Clinical Practicum of Field Training Handbook

Prepared and compiled by:
CHS Student Training Committee 2018-2019
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>4</td>
</tr>
<tr>
<td>College of Health Sciences (CHS)</td>
<td>6</td>
</tr>
<tr>
<td>Vision</td>
<td>6</td>
</tr>
<tr>
<td>Mission</td>
<td>6</td>
</tr>
<tr>
<td>Objectives</td>
<td>8</td>
</tr>
<tr>
<td>College of Health Sciences Programs</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Courses In the College of Health Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Department Medical Laboratory Sciences (MLS)</td>
<td>14</td>
</tr>
<tr>
<td>Department Medical Diagnostic Imaging (MDI)</td>
<td>16</td>
</tr>
<tr>
<td>Department of Nursing (NU)</td>
<td>18</td>
</tr>
<tr>
<td>Department Physiotherapy (PT)</td>
<td>20</td>
</tr>
<tr>
<td>Department Health Service Administration (HSA)</td>
<td>22</td>
</tr>
<tr>
<td>Department Environmental Health Sciences (EHS)</td>
<td>26</td>
</tr>
<tr>
<td>Department Clinical Nutrition and Dietetics (CN&amp;D)</td>
<td>28</td>
</tr>
<tr>
<td>Clinical Training Sites for CHS</td>
<td>30</td>
</tr>
<tr>
<td>Models of Clinical Training</td>
<td>32</td>
</tr>
<tr>
<td>Dress Code</td>
<td>42</td>
</tr>
<tr>
<td>Training Logistics</td>
<td>46</td>
</tr>
<tr>
<td>Radiation Safety Monitor (TLD)</td>
<td>46</td>
</tr>
<tr>
<td>Health Examination and Vaccination</td>
<td>46</td>
</tr>
<tr>
<td>Vaccination Requirements</td>
<td>48</td>
</tr>
<tr>
<td>Code of Conduct and Ethics</td>
<td>48</td>
</tr>
<tr>
<td>Assessment Tools for Clinical Practice</td>
<td>50</td>
</tr>
<tr>
<td>Transportation</td>
<td>50</td>
</tr>
<tr>
<td>Appendix</td>
<td>53</td>
</tr>
<tr>
<td>Training Gallery</td>
<td>58</td>
</tr>
</tbody>
</table>
Preface

The practical training represents a very important asset to the academic program of the university students. The training complies with the objectives and strategy of the University of Sharjah and gives the students an opportunity to apply their professional and academic knowledge to real situations, perform their acquired skills of assessment and intervention, and affirm their professional behavior. This handbook is initiated by College of Health Sciences Student Training Committee (CHS, STC) to provide a resource for the clinical courses, models of training and guidelines rules, and regulations for training as carried out at CHS.
College of Health Sciences (CHS)
The College of Health Sciences (CHS) is among the first established colleges at the University of Sharjah, forming an integral part of the University’s existence. Programs in the College embrace a multidisciplinary approach to education and a broad range of subject areas that focus on the intensive study of the allied health and social sciences to provide students with a comprehensive understanding and background in these areas.

Vision
The College of Health Sciences at the University of Sharjah aspires to become a leading and recognized academic institution at the national, regional and international levels for quality education in health professions, research, and community service.

Mission
The College of Health Sciences at the University of Sharjah prepares competent, culturally sensitive and safe professionals, through quality educational programs that emphasize evidence-based practices; foster self-directed learning; encourage research and community services; promote interdisciplinary collaboration; and build professional leadership and commitment.
Objectives

- Prepare qualified, knowledgeable and skilled health care professionals to assume their roles effectively as practitioners, administrators, educators, and researchers in different fields of health care system.
- Advance scientific knowledge through providing opportunities and support for faculty and students to engage in health-related research, especially research focused on local and regional needs.
- Promote the health and well-being of population and environment by actively addressing health-related issues, particularly those having local and regional impact.
- Maintain an environment that is intellectually stimulating, culture-preserving, supportive, and facilitates learning, research, and community service.
- Provide programs of study that match students’ aspirations and abilities while fostering the pursuit of personal, social, academic and career objectives of the students.
- Provide programs of study that fulfill the human resource needs of local and regional health care industry workforce, especially the needs of Emirate of Sharjah and the UAE.
- Promote the quality of higher education in the UAE by adhering to the mandates of excellence in all college undertakings and by collaborating with other institutions.
- Establish lasting links with other academic and non-academic institutions and alumni in order to continuously support students’ professional and career developments.
College of Health Sciences Programs
CHS has witnessed promising growth in one decade of its inception. It offers a total of seven different undergraduate bachelor (B.Sc.) programs in the following specialties:

