

# Internship Manual Health Education Program (CHHE)

Updated, May 2019

## Contents

Introduction .....	3
CHHE program learning outcomes.....	3
Learning outcomes of the Internship program.....	4
Qualification for a profession "employability competencies" .....	5
Undergraduate internship process.....	6
1. Admission to the program .....	6
2. Duration and continuity of training: .....	7
3. Request for a rotation or hospital placement: .....	7
4. Extension of rotation: .....	7
Training out of Saudi Arabia: .....	8
5. Clinical conduct:.....	8
Attendance:.....	8
Clinic attire:.....	8
Professional ethics: .....	8
Discipline:.....	8
6. Evaluation: .....	8
7. Graduation:.....	9
Training supervisors:.....	11
Scope of Practice during Internship.....	11
Program Description .....	12
Suggested rotation schedule .....	12
Responsibilities of the Training Facility.....	13
Expectations of the Student Interns .....	15
Appendices.....	16
APPENDIX I .....	16
Appendix II .....	17
Appendix III .....	18
APPENDIX IV.....	19
Appendix V .....	20
Appendix VI.....	24

## Introduction

The Department of Community Health Sciences (CHS) of the College of Applied Medical Sciences (CAMS) includes two programs: Clinical Nutrition and Health Education (CHHE). The department plays an active role in serving the community and aims for an effective contribution to the development of the health care system and improving health status in Saudi Arabia through preparing and training highly skilled health care professionals.

## CHHE program learning outcomes

1. **Knowledge**
  - 1.1. Recognize concepts of health education and promotion and their principles correctly.
  - 1.2. Describe emerging health related problems and their determinants and/or risk factors that contribute to disparities in health status.
  - 1.3. Identify approaches to health education and promotion suitable to various health related issues across life course.
  - 1.4. Describe theories and/or models suitable for the development and assessment of health education and promotion interventions
2. **Cognitive skills**
  - 2.1 Develop a variety of education strategies, materials, and techniques related to health education and promotion using evidence-based health promotion principles
  - 2.2 Apply planning health education and promotion interventions steps efficiently
  - 2.3 Apply theories and/or models of implementation in health education intervention
  - 2.4 Conduct evaluation and research related to health education and promotion.
3. **Interpersonal Skills and Responsibility**
  - 3.1 Demonstrate leadership and management skills efficiently.
  - 3.2 Apply ethical principles related to health education and promotion.
4. **Communication, Information Technology, Numerical**
  - 4.1 Advocate for health and health education effectively orally and written format
  - 4.2 Deliver up to date, scientific health related messages using a variety of strategies, methods, techniques and communication technology
  - 4.3 Calculate health related indicators correctly
5. **Psychomotor skills**
  - 5.1. Construct a cultural effective health education materials
  - 5.2 Perform preventive and curative disease management techniques

The internship is a culminating experience that provides students with the opportunity to observe a professional health educator in practice, and synthesize knowledge and skills into health education practice. In addition, the experience allows student to practice his/her health education competencies and prepare for employment in various community settings

As a requirement for graduation, all students majoring in Health Education must complete a training period (internship) after completing the academic requirements. Students must complete the internship for one calendar year (52 weeks) at hospitals or related health institutions according to an approved training program, with mutual supervision between the CHS and the training institution. .

A successful internship involves the concerted efforts of the student intern, preceptor and faculty coordinator. There are general expectations of interns that require careful planning and consideration prior to accepting an internship position.

After successfully completing the internship, each candidate will receive a certificate of competence for the one-year internship training issued and sealed by the CAMS. Then the Bachelor degree certificate can be issued for each successful candidate.

## Learning outcomes of the Internship program

Students/Interns will be able to:

