An Najah National University

Faculty of Nursing

Nursing Student Handbook 2025

Contents

Welcome Message from the Dean of the Faculty of Nursing

Dean's Message: Shaping the Future of Nursing with Excellence, Leadership, and Innovation

Dear Nursing Students,

Welcome to the Faculty of Nursing at An-Najah National University (NNU). You are stepping into the nursing profession at a pivotal moment—one defined by rapid advancements, growing healthcare demands, and an urgent need for highly skilled, visionary nursing leaders. Today, more than ever, nurses are called upon to practice at the highest levels of their education and expertise, making a tangible difference in the lives of individuals, families, and communities. This is not just a profession—it is a lifelong journey of growth, learning, and leadership.

As Dean of the College of Nursing, I am honored to lead an institution dedicated to excellence in nursing and midwifery education. Our mission is to prepare professionals who are not only clinically competent but also innovators, critical thinkers, and advocates for transformative change in healthcare.

At the heart of our college is an unwavering commitment to academic rigor, ethical practice, and cutting-edge education. Our meticulously designed programs challenge students to develop critical thinking, refine clinical expertise, and cultivate leadership skills—essential attributes for those who aspire to shape the future of healthcare.

Our faculty members are not just educators; they are leaders, researchers, and practitioners who actively contribute to advancing the nursing and midwifery professions. Their expertise and dedication ensure that our graduates are well-prepared to meet the complexities of modern healthcare and drive meaningful change.

Real-world experience is at the core of our curriculum. We have established strong collaborations with leading healthcare institutions, ensuring that our students gain hands-on training in diverse clinical settings. These partnerships expose students to complex patient care scenarios, strengthening their ability to deliver high-quality, evidence-based nursing care in dynamic environments.

Additionally, our cutting-edge facilities—including advanced simulation labs—provide immersive, hands-on learning experiences that replicate real-life clinical situations. The An-Najah University Life Support Training Center further enhances our students' preparedness, offering internationally recognized BLS, ACLS, and PALS training. These programs equip future nurses and midwives with life-saving skills essential for excelling in critical care settings.

Choosing our College of Nursing means embracing a journey of excellence, leadership, and innovation. Our graduates are known for their clinical expertise, compassionate care, and unwavering dedication to advancing healthcare—qualities that distinguish them as leaders in the field.

By joining us, you are not just pursuing a degree—you are becoming part of a prestigious legacy that is shaping the future of nursing locally and globally.

Thank you for trusting our programs. Together, we will continue to uphold the highest standards of nursing and midwifery education. We are confident that the knowledge and skills you gain here will empower you to lead, innovate, and make a lasting impact on the health and well-being of society.

Dr. Aidah Alkaissi, BSc Law, RN, RNT, BSN, MSN, CCRN, CRNA, PhD
Dean, College of Nursing
Coordinator, Nurse Anesthesia Master Program
Coordinator, Critical Care Nursing Master Program
Director, An-Najah Life Support Training Center

Introduction

This handbook is an essential resource for pre-licensure BSN students, offering comprehensive information on the specific requirements, standards of conduct, policies, procedures, and guidelines of the Faculty of Nursing. It serves as a critical supplement to the An Najah National University Catalog, the An Najah National University Student Handbook, and other university-wide publications.

Students are expected to take full responsibility for familiarizing themselves with and strictly adhering to all established policies and procedures set forth by the Nursing and Midwifery Department and An Najah National University. This handbook is a vital tool in your academic and professional journey, ensuring you meet the highest standards expected of nursing professionals.

History

History of the Faculty of Nursing (FN)

An-Najah National University (ANU) marked a transformative milestone in healthcare education in **2004** with the establishment of the **Faculty of Nursing (FN)** and the launch of its Nursing program. This progressive initiative expanded in **2008** with the introduction of the **Midwifery program**, followed by the development of multiple advanced **Nursing Master's programs** to meet the evolving demands of the healthcare sector.

In **2013**, in a strategic move to enhance interdisciplinary collaboration, the **Faculty of Nursing** was integrated into the **Faculty of Medicine and Health Sciences (FMHS)**, evolving into the **Nursing and Midwifery Department (NMD)** under the broader umbrella of FMHS. The department was structured into two specialized divisions:

- **The Division of Adult Health Nursing and Fundamentals of Nursing**
- **The Division of Pediatric Nursing, Maternity, and Midwifery**

Administratively, the **Director of the Nursing and Midwifery Department** was supported by an assistant framework, ensuring the efficient management of departmental affairs and academic programs.

A Legacy of Growth and Excellence

Our journey has been one of continuous expansion, pioneering new programs that elevate nursing education and practice. Notable milestones include:

- **2008** – Launched the **Bachelor of Midwifery** program, advancing maternal and neonatal care.
- **2009** – Established the **Master's in Community Mental Health Nursing** program to address the growing need for mental health services..
- **2012** – Introduced Palestine's first **Master's in Nurse Anesthesia**, training highly specialized anesthesia providers.

- **2014** – Developed the **Master's in Critical Care Nursing**, enhancing expertise in managing life-threatening conditions.
- **2022** – Established the **Master's in Emergency Nursing**, equipping nurses with advanced life-saving skills.
- **2024** – Achieved a major milestone with the launch of the **Doctoral Program in Nursing**, setting new standards in nursing research and leadership.
- **2024** – Earned accreditation for the **Master's in Family Nursing** and the **Master's in Oncology & Palliative Care Nursing**, both set to launch in 2025, expanding the scope of specialized patient care.

These accomplishments reflect our commitment to producing highly skilled, innovative, and compassionate healthcare professionals who not only meet the challenges of modern healthcare but also drive meaningful change in the field.

The Faculty of Nursing: A New Chapter in 2025

In **2025**, the university administration reinstated all departments into faculties, leading to the **transformation of the Nursing and Midwifery Department into the Faculty of Nursing**. This change reinforced the faculty's autonomy while maintaining its existing divisions:

- **The Division of Adult Health Nursing and Fundamentals of Nursing**
- **The Division of Pediatric Nursing, Maternity, and Midwifery**

Today, the **Faculty of Nursing** stands as a **dynamic center of excellence**, home to approximately **1,100 students from across Palestine**. With a diverse range of nursing and midwifery programs, the faculty remains dedicated to shaping the future of **skilled, compassionate, and innovative healthcare professionals** who will lead and transform patient care both locally and globally.

The Faculty of Nursing: Vision, Mission, Core Values, philosophy and Intended Learning Outcomes

Vision

To become a globally recognized leader in innovative teaching, research excellence, and community service, graduating a diverse population of compassionate and culturally competent nurses dedicated to serving and embracing all communities.

Mission

The Faculty of Nursing is dedicated to improving societal health by graduating nurses who are fully equipped to

provide high-quality care, conduct meaningful research, and contribute to community service. We are committed to fostering excellence in healthcare through innovative, evidence-based education. Our model learning environment promotes lifelong learning, innovation, and both professional and personal growth. With a strong emphasis on caring and competence, we strive to enhance health, safety, and cultural awareness for all individuals and communities we serve.

Objectives

- We are dedicated to educating and graduating competent nurses who are equipped to deliver high-quality nursing care. By fostering a culture of scientific research among our students at all levels, we emphasize creativity as a vital foundation for advancing nursing science. Our commitment to advancing nursing knowledge extends from the local to the international level, as we engage in distinguished scientific research that contributes to the global body of nursing knowledge.

- A key component of our program is our state-of-the-art simulation lab, which provides students with hands-on, realistic training experiences that bridge the gap between theory and practice. This advanced facility allows students to refine their clinical skills in a safe, controlled environment, ensuring they are well-prepared for real-world healthcare settings.

- We actively disseminate this knowledge through national and international conferences, workshops, seminars, training programs, and exchange programs. Additionally, we are committed to the professional development of our faculty members and administrative staff, offering continuing education activities that ensure they remain at the forefront of the field.

- Recognizing the importance of adapting to technological and professional advancements, we promote a culture of e-learning and continuous learning among our students, ensuring they are prepared for the future of nursing. Furthermore, we are focused on building collaborative relationships and partnerships with local, regional, and international institutions, all aimed at enhancing the quality of nursing care and driving progress within the field.

Core Values

The following values are the guiding principles for our work at the Faculty of Nursing:

Humanity: Emphasizing compassionate care and empathy in all our interactions.

Professionalism: Upholding the highest standards of conduct and competence in our field.

Respect: Demonstrating esteem and regard for all individuals, acknowledging their dignity and diversity.

Accountability: Taking responsibility for our actions and decisions, ensuring transparency and reliability.

Integrity: Adhering to ethical practices and honesty in every aspect of our work.

Credibility: Maintaining trustworthiness and being recognized as a reliable source of nursing and midwifery expertise.

Health Wellbeing: Prioritizing the physical and mental wellness of our patients and colleagues.

Innovation: Encouraging creative solutions and advancements in nursing and midwifery care.

Inclusivity: Fostering an environment where everyone feels valued and included, regard.

Goals

1. Graduate highly competent nurses who are fully prepared to deliver exceptional nursing care in diverse healthcare settings.

2. Cultivate a strong culture of scientific research among nursing students at all levels, emphasizing creativity in research as a foundational framework for advancing nursing science.

3. Enhance the body of nursing knowledge at local, regional, and international levels by conducting impactful and distinguished scientific research.

4. Actively disseminate nursing knowledge through participation in national and international conferences, workshops, seminars, training programs, and exchange programs.

5. Support the continuous professional development of faculty members and administrative staff through a robust program of continuing education activities.

6. Foster an educational culture that embraces e-learning and continuous learning, ensuring students remain current with professional and technological advancements.

7. Establish and strengthen collaborative relationships and partnerships with local, regional, and international institutions to elevate the quality of nursing care.

8. Utilize our state-of-the-art simulation lab to provide students with realistic, hands-on training experiences that bridge the gap between theoretical knowledge and clinical practice, enhancing their readiness for real-world healthcare environments.

Intended Learning Outcomes (ILOs)/ BSc Program

Upon successful completion of BSc Program in Nursing, the students will be able to:

ILO 1: Demonstrate comprehensive nursing and medical knowledge and exhibit exceptional competency required of a professional nurse.

ILO 2: Master effective communication skills, proficiently interacting with individuals, families, groups, and multidisciplinary healthcare teams.

ILO 3: Utilize advanced critical thinking, clinical decision-making, and problem-solving abilities - supported by modern clinical technologies and health informatics systems - in planning, delivering, and evaluating high-quality, holistic nursing care.

ILO 4: Consistently uphold and practice the highest professional standards, ethical values, and behaviors in providing nursing care to individuals, families, and communities.

