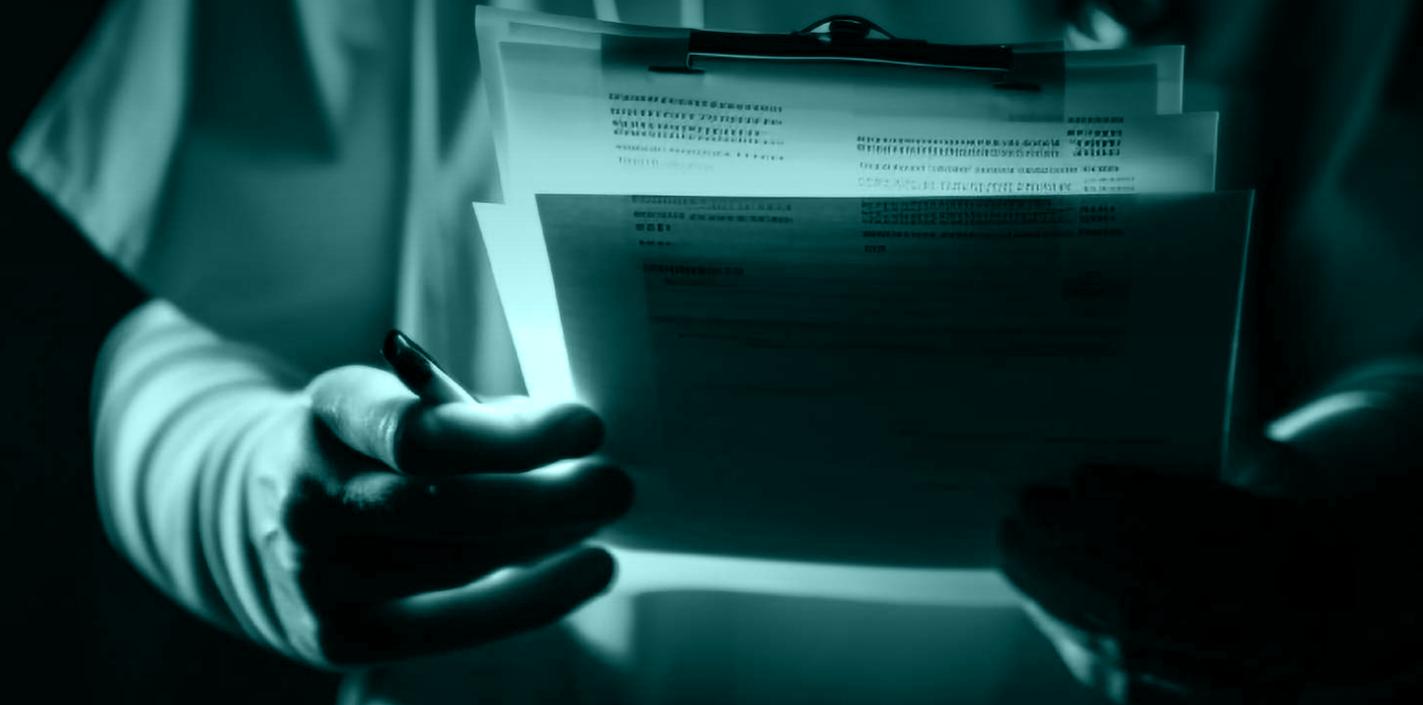
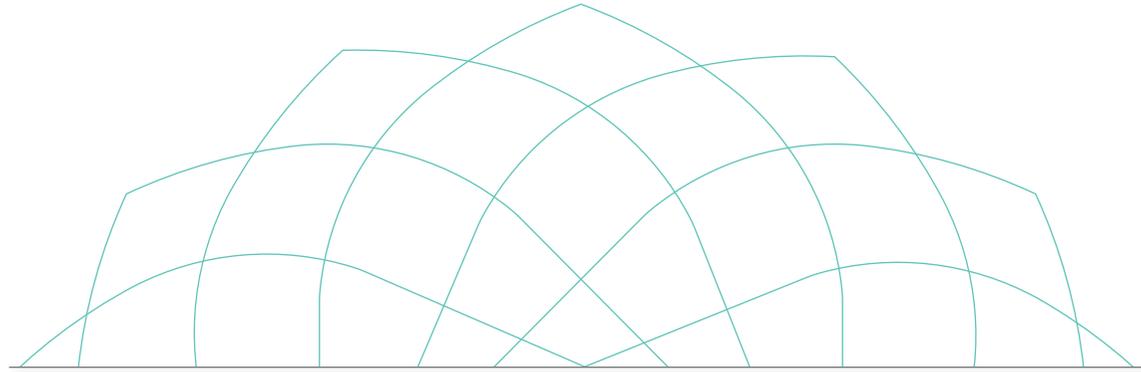




