

**Jazan University**  
**College of Nursing and Health Sciences**  
**Nursing Department**  
**Respiratory Therapy Program**



**Respiratory Therapy Student Handbook**



المركز الوطني للتقويم والاعتماد الأكاديمي

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## RT PROGRAM IDENTIFICATION

### **1.1. Overview of the Program**

#### **1.1.1. Vision**

Achieve excellence and gain a prestigious reputation regionally and internationally in the field of respiratory therapy education and research, while preparing cadres to provide professional and community services and manage them with sufficient knowledge and skills.

#### **1.1.2. Mission**

To graduate highly qualified healthcare professionals in the field of respiratory therapy who can provide optimal care in hospital settings in accordance with the highest academic and professional standards, while embodying the values of our Islamic faith. Additionally, to participate in relevant scientific research and engage in local community events.

#### **1.1.3. Goals:**

The goal of the Respiratory Therapy Program at Jazan University are as follows:

- ❖ To produce highly qualified practitioners in the field of respiratory therapy
- ❖ To advance the profession of respiratory therapy by implementing an updated curriculum, promoting scientific research, and organizing scientific symposiums and conferences.
- ❖ To engage in community activities aimed at enhancing public health

#### **1.1.4 Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College:**

The mission and aims of the respiratory therapy Program are in harmony with those of the College, both departmental and college aim to graduate highly qualified and well-trained national professionals in medical care.


#### **1.2 Graduate Attributes:**

1. Provide the appropriate care in the scope of Respiratory therapy profession.
2. Manage the respiratory therapy practice
3. Promote health and wellness
4. Demonstrate professional attitudes and behaviors
5. Communicate appropriately
6. Safeguard patient privacy and safety

#### **1.3 Why the RT program was established?**

##### **1.3.1 Economic reasons:**

Establishing a Respiratory Therapy program at Jazan University will address the growing demand for qualified healthcare professionals in the Kingdom of Saudi Arabia, particularly in light of the increasing prevalence of respiratory diseases. By training skilled therapists, the program will enhance patient outcomes and healthcare quality, thereby reducing costs associated with respiratory conditions.



Additionally, it will foster research and innovation through partnerships with healthcare institutions, attracting funding and bolstering the university's reputation. The program will create local job opportunities, stimulate economic growth, and support public health initiatives aimed at preventing respiratory diseases, which can alleviate healthcare expenditures and productivity losses. Moreover, it will promote collaborations with hospitals to optimize resource allocation and improve healthcare delivery.

### **1.3.2 Socio-culture reasons:**

The Jazan community and surrounding regions require qualified respiratory therapists who can contribute not only to disease diagnosis but also to disease management and overall healthcare outcomes. Their expertise is essential for enhancing the overall patients' treatment outcomes and providing guidance to individuals and communities in implementing suitable health strategies.

### **1.3.3 Technological developments, national policy developments:**

In recent years, technological advancements in medical equipment and diagnostic tools have significantly improved the capabilities of healthcare professionals, including respiratory therapists. These innovations enable more precise assessments and personalized treatment plans for patients with respiratory conditions. Additionally, national policies aimed at enhancing healthcare access and quality emphasize the importance of training skilled professionals in the field. By aligning the Respiratory Therapy program at Jazan University with these technological trends and policy initiatives, the region can ensure that its healthcare workforce is well-equipped to meet current and future challenges in respiratory care.

#### **1.4. Identification of the Program**

The Respiratory Care Program focuses on addressing the healthcare needs of the Jazan region by preparing future respiratory therapists with comprehensive training in respiratory care practices and techniques. This program emphasizes high-quality education and hands-on experience to enhance the quality of life in the community through advanced therapeutic interventions and research in respiratory health.

#### **1.5. RT Career:**

At the beginning of the Program, students will be introduced to the Respiratory Therapy profession, learning about the crucial roles respiratory therapists play in healthcare, including diagnosing and treating breathing disorders, providing patient education, and collaborating with healthcare teams. They will explore clinical techniques, equipment, therapeutic modalities, and the importance of patient advocacy and communication skills.

Students will also gain knowledge of departmental policies, clinical practices, medical ethics, and professional relationships. Support is provided through:

- Assigning each group of students an academic advisor.
- Training college members to counsel students on program requirements.
- Clearly posted office hours for staff members, with a minimum of one hour per week for counseling.
- The availability of the Department Chairman for advice and support.