ILO 5: Effectively implement rigorous safety standards to ensure the well-being and protection of self, individuals, families, and groups across various healthcare settings.

ILO 6: Integrate organizational leadership, interprofessional collaboration, and management principles effectively into nursing practice for diverse patient populations.

ILO 7: Precisely apply evidence-based practice and research methodologies to enhance the quality and outcomes of nursing care provided to individuals, families, and communities.

ILO 8: Proactively address contemporary health challenges facing society, fostering a commitment to compassionate care and continuous professional development and lifelong learning in nursing.

Philosophy of the Nursing Program

Holistic Nursing Care: takes into account a patient's physical, psychological, social, cultural, and spiritual needs while addressing their needs as a whole.
Evidence-Based Practice: To guarantee that students are ready to deliver the best possible care,

the curriculum is dedicated to incorporating the most recent research and clinical knowledge into nursing practices.

Lifelong Learning: The philosophy places a strong emphasis on the value of ongoing professional and personal development, acknowledging that nursing is a dynamic area that necessitates continual learning.

Interprofessional Collaboration: The program promotes collaboration between different healthcare professions because it acknowledges that high-quality health care is the outcome of teamwork.

Ethical Practice: Nurses receive education that prepares them to practice ethically, upholding moral standards and defending the rights and dignity of every person.

Patient Advocacy: Nurses are equipped to act as their patients' representatives, making sure that their needs are satisfied and that their opinions are heard.

Teaching-Learning Process: The nursing program provides an atmosphere that is favorable to critical thinking, active learning, and the growth of clinical reasoning abilities.

Community Interaction: In order to improve public health, offer services, and have an impact on health policy, the ideology encourages community interaction.

Cultural Competence: The curriculum strives to produce nurses who can care for a variety of people with tact and dignity, regardless of their cultural background. Professional Identity: Students are urged to forge a solid professional identity that reflects the virtues of the nursing field, such as dedication, compassion, and high standards of practice.

Organization Structure of the Nursing and Midwifery Department

Structure of Faculty of Nursing

President of An-Najah National University

Vice President of Academia Affairs

Assistent of the Academic Vice President for Medical Colleges

Dean of Faculty of Nursing

Secretary

Faculty Council

Head of Pediatric Nursing, Maternity, and Midwifery Division

Head of Adult Health Nursing and Fundamentals of Nursing Division

Research and Teaching Assistants
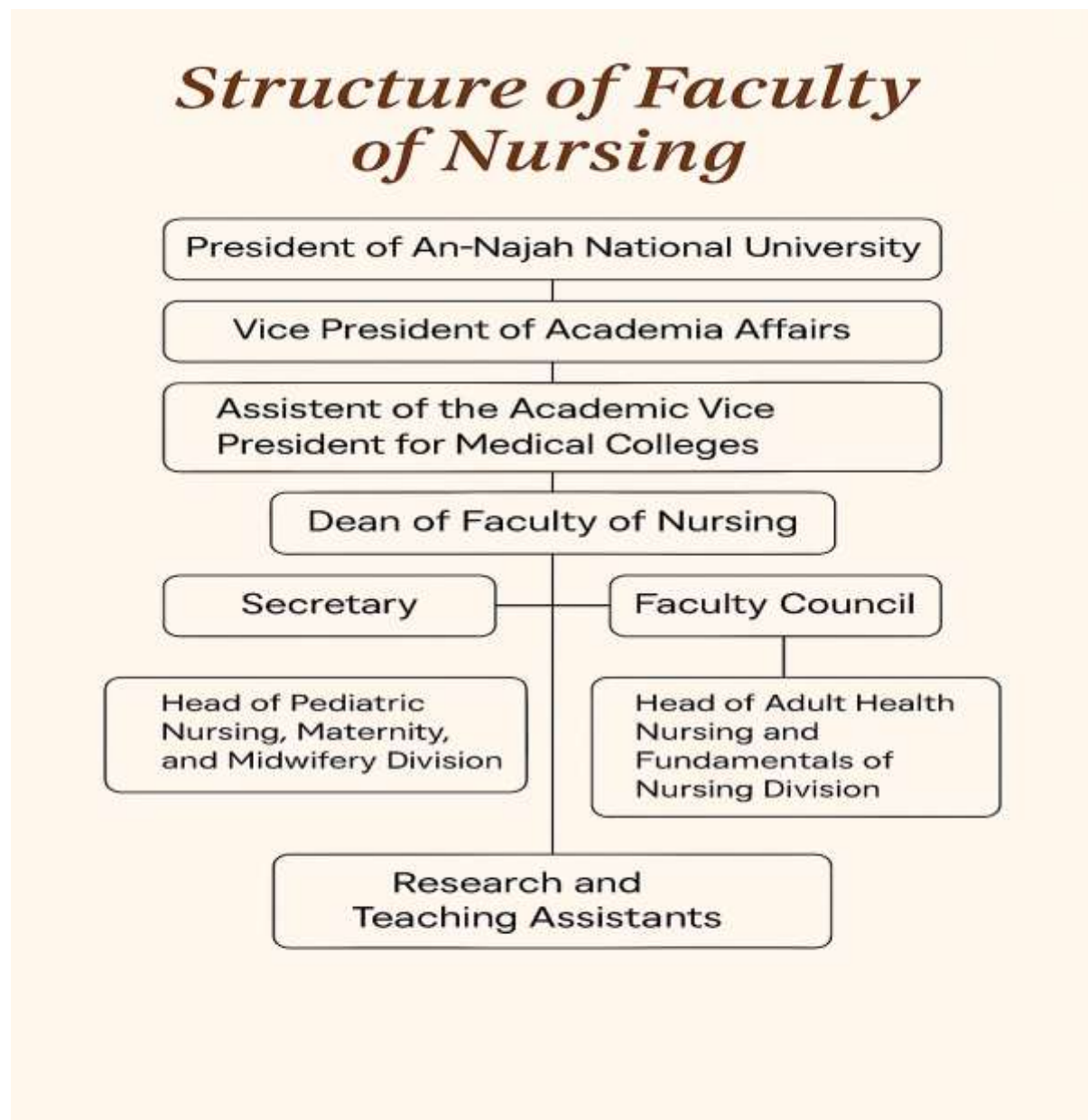
More Information is available on the Faculty of Nursing official website:

https://nursing.najah.edu/en/

Faculty of Nursing Board

Faculty of Nursing Council

The Faculty of Nursing is governed by a dedicated "FN Council." This council is composed of the Dean of FN, the heads of the Adult Health Nursing and Fundamentals of Nursing Division, and the Pediatric Nursing, Maternity, and Midwifery Division, as well as one faculty member and one top student from each division. The Council is responsible for overseeing the Faculty of Nursing's academic and staff affairs, providing the Dean with informed recommendations to be submitted to the Assistant of the Academic Vice President for Medical Colleges

The Dean, in alignment with University Administration, is tasked with managing the FN's operations and ensuring the implementation of university regulations. The top priorities of the Departmental Council include:

Drafting Curricula and Study Plans: Developing and reviewing the curricula and study plans for all FN courses.

Proposal Submission: Presenting curriculum-related proposals to the Faculty Council for approval.

The Council plays a crucial role in ensuring the academic integrity and continuous improvement of FNt.

Nursing Laboratories:

There are eight nursing laboratories located on Building No. 17, 19, 24.

- Simulation lab, Child Health Nursing, SIM junior
- Foundation of Professional Nursing
- Physical Health Assessment
- Two Simulation labs, Adult Health Nursing, SIM MAN
- Simulation lab, midwifery and Maternity Health Nursing, SIM MOM
- Critical Care Nursing lab
- Anesthesia lab
- An Najah University Life Support Training Center offer BLS, ACLS and PALS courses

SIM. MAN LAB

SIM. WOMAN LAB

SIM. JOUNIOUR LAB

An Najah University Life Support Training Center

Programs

Bachelor

1. Bachelor of Science in Nursing
2. Bachelor of Science in Midwifery

Master

1. Critical care Nursing
2. Nurse anesthesia
3. Emergency Nursing
4. Oncology and Palliative care
5. Community mental health nursing
6. Family Nurse

Ph.D.

1. Doctor of Philosophy

Study Plan for BSc Degree in Nursing

Study plan components: Study Plan for a bachelor's degree in nursing consists of 152 credit hours distributed as follows:

University Requirements: Student must complete 19 credit hours.

Course Code	Course Name	Credit Hours	Prerequisites
10032100	Remedial English	0	
11000101	Islamic Culture	3	
11000102	Arabic Language	3	
11000103	English Language I	3	
11000105	Palestinian Studies	3	
11000108	Community Service	1	
11000117	Leadership and Communication Skills	1	

Specialty Requirements Student must complete 133 credit hours.

Course Code	Course Name	Credit Hours	Prerequisites
7000402	Nursing Project	3	7000408
7000408	Research Methods for Biomedical Sciences	3	10216236 or 10216235
7102101	Anatomy & Physiology for Health Sciences 1	3	7104101
7102102	Anatomy & Physiology for Health Sciences 2	3	7102101
7103200	Pathology for Nursing Students	2	

7104101	General Biology for Health Sciences	3	
7105403	General Microbiology	3	
7106203	Introduction to Epidemiology	2	
7109304	Clinical Pharmacology for Nursing Students1	3	
7109305	Clinical Pharmacology for Nursing Students 2	3	7109304
7227102	First Aid	1	
7227203	Nursing Ethics and Professionalism	1	
7401115	Fundamentals of Nursing I Lab	2	7401123
7401116	Fundamentals of Nursing II Lab	1	7401115 7401124
7401121	Lab. Health Assessment	1	7401125
7401122	Introduction to Nursing	2	
7401123	Fundamentals of Nursing I	3	
7401124	Fundamentals of Nursing II	2	7401123 7401115
7401125	Health Assessment	2	
7401206	Basic Life Support (BLS)	0	7401202 or 7406201 or

			7406203
7401304	Advanced Cardiovascular Life Support (ACLS)	0	7406304 or 7401204 or 7401202 or 7401206
7401402	Comprehensive Exam for Nursing	0	7406500 or 7401401
7402407	Administration and Management to Nursing	2	7405201 or 7406304 or 7401204
7406102	Communication	1	
7406103	Introduction to Sociology	2	
7406104	Biochemistry & Chemistry for Nursing	2	
7406105	Fundamentals of Nursing II/ Clinical	1	7401124
7406106	Nutrition from Infancy to Old Age and Clinical Nutrition	1	
7406108	Introduction to Adult Health Nursing	2	
7406201	Adult Health Nursing 1	3	7401124 7406108
7406202	Adult Health Nursing 1/Clinical	1	7406201
7406203	Adult Health Nursing 2	3	
7406204	Adult Health Nursing	1	

