



COLLEGE OF

NURSING

Public Authority for Applied Education & Training

COLLEGE CATALOGUE

2025-2026



COLLEGE OF NURSING

Shuwaikh-Main Campus

Public Authority for Applied Education & Training

<https://www.paaet.edu.kw/en/college-of-nursing>

COLLEGE CATALOGUE

Academic Year 2025-2026

PUBLIC AUTHORITY For APPLIED EDUCATION AND TRAINING

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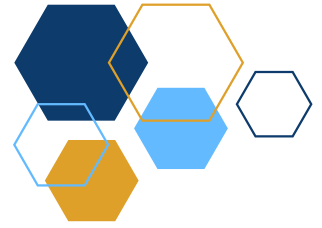
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COLLEGE OF NURSING

CON Public Authority for Applied Education & Training

The College of Nursing at PAAET is proud of its official accreditation by the Accreditation Commission for Education in Nursing (ACEN).

This recognition reflects our unwavering commitment to excellence in nursing education, high standards in academic and clinical training. We celebrate this milestone as a testament to the hard work of our faculty, staff, students, and partners who strive every day to uphold the highest standards in nursing education.

ACCREDITATION



The College of Nursing at the Public Authority for Applied Education and Training (PAAET), Shuwaikh campus, is committed to providing high-quality nursing education that prepares graduates to meet international standards of practice. As part of this mission, the College seeks and maintains external accreditation to ensure the quality, accountability, and global recognition of its programs.

The Associate Nursing Degree program and Baccalaureate Nursing Degree program at Public Authority for Applied Education and Training at the College of Nursing, Shuwaikh campus are in accordance with ACEN records accredited by the: Accreditation Commission for Education in Nursing (ACEN) in April 2021.

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, USA

Phone: (404) 975-5000

Website: www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Nursing Degree program is the initial accreditation effective since April 19, 2018.

The most recent accreditation decision made by the ACEN Board of Commissioners for the Baccalaureate Nursing Degree program is the initial accreditation effective since April 19, 2018.

THE STATE OF KUWAIT

Kuwait is a small country located in the Middle East, at the northern edge of the Arabian Gulf. It is bordered by Iraq to the north and Saudi Arabia to the south. Despite its small size, Kuwait has a significant influence in the region due to its wealth and strategic position.

The capital of Kuwait is Kuwait City, which is the largest city in the country. As of 2024, Kuwait has a population of approximately 4.86 million people. The diverse population includes Kuwaitis and expatriates where the Kuwaiti citizens make up about 30% of the population. Islam is the official religion, and most of the population is Muslim. While Arabic is the official language of Kuwait, English is widely spoken, especially in business and education. The currency used in Kuwait is the Kuwaiti Dinar (KWD).

Education in Kuwait is highly valued. The government offers tuition-free education for Kuwaiti citizens up to tertiary level. There are also many private universities and colleges in Kuwait, which provide education in various fields.

Kuwait has a free high-quality healthcare system that for Kuwaiti citizens. The government provides efficient medical care in high-tech modern hospitals and clinics across the country. Private healthcare is also available for expatriates and those who prefer private services.





THE PUBLIC AUTHORITY FOR APPLIED EDUCATION AND TRAINING (**PAAET**)

The Public Authority for Applied Education and Training (PAAET) was established by decree No. 63 issued on December 28, 1982 to address the urgent need for well-trained, skilled manpower in Kuwait. The quality of graduates from training centers in Kuwait before the establishment of PAAET was below the necessary standards, and a large proportion of the workforce did not have the required skills. The need for practical experience and in-service training programs was critical. Tertiary level technical training was very costly; hence, it was imperative to correctly determine the needs for skilled manpower in the nation, thereby avoiding unnecessary duplication of effort or fund wastage by the providers of training. Article Four of decree No. 63 describes the role of PAAET in this regard.

AIMS

The Public Authority for Applied Education and Training address the hard and soft skill needs of manpower in various sectors, which are included in the strategic plans formulated for the State of Kuwait. The plans aim to keep Kuwait in the forefront especially in technology since it is one of the major factors affecting the advancement of our society. Therefore, PAAET's aims are to:

- Enrich, advance and train the national manpower, so that it can positively affect the economy and the development of the country.
- Take advantage of advances taking place in the field of tertiary level technical education, by developing relationships and organizing exchanges among similar institutions in Arabian, Islamic and other friendly countries.
- Train the national manpower in all fields of service and production, and to increase Kuwaiti participation in professional and technical employment and in the production of handicrafts, as required by the needs of the country.
- Continually modernizing and upgrading its programs to ensure the latest technological advances. This should be undertaken in co-operation with the labor market.

- Provide counseling to enable them to undertake studies that meet the needs of the labor market and that are suitable to their desires and abilities.
- Train women in the skills required in the development of Kuwait in a manner that is appropriate with the customs and traditions of Kuwait.
- Continually modernizing and upgrading its programs to ensure the latest technological advances. This should be undertaken in co-operation with the labor market.
- Provide counseling to enable them to undertake studies that meet the needs of the labor market and that are suitable to their desires and abilities.
- Train women in the skills required in the development of Kuwait in a manner that is appropriate with the customs and traditions of Kuwait.
- Provide programs within the community to keep people up to date with various aspects of technology.
- Offer courses to the workforce to upgrade them in their field, so as to increase their level of productivity and to aid in the development of the country.
- Developing methods that provide the major services required by Kuwait, particularly those that are related to the programs offered by PAAET, such as power, water, communications and health services. Qualified personnel will be employed to provide the best training possible for PAAET's students. They are expected to undertake research, where applicable, and act as advisors for industry.
- Provide technologists, technicians, and tradespeople in Kuwait with opportunities to keep themselves abreast of the state-of-the-art in their fields.
- Promote the various programs and courses offered by PAAET to the youth of the country using all available public media.
- Encourage and develop the artistic talents of Kuwaitis.