جامعة الأمير سّطام بن عبدالعزيز
PRINCE SATTAM BIN ABDULAZIZ UNIVERSITY



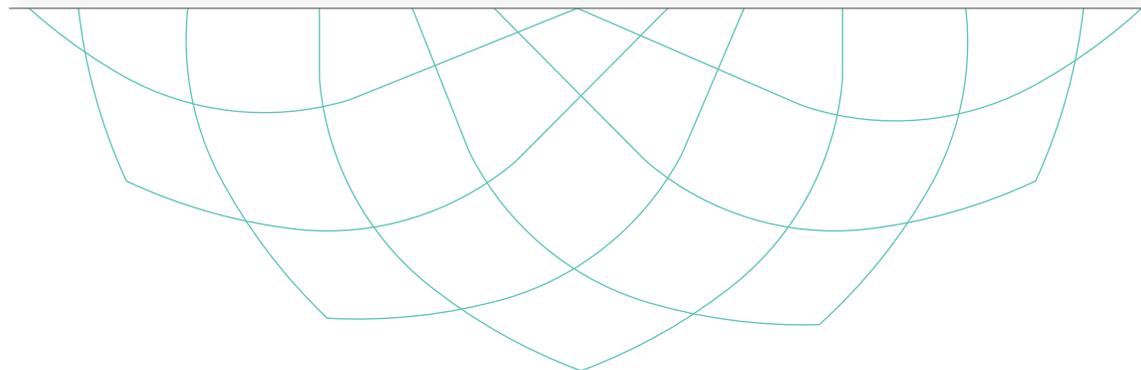
Nursing Sciences Program **Manual**



Prince Sattam Bin Abdulaziz University
College of Nursing – Al-Kharj

Effective date: 08/10/2025 | Academic Year: 1447 AH / 2025-26

Version: 2.1



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

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College Dean's Message

The College of Nursing at Prince Sattam bin Abdulaziz University stands as one of the key components of the academic system in the Kingdom. It aims to play a pivotal role in achieving Saudi Arabia's Vision 2030, which includes enhancing healthcare services across the nation, improving the sustainability of medical services, and advancing principles of prevention, public health, innovation, and sustainability.

Our college is committed to excellence in nursing education, research, and community services. We hope to fulfill our developmental role by graduating highly qualified nurses who are not only competent in their clinical skills but also dedicated to the values of compassion, integrity, and lifelong learning. Through a dynamic curriculum, experienced faculty staff, and state-of-the-art facilities, we strive to prepare our students to meet the growing healthcare needs of our society and contribute positively to the development of the nursing profession both locally and globally. We believe in the power of education to transform lives, and we are honored to be part of our students' journey toward becoming the future leaders of healthcare.



Dean of the Faculty

Dr. Nahed Alharthi

ABBREVIATIONS

| **PSAU:** Prince Sattam bin Abdulaziz University.

| **PHC:** Primary Health Care.

| **ICU:** Intensive Care Unit.

| **WBAs:** Workplace-Based Assessments.

| **QA:** Quality Assurance.

| **SAQF:** Saudi Arabian Qualifications Framework.

| **MOH:** Ministry of Health.

| **SCFHS:** Saudi Commission for Health Specialties.

| **OSCES:** Objective Structured Clinical Examinations.

| **NCAAA:** National Center for Academic Accreditation and Evaluation.

1. Program Identity & Governance

1.1 University Vision & Mission

Vision: A distinguished university in education, competitive in scientific research supporting the knowledge economy, and active in partnerships and social responsibility.

Mission: To provide excellent education, foster innovative scientific research, and enhance partnerships and social responsibility through a stimulating academic environment, outstanding human and technological resources, effective strategic partnerships, and a supportive administrative system.

1.2 Program Vision & Mission

Program Vision: The program aspires for excellence locally and internationally in nursing education and scientific research, while also fostering effective community partnerships.

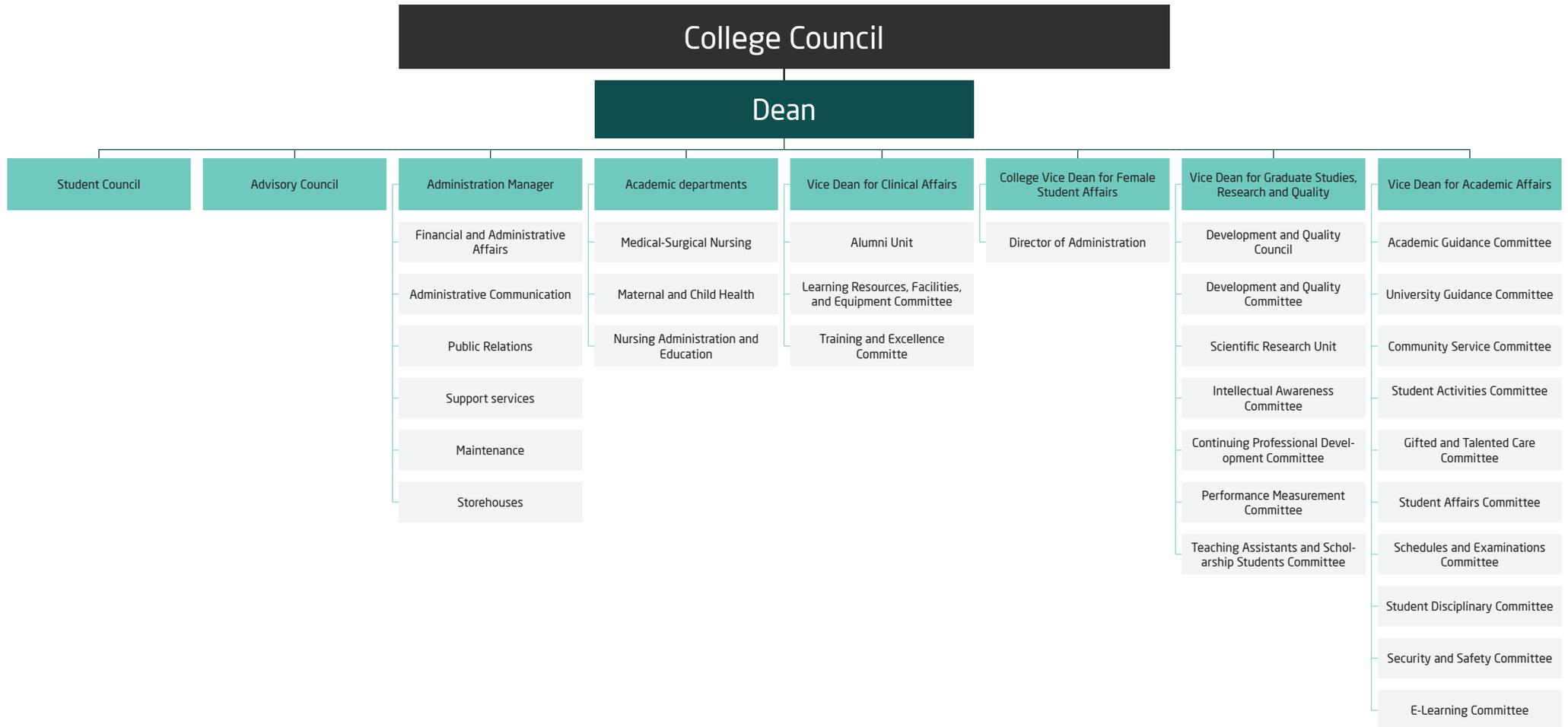
Program Mission: Graduating qualified cadres specialized in nursing by providing distinguished, high-quality educational and training programs that contribute to improving health services and promoting scientific research and community service, committed to Islamic values and ethical standards.