This foundational knowledge and support will prepare students for a rewarding career dedicated to improving respiratory health and quality of life for patients.

## **1.6. The RT Responsibilities:**

The Respiratory Therapist (RT) plays a crucial role in the healthcare team, focusing on the prevention, diagnosis, treatment, and management of patients with respiratory and cardiopulmonary conditions. The primary responsibilities of an RT include:

- **Assessment and Diagnosis:** RTs conduct thorough assessments of patients' respiratory status, which may include obtaining medical histories, performing physical examinations, and interpreting diagnostic tests such as pulmonary function tests and arterial blood gases.
- **Treatment Planning:** Based on assessment findings, RTs develop individualized treatment plans aimed at managing respiratory disorders such as asthma, chronic obstructive pulmonary disease (COPD), pneumonia, and other conditions affecting breathing.
- **Therapeutic Procedures:** The RT administers therapies and interventions, including oxygen therapy, aerosolized medication delivery, chest physiotherapy, and mechanical ventilation support. They are skilled in using various respiratory equipment and technologies to optimize patient outcomes.
- **Monitoring and Evaluation:** RTs continuously monitor patients' respiratory status, response to treatments, and overall progress. They assess vital signs, oxygen levels, and lung function to evaluate the effectiveness of therapy and adjust plans as necessary.
- **Patient Education:** An essential aspect of the RT's role is to educate patients and their families about respiratory conditions, treatment options, and proper medication administration techniques. This includes teaching techniques for self-management and the importance of adherence to therapy regimes.



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- Collaboration with Healthcare Teams: RTs work closely with physicians, nurses, and other healthcare professionals to coordinate patient care. This collaboration ensures that patients receive comprehensive treatment tailored to their specific needs.
  - Emergency Care: In critical situations, RTs respond to respiratory emergencies, implementing life-saving measures such as intubation and advanced airway management. They are often involved in code blue situations in hospitals.
  - Documentation and Reporting: RTs are responsible for maintaining accurate and timely documentation of patient assessments, treatment plans, interventions, and progress in medical records. This documentation is crucial for continuity of care and communication with other healthcare providers.
  - Quality Improvement and Safety: RTs participate in quality improvement initiatives to enhance the safety and effectiveness of respiratory care practices. They are involved in ensuring proper infection control procedures and equipment maintenance.
  - Research and Professional Development: RTs are encouraged to engage in ongoing education and professional development to stay current with advancements in respiratory therapy, technologies, and best practices in patient care.

Overall, Respiratory Therapists play a vital role in enhancing the quality of life for patients with respiratory disorders through comprehensive assessment, targeted treatment, education, and collaborative care within the healthcare system

### **1.7 RT program Information:**

Program Main Location: College of Applied Medical Sciences campuses

Main campus Offering (two sections: Male & Female).

Code: RES

Total Credit Hours for Completing the Program: (121hrs.).

Learning Hours: The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times): 4600 hrs.

***Award granted on completion of the program:***

***Bachelor of science in Respiratory therapy***

## 1.8. Curriculum Structure

## 1.9 Program Study Plan

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	33	6	4.91%
	Elective	-	-	-
College Requirements	Required	16	48	39.34
	Elective	-	-	-
Program Requirements	Required	25	68	55.73
	Elective	-	-	-
Capstone Course/Project	-	-	-	-
Field Experience/ Internship	-	-	-	-
Others	-	-	-	-
Total		Total	44	121

