main Objective:

At the end of this course, Students will learn cognitive, psychomotor, and effective abilities to provide nursing care to clients with renal, neurological, musculoskeletal, endocrine, and integumentary illnesses and Sensorineural disorders. Medical-Surgical nursing methods are discussed from the perspectives of the nursing process, best practice evidence, critical thinking, problem-solving approaches, and disease preventive and rehabilitative care concepts

<b>Course Title:</b>	Pharmacology (II)
<b>Course Code:</b>	1208312
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	Pharmacology
<b>College:</b>	Nursing
<b>Institution:</b>	Northern Border University

## 1. Course Description

During this course, the student will be familiar with different groups of medications, their indications, pharmacodynamics, pharmacokinetic, drug interactions, adverse drug reactions, contraindications and percussions; thereby the student will utilize the basic science literature of pharmacology to be able to prescribe medications rationally, communicate to the patients effectively, promotes the concept of compliance, counsel the patient about their medication use, and participate in patient and community education.

## 2. Course Main Objective

By the end of this course the students are able to:

Understand the scope of various branches of Pharmacology

1. Recognize the basic principles of pharmacokinetics and pharmacodynamics of drugs (including absorption, distribution, metabolism, excretion, elimination half-life, and bioavailability, how drugs produce their action, receptors, drug-receptor interactions, dose-response curve relationships, potency and efficacy of drugs, etc.)

1. Recall the scientific names of drugs and drug groups used in the treatment of important diseases of various body systems.
2. Acquire cognitive, motor, and communication skills that are necessary throughout the clinical career for rational therapeutics.

<b>Course Title:</b>	<b>Medical Microbiology</b>
<b>Course Code:</b>	<b>1212312</b>
<b>Program:</b>	<b>Bachelor's Degree in Nursing Sciences (BDNS)</b>
<b>Department:</b>	<b>Microbiology – College of Medicine</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### 1. Course Description

The course focuses on the basic features of *general bacteriology*, *virology*, and *mycology*. The course discusses the *immune system*, its protective functions, and its role in the pathophysiology of infectious and non-infectious diseases. The course illustrates the *common infections* and diseases of medical importance, their microbial causes, as well as *laboratory diagnosis, treatment, prevention, and control* of such diseases. Finally, the course describes the principles of *sterilization* and *infection control*.

### 2. Course Main Objective

By the end of this course the student will be able to:

1. Differentiate prokaryotic from eukaryotic cells.
2. Explain the general properties of pathogenic micro-organisms (bacteria, viruses, fungi)
3. Recognize the composition and ultra-structure of bacterial, and different bacterial morphology
4. Discuss the basic nutritional and environmental requirements for bacterial growth and the stages of bacterial growth.
5. Identify the basic structure of viruses, their genome and classification.
6. Define the terms associated with fungal structure and reproduction; and classify fungi.

7. Describe the epidemiology, pathogenesis, clinical disease, and chemotherapy of infections caused by different types of microorganisms (bacteria, viruses, fungi & prions)

Appraise the terminology of sterilization, disinfection, antiseptic, bacteriostatic, bactericidal, and antiseptic techniques, and their usefulness in clinical microbiology.

### THIRD YEAR- SEMESTER - II (LEVEL 9)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 9	1802322	Maternity Nursing	Required	1801214	6	Program
	1805455	Community Health Nursing	Required	1801317	6	Program
Total credit hours					12 hrs	

Course Title:	MATERNITY NURSING
Course Code:	1802322
Program:	Bachelor Degree of Nursing Science (BDNS)
Department:	Maternal and Child Health Nursing
College:	College of Nursing
Institution:	Northern Border University

#### 1. Course Description

This course provides foundation knowledge and skills to maintain high quality nursing care for women through their life span starting from menarche going through menopause. The clinical experience of the students enables them to apply the given knowledge through practice; to assess, diagnose, plan, implement and evaluate the actual and potential women's health needs

during adolescence, pregnancy, labor and delivery, postnatal period, family planning and to provide counseling, in addition to caring with some of the Gynecological problems.

## **2. Course Main Objective**

At the end of this course (theoretical and practical) the student's will be able to:

1. Describe the knowledge and skills of Maternity Health Nursing through women's lifespan starting from menarche to menopause e.g. pregnancy, labor & delivery, post- natal, and Family planning.
2. Discuss basic knowledge associated with common obstetrics and gynecological problems facing women during the childbearing and postmenopausal period
3. Plan appropriate nursing management for women with obstetrical and some gynecological health problems.
4. Evaluate the effectiveness of specific health promotion strategies for women of childbearing age using scientific and updated knowledge.
5. Use evidence-based practice as it relates to maternity health care
6. Perform all nursing procedures regarding the care of the woman and her newborn during antenatal, intra-natal, and postnatal periods and gynecological procedures.

<b>Course Title:</b>	<b>Community Health Nursing</b>
<b>Course Code:</b>	<b>1805455</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science</b>
<b>Department:</b>	<b>Public Health Nursing</b>
<b>College:</b>	<b>College of Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

## **1. Course Description**

Community Health Nursing course will prepare the student nurses to provide a comprehensive nursing care to clients/patients at different settings like home, clinics, offices and schools. This course also applies principles and concepts focusing on prevention and promotion of health for the attainment of optimal level of functioning among individuals, families, population and community at large. Clinical practice is planned for the students to integrate and apply knowledge and practice in providing care to the community people with a positive attitude.

## 2. Course Main Objectives

**By the end of this course the student will be able to:**

1. Recognize the basic concepts, principles, theories, models, functions, history, settings, ethics, cultural diversity and its significance in private and public settings of Community Health Nursing.
2. Demonstrate the nursing process in the care of communities and population groups.
3. Judge the therapeutic Communication skills of community Health Nurse and to Interpret reliable statistical data related to epidemiological studies in community.
4. Evaluate the functions and approaches of Primary Health Care in prevention and control of communicable and non-communicable diseases, and use of crisis intervention techniques in solving family violence.
5. Develop leadership qualities and management skills in solving health problem of different age groups in various settings.

## 29.FINAL YEAR –SEMESTER -I (LEVEL 10 )

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 10	1802323	Child Health Nursing	Required	1802221 1802322	6	Program
	1805458	Nursing Leadership / management	Required	-	6	Program
Total credit hours					12 hrs	

<b>Course Title:</b>	<b>Child Health Nursing</b>
<b>Course Code:</b>	<b>1802323</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Maternal and Child Health Nursing</b>
<b>College:</b>	<b>College of Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description**

This course focuses on the application of the pediatric nursing theoretical knowledge in the clinical area, using the nursing process as a tool while giving nursing care to children with different medical and congenital problems. The student develops skills in observing and caring for well and sick children during their stages of development from birth to the adolescent in the hospital. The course starts with concepts of perspective of pediatric nursing, newborn, high risk neonates, feeding and psychological aspect of hospitalization and discussing the growth & development from birth to adolescent. Selected physiological health problems including alteration in respiratory, gastrointestinal, nutritional problems, renal, neurological, endocrinology, cardiac and congenital anomalies common to all children are introduced. Nursing management relevant to each problem is discussed using the nursing process, developmental theories, new trends and the recent approaches in the management and caring of children.

## 2. Course Main Objective

**At the end of this course (theoretical and practical) the student's will be able to:**

1. Demonstrate the concepts of growth and development in providing care to the pediatric clients and their families.
2. Recognize the effect of hospitalization on children and their families and how to deal with stressor of hospitalization.
3. Interpret the concept of family centered care with related areas such as congenital malformations and long-term illness.
4. Incorporate evidence-based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing.
5. Demonstrate competence, critical thinking and problem solving in management of normal and complicated cases in different pediatric area and employ the skilled care to the newborn & high-risk neonate.

<b>Course Title:</b>	Nursing Leadership and Management
<b>Course Code:</b>	1805458
<b>Program:</b>	Bachelor Degree of Nursing Sciences program (BDNS)
<b>Department:</b>	Public health Nursing
<b>College:</b>	Nursing
<b>Institution:</b>	Northern Border University

### 1.Course Description:

This course is designed to introduce students to the management process & leadership skills within the nursing organizations. And focuses on the synthesis of theories and concepts of leadership and management needed to promote personal growth and professional practice to achieve safe, evidence-based, high-quality, patient-centered care and clinical outcomes. This course provides students with essential knowledge that support for transition to professional practice occurs through exploration of competencies in leadership and management, interdisciplinary communication, collaboration, conflict management, teamwork, delegation, prioritization, change, resource management, and decision-making. A capstone clinical experience provides an opportunity for the student to develop in the roles of a provider of care,

manager of care, and member of a profession. Students will work with teachers and nurse mentors to demonstrate and apply the knowledge, skills, and attitudes needed to transition to professional practice in various healthcare environments

## 2.Course Main Objective:

- 1.Develop leadership skills and strategies to promote effective management and high-quality service.
- 2.Apply leadership and management concepts, skills, and decision making to provide safe and holistic patient centered nursing care.
- 3.Demonstrate effective time management skills needed by nurse managers.
- 4.Function within a regulated healthcare environment to deliver scientifically, theoretically, holistically sound nursing care.
- 5.Describe the nurse manager's\ leader role in managing, handling change.
- 6.Integrating leadership role and management functions in decision making processes & problem solving in health care organizations.
- 7.Handling conflicts in the clinical settings successfully

## FINAL YEAR - SEMESTER II (LEVEL 11)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 11	1805457	Nursing Informatics	Required	1105102	2	Program
	1802426	Research Process & Evidence-Based Nursing	Required	1210321	3	Program
	1805456	Geriatric Nursing	Required	-	2	Program
	1803431	Emergency Nursing	Required	1801317	5	Program
Total credit hours					12 hrs	

<b>Course Title:</b>	<b>Nursing Informatics</b>
<b>Course Code:</b>	<b>1805457</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Public Health Nursing</b>
<b>College:</b>	<b>College of Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description**

This is a foundation course that describes the field of informatics in both nursing and healthcare system. It provides an interdisciplinary understanding of using electronic medical records and web-based technologies. The course includes general orientation of informatics application in nursing administration, clinical practice, education and research.

### **2. Course Main Objective**

**By the end of this course the student will be able to:**

1. Identify key historical events in the development of healthcare informatics and technology.
2. Describe common clinical systems nomenclatures and classification systems in nursing and healthcare and identify the theoretical architecture and distinguish features of each system.
3. Identify standards of practice in healthcare informatics and the ethical and legal issues related to privacy, quality patient care, and patient safety.
4. Analyze the impact of clinical system on workflow in the clinical environment.
5. Identify ways to use web-based technologies to deliver patient care and educational programs.
6. Identify strategies to prevent common problems related to computer skills: file management, e-mail operation, web protocol, word processing, spreadsheet analysis, graphics presentation software, bibliographic search methods, and digital publication in the healthcare field.

<b>Course Title:</b>	<b>Research Process &amp; Evidence-Based Nursing</b>
<b>Course Code:</b>	<b>1802426</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Maternal and Child Health Nursing</b>
<b>College:</b>	<b>Nursing</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description**

This course is designed to give an emphasis on the different research methods which include both qualitative and quantitative studies. It helps the student to gain knowledge and information on how to implement the research process. The course also allows the students to understand the concept of nursing research which will be useful for their clinical nursing practice, administration and education. The course also focuses on the importance of implementing Evidence- Based Nursing into practice into different health care settings. Through EBN, the student can conduct nursing research on more significant problems that help them to solve the problem they encounter while caring for the patient. This will enhance the quality of nursing care provided for the patient and improves the quality of nursing education and practice.

### **2. Course Main Objective**

At the end of this course the student's will be able to: -

1. Describe the legal and ethical aspects, roles and significance of research in nursing practice.
2. Differentiate between the types of research in Qualitative & Quantitative studies.
3. Explain various phases & steps of research process.
4. Differentiate between the different types of research designs and methods of data collection.
5. Utilize the different sampling methods and statistical techniques in Qualitative & Quantitative studies.

<b>Course Title:</b>	<b>Geriatric Nursing</b>
<b>Course Code:</b>	<b>1805456</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Public Health Nursing</b>
<b>College:</b>	<b>Nursing College</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description**

This course explores the concept of aging as a healthy developmental process. Content which include the physiology of aging, health problems common to the elderly, the psychological, emotional, and sociological aspects of the ageing process. The nurses' role to meet the needs of older adults during ageing process is emphasized including the application of the nursing process with selected older ill adults in long-term care. The course also enhances caring attitude and skills in promoting healthy ageing until the last stages of life by providing dignified and peaceful death.

### **2. Course Main Objective**

**By the end of this course the student will be able to:**

1. Explain the process of healthy ageing considering the intrinsic and functional assessment among elderly.
2. Describe the systematic and sociological changes that an elderly population usually experiences.
3. Illustrate the special needs of elderly in order to promote healthy ageing process.
4. Analyze the different chronic disorders among elderly and the impact of it to healthy ageing process.
5. Prepare nursing management in order to promote healthy ageing and death and dying Process.

<b>Course Title:</b>	<b>EMERGENCY NURSING</b>
<b>Course Code:</b>	<b>1803431</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Sciences Program (BDNS)</b>
<b>Department:</b>	<b>EMERGENCY NURSING</b>
<b>College:</b>	<b>Nursing College</b>
<b>Institution:</b>	<b>Northern Border University</b>

### **1. Course Description:**

This course focuses on the theoretical knowledge and care about emergency nursing which is an essential component of health care delivery system. This course is designed to give students the chance to gain in depth understanding of nature of emergency nursing and role of nurse in meeting different needs of patients in emergency situations. It provides the students with knowledge that will help them to provide efficient nursing care during emergency and disaster situations either in pre-hospital settings or in hospital setting and also in disasters. This course will include three main parts namely basics of emergency, first aid and emergency nursing care for trauma in the different body systems and nursing care for specific medical emergencies.