1.3 Program Identification

Program	Bachelor's Degree of Nursing Sciences
Program Code (Saudi ranking)	091302
Qualification Level (SAQF)	Level 6 - Bachelor's degree
Departments	Nursing Education & Administration; Medical-Surgical Nursing; Maternal & Child Health
College	College of Nursing
Institution	Prince Sattam Bin Abdulaziz University
Main Location	Main Campus - College of Nursing / PSAU - Al-Kharj
Total Credit Hours	128

1.4 Organizational Structure & Oversight

The organizational structure of the Nursing Sciences Program serves as the framework that defines responsibilities and communication mechanisms across the various administrative and academic levels within the program. It ensures clarity of roles, efficiency of performance, effective decision-making, and the implementation of principles of governance and transparency



2. Program Goals and Learning Outcomes (PLOs)

2.1 Program Goals

1. Deliver distinguished nursing education that meets labor-market needs and national/international standards.
2. Enhance evidence-based clinical practice via hospital and PHC training.
3. Contribute effectively to scientific research that improves professional practice.
4. Strengthen partnerships with healthcare institutions for practical research and innovation.
5. Promote ethical principles to deliver high-quality care for all members of society.
6. Activate community partnership to improve health awareness and disease prevention.

2.2 Program Learning Outcomes (SAQF-aligned)

Upon completion of the program, graduates will demonstrate SAQF-aligned competencies in knowledge, skills, and values that enable safe, ethical, patient-centered nursing practice across the lifespan and within the cultural context of the Kingdom.

Knowledge and understanding

- K1** | Identify information, concepts, principles, and theories related to nursing and supportive sciences.
- K2** | Demonstrate knowledge of physical, psychological, and spiritual needs of individuals, families, and communities across the lifespan within cultural context.
- K3** | Demonstrate understanding of common risks and hazardous health problems in individuals, families, and communities.
- K4** | Recognize evidence-based practice and research methodology in nursing.

Skills

- S1** | Apply the nursing process in diverse settings for health and illness.
- S2** | Solve problems in complex situations to improve health status and alleviate suffering.

Skills

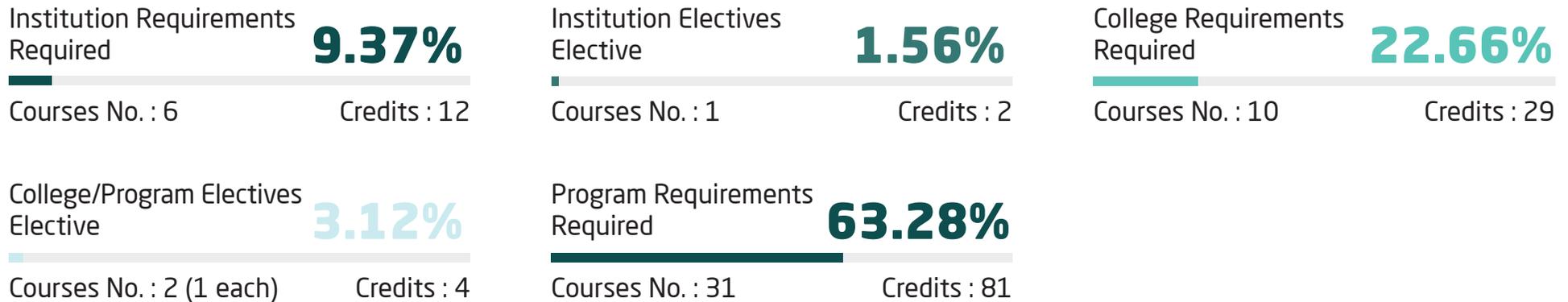
- S3 | Conduct research methods related to nursing based on best evidence and ethical principles.
- S4 | Use critical thinking and information systems to support clinical decisions and safe care.

Values, Autonomy, and Responsibility

- V1 | Practice ethical and professional dispositions (autonomy, excellence, equity, advocacy, empathy, compassion, sustainability).
- V2 | Demonstrate effective communication, collaboration, leadership, and respect for diversity.
- V3 | Be accountable for care within scope of practice with professional autonomy.

3. Curriculum

3.1 Curriculum Structure (128 credits)



Notes: Capstone, internship are recorded as per specification; clinical placement is embedded in program courses and internship year as applicable.

3.2 Representative Course Plan by Levels

The full course list (Levels 1–8) is provided in **Appendix A**.

3.3 Course description

The full courses description is provided in **Appendix B**.