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	101SLM-2	Islamic Culture I	Required	-	2	Institution
	102Arab-2	Arabic Language Skills	Required	-	2	Institution
	181 ENG-8	General English	Required	-	8	College
Level 2	106CHEM-4	Medical Chemistry	Required	181 ENG-8	4	College
	106BIO-4	Medical Biology	Required	181 ENG-8	4	College
	106PHYS-4	Medical Physics	Required	181 ENG-8	4	College
	182 ENG-4	English for Medical College	Required	181 ENG-8	3	College
Level 3	102 SLM-2	Islamic Culture II	Required		2	Institution
	251 RES-2	<u>Medical Terminology</u>	Required		2	Department
	211 RES-3	<u>Respiratory Care Science I</u>	Required		3	Department
	ANAT-220	<u>Introduction to Human Anatomy</u>	Required		3	College
	212physio-2	Human <u>Physiology</u>	Required		2	College
	PHCL243	Introduction to Ethics in the Health Professions	Required		2	College
	HTL-201	Biochemistry	Required		2	College
	IPC-336	Infection Prevention Control	Required		1	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1 4	212 RES-3	<u>Respiratory Care Science II</u>	Required	211 RES-3	3	Department
	221 RES-4	<u>Patient Assessment</u>	Required	222 RES-3	4	Department
	222 RES-3	<u>Cardiopulmonary Anatomy &amp; Physiology</u>	Required	ANAT-220	3	College
	STA-222	Fundamentals of Biostatistics	Required		2	College
	203 HLT-3	Basic Microbiology	Required		3	College
Level 1 5	323 RES-2	<u>Chest radiography</u>	Required	223 RES-4	2	Department
	313 RES-3	<u>Pulmonary Function Testing</u>	Required	222 RES-3	3	Department
	324 RES-2	<u>Blood gas analysis</u>	Required	223 RES-4	2	Department
	325 RES-3	<u>Cardiopulmonary Disease I</u>	Required	224 RES-3	3	Department
	331 RES-3	<u>Clinical Practice I</u>	Required	212 RES-3	3	Department
	341 RES-3	<u>Respiratory Care Pharmacology</u>	Required	325 RES-3	3	Department
Level 1 6	GPH 352	Research Methodology	Required	261 RES-2	4	College
	314 RES-4	<u>Basic Mechanical Ventilation</u>	Required	313 RES-3	4	Department
	326 RES-3	<u>Cardiopulmonary Disease II</u>	Required	325 RES-3	3	Department
	342 AMS-2	Epidemiology	Required		2	Department
	332 RES-3	<u>Clinical Practice II</u>	Required	331 RES-3	3	Department
Level 1 7	GPH 353	Research Writing	Required		2	College
	415 RES-3	<u>Neonatal &amp; Pediatric Respiratory Care</u>	Required	326 RES-3	3	Department
	416 RES-3	<u>Advanced Mechanical Ventilation</u>	Required	314 RES-4	3	Department
	427 RES-2	<u>Critical Care</u>	Required	222 RES-3	2	Department
	433 RES-3	<u>Clinical Practice III</u>	Required	332 RES-3	3	Department
	417 RES-3	<u>Respiratory care in alternative settings</u>	Required	313 RES-3	3	Department
Level 1 8	443 AMS-2	Healthy lifestyle	Required		2	Department
	418 RES-3	<u>Neonatal &amp; pediatric mechanical ventilation</u>	Required	416 RES-3	3	Department
	419 RES-2	<u>Respiratory Care problem-based learning</u>	Required	314 RES-4	2	Department
	428 RES-2	Advanced critical care procedures	Required	327 RES-2	2	Department
	434 RES-3	<u>Clinical Practice IV</u>	Required	433 RES-3	3	Department
	429 RES-3	Medical Emergencies	Required	326 RES-3	3	Department

### 1.10 RT program learning outcomes according to SAQF requirement

Program learning Outcomes	
<b>Knowledge and understanding</b>	
<b>K1</b>	Understand the fundamental principles and concepts that form the basis of respiratory therapy and critically analyze pulmonary status.
<b>K2</b>	Comprehend knowledge of the respiratory care diagnostic and therapeutic procedures.
<b>K3</b>	Discuss all the useful data to assess the appropriateness of prescribed respiratory care.
<b>K4</b>	Explore the methods used for research and discuss the recently developed evidence in respiratory care practice.
<b>Skills</b>	
<b>S1</b>	Apply problem-solving strategies to address intricate challenges encountered in diverse patient care scenarios, showcasing a deep understanding of respiratory therapy principles
<b>S2</b>	Execute respiratory therapeutic and diagnostic procedures with a high level of competence, integrating complex technical skills, and effective verbal and written communication.
<b>S3</b>	Execute respiratory therapeutic and diagnostic interventions promptly, maintaining the highest standards of patient safety and infection control.
<b>S4</b>	Demonstrate a high level of proficiency in analyzing and interpreting intricate clinical, laboratory, and research data and apply critical thinking skills to derive meaningful insights, contributing to evidence-based decision-making in the field of respiratory care.
<b>Values</b>	
<b>V1</b>	Promote leadership, management, and teamwork principles in healthcare with a focus on enhancing patient education and serving the community.
<b>V2</b>	Uphold legal, ethical, and professional values to safeguard patients, oneself, and colleagues within the healthcare environment.