### **2. Course Main Objective :**

By the end of this course the student will be able to: 1. Recognize basic of emergency nursing care management for patients with trauma in the different body systems. 2. Identify the important nursing considerations during inter and intra-facility transport of victim/ patient with emergency conditions. 3. Analyze the client condition according to triage system. 4. Demonstrate knowledge of required nursing assessment and intervention skills for patients in emergency situations including disasters and mass casualty incidents (MCI). 5. Synthesize critical thinking process when dealing with different types of emergency situations

2. Course Main Objective By the end of this course the student will be able to: 1. Recognize basic of emergency nursing care management for patients with trauma in the different body systems. 2. Identify the important nursing considerations during inter and intra-facility transport of victim/ patient with emergency conditions. 3. Analyze the client condition according to triage system. 4. Demonstrate knowledge of required nursing assessment and intervention skills for patients in emergency situations including disasters and mass casualty incidents (MCI). 5. Synthesize critical thinking process when dealing with different types of emergency situations

## FINAL YEAR - SEMESTER II (LEVEL 12)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 12	1804441	Critical Care Nursing	Required	1801317	6	Program
	1805459	Psychiatric/ Mental Health Nursing	Required	-	6	Program
<b>Total credit hours</b>					<b>12 hrs</b>	

<b>Course Title:</b>	<b>Critical Care Nursing</b>
<b>Course Code:</b>	<b>1804441</b>
<b>Program:</b>	<b>Bachelors Degree of Nursing Science (BDNS)</b>
<b>Department:</b>	<b>Intensive Care Nursing</b>
<b>College:</b>	<b>Nursing college</b>
<b>Institution:</b>	<b>Northern Border University</b>

### 1. Course Description:

This course provides the students with the advanced knowledge, skill and attitude which enable them to care for patients in critical care environments such as Emergency department, ICU, CCU, Dialysis unit and burn department. This course allows the students to practice all the basic procedures and be familiar with the advanced ones with respect to hospital policy. It also includes the development of professional skills in life saving measures like Cardiopulmonary resuscitation, managing respiratory and cardiac emergencies and how to effectively foresee and manage complications. It also provides necessary knowledge regarding how to deal in the end of life care patients and the legal formalities that has to be followed

## **2. Course Main Objective:**

At the end of this course the students will develop ability to provide comprehensive and competent quality care to patients in critical care settings. The program will prepare students with critical thinking and problem-solving skills who can provide evidence-based care in an advanced care setting

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<b>Course Title:</b>	<b>Psychiatric &amp; Mental Health Nursing</b>
<b>Course Code:</b>	<b>1805459</b>
<b>Program:</b>	<b>Bachelor Degree of Nursing Science</b>
<b>Department:</b>	<b>Public Health Nursing</b>
<b>College:</b>	<b>Nursing college</b>
<b>Institution:</b>	<b>Northern Border University</b>

## **1. Course Description:**

This course provides the theoretical and practical bases for the care of psychiatric patients and the promotion and maintenance of mental health of individuals at different age groups. Nursing process is a strong emphasis that is integrated throughout the psychiatric nursing/mental health course rather than focusing on the patient's mental disorders, its etiology, symptoms and medical treatment. The features of the curriculum include nursing assessment, and nursing diagnosis guidelines, attention to the guiding principles of psychiatric nursing and the specific nursing actions derived from those principles. The explanation of behavioral dysfunctions and their theoretical bases through clinical case studies, nursepatient interaction and view of the nursing process at work through

## **2. Course Main Objective:**

By the end of this course the student will be able to:

1. Describe psychiatric-mental and psychotic disorders and differentiate between constructive and destructive coping mechanisms and neurotic and psychotic disorders.
2. Explain the need for a theoretical basis and framework for psychiatric-mental health nursing practice.
3. Demonstrate therapeutic nurse-client relationship that influence growth, patterns of behavior and methods of coping of self and client.
4. Describe the application nursing interventions appropriate to the needs of a patient based on individualized nursing diagnoses.
5. Choose appropriate ways to collaborate with others in developing, maintaining a therapeutic environment to meet the physical, safety and mental health needs of individuals and families.

## **31. TEACHING AND LEARNING STRATEGIES**

### **5. Teaching and learning strategies to achieve program learning outcomes.**

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes. The Northern Border University developed teaching and learning strategies manual and evaluation methods that describes the teaching, learning strategies, and assessment methods that aligned with the national qualification framework with a complete description of different styles of teaching strategies and assessment methods. The nursing program is committed to follow NBU policy for maintaining the quality standard in the application of teaching & learning strategies and assessment methods through following this manual in its program. The program is keen to maintain the best practice and establishes consistency between PLOs, teaching and learning strategies and assessment methods. Teaching and learning strategies in the nursing program are student-centered and encourage active learning. It provides the means by which a curriculum's objectives are achieved. Teaching strategies are central to the curriculum and the fundamental part in the educational process.

#### **The selection of teaching and learning methods in the program based on:**

- Maintain consistency between PLO and teaching and learning methods
- Use multiple teaching and learning methods

- Select teaching and learning methods that are viable in terms of resources.

### **Main educational strategies used in the program:**

Teaching strategies are well planned and identified in the program specification according to each course learning outcomes, which are aligned with PLOs. There are many teaching strategies the program follows:

- 1- Teaching large groups, the program uses lectures (teacher centered methods), interactive teaching (class discussion) and videos.
- 2- Cooperative / active learning: The teaching methods utilized in this approach is small group discussion, group projects (graduation project), oral presentation, homework and written assignment.
- 3- Inquiry-based instruction: brain storming, group discussion, case study and role playing.
- 4- Experiential learning or work-based learning such as lab work (practical session in the lab), field work (clinical practice) and simulations.

Furthermore, these teaching strategies are chosen based on the type of skills to be developed in view of three domains of learning. These include

- Lectures, discussion, conversation, brain storming, cooperative learning and concept mapping inside lectures are designed to impart knowledge and understanding
- Simulated clinical experience, demonstration & practical application, microteaching, topic presentation and case discussion are identified for developing the skills (Cognitive skills, Practical and physical skills and Communication and ICT Skills).

Group discussion, practical application, microteaching, investigation is identified for developing Values, Autonomy, and responsibility.

### **Extra-curricular activities**

The Nursing Program is not just about attending lectures. Outside of required classes, many extracurricular activities await students, offering opportunities for personal and social development. They also offer a chance to build skills that will benefit you in life after graduation.

These activities could include doing community service work; joining a sports team, a club or a performing arts group.

The activity's magnitude does not matter as much as student's dedication to it and his/her understanding of how it affects him/her and the wider community on campus and beyond.

### **The key skills you can gain through.**

**Teamwork.** Teamwork is an important skill in your career after graduation. Teamwork environments can enhance creativity, increase productivity, and allow each individual to focus on their unique talents. Good team members can accommodate different perspectives, backgrounds, and personalities. Apart from academic activities like group projects, you can also learn about teamwork through participation in social groups, holding a leadership position in a student organization, playing a sport, or making plans with your peers.

**Time management.** University activities help you learn to think of time as an important resource, to be managed wisely. Developing a system to balance study, social activities, and personal time puts you more in control of your life and increases your productivity. You can use college activities to learn how to use planning tools to keep you focused. Time management is also an important professional skill that can help you complete tasks on time and within budget.

**Digital literacy.** Digital literacy means the ability to use computers and digital tools to their full potential to communicate, access and manipulate information. Most jobs today involve a variety of technologies, and most employers require job candidates to have digital literacy skills. Student.

**Verbal communication skills.** Communicating with others is an important skill that you can learn through activities that involve teamwork, like sports and academic clubs. Verbal communication skills allow you to describe your ideas effectively, lead others in setting goals, and help establish effective working relationships that build commitment toward reaching those goals.

**Professionalism.** Being professional is a positive way to present yourself when applying for jobs or leadership positions. Professionalism includes how you dress, how you communicate with others, and how you present yourself in personal interactions. A professional demeanor can build respect among colleagues and improve relationships. It is one of the things companies' value most in their employees.

**Leadership.** Leadership skills include patience, motivation, decisiveness, and the ability to build and motivate a team to achieve goals. Consider signing up for a leadership or management course as an elective, or online. Such courses will provide you with theoretical knowledge, while your club or sports activities allow you opportunities to practice leadership skills outside of the classroom. Apply for leadership positions in those activities to further hone your skills. Taking a leadership role will help you learn skills that employer's value, like knowing how to provide constructive criticism, delegate tasks, resolve conflicts, motivate the group, and balance the achievement of goals and challenges.

**Alignment of the extracurricular activities with program learning outcomes and graduate's attributes**

	PLOs	GA
<b>Serving pilgrims during the Hajj season</b>		
Collect data and analysis	K3, S1	GA1

Physical assessment and laboratory investigation	K2	GA7	
Health education and activities	V4	GA7	
<b>Hackson Health Innovation</b>			
Preparation of innovation project	K4-V2-V3	GA4-GA5	
<b>Cultural and Artistic Olympiad</b>			
<b>Holy Quran competition</b>			
Reciting the Holy Quran and intonation	K1	GA2-GA6	
<b>Golf Diabetic Week</b>			
Laboratory investigation using glucometer	S2	GA3	
Posters preparation and Brochures	S1	GA6	
<b>Early screening makes a difference (Breast Cancer)</b>			
Demonstrate breast self-examination	S3-V3	GA2	
Collect data regarding risk factors and history	K1, V1	GA8	

Serving pilgrims during the Hajj season

**Program Learning outcomes and the teaching and learning strategies used to achieve them**

PLOS		Teaching & Learning Strategies
<b>Knowledge:</b>		
<b>K1</b>	Recognize knowledge for nursing, life& human sciences, and other related disciplines to provide quality nursing care.	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Lecture</li> <li>• Self – Questioning</li> <li>• Investigation</li> <li>• Summary</li> <li>• Scientific Research</li> <li>• Collaborative Learning</li> <li>• Brainstorming</li> <li>• Self-Learning</li> <li>• Case study</li> </ul>
<b>K2</b>	State a systematic approach to analyzing real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings.	
<b>K3</b>	Describe patient-centered care, based on preferences, needs, values of patient, families, and communities at different health care settings.	
<b>K4</b>	Reproduce the findings from research and evidence-based practice to provide competent nursing care for patients suffering from different health care issues.	

Skills:		
S1	Appraise effective communication using interpersonal skills and information technology	<ul style="list-style-type: none"><li>• Scientific Research</li><li>• Demonstration And Return demonstration</li><li>• Narrative</li><li>• Collaborative Learning</li><li>• Self-Directing Learning</li><li>• Brainstorming</li><li>• Lecture</li><li>• Role Play</li><li>• Practical Application</li></ul>
S2	Design safe and high-quality nursing care activities in different clinical settings.	
S3	Demonstrate various complex practical tasks and procedures related to professional nursing practice.	
S4	Compose the application of modern technology in clinical , managerial, and administrative settings	
Values:		
V1	Appraise nursing care in professional, ethical, moral and legal way concerning the cultural influence.	<ul style="list-style-type: none"><li>• Demonstration And Return demonstration</li><li>• Collaborative Learning</li><li>• Self-Directing Learning</li><li>• Brainstorming</li><li>• Practical Application</li><li>• Written Assignment</li><li>• Case study</li></ul>
V2	Show multidisciplinary teamwork and leadership skills to improve the delivery of high-quality nursing care.	
V3	Use critical thinking and problem-solving skills to provide safe patients' health care	
V4	Demonstrate professional knowledge, skills, and attitudes utilizing clinical reasoning and evidence-based practices.	

## 6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

**The strategies for student assessment in the program and process used to verify students' achievement is done through a variety of methods including:**

- 1. Formative assessment (60%): it is continuous assessment. This includes a range of activities selected according to the course content, which differs from course to course. It includes:**
  - Exams: this includes quiz, midterm exams, homework, open book exams.
  - Papers and presentation: this gives students the chance to go deeper with the material to apply the knowledge.
  - Practical and Clinical Experience assessment: which includes assessing the student performance during practical / clinical training. This includes the following:

- OSCE (mid-term)
  - Assignment assessment, rubric
  - Presentation assessment
  - Lab Exam
  - Simulation and role play
  - Writing report
  - Field training-based evaluation
  - Direct observation of procedural skills (DOPS)
  - Rubrics Observational checklist.
- In – class activity: having students to work in small group to solve problems creates space for powerful peer-to-peer learning and rich class discussion.

**2. Summative assessment strategies (40%): written examination at the end of the course including MCQs, Short answer and Essay- Type questions.**

- **Practical and Clinical Experience assessment. This includes the following:**
  - Final OSCE
  - Final OSPE
  - Rubrics Observational checklist.

**In addition, the program used many processes to verify students’ achievement is done through a variety of methods including:**

- Written reflection: students need to develop skills that will enable them to look at a piece of work they produce or an aspect of their professional practice and make accurate judgments about it.
- Survey: data on student opinion, attitude, behavior, or confidence in understanding gathered either during class or in skill laboratory. This can illustrate student engagement with the material as well as prior knowledge and comprehension.
- Checks for understanding: pausing every 10 minutes to see whether students are following along with the lesson not only identifies gaps in comprehension but helps to improve lectures or online lessons.