4. Teaching, Learning, and Assessment

4.1 Teaching & Learning Strategies

- **Flipped & Team-Based Learning (TBL):** Short pre-class micro-lectures and in-class problem solving with readiness assurance tests to reinforce K1–K4 and S1–S2.
- **Problem-/Case-Based Learning (PBL/CBL):** Weekly clinical cases (acute, chronic, community) mapped to PLOs; students present differential reasoning and nursing care plans.
- **High-, Medium-, and Low-Fidelity Simulation:** Scenario design with pre-brief and structured debrief (e.g., PEARLS) for medication safety, deterioration, and inter-shift handover; supports S1, S4, V1–V3.
- **Interprofessional Education (IPE):** Joint sessions with CAMS/Pharmacy on communication, safe transitions, and community screening; aligns with V2 and S4.
- **Service-Learning & Community Projects:** Student-run health promotion in PHC centers/schools with reflection journals to strengthen V1–V3.
- **Bedside Teaching & Micro-skills:** SBAR handover drills, teach-back for patient education, and mini-teaching moments during rounds.
- **Digital Learning:** LMS modules (Blackboard), virtual cases, question banks, and analytics-informed nudges for at-risk learners (S4).
- **Skills Bootcamps:** Intensive, multi-station refreshers before clinical blocks (asepsis, IV therapy, ECG basics).
- **Research Integration:** Journal clubs and QI mini-projects embedded in NRSG 3303/4201 to foster K4/S3.
- **Language & Communication Support:** Bilingual glossaries, structured oral-presentation rubrics, and OSCE communication stations for therapeutic interaction (V2).

4.2 Assessment Methods

- **Direct:** quizzes, midterm/final exams, assignments, oral presentations, OSCE/skills checklists, clinical logbooks, case studies, portfolios.
- **Indirect:** student course/program surveys, alumni/employer feedback.

5. Student Admission and Support

5.1 Admission Requirements (PSAU)

1. The applicant must be a Saudi national, or the child of a Saudi mother, or the child of a Saudi citizen.
2. The applicant must have a high school diploma or an equivalent qualification from within or outside Saudi Arabia. External qualifications must be recognized by the Ministry of Education.
3. No more than five years should have passed since the applicant obtained their high school diploma or its equivalent.
4. The applicant must hold a valid score from the National Center for Assessment tests (General Aptitude Test and Achievement Test) as required by the admission criteria.
5. The applicant must be medically fit and able to meet the academic program requirements.
6. The applicant must not have been dismissed from the university for disciplinary or academic reasons.
7. The applicant must not be enrolled in any other university, inside or outside Saudi Arabia.
8. Applicants exempted from National Center for Assessment tests, due to health or disability reasons, must provide official proof from the center and will compete for admission into humanities and administrative specializations.
9. The applicant must not have previously earned a bachelor's degree.

5.2 Orientation for New Students

- Week-one college orientation; academic advising assignment; distribution of Program and Student Guides.
- Instructions include printing study schedule via student portal, following academic calendar, and ensuring load aligns with the study plan.
- 5.3 Student Counseling
- Academic, psychological, professional, and social counseling with confidentiality safeguards.
- Regular advisor meetings; guidance unit for self-referral and escalation.
- Support plans for low-achievers; workshops for gifted/talented students.

5.4 Special Support & Inclusion

- Non-discrimination policy in line with PSAU; fitness requirements due to clinical practice nature.
- Accommodations considered by College Council case-by-case while ensuring patient/student safety.

6. Clinical Education & Internship (Intern Year)

- The Internship Year is a mandatory 12-month clinical training that begins after completion of degree requirements and is required for graduation and SCFHS licensing. It defines roles (intern, internship coordinator, clinical supervisor), eligible training sites, and the procedures to start within Three months, including orientation, site approvals, and documentation. Trainees must follow site regulations, professional conduct, patient-rights and H&S rules, and may attend up to seven days of approved educational activities. Leave entitlements include official KSA holidays, 15 days annual leave, up to five emergency days, plus maternity and medically indicated sick leave—missed time must be made up. Performance is evaluated continuously and summatively (portfolio/logbook, WBAs, OSCEs, and a comprehensive academic exam), with a minimum overall evaluation threshold of 70%. The manual details absence and interruption rules (with consequences up to repeating the year), investigation and disciplinary processes, and conditions for completion and issuance of the internship certificate.
- **Full Manual: Internship Year Manual (PDF).**

7. Learning Resources, Facilities, and Equipment

- College library with print holdings; 24/7 access to e-resources via electronic library; computer/printing facilities.
- Seven skills labs with high-fidelity simulators (e.g., SimMan, PediaSim, SimBaby, Birthing simulator) and internet-enabled debriefing rooms.
- Classrooms with Wi-Fi and LMS (Blackboard) integration; inventory processes at start/end of terms.

8. Quality Assurance & Continuous Improvement

8.1 Quality Assurance System

Program Quality Assurance aligns with NCAAA standards and PSAU QA frameworks. College Vice Deanship for Development & Quality oversees quality processes, annual program reviews, and faculty training.

8.2 Consistency (Male/Female Sections)

- Standardized course descriptions, shared committees, and unified planning/implementation ensure parity across sections.
- Regular evaluations and audits to maintain consistent delivery and assessment

9. Administrative Calendar

Administrative Activities Calendar:

Source: **PSAU Academic Calendar**

Academic Year 1447 AH / 2025–2026

FIRST SEMESTER (EV1)

<p>01 DEADLINE FOR SUBMITTING RE-ADMISSION REQUESTS Start Date End Date - 19 Aug 2025</p>	<p>02 SUBMITTING REQUESTS FOR ACADEMIC SERVICES Start Date End Date 23 Aug 2025 29 Aug 2025</p>	<p>03 DROPPING AND ADDING COURSES Start Date End Date 24 Aug 2025 31 Aug 2025</p>	<p>04 APOLOGY FROM SEMESTER / COURSE Start Date End Date 31 Aug 2025 -</p>	<p>05 NATIONAL DAY HOLIDAY Start Date End Date 23 Sep 2025 23 Sep 2025</p>
<p>06 MID-SEMESTER BREAK Start Date End Date 20 Nov 2025 22 Nov 2025</p>	<p>07 FINAL EXAMINATIONS Start Date End Date 24 Dec 2025 07 Jan 2026</p>	<p>08 END OF SEMESTER Start Date End Date - 10 Jan 2026</p>	<p>09 MID-YEAR BREAK Start Date End Date 11 Jan 2026 17 Jan 2026</p>	