### 1.11. Learning Resources/ Facilities

The learning resources and facilities at the college are designed to support respiratory therapy education effectively. The college maintains a robust mechanism for ensuring the quality and availability of educational materials, including textbooks, journals, and electronic resources, which undergo annual and semester reviews. The library

houses a wide variety of print and digital resources, ensuring that students and staff have access to essential literature and the latest publications. Additionally, students will be provided with a username for the Saudi Digital Library to facilitate access to a vast array of online resources.

The college also utilizes blackboards to support online learning, enhancing the educational experience for students both in-person and remotely. There are well-equipped respiratory laboratories and classrooms fitted with modern technology, including smart boards and internet access. The college emphasizes maintaining a healthy and safe environment through comprehensive planning and safety protocols. This includes regular hazard assessments, emergency evacuation procedures, and measures to support individuals with disabilities during emergencies, such as fire alarms.

Overall, the college is committed to fostering an enriching educational experience through its diverse resources and dedicated facilities.

## **1.12. Assessment Methods for program learning outcomes**

### **1.12.1 Student Assessment Strategy:**

#### **(i): Preparation of Examination Questions:**

All examinations are prepared with the participation of both male and female instructors. Each instructor contributes half of the questions and submits the final agreement form along with the answer key. All questions should cover the entire course and be constructed based on the curriculum content.

#### **(ii): Quality/Validity of Examination Paper:**

A departmental Examination Reviewing Committee (ERC) constructed to revise and ensure the quality/validity of the exam paper. It consists of the head of the department (HOD), course coordinator (CC) and the quality assurance committee member (QACM). The committee gives the approval to print and photocopying the exam

papers after revising the type, quality, validity and weight of questions in addition to the spelling mistakes and the distribution of marks.

**(iii): Student's marking Guidelines:**

These guidelines including the rules followed in marking the students, distribution of marks (in details) for each question. It can be verified by checking/revising the marks/grades of students' random samples.

**1.12.3. Feedback Analysis:**

- ✓ Select random sample of final test
- ✓ Factor analysis for each course exam
- ✓ Sample of high, low and average marks
- ✓ Assessment students benchmark
- ✓ Peer-review of assessments
- ✓ Review of the assessments by the exam committee formulated through faculty council
- ✓ Quality verification of exams results by the ACRAD committee and quality assurance unit.

**1.12.4 Assessment methods:**

**(i): Direct Method:**

A set of common methods will be used for both grading and assessment at the program level. In some cases, student overall grades in courses may be used through impeded questions in Quiz, Midterm exam or Final Exam. The intent by using rubrics to help students understand departmental expectations, to gauge student progress over time, and to provide a basis for faculty discussions concerning possible areas for program improvement. In most cases these rubric lines will be incorporated into a course specific rubric that contains additional elements specific to the course learning outcomes and expectations. The student grades will be utilized in knowledge domains.

**(ii): Indirect Method:**

On a periodic basis, the department will gather feedback on the competencies of graduates from alumni and their employers in the field of respiratory therapy through surveys or focus groups. These methods will allow the department to reassess its target student outcomes to align with the changing needs of the healthcare community

The department will periodically collect **feedback** from **faculty** and **instructors** on their perceptions of student strengths and weaknesses.

### **1.13. RT Program Evaluation and Improvement Processes**

The program develops evaluation questions and collects data to inform the annual work plan for the upcoming year. This evaluation data is used to monitor the progress of the five-year strategic plan. The outcomes of the evaluation process include findings, summaries that illustrate the progress of the strategic plan, and descriptions of any changes made to program activities based on those evaluation findings.

#### **(i) Current students and graduates of the program**

- Students Survey about courses
- Course reports which reflect the performance variations
- Reports of Midterm and Final Exams
- Quality of Graduation Projects as per the approval from the research committee.

#### **(ii) Independent advisors and/or evaluator**

- Percentage of students passing the licensure exam, benchmark with the graduates of another similar program.
- Assessment of overall impact RT intern on the training institutes.
- Analysis and advise of the visiting advisors and faculty

#### **(iii) Employers and other stakeholders**

- Annual feedback from employing agencies with benchmarks with similar graduates of another similar program.



- Feedback from relevant stakeholders after the graduation of Students (Performance report conducted by Stakeholders).
- Internship evaluation from the listed sites submitted by the site supervisors.