**Program Learning outcomes and the assessment methods used to achieve them.**

PLOs	Assessment Methods (Direct and Indirect)
Knowledge:	

<b>K1</b>	Recognize knowledge for nursing, life& human sciences, and other related disciplines to provide quality nursing care.	<b>Direct Methods</b> ❖ Written Essay ❖ Written Objectively ❖ Indirect Method: ❖ stakeholders’ evaluation survey ❖ Course evaluation survey ❖ Program evaluation survey ❖ Student experience evaluation survey ❖ Exit Exam ❖ Saudi Nursing License Exam (SNLE)
<b>K2</b>	Describe patient-centered care, based on preferences, needs, values of patient, families, and communities at different health care settings.	
<b>K3</b>	State a systematic approach to analyzing real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings.	
<b>K4</b>	Reproduce the findings from research and evidence-based practice to provide competent nursing care for patients suffering from different health care issues.	
Skills:		
<b>S1</b>	Appraise effective communication using interpersonal skills and information technology	Direct Method:  • Written Essay • Written Objectively • OSCE • OSPE • Presentation • Lab Exam • Simulation and role play • Writing report • Field training-based evaluation • Direct observation of procedural skills (DOPS) • Rubrics Observational checklist. Indirect Method: ❖ stakeholders’ evaluation survey ❖ Course evaluation survey ❖ Program evaluation survey
<b>S2</b>	Design safe and high-quality nursing care activities in different clinical settings.	
<b>S3</b>	Demonstrate various complex practical tasks and procedures related to professional nursing practice.	
<b>S4</b>	Compose the application of modern technology in clinical, managerial, and administrative settings	

		❖ Student experience evaluation survey ❖ Exit Exam ❖ Saudi Nursing License Exam (SNLE)
<b>Values:</b>		
V1	Appraise nursing care in professional, ethical, moral and legal way concerning the cultural influence.	Direct Method:
V2	Show multidisciplinary teamwork and leadership skills to improve the delivery of high-quality nursing care.	OSPE Presentation Lab Exam
V3	Use critical thinking and problem-solving skills to provide safe patients' health care	Simulation and role play Observational checklist
V4	Demonstrate professional knowledge, skills, and attitudes utilizing clinical reasoning and evidence-based practices.	Evaluation based on performance Field training-based evaluation Rubrics Written Essay Written Objectively Indirect Method: stakeholders' evaluation survey Course evaluation survey Program evaluation survey Student experience evaluation survey Exit Exam Saudi Nursing License Exam (SNLE) Graduate students Exam: that measures program learning outcome

## Student Admission and Support:

### 1. Student Admission Requirements

- A. The applicant must be a Saudi national or from a Saudi or non-Saudi mother who is married to a Saudi and has children from him.
- B. The applicant must have a high school certificate or its equivalent from inside or outside the Kingdom

- C. If the applicant's high school certificate is obtained from outside Saudi Arabia, he/she must submit evidence of academic achievement equivalent to these requirements. The certificate must be approved by the Saudi Arabian Cultural Attaché.
- D. The weighted total score calculated as it follows: weighted total score = 25% achievement test score + 25% general aptitude test score + 50% high school grade.
- E. The applicant should not have passed a period exceeding five years from the date of obtaining the high school certificate.
- F. The applicant must have the result of the abilities and achievement test for all male and female students.
- G. University regulations prohibit the admission of any student who has previously obtained a bachelor's degree or who was dismissed for disciplinary reasons from one of the public universities in the Kingdom or from any other university.
- H. Selections of applicants are made online based on the best weighted total score, availability of seats, and fulfillment of admission conditions.
- I. Applicants must be physically fit.
- J. Be of good behavior and conduct.

## **2. Guidance and Orientation Programs for New Students**

- 4. The orientation program for the preparatory year conducted by the Guidance and Counselling Unit at the Deanship of Student Affairs, which includes introducing the Deanship of Student Affairs, its vision, mission, and the units that make up it, the housing unit, the conditions for admission to student housing, the housing prohibitions, oriented of the nutrition unit and its objectives, the student services unit, the health services provided at the university's health center, student activities, including cultural, sports, mobile activities, student's fund. Services for students with special needs, Student Rewards Unit, Student Advisory Council, its tasks, the conditions for student nomination for membership of the Council, student clubs.
- 5. The faculty of nursing offers a complete orientation session for first year students annually. Orientation program was provided to both male and female students. It includes informed students about the important steps to be followed admitted to the college (such as university website, activate email, follow up circulars, aware of study plan from the university website, knowing academic advisor, knowing blackboard), competencies to be develop, study plan in first year. Finally the students got overall idea about all the academic activities during their program and availability of various resources.

## **3. Student Counseling Services**

(academic, career, psychological and social )

### **Academic.**

- All new students are required to meet the academic advisor at the beginning of registration of the semester at fixe period for making important academic decisions such , in cases of urgent inquiries, the student can meet the academic advisor by setting an appropriate appointment in the advisor's office or in the corridors of the college

- Each college establishes an academic advising unit to supervise the follow-up of advisory services provided to students to meet their academic needs, direct their paths and solve their problems. The unit also helps them develop their personalities and skills in various fields
- Orientation programs for new students to introduce the study and examination system to achieve the necessary adaptation to university studies, and inform them of their rights and duties
- Advising programs for scholarship students to guide them to what achieves their continued studies, and to help them overcome obstacles or problems they may encounter to enhance their academic excellence and academic achievement

#### Career

- It is the responsibility of the student to decide his/her goals and ambitions to get a bright future career, in addition to the responsibility for following up his academic progress and request advice and guidance from the academic advisor to implement his study plans
- Special and advance attention (at the beginning of the semester and after the first semester) in guiding students who are about to graduate and help them get a high rate that allows them to get a suitable job opportunity after their graduation.

#### Psychological and social

- Advising programs to help students with special needs, during their university life, to achieve the highest levels of psychological and social adaptation and academic achievement as applicable by their abilities, to study their problems and work to solve them, and to provide training opportunities for them, each according to his field and needs
- academic advisor helping the student to understand himself, the nature of his problems that affect his educational attainment and how to solve them
- Academic advising process familiarize all members with mechanisms of academic, psychological and social guidance for the students.
- Reporting some recommendations regarding the academic advising process to those who are authorized to make decision and assist student or direct him to the competent authorities, especially if student needs psychological or social guidance

#### **4. Special Support**

(Low achievers, disabled, gifted and talented)

##### **Low achievers**

5. Each academic advisor reviews the exam results of the previous semester for his/her student to identify the failing students with the start of a new academic year.
6. The academic advisor observes the performance of the stumbling students and makes a report in accordance with form no. (5), counseling low-achieving students in the student file on their academic status and giving it to the group's coordinator.

7. Each academic advisor conducts a personal interview with all these students to identify their problems from their point of view and write reports on that.
8. The academic advisor coordinates between the teacher who teach the courses in which the students are stumbling and the students who are faltering, in order to set appointments to meet with them during office hours to re-explain and clarify the stumbling points. And can suggest the following plan:
  - Held revision session for the students according needs.
  - Assist students in managing their study time.
  - Enhancing the student's motivation and self-efficacy to become active and interactive.
  - Reviewing lectures by a faculty member using easy and simplified presentation methods.
9. Reports of defaulting are studied by the academic supervisor of the group, and the needs of defaulting students are determined.
10. The Academic Supervisor presents the appropriate plans to address the causes of stumbling to the academic advising unit.
11. Meetings are held with academic Supervisor to discuss the implementation of plans to address and overcome the causes of students' stumbling blocks.
12. Each academic advisor shall, immediately after announcing the results of the examinations, follow up the improvement in the level of achievement of these students, and submit a report thereon to her Excellency the academic supervisor.

#### **The support system for disabled students (short-term)**

##### **In Case of Physical disability**

In case of medical condition that affect student attendance for classroom and based on medical consultation and academic committee recommendation, scientific department can direct course coordinator to give online lectures for those students.

In case of a physical disability, the academic advisor directs the student to obtain health care, coordinates for him:

- Arrange the suitable time for missed lectures and exams.
- Relocation of classes and exam hall.
- Use of infrastructure services for students with disabilities (Ramp- especially prepared bathroom)

##### **In case of psychological problem**

Students who suffer from Psychological problems and discovered by her/his teachers and academic supervisor, so her the academic supervisor arrange many meeting with student in trial to assist students to solve problems and if the problem persist and may affects her/his performance. the academic supervisor uploads the report to the academic advising unit for discussion and recommendation. The academic advising unit send the recommendation to the college board for discussion and take the appropriate actions and refer the student to the psychological guidance unit in university.

## Teaching and Administrative Staff

### 1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
<b>Professors</b>	Nursing	<ul style="list-style-type: none"> <li>Medical surgical nursing</li> <li>Emergency nursing</li> <li>Critical nursing</li> <li>Maternity nursing</li> <li>Child health nursing</li> <li>Leadership &amp; Management</li> <li>Nursing education</li> <li>Psychiatric &amp; Mental health nursing</li> <li>Community Health nursing</li> </ul>	-	1	4	5
<b>Associate Professors</b>	Nursing	<ul style="list-style-type: none"> <li>Medical surgical nursing</li> <li>Emergency nursing</li> <li>Critical nursing</li> <li>Maternity nursing</li> <li>Child health nursing</li> <li>Leadership &amp; Management</li> <li>Nursing education</li> <li>Psychiatric &amp; Mental health nursing</li> <li>Community Health nursing</li> </ul>	-	1	4	5
<b>Assistant Professors</b>	Nursing	<ul style="list-style-type: none"> <li>Medical surgical nursing</li> <li>Emergency nursing</li> <li>Critical nursing</li> </ul>	-	2	1	3

Academic Rank	Specialty		Special Require ments / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
		<ul style="list-style-type: none"> <li>Maternity nursing</li> <li>Child health nursing</li> <li>Leadership &amp; Management</li> <li>Nursing education</li> <li>Psychiatric &amp; Mental health nursing</li> <li>Community Health nursing</li> </ul>				
Lecturers	Nursing	<ul style="list-style-type: none"> <li>Medical surgical nursing</li> <li>Emergency nursing</li> <li>Critical nursing</li> <li>Maternity nursing</li> <li>Child health nursing</li> <li>Leadership &amp; Management</li> <li>Nursing education</li> <li>Psychiatric &amp; Mental health nursing</li> <li>Community Health nursing</li> </ul>	-	3	7	10
Teaching Assistants	Nursing	-	-	-	-	-
Technicians and Laboratory Assistants	Nursing	4	-	2	2	4
Administrative and	Nursing	5	-	1	4	5

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Supportive Staff						
Others ( specify )	Nursing	NA	-	-	-	-

## 2. Professional Development

### 2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

#### At the level of Northern Border University:

- Northern Border University make orientation program for new staff including topics related to Academic Guidance, study exam and policy regulation, policy and regulation regarding to scientific research, promotion SDL, and information technology, etc.
- There is a contracted faulty directory manual that was in English and Arabic format contains all information for new faculty as visa, annual and emergencies holidays, duties of the faculty members, bank account --- etc

#### At the level of nursing program:

- There is nursing mentoring manual that including brief description about Program specification, program objectives, learning outcomes, teaching strategies, assessment methods and format, mechanism used for course and program evaluation, rules, and regulations.
- Also scientific department conduct condensed orientation program with new faculty as course specification, course file, evaluation process to facilitate the smooth transition and integration in the department work.

### 2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

Northern Border University determine needs of faculty members by using faculty members survey and make training program and workshops through the deanship of development of

university education, deanship of E learning and distances learning, deanship of library affairs, deanship of quality and academic accreditation and University agency for Academic Affairs.

## **Learning Resources, Facilities, and Equipment**

### **1. Learning Resources.**

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

Based on annual courses review and recommendations. The department chair prepares a list of educational resources, which will be submitted to the library committee. That includes the required textbooks, electronic resources, and audiovisual materials. The processes followed by faculty and teaching staff for planning and acquisition resources for library and classrooms are as follow:

1. At the end of each semester, the faculty staff submits the course report to the department chair that may suggest the need for additional educational resources.
2. The academic guidance unit prepares a list of expected number of students for each course is prepared to estimate the quantity of needed resources.
3. Library committee will prepare the needed textbook and resources report, after the dean approval the committee will send it to the library deanship in the university.

### **2. Facilities and Equipment**

(Library, laboratories, medical facilities, classrooms, etc.).

#### **Library**

The faculty of nursing share the medicine and applied medical science in the same library at the female campus

- The faculty staff and head of departments receive a list of books and references from the deanship of library.
- Each head of department fill out forms of the references and books that are need according to the course report for the recommendation of updating the references
- Another way to detect availability and adequacy of books and suitable references is the student opinion about adequacy of the textbook and references
- Approve the list by the dean and sent to Deanship for Library for further process.

- The student have an ID allow him to free access to Saudi Digital Library (SDL) that have a marvelous text books and database.

### **laboratories**

- The head of each department with the assigned faculty within the department revise the needed supplies and equipment for their lab and sent it to the lab committee.
- Laboratory supervisors prepare an inventory report to count and determine status of available supplies, equipment, and consumables in laboratories.
- Laboratory committee will prepare the needed laboratories supplies and resources report, after the dean approval the committee will send it to the laboratory in the university.