- Medical Laboratory Sciences
- Medical Diagnostic Imaging
- Nursing
- Physiotherapy
- Health Services Administration
- Environmental Health Sciences
- Clinical Nutrition and Dietetics
Clinical Courses In the College of Health Sciences

Clinical practice courses provide the students with an opportunity to develop and apply their clinical skills and become acquainted with new and advanced techniques in the field. The students work closely under the supervision of the tutor/faculty/preceptor/mentors. Clinical courses offered for each program/stream have different level, outcomes, mode of supervision and degree of student centered approach. Throughout the training process, students apply their professional, academic, knowledge to the clinical situation, perform their acquired skills, and affirm their professional behaviors. The clinical courses also support students to develop communication skills in the workplace environment.

An overview of the Clinical practice courses for each department is provided below:
Department of Medical Laboratory Sciences (MLS)
The MLS Clinical Practice courses consist of 16 credit hours spanning a period of two semesters and covers total of 750 contact hours. The training is conducted 5 days a week (Sunday to Thursday) for total of 15 weeks. The training covers a wide range of specialties including serology, hematology, microbiology, histopathology, clinical chemistry and blood banking. In each semester students will spend 10 working days in Serology, Histopathology and Blood banking and 15 working days in Clinical chemistry, Hematology and Microbiology. Training take place in various departments of hospital laboratories in private and governmental hospitals.

Those training rotations provide students with substantive opportunities to reinforce and further develop the technical and behavioral skills needed in the clinical laboratory setting under the supervision of the laboratory supervisor as well as the clinical faculty member both taking responsibilities and roles to support, assess clinical performance and act as to liaison to the clinical site.

For more information kindly visit the department website at:
Department of Medical Diagnostic Imaging (MDI)

Most MDI students start clinical training from the Spring semester of the second year and continue until the end of the program covering a total of five clinical practice courses. The program consists of three plans: four-year basic program, two-year bridging plan - track A and three-year bridging plan - track B. Students MUST attend a total of 1080 hours during the B.Sc. program, with 24 credit hours and 72 contact hours divided into 5 courses throughout the program. All clinical courses follow the mixed model of supervision. Clinical courses primarily focus on radiographic techniques and medical imaging.

For more information kindly visit the department website at:
http://www.sharjah.ac.ae/en/academics/Colleges/healthsciences/dept/mdi/Pages/default.aspx
Department of Nursing

In the Nursing department the term basic stream is replaced with BSN students & bridging stream students is termed as RN-BSN. There are two streams in the department of nursing: BSN, for high school graduates, and RN-BSN for diploma-prepared nursing graduates. Both lead to a bachelor of science in nursing. In the BSN, students start their clinical courses end of second year and each semester thereafter until graduation. In this stream, tutor and mentor models are utilized whereas preceptorship model is used in RN-BSN stream bridging. Both mentors and preceptors are prepared for these roles in workshops. In BSN, students must complete a total of 1485 clinical hours with 27 credits and 81 contact hours of practice spanning five semesters starting from the spring semester of their second year in the program. RN-BSN students must procure a total of 540 clinical hours, with 12 credits and 36 contact hours starting from their second semester in the program.

BSN stream students practice in a variety of settings including medical-surgical, pediatrics, maternity, community health, mental health, and critical care, units in addition to a final consolidated clinical course.

Students registered in the RN-BSN stream (who are already registered nurses and working) are allowed to do their clinical practicum courses in their own place of work and at times that they arrange with their facilities. The Department of Nursing arranges the clinical placements for students who are not employed.