- Critically analyse, assess and diagnose patients, families and communities educational needs accurately and effectively in relation to their health status.
- Develop, prepare and coordinate health education sessions for public, patients and families and different community settings.
- Design a clinical health educational program for certain health problems appropriate for the clients' needs and situations.
- Provide the clients, families and significant other members with learning experiences that will enhance their self-management behaviour and skills.
- Demonstrate skills in effective communication with individuals, groups and communities as well as colleagues and supervisors.
- Empower clients and family to participate in decision making and problem solving.
- Create educational materials according to standards of patient and family education.
- Show abilities to accurately evaluate teaching /learning activities in specific settings.
- Discuss the role of Joint Commission of Accrediting Health Organizations, and defining standards for patient and family education.
- Show an interest in lifelong learning and develop professional competence, self-confidence and reflective self-direction approach in professional growth, development, and maturity.
- Demonstrate an understanding of health marketing, and community partnership in health education practice.
- Recognize the importance of being a team member among interdisciplinary health professionals.
- Show proper use of documentation and provide clear written and oral reports regarding health education programs and activities.
- Demonstrate commitment to personal, professional, and ethical behavior with a sense of responsibility.
- Adopt the role and responsibility of the health education professionals and identify those of the coordinator and follow work policies.
- Contribute in any opportunity for research in various areas of Health education to improve health services and enhance profession development.
- Fit educational strategies for a comprehensive school health education program and other settings.

The Internship Training Program at the CHS, CAMS, King Saud University consists of multiple rotations in different hospitals involving wards and clinics covering mainly the following fields: Diabetes, Ophthalmology, Neurology , Respiratory disorders, Cardiology , Digestive system disorders, Urology/ Nephrology /dialysis, Autoimmune disorders, Rehabilitation, Oncology, Hematology, Genetic disorders, Maternity: Antenatal–postnatal Education, Surgical Education, Orthopedics, Pediatrics, Oral Health, Organs Transplants, Radiation therapy, Geriatrics, and Primary Care Clinics.

## Qualification for a profession "employability competencies"

The following responsibilities were verified by the 2015 Health Education Specialist Practice Analysis (HESPA) project and serve as the basis Health Educator Job Analysis in Saudi Arabia. As such, graduates of the program should be able to:

### 1. Assess Individual and Community Needs for Health Education by:

- Plan assessment process for health education/promotion
- Accessing existing related data
- Collecting health related data
- Distinguishing between behaviors that foster and hinder well being
- Determining factors that influence learning and development
- Identifying factors that foster and hinder the process of Health Education
- Inferring needs for Health Education from data
- Extract data from existing databases

### 2. Plan Health Education Strategies, Interventions, and Programs by:

- Involving people and organizations in program planning
  - Identify priority populations, partners, and stakeholders
- Incorporating data analysis and principles of community organization
- Formulating appropriate and measurable program objectives
  - Developing a logical scope and sequence plan for health education practice
  - Designing strategies, interventions, and programs consistent with specified objectives
  - Selecting appropriate strategies to meet objectives
  - Assessing factors that affect implementation

### 3. Implement Health Education Strategies, Interventions, and Programs by:

- Coordinate logistics necessary to implement plan
- Initiating a plan of action
- Demonstrating a variety of skills in delivering strategies, interventions, and programs
- Using a variety of methods to implement and monitor strategies, interventions, and programs

### 4. Conduct Evaluation and Research Related to Health Education by:

- Developing plans for evaluation and research
- Develop a research plan for health education/promotion
- Designing data collection instruments
- Carrying out evaluation and research plans
- Interpreting results from evaluation and research
- Inferring implications from findings for future health related activities

#### 5. Administer and manage health education/promotion:

- Manage technology resources
- Manage relationships with partners and other stakeholders
- Develop plan for coordination health education services
- Facilitate cooperation between and among levels of program personnel
- Formulate practical modes of collaboration among health agencies and organizations
- Securing fiscal resource
- Organize in-service training programs for volunteers, and other interested personnel.
- Obtaining acceptance and support for programs

#### 6. Serve as a Health Education Resource Person by:

- Obtain and disseminate health-related information
- Assess needs for health-related information
- Using health related information resources
- Responding to requests for health information
- Selecting resource materials for dissemination
- Establishing consultative relationships

#### 7. Communicate and Advocate for Health and Health Education by:

- Identify level of literacy of intended audience
- Analyzing and respond to current and future needs in health education
- Applying a variety of communication methods and techniques
- Promoting the health education profession individually and collectively
- Influencing health policy to promote health

## Undergraduate internship process

The arrangement for the internship begins in the 4<sup>th</sup> year of the academic year (level 8). A meeting will be set for students in the final level of the program with the intern coordinator, to explain the rules of the internship, answer their questions, and give forms to be filled by those who are expected to graduate at the end of the semester and return them in a personal folder to the intern coordinator. Forms can be seen in (Appendices I and II).