### **3. Arrangements to Maintain a Healthy and Safe Environment** (According to the nature of the program )

The program develops and implement specific occupational safety and health working practice with coordination with university especially in labs and clinical training sites through the following:

- There is written policy for safety inside each lab.
- There is orientation program for staff and students about safety
- There is orientation program for staff and students about evacuation plan
- Emergency exit is available
- There is smoke detector all over the college
- Emergency kits are available all time in each lab and some rooms.

## **Program Management and Regulations**

### **1. Program Management**

#### **1.1 Program Structure**

(including boards, councils, units, committees, etc.)

- College board
- Departments councils
- Student Advisory Council
- College Advisory Board
- Quality and accreditation unit
- Guidance and advising unit
- Graduated Unit

- Internship and Training Unit
- Alumni Unit
- Curriculum and Study Plans Committee
- Study Schedules Committee
- Examination committee
- Academic excuses and requests committee
- The Committee for Postgraduate Studies and Scholarships
- Annual Report Committee
- Scientific Research Committee
- Scientific Committee
- Disciplinary Committee
- Crisis and emergency Committee
- 1. Student Activity Committee
- 2. Security and Safety Committee
- 3. Laboratory Committee.
- 4. Study Schedule Committee.
- 5. High impact Practice committee.
- 6. Follow-up Committee.

### **1.2 Stakeholders Involvement**

Describe the representation and involvement of stakeholders in the program planning and development. (Students, professional bodies, scientific societies, alumni, employers, etc.)

- College is careful of the representation and involvement of stakeholders in the program planning and development (Students, professional bodies, scientific societies, alumni, employers) through: College advisory board, Quality and Academic Accreditation Committee, Student advisory council, quality supervisory committee, disciplinary committee and Crisis, emergency Committee and Alumni Unit.
- Also, at end of each year there is an employer and stakeholder survey about the program graduated students, to get feedback about program learning outcomes, effectiveness of teaching strategies and assessment methods

### **2. Program Regulations**

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

<https://drive.google.com/drive/folders/16aj7wssE8xkxgDGwxZVp3vHlIC0FBr82?usp=sharing>

1. The Bachelor of Nursing Program is 144 Credit hours consisting of 8 Semesters followed by one year of Internship field training program (refer to the Curriculum Study Plan Table above).
2. Students are expected to finish the 144 credit hours of the program within 8 semesters (4 years) when following the level credit hours load as suggested in the study plan.
3. **Attendance:** All courses described in Curriculum Study Plan Table are required with attendance level of no less than 75% in both theoretical and clinical parts of the courses.
4. **Graduation Requirements:** Successful Completion of the required credit hours of the program and successful completion of the Internship program

## Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

- The courses offered in other departments were aligned with the program intended learning outcomes, including University and College requirement courses.
- The course specifications of these courses were prepared in consultation with the program chair / coordinator
- Review of course reports and students' surveys by the Nursing Quality Assurance committee by the end of every semester. Recommendations are submitted to the Department chair for review of courses

[https://northernuniversity-my.sharepoint.com/:b:/g/personal/nursing\\_nbu\\_edu\\_sa/Ee7L2hCCH5xFrkC9Fu1E6KoBota1nPPq5aVSfqssE1UUqA?e=CmTn8G](https://northernuniversity-my.sharepoint.com/:b:/g/personal/nursing_nbu_edu_sa/Ee7L2hCCH5xFrkC9Fu1E6KoBota1nPPq5aVSfqssE1UUqA?e=CmTn8G)

### 2. Program Quality Monitoring Procedures

Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks. Plans for improvement made and implemented. Central importance must be

attached to student learning outcomes with each course contributing to the achievement of overall program objectives through many procedures as the following:

6. Student progression rate (year-to-year).
  - a. Periodic student evaluations of the program
  - b. Program graduate surveys and recommendations and follow-up visits
7. Key Performance Indicator
8. Feedback from clinical mentors and preceptors
9. The overall student performance and examination results
10. The results of students in Saudi Nursing Licensure Examination
11. Stakeholders' survey results
12. Course evaluation survey
13. Program evaluation survey
14. Student experience evaluation survey
15. Comprehensive exit exam for expected graduating students (evaluating learning outcomes test).
16. Annually program report
17. Course reports at end of each semester
18. Advisory committee of program which included the stakeholders and employers, this committee is involved in planning and feedback of program

### **3. Arrangements to Monitor Quality of Courses Taught by other Departments.**

Program evaluated quality of course that taught from another department as medical college, educational college, faculty of applied medical science and faculty of science through.

- Course evaluation survey
- Periodic and final exams results
- Program evaluation survey

### **4. Arrangements Used to Ensure the Consistency between Main Campus and Branches** (including male and female sections)

**Programs achieve Consistency between male and female sections through:**

1. Programs achieve Consistency between male and female sections through:
2. Faculty members following same course specification for male and female.
3. Faculty members do same exam for male and female.
4. Involvement of male and female students in college committees
5. Male and female Faculty members share in education in two sections

**5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).**

Not applicable

**6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes**

**Program Learning Outcomes is evaluated through the following:**

1. Students' achievement of learning outcomes in nursing program is verified through direct methods upon completion of the curriculum evaluation for each batch of students. The results of the course evaluation are used to measure progress in achieving student learning outcomes as reference points and continuous evaluation.
2. Exit exam for expected graduate students.
3. Percentage of achievement of Saudi Specialty License Exam
4. Through Policy for evaluating learning outcomes for academic programs at the undergraduate level Northern Border University
5. Program graduate surveys
6. Key Performance Indicator
7. Stakeholders' survey results

**7. Program Evaluation Matrix**

<b>Evaluation Areas/Aspects</b>	<b>Evaluation Sources/References</b>	<b>Evaluation Methods</b>	<b>Evaluation Time</b>
Effectiveness of teaching	Students, Graduates & alumni	Indirect (Surveys)	End of semesters
effectiveness of teaching & learning resources	PLOS Students & Graduates	Indirect (Surveys)	End of semesters, end of academic year
Effectiveness of teaching	Faculty	Direct (CLOS Measurement)	End of semesters
Effectiveness of assessment	Students	Surveys	End of semesters
External reviewer for program specification, report and course specification, reports	External Faculty	Direct	end of academic year
Program learning outcome Report	Faculty	Direct	end of academic year
leadership	Faculty	Annual administrative evaluation	end of academic year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
leadership	Administrative staff	Annual administrative evaluation	end of academic year
Exit Exam	Faculty	Direct	end of academic year
SNLE (Saudi Nursing Licenses Exam)	Faculty	Direct	end of academic year

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)

#### 8. Program KPIs\*

The period to achieve the target ( ..... ) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1- Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	70%	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year	Annually
	KPI-P-02	Students' Evaluation of quality of learning experience in the program	4	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey	Annually
	KPI-P-03	Students' evaluation of the quality of the courses	4	Average students overall rating for the quality of courses on a five-point scale in an annual survey	Annually
3- Teaching and Learning	KPI-P-04	Completion rate	80%	Proportion of undergraduate students who	Annually

No	KPI s Cod e	KPIs	Tar get	Measurement Methods	Measurement Time
				completed the program in minimum time in each cohort	
	<b>KPI-P-05</b>	<b>First-year students retention rate</b>	<b>80%</b>	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	Annually
	<b>KPI-P-06</b>	<b>Students' performance in the professional and/or national examinations</b>	<b>80%</b>	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)	Annually
	<b>KPI-P-07</b>	Graduates' employability and enrolment in postgraduate programs	80%	Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year	Annually
	<b>KPI-P-08</b>	Average number of students in the class	20	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)	Annually
	<b>KPI-P-09</b>	Employers' evaluation of the program graduate's proficiency	4	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey	Annually

No	KPI s Cod e	KPIs	Tar get	Measurement Methods	Measurement Time
4-Students	KPI-P-10	Students' satisfaction with the offered services	4	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey	Annually
5-Teaching Staff	KPI-P-11	Ratio of students to teaching staff	10:1	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program	Annually
	KPI-P-12	Percentage of teaching staff distribution  Professor Associated professor Assistant professor Lecturer	10 % 15 % 50 % 25 %	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking	Annually
	KPI-P-13	Proportion of teaching staff leaving the program	Less than 10 %	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	Annually
	KPI-P-14	Percentage of publications of faculty members	60 %	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program	Annually
	KPI-P-15	Rate of published research per faculty member	1 : 1	The average number of refereed and/or published research per each faculty member during the	Annually

No	KPI s Cod e	KPIs	Tar get	Measurement Methods	Measurement Time
				year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	
	<b>KPI-P-16</b>	Citations rate in refereed journals per faculty member	3:1	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published	Annually
<b>6-Learning Resources, Facilities, and Equipment</b>	<b>KPI-P-17</b>	Satisfaction of beneficiaries with the learning resources	<b>4</b>	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey	Annually

\* including KPIs required by NCAAA

#### **I. Specification Approval Data**

<b>Council / Committee</b>	<b>COLLEGE BOARD ( 1443-1444)</b>
<b>Reference No.</b>	<b>THIRD</b>
<b>Date</b>	<b>4/6/1444 H</b>

## **32. INTERNSHIP PROGRAM**

### **INTRODUCTION**

Following successful completion of the four years in the undergraduate nursing program, the student must spend 52 weeks of the hospital-based internship period in a recognized hospital that can offer suitable 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 expertise to perform as an independent nurse specialist (per Saudi council for health specialties accreditation) and as a first level nursing manager, and will enable the student to adjust to real practical life in different units in the hospital settings. By completing this internship period, the graduate nurse is expected to fulfill the program's objectives and award the certificate.

### **VISION:**

Connect the practice in modern areas of nursing excellence and professional standards to safeguard the position of internship nurse.

### **MISSION:**

Nursing college committed to produce competent, compassionate professionals through relevant challenging, effective curriculum, instruction, and research-oriented environment that is responsive and relevant for global competitiveness.

### **GENERAL AIM**

To enable new graduates to integrate knowledge, skills and attitudes to promote competence in nursing practice in different sitting.

### **Learning Outcome**

By the end of each department (Medical, Surgical, Maternity, Pediatric, Critical care and Emergency) the intern will be able to:

1. Demonstrates theoretical knowledge to provide independent nursing care safely to patients.
2. Utilize knowledge from healthcare setting in carrying out quality nursing care to patients.
3. Utilize critical thinking and clinical reasoning to evaluate and plan a nursing care for patients.
4. Utilize research findings and evidence-based practices to improve the quality of nursing care.

5. Distinguish principles of patient safety in diverse population and prioritize the patient care appropriately
6. Demonstrate the ability to make ethical decisions about nursing care in complex sociological, economic, and biomedical situations.
7. Demonstrate professionalism in a manner of attendance, preparedness, and communication.
8. Demonstrate confidence in providing patient-centered care and nursing leadership skills at the bedside.
9. Demonstrate effective communication skills and sufficient knowledge to educate patients, families, and/or significant others.
10. Demonstrate the ability to collaborate with clients and healthcare professionals to provide general and specialized quality nursing care.
11. Apply competence of effective coordination and collaborative skills in providing quality nursing care.
12. Demonstrate abilities to perform clinical skills with supervision, within the scope of practice.
13. Demonstrate effective and competence in writing skills and documentation
14. Accept responsibility for self-directed lifelong learning, personal growth, and professional role development.

## **GENERAL RULES AND PROCEDURES FOR NURSING INTERNSHIP PROGRAM**

### **GENERAL RULES**

#### **The Intern should:**

1. complete all the academic courses for the undergraduate successfully before commencing the internship program
2. Attend the college orientation day
3. Attend the hospital orientation program
4. Report to work exactly **(40)** hours per week. (Sunday to Thursday)
5. Follow the rules and regulations of the hospital where the training is taking place.
6. Notify the internship supervisor or coordinator for any problems.
7. The internship must be completed within one year and 6months after passing the academic courses.

8. The intern student must attend 85% of the period for training in every area
9. Training period in any area will be repeated if the student absent more than 4 days in that area.
10. The intern students must approach 60% of evaluation percentage in each area.
11. Intern students are expected to stay in the department assigned until the time of endorsement; any students who are not found in their departments will be marked absent
12. The intern students will be evaluated by the Nurse supervisors according to the daily performance in logbook for each area.
13. The intern students will be evaluated by the Internship supervisors according to the weekly performance in logbook for each area. (The logbook contains)
  - Procedure check list for each area and its objective
  - Evaluation sheet that will be use by the college staff and head of departments in hospital
14. If the intern students will not strictly follow the hospital rules and regulations regarding internship training; the following sanctions will be applied;
  - The investigation result from the hospital staff will be reviewed by the internship head and staff and consider whatever punishment they offer.
  - The intern student will be given the chance to defend herself to the internship committee personally.
  - If the act is misconduct/disobedience, the student will make a letter informing that the act will not be repeated.
  - There will be 2 weeks clinical duty added to her internship training period and it should be done at the end of her internship training.
  - And if the student intern will not follow the sanction agreement, then the student internship training will be discontinued not unless found not to be guilty of any accusations.
15. The internship program consists of 12 months “52 working weeks”

### 33. PROGRAM OPERATIONAL RULES

The students must attend all the academic activities for the entire weeks. If any student is absent in the academic activities with genuine reason, they can apply for excuse through academic supervisor. They have to submit supporting documents for absenteeism. The college committee will be examining their application, and supporting documents. If the committee found out that, it is genuine based on medical grounds or any other important issues, they will approve the leave of the students. So the students will get excuse for their leave.