## **PART 2: GENERAL PROGRAM REQUIREMENTS**

### **2.1. Admission requirements**

#### **2.1.1 Admission of Newcomer Students according to the university policies.**

In order to identify the administrative rules, conditions and admission requirements of Jazan University in detail, please visit [www.jazanu.edu.sa](http://www.jazanu.edu.sa), admission and registration deanship, article 2, 3 and 4.

### **2.2. Standard Essential/Physical Fitness Requirements**

The RT Program of CAMS has established the same standard non-academic essential requirements that every student must fulfill in order to smoothly enter and progress through the program. These essential requirements are categorized as follows

1. Normal or corrected visual ability adequate for accurate observation and execution of respiratory assessments and interventions, including color differentiation for interpreting results.
2. Sufficient auditory ability to monitor alarms, equipment sounds and communicate effectively with patients and healthcare team members.
3. Ability to perform movements and skills required for safe and effective execution of respiratory care duties, even in confined spaces.
4. Ability to communicate effectively in English using verbal, non-verbal, and written formats with faculty, peers, patients, families, and all members of the healthcare team.
5. Ability to collect, interpret, and integrate clinical information to make informed decisions regarding patient care in respiratory therapy.
6. Demonstrates responsibility and accountability for actions taken in the practice of respiratory therapy.

### **2.3. Clinical Eligibility Requirements**

All students entering the RT Program must meet eligibility fitness requirements to attend the clinical practice and follow the infection control and standard safety regulations.

### **2.4. Infection Control and Standard Safety Regulations**

Each student is responsible for personal and others health and safety. The procedures below are generally intended as guidelines to assist students in minimizing risk of infection.

1. **No Food or Drink Policy:** Students must refrain from eating or drinking in the laboratory to maintain a sterile environment and prevent contamination.
2. **Personal Protective Equipment (PPE):** All students are required to wear appropriate protective equipment, including masks, gloves, goggles, and lab coats, at all times in the clinical and laboratory settings.
3. **Equipment Operation:** RT equipment must be operated according to manufacturer specifications and directions to ensure safety and effectiveness in patient care.
4. **Immediate Reporting:** Students must notify the instructor immediately in cases of potential exposure to infectious materials or hazardous situations to ensure proper protocols are followed.
5. **Hand Hygiene:** Students are required to perform proper hand hygiene before and after patient contact, as well as before handling any respiratory therapy equipment or materials.
6. **Safe Disposal Practices:** All waste materials, including biohazardous waste, must be disposed of safely according to established protocols to prevent infection and ensure environmental safety.

7. **Infection Control Training:** Students must participate in regular infection control training sessions to stay informed about best practices and updates in safety regulations.
8. **Emergency Procedures:** Familiarity with emergency protocols, including the location of emergency equipment and procedures for handling spills or exposures, is essential for maintaining a safe environment.
9. **Vaccination Requirements:** Adherence to recommended vaccinations for healthcare professionals, such as influenza and tuberculosis, to reduce the risk of infection transmission.

### **2.5. Student Assessment:**

Faculty Board approves total marks for course recommended by Department Board between 50% and 60% of the total mark of the course,

The assessments measure the different skills of the students by utilizing a variety of recognized evaluation techniques such as multiple-choice questions, short essays, and true/false questions, along with other formal examination protocols. For example, for courses with practical components, students' performance will be assessed through objective structured clinical examinations (OSCEs)."

•The Passing of the student is conditioned by getting at least 60% from the total assessment.

40% for continuous assessment.

20% for Final practical assessment for practicum courses.

40% for written assessment or 60 % for theoretical courses.

### **Verifying standards of achievement**

- Select random sample of final test
- Factor analysis for each course exam

- Sample marks of high, low, and average
- Assessment student's benchmark.

## **2.6. Program completion of graduation requirements:**

All graduating students must:

- 1) Satisfy the Program requirements.
- 2) Prepare a plan of a scientific research project in a respiratory relevant subject.
- 3) Attain an overall cumulative grade average (GPA) of at least 2.0 (out of 5.0).
- 4) Complete the field experience activities requirements.

### **2.6.1 Program requirements**

Student graduates after successful completion of graduation requirements according to the study plan accomplished with the successful in the student project course and the field experience activities. However, the cumulative GPA should not be less than, acceptable, result. The College council on the recommendation from the concerned department council has the right to determine the appropriate courses to be studied by the students to raise the cumulative GPA; this is in case the student succeeds the courses and fails in achieving the required GPA.