### 1. Admission to the program

Enrolment into the Interns' Training Program at the CHS, CAMS, King Saud University is limited only to graduates with a Bachelor of community health education degree from the college.

- To start the internship period, students must complete all their undergraduate courses successfully with a minimum cumulative GPA of 2.0.
- Students must start their internship within three months of their final exams unless delay is approved by the internship committee (**Appendix III**).
- Failing to start the internship within one year after the final exams, students must pass a written or practical exam or a personal interview depending on the decision of the department council.
- If an intern wants to delay the start of their internship; they must submit an official request for delay within two weeks from their final exams. This must be approved by the internship committee or the department dean, given that the delay will not exceed one year (as explained in the point above).

- Students lose their rights to obtain the internship completion certificate if they do not complete the internship within three years after the final exams.

## 2. Duration and continuity of training:

The internship's period is one year (52 weeks; with 50 working weeks) specifically designated to meet the needs of interns in enhancing their skills as general practitioners. This period is planned based on the interns' rotations in order to cover the main internship areas which include Clinical Health Education, School Health Education, Community Health Education, Audio-visual Aids and Media, Environmental/Occupational Health Education and Research & Need Assessment.

Saudi interns trained in a governmental hospital or health institution are eligible to receive the internship monthly pay. For private or non-governmental hospitals, the monthly pay will be suspended (**Appendix IV**).

The request for training in any health institution should be sent by the internship coordinator at least one month prior to the beginning of the rotation. (**Some institutions they require more than one month**).

Interns must start on the same date arranged with the hospital/health institution, and should ask them to report their attendance to the collage.

The interns should follow the health institutions' policies and regulations (working hours, vacations, dress code, etc.).

The specified period of training shall be continuous without vacation breaks other than the official ones, if placements were available for the student.

Should any situation warrant an intern to take an emergency leave, there would be an extension of the training at the end of the program to compensate for the leave of absence determined by the Interns' Training Committee.

Any exceptional vacation should be requested officially and arranged for by the internship coordinator and the hospital, considering its compensation. For female interns, a maternity leave of up to 40 days is granted, provided that a medical report is attached to the application form. If the intern provides a sick leave from the doctor, then the maternity leave can be extended after the acceptance of the college committee up to a maximum of 90 days. An extension of the internship period is compulsory to make up for the time off during the maternity leave until the requirements of the program are entirely fulfilled.

## 3. Request for a rotation or hospital placement:

- Some hospitals/health institutions have special requirements (such as GPA, interview, written exams), only interns who meet the criteria will be accepted for training.
- The internship coordinator will give recommendations regarding the hospitals/health institutions, depending on the duration of the rotation, the intern's interests, and availability.

## 4. Extension of rotation:

- Should any situation warrant an intern to take an emergency leave, there would be an extension of the training at the end of the program to equally compensate for the leave of absence.
- The same rule applies where any days that the student takes off would be added at the end of the internship, thereby an extension of the internship period is compulsory until the requirements of the program are entirely fulfilled.

## Training out of Saudi Arabia:

When the students wish to carry out their internship in another country, they must submit a request to the internship committee 6 weeks in advance. The request should include the reasons for choosing to train out of Saudi Arabia, information about the chosen hospital for training (preferably a teaching university hospital), and an initial acceptance to train from the hospital. If the chosen hospital was deemed suitable, the college will send them:

- A letter detailing the needed training program.
- The training period.
- The student's academic record.
- The evaluation form.
- Then a formal letter of acceptance from the hospital should be provided to the internship committee. The student must sign a forfeiture of the internship monthly allowance.

## 5. Clinical conduct:

### Attendance:

Punctuality is mandatory and daily attendance will be monitored closely. Interns should abide by the official working hours in addition to the rules and regulations of each training institution they are attending. This will be reported by the hospital's supervisor in the evaluation form.

### Clinic attire:

Interns are requested to take the regulations regarding the acceptable wear during working hours seriously in each training institution. Blue jeans and casual dress for example are not allowed. Female interns should wear an acceptable uniform, completely cover their hair with a scarf, and refrain from using perfumes, heavy cosmetics, nail polish, and high-heeled shoes.

### Professional ethics:

Interns are expected to maintain the respect and confidence of the patients through sincere and honest treatment. Courtesy, cooperation and harmonious interpersonal relationships must be highly observed to promote successful care.