#### Calculation of Absenteeism & Alarm

All subject coordinators will maintain the attendance of their subjects. On 4<sup>th</sup> week the subject coordinators will be calculating the attendance, if the student is having absenteeism is more than 5% we are issuing first alarm. On 6<sup>th</sup> week again we are calculating the attendance, if the student is having absenteeism more than 10% we are issuing second alarm. If the absenteeism is more than 15% we are issuing third alarm. If it is more than 20% we are issuing final alarm. Any student failing to complete 75% of their attendance, they will be forbidden & denied to sit for the exam and will be marked (DN). If the students have more than 25% the students will be forbidden from the exams.

#### Warning Letters:

First Alarm/	Second Alarm/ warning	Third Alarm/ warning	Final Alarm/ warning	Forbidden
5%	10%	15%	20%	25%

**Unexcused Absences:** Students absent more than 25% (4 days theory or 8 days practical), will be deprived from attending the final written exam.

**Excused Absences:** Students with excused absents should not exceed 25% of the course. More than 25% of excused absence will expose the student to the deprivation of the admission of the final written and clinical examinations.

## 34. REGISTRATION OF SUBJECTS

The University is giving an opportunity to the students to do self-registration of their subjects, under the guidance of Academic supervisor. As per the University Schedule and according to their study plan the students can do their registration in the first week of their semester or in registration week.

### **Addition & Deletion of Subjects**

**Dropping a semester:** The student is allowed to submit written excuse for not attending a semester, as not to be marked (Fail) in the courses. Deadlines for submitting this form must be checked on the university website [www.nbu.edu.sa](http://www.nbu.edu.sa)

**Post ponding of studying:** A student is allowed to postpone his or her studies when the University Council approves her or his application. A student cannot postpone 2 consecutive semesters or 3 non-consecutive ones; otherwise she will be expelled from the university. Only on exceptional cases, a student can be granted an exception for further postponement. The postponement is not counted in the graduation requirements. Deadlines for submitting this form must be checked on the university website [www.nbu.edu.sa](http://www.nbu.edu.sa)

**Dropout:** If a student drops out a semester without submitting a postponement application, she will be expelled from the university.

**Transfer:** The student is allowed to transfer to another college as long as he or she completes 24 credit hours in his or her current college and as long as he or she meets the requirements of the desired college. Deadlines for submitting this form must be checked on the university website [www.nbu.edu.sa](http://www.nbu.edu.sa)

**Withdrawal:** Student may be allowed to withdraw from the College for a semester and not be considered as having failed if the Student furnishes an acceptable excuse to the authorized body as determined by the College Council, at least five (5) weeks before the commencement of the final examinations. If absolutely necessary, the College Council may extend this period. A grade of "W" will be recorded for the Student in that semester, and the semester will be included in the period within which the Student is required to complete graduation requirements.

**Suspension:** A Student may submit an application for suspension of enrolment, for reasons acceptable to the appropriate authority designated by the College Council, provided the suspension

period does not exceed two consecutive semesters, or a maximum of three non-consecutive semesters, during the Student's entire course of study at the College. Otherwise, the Student's enrolment status will be cancelled. However, the College Council may, at its discretion, make exceptions to this rule. The period of suspension will not be included in the period within which the Student is required to complete graduation requirements.

- If a regular Student interrupts studies for one semester without submitting an application for suspension of enrolment, the Student's enrolment status at the College will be cancelled. The College Council however, may at its discretion, cancel a Student's enrolment status if the Student discontinues studies for a period of less than one semester. The enrolment status of a Student studying by affiliation will be cancelled if the Student makes himself absent from the final examination of all the courses in the semester without submitting a valid excuse

### **Re-Enrolment**

Students who have had a single course failure may enrol in the same course for not more than four times.

Students must retake whichever subjects or classes that were not completed. It is highly recommended that they also enrol in the clinical course regardless of the student's final grade in that clinical component. The rationale for this is to help the student maintain his clinical skills in the next term to contribute to success in subsequent terms.

If the students failed in the subjects more than 3 times & he or she may have pending subjects, the University is allowing her to do the subjects registration, according to their GPA. If the GPA is more than 2.5, they can register maximum of 12 credits.

[https://www.nbu.edu.sa/AR/Deanships/Student\\_Issues/Guide%20Book/Student-Rewards.pdf](https://www.nbu.edu.sa/AR/Deanships/Student_Issues/Guide%20Book/Student-Rewards.pdf)

### **8. Student Rewards**

- Rewards amount: Rewards for the Literary Department (SAR 058), the Scientific Department (1888) (SAR, Postgraduate Studies) (088) riyals.
- A deduction from the rewards (18) ten riyals per month for the student fund.

#### **Conditions for disbursing rewards:**

- In the study.
- To be a regular student
- That the student be a Saudi national, or a Saudi mother, or on an external scholarship.
- The student should not be a government employee

#### **Reasons for stopping the reward payment:**

- The student's cumulative rate has fallen to less than (2).

- Apologizing, postponing, withdrawing from or failing any semester.
- The end of the regular period prescribed by the colleges.
- The student obtaining a disciplinary decision for violating the university's regulations and instructions.

**The regular period for the student to obtain the monthly stipend:**

- The period during which the monthly stipend is spent is related to the regular period for the student's graduation (according to the college).

**Privilege reward:**

- An amount of (1888) thousand riyals was paid to the student for every two consecutive semesters that took place.
- There is a rate of 58.4 -5, except for the summer semester, provided that it is within the regular period to disburse the reward.

**2. Exchanges:**

- No □ Reader allowance (5248 given to male/female student) (Five thousand two hundred and forty riyals)
- A disability allowance (1588) one thousand five hundred riyals granted to the student with disabilities, with the necessity of Complete the medical examination form to get a reward for a reader and a reward for a disability.
- To obtain one of the above allowances, the following procedures are required:
- Fill out the form designated for this at the Guidance and Counseling Unit
- The form and attachments of medical reports and evidence are sent to the Comprehensive Rehabilitation Centre in the region to determine the type of disability and its eligibility for the allowance. After directing the Comprehensive Qualification Centre to pay the allowance, the Guidance and Counseling Unit will raise the full amount. The transaction is for the rewards unit to complete the exchange of the allowance.

**External Scholarships:**

The scholarship student is treated as a Saudi student in terms of financial benefits in addition to the following rewards:

- One month's reward for books and references provided that their disbursement is limited to the statutory period to study.
- Two months' supply of equipment allowance upon arrival.
- Three-month stipend for graduation allowance for shipping books.

[https://www.nbu.edu.sa/AR/Deanships/Student\\_Issues/Guide%20Book/Student-Fund.pdf](https://www.nbu.edu.sa/AR/Deanships/Student_Issues/Guide%20Book/Student-Fund.pdf)

[https://www.nbu.edu.sa/EN/Deanships/Student\\_Issues/Guide%20Book/Student-Fund.pdf](https://www.nbu.edu.sa/EN/Deanships/Student_Issues/Guide%20Book/Student-Fund.pdf)

**Student box**

**Services provided by the fund: terms and conditions**

1. Predecessors (according to terms and conditions)
2. Subsidies (according to terms and conditions)
3. Evacuation of the party.

4. Supporting student activities (sports - cultural - social - religious - scientific).
5. Employing university students during the academic year.
6. Investment.

#### **Loans:**

An advance is paid to students during the academic year according to the following rules:

1. Regularly studying during the semester.
2. The continuation of the reward. .
3. The social researcher's recommendation (researcher) after studying and evaluating the case.
4. Not to combine the advance and aid.
5. Commitment to pay the advance during an academic year according to the relevant form.

#### **Subsidies:**

A subsidy is paid to students during the academic year according to the following rules:

1. Regular study during the semester with good conduct and behavior.
2. Interruption of the monthly bonus.
3. The student should not work at the university under the item “Student Employment” in the Student Fund
4. Recommendation of the social researcher (researcher) after studying and evaluating the case.
5. Not to combine aid and advance.
6. Attach what supports the need for the subsidy and the required documents:
  - ❖ Aid request form.
  - ❖ b- Academic record of the current semester.
  - ❖ Study schedule for the semester.
  - ❖ University card or status card.

#### **Disclaimer:**

- Fill out the form for the release of the party
- Bring the original national ID - residence for residents - or passport
- Bring a legal power of attorney in case the student is unable to attend in person
- The university card must be handed over, if issued.

#### **Student Activities:**

Disbursement from the fund to support student activities and award prizes to those who excel in them shall be in accordance with for the following controls by what

1. The person responsible for the activity submits a request to the Chairman of the Board of Directors of the Student Fund, accompanied by
  - ❖ Detailed activities and the time of their implementation.
  - ❖ The estimated budget for its implementation with an explanation of the amount of funding from the budget of the educational institution

- ❖ If any, the required support from the fund.
  - ❖ To present it to the Board of Directors for its decision.
2. Ensuring that the amount is available in the fund's budget in preparation
  3. The Chairman of the Board of Directors may, in case of urgency and his assessment of the situation, disburse part of the support
    - ❖ What is required before being presented to the Board of Directors, provided that it is presented to the Board at its next session
    - ❖ To take his approval on this, provided that the amount does not exceed 22% of the required support.
  4. Disbursing the amount to the person responsible for the activity as a temporary advance after the approval of the Board of Directors.
  5. The person responsible for the activity submitted documents supporting the disbursement and what might be left of the advance
    - ❖ The fund's account is held by the Chairman of the Board of Directors and it shall be closed within fifteen days from the date of expiry

**The purpose for which it was spent.**

Student run:

- This program aims to develop the skills of university students, and to familiarize them with administrative work and technical departments for the departments that had the opportunity to work in them to gain experience, in addition to benefiting
- The various sectors of the university are the work of these students, and the students to be hired are nominated
- During the semester, through their colleges, in coordination with the Student Fund Administration at the Deanship of Student Affairs

The student, and this is done according to the following rules:

1. Priority of employment opportunities should be given to students with financial need who have not previously work in the program since they joined the university.
2. Not to employ any student who has previously worked three times during his study at the university.
3. It should be taken into account that students are not allowed to combine two employment opportunities during the semester of the study.
4. The number of working hours for each entity shall not exceed the specified hours.

5. Student employment lists are sent to the Deanship of Student Affairs for approval and payment of dues.
6. The student immediately after the end of the employment period.
7. The employment statements, with their attachments, shall be submitted two weeks before the end of the semester, bearing in mind that Delayed filing entails postponing the dues for the following semester.

**Investment:**

1. Establishing service investment projects that are beneficial to the student, such as canteens, printing and copying photography, and securing office and scientific tools, and the like.
2. Executing the investments adopted by the Student Fund Board in various fields.
  - Pictures and magazines that are contrary to Islamic morals and ethics inside the dorm rooms or bring them inside the university and its facilities.
  - Make any modification, change or transfer of the internal housing furniture or its contents without the approval of the competent authorities. Violation of the housing regulations and the rule

[https://www.nbu.edu.sa/AR/Agencies/Academic\\_Issues/Guide%20Book/Regulations\\_for\\_disciplining\\_students\\_at\\_NBU.pdf](https://www.nbu.edu.sa/AR/Agencies/Academic_Issues/Guide%20Book/Regulations_for_disciplining_students_at_NBU.pdf)

Regulations for disciplining students at NBU.pdf

[https://northernuniversity-my.sharepoint.com/:b:/g/personal/nursing\\_nbu\\_edu\\_sa/EZILTFKtTHRAs4fpxIg8cQQBS1kqBxK3G78CPBSJWTNQuQ?e=lvYyVe](https://northernuniversity-my.sharepoint.com/:b:/g/personal/nursing_nbu_edu_sa/EZILTFKtTHRAs4fpxIg8cQQBS1kqBxK3G78CPBSJWTNQuQ?e=lvYyVe)

## **35. Student Disciplinary Regulations at Northern Border University**

### **Article one:**

Without prejudice to the provisions contained in the bylaws of Saudi universities, this disciplinary regulation and its articles shall be subject to all Students enrolled in the university for the diploma, bachelor's, and postgraduate levels, and the like, including the affiliation student.

Those who are enrolled in training programs and courses, and the provisions of this regulation are concerned with the following:

1. Control the student's behavior.
2. Treat their behavior using the educational methods available at the university.

3. Approving disciplinary penalties for students who violate the rules and regulations in force at the university.

### **Article Two:**

Second subject: The following terms, wherever mentioned in this regulation, denote the meanings written in front of each of them:

1. University: Northern Border University.
2. Students: all of both sexes enrolled in university studies at the diploma, bachelor's and postgraduate levels, and affiliation students.
3. They are governed by whatever nationalities they are.
4. The Committee: The Permanent Student Disciplinary Committee at the University and other sub-committees.
5. Violation: non-compliance with the university's rules, regulations and instructions.
6. Punishment: The deterrent disciplinary ruling stipulated in this regulation, or what is recommended by the relevant committees.

### **Article Three:**

Violations committed by students outside the university are excluded from the application of the penalties stipulated in this regulation.

The university, its employees, and its various systems, as these are within the jurisdiction of the public authorities in the state, unless the concerned authority refers them to the university.

### **Article Four:**

Any violation of the provisions of Sharia and its etiquette, or the university's rules, regulations, and traditions, is considered a violation, for example

Limited example:

1. Every deed or statement issued by a university student facilitates the debt within the university and its facilities.
2. Every act or statement that offends honor and dignity, or offends modesty (such as going out with non-mahrams, mixing and the like) or a good horse. Confidentiality, behavior and etiquette.
3. Student leaving the university or residence without permission from the competent authorities.