	2/Clinical		7406203
7406207	Pediatric and Adolescents Health Nursing 1: Growth and Development	2	
7406210	Adult Health Nursing 3	4	
7406211	Adult Health Nursing 3/Clinical	1	7406210
7406212	Adult Health Nursing 4	4	
7406213	Adult Health Nursing 4/Clinical	1	7406212
7406216	Pediatric and Adolescents Health Nursing 2: Premature and Neonates	2	
7406217	Pediatric and Adolescents Health Nursing 2: Premature and Neonates/Clinical	1	7406216
7406218	Gerontology	1	
7406302	Adult Health Nursing 5	3	7406201 7406203 7406210 7406212 7105403 7109305 7103200

			7102102
7406303	Adult Health Nursing 5/Clinical	1	7406302
7406304	Adult Health Nursing 6: Critical Care Nursing	4	7406302
7406305	Adult Health Nursing 6: Critical Care Nursing/Clinical	2	7406304
7406306	Technological Innovation &Nursing Informatics	1	
7406307	Introduction to Psychology and Developmental Psychology	2	7406103
7406308	Maternal Health Nursing 1: Obstetrics Genetics, Embryology	4	7406304
7406309	Maternal Health Nursing 1: Obstetrics Genetics, Embryology/Clinical	1	7406308
7406310	Maternal Health Nursing 2: Gynecology	3	7406304
7406311	Maternal Health Nursing 2: Gynecology/Clinical	1	7406310

7406312	Pediatric and Adolescents Health Nursing 3: Pediatric and Adolescents Health	3	7406207 7406304
7406313	Pediatric and Adolescents Health Nursing 3: Pediatric and Adolescents Health/Clinical	1	7406312
7406314	Mental Health Nursing 1	3	7406307
7406315	Mental Health Nursing 1 Clinical	1	7406314
7406316	Mental Health Nursing 2	2	7406314
7406317	Mental Health Nursing 2 Clinical	1	7406316
7406401	Emergency, Trauma Nursing, and Nursing During Emergencies and Calamities	3	7406304
7406402	Emergency, Trauma Nursing, and Nursing During Emergencies and Calamities/Clinical and Simulation	2	7406401
7406403	Community and Public Health	4	7106203

	Nursing		
7406404	Community and Public Health Nursing/Clinical	2	7406403
7406405	Promoting Community Health and Preventing Diseases/Clinical and Project	2	7406403
7406500	Intensive Clinical Nursing	7	740640 740630 7406311 7406217 7406313 7406315 7406317 7406305
10216236	Biostatistics for Nursing Students		

Advisory Plan

First Year / First Semester		
C.H.	**Course Name**	**Course No.**
2	Introduction to nursing	7401122
3	Anatomy & Physiology for Health Sciences 1	7102101
1	First Aid	7227102
1	Communication	7406102
2	Introduction to sociology	7406103
3	Fundamentals of nursing I	7401123

2	Fundamentals of nursing I Lab.	7401115
1	Nursing Ethics and Professionalism	7227203
3	General Biology for Health Sciences	7104101
18	Total	

First Year / Second Semester		
C.H.	**Course Name**	**Course No.**
2	Fundamentals of nursing II	7401124
1	Fundamentals of nursing II Lab.	<u>7401116</u>
1	Fundamentals of nursing II/ Clinical	7406105
2	Health Assessment	7401125
1	Health Assessment Lab.	7401121
2	Introduction to Adult health Nursing	7406108
3	Clinical pharmacology for Nursing Students I	7109304
3	Anatomy & Physiology for Health Sciences 2	7102102
1	Nutrition from infancy to old age and clinical nutrition	7406106
2	Biochemistry & Chemistry for nursing	7406104
18	Total	

First Year / Summer Semester

C.H.	Course Name	Course No.
3	University Requirement	
3	University Requirement	
3	University Requirement	
9	Total	

Second Year / First Semester		
3	Clinical pharmacology Nursing Students II	7109305
2	Pathology for Nursing Students	7103200
3	Adult health Nursing I	7406201
3	Adult health Nursing II	7406203
1	Adult health Nursing I /Clinical	7406202
1	Adult health Nursing II /Clinical	7406204
2	Pediatric and Adolescents Health Nursing I: Growth and development	7406207
3	General Microbiology	7105403
18	Total	

Second Year / Second Semester		
4	Adult health Nursing III	7406210
4	Adult health Nursing IV	7406212
1	Adult health Nursing III / Clinical	7406211
1	Adult health Nursing IV/	7406213

C.H.	Course Name	Course No.
	Clinical	
2	Biostatistics for Nursing Students	10216236
2	Introduction to epidemiology	7106203
2	Pediatric and Adolescents Health Nursing II: Premature and neonates	7406216
1	Pediatric and Adolescents Health Nursing II: Premature and neonates/Clinical	7406217
1	Gerontology	7406218
0	Basic Life Support (BLS)	7401206
18	Total	

Second Year / Second Semester		
C.H.	Course Name	Course No.
1	University Requirement	
3	University Requirement	
2	University Requirement	
1	Community Service	
7	Total	

Third Year / First Semester		
C.H.	Course Name	Course No.
3	Adult health Nursing V	7406302
1	Adult health Nursing V Clinical	7406303
4	Adult health Nursing VI: Critical Care Nursing	7406304

C.H.	Course Name	Course No.
2	Adult health Nursing: Critical Care Nursing VI /Clinical	7406305
4	Maternal Health Nursing I: Obstetrics, Genetics, Embryology	7406308
1	Maternal Health Nursing I: Obstetrics, Genetics, Embryology/Clinical	7406309
2	Introduction to psychology and Developmental psychology	7406307
1	Technological innovation and Nursing informatics	7406306
18	Total	

Third Year / Second Semester		
C.H.	Course Name	Course No.
3	Maternal Health Nursing II: Gynecology	7406310
1	Maternal Health Nursing II: Gynecology / Clinical	7406311
3	Pediatric and Adolescents Health Nursing III: Pediatric and Adolescents	7406312
1	Pediatric and Adolescents Health Nursing III: Pediatric and Adolescents / Clinical	7406313
3	Mental Health Nursing I	7406314
2	Mental Health Nursing II	7406316
1	Mental Health Nursing I	7406315

C.H.	Course Name	Course No.
	/Clinical	
1	Mental Health Nursing II/Clinical	7406317
3	Research Methods for Biomedical Sciences	7000408
18	Total	

Third Year / Summer Semester		
C.H.	Course Name	Course No.
3	University Requirement	
3	Total	

Fourth Year / First Semester		
C.H.	Course Name	Course No.
3	Emergency, Trauma Nursing, and Nursing during Emergencies and Calamities	7406401
2	Emergency, Trauma Nursing, and Nursing during Emergencies and Calamities /Clinical and Simulation	7406402
2	Administration and management to nursing	7402407
4	Community and public health nursing	7406403
2	Community and public health nursing/Clinical	7406404
2	Promoting community health and preventing diseases	7406405

	/Clinical and Project	
3	Nursing Project	7000402
18	Total	

Fourth Year / Second Semester		
C.H.	Course Name	Course No.
7	Internship	7406500
0	Comprehensive Exam	7401402
0	Advanced Cardiovascular Life Support (ACLS)	7401304
7	Total	

Course Description

7401122	Introduction to Nursing	2
This course provides an introduction to nursing in which students will be introduced to the history and development of nursing locally and internationally. The course also provides an overview of the health care delivery system in connection to the Palestinian health system, policies, quality metrics and health outcomes, reducing gaps and health inequalities, and eliminating racism, exclusion and discrimination in the health system. Topics covered also include the relationship between society and health, health manpower in general and the allied health professions in particular. The primary, secondary and tertiary health care services and the modalities of service provision are discussed. Students are provided with an overview of each of different allied health professions, the distinctive role of each of the professions within the health care team; significant aspects of the work of each of the professions, and the skills and competencies required. Nursing Theories and other theories that are important to nursing practice are also discussed. The course also focuses on nursing vocabulary expansion, improvement of reading academic texts in the field of nursing, and medical terms.		
7406103	Introduction to sociology	2
This course is an introduction to sociology as a way of understanding the world. Sociology is a		

field of study that explains social, and economic phenomena in terms of social structures, social forces, and group relations. The course will introduce students to the nursing field by focusing on several important sociological topics, including socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, and poverty.

7406307	Introduction to psychology and Developmental psychology	2

This course will introduce students to the fundamental principles of psychology and to the major subjects of psychological inquiry (Developmental psychology). It has been designed to not only provide the student with the tools necessary for the study of psychology but to present the student with a sampling of the major areas of psychology research. The course begins with a short overview of how psychology developed as an academic discipline and an introduction to a number of the principal methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas of research, including emotion, development, memory, and psychopathology.

7406104	Biochemistry & Chemistry for nursing	2

A lecture course that involves basic concepts of chemistry. Atomic and molecular structures are covered with periodic table, chemical bonds, and stoichiometry. Aqueous solutions, gas laws and other topics are also covered. Gas laws, Stoichiometry empirical formula and other topics related to general chemistry will be discussed.

7104101	General Biology for Health Sciences	3

A discussion of biology activity at the level of the single cell. Cell structure. Chemical constituents, material exchanges with the environment and the cell membrane. Major energy generating biochemical pathways. Photosynthesis and control of cellular activities

7102101	Anatomy & Physiology for Health Sciences 1	3

This Course is designed to provide the students with a basic understanding of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The

human body is discussed as separate systems, but the relation between different body systems is explained. The cells and tissues, nervous, skeletal, muscular, digestive, and urinary systems are discussed in this course. The methodology of course teaching includes lecture component and practical application for some theoretical approaches.

7102102	Anatomy & Physiology for Health Sciences 2	3

The course provides an introduction to human morphology, function at the cell, tissue, and organ system levels of organization. The human body is also dealt with as separate systems with understanding of the morphology, mechanisms governing the function of different human organ systems such as the cardiovascular, immunological, musculoskeletal, hematological, and genital. The courses are taught through theoretical lectures and practical demonstrations.

7105403	General Microbiology	3

This course introduces nursing students to basic concepts in microbiology including, bacteriology, virology, mycology and Parasitology. The course has three credit hours, which covers a variety of microbiological and immunological techniques, with experiments designed to illustrate major concepts of bacteriology, virology, mycology and immunology.