For more information kindly visit the department website at:

http://www.sharjah.ac.ae/en/academics/Colleges/healthsciences/dept/nu/Pages/default.aspx
Department of Physiotherapy (PT)

Clinical practice for physiotherapy students is arranged over five semesters. Students start practicing at the second semester of their second year and cover a wide range of specialties including physiotherapy Clinical Practice for Respiratory and Cardiovascular, Musculo-skeletal, Medical/Surgical, Neurological, Obstetric, Gynecological and Pediatric conditions in addition to a block of Integrated Clinical Practice in the final semester. Students may spend one, two or three days in clinical practice depending on the credit hours for each course. Physiotherapy students must complete a total of 990 contact hours of clinical training with 22 credit hours to successfully graduate from the program. Mixed models of clinical training are followed for all courses.

For more information kindly visit the department website at:
http://www.sharjah.ac.ae/en/academics/Colleges/healthsciences/dept/physio/Pages/default.aspx
Department of Health Service Administration (HSA)
The Health Services Administration department offers practicum course in health service administration, which is essential for the student to integrate knowledge, behaviors, and professional attributes acquired through the curriculum that are necessary to practice in Health Services Administration. It is a practicum within a health care facility. It provides the student with an opportunity to gain familiarity with a health work setting, and to develop variety of skills from training in a health care environment. It has also a practicum based research activities. Students need to develop a work logbook based on their daily activities. The course is 7 credit hours and 21 contact hours with a total of 315 hours over 15 weeks (one semester).

For more information kindly visit the department website at:
http://www.sharjah.ac.ae/en/academics/colleges/healthsciences/dept/hsa/Pages/default.aspx
Activities related to HSA Practicum training at AL Baraha Hospital
Department of Environmental Health Sciences (EHS)

The Department of Environmental Health Sciences offers three Field Training courses (total of 6 Cr Hrs) throughout the third year (Spring Semester) and forth year (Fall & Spring Semesters) of the study plan. The courses will grant EHS students the opportunity to utilize and further develop competencies acquired in their academic courses. Students will also benefit from the expertise of those already engaged in environmental and occupational health services. Environmental Health Sciences students must complete throughout the three semesters a total of 270 hours of training.

For more information kindly visit the department website at:
http://www.sharjah.ac.ae/en/academics/colleges/healthsciences/deptinfo/Pages/default.aspx
Department of Clinical Nutrition and Dietetics (CN&D)

Students start clinical training from the Spring semester of third year (Junior Level) and continue until the end of the program covering a total of three clinical practicum courses. The clinical courses incorporate 12 credit hours covering a total of 540 contact hours throughout the program. Emphasis areas of clinical practical courses are medical nutrition therapy, community nutrition, and food service management systems.

For more information, kindly visit the department website at:

http://www.sharjah.ac.ae/en/academics/Colleges/healthsciences/dept/cnad/Pages/default.aspx
Clinical Training Sites for CHS

The clinical practice course follows the guidelines established by the University, CHS Student Training Committee, MOHAP (Ministry of Health and Prevention), and DHA (Dubai Health Authority). The University of Sharjah has a memorandum of understanding with the Dubai Health Authority (DHA), Ministry Of Health & Promotion, Ministry of Presidential Affairs (MOPA- Umm Al Quwain) and the Municipality in the following fields:

- Students’ training
- Exchange of expertise
- Research
- Seminars and conferences

Hospitals and other facilities in the public sector in other Emirates are used, some more extensively than others. Many facilities in the private sector provide excellent learning environments. These facilities do not fall within the purview of the Medical District or Ministry Of Health & Prevention and special arrangements have to be made on an individual basis.

(For a list of clinical sites Refer to Appendix 1)
Models of Clinical Training at CHS
A variety of models of clinical training are used by departments at the College of Health Science.

1) PRECEPTOR MODEL
The preceptor model involves a collaborative process among faculty, preceptor and student within a clinical setting (Hospitals, Public Health Centers or Community based centers and Municipalities) for the purpose of enhancing student clinical skills, competencies and confidence. The student shadows the preceptor who is mainly responsible for teaching, demonstrating and supervising clinical practice during the student’s clinical hours. The faculty member serves as the main liaison between the clinical site and the University and visits the site periodically.

2) TUTOR MODEL
This model is used for students when the skills to be developed, requires close uninterrupted monitoring, support and guidance. The faculty member/tutor is responsible for teaching, demonstrating, supervising clinical practice and they are present at the clinical site during the student’s clinical hours, and take over the primary role of preceptors.