4. Committing any act that contradicts the qualities of a student of knowledge, such as not adhering to the appropriate modest dress for students of knowledge inside the university campus. Which has been generalized in its kind or changed in a way that is not appropriate.
5. Acts that disturb the system of colleges, scientific centers, university housing units and all other university premises.
6. Any harm to the university's reputation.
7. Disruption of order during exams, lectures or practical lessons.
8. Cheating or attempting to cheat in the exam, as well as cheating in reports, assignments, and graduation projects.
9. Student entering the university campus instead of others, or assisting in that, or bringing in people from outside the university and impersonating University student character.
10. Smoking inside college buildings and facilities, and not maintaining the cleanliness of the university and its facilities.
11. Assaulting or insulting the university's members of the faculty, staff and students.
12. Disrupt activity programs within the university or housing units, directly or indirectly.
13. Deliberate damage, vandalism, or misuse of the immovable and movable property and facilities of the university and the boarding house.
  - Such as buildings, furniture and contents of scientific centers, classrooms and laboratories of equipment, tools, teaching aids and maps
  - Central library holdings, branch libraries, museums, galleries, playgrounds, parks, wall newspapers, advertisements
  - Guidance posters, etc.
14. Keeping flammable or explosive materials, or the place of a white or fire weapon, as well as keeping films of residence in the dormitory.
15. Possession or misuse of mobile devices equipped with a camera or photographic equipment within the university and its facilities, including housing students.
16. Entering mobile phones in examination halls.
17. Every organization of committees, conferences or assemblies, or the issuance of pamphlets, newspapers, or journals, or their distribution, or the collection of funds. Or donations before obtaining a prior license from the competent authorities of the university.
18. Reporting information or news to newspapers, magazines or other media without prior permission.
19. Forging documents, certificates, or official documents, or using them after forging them, whether they were issued by the university or outside it as long as it is related to the student's

relationship with the university or the study procedures there, or the destruction of all or some of its contents, Deliberately or using illegal methods to obtain it.

20. The student's failure to comply with the penalty imposed by the competent authorities.
21. Abuse of the collective network or giving the username or password to another person.
22. Recklessness and indifference to what is in the interest of the university and its affiliates.
23. Failure to comply with the instructions of the security and safety men at the university and the directional boards.
24. Imitation and imitation of non-Islamic societies in their customs and traditions that are contrary to Islam and its teachings.
25. Absenteeism, delay or procrastination in the matter issued by the Disciplinary Committee of taking pledges, notification decisions, or receiving mobile phones.

#### **Article Five:**

Every student who commits one of the violations stipulated in Clause (8) of Article 4 related to the examination system is subject to for the following rules:

##### **A. Year work exams**

- Whoever is proven to have cheated or attempted to cheat in one of the year's exams, his grade in that exam will be voided.

His registration in the course shall be cancelled for anyone who repeats it.

##### **B. Final exams**

- 1- An exam score shall be cancelled if one has cheated or is proven to have a fever

#### **Article 27:**

The Permanent Student Disciplinary Committee issues the necessary instructions to organize the work of the sub-committees, including the forms necessary to achieve the purpose of its establishment in accordance with its terms of reference set forth in this regulation.

#### **Article 28:**

Decisions issued by the authorities concerned with imposing penalties in accordance with Articles Eighteen and Nineteen, shall be final and true.

The student or his guardian may object to

The decision shall be made within fifteen days from the date of the issuance of the decision, and his right to object shall not be forfeited.

The student accepts the decision and repeats the objection. His papers and objection are submitted to the university director to take the necessary action.

**Article 29:**

- The summoning of the violator in the cases stipulated in these regulations shall be through the college to which the student belongs, his e-mail, or
- His mobile phone registered in his name with the university, or by a registered letter of his known place of residence with the university, and the violator shall be responsible for changing Or modify these data recorded on his website in the academic system.

**Article 30:**

- The director of the university or the vice dean for academic affairs has the right to impose all the penalties stipulated in the penalties article.
- Disciplinary, whenever the condition of the violator or the type of violation requires privacy, confidentiality or exceptional circumstances.

**Article 31:**

- An office for investigation and disciplinary action shall be established at the Deanship of Student Affairs, against him by the Student Violations Disciplinary Committee, for re-investigation
- With the student about the need in cases that the committee deems not clear.

**Article 32:**

- The Dean of Student Affairs may form student assessment committees that are subordinate to the Deanship, in whose membership the student participates, and whose mission is to contribute.
- In assessing the undesirable behavior between students, arbitration and reconciliation of differences between them, provided that the Dean determines
- The competencies of these committees and the procedures related to them, without prejudice to the provisions of this regulation.

**Article 33:**

- In all cases, the university has the right to place a value on the student
- Damage in addition to the cost of repair and installation and the consequences thereof of consequences.

**Article 34:**

The university council is the body competent to interpret this bylaw.

### **Article 35:**

This regulation is effective as of the date of its approval by the university council, and the previous regulations concerning student discipline are repealed.

## **37.PROGRAM COMPLETION & GRADUATION REQUIREMENT**

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning

PLOs		Assessment Methods (Direct and Indirect)
Knowledge:		
K1	Recognize knowledge for nursing, life& human sciences, and other related disciplines to provide quality nursing care.	❖ Written Essay ❖ Written Objectively ❖ Oral Exam ❖ Indirect Method: Survey and opinion polls for students that are reflected in the program outcomes with a target of 3.50 out of 5.
K2	. State a systematic approach to analyzing real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings.	
K3	Describe patient-centered care, based on preferences, needs, values of patient, families, and communities at different health care settings	
K4	Reproduce the findings from research and evidence-based practice to provide competent nursing care for patients suffering from different health care issues.	
Skills:		
S1	Appraise effective communication using interpersonal skills and information technology.	❖ Written Essay ❖ Written Objectively ❖ Oral ❖ OSCE
S2	Design safe and high quality nursing care activities in different clinical settings.	

<b>S3</b>	Demonstrate various complex practical tasks and procedures related to professional nursing practice.	❖ OSPE ❖ Project and presentation ❖ Lab Exam
<b>S4</b>	Appraise the application of modern technology in clinical, managerial, and administrative settings.	❖ Simulation and role play ❖ Evaluation during field training ❖ Writing report ❖ Indirect Method: Survey and opinion polls for students that are reflected in the program outcomes with a target of 3.50 out of 5. ❖ Field training based evaluation ❖ Direct observation of procedural skills(DOPS) ❖ Rubrics ❖ Observational checklist. ❖
<b>Values :</b>		
<b>V1</b>	Appraise nursing care in professional, ethical, moral and legal way concerning the cultural influence.	❖ Observational evaluation ❖ Evaluation based on performance
<b>V2</b>	Show multidisciplinary teamwork and leadership skills to improve the delivery of high-quality nursing care.	❖ Written Essay ❖ Written Objectively
<b>V3</b>	Use critical thinking and problem-solving skills to provide safe patients' health care	Oral
<b>V4</b>	Demonstrate professional knowledge, skills, and attitudes utilizing clinical reasoning and evidence-based practices.	❖ Indirect Method: Survey and opinion polls for students that are reflected in the program outcomes with a target of 3.50 out of 5.

## ASSESSMENT PLAN

Summative and formative evaluation methods are followed in the evaluation process. Program learning outcomes will be assessed through Quiz at 4<sup>th</sup> week, Midterm exam at 9<sup>th</sup> week and Final exam at 17<sup>th</sup> week for the evaluation of theory along with lab examination and clinical evaluation. In addition to the ongoing evaluation, the students will also doing assignments, projects, presentations, etc for attaining their educational outcomes.

### 1. Assessment Tasks for Theory Subject

#	Assessment Task	Week Due	Percentage of Total Assessment Score
2	Midterm	6	35%
3	Assignment	8	20%
4	Finals	12	45%

### 2. Assessment Tasks for Practical Subjects

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	<b>THEORY</b>		<b>60</b>
2	Mid-Term	9 <sup>th</sup> Week	25%
3	Final Exam	16 <sup>th</sup> Week	35%
	<b>PRACTICAL</b>		
4	Clinical Practice & Laboratory Session		40%
	<b>Total</b>		<b>100</b>

### FINAL STUDENT'S GRADE

Grade for Examination	Percentage of Marks
A <sup>+</sup>	95-100
A	90-94
B <sup>+</sup>	85-89
B	80-84
C <sup>+</sup>	75-79
C	70-74
D <sup>+</sup>	65-69

<b>D</b>	<b>60-64</b>
<b>F (Fail)</b>	<b>&lt;60</b>

## **GRADE POINT AVERAGE**

Student's Grade Point Average (GPA) score is calculated by adding up all accumulated final grades and dividing that figure by the number of grades awarded. This calculation results in a mathematical mean or average of all final grades. Maximum score is 5.

## **RESET EXAM**

If any student absent in the exam, with genuine reasons like medical ground or any other relevant reason, the students can submit their application to college committee. After examination of the documents, the college committee will approve or reject their excuse. If it is approved by college committee the students can reappear for the examination.

Students may privately meet with the College leaders when they need to resolve their academic needs during their years of study.

Excellent and outstanding students of each class are supported and honored at the College Graduation ceremony. Note:

\*\*\*Please refer to the Prospectus, Student Handbook and Students Manuals for more information about the student's rights and responsibilities.

## **STUDENTS' SERVICES & FACILITIES**

1. Laboratory Facilities
2. Electronic services
3. Library services
4. Counselling services
5. Food Facilities & Cafeteria services
6. Books & Stationary stores
7. University Accommodation facilities for girls
8. University Health Clinics – Medical clinics
9. Community services
10. Research activities
11. Saudi Airlines services

## **LAB AND EQUIPMENT**

### **VISION**

Our vision is to fully integrate clinical simulation as a transformative innovative and immersive simulated experiences that develop competence and ensures patient safety.

Clinical simulation, integrates experimental learning to improve health care by preparing nurses in a supportive state of the art environment that promotes excellence through interdisciplinary innovation.

## **PHILOSOPHY OF CLINICAL SKILL LABORATORIES**

Nursing is a humanistic science grounded in the liberal arts and sciences. This foundation when integrated with skills provides the basis of professional integrity.

The Nursing skills lab is an essential part of our Nursing education where we have the opportunity to overcome our own fears and insecurities while working with various dummies, simulators, equipment and supplies that resembles a replacement of real-life situations. By handling the needed equipment and supplies, we are able to simulate a hospital environment where we concur the ability to learn and practice safely without causing harm to the patients.

Acquiring the necessary skills used for nursing care is an essential part of nursing education's psychomotor skills. However, well-rounded nursing education should be a combination of theory and psychomotor skills. It is not through theory alone that the student will develop the plausible characteristics of a competent nurse. That is why clinical competencies require integrating theory and practice of a real-life scenario honed in the skills laboratory.

The health care setting is not a practice setting. Therefore, skills may not be checked of during the clinical experience. The key goal of the Nursing skills lab is to provide a safe environment for the students to become competent with their Nursing skills and thereby becoming a good nursing practitioner while working towards excellence in Nursing.

## **GOAL OF CLINICAL SKILL LABORATORIES**

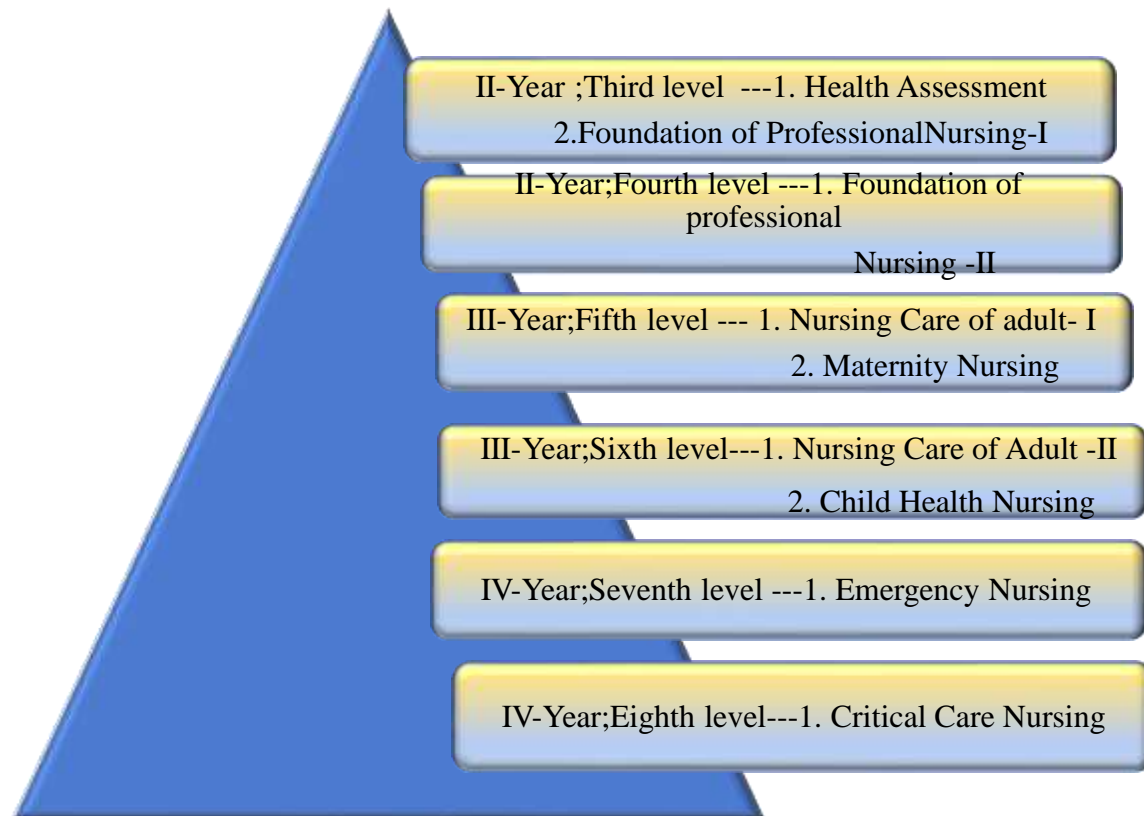
The main goal of the nursing skill laboratory is to provide an opportunity for Students to enhance their learning abilities by developing the skills and critical thinking by the following:

- Fill the gap between theory and practice by a structured clinical learning experience in the laboratory.
- Create a fear free environment to develop the nursing skills by repetition and reinforcement which will enhance students to become a safe practitioner.
- Facilitate the student's ability to apply the nursing process in performing nursing procedures.