7406107	Clinical Pharmacology I	3

Clinical Pharmacology for Nurses I provide students with an overview of pharmacology and a basic understanding of the clinical applications of pharmacotherapy within the context of the nursing process and need prioritization. The course will help the nursing students develop an understanding of how drugs are introduced in clinical practice and how they are used in managing and preventing health problems affecting the nervous system, cardiovascular system, renal system, and respiratory system. The course will cover the different classes of drugs used with special emphasis on their routes of administration, mechanisms of action, contraindications, and adverse effects. The nursing students will learn how to apply these concepts to the role of nurses in administering medications and monitoring their effects.

7406205	Clinical Pharmacology II	3

Clinical Pharmacology for Nurses II builds on what students have learned in Clinical Pharmacology for Nurses I. The course will enable the nursing students to gain an understanding of how the different classes of drugs are used to prevent or for the management

of diseases and health issues affecting the gastrointestinal system, immune system, endocrine system, and reproductive system. Additionally, the nursing students will be introduced to the different drugs used in the management of infectious diseases and malignancies. The drugs will be introduced within the context of the nursing process and prioritization needs.

7103200	Pathology for Nursing	2

The course will include general pathology, with an introduction to inflammatory processes such as injury, inflammation & repair, immunity, and neoplasia that are common to many organ systems. The course also will discuss diseases of specific organ systems - systemic pathology -and how each of these basic pathological processes is seen in that organ system.

7406106	Nutrition from infancy to old age and clinical nutrition	1

This course includes normal and therapeutic nutrition. The role of nutrition in promoting wellness and regaining wellness will be emphasized. Nutritional care of clients with abnormal reactions due to a single or multiple problems will be covered. Furthermore, common nutritional problems in Arab World as well as nutritional education to individuals, families, and communities will be emphasized.

7106203	Introduction to Epidemiology	2

This course is designed to introduce students in all fields of public health to the background, basic principles, and methods of public health epidemiology. We will also discuss the biological, behavioral, sociocultural, and environmental factors associated with the etiology and distribution of health and disease.

Topics covered in this course include basic principles of epidemiology; measures of disease frequency; epidemiologic study designs: experimental and observational; bias; confounding; outbreak investigations; screening; causality; and ethical issues in epidemiologic research. In addition, students will develop skills to read, interpret and evaluate health information from published epidemiologic studies.

10216236	Biostatistics for Nursing	2

This course introduces the methods of statistical data classification and presentation, as well as their collection, organization and analysis. It also introduces principles of probabilities, some probability distributions, and distribution of samples, testing of hypotheses, simple linear

regression and correlation, analysis of variance. There will be also medical and biological applications on all of the aforementioned.		
7000408	Research Methods for Biomedical Sciences	3
Writing a genuine theoretical or experimental study or a special project that addresses a variety of topics in speech-language-hearing pathology developed under the direction of a faculty member. Student should use scientific approaches to research questions, designs, statistical procedures, methodologies, and scientific writing. Students might be advised to use computer software for statistical analysis.		
7000402	Nursing Project	3
The student will be able to utilize the steps of the research process in the proposal and/or conduct of circumscribed nursing research project. In this course a relevant nursing problem is identified. Systematic observations of events should be carried out using relevant quantitative or qualitative methods. The validity and reliability of the methods should be discussed. The results should be presented, interpreted, discussed and related to a theoretical level. The work is to be documented in the form of a paper organized in a conventional scientific way. Included in the course are presenting a defense of the work and acting as an opponent of another project. Students will select a small research project of actual interest. Faculty members will assist as supervisors for the area of the study. The finding of a written research paper will be present to the seminar group. It is required and restricted to last semester senior nursing students.		
7227203	Nursing Ethics and Professionalism	1
Explore values, codes and principles that govern ethical decisions in professional practice within nursing care settings. Case studies of potential and actual ethical issues and dilemmas arising in nursing practice are analyzed using the intellectual standards of critical thinking in a framework of ethical decision-making. The course focuses on the regulatory mechanisms of the nursing profession and the rules and regulations controlling the practice of nursing. In addition, this course provides a study of relationship and responsibilities of professional nursing that emphasis on current issues and professional organizations, as well as the planning		

and discussing of career development. Nursing ethics is more about being a good nurse in everyday practice than it is about solving discrete ethical dilemmas as they occur, although logically the former encompasses the latter. Good nursing requires sensitivity to the moral domain of nursing practice. The nature of nursing is essentially normative, whereby nurses attempt to maximize the good (e.g., comfort, dignity, quality of life) and minimize the bad (e.g. pain, suffering) for human beings in situations of health and illness. Students are provided with an overview of each of different allied health professions, the distinctive role of each of the professions within the health care team, significant aspects of the work of each of the professions, and the skills and competencies required. Autonomy, accountability, commitment, standards entry into, nursing theories and other will be discussed through debates, seminars, panel discussions, and critique papers that will lead to the development of critical thinking and evaluation skills

| 7406102 | Communication and Health Education | 1 |

The course explores the basic principles and concepts in Effective communication skills, compassion and empathy. It focuses on the methods used for healthy or sick individuals and/or group(s) in the community or in health care institutions. The course is organized around the elements of the teaching learning process. Emphasis will be on assessment of learning needs, instructional objectives, teaching modalities, educational resources, and evaluation of the teaching/learning process. Theories and/or models that explain and influence health behavior will be explored. Opportunity for microteaching will also be arranged. The course focuses on the methods used in counseling of healthy individuals of all ages and patients with problems interfering with their normal daily lives. Theories of communication and group processes are studied. The course also centers on communication approaches and techniques relevant to the provision of nursing care to individuals and groups. In order to explain man's interaction with the environment, social, psychology theories focusing on social communication, social networks, roles, social influences and attitude changes are studied. Theories concerning learning, giving information and evaluation are also studied. The topics related to Support, counseling and training and the person (caregiver, patient) is in the center (Patient; including the patients in the therapeutic decision making, Caregiver; Coping with stress, burnout and

violence prevention) will be covered.		
7401123	Fundamentals of Nursing I	3
The concepts of health/ill health/disease, and the significance of the environment for health and health promotion as well as illness prevention at the living conditions of the individual at different ages are studied from physical, mental, sociocultural and spiritual points of view. This course is also designed to provide concepts basic to the practice of clinical nursing. The nursing process is presented as a frame of reference in meeting the human needs of people and on the delivery of health care in a variety of settings. Emphasis on nursing concepts, procedures, and their applications in the nursing lab.		
7401115	Fundamentals of Nursing I Lab.	2
This course is designed to enable students practice infection prevention practices, assessing vital signs, safely administer and accurately calculate medication, implement hygienic practices for patients and their environment. Nursing process is the framework when implementing nursing skills in fundamental of nursing lab.		
7401124	Fundamentals of Nursing II	2
This course builds on the unifying concepts basic to nursing practice introduced in foundations of nursing (I). The students will build on the concepts of the nursing process in providing care to individual clients requiring primary and select secondary interventions. Emphasis will be placed on nursing intervention skills in non-acute and selected acute health care settings		
7401116	Fundamentals of Nursing II Lab.	1
This course is designed to enable students practice nursing skills that is essential in treating patient with fluid, electrolytes and acid base imbalance. Nursing Skills used when caring for patient with oxygenation alterations, elimination alteration, malnutrition status and patients with loss of skin integrity conditions. Nursing process is the framework when implementing nursing skills in fundamental of nursing lab		
7406105	Fundamentals of Nursing II/clinical	1
The simulation and clinical settings will afford practical experience in application of the		

principles and skills taught in the theory portion of this class. Students will be expected to demonstrate beginning competency in application of the nursing process.

7401125	Health Assessment	2

This course provides students with knowledge and skills necessary to assess individual health status during health and illness. Students are directed to use effective communication skills to collect data about health history and appropriate psychomotor skills to conduct comprehensive physical examination. Knowledge from medical sciences and critical thinking are used to determine health alterations of the individual.

7401121	Health assessment Lab	1

This course applies principles and skills learned in the nursing health assessment course on healthy and ill individuals. Opportunity is given to students to use effective communication and psychomotor skills to collect data about health history and to conduct comprehensive physical examination. Emphasis is placed on maintaining confidentiality and ethical principles in interacting with clients.

7402407	Administration and management to nursing	2

This course prepares the nursing students to coordinate and manage client care in diverse health care settings. Emphasis is placed on key organizational structures and operation of healthcare. In addition to leadership, management functions and related skills, as planning, organizing, staffing, collaboration, delegation, coordination, and working in a team, recruitment procedures, and concepts of change organizational, and time management. Quality, safety and risk management, clinical decision-making models, the dependence - independence spectrum in health & illness, and leadership & change management will be covered.

7406306	Technological Innovation & Nursing informatics	1

This course will focus on application of computer technology that supports the dissemination of health care data, information and knowledge. It introduces nursing informatics as an integration of nursing, computer, and information sciences for the support of nursing practice. It will familiarize practicing nurses with the effective utilization of technology and its

applications throughout all aspects of health delivery.		
7406403	Community and Public Health Nursing	4

This course will offer to students a basic public health, concepts of health, illness, wellness, community, aggregate, population, and levels of prevention; roles and settings for community/public health nursing, standards of practice are also discussed.

Cultural principles, the importance of cultural diversity and the need for cultural sensitivity as a result will be highlighted; discussion and focus on communicable disease investigations and common communicable diseases often seen in community health nurses' practice, immunization and prevention will be included.

A focus on communication, collaboration, working with groups, contracting with clients and the community health nurses use of motivational interviewing, as well as the use of informatics and health technology is to be covered in the course. Health Promotion Through Education with emphasizes on types of learning is included. Family as Client examines the family as the community health nurse's client and discusses methods of family assessment. Conceptual frameworks and application of the nursing process to family health, occupational health and school health is used. Primary preventive strategies for populations at risk are emphasized. International and national health policies, political and economic influences will be part of the analysis of community issues and activities. An interdisciplinary, collaborative approach is taken in community assessment, decision-making, planning, implementation, and evaluation throughout community health nursing practice. Further focus on global health principles and data methods of international organizations. Environmental health concepts and assessments, the precautionary principle, having an ecologic perspective, and the use of an upstream approach to reduce environmental risks will be covered.

7406404	Community and Public Health Nursing/Clinical	2

The course introduces the scope of community health nursing, with emphasis on nursing care rendered in homes and health agencies for the promotion of health and prevention of illness based on the concept of primary health care Provides theory and practice essential to the assessment, planning, implementation, and evaluation of the clients across the lifespan in the

community individuals, families, groups. Emphasis is on the study and application of nursing role components inherent in community health for health promotion and as disease prevention based on the concepts of primary health care, self-care, and home health care. Conceptual and scientific frameworks applied to community-oriented nursing practice including environmental health, epidemiology, evidence-based practice, community health education, theories, models, and principles. Environmental health focuses on the types of health organizations in the community and the services rendered in the promotion of health and prevention of illness, as well as on the national programs dealing with the elements of primary health care.