SECOND SEMESTER (EV2)

<p>01 DEADLINE FOR SUBMITTING RE-ADMISSION REQUESTS Start Date End Date - 29 Sep 2025</p>	<p>02 SUBMITTING REQUESTS FOR ACADEMIC SERVICES Start Date End Date 22 Dec 2025 28 Dec 2025</p>	<p>03 DROPPING AND ADDING COURSES Start Date End Date 18 Jan 2026 25 Jan 2026</p>	<p>04 APOLOGY FROM SEMESTER / COURSE Start Date End Date 25 Jan 2026 -</p>	<p>05 SPORTS DAY HOLIDAY Start Date End Date 22 Feb 2026 -</p>
<p>06 EID AL-FITR HOLIDAY Start Date End Date 25 Mar 2026 11 Apr 2026</p>	<p>07 EID AL-ADHA HOLIDAY Start Date End Date 01 Jun 2026 21 Jun 2026</p>	<p>08 FINAL EXAMINATIONS Start Date End Date 16 Jun 2026 02 Jul 2026</p>	<p>09 END OF SEMESTER Start Date End Date - 02 Jul 2026</p>	<p>10 MID-YEAR BREAK Start Date End Date 03 Jul 2026 08 Aug 2026</p>

SUMMER SEMESTER (EVO)

<p>01 START OF SUMMER SEMESTER (EVO) Start Date End Date 21 Jun 2026 -</p>	<p>02 APOLOGY FROM SEMESTER / COURSE Start Date End Date 28 Jun 2026 -</p>	<p>03 FINAL EXAMINATIONS Start Date End Date 30 Jul 2026 13 Aug 2026</p>	<p>04 END OF SUMMER SEMESTER Start Date End Date - 13 Aug 2026</p>	<p>05 BEGINNING OF ACADEMIC YEAR 1448 AH Start Date End Date 23 Aug 2026 -</p>
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10. Essential Forms & Guides

Admission Guides (Index)

- Central hub for admission rules, add/drop, visiting students, alternative testing, re-marking, summer semester, awards.
- Link: <https://www.psau.edu.sa/en/admission-guides>

Admission Requirements

- Eligibility criteria (e.g., recent high-school graduation, required documents).
- Link: <https://www.psau.edu.sa/en/admission-guides/admission-requirements>

Admission Criteria

- How applications are assessed and prioritized.
- Link: <https://www.psau.edu.sa/en/admission-guides/admission-criteria>

External Transfer to PSAU

- Conditions and process for transferring from another university; portal access.
- Link: <https://www.psau.edu.sa/en/admission-guides/external-transfer>

Course Equalization / Equivalency (Transferred Students)

- Steps and documents for recognizing prior coursework (official transcript, course descriptions, forms).
- Link: <https://www.psau.edu.sa/en/admission-guides/course-equalization>

11. Academic Advising Guide & Assessment Information for New Students

A. What Is Academic Advising?

- Academic advising is a structured support system designed to help you:
 - » Understand university and college requirements.

- » Plan your study path and choose suitable courses.
- » Overcome academic, social, or psychological challenges.
- » Improve your learning skills and academic performance.
- » Adjust smoothly to university life.
- According to the handbook (Academic Advising Information & Assessment Guide), each student is assigned an academic advisor, who is a faculty member responsible for guiding and supporting you during your studies.

B. Why Is Academic Advising Assessment Important?

- The university assesses the advising process to ensure:
 1. You receive high-quality advising services.
 2. Continuous improvement of advising programs based on student feedback.
 3. Effective monitoring of your academic progress and early identification of issues.
- The assessment includes:
 - » Student evaluation forms at the end of each semester.
 - » Reviewing advising records, meeting reports, and student progress files.

C. What Assessments Will New Students Experience?

New students go through several advising-related assessments to ensure proper adjustment and readiness:

i. Orientation Assessment

This takes place during the first two weeks and measures your understanding of:

- » University regulations
- » Student rights and responsibilities
- » Academic system and course structure
- » Available student services
- » This aligns with the activities scheduled in weeks 1–2 of the academic advising plan.

ii. Initial Academic Readiness Assessment

Advisors review your academic background to understand:

- » Your strengths and weaknesses
- » Your learning needs
- » Required support for successful transition

iii. Adjustment & Engagement Assessment

Throughout the first semester, advisors monitor:

- » Attendance and participation
- » Your integration into university life
- » Challenges affecting academic or personal adjustment
- » Programs like “Psychological & Social Orientation” and “Keys to Academic Success” support these assessments.

iv. Mid-Semester Academic Performance Review

After the first mid-term exam:

- » Your advisor reviews your grades.
- » Areas of difficulty are identified.
- » A personalized improvement plan may be created.

D. What Are Your Responsibilities as a New Student?

To maximize the benefits of academic advising, you should:

- » Communicate regularly with your academic advisor.

Your advisor is your primary academic support contact.

- » Attend all advising and orientation sessions.

These sessions are essential for your assessment and success.

» Complete student surveys and evaluation forms.

Your feedback helps the university improve advising programs.

» Maintain good attendance and academic discipline.

Advisors closely monitor attendance to prevent academic warnings or course deprivation.