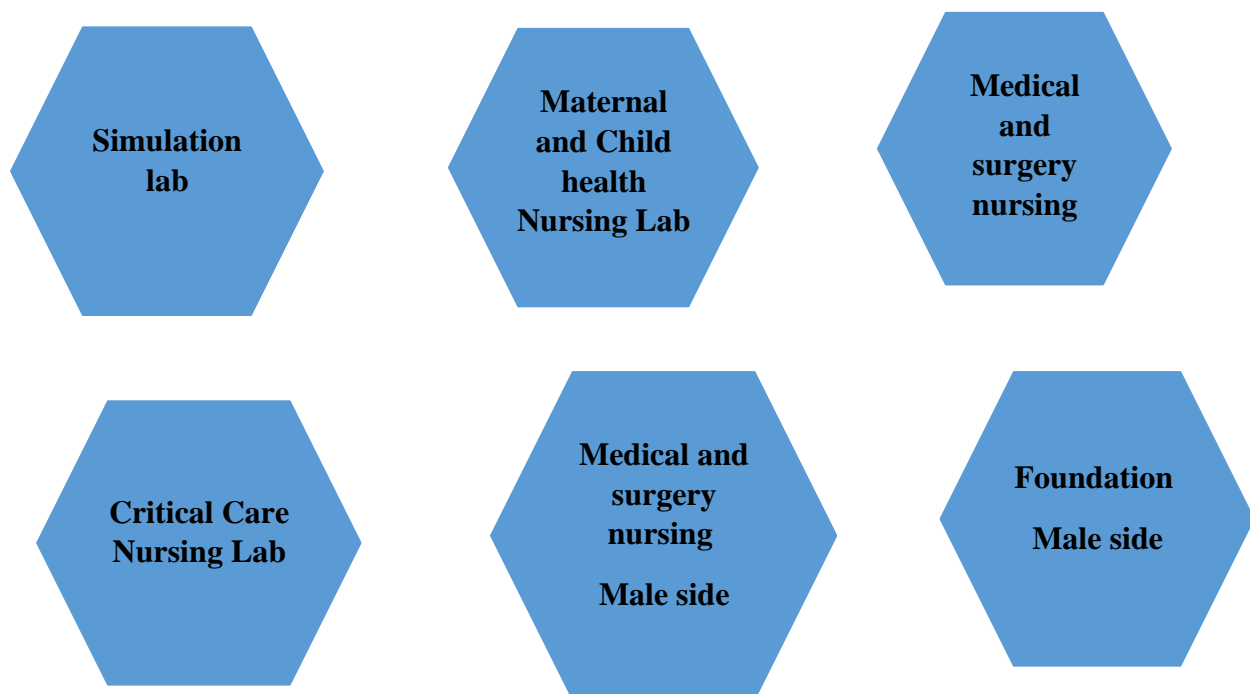
## **OBJECTIVES OF CLINICAL SKILL LABORATORIES**

1. Provide learning by doing experiences based on course specification as directed by the nursing curriculum.
2. Create an independent student learning opportunity, which encourage a model for continuing learning.

## **STUDY PLAN OF CLINICAL SKILL LABORATORIES**



## STUDY PLAN OF CLINICAL SKILL LABORATORIES



## **CLINICAL SKILL LABORATORY SETTING**

### **Skills Laboratory of Male Nursing:**

The Laboratory of Male Nursing Department is located in the second floor of the Faculty of Applied Medical Sciences Building in the University main campus. The laboratory rooms are utilized for laboratory classes on Fundamentals of Nursing, Medical-Surgical, Maternity, Pediatric Nursing.

### **Skills Laboratory of Female Nursing:**

- Medical Surgical cum foundation of professional nursing laboratory is located in Room No:1, ground floor, Nursing building.
- Maternal and child health laboratory is located in Room No:4, ground floor, Nursing building.
- Simulation laboratory is located in Room No:3, ground floor, Nursing building.
- Critical care nursing laboratory is located in Room No: 3, Second floor, medicine building.

### **Working Hours:**

Lab staff are regularly scheduled 8:00 am to 4:00 pm Sunday through Thursday. Students may access the building 7:00 am to 4:00 pm Sunday through Thursday.

### **Attendance:**

- Students will be notified at the beginning of the semester of their scheduled for skill and simulation lab. The simulation day may not be the same day of the week as the skill lab day.
- Students are to report to the Nursing skill lab/Simulation Lab 15 minutes prior to the scheduled start time.
- Skill day/ simulation day absence should be arranged with the laboratory instructor and the head of the department.
- Absent percentage should not be exceeded more than 20% for both skill lab and simulation lab.

## **POLICY & PROCEDURES OF CLINICAL SKILL LABORATORIES**

All laboratory users should read and understand the Policies and Procedures of the Nursing Skills Laboratory Manual before using the laboratory resources. They should abide by the policies and

guidelines while learning and practicing skills in the laboratories at all times. All lab users must attend the general orientation on the use of lab at the beginning of every semester.

This will help students to establish a good conduct that they will carry over as they care for their patients in the clinical settings.

#### **A. Behavior and Attitude:**

1. The students and the faculty members who avail the laboratory facilities must act in a way that did not create problem for other activities occurring inside and outside the lab.
2. Proper handling of the laboratory equipment (i.e. tables, chair, beds, manikins, models etc..) and supplies.
3. Student should practice a procedure individually or as a group with the assistance of the demonstrator and/or lab instructor.
4. Having food and drinking any beverage in the laboratories is strictly prohibited.
5. Writing, drawing and scribbling on any surfaces of the manikins, bed and laboratory wall is punishable.
6. Any inappropriate behavior should be reported immediately.

#### **B. Attire:**

The students should adhere their grooming, appearance and dress with the university policy.

The following guidelines should be strictly followed:

1. The students must follow the recommended dress code of the university. Every student must have a decent dress code.
  - a. Dark blue scrub loose fit on top and bottom with white lab coat, the length of the white coat should be 10cm below the knee level of the student and should be buttoned all the timing. (Notes: No replacement of scrub pants with any other form of trouser, leggings or jeans is allowed. Likewise, no replacement of scrub shirt with any other form of top is allowed)
  - b. White rubber or leather shoes may be used, Shoes should always be clean and odor-free (Notes: pointed heeled shoes and sandals are not allowed)



2. Identity card must be worn and visible at all times.
3. Watch with second hand or digital watch should be used.
4. Jewelries are not allowed except for wedding ring/band.
5. Hair should be tidy at all times.
  - a. A short hair is advisable for male students. Facial hairs should be well trimmed.
  - b. Females with long hair must be restrained (i.e., braided, tied in a pony tail, etc.) wear simple hair accessories.

## **LIBRARY**

We have very good Central library at University Campus. All reference books are available for the students. Many indexed journals are also available for student's reference. In the Nursing College we are also having the Library with many text books. Digital Library is also available for the staffs & students

## **ELECTRONIC SERVICES USED IN THE COLLEGE OF NURSING**

Black Board Collaborate Ultra system is the electronic system used in the college. Teachers will upload all the details of the subjects, reference materials, teaching materials etc in the system. Students can upload their assignments by using Safe Assign.

## **STUDENT COUNSELING SERVICES**

- The students are divided among the college members for the purpose of academic counseling and advice.
- A notice is announced on the board of each staff office that includes the time of consultation for students.

(Note: Students are free to consult with teaching staff during office hours all throughout the week without compromising both student's class sessions and individual teachers teaching sessions.)

## **ACADEMIC GUIDANCE AND COUNSELING**

The academic advising is an essential procedure in educating students and it is very important to achieve the requirement of high quality in the educational process. A faculty advisor will be assigned to each student at College of Nursing in Northern Border University. The role of the advisor with student begins since the student joined the university until graduation. The academic Guidance and counselling Unit in accordance with departments assign a group of students for each faculty member who is responsible for guiding them in their academic life. The purpose of academic advising is to improve the student's performance and to help him/her to understand the college environment. Academic advising and counseling unit members also assess the student who has psychological, social or personal problems and refer them to specialized faculty members to get the required support and guidance in full confidentiality.

The academic advising unit formed by the following members:

- Head of Academic Advising Unit
- Head Assistant of Academic Advising Unit
- Reporter of Academic Advising Unit
- Members of Academic Advising Unit
- Academic Advising Coordinators- 1st Year ,2nd Year , 3rd Year ,4th Year

- Academic Advisors
- **Vision of Academic Advising:**

Academic Advising at the college of nursing empowers students to be active, responsible learners who take full advantage of the many opportunities the university provides in the areas of academics, research, community and challenge for the national and global engagement.

### **Mission of Academic Advising:**

The mission of academic advising and counseling unit is to share and delivers high quality advising services with nursing students in developing and meeting educational goals for academic success, personal and career development as well as success not only in the college level but also for Northern Border University and broader community.

### **Philosophy of Academic Advising:**

Academic advising is a student-Centered practice that helps all students to develop skills, tools and knowledge that can lead them to identify, plan and achieve educational goals aligned with their values and career aspirations.

This serves as the central source to provide the best possible learning experience for all students. The college of nursing believes that as an advisor, a teacher can support the vision and mission by providing a safe, respectful, atmosphere in which to assess, discuss and meet student needs.

### **Responsibilities of academic advising unit:**

- Developing a plan for academic advising at the college level.
- Supervising the execution of the academic advising plan.
- Welcoming new students on the first day of the academic year, preparing students to adapt to University environment and acquainting them with the College requirements, rules, policies and procedures that affect their educational achievement.
- Informing students about the vision, mission, and objectives of the educational program of the department.
- Raising awareness among students about the importance of academic advising and how students would benefit from communicating with their advisors; highlighting the aspects of care and services offered by the unit
- Confirming distribution of all students to academic advisors at the beginning of the academic year; using the College website for this purpose.

- General supervision of the academic advisors; informing them about their assigned students, ensuring that all advisors are provided with specific and accurate information and that they keep updated students' records.
- Ensuring that the office hours of the academic advisors are announced and posted, which would facilitate students' having access to their academic advisors at regular schedules throughout the academic year.
- Considering students' academic problems referred to the unit by the advisors, and seeking to resolve these issues through appropriate solutions, or otherwise submit to the Vice Dean for Academic Affairs or to the College Dean, if necessary.
- Providing individual and/or group counseling and advising to identify students' psychological, financial, social and health problems and submit them when necessary to the Deanship of Student Affairs to take the necessary action.
- Evaluating the academic advising system, in order to strengthen the advising process, by designing and distributing student questionnaire that surveys the degree of student satisfaction regarding the academic counseling services offered by the unit.
- Submitting an annual report including all the actions taken to implement the executive plan of the unit, with reference to the required areas of improvement.

## **GUIDANCE AND ORIENTATION PROGRAM FOR STUDENTS**

The new students are invited to academic guidance meeting in the first week organized by the academic guidance committee aimed to share some light on the rules and the regulation process of the faculty of Nursing.

An agenda is introduced for the new students regarding origination of faculty of nursing in Northern Border University, development of new program, mission, vision and goals of nursing college, rules & regulations of the college, our study plan including internship, study completion program roles and students' rights and responsibilities. In addition, some session regarding admission and subject's registration and students electronic services, uniform, class schedule, absenteeism, academic guidance, assessment methods, clinical facilities, digital library services,

information technology services (black board) etc. Dean, Vice dean, Head of the departments & all other faculty members will attend the orientation program.

## **RIGHTS AND RESPONSIBILITIES OF THE STUDENTS**

Guide to the rights and duties of students of the College of Nursing at Northern Border University.

### **Introduction:**

This guide has been prepared to be a guide for students of the College of Nursing to know their academic and non-academic rights and duties during their studies at the college at the Northern Border University, in addition to strengthening the ties between students and university employees, and uphold the students' rights on the principles that are consistent with the university's applicable regulations and rules for promotion of fairness and equity culture among the students, offering of the necessary consultations, informing the students and educating them on their rights and how to secure them through the statutory channels. Heavy penalties prescribed by law.