7406405	Promoting community health and preventing diseases /Clinical and Project	2

Students will have practices in promoting community health in a variety of populations and preventing diseases including occupational diseases. Examples of workplace health program components and strategies include:

- Health education classes

- Access to local fitness facilities

- Company policies that promote healthy behaviors such as a tobacco-free campus policy

- Employee health insurance coverage for appropriate preventive screenings

- A healthy work environment created through actions such as making healthy foods available and accessible through vending machines or cafeterias

- A work environment free of recognized health and safety threats with a means to identify and address new problems as they arise

7406108	Introduction to Adult Health Nursing	2

This course is the first of a series of adult health nursing courses. Students will build their theoretical base for future application. It will focus on acquisition of knowledge related to health care delivery and evidence-based nursing practice, critical thinking, ethical decision making, and the nursing process, individual and family homeostasis, stress, and adaptation, overview of transcultural nursing, chronic illness and disability, principles and practices of rehabilitation, and fluid and electrolytes: balance and disturbance that will be applied in

students' clinical practice.		
7406201	Adult Health Nursing I	3
This course is focusing on body systems. Building on previous courses, this course provides for the acquisition and application of basic adult health nursing, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing chronic and acute conditions, requiring medical/surgical interventions in variety of settings particularly focused on Cardiovascular and Circulatory Function & Gas Exchange and Respiratory Function. The course uses all components of the nursing process with increasing degrees of skill; it incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. It includes math computational skills, basic computer instruction related to the delivery of nursing care and nursing care related to cardiovascular, respiratory, and pre/intra/post-operative care. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. Additionally, it focuses on Respiratory and cardiovascular surgeries and rehabilitation.		
7406202	Adult Health Nursing I /Clinical	1
This course provides for the acquisition and application of basic adult health nursing in the clinical setting, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing chronic conditions requiring medical/surgical interventions in variety of settings particularly focused on Cardiovascular and Circulatory Function & Gas Exchange and Respiratory Function. The course uses all components of the nursing process with increasing degrees of skill; it incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Students will demonstrate appropriate assessment skills, analyze data, formulate nursing diagnoses, and develop a plan of care in the clinical setting. Additionally, it focuses on Respiratory and cardiovascular surgeries and rehabilitation.		
7406203	Adult Health Nursing II	3
This course provides for the acquisition and application of basic adult health nursing,		

incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing chronic and acute conditions, requiring medical/surgical interventions in variety of settings particularly focused on Digestive and Gastrointestinal Function, Metabolic and Endocrine Function, and Kidney and Urinary Tract Function. The course uses all components of the nursing process with increasing degrees of skill; it incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. It includes math computational skills, basic computer instruction related to the delivery of nursing care and nursing care related to Digestive and Gastrointestinal system, Metabolic and Endocrine systems, and Kidney and Urinary Tract system. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. Additionally, it focuses on surgeries and rehabilitation of Digestive and Gastrointestinal system, Metabolic and Endocrine systems, and Kidney and Urinary Tract system.

7406204	Adult Health Nursing II/Clinical	1

his course provides for the acquisition and application of basic adult health nursing in the clinical setting, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing chronic conditions requiring medical/surgical interventions in variety of settings particularly focused on Digestive and Gastrointestinal Function, Metabolic and Endocrine Function, and Kidney and Urinary Tract Function. The course uses all components of the nursing process with increasing degrees of skill; it incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Students will demonstrate appropriate assessment skills, analyze data, formulate nursing diagnoses, and develop a plan of care in the clinical setting. Additionally, it focuses on surgeries and rehabilitation of Digestive and Gastrointestinal system, Metabolic and Endocrine systems, and Kidney and Urinary Tract system.

7406210	Adult Health Nursing III	4

This course builds on the previous Adult Health Nursing courses, focusing on concepts of adult health nursing applied to the care of acutely ill patients incorporating communication,

collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care. The course uses all components of the nursing process with increasing degrees of skill; it integrates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. It includes math computational skills, basic computer instruction related to the delivery of nursing care related to Immunologic, Hematologic, Integumentary Functions including Burns, and Sensory Function. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. Additionally, Surgeries and rehabilitation related to each subject will be covered.

7406211	Adult Health Nursing III/Clinical	1

This course provides for the acquisition and application of adult health nursing in the clinical setting, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing chronic conditions requiring medical/surgical interventions in variety of settings particularly focused on Immunologic, Hematologic, Integumentary Functions including Burns, and Sensory Function. The course uses all components of the nursing process with increasing degrees of skill; it incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Students will demonstrate appropriate assessment skills, analyze data, formulate nursing diagnoses, and develop a plan of care in the clinical setting. Additionally, Surgeries and rehabilitation related to each subject will be covered.

7406212	Adult Health Nursing IV	4

This course builds on the previous Adult Health Nursing courses, focusing on concepts of adult health nursing applied to the care of acutely ill patients incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care. The course uses all components of the nursing process with increasing degrees of skill; it integrates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. It includes math computational skills, basic computer instruction related to the delivery of nursing care related to Orthopedic,

Neuroscience, Theater Nursing, and Problem in movement coordination. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. Additionally, Surgeries and rehabilitation related to each subject will be covered.

7406213	Adult Health Nursing IV/ Clinical	1

This course provides for the acquisition and application of adult health nursing in the clinical setting, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing chronic conditions requiring medical/surgical interventions in variety of settings particularly focused on Orthopedic, Neuroscience, Theater Nursing, and Problem in movement coordination. The course uses all components of the nursing process with increasing degrees of skill; it incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Students will demonstrate appropriate assessment skills, analyze data, formulate nursing diagnoses, and develop a plan of care in the clinical setting. Additionally, Surgeries and rehabilitation related to each subject will be covered.

7406302	Adult Health Nursing V	3

This course is designed to bridge the gap in knowledge of palliative care by providing an overview of the concept of palliative care and a discussion of the benefits and barriers to optimum palliative care at the end of life. Central to this discussion is an emphasis on the importance of talking to patients about the value of palliative care, of clearly presenting the prognosis and appropriate treatment options and goals, and of ensuring that advance planning is completed. The majority of the course focuses on the assessment and management of the most common end-of-life symptoms, with particular attention to pain, the most prevalent, as well as the most distressing, physical symptom. Psychosocial and spiritual needs of the patient and family are also discussed. Palliative care presents unique challenges for some patient populations, most notably older patients, children/adolescents, and patients receiving critical care. It aims also to provide the student with a better understanding of palliative care for a range of illness states but with an emphasis on cancer and the rationale for care. To enhance their professional development in this area of health, access to resources designed to support

learning for all nurses caring for a dying person irrespective of their practice setting is explored.

7406303	Adult Health Nursing V Clinical	1

This course will focus on adults with cancer. Course content will reflect a critical analysis of the existing theories that influence health related behaviors, health promotion, illness prevention, and decision making. Contextual issues within the broad social, economic, and cultural environments of cancer care will be addressed. It will provide students in five disciplines (medicine, nursing, psychology, social work, spiritual care) with opportunity to explore the interprofessional care of families experiencing cancer along the illness trajectory from diagnosis through to bereavement or long-term survivorship. Key themes that will be explored include family theory, models of family and couple counselling/therapy, family assessment, therapeutic conversations and interventions.

7406304	Adult Health Nursing VI: Critical Care Nursing	4

Advances in technology and medicine mean that increasing numbers of severely ill patients are surviving with a corresponding need for intensive nursing care. Critically ill patients are often managed in an intensive care unit within a hospital where sophisticated equipment is available to enable frequent monitoring of vital signs, assisted ventilation and, when life-threatening crises occur, and rapid resuscitation measures. This course focuses on the causes of single and multi-organ system dysfunction and the human responses to life threatening illness. Nursing care focused on restoring physiologic and psychological stability to the severely ill client will be explored. Core concepts of complex pathophysiology, current treatment modalities, and the role nurses perform when providing care to critically ill patients are discussed.

7406305	Adult Health Nursing VI: Critical Care Nursing /clinical	2

This course will focus on practical side of the theoretical bases Based on the central concepts of nursing, person, nursing, health and environment the course objectives are to be able to carry out a person-centered care within intensive care i.e., protect autonomy, security and

integrity of patients and their families. In addition, the objectives are to deepen knowledge and skills in nursing care and medical treatment to patients within intensive care.		
7406308	Maternal Health Nursing I: Obstetrics, Genetics, & Embryology	4

The theory course provides opportunities for the students to acquire adequate knowledge base in the area of reproductive health, and obstetric and neonatal nursing utilizing knowledge from the biophysical sciences, humanities, growth and development, problem solving and the nursing process: to promote, and maintain, health of individual's families and groups with needs related to reproductive health, and safe motherhood. Anatomy and physiology of male and female, genetic, embryology, obstetrical and neonatal problems are also introduced with an expanded knowledge related to women's health issues. The course includes the study of obstetrics and the nursing care of women during various phases of childbearing. Integration of genetic/genomic information into nursing practice, including ethical, legal, psychological, cultural, and social issues are examined in this course.

7406309	Maternal Health Nursing I: Obstetrics, Genetics, & Embryology /Clinical	1

This course will provide clinical preceptorship in the labor, delivery and postpartum setting. Course will focus on female reproductive anatomy and physiology and focuses on the physiologic and pathophysiologic processes associated with labor and delivery. Frequently encountered complications of pregnancy and the common medical and pharmacologic interventions are discussed. Nursing assessments and interventions during the intraportal period are emphasized throughout the course. It also provides the necessary skills to prepare students to begin caring for mother-infant dyads during the postpartum period and includes a discussion of the goals and advantages of couplet care, assessment of postpartal newborn problem and appropriate nursing interventions. Postpartal and newborn teaching protocols, based on principles of adult learning, as wells as topics of proper perinatal documentation, medico-legal aspects, culturally competent care, and high-risk social behaviors and the relationship to perinatal care will also be addressed. This course has focus on Basic Fetal Heart

Monitoring and Postpartum Care.		
7406310	Maternal Health Nursing II: Gynecology	3

This course will provide students with Knowledge about different types of gynecological disorders focusing on menstrual disturbances, Gynecological Oncology, sexually transmitted disease and the preventive measures. The student should be familiar with different certain uterine, ovarian, cervical, and vaginal anomalies and diseases. A deeper discussion of pre pregnancy and pregnancy at risk, violence, nutrition, health Promotion, grief process and updated coverage of contraception, complementary/alternative therapies will be covered. Pharmacologic pain management and systemic drugs to promote pain relief during the nursing management of the woman in labor and her fetus will be investigated. Nursing care of women's pre- and post-operative with appropriate counseling and referral if needed.