#### **I. The student project: -**

- ☐ Course Name: Graduation Research
- ☐ Code:461 RES
- ☐ Credit Hours: 1
- ☐ Year /Level: (Level 10)

In this course, the student selects a clinical case or an article review as a research work. The student starts by conducting a literature review about the methods of evaluation in such cases. Finally, a presentation is to be made at the end of semester to colleagues in a seminar format

- Direct supervision by a member staff of the department for the students during the training process. (1 hour a week) and/or beyond the office hours.
- Providing equipment and solutions and access points to databases.
- Students write up the graduation research, with appropriate guidance.

- Verification of the evaluation through a special committee, and presenting the project.

**1) Assessment method:**

- a. Assessment of the skills to collect recent scientific Literatures.
- b. Assessment of the skills to conduct practical experiments if found.
- c. Assessment of the final project report.

**2.6.2. Field experiences activities**

**1. Respiratory clinical practices**

These conducted in external hospitals as well as through on-campus lab training.

These practical activities are included in the following courses:

- Clinical Practice I (RES 331)
- Clinical Practice II (RES 332)
- Clinical Practice III (RES 433)
- Clinical Practice IV (RES 434)

Assigned staff to the clinical courses will lead each group of students to their respective units in the hospital. They will explain various aspects of each unit's tasks, including the emergency department, coronary care unit, intensive care unit, and rapid response team unit. This hands-on experience is essential for understanding the roles and responsibilities in each area of respiratory care.

**2- Internship clinical practices.**

The internship in Respiratory is a structured and supervised practical experience which provides a training opportunity for the academically qualified student to apply his knowledge of respiratory sciences, implement and execute a variety of skills, theories and concepts he has acquired during his study. Training will also enable the student to shoulder his professional and specialized responsibilities through contact

with the work environment. In addition, the completion of training is part of graduation requirements.

## PART 3: ACADEMIC REGULATIONS

### **3.1. Academic Advising:**

Upon enrolling in the program at the third level, you will be assigned an academic advisor who will assist you and monitor your academic performance. It is mandatory to meet with your advisor at least twice per semester during their office hours or designated advising hours. You can find the name of your assigned academic advisor on your academic page.

During these meetings, your advisor will review your progress toward graduation and provide guidance to help you adhere to your academic plan. However, it is your responsibility to ensure that you complete all required courses to obtain your degree.

*Dropping a course can postpone your graduation and influence your financial aid award, so be careful and do not take a decision that affect your plan without referring to your advisor.*

### **3.2. Progression in the program**

The RT program follows the Jazan University system in which each academic year is divided into two semesters (semester= level) and each semester consists of fifteen weeks.

Respiratory program is a five-year Bachelor program which allocated as:

- ◆ Four years (8 semesters/levels) in the RT program
- ◆ One year (48 weeks) in the internship
- ◆ **First year Courses:** Must be completed before starting the RT program

- ◆ The student who fails in one or more courses in one level is obliged to study and pass this course at first before registration any other courses from the higher levels according to the course plan and timetable.
- ◆ Also, the student is obligated to pass the prerequisite courses prior to register the next assigned courses (refer to the curriculum plan).
- ◆ The course load of study for the students must be in accordance with their accumulative average which must not be less than the minimum limit according to the Jazan University regulations.

### **3.3. Passing the Examination Grading System:**

The examination and grading system of the program are limited by the following regulations:

- ✓ Each course will have a total of 100 marks, and these are distributed as follows:
- ✓ 60% for the course work (quizzes, assignments, homework, midterm exams, practical exam)
- ✓ 40% for the final examination.
- ✓ The passing mark in each course is 60% out of the total.

The program grading system follows the requirements at JU which is based on a maximum of 5 as shown in the following.