### **A STUDENT'S ACADEMIC RIGHTS**

1. A university student has the right to be informed on how and where to get the university rules and regulations (the university website, the Admission and Registration Deanship, the Students' Affairs Deanship. etc.)
2. A university student has the right to access the study schedule before commencement of classes for completion of the registration of the courses available in the system accordance with the terms and conditions of the Deanship of Admission and Registration
3. A university student has the right to be provided with the scientific material and knowledge related to the university curricula in accordance with the university's rules and regulations which govern academic work.
4. Upon admission, a university student must be given a certified study plan that indicates the number of credits, levels, courses that are available according to the study plan and the graduation requirements.
5. A university student has the right to know the system and rules of registration, taking into account the order of priorities in the registration of students according to fair controls when it is not possible to achieve the wishes of all students in registering.

6. A university student may delete or add any course or deleting the entire semester as permitted by the study and registration system at the university, in the period specified for that and announced to students.
7. A university student must be provided with the appropriate study environment and academic climate to achieve the educational goals in high quality education as stated in the learning outcomes for each academic course.
8. The commitment of the faculty members to adhere to the time of the lectures and exams and fulfill all the academic hours of the courses. Cancelled lectures as well as the lectures in which the faculty was absent have to be delivered again upon coordinating with the concerned departments and students, provided that alternative lectures are given to those that were canceled or absent by the member of the teaching staff.
9. Examination questions have to be in accordance with the course, contents and objectives are taken from the course syllabus or the topics that have been raised during the lectures. The marks of the exams have to be distributed logically to achieve a fair assessment of the students' skills.
10. A university student has the right to request for a review of his/her test paper in accordance with Study and Examination bylaws issued by the university and can get feedback about the examinations which assess their performance in the examination
11. Performing all scheduled exams that are held unless there is a legal impediment, and the student is informed of the denial of entry to the exam well in advance of its holding.
12. A university student has the right to be awarded the graduation document within the duration prescribed by the university and upon satisfaction of the graduation requirements in accordance with the applicable rules and regulations of the university
13. The university student has the right to be given an opportunity to discuss inquiries on matters related to the subject or the educational environment, provided that they are within the limits of appropriate behaviors for the university.
14. Adopting the electronic system for monitoring grades and limiting absences, provided that the monitoring is on a regular basis and that it is not delayed more than a week.
15. A university student has the right to freedom of speech, the undeniable right to the freedom of existence and the freedom to express such beliefs without fear or influence from our schools, as long as no one's property or person is physically damaged or violated by said beliefs.
16. To have the right to be certified in their skills and educations, received certificates of completion and class transcripts individual to a given course should be awarded by schools for each course, and students who choose to pursue diplomas other than a

standard high school diploma have the right to have their individual courses evaluated as a measure of their academic achievement.

17. To have the right to view on their own accord their school records and to request a copy of the specified documents.
18. To have the right and responsibility for being involved in educational decision-making at all levels, including decision-making affecting them personally, in their classrooms, local schools, and at the district, state, and federal levels.
19. To know the results obtained in all examinations performed and obtained in quiz, midterm and final examinations after they have been corrected and approved.

#### **A STUDENT'S NON-ACADEMIC RIGHTS**

1. A university student have the right to be treated fairly and with dignity and with a peaceful and safe learning environment at any time.
2. A university student is given the opportunity to attend training courses, programs, trips, participate in cultural activities, community service and volunteer work and enjoy the benefits and social welfare provided by the university
3. A university student has the right to access and receive adequate healthcare treatment as provided for in the university rules and regulations, including treatment in hospitals and health centers affiliated to the university.
4. A university student has the right to avail the additional material incentives and rewards as with the provisions of the Bylaws and regulations of the university, if he /she belongs to top performer student and outstanding students.
5. A university student has the right to be nominated for training courses, programs, internal and external trips, and increasing his participation in cultural activities, as well as participation in community service activities and volunteer work.
6. A university student has the right to defend himself before any party in the university in any disciplinary case to raise the injustice against him and not to issue the penalty against him until after hearing his statements, unless it is proven that his non-attendance was for an unacceptable excuse after being summoned for the second time.
7. A university student has the right to maintain and keep total confidentiality and privacy of the information related to him/ her and will not disclose any personal information, academic record and grade transcripts to unauthorized persons, and not handing over any of it except to the student himself, his guardian, or whomever he delegates with that file by the investigation authorities, the judiciary, or another governmental body, and it is not

permissible to disclose or publish the contents of his file unless that publication result of a decision with a disciplinary penalty against the student.

8. A university student has the right to access to the university services and facilities (books - main libraries or sub-gym-cafeteria, university housing, psychological and social assistance sports, educational activities, car park and others) in accordance with the university rules and regulations.
9. Complaining or grievance about any matter that is affected by it in its relationship with members of the faculty, department, college or any unit of the university. Therefore, the student was able to know the fate of his complaint by the authority responsible for it.
10. Providing disabled students with accessible amenities and proper services according to the rules and policies in this regard.
11. To have the right to participate in any school sponsored activity, and the right to participate in any sport on the basis of gender if the sport is not offered for both males and females.
12. To have the right to participate throughout their school and the education system. This includes the right to representation, participation, and meaningful involvement as education planners, evaluators, teachers, researchers, advocates, and as community organizers focusing on education

## **RESPONSIBILITIES OF STUDENTS**

### **ACADEMIC FRESPONSIBILITIES OF STUDENTS**

1. A university student should have a commitment to studying regularly and fulfilling all academic requirements in accordance with the rules of start and end of studies, transfer, registration, apology and deletion in accordance with the provisions, regulations and rules.
2. A university student must follow the rules and regulations of the university for taking examinations and the whole educational system
3. A university student has to respect the faculty members and employees of the university and employees of the contracting companies.
4. A university student has to respect the rules and arrangements related to lectures and not be absent except with an acceptable excuse.
5. A university student has commitment to the rules and arrangements related to exams and not to cheat or attempt to impersonate or forge or bring prohibited materials or devices into the exam hall.

6. A university student must abide by the instructions and instructions given by the official or the observer while performing the tests.
7. A university student must present accurate and precise information at the time of registration and meet his/her administrative commitments to the institution.
8. A university student has the opportunity to attend training courses and programs, academic trips and voluntary activities and operations in a way that should not conflict with his / her academic duties.
9. A university student must never plagiarize the work of others.

### **NON-ACADEMIC FRESPONSIBILITIES OF STUDENTS**

1. A student is expected to respect the rules and regulations, dignity and safety of the university staff and personnel.
2. The student must respect the right to freedom of expression by university staff and personnel as long as within the limits allowed in the university regulations, academic norms and community values in the Kingdom of Saudi Arabia.
3. Commitment to the university's rules, regulations, and instructions and the implementation of the issued decisions.
4. A university student should cooperate with teachers and other students in wearing the identification card (ID) always while at the university campus.
5. To attend their classes and doing the required tasks or assigned work on time as required
6. A university student must preserve and protect and preserve all properties of the university and avoid tampering therewith for destruction and stealing purposes.
7. A university student is committing to the instructions for arranging, organizing and using the university's facilities and equipment.
8. The student must demonstrate good morals and behavior.
9. The student's commitment to the appropriate dress and behavior according to the university and Islamic norms.
10. The student's commitment to calmness and tranquility inside the university facilities and refraining from smoking there.
11. The student must respect the university's security rules, public security controls, and maintain the university and its facilities in a clean and tidy state.
12. The student must demonstrate good morals and behavior. Being in the best of behaviors and maintain discipline in the class as well as in school.

13. Keep the school neat and clean and to take good care of all the university properties or facilities or equipment especially in the laboratory room while doing laboratory procedures.
14. Being punctual and respectful. By being respectful, students contribute to a healthy learning environment and lessen distractions and disciplinary action.

## **COMMITTEES IN THE COLLEGE OF NURSING**

1. College Council/ College board
2. Departmental Committee councils
3. Quality & Accreditation Committee
4. Program & Study Plan Committee
5. Examination Control Committee
6. Strategic Planning Committee
7. Internship & training Committee
8. Academic Advising Committee
9. Activity Committee
10. Research Committee
11. HIPS committee
12. Infection Control Committee
13. Exit Exam Committee

All committees have Head, Assistant Head, Rapporteur & members. All committees effectively working for smooth running of the college.

## **SAUDI NURSING LICENSURE EXAMINATION (SNLE)**

Northern Border University is the leading institution in the North Province of Saudi Arabia. This University is offering Bachelor Degree in Nursing and providing the best educational services to the people. College of Nursing is preparing qualified graduates in nursing profession according to the national educational standards of Saudi Arabia. Nursing Graduates are able to provide quality care to the client, and they are also participating in scientific research and Community

activities. Nursing Sector is undergoing rapid reform in accordance with National Transformation programs of Saudi Arabia.

The SNLE is a three-hour exam that assesses your readiness to practice and/or proceed to postgraduate training. It consists of 150 MCQs which may include up to 10 pilot questions. It is a three-hour MCQ examination with scheduled breaks. It is divided into two parts of 75 questions each with time allocation of 90 minutes for each part. There is a scheduled 15-minute break between the two parts. These questions have four options from which the candidate will choose one best answer.

The examination shall contain recall questions that test knowledge and questions with scenarios that test other skills (interpretation, analysis, decision making, reasoning and problem solving).

<https://www.scfhs.org.sa/en/examinations/LicensedProfessionalPracticeTests/Documents/SNLE%20Applicant%20Guide%202022.pdf>

## **RESEARCH COMMITTEES**

The College of Nursing research committee envisions creating a culture of scientific research community with of highly qualified scholarship faculty who inspire in development and improve healthcare.

### **Vision**

To be distinctive university in research that focus on regional priorities and attending national challenges.

### **Mission**

Provide a supportive environment for scientific research and innovation in a way that contributes to achieving the university's research priorities.

### **Objectives**

- 1: Enhance research and innovation capabilities and systems.
- 2: Establish mining research center.
- 3: Conduct scientific research on undergraduate students' core competencies and high impact educational practices.
- 4: Conduct scientific research in the fields of renewable energy, environment and selected health issues of importance to the Northern Border Region.

## Core Values

Integrity, Originality, Transparency, Perseverance, Teamwork, Responsibility, Objectivity.

### ❖ Research Priorities

- ❖ To attend regional and national challenges, attend societal needs and improve research environment, the University has adopted six priorities.

- Priority 1: Research Capacity and System Development
- Priority 2: Establishing Mining Research Center and Conducting Mining

#### ➤ Research

- Priority 3: Student Core Competencies and High Impact Educational
  - Practices (HIPs)

- Priority 4: Medical and Allied Health Sciences
- Priority 5: Environment and Sustainable Development
- Priority 6: Renewable Energies .

- **Research Groups:** University insisted to formulate Research groups in the college, and to do research projects on relevant topics.
- **Collaborative Research:** Faculty would like to do any research with collaboration of any hospital staff or any other Universities locally or internationally, we can encourage them to do their research. So we can use the Resources like senior faculty, Experts nurses with higher education in the hospitals. We can also invite External partners of our research study.
- **Scientific day for the Students:** University Planned to organize Research day for the students, so the students can present their scientific papers. & faculty members.
- **Peer Review Group**

We can start Peer Review in our college, by means of Peer review with any departments of our college & collect valuable suggestions & opinions from the experts.

- **Research Club / Journal Club**

Planned to restart Journal club, with the collaboration of faculty members from Medical College & Applied Science College of female sections of our University. All faculty members can present their research paper, concept paper, book review, manuscript etc.

## Attach Strategic Plan of Research Committee

## COMMUNITY SERVICES

College of Nursing, activity committee is organizing community activities for every week. All departments are participating in activity programs of the college. All community programs are aimed to increase awareness to the public about prevention & control of diseases. Programs we organized as health effects of smoking & antismoking campaign. We are also the observance of different programs like Saudi National Day, hand washing, breast feeding - “protect breastfeeding: a shared responsibility”. First aid, patient safety, Alzheimer’s day- the stages of Alzheimer’s disease, theme of world heart day- use heart to connect, theme of old age day- digital equity for all ages etc. Our students & faculty visited to smoking & tobacco control center, AKU, & visit to bed ridden patients. Diabetic control program was conducted at different settings.

During second semester we are planned to conduct World Mental Health Day, Visit to Central Library, World Child Health Day, Substance Abuse, Obesity Day. We are going to be the observance of Nutrition Day, Day for Mouth & Teeth, Hypertension Day, Nurse’s Day, we want to celebrate and conduct some innovative programs. Visit to Rehabilitation Centre Visit to Geriatric Home another programs for activity. University is going to organize Scientific Research Day for all students of university. Depression & Stress Manageme

## CONTACT INFORMATION

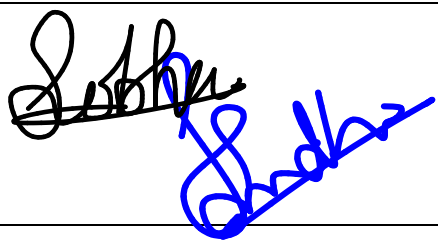
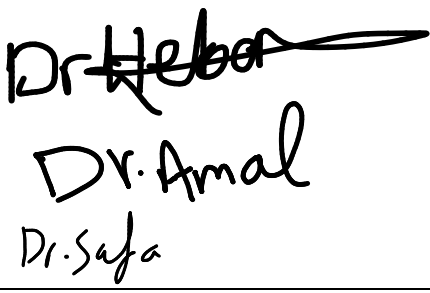
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Facebook		
Instagram		

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### Approved data

	Signature ×
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<b>Approved:</b>  Seventh college board  11/ 6/ 2022 – 12/ 11/1443	