### Discipline:

In the case of unapproved absence, negligence, misconduct, incompetence, insubordination or any other act that the interns' superiors deem unacceptable, an intern shall be duly reported to the Interns' Training Committee for disciplinary action. Depending on the seriousness of the offense and upon the recommendation of the Interns' Training Committee, a disciplinary action may be one of the following:

- Probation, verbal and written warnings.
- Repeating a rotation.
- Suspension of the intern for some time as suggested by Intern's Training Committee (ITC).
- Dismissal from the Internship Training Program.

## 6. Evaluation:

To monitor the interns' performances, it is essential that some form of quantification and evaluation of the work carried out by the interns is documented. In institutions and hospitals, training supervisors send their evaluation of each intern's performance at the end of each rotation (**Appendix V**). The entries can be used eventually as a reference for the intern when a letter of recommendation or certificate is requested, as well as a report or career advice when needed. By the end of the program, each intern's performance should be evaluated and assessed by the Interns' Training Committee. The data for evaluation will be compiled from the evaluation forms and a

decision of whether the intern has fulfilled the requirements or an extension of the program will be recommended.

## 7. Graduation:

At the end of the one year internship program, interns will be awarded a certificate of completion of the internship, signed by the Dean and the Vice-Dean for Administrative Affairs and the Chairman of Interns' Training Committee, provided that he/she had fulfilled the requirements of the program. Although the certificate of competency should show no grade, an individual report of each intern's performance will be kept in his/her file for future reference. A report for each intern is sent to the intended medical institution or hospital, prepared by the intern's coordinator and signed by the Dean of the Medical Applied College.

Some institutions will require one or more of the following:

- GPA of 4 or more.
- Passing an English exam.
- Passing an interview.
- Medical exam and vaccination.

The internship experience includes, but it not limited to, those agencies which employ health educators in a community/public health or worksite health promotion/wellness setting (public health units, voluntary health agencies, hospitals/clinics, hospital and corporate wellness centers, area health education centers, non-profit health agencies).

Specific internship goals, objectives, and job duties will be communicated to the University Internship Coordinator via the Internship Application. Evaluation of the internship goals, objectives, and job duties will be accomplished through evaluation forms and weekly activity log. The agency supervisor and intern will receive all necessary forms and instructions from the university supervisor prior to the beginning of the internship.

Below are list of the main available training centres in Riyadh and other parts of the country.

	Training Facility in Riyadh	Internship areas
1	King Khalid Eye Specialist Hospital	Clinical Health Education Community Health Education Audiovisual Aids and Media.
2	King Faisal Specialist Hospital and research Center	Clinical Health Education Audiovisual Aids and Media Community Health Education Health Education Portal
3	King Fahd Medical City	Clinical Health Education Community Health Education Audiovisual Aids and Media.
4	Security Forces Hospital	Clinical Health Education Community Health Education Audiovisual Aids and Media.
6	King Abdul Aziz Medical National Guard City.	Clinical Health Education Community Health Education Audiovisual Aids and Media.
7	MOH , clinical education MOH, Health Education programs MOH, Healthy City MOH, school health	Audiovisual Aids and Media Community and Administrative Health Education Environmental Health Education
8	King Abdul Aziz University Hospital- Diabetes Center	Diabetes Education only: Clinical Health Education Community Health Education Audiovisual Aids and Media.
9	King Khalid University Hospital	Clinical Health Education Community Health Education Audiovisual Aids and Media.
10	Military Forces Hospital	Clinical Health Education Audiovisual aids &Media Community Health Education
11	Prince Sultan City for Humanitarian Services-	Rehabilitation
12	King Saud Medical City	Clinical Health Education
13	Prince Salman Hospital	Clinical Health Education Community Health Education Audiovisual Aids and Media.
14	Prince Salman National Renal Dialysis Center	Kidney's diseases , Clinical Health Education
15	Prince Mohamed bin Abdul-Aziz hospital	Clinical Health Education

## Training supervisors:

The college supervisor coordinates closely with the training facility coordinator in supervising the interns and evaluating the internship period.