7406311	Maternal Health Nursing II: Gynecology / Clinical	1

The course is designed to help students to integrates knowledge from the accompanying maternal health theory course as well as provide nursing care of the woman during normal and abnormal aspects of the maternity cycle and apply the nursing process to assess, plan and implement the quality care for women during their reproductive utilizing cycle and problem-solving techniques to manage physical, emotional, social and ethical problems in the areas of reproductive health, safe-motherhood. It also considers neonate assessment and gynecological conditions of women in different stages of their lives. The major emphasis of the clinical areas is pregnancy, labor, proprium, and gynecological problems

7406207	Pediatric and Adolescents Health Nursing I: Growth and development	2

This course provides an overview of the theory and principles of human growth and development
from conception through adolescence. Content includes an in-depth study of the interrelatedness
of physical, cognitive, social and emotional aspects of development. Development is studied in

the context of family, gender, culture, language, ability, socioeconomics, diversity, and society. Special emphasis will be on the theories of Piaget, Vygotsky, Erikson, and Gardner.		
7406216	Pediatric and Adolescents Health Nursing II: Premature and neonates	2

This course will introduce the student to basic of nursing neonatal care. The purpose of this course is to provide an opportunity for students to apply advanced problem-solving skills using selected clinical problems relevant to neonatal critical care. It is designed to assist the student in acquiring advanced theoretical knowledge in the physiological, behavioral, medical and nursing sciences required for solving neonatal-focused problems through the identification and analysis of relevant literature reviews and research papers. In solving these clinical problems, students will develop differential medical and nursing diagnoses and plans of care, as well as critically analyze the health and illness management strategies and outcomes presented in each case.

The major focus of this course is the healthy neonate, development, care and nutrition. Concepts explored are: child health promotion strategies, and high-risk situations which include the common neonatal disorders. The care of pre-term babies and the problems associated with pre-term birth are also a focus.

The student will learn to associate a therapeutic procedure to a cardiopulmonary disorder or other related disorders, in a neonate. In addition, they will learn about specific airway management techniques applicable to the neonatal population.

7406217	Pediatric and Adolescents Health Nursing II: Premature and neonates / Clinical	1

This clinical course is designed to provide the student with the opportunity to incorporate nursing theory, current research and evidence, and complex skills in caring for high-risk preterm neonates and their families.

Emphasis is placed on the integration of the neonatal nurse practitioner role in the assessment and development of a comprehensive management plan for the high-risk preterm neonate

under the supervision of faculty and preceptors.		
7406312	Pediatric and Adolescents Health Nursing III: Pediatric and Adolescents Health	3

This course introduces the students to appropriate scientific knowledge, which enables them to develop their own unique clinical and educational approach to care for children, and their families. It will stress the health problems of the infant and child and the nursing care that necessary in restoring health to the child. The course moves from simple to complex issues; starting with concepts of normal growth and development, health promotion and maintenance, and the prevention of illnesses and accidents and then to select health problems (chronic and common health problems, and communicable diseases). This is achieved through utilizing the nursing process, developmental theories, new trends and the latest approaches in the management and caring of children. The course encourages students to utilize knowledge synthesis; problem solving techniques, critical thinking, and family centered approached in the provision of empowered care

7406313	Pediatric and Adolescents Health Nursing III: Pediatric and Adolescents Health / Clinical	1

In clinical practice the students will develop skills in providing nursing care to the child along the health/illness continuum, including psychosocial, developmental and physical health promotion, risk reduction and illness care.

Clinical experiences will include an emphasis on nursing care of the well child & the child with acute, chronic &/or life-threatening conditions, Students will have the opportunity to incorporate family theory, models of family, family structure and function and parenting behaviors into their nursing care. Risk factors for child mortality & morbidity will be assessed. Stressors on children with acute & chronic illness will be evaluated.

Nursing interventions will be implemented which minimize the psychological and physiologic distress experienced by children and their families, Key elements of culture, spirituality, poverty, heredity, ethics and health beliefs on child health practices will be Integrated into the

nursing care.		
7406314	Mental Health Nursing I	3

This course incorporates the concept of nursing process in explaining mental health issues, mental disorders, major theories in mental health, Psychopathology of mental health disorders, impact of various psychiatric and personality disorders and how can students utilize different steps in nursing process to help individuals with psychiatric-and mental health disorders and their families to retain and maintain the optimal level of mental health. This course also explains different theories and modalities which can help individuals to deal with various types of life stressors in a healthy and constructive ways. This course gives great emphasis on communication skills and how they affect the interaction with clients and other health professionals in the psychiatric settings. In this course, students learn different treatment modalities which are used to treat individuals with emotional and mental.

7406315	Mental Health Nursing I/Clinical	1

This course provides nursing students an opportunity to deal directly with clients who suffer from emotional and mental disorders and receiving care in psychiatric care settings (inpatient & outpatient) where students can assess these clients and the resulting behavior exhibited by them by utilizing nursing process in planning and providing nursing care for those individuals based on knowledge gained from biological, social, psychological sciences as well as humanities and nursing. Student's clinical experience will be provided in hospitals, community, and day care center, rendering services to patients with mental health and psychiatric problems and their families. Skills and attitudes of students will be enhanced in caring for patients receiving various therapeutic treatments. Students deal with clients by demonstrating high skills in therapeutic communication whether with individuals or in groups. Also, students help in maintaining therapeutic environment and work with clients in helping them to select the best coping methods to deal with life stressors as well as working with mental and social health team in helping those clients when using different modalities in psychiatric treatment and helping them and their families to retain and maintain optimal level of mental health to go back to community to live as normal as possible.

7406316	Mental Health Nursing II	2

This course is continuity of part one of mental health nursing. It will focus on applying the nursing process in the psychiatric setting, physical conditions that influence group dynamics, psychodrama, therapeutic modalities with families, and Milieu therapy

7406317	Mental Health Nursing II/Clinical	1

This course provides nursing students an opportunity to deal directly with clients who suffer from emotional and mental disorders and receiving care in psychiatric care settings (inpatient & outpatient) where students can assess these clients and the resulting behavior exhibited by them by utilizing nursing process in planning and providing nursing care for those individuals based on knowledge gained from biological, social, psychological sciences as well as humanities and nursing. Student's clinical experience will focus on applying the nursing process in the psychiatric setting, physical conditions that influence group dynamics, psychodrama, therapeutic modalities with families, and Milieu therapy

7406218	Gerontology	1

The general aims of the course are that the student should achieve the competence in gerontology and geriatrics that is required to independently plan, carry out and evaluate nursing actions as a specialist nurse in the care of elderly. On completion of the course, the student should be able to: - demonstrate advanced knowledge of biological, psychological, cultural, social and mental aspects of aging - reflect and see relations between the health of the elderly population, unhealth and conditions in society from a gender as well as national and international perspective - analyze and reflect on different theories about aging and current gerontological, geriatric and nursing theories research - reflect and apply an approach that preserves the integrity and autonomy of the elderly - apply advanced knowledge of different geriatric and psychogeriatric diseases to be able to assess the specific preventive measures, care and rehabilitation needs of the multimorbid elderly - show advanced knowledge of pharmacokinetic changes during the aging, drug-related problems in elderly - use medical engineering equipment in a safe way - apply and independently meet the elderly's specific needs of terminal care - demonstrate advanced knowledge of organization and leadership in the care and nursing of elderly.

7406401	Emergency, Trauma Nursing,	3

	and Nursing during Emergencies and Calamities	

This course introduces the emergency nurse to the provision of care in the emergency setting. The concepts of assessment of the emergency department patient and the initial prioritizing of care will be explored. The nursing and medical science related to cardiac and pulmonary emergencies will be discussed in detail. The theoretical concepts and knowledge gained will enable the emergency nurse to engage in discussions regarding the principles of emergency nursing, specifically for those patients presenting with a cardiac or respiratory emergency. The content will be primarily oriented toward the adult patient. Reference to physiological changes throughout the age span including neonates, infants, pediatric and geriatrics will be made when appropriate. This course will enable the student to develop proficiency in the emergency management of patients experiencing a trauma or health breakdown and provide support for their families. This course will encompass triage, legal and ethical issues, managing acute emergencies and communications strategies in the ED. Another part of this course will provide 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.

7406402	Emergency, Trauma Nursing, and Nursing during Emergencies and Calamities /clinical and Simulation	2

This course aims to support the development of students in an expanded practice role in an emergency care setting. The course provides theoretical knowledge as well as mentored clinical practice in the assessment, clinical decision making and treatment of common emergency department patient conditions. This course will provide learning and practical application of knowledge in the clinical setting supporting students in development of the skills required for independent clinical management of common problems. Assessments will validate acquisition of clinical and theoretical knowledge.

7227102	First Aid	1

This course is designed to prepare the student to take appropriate actions to provide emergency

first aid care to people in need for help until professional emergency health providers arrive. This course is designed to introduce both life threatening and non-life-threatening medical scenarios and to instruct the student how to recognize and respond appropriately to each given situation. The course will include training on CPR and AED use.

7401206	Basic Life Support Course *	0

This course provides the students with the skills of cardiopulmonary resuscitation (CPR) for victims of all ages and will practice CPR in team setting. The student will learn how to use an automated external defibrillator (AED) and how to relieve choking (foreign body airway obstruction). The skills will enable the student to recognize emergencies such as sudden cardiac arrest and know how to respond to them. Students will complete the course at An-Najah Life Support Training Center which extends over one day. Guidelines for the American Heart Association will be used.

7401304	Advanced Cardiovascular Life Support (ACLS) **	0

Advanced Cardiovascular Life Support (ACLS) is designed for students to participate in management of cardiopulmonary arrest and other cardiovascular emergencies through didactic instructions and active participation in simulated cases, students will enhance their skills in the recognition and intervention of cardiopulmonary arrest, immediate post-cardiac arrest, acute arrhythmia, stroke, and acute coronary syndromes (ACS). Students will complete the course at An-Najah Life Support Training Center which extends over two days. Guidelines for the American Heart Association will be used.