E. What Benefits Will You Receive Through Academic Advising?

Academic advising provides:

- A clear study plan tailored to your goals.
- Continuous monitoring of your progress.
- Workshops and training sessions such as:
 - » **How to Raise Your GPA**
 - » **Overcoming Exam Anxiety**
 - » **Academic Excellence Skills**
 - » **Time Management & Effective Study Skills**
- Special programs for high-achieving, struggling, and new students.
- Support for personal, academic, or social challenges.

F. How Do You Contact Your Academic Advisor?

- As noted in pages 6–8, you can reach your advisor through:
 - » **Scheduled face-to-face meetings**
 - » **University email**
 - » **Online advising portals on the university website**
 - » **Office hours for consultation**
- Your advisor maintains confidentiality, listens carefully, and provides guidance that helps you grow academically and personally.

12. Contact & Directory (College of Nursing)



College of Nursing
 Prince Sattam bin Abdulaziz University
 P.O. Box 173, Al-Kharj 11942, Saudi Arabia



Contact Us:
 General email
nursing@psau.edu.sa

i. Administrative Units – Phone Extensions:

College Administration

Administration Manager _____

011 588 3613 011 588 3616

Faculty & Staff Affairs Unit

011 588 3613 011 588 3616

Student Activities Unit

011 588 3623 011 588 6547

Academic & Psychological Advising Unit | Advising _____

011 588 3623 011 588 6538

Administrative Communications

- 011 588 3616

Student Affairs Unit

- 011 588 6514

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Appendix A: Full Course List by Level

Include Level 1-8 course tables exactly as approved (codes, titles, prerequisites, credits, type).

Level 1								
Course Title		Course Code		Distribution of credit hours			Credit hours	Prerequisite\ Corequisite
English	Arabic	English	Arabic	Lecture	Lab	Exercise		
General Biology	علم الأحياء العام	BIOL 106	106 حيا	3	1	-	4	-
Language Skills	مهارات اللغة العربية	ARAB 101	101 عرب	2	-	-	2	-
English: Writing	مهارات الكتابة	ENGL 133	133 نجم	2	-	1	3	-
English: Reading	مهارات القراءة	ENGL 132	132 نجم	2	-	1	3	-
Information Technology Skills	مهارات الحاسب	CT 140	140 تقن	2	1	-	3	-
Communication Skills	مهارات الاتصال	MC 1400	1400 علم	2	-	-	2	-
Total credit hours				17				

Level 2								
Course Title		Course Code		Distribution of credit hours			Credit hours	Prerequisite\ Corequisite
English	Arabic	English	Arabic	Lecture	Lab	Exercise		
English: Listening & Speaking	مهارات الاستماع و المحادثة	ENGL 131	131 نجم	2	-	1	3	-
Biostatistics	إحصاء حيوي	STAT 106	106 احص	2	-	-	2	-
General Physics for Health Sciences	فيزياء عامة	106 PHYS	106 فيز	3	1	-	4	-
Organic Chemistry for Health Sciences	كيمياء عضوية للعلوم الصحية	106 CHEM	106 كيم	2	-	-	2	-
English for Health Sciences	اللغة الإنجليزية (علوم صحية)	ENGL 134	134 نجم	2	-	1	3	-
Total credit hours				14				

Level 3

Course Title		Course Code		Distribution of credit hours			Credit hours	Prerequisite\ Corequisite
English	Arabic	English	Arabic	Lecture	Lab	Exercise		
Principles of Anatomy	مبادئ علم التشريح	NRSG 2101	تمرض 2101	2	1	-	3	Pre: BIOL 106
Principles of Physiology	مبادئ علم وظائف الأعضاء	NRSG 2102	تمرض 2102	2	1	-	3	Pre: BIOL 106 Co: NRSG 2101
Cultural Sensitivity in Professional Nursing Practice	الأهمية الثقافية في ممارسة التمريض	NRSG 2103	تمرض 2103	2	-	-	2	-
Introduction to Clinical Skills in Patient Care	مقدمة في المهارات الإكلينيكية في رعاية المرضى	NRSG 2201	تمرض 2201	3	-	-	3	pre: BIOL 106
Patient Care Clinical Skills Laboratory	مختبر مهارات العناية الإكلينيكية للمرضى	NRSG 2202	تمرض 2202	-	2	-	2	Co: NRSG 2101
Total credit hours				13				

Level 4

Course Title		Course Code		Distribution of credit hours			Credit hours	Prerequisite\ Corequisite
English	Arabic	English	Arabic	Lecture	Lab	Exercise		
Expository writing	التحرير العربي	Arab 103	عرب 103	2	-	-	2	-
Pharmacologic Aspects of Patient Care	الجوانب الدوائية في رعاية المرضى	NRSG 2203	تمرض 2203	3	-	-	3	-
Health Assessment	التقييم الصحي	NRSG 2301	تمرض 2301	3	-	-	3	Pre: NRSG 2101 NRSG 2102 NRSG 2201
Health Assessment Skills Development/ Laboratory	تطوير مهارات التقييم الصحي / مختبر	NRSG 2302	تمرض 2302	-	2	-	2	Pre: NRSG 2202
Adult and Geriatric Health Nursing-1/Theory	تمريض صحة البالغين وكبار السن-1 / نظري	NRSG 2303	تمرض 2303	3	-	-	3	Pre: NRSG 2201
Adult and Geriatric Health Nursing-1/Clinical	تمريض صحة البالغين وكبار السن-1 / عملي	NRSG 2304	تمرض 2304	-	-	3	3	Pre NRSG 2202 Co: NRSG 2303
Principles of Nutrition	مبادئ التغذية	NRSG 3103	تمرض 3103	2	-	-	2	-
Total credit hours				18				