## Scope of Practice during Internship

To familiarize students with the nature of the patient's learning needs in regards to the education process, and to train them on the methods involved in the preparation and presentation of health education programs the following skills should be obtained:

- Holding lectures, individual consultations and workshops to raise the standard of health awareness in regards to individual health needs. All of these assignments will be supervised by a health educator or any other superior.
- Participating in group education programs for patients who have the same health problems to enable the patient to obtain a simplified scientific knowledge as to the nature of his disorder, its side-effects, correcting any confusion, misunderstanding or wrong practices.
- Participating in applied research work relevant to the hospital for the purpose of familiarizing with the standard of the patient education and community awareness process and the extent of its effectiveness.
- Developing skills in administrative activities and prepare monthly reports statistics.
- Displaying great professional interpersonal and communication skills to colleagues, superiors, patients, and others.
- Offering educational programs and activities, particularly on special events; such as, the Health Week, Health Education campaigns and National and International events.
- Participating in the preparation of written material (booklet, poster), audio cassette and audio-visual material (films) which aimed at raising the standard, and the sense of responsibility toward health in patients, families and public.
- Participating in the preparation of scientific articles and public health on common diseases and its preventive measures.
- Participating in the presentation and coordination of a dialogue with health care team.
- Participating in organizing the continued education and training programs in health education; such programs (i.e workshop, symposium) aimed at raising the knowledge and update the professional with the latest theories and other experiences in the field.

## Program Description

<b>Part 1: Orientation</b>	<ul style="list-style-type: none"> <li>- Observation of health education daily activities</li> <li>- Self-learning with help of preceptor</li> <li>- Feedback presentation</li> </ul>
<b>Part 2</b>	<ul style="list-style-type: none"> <li>- Involvement in the clinical area/department/Unit with minimum duties under the preceptor supervision &amp; guidance</li> <li>- Involvement in health promotion services &amp; activities</li> <li>- Project/assignment (to improve health promotion services)</li> </ul>
<b>Part 3</b>	<ul style="list-style-type: none"> <li>- Involvement in the clinical area/department/Unit by giving 50% of the work load under the supervision of the preceptor</li> </ul>
<b>Part 4</b>	<ul style="list-style-type: none"> <li>- Involvement in the clinical area by giving full duty responsibilities</li> <li>- To be independent with given a daily report to the receptor.</li> </ul>

## Suggested rotation schedule

<b>Rotation</b>	<b>Supervised Practice Experience</b>	<b>Weeks</b>
<b>Administrative</b>	<p>Include tasks and projects that focus on the operations or administrative functions of the organization.</p> <p>Interns would likely work under the supervision of a department or program executive or manager and complete tasks with departments such as human resources, marketing, finance/budgeting, special events planning and coordination, strategic planning, and information systems.</p>	<b>5</b>
<b>Clinical</b>	<p>The intern's responsibilities involve engaging directly with the organization's external clients, by assisting, observing, or taking some responsibility of the interaction.</p> <p>Interns will typically work with or assist clinicians with one or more clients, in a direct care or treatment capacity within clinical practices at medical offices of dentists and physicians; hospitals, health clinics, holistic and rehabilitation centers.</p>	<b>12</b>
<b>Programmatic</b>	<p>Work with specific programs or projects that directly impact or respond to the organization's mission, fields of service, or revenue-generating operations that are non-clinical.</p> <p>Interns usually work directly with external clients who are the end-users or benefactors of the services provided by the organization. Interns would typically work on projects or programs involving teaching, instructing, or educating individuals or groups; or work in program development, implementation and evaluation.</p> <p>Interns may assist or work with coaches, personal trainers, sports performance trainers, healthy lifestyle coaches, health educators, and corporate wellness consultants.</p>	<b>15</b>

<b>Research</b>	Interns working in research practice experiences work primarily under the guidance of a project coordinator and/or principal investigator. Student interns' work may include data collection and analyses, interviewing respondents for research projects, assisting with interventions and survey development, or project coordination and evaluation.	<b>3</b>
<b>Community participation.</b>	Interns participate in community related services offered by the agency/health care organization.	<b>10</b>
<b>Development of educational materials</b>	Interns observe and participate in developing health education media such as brochures, flyers, posters, slide-tape presentations, news releases, etc.	<b>5</b>
<b>Medical Education</b>	Attend professional conferences and/or meetings when possible.	<b>2</b>