7406500	Internship	7

This course offers a fourth-year students the opportunity to be able to develop expertise and to implement problem solving and management principles in the nursing management of selected groups from the health-illness continuum and to practice nursing independently in three levels of prevention: primary, secondary, and tertiary at different clinical setting (hospital and community health centers). Students will apply theoretical knowledge to clinical settings with emphasis on leadership role, management and changing agent role, and taking full responsibility under the supervision of clinical instructors and nurse in charge of clinical setting as preceptors. The course also provide practice essential to the assessment, planning,

implementation and evaluation of clients in different clinical setting as well as to apply nursing skills related to health promotion, health maintenance, health restoration and disease prevention and treatment among the target aggregates. This training will offer students the opportunity to take full responsibility as a charge nurse before graduation. This course aims at providing clinical training opportunity for the fourth-year nursing students to reinforce and integrate clinical skills and knowledge acquired during their study. The student will provide nursing care under the supervision of preceptors in the clinical areas of their choice with the guidance and indirect supervision of faculty members.		
7401402	Comprehensive Exam	0
The comprehensive exam is one of the basic requirements which must nursing student going through at the end of the study to obtain a certificate of bachelor's degree in nursing. The comprehensive exam is a requirement for graduation from the Nursing program at An-Najah National University. The courses adopted in the comprehensive exam (8 courses) are: 1. Adult Health Nursing (Introduction, I, II, III, IV, V, & VI) and Fundamentals of Nursing (I & II) 2. Maternal Health Nursing (I, II). 3. Nursing Ethics; Professionalism. 4. Pediatric and Adolescents Health Nursing (I, II, III) 5. Administration and Management in Nursing. 6. Mental Health Nursing (I, II). 7. Community Health Nursing.		

FN Code of Professional Conduct

Students who major in Nursing at An Najah National University are expected to demonstrate behaviors that are appropriate for the profession of nursing. Students must adhere to each of the following behaviors:

1. Demonstrate honest, trustworthy, and caring behavior at all times.
2. Attend all classes, labs, clinical rotations, and scheduled meetings.
3. Be respectful in oral, written, and electronic communications and in all interactions with others. This includes maintaining professional interactions with peers, faculty, staff, healthcare professionals, patients, and their families.

4. Maintain standards as defined by the Health Insurance Portability and Accountability Act regarding patient information. This involves protection of patient privacy in all forms, including but not limited to preventing unauthorized access of patient records, inappropriate verbal exchange of information, photography, screen captures, audio/video recording, paper documentation, social media, live streaming (e.g., Skype, FaceTime), etc.

5. Seek solutions to problems rather than engaging in blocking or blaming behaviors.

6. Exhibit no discrimination, violence, and/or bullying against any person or group including but not limited to those protected under state law.

7. Collaborate with peers, faculty, staff, and healthcare professionals in all learning environments.

8. Establish ethical and caring relationships in accordance with Nursing Code of Ethics.

9. Demonstrate cultural competence in all interactions with peers, faculty, staff, healthcare professionals, patients, and their families.

I understand I am responsible to adhere to these behaviors that will enrich my nursing education experience and allow me to be in good standing with the Nursing and Midwifery Department at An Najah National University. Non-adherence to these behaviors will result in disciplinary action up to and including dismissal from the program.

Printed Name: _____Student ID: _____

Signature: _____Date: _____

GENERAL ACADEMIC POLICIES AND PROCEDURES

FN Guidelines and Instructions Clinical Training Guidelines

Dress Code

A-Female Students:

1. A white lab coat must be worn at all times—buttoned, clean, neat, and well-ironed.
2. Light navy-blue clothing should be worn underneath the white lab coat.
3. The identification badge (name tag) and university logo are integral parts of the uniform and must be prominently displayed above the left upper pocket of the lab coat.
4. A plain white head cover (head scarf) without accessories is required.
5. Hair must be neatly styled—either short or securely tied up.
6. Shoes must be white or black; heels, sports shoes, and ballerinas are strictly prohibited.
7. Jewelry is restricted to engagement and wedding rings only.
8. Students are not permitted to wear scrub uniforms outside the hospital unit or setting, in accordance with hospital policy.
9. The uniform, including the lab coat, is to be worn exclusively during clinical and laboratory settings.

B- Male Students:

1. A white lab coat must be worn at all times—buttoned, spotless, neat, and well-ironed.
2. The identification badge (name tag) and university logo are mandatory components of the uniform and must be prominently displayed above the left upper pocket of the lab coat.
3. Light navy-blue uniform is required underneath the white lab coat.
4. Hair must be neatly cut and styled, with no additives, and beards must be cleanly shaved.
5. Black shoes are required; sports shoes are strictly prohibited.
6. If a specific uniform (scrub) is mandated by hospital policy, students are prohibited from wearing it outside the unit.
7. The uniform is to be worn exclusively in all clinical training areas and laboratory settings.

Note: *Failure to comply with the Dress Code will result in denied entry to practice settings, and the absence will be recorded as unexcused for that day.*

Equipment for Clinical Training

Students are required to bring the following equipment for clinical training:

- **Procedure Manual**: Essential for referencing protocols and procedures during clinical practice.
- **Stethoscope**: Required for auscultation and patient assessment.
- **Scissors**: Necessary for cutting bandages, dressings, and other materials.
- **Notebook**: For taking notes and recording observations (Textbooks are not allowed in the clinical area).
- **Torch**: Useful for pupil assessments and other focused examinations.
- **Pen and Pencil**: For documentation and note-taking.
- **Watch with a Second Hand**: Critical for timing procedures and monitoring vital signs.
- **Additional Required Items**: Any specific tools or instruments needed according to the clinical course requirements (e.g., measuring tape, etc.).

Students must ensure they have all the necessary equipment to fully participate in and benefit from the clinical training sessions.

Attendance and Punctuality

- **Mandatory Attendance**: Students are required to attend all clinical days of the course. Absence exceeding (more than two clinical days), with or without an official excuse (such as a sick report), will result in the student being barred from the final exam and receiving an "F" grade for the course.
- **Excused Absences**: Students with excused absences, approved by the Dean based on official credit hour regulations (e.g., sick report).
- **Excuse Submission**: Any excuse or sick report must be approved and stamped by the University physician at the University health clinic or the University hospital. The excuse must be submitted within two days of the absence.

- **Punctuality Requirement**: Punctuality in clinical practice is non-negotiable. The schedule is 7:00 AM to 2:00 PM or from 2:00 PM to 09:00 PM

- **Break Time**: Breaks during clinical training are limited to 20-30 minutes and must be coordinated with the clinical instructor.

- **No Late Arrivals**: Students arriving more than 30 minutes late to clinical settings will not be allowed to participate and will be marked as absent for the day.

- **Final Exam Attendance**: Unexcused absences from clinical or written final exams are handled according to the University's regulations

- Students who miss an exam must submit an excuse to the instructor within three days of the absence. If the excuse is accepted, the student may sit for a make-up exam.

- Students who miss the final exam without an accepted formal excuse from the Dean of the school offering the course will receive a grade of "zero."

Professional Behavior

During clinical training, students are expected to adhere strictly to the highest standards of professional conduct. The following guidelines must be observed at all times:

- **Exemplify Professionalism**: Students must demonstrate professional attitudes and behaviors as outlined in the Student Clinical Training Instructions. This includes maintaining a demeanor that reflects the seriousness and responsibility of the nursing profession.

- **Punctuality**: Arriving and departing from the clinical setting on time is mandatory. Timeliness is a critical aspect of professional behavior and reflects respect for the clinical environment and patient care.

- **Introduction and Communication**: Upon arrival, students must introduce themselves to the head of the department (supervisor) before beginning any nursing care. Effective communication with the supervisory staff is essential for ensuring a coordinated and safe care environment.

- **Privacy and Confidentiality**: Maintaining patient privacy and confidentiality is non-negotiable. Students must adhere strictly to all regulations regarding patient information and must respect the dignity and rights of all individuals under their care.

- **Safety and Infection Control**: Students are required to comply fully with all safety

regulations and infection control standards in the clinical area. No student is permitted to practice in a clinical setting without a valid immunization certificate confirming receipt of three doses of the Hepatitis B vaccine.

- **Ethical Conduct**: Adherence to the Code of Ethics is mandatory. Students must demonstrate unwavering commitment to ethical behavior in all aspects of their clinical practice.

- **Supervised Practice**: Students are only permitted to practice under the direct supervision of a clinical instructor, faculty member, or staff nurse. Independent practice is strictly prohibited to ensure patient safety and proper learning.

- **Training Schedule Compliance**: Students must adhere to the scheduled training hours. Training outside regular hours is not permitted unless explicitly authorized by the course coordinator.

- **Clinical Area Conduct**: The following behaviors are strictly enforced in the clinical area:
  o No chewing gum.
  o Nails must be clean, trimmed, and free of nail polish.
  o Jewelry is restricted to engagement or wedding rings only.
  o Smoking is strictly forbidden.
  o Mobile phones are not to be used during training hours.
  o Do not remain in the nursing station unless required for patient care.
  o Avoid sitting on patients' beds or room tables.
  o Always speak in a calm and respectful manner.
  o Maintain a professional appearance and demeanor in all interactions with patients, colleagues, and others.
  o Avoid placing hands in pockets, as it may appear unprofessional.

Note: The clinical training site is designated to help students achieve the course's intended learning outcomes. It is strictly prohibited to work on class or homework assignments during clinical training hours. This time is exclusively for professional development and patient care.

Examination Instructions for Students, Exam Policy

1. **PURPOSE:** The purpose of the Exam Policy is to establish standards in the Nursing and Midwifery Department that will result in fairness, integrity, and professionalism.

2. **POLICY**: Students are expected to take required scheduled exams according to each course outline provided by the assigned instructor. Students must follow the guidelines set forth in the Exam Policy regarding exam administration, missed exams. All nursing exams (paper and electronic) are the property of the nursing program. Exams may not be copied, circulated, or removed from the designated area during test-taking. A student who violates this exam policy will face disciplinary action, up to and including dismissal from the nursing program.

3. **EXAM PROCEDURES:**

   - If a student who is not feeling well elects to sit for an exam, the student's exam effort cannot be rescinded. Once the exam is opened by the student, the exam has begun. All students are encouraged to use good judgment in deciding whether to sit for an exam.

   - Students will arrive on time for their examination. Once testing is in progress no additional time will be allotted for late arrivals.

   - All exams will be timed. Once time is up, no further answers can be recorded.

   - In the event a student has received a subpoena to appear in court, has an approved bereavement day, is selected for jury duty, the student will need to meet with the faculty of record before the exam date to discuss the situation at hand on an individual basis. The student must be able to provide a copy of the subpoena, court documents.

   - An Najah National University makes every reasonable effort to provide an environment conducive to testing. Audio devices of any kind are not permitted.

   - All personal belongings, including electronic devices will be placed in the front or back of the classroom during all exams.

   - No hats or hoods may be worn during an exam.