3) MENTOR MODEL:
Is a clinical training method were students are supervised and guided by a specialist professionals all throughout the specific clinical course consistently. The mentor ensures that the academic requirements of the course and the program are met. Senior students follow the duty of the mentor (shift duty) hence mentor and student develop a professional relationship.

4) MIXED MODEL
This model is a mixture of the above two models and involves the tutor and the preceptor both taking responsibility for the students training together.
**Clinical Preceptor** – Is an expert / specialist, who provides practical experience and training to students. He / She is chosen by the college according to qualification and number of years of experience to perform as a clinical role model, teacher and colleague to students.

**Roles and Responsibilities of the Clinical Preceptor:**

1. **Support**
   - Provides a thorough orientation to the clinical setting and the resources that are available in that setting.
   - Encourages and facilitates the student’s use of a variety of learning resources.
   - Demonstrates clinical skills to the student and provides support for the practice.
   - Offers constructive feedback to the student, motivating them to perform at an appropriate level of confidence.
   - Ensures adherence to safety policy and standards of the facility.

2. **Assessment of clinical performance**
   - Contributes to the assessment of the learning needs of the student.
   - Provides ongoing informal feedback to improve student performance to the student and tutor.

3. **Liaison to clinical site:**
   - Meets with the student and the tutor at the beginning and at the end of the term to clarify the learning needs/objectives in relation to the specific learning opportunities available in the setting.
   - Assists the student to set learning goals that can be met within the particular clinical setting or rotation.
4. Professional role model

• Demonstrates exemplary ethical behavior and enthusiasm for practice and interacts professionally with other members of the healthcare team
• Leads by example, demonstrating and personifying a competent caregiver.
• Helps the student integrate clinical and professional practice.
• Faculty Tutor - A faculty member guides the learning of the student and provides consultation to the preceptor and ensures that the academic requirements of the course and the program are met.

Roles and Responsibilities of Faculty Tutor:

• Maintains positive relationship with the learning partners and ensures that the academic requirements of the course and the program are met.
• Ensures that the preceptor, student, and tutor meet at the beginning of the term and periodically to discuss learning needs, the learning plan, and clinical opportunities.
• Visits the site on a regular basis and conducts tutorials at the university to ensure incorporation of the theoretical and scientific component in care planning, implementation, and evaluation.
• Resolves any potential conflict that may arise.
• Assumes responsibility for assigning final grades for all course and clinical assignments.
• Promotes ethical, moral principles and attitudes
• Ensures adherence to safety policy and standards of the facility.
• Mentor - is a professional registered nurse nominated by the facility and trained for the role of a mentor. She or he is an expert, specialist professionals, who is competent clinically, has organizational skill, ability to guide and direct students as a clinical role model, and educator.

• Student - The student follows the learning plan in consultation with the tutor and preceptor, which reflects specific interests and course objectives that guide the development of relevant clinical learning opportunities.

Roles and Responsibilities of the student:
Prepares for the educational opportunities in the clinical experience by:
• Read relevant material related to the specialty.
• Review skills taught in clinical skill labs.
• Keep track of the progress of learning, with the preceptor and tutor.
• Maintain open communication and attention to clinical issues and potential problems.
• Have a knowledge of the policies, procedures and guidelines of the program as related to Clinical Practice and the clinical facility.
• Adhere to ethical and legal standards of practice.
• Demonstrate professionalism in all aspects of clinical training.
Rules and Regulations of Clinical Training
The following policies are to be considered and acknowledged by all the College of Health Sciences students once they commence their clinical practice.

Attendance
Students are expected to attend all clinical practice sessions and adhere to their Clinical Practice rotations and schedule. Only under special circumstances may a student alter the dates after discussion with the Chair of the department. Students are expected to be punctual, arrive and leave on time.

Illness & Justified Absence
Students who are absent due to illnesses need to contact their preceptor and the faculty member/tutor. Absences will be documented and hours missed will need to be completed at a feasible time. Documentation for absences of two days or more may be requested from a medical practitioner.
Dress Code

Dress Code specifications

All students attending clinical practice are required to wear a lab coat that meets the following criteria:

1. **Lab Coat**
   - Color: white
   - Material: cotton / polyester
   - Length: slightly below knees
   - Width: wide enough to hang loose (not tight on body)
   - University Logo: sewn on the lower third of the left upper pocket and the ID clip above the logo
   - University ID should be clipped above the university logo lab coat.