## Responsibilities of the Training Facility

- Provide the intern with a complete orientation to the site including an overview of the organizational structure, operations, and facilities along with a detailed explanation of all policies and procedures. Inform the student of any known risk or safety issues surrounding his or her work environment or duties.
- At the first day, the interns' coordinator in the training facility will introduce the new intern to the hospital setting and other members of the team.
- A package of guidelines is provided to the new intern upon arrival to clarify all the information needed during internship period. This package includes:
  - a) Guidelines (vision, mission, goals and services provided by the department)
  - b) Weekly schedule
  - c) Courses to attend
  - d) Contact numbers of the team members
  - e) Job description of health educator
  - f) Medical Terminology of various areas
  - g) Dress code policy
  - h) Check list of weekly orientation
  - i) Evaluation forms
  - j) Disciplinary policy & procedures
  - k) Patient education IDD – internal forms and policies
- Identification badge and hospital entrance pass are provided if required by the training facility.
- Identification of working hours with break time, official holidays, emergency and sick leaves to the intern.
- Orienting the intern how to prepare a portfolio.
- Ensure that 85%, minimally, of an intern's work day consists of job duties aligned with the responsibilities and competencies of health educators. No more than 15% of an intern's work day may consist of job duties outside of the responsibilities and competencies of health educators.
- Keep the Department informed regarding the level of education each student receives, as well as the student's level of performance and to notify and consult with the Department in the event that the student fails to make satisfactory progress.
- Make sure the intern clearly understands all responsibilities and expectations.

- Provide a planned instructional program that reflects sound learning experiences for the intern. And share it with the intern coordinator.
- Conduct frequent evaluative sessions with the intern based on regular observation. Discuss and review all reports and evaluations with the intern. Offer suggestions for improvement.
- Communicate progress of the intern with the University Internship Coordinator (Weekly Comments Sheets/Activity log).
- Maintain regular communication with the University Internship Coordinator including when help is needed or a problem arises that requires a solution.
- Inform the University Internship Coordinator of an intern's lack of attendance, punctuality, or any problems that occur.
- Sign all forms which require your signature, and submit by the published due dates.
- All the team members are qualified, experienced and ready to provide any help or assistance needed. In this **Training Period, the interns** are expected to **Learn and Practice** the health education service provided to patients/clients under the preceptors' supervision.
- Filling in the college orientation check list.
- Compiling and submitting the intern evaluation form to the college. Internship evaluation will be signed by internship director and coordinator / Health Education Services.

## Expectations of the Student Interns

- Conduct him/herself as a professional; and, dress appropriately. Uphold King Saud University Student Conduct Code.
- Consider him/herself as an integral part of the agency and follow the rules and regulations of the agency.
- Prepare thoroughly for and conscientiously conduct each task related to the internship.
- Consult with the agency supervisor on a regular basis and in any situation in which he/she is unsure of the appropriate measures to be taken.
- Complete and submit all assignments to the University Internship Coordinator by the given deadline.
- Contact the University Internship Coordinator if a problem should arise that is not satisfactorily resolved.
- Read and adhere to all policies and procedures contained in the application.
- Make sure that the internship site has all the materials that they require of the intern (i.e., proof of vaccinations, certifications) to begin experience.
- Become familiar with all CHS department required forms and the due dates, as indicated on the internship website. Make sure that intern's site supervisor is also aware of these forms and their due dates.
- Arrange advance meetings with the site supervisor to complete and discuss all forms.
- Regard the relationship with the site supervisor in the same manner as the relationship with university faculty. Expect the site supervisor to guide, correct, and advise the intern on a regular basis.
- Demonstrate personal characteristics appropriate for a professional (including, but not limited to) voice, speech, reliability, manner, confidence, enthusiasm, and rapport with others.
- It is the responsibility of the intern to review and abide by specific guidelines/policies in place the selected internship site.
- Assume the responsibilities and obligations of the other professional employees. (Some limitations of responsibilities will be necessary because of limited experience and technical authority.) Follow the same calendar and daily schedule required of staff.
- Sign in and out if required. Be punctual. Work the entire number of hours at the times agreed upon by the intern and the site supervisor. Notify the supervisor if unable to attend as planned and follow appropriate agency procedures.
- Respect the confidentiality of the workplace, its clients and its workers.
- Discuss the performance of assigned duties with the site supervisor on a regular basis.
- Take the initiative to ask the site supervisor for feedback concerning the performance.
- Be positive and enthusiastic about the internship. Offer to assist in all organizational activities.
- Should patients, clients, and/or subjects request additional attention, clear such requests with the site supervisor.
- It is expected that an intern student keep a log (or portfolio ) of the achievements and submitted work during the internship (see **Appendix VI**)

## Appendices

### APPENDIX I

المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الملك سعود  
الإدارة العامة لشئون هيئة التدريس والموظفين

استمارة فترة تعاقب تخريب طالب امتياز

رقم السجل المدني :  
رقم الملف :  
الكلية :  
القسم :

أولاً : البيانات الشخصية :

١- الاسم رباعياً : ..... النوع : ١- ذكر ٢- أنثى

٢- الاسم السابق ( إن وجد ) : .....