Letter Grade	Numerical	Point Average	Meaning
A+	95-100	5.0	Excellent
A	90- less than 95	4.75	
B+	85- less than 90	4.5	Very Good
B	80- less than 85	4.0	
C+	75- less than 80	3.5	Good
C	70- less than 75	3.0	

<b>D+</b>	65- less than 70	2.5	Acceptable
<b>D</b>	60- less than 65	2.0	
<b>F</b>	Below 60	1.0	Failure

### **3.4. Program completion or graduation requirements.**

The student graduates after successful completion of graduation requirements according to the approved program study plan with cumulative GPA not less than (2.00) out of (5.00) with grade – Acceptable. In order to obtain the degree of Bachelor of Science in RT, the students should complete the following requirement successfully:

#### **3.4.1. Completion of 138 credit hours according to the study plan of the program:**

- ❖ 1<sup>st</sup> preparatory Year (Level1+ Level2) = 16 credit hours
- ❖ 2<sup>nd</sup> Year (Level 3 + Level4) = 22credit hours
- ❖ 3<sup>rd</sup> Year (Level5+ Level6) = 22 credit hours
- ❖ 4<sup>th</sup> Year (Level7+ Level8) = 21 credit hours
- ❖ Level (9+10) = 21 credit hours
- ❖ Compulsory= 19

#### **3.4.2 Internship Program:**

- ✓ After completing all 44 courses (including preparatory courses), students will begin a mandatory internship year (48 weeks) in the field of Respiratory Therapy.
- ✓ The internship program will commence upon the successful completion of the 8th semester on campus, where students will receive training in various clinical settings, including hospitals and healthcare facilities throughout Jazan Province and other cities within the kingdom of Saudi Arabia.



- ✓ Students are divided in 3-5 groups, depending on their strength, each group members are in rotation in various departments in the hospital for a particular time until the completion of their internship program.
- ✓ The internship students are supervised at this stage by the hospital clinical staff that evaluate their performance, behavior and monitor their attendance.
- ✓ During internship, students are expected to gain all the field experience necessary to practice as respiratory therapists in the future. This includes effectively communicating with supervisors, colleagues, peers, and patients, as well as applying their problem-solving skills and critical thinking to clinical cases. Students will also perform various respiratory therapy-related procedures.
- ✓ Upon successful completion of the internship year and receiving clearance from the Admission and Registration Deanship (ARD), students will qualify to obtain their bachelor's degree in respiratory therapy.

### **3.5. Attendance Regulations**

- ❖ All the students are required to attend all the classes regularly during the 15 academic weeks/ semester.
- ❖ Students whose attendance is less than (75%) out of the total hours of any course will be prohibited from entering the final examination and will have an F (Fail) grade in that course.
- ❖ Students who are absent in the Midterm/final examination of a course(s) will not be given a substitute examination, except for a valid reason accepted by the excuse committee and college council (See the following point).
- ❖ The attendance of the students in the class will be taken during the first 15 minutes of the scheduled time.

### **3.6. Making-Up Examination Regulation**

- ❖ There are clear guidelines for students who failed to attend any of their exams due to genuine reasons by asking to apply for a re-sit exam (Theory & Practical- Midterm/Final).

#### **3.6.1. Re-sit examination is only possible in the following cases:**

- ✓ In case of absence due to serious illness (accident/hospitalization), the student is required to submit the following:
  - Medical report of a specialist consultant (not a general practitioner) on his/her printed letterhead duly signed and stamped within 7 days of absence.
  - A discharge letter of hospital (in case the student was admitted in hospital)
- ✓ In the instance of the death of an immediate family member, the student is required to provide proof of death (death certificate).

#### **3.6.2. Medical Excuses Submission**

- ✓ The student should submit a written formal request in the administration office asking to re-take the missed exam and mention the genuine reason. This request should be provided with an official medical report from a governmental clinical source or any other supporting documents within a maximum of one week (five working days from the exam they failed to attend). No applications will be considered after this period.
- ✓ The student's documents will be submitted and checked by the Excuses Committee of the college to be approved or refused (according to the regulations of the college/University).
- ✓ The students should be announced by the student's affairs in the department.

## PART 4: STUDENT SUPPORT

### **4.1. Student Rights**

- ✓ A supportive learning environment and a high-quality education aligned with Jazan University's Vision 2020.
- ✓ A university ID card for use on and off campus.
- ✓ A graduation certificate upon completion of requirements.
- ✓ Care, safety, social security, and access to health care services.
- ✓ Utilization of university facilities and services, including accommodations, libraries, activity centers, restaurants, and parking.
- ✓ Security and confidentiality of personal and academic records.
- ✓ Access to academic and administrative departments.
- ✓ Academic guidance from a professional academic advisor.
- ✓ Information regarding study plans, curricula, and class schedules.
- ✓ Convenient access to course registration and learning resources.
- ✓ Clear communication of exam regulations, schedules, and model answers.
- ✓ Participation in all student facilities, events, and activities.
- ✓ Responsiveness of teaching staff during classes and office hours.
- ✓ Facilities and support for students with special needs.
- ✓ Membership opportunities in student committees.
- ✓ Access to incentives and rewards for academic achievements.
- ✓ Notification regarding unsatisfactory academic performance.
- ✓ Fair treatment in disciplinary committee proceedings and the right to defend oneself.