Level 5

Course Title		Course Code		Distribution of credit hours			Credit hours	Prerequisite\ Corequisite
English	Arabic	English	Arabic	Lecture	Lab	Exercise		
Adult and Geriatric Health Nursing-2/Theory	تمريض صحة البالغين وكبار السن 2 / نظري	NRSG 3101	تمرض 3101	3	-	-	3	Pre: NRSG 2303
Adult and Geriatric Health Nursing-2/ Clinical	تمريض صحة البالغين وكبار السن-2/- عملي	NRSG 3102	تمرض 3102	-	-	3	3	Pre: NRSG 2304 Co: NRSG 3101
Pathophysiology	علم الأمراض الوظيفي	NRSG 3104	تمرض 3104	3	-	-	3	-
Human Growth and Development	نمو وتطور الإنسان	NRSG 3201	تمرض 3201	2	-	-	2	-
Therapeutic Communication in Professional Nursing Practice	الاتصال الصحي في ممارسة التمريض المهني	NRSG 4103	تمرض 4103	2	-	-	2	-
Total credit hours				13				

Level 6

Course Title		Course Code		Distribution of credit hours			Credit hours	Prerequisite\ Corequisite
English	Arabic	English	Arabic	Lecture	Lab	Exercise		
Maternal- Newborn Health Nursing\Theory	تمريض صحة الام وحديثي الولادة / نظري	NRSG 3202	تمرض 3202	3	-	-	3	Pre: NRSG 3101
Maternal- Newborn Health Nursing\Clinical	تمريض صحة الام وحديثي الولادة / عملي	NRSG 3203	تمرض 3203	-	-	2	2	-
Pediatric Health Nursing /Theory	تمريض صحة الأطفال / نظري	NRSG 3301	تمرض 3301	3	-	-	3	Pre: NRSG 3101
Pediatric Health Nursing /Clinical	تمريض صحة الأطفال/عملي	NRSG 3302	تمرض 3302	-	-	2	2	-
Methods of Nursing Research	اساليب البحث التمريضي	NRSG 3303	تمرض 3303	3	-	-	3	-
Total credit hours				13				

Level 7

Course Title		Course Code		Distribution of credit hours			Credit hours	Prerequisite\ Corequisite
English	Arabic	English	Arabic	Lecture	Lab	Exercise		
Mental Health Nursing /Theory	تمريض الصحة النفسية / نظري	NRSG 4101	تمريض 4101	3	-	-	3	Pre: NRSG 3202 NRSG 3301
Mental Health Nursing \ Clinical	تمريض الصحة النفسية / عملي	NRSG 4102	تمريض 4102	-	-	2	2	-
Evidence-Based Practice and Critical Thinking	الممارسة المبنية على البرهان والتفكير الناقد	NRSG 4201	تمريض 4201	3	-	-	3	-
Community Health Nursing/ Theory	تمريض صحة المجتمع / نظري	NRSG 4202	تمريض 4202	3	-	-	3	Pre: NRSG 3202 NRSG 3301
Community Health Nursing/ Clinical	تمريض صحة المجتمع / عملي	NRSG 4203	تمريض 4203	-	-	2	2	-
Total credit hours				13				

Level 8

Course Title		Course Code		Distribution of credit hours			Credit hours	Prerequisite\ Corequisite
English	Arabic	English	Arabic	Lecture	Lab	Exercise		
Information Technology in Nursing	تكنولوجيا المعلومات في التمريض	NRSG 4104	تمريض 4104	2	-	-	2	-
Local and Global Issues in Nursing	قضايا محلية وعالمية في التمريض	NRSG 4204	تمريض 4204	2	-	-	2	-
Intensive Nursing	تمريض مكثف	NRSG 4301	تمريض 4301	2	-	2	4	Pre: NRSG 3202 NRSG 3301
Nursing Management and Leadership/ Theory	الإدارة والقيادة في التمريض / نظري	NRSG 4302	تمريض 4302	3	-	-	3	-
Nursing Management and Leadership/ Clinical	الإدارة والقيادة في التمريض / عملي	NRSG 4303	تمريض 4303	-	-	2	2	-
Total credit hours				13				

Appendix B: Full Courses brief description

This appendix provides concise bilingual descriptions of all courses in the Nursing Sciences program, noting credits, prerequisites/co-requisites, and core learning focus.

1. NRSRG 2101 – Principles of Anatomy |

Credits: 3 (2+1+0) **Pre-req:** BIOL 106

Brief (EN): Overview of human anatomy by body systems: skeletal, muscular, articular, cardiovascular, integumentary, lymphatic, urinary, respiratory, digestive, endocrine, reproductive, and nervous systems.

2. NRSRG 2102 – Principles of Physiology |

Credits: 3 (2+1+0) **Pre-req:** BIOL 106 **Co-req:** NRSRG 2101

Brief (EN): Functions of major body systems with clinical applications for nursing: blood, circulation, respiration, renal fluid–electrolyte balance, digestion/absorption, musculoskeletal, and nervous systems; includes examples of pathophysiology.

3. NRSRG 2103 – Cultural Sensitivity in Professional Nursing Practice |

Credits: 2 (2+0+0)

Brief (EN): Concepts of transcultural nursing; how culture shapes health decisions and ways to integrate cultural considerations into care delivery.

4. NRSRG 2201 – Introduction to Clinical Skills in Patient Care |

Credits: 3 (3+0+0) **Pre-req:** BIOL 106

Brief (EN): Foundations of basic nursing skills and theories; emphasis on the nursing process, communication, hygiene, nutrition, mobility, safety, and medication calculations.

5. NRSRG 2202 – Patient Care Clinical Skills Laboratory |

Credits: 2 (0+2+0) **Co-req:** NRSRG 2101

Brief (EN): Lab application of the nursing process and basic skills (communication, hygiene, nutrition, mobility, safety, medication calculation/administration) prior to patient contact.