٣- الجنسية : .....

٤- الجنسية السابقة ( إن وجدت ) : .....

٥- رقم الهوية : .....

٦- نوع الهوية :  ١- بطاقة أحوال . ٢- جواز سفر . ٣- أخرى .

٧- جهة إصدارها : ..... الدولة : .....  
المدينة : .....

٨- تاريخ الإصدار : ...../...../.....

٩- تاريخ النهاية : ...../...../.....

١٠- محل الميلاد : .....  
الدولة : .....  
المدينة : .....  
المنطقة : .....

١١- تاريخ الميلاد : ...../...../.....

١٢- الحالة الاجتماعية :  ١- أعزب . ٢- متزوج . ٣- مطلق . ٤- أرمل .

١٣- عنوان السكن : .....

١٤- رقم هاتف الجوال : ..... هاتف العمل : ..... تحويلة : ..... هاتف منزل : .....

ثانياً : تحويل الراتب :

١- اسم البنك : .....

٢- رقم الحساب :

اسم طالب الامتياز : ..... التوقيع : ..... التاريخ : .....

تفويض الموظف المنحصر بجهة طالب الامتياز :  
الاسم : ..... التوقيع : ..... التاريخ : .....

## Appendix II

المملكة العربية السعودية  
جامعة الملك سعود  
كلية العلوم الطبية التطبيقية



### استمارة معلومات لطلبة سنة الامتياز

<input type="checkbox"/> المختبرات الإكلينيكية	<input type="checkbox"/> العلوم الإنشعاعية	<input type="checkbox"/> العلاج الطبيعي	<input type="checkbox"/> علاج علل النطق والسمع
<input type="checkbox"/> تقنيّة طبية حيوية- أجهزة	<input type="checkbox"/> العلاج التنفسي	<input type="checkbox"/> العلاج الوظيفي	<input type="checkbox"/> تقنيّة الأسنان
<input type="checkbox"/> التعليم الصحي	<input type="checkbox"/> التغذية الإكلينيكية	<input type="checkbox"/> صحة فم وأسنان	<input type="checkbox"/> البصريات

الاسم :	
رقم السجل المدني :	
الرقم الجامعي :	
العنوان الحالي :	
رقم الهاتف :	
رقم الجوال :	
البريد الإلكتروني :	
المستشفيات التي لا ترغب التدريب بها :	1. 2. 3.
توقيع الطالب/ة :	توقيع ولي الأمر:
	التاريخ :

للاستعمال الرسمي		
منسق سنة الامتياز بقسم :	الاسم :	التوقيع :
اعتماد رئيس القسم		

## Appendix III

المملكة العربية السعودية  
جامعة الملك سعود  
كلية العلوم الطبية التطبيقية



### نموذج تأجيل التدريب

أتعهد أنا الطالب/ة

الرقم الجامعي /

التخصص /

بالموافقة على تأجيل فترة الامتياز من تاريخ: / / 14هـ إلى تاريخ: / / 14هـ

لمدة /

وذلك بسبب /

التاريخ: / / 14هـ

توقيع الطالب/ة

توقيع مسؤول الامتياز

الأستاذة

## APPENDIX IV

### تعهد

بعض تعليمات قضاء فترة الامتياز

أولاً : عدم بداية التدريب قبل إنهاء جميع المقررات بنجاح

حيث أن موافقة الكلية وجهة التدريب على بدء التدريب مبني على توقع التخرج فإنه في حالة عدم إكمال مقررات الخطة بنجاح لأي سبب فلن أبدأ التدريب وسأقوم بإبلاغ مشرف/ة الامتياز للاعتذار عن التدريب وفي حالة عدم الالتزام بذلك فإنه لن يتم احتساب فترة التدريب التي تسبق إنهاء جميع المقررات بنجاح وسيتم إعادة التدريب دون مكافأة .