## **4.2. Student Duties**

- ✓ Respect all the academic and non-academic rules, instructions, guidelines, and Islamic Laws as well.
- ✓ Respect the staff members, your colleagues, supervisors, employees, and all persons.
- ✓ Commitment to attend the lectures and practical sessions on time and not to delay without an excuse (attendance of the student late more than ten minutes recorded will be recorded as absent).
- ✓ Commitment to the dress code and the instructions specified by the college and university.
- ✓ Make sure to bring the university card (ID) during the whole time inside the campus.
- ✓ Avoid using your mobile in taking photographs, video or recording audio (including lectures) without permission of the administration office of the campus.
- ✓ Make sure that there are no mistakes or conflicts in your schedule and quickly review the college registrar during the period of deletion and addition to address any issues.
- ✓ Use the university e-mail for official contacts and follow-up the daily announcements from the university

## **4.3. Appeals**

The Student Affairs Committee (SAC) is dedicated to protecting the rights of students in the college. Students can begin the process of claiming their rights by submitting their requests to the Student Affairs Office. The committee is responsible for investigating student-related issues and irregularities, and for recommending appropriate penalties for students found in violation of college regulations.

### **Levels of Appeal**

Student is entitled to appeal against disciplinary actions as follows:

#### **1.First Appeal**

Appeal against a Faculty Unit is made to the Dean who forwards the request to the Student Affairs Committee for review and recommendation. The Dean makes a decision/disciplinary action.

#### **2.Final Appeal**

An appeal against the second-level action taken by the Permanent Student Affairs Committee must be submitted directly to the University President within a specified time frame for final consideration.

### **4.4. Complaints & Grievance Procedures**

Problems between a student and the department usually arise in the areas of academics or misconduct. Students are encouraged to consult with their instructors if they encounter challenges in meeting program goals, objectives, or academic requirements. The following procedures outline how to file a complaint:

1. Complaints should be submitted in writing to the Dean or Vice-Dean.
2. Complaints will then be forwarded to the relevant Academic Department for review.
3. An academic committee will evaluate the complaints and present their findings to the Dean.
4. The Dean will make a decision regarding sanctions based on the committee's recommendations.
5. In cases of malicious complaints, the matter will be referred to the University Permanent Student Affairs Committee, led by the Vice-President for Academic Affairs, to determine proper action.

6. The decision regarding the complaint will be considered final once reviewed by the University Board, and the Board Meeting Minutes are approved by the University President.

#### **4.5. The Student Affairs Committee**

*The committee is responsible for the following:*

1. Consider everything related to student matters.
2. Consider the irregularities that occur from students.
3. Raise exceptional cases to the College Council.
4. Coordinating the work of academic guidance.
5. To consider all academic applications related to the apology and extraordinary postponement, re-registration after exhausting the statutory period, and granting exceptional opportunities in cases that are not accepted through e-student's account.
6. Receiving complaints from the student regarding any academic and non-academic problems that are faced within the college in order to protect the rights of the student.
7. Follow-up of the tasks assigned to follow up the progress of the study and the tests within the college according to the executive rules of the study and testing regulations at the university.

#### **4.6. Student excellence/award**

First five high grade students will be honored and receive an appreciated certificate from the college dean. In addition to the honor of all the students participated in different activities including research, 3- minutes Competition, non- academic and community services activities.

#### 4.7. RT Student Acknowledgment

I, \_\_\_\_\_, have received the Respiratory Therapy Student Handbook and have read, understand and will adhere by all the regulations and instructions mentioned. I also understand that I am representing the respiratory therapy program at Jazan University College of Nursing and Health Sciences during the Clinical rotation and must conduct myself according to the regulations established in this Handbook.

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*You need to sign the acknowledgment form and submit it to the student affairs office (1116) at the first week of the semester (3<sup>rd</sup> level student). For more information and details, please refer to the student rights and duties list of Jazan University, student affairs deanship.*

Approved By

**Head of the department**

Dr. Alaa Alhazami