   - No cell phones, ear buds, or watches with computer screens (including I Watches) are permitted to be used (or on person) during scheduled exams. Cell phones must be turned off and placed away from the student's desk with other personal items.

   - Drinks may be allowed at the discretion of the instructor.

   - It is recommended that students use the bathroom before the test.

   - Faculty reserves the right to answer or not answer questions raised during the exam period.

- Faculty reserves the right to establish a seating chart during scheduled exams and may ask a student to move his or her seat at any time.
- Students are not allowed to congregate in the hall outside the exam room, as it is very distracting to the students still taking an exam. Students are not allowed to reenter the classroom while other students are still taking the exam.

Paper and Pen Exam Administration:

- Each student should fill out the answer sheet completely and put his/her name on the examination copy.
- Only pen and the examination materials are to be with the student.
- All computerized testing will be proctored, and students are expected to be looking only in the direction of their own computer. Students who are observed looking at other computer screens will be verbally warned. If the behavior continues, the student's computer test will be terminated, and the student will receive a zero for that exam.
- The only browser window allowed to be open during an exam is the one that is being used to administer the exam. Absolutely no other browser windows are to be opened before, during, or after an exam (including emails).
- If a problem with the computer occurs, raise your hand and the proctor will assist you.
- All students are expected to take examinations at the scheduled time. In the event of an extenuating circumstance, the student is required to obtain verbal or written approval from the instructor to be excused from the examination prior to the scheduled examination date.
- The student will contact faculty at least 24 hours before the scheduled examination to arrange the make-up examination. The faculty member will determine the date and time of the make-up examination. Failure to notify the instructor may result in a grade of "0" for the exam.
- Should a student be absent for the scheduled make-up examination (date/time to be determined by the faculty member), the student will receive a "0" for that examination.
- An examination may not be retaken by a student for the purpose of improving a grade.

Guidelines for the Use of Electronic Devices in the Academic Setting

1. FN encourage the use of new technologies and application of the latest information in conducting patient care. Electronic devices may be used to research pertinent medical information and drug guides.

2. A personal camera is prohibited at all times while in a clinical care area or in a client's home. Students may not use personal cameras to take pictures of patients or pictures of anything related to clinical care.

3. Patient privacy is to be respected. Healthcare data that identify a patient is not to be removed or transmitted from the clinical site. Lab values and other assessment can be transferred to clinical paperwork as long as no patient names or identifying numbers are connected to the data.

4. Patient information is confidential. Students further acknowledge that health care providers have patient privacy policies which students are required to observe. Students who violate patient privacy information during clinical practicum with the use of electronic devices commit violations and will be subject to the infractions policy of the clinical agency and possible dismissal from the nursing program.

5. Electronic devices used in clinical or classroom setting will always be in airplane or silent/vibrate mode at all times.

6. Electronic devices in the clinical area or skills lab may be used to look up information about drugs, diseases, diagnostic tests, or other clinical information. Students may be required to explain why they are using electronic devices so that clients or staff understand the purpose of using the device.

7. No texting, emailing, or use of any electronic device of any type will be done in front of a client or clinical agency staff member, unless the student has expressed permission of the clinical agency and faculty member.

8. Faculty may validate that student are using electronic devices in the clinical area or skills lab for purposes related to their clinical training.

9. A written warning will be given for the first violation of using electronic devices for socializing during clinical time. A clinical failure will be given for the second violation.

10. Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may electronic devices. Be sure to disinfect/decontaminate them as needed.

11. Be respectful to the patient at all times and ensure that your entire attention is focused on the patient when you are in the patient's room. If you are using electronic devices at the bedside, inform the patient how this will help in their care.

Policy Regarding Social Networking

1. Social networking sites include, but are not limited to: Facebook, Twitter, Instagram, YouTube, Snapchat, Tik Tok, LinkedIn, blogs, texting, etc.
2. NMD students shall not present personal opinions in networking sites that imply endorsement by the FN. Students should be responsible in representing the FN in the community and should be aware of situations that might compromise the reputation of FN.
3. FN students shall not use patients' names (including any identifiers such as initials, photos, etc.) and personal health information of patients in social media communications.
4. FN students who engage in social media communications may not violate Najah National University's academic policies
5. In response to complaints about violation of this policy, FN may look up profiles on social networking sites and may use the information in formal disciplinary proceedings against the student, which may result in suspension or dismissal from the program and/or the university.

Course Participation Online

Web Etiquette

Every student using email and participating in online discussions, should adhere to professional behavior when communicating on the Internet. The student should:

- Address the message to someone.
- Sign any message being sent.
- Write in a professional manner.
- Be very judicious when copying (cc:) an email to someone. It may be improper to copy or forward correspondence to another person.
- Avoid profanity and remember neither the internet nor email is entirely secure.

- Return emails in a timely manner.
- Avoid slamming – this is the use of harsh words to others in a public forum.
- Avoid the use of caps as much as possible. The use of all capital letters is equated with yelling.

Guidelines for Effective Online Communications Email:

1. Always include a subject line.
2. Remember without facial expressions some comments may be taken the wrong way.
3. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
4. Use standard fonts.
5. Respect the privacy of other class members.

Dialogues/Discussion Groups:

1. Review the dialogue/discussion threads thoroughly before entering the discussion.
2. Try to maintain threads by using the "Reply" button rather starting a new topic.
3. Do not make insulting or inflammatory statements to other members of the dialogue/discussion group. 4. Be respectful of others' ideas.
4. Be patient and read the comments of other group members thoroughly before entering your remarks.
5. Be cooperative with group leaders in completing assigned tasks.
6. Be positive and constructive in group dialogues/discussions.
7. Respond in a thoughtful and timely manner.
8. Adhere to the group agreed upon due dates for assignments.

Guidelines for Testing Online:

Students are expected to demonstrate academic integrity when taking tests online. Each online quiz has a time limit set by the instructor and may use online proctoring software. When taking an online test, students are expected to test honestly, ethically, and confirm that the answers are all their own. Unless otherwise specified, online tests are not open book, nor are open notes, and students are not to receive assistance from other resources including the Internet, classmates, or others. Students should understand that they may not copy or print the questions from online quizzes for any purpose. Any documentation of a dual login with matching IP or user IDs during

exams may result in a grade of zero. Makeup exams are at the discretion of the instructor.

Evaluation of Curriculum and Faculty:

Students' suggestions for development of the nursing curriculum and creation of FN activities are welcomed by the faculty. Students' active participation in the learning process is essential. The faculty invite students to co-create the learning environment at FN by participating in committees, task forces, and other participative groups.

Each student will be given the opportunity to evaluate the course and instructor at the end of the term. Instructors do not receive evaluation information until after the course has closed and grades have been entered. When doing the evaluations, thoughtfully consider the overall class experience, including areas that have been excellent as well as those that have room for growth or improvement. Evaluations need to be as objective and constructive as possible. Learning to evaluate performance of self, colleagues, program effectiveness and educational programs is an integral part of being a professional.

An Najah National University (NNU) Website (Rules and Regulations Links):

The policies, instructions, laws, and regulations for the Baccalaureate Nursing Program at Najah National University (NNU) are fully aligned with those of the governing organization, An-Najah National University. These policies are published in Arabic and are accessible to students through the university's official website. Key areas covered include:

- **Acceptance Criteria and Registration**: Detailed guidelines on student eligibility and the registration process.
- **Bachelor's Degree Requirements**: Comprehensive instructions for obtaining a Bachelor's degree in Nursing.
- **Study Plan**: A clear outline of the academic study plan, including course requirements.
- **Attendance**: Strict policies on attendance, including consequences for non-compliance.
- **Duration of Study**: Regulations governing the length of time students have to complete their degree.
- **Study Load**: Limits and guidelines on the number of credits students may take per semester.
- **Exams, Marks, and Grades**: Criteria for examinations, grading scales, and academic

performance standards.

- **Student Alerts and Disconnection**: Procedures for academic warnings and potential disconnection from the program.
- **Course Repeats**: Policies regarding the repetition of courses.
- **Course Withdrawal and Semester Postponement**: Instructions for dropping or withdrawing from a course and postponing a semester.
- **Financial Aid**: Information on financial assistance available to students.
- **Health Insurance**: Details on health coverage provided to students.
- **Student Activities and Community Services**: Opportunities for involvement in extracurricular activities and community service initiatives.

Students are strongly advised to familiarize themselves with these policies by accessing the NNU website to ensure compliance and successful progression through the program.

Description of Available Services at NNU

Student Services	Description of Services and Website Link
Admission and Registration Unit	This unit is pivotal in advancing the educational mission at NNU. It implements a cutting-edge system that integrates modern technology, ensuring continuous growth and development. The unit's webpage serves as a comprehensive resource for students, offering all critical information related to the admission and registration process. This includes program types, admission requirements, required documentation, rules and regulations, available specializations, tuition fees, study plans, course descriptions, and important deadlines for admission and registration. More information is available on: An-Najah National University : Admission
Deanship of Student Affairs	The Deanship of Student Affairs is dedicated to overseeing students' extracurricular activities, ensuring a safe and healthy environment throughout their university life. It plays a crucial role in shaping students' personal development and supporting them in overcoming challenges during their academic journey. Additionally, the Deanship is committed

	to enhancing the quality of student life, nurturing their talents and creative potential, and showcasing their achievements across various domains. This commitment aligns with the broader goals of national reform and development, preparing students to contribute meaningfully to society. More information is available on: [An-Najah National University : Deanship of Student Affairs](#)
Libraries	The NNU libraries, located on both the old and new campuses, provide students with access to electronic databases (E-Library) via the on-campus internet. Students can borrow up to three books at a time for a period not exceeding two weeks. The main library operates daily from 8:00 AM to 5:00 PM. More information is available on: [An-Najah National University : Libraries](#)
E-learning	NNU is actively enhancing the integration of electronic and digital educational tools into its curricula through the use of the "Moodle" learning management system. Moodle provides course instructors with a wide range of options and tools, including the ability to upload course documents, facilitate online forums, and offer various other features that enrich the learning experience for students. More information is available on: [e-Learning/An-Najah National University](#)

Description of Students' Services Provided by FN

Services	Description of Services
Classrooms and Auditorium	The FN) features classrooms that accommodate between 20 and 49 students, along with a fully equipped auditorium with a seating capacity of 100. The auditorium includes a computer and data projection system, enhancing its functionality for lectures and

	presentations. All classrooms and the auditorium are furnished with central heating, ceiling fans, chairs, and tables, ensuring a comfortable learning environment. Additionally, each classroom is equipped with capabilities that support student learning outcomes, such as PC computers connected to the internet, data projectors, and free wireless internet access, which both faculty and students can access using their University ID and password.