ثانياً : عدم صرف مكافأة الامتياز عند التدريب في الجهات غير الحكومية ( الخاصة )

عند التدريب في جهة غير حكومية ( خاصة ) فإنه لن يتم صرف مكافأة التدريب من الجامعة وفي حال صرفها لأي سبب فيجب على الطالب/ة إبلاغ مشرف/ة الامتياز بذلك للتواصل مع وحدة التدريب والامتياز كي يتم عمل اللازم لإيقاف صرف المكافأة علماً بأنه سوف يتم استعادة ماتم صرفه للتدريب في تلك الفترة .

ثالثاً : إيقاف التدريب

في حالة إيقاف التدريب لأسباب تتعلق بالمتدرب /ة مثل عدم الجدية والغياب أو أي أسباب أخرى فإنه لن يتم السماح للطالب /ة في استئناف التدريب في مكان آخر حتى يتم دراسة الأسباب مع جهة التدريب واتخاذ قرار من قبل الكلية وقد يستغرق هذا الإجراء ٢ - ٣ أشهر

أتعهد أنا الطالب/ة .....الرقم الجامعي .....

قسم.....برنامج.....

لقد تم الإطلاع على تعليمات قضاء فترة الامتياز أعلاه وأقر بمعرفتي بذلك والتزامي بالعمل بها أثناء فترة التدريب .

توقيع الطالب /ة : ..... توقيع مشرف/ة الامتياز : .....

التاريخ : / / ١٤هـ التاريخ : / / ١٤هـ



**King Saud University**  
COLLEGE OF APPLIED MEDICAL SCIENCES

**Intern Evaluation Form**

Name of Intern: .....

Training Institution: ..... Unit: .....

Type of Assignment: ..... Date: From ..... To .....

Preceptor's at training institution: .....

Name of Faculty Supervisor: .....

Directions

The following items display the behavioural outcomes expected of the intern at the completion of each of his/her training sessions. The ratings are based on performance requirements. If an item is not applicable, please print N.A. (Not Applicable). It is expected that any qualifying comments or examples concerning *poor* or *excellent* performance would accompany the corresponding rating in the "Remarks" column.

### Evaluation Form

Performance of Items	Poor	Good	Very good	Excellent	Remarks
<p><i>Knowledge of work &amp; working Abilities:</i></p> <p>1- To what extent does the intern demonstrate capability of using scientific facts and skills as a basis for his/her performance?</p> <p>2- To what extent does he/she demonstrate a desire to learn more than just routine aspects of the prescribed work?</p> <p>3- To what extent does the intern adjust to new work methods and conditions?</p> <p>4- How effective has the intern been in planning and organizing his/her work?</p> <p>5- How effective does the intern communicate in speech and writing?</p> <p>6- To what extent does the intern accept the maximum responsibilities for his/her work and volunteer for new assignments.</p> <p>7- How effective has the intern been in establishing working relationship with others.</p> <p>8- To what extent is the intern receptive to new ideas and information.</p>					

Comments:

**Evaluation Form (Cont'd)**

<b>Performance of Items</b>	<b>Poor</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>	<b>Remarks</b>
<p><i>General performance</i></p> <p>1- To what extent has the intern been punctual and complying with working hours of the institution.</p> <p>2- How effective has the intern been in following departmental policies and procedures.</p> <p>3- How effective were the intern's attitudes towards other members of the health care team and patients?</p> <p>4- After finishing this training how well do you think the intern will be able to execute his/her responsibilities</p> <p>5- Over-all performance evaluation.</p>					

Comments:

Signature of the preceptor..... Date.....

## Appendix VI

### Internship activity Log

Name: \_\_\_\_\_ Inclusive Date: \_\_\_\_\_

Week No.	Activity /assignments	Time spent
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

Comments:

### Internship Weekly Report

Name: \_\_\_\_\_ Inclusive Date: \_\_\_\_\_

1. What new knowledge or skill did you learn this week?
  
  
  
  
  
  
  
  
  
  
2. What did you learn, either from readings or classroom discussions that you applied on the job this week? (Do not give course numbers or classes.)
  
  
  
  
  
  
  
  
  
  
3. Which courses/subjects helped you most this week? Please give course numbers or topics?
  
  
  
  
  
  
  
  
  
  
4. Which courses/subjects you feel could be expanded or added that would have helped you perform your job better this week?