6. NRSRG 2203 – Pharmacologic Aspects of Patient Care |

Credits: 3 (3+0+0)

Brief (EN): Major drug classes, mechanisms, therapeutic uses, adverse effects, and nursing considerations for safe medication management.

7. NRSG 2301 – Health Assessment (Theory) |

Credits: 3 (3+0+0) **Pre-req:** NRSG 2101, 2102, 2201

Brief (EN): Knowledge and skills to assess bio-psychosocial and spiritual dimensions across the lifespan; recognition of normal vs. abnormal findings.

8. NRSG 2302 – Health Assessment Skills Development/Lab |

Credits: 2 (0+2+0) **Pre-req:** NRSG 2202

Brief (EN): Practice of interview, observation, inspection, palpation, percussion, and auscultation in lab and clinical settings.

9. NRSG 2303 – Adult & Geriatric Health Nursing I (Theory) |

Credits: 3 (3+0+0) **Pre-req:** NRSG 2201

Brief (EN): Role of the professional nurse in promoting self-care; care for adults/elderly with selected conditions; nursing process, critical thinking, and cultural considerations.

10. NRSG 2304 – Adult & Geriatric Health Nursing I (Clinical) |

Credits: 3 (0+0+3) **Pre-req:** NRSG 2202 **Co-req:** NRSG 2303

Brief (EN): Clinical application of nursing process for adults/elderly with acute/chronic conditions in medical-surgical units; cultural, ethical, and legal aspects.

11. NRSG 3103 – Principles of Nutrition |

Credits: 2 (2+0+0)

Brief (EN): Nutrition in wellness and illness; metabolism, cultural influences, and the nurse's role in assessing and meeting nutritional needs across the lifespan.

12. NRSG 3101 – Adult & Geriatric Health Nursing II (Theory) |

Credits: 3 (3+0+0) **Pre-req:** NRSG 2303

Brief (EN): Advanced knowledge and clinical reasoning for managing varied disorders in medical-surgical settings using the nursing process and critical thinking.

13. NRSG 3102 – Adult & Geriatric Health Nursing II (Clinical) |

Credits: 3 (0+0+3) **Pre-req:** NRSG 2304 **Co-req:** NRSG 3101

Brief (EN): Clinical rotations (medical, surgical, cardiology, neurology, orthopedics, oncology, nephrology, ENT) applying nursing process and critical thinking.

14. NRSG 3104 – Pathophysiology |

Credits: 3 (3+0+0)

Brief (EN): Mechanisms of disease and functional alterations across the lifespan; common conditions, transmission, and immune responses.

15. NRSG 3201 – Human Growth and Development |

Credits: 2 (2+0+0)

Brief (EN): Concepts and stages of growth, development, and maturation; physical, emotional, cognitive, social, and spiritual dimensions; personality theories and preventive nursing measures.

16. NRSG 4103 – Therapeutic Communication in Professional Nursing Practice |

Credits: 2 (2+0+0)

Brief (EN): Communication models, therapeutic nurse-patient relationship, barriers to effective communication; special considerations for children and people with special needs.

17. NRSG 3202 – Maternal-Newborn Health Nursing (Theory) |

Credits: 3 (3+0+0) **Pre-req:** NRSG 3101

Brief (EN): Nursing care for childbearing families across pregnancy, labor, and postpartum; high-risk conditions; ethical-legal issues and cultural influences.

18. NRSG 3203 – Maternal-Newborn Health Nursing (Clinical) |

Credits: 2 (0+0+2)

Brief (EN): Clinical application of nursing process and critical thinking before, during, and after delivery; holistic family-centered care.

19. NRSG 3301 – Pediatric Health Nursing (Theory) |

Credits: 3 (3+0+0) **Pre-req:** NRSG 3101

Brief (EN): Nursing role in promoting child health; common acute/chronic pediatric conditions including communicable diseases; normal growth, development, and immunizations.

20. NRSG 3302 – Pediatric Health Nursing (Clinical) |

Credits: 2 (0+0+2)

Brief (EN): Clinical care for infants and children using therapeutic interventions for actual/potential problems within a holistic framework; legal, ethical, cultural, economic, and social factors in decision-making.

21. NRSG 3303 – Methods of Nursing Research |

Credits: 3 (3+0+0)

Brief (EN): Research process, designs/approaches, sampling, data collection; appraisal and interpretation of nursing research to inform practice.

22. NRSG 4101 – Mental Health Nursing (Theory) |

Credits: 3 (3+0+0) **Pre-req:** NRSG 3202, NRSG 3301

Brief (EN): Concepts of mental health/illness, major disorders, personality theories, treatment modalities; nursing process, therapeutic communication, and relationship building.

23. NRSG 4102 – Mental Health Nursing (Clinical) |

Credits: 2 (0+0+2)

Brief (EN): Clinical application of nursing process, critical thinking, and therapeutic communication to promote, maintain, and restore mental health; interdisciplinary planning and group interventions.

24. NRSG 4201 – Evidence-Based Practice & Critical Thinking |

Credits: 3 (3+0+0)

Brief (EN): Critical thinking frameworks and application to case analyses across nursing specialties; integration of best evidence in decision-making.

25. NRSG 4202 – Community Health Nursing (Theory) |

Credits: 3 (3+0+0) **Pre-req:** NRSG 3202, NRSG 3301

Brief (EN): Roles in health promotion, disease prevention, and restoration; assessment of physical, psychosocial, and cultural environments; identifying at-risk individuals and communities.

26. NRSG 4203 – Community Health Nursing (Clinical) |

Credits: 2 (0+0+2)

Brief (EN): Community-based practice experiences (primary health centers, schools, factories) to translate theory into care for individuals, families, and communities.



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