Logo Instructions

- The white fabric on which the logo is embroidered should be securely stitched to form a pocket on the lab coat.
- Sufficient space must be allowed to clip the Student’s ID on the ‘pocket’ above the logo.
- The ‘pocket’ must be positioned in the upper left section of the lab coat.
- The pocket size should be approx. 13 x 13 cm.
2. Scrubs:
• Scrubs are adopted by CHS.
• Treat all linen used in the facility as biohazards.
• Place soiled linen in the clear plastic soiled linen bag.
• A white shirt could be dressed underneath the scrub if required.

3. Shoes:
• The shoes must be closed, secured with rubber soles and with a low-heel not more than 3 cm in height.
• Closed shoes have: closed toes; the material should be non-absorbent, i.e., leather and not canvas.
• Sandals and other open-toed shoes are prohibited.

4. Neqab:
• Neqab is not allowed for staff/trainee during their clinical training days at clinical training sites.

General Rules:
For patient safety precautions and health care risk management the following are not allowed during your clinical practice:
• Make phone calls or net surfing.
• Leave head cover loose over lab coat and wear tight clothes.
• Wear long nails, nail polish, heavy perfume and makeup.
• Read a newspaper.
Training Logistics:

Radiation Safety Monitor (TLD)

Students in the Medical Diagnostic Imaging program are required to wear a device called TLD (thermoluminescent dosimeter) during their clinical training. The TLD is provided to the student by the department during the clinical practice course, after which it must be returned back. The TLD measures the ionizing radiation exposure by measuring the intensity of visible light emitted from a crystal in the detector when the crystal is heated. All personnel handling x-ray examinations must wear TLDs, this includes a hospital’s Medical Imaging Department staff (radiographers, radiologists, radiology nurses and attendants), as well as the University’s Medical Imaging Department faculty, staff and students. TLDs are very sensitive devices; therefore some precautions are necessary in order not to affect the readings.

Health Examination and Vaccination

Prior to admission to the University, all students are required to submit a copy of a medical examination which attests of their state of mental and physical health. Students should submit a copy of her/his immunization card to department faculty member/tutor before starting their first clinical practice. Standard precautions and infection control guidelines used in the care of all patients in health-care settings are provided through CDC guidelines.

Link: https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html
Vaccination Requirements

- For training at Dubai Health Authority (DHA) & Ministry Of Health & Promotion, students must obtain vaccination for the following:
  1. Hepatitis B
  2. Measles & Rubella
  3. TB

- For training at Dubai Health Authority (only DHA), it is required to have the following evidence of negative status with respect to:
  1. Syphilis
  2. HIV
  3. TB
  4. Hepatitis C

- Standard precaution and infection control guide lines used in the care of all patients in healthcare settings are provided through CDC guidelines.

Link: https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html

Code of Conduct and Ethics

Students are expected to follow the University Code of Conduct found in the University Catalogue

Student-Patient Relationship - Professional Boundary

Students in Clinical Practice must maintain a professional relationship with all patients and health professionals. Students must maintain a professional barrier that is clear all the time. Students must not have any individual, social or clinical contact outside of the clinical practice time with the patients or health professionals, i.e., in person, phone or other means of communication.
Assessment Tools for Clinical Practice
Each department has its own specific evaluation tools. Students are assessed periodically and at the end of each rotation by the tutor/faculty/preceptor.

Transportation
University buses bring students from the dorms to the Medical campus from where a bus is scheduled to take students to their designated clinical site. If students are interested to use their own cars, should inform the faculty member/tutor when commencing the clinical course.

Transportation Regulations
• The Transportation schedule and timing is announced at the beginning of each course.
• There is only one departure and return point for transportation. This is communicated to the student by the course instructor (faculty member/tutor) prior to the start of clinical training.
• Students must report problems regarding transportation to their clinical instructor and not contact the drivers.
• If students use their own transportation to the clinical site and need to use the University bus while returning or vice versa, they must notify the faculty member/tutor one day in advance and will be allowed on the bus after producing their ID card.
• Drivers will not return to pick up students who are late or who miss the bus.
Training Gallery
Training in Field and Hospitals
Training Activity in Hospitals