PAAET SECTORS

APPLIED EDUCATION AND RESEARCH

The Applied Education and Research Sector has five colleges:

- College of Basic Education
- College of Commercial Studies
- College of Technological Studies
- College of Health Sciences
- College of Nursing

TRAINING INSTITUTIONS

The Training sector has nine training institutes:

- Higher Institute for Energy (HIE)
- Industrial Institute of Sabah Alsalem
- Industrial Institute of Shuwaikh
- Construction Training Institute (CTI)
- Vocational training Institute
- Higher Institute of Administrative Services
- Higher Institute of Communication and Navigation.
- Nursing Institute



DEANSHIP OF REGISTRATION AND ENROLLMENT

The Deanery of Admissions and Registration oversee the following departments:

REGISTRATION

The Registration Department facilitates the admission of students into the institutions of PAAET and assists in the transfer of students between colleges and training institutes. The Registration Office in every institute and college is responsible for enforcing the registration and withdrawal of students in that institute or college. They also follow up on students' progress through their programs, and for taking appropriate action when needed.

OFFICE OF THE REGISTRAR GENERAL

The Office of the Registrar General is responsible for:

- Implementing and executing PAAET's registration procedures
- Students' academic affairs
- Enforcing graduation requirements
- Organizing graduation arrangements
- Preparing and issuing various documents, certificates and diplomas
- Updating and safeguarding students' and graduates' records
- Preparing statistical reports on student registration, and other matters

DEANSHIP OF STUDENT AFFAIRS

The Deanery of Student Activities and Welfare provide a range of services and activities for students through its four divisions.

STUDENT CARE

PAAET is committed to supporting students beyond the classroom by addressing their personal, academic, and social needs. Through the Welfare Division, students receive guidance, counseling, financial support, and access to services that help create a balanced and supportive learning environment.

Personal Guidance

Expert staff help students and trainees with problems of personal and confidential natures.

Academic Counseling

Each student is assigned an academic advisor to help with registration, add and drop as well as withdrawal procedures. The advisor is also responsible for counseling, encouraging, explaining, guiding and warning students according to Registration and Transfer Regulations.

Student Welfare

The distribution of stipends and allowances.

Student Accommodation

PAAET provides dwelling to students according to the regulations of the Deanery of Student Activities and Welfare, and according to dwelling availability. However, the College of Nursing has no student accommodation.

Foreign Students

Guidance and orientation programs are provided to scholarship students. Periodic reports and other services relating to foreign students are also provided.



STUDENT AFFAIRS

PAAET offers student services that promote learning and personal development. These include academic advising, resource centers, bookstores, and educational technologies that connect students and faculty.

Resource Centers

PAAET has an **electronic advisory system (e-advisor)** for study plans, calculation of general point accumulation (GPA) and major point accumulation (MPA).

The Department of Libraries and Educational Technology is responsible for providing students and staff with all types of information and resource materials, whether printed, visual or audio. If an item is not in the local collection, the department will obtain it from other libraries and resource centers within the PAAET system, or from outside sources.

The department provides borrowing, information, photocopying, periodicals, materials index and reference services through its 24 resource centers. It also provides instructions to staff and students on how to use the resource centers effectively, and on the use of the various electronic and mechanical aids available at the centers. The resource centers and the Department's Head Office are interconnected. The centers provide the latest methods of retrieving information.

Student Bookstores

The student bookstores supply students and trainees with their required books at subsidized prices, which are much lower than the normal book price. The bookstores also provide stationery and other materials that students need for studying.

Educational Technology

The Department of Libraries and Educational Technology keep abreast of developments in educational technology and provides instructions for staff on the use of equipment and the ways in which the latest teaching equipment can be used. The department is also responsible for the production and purchase of audio and visual material required for various courses. It arranges photography and recordings of symposia, meetings and conferences.

The Public Authority for Applied Education and Training use technology for connecting faculty members with students. These platforms include PAAET mail, MS Office 365, MS Teams and the PLMS (Moodle). Also, there are smart phone applications **SMART Paaet** and **Eadvisor** for faculty members, and prospective and continuing students. These applications connect the College of Nursing within the authority by providing relevant information about the academic programs, course offerings, advisory consultation, current events, campus maps, directories and others.

STUDENT ACTIVITIES

PAAET offers a variety of extracurricular activities that enrich students' experiences, promote personal growth, and encourage social, cultural, and physical development.

Cultural and Artistic Activities

The department arranges activities to encourage students' civic and societal responsibilities, leadership qualities and independence. Cultural activities include symposia, topical lectures, quizzes and religious competitions. Artistic activities include oil and watercolor painting, sculpturing, pottery, interior design, etching, drama and photography.

The department also arranges exhibitions in PAAET's colleges and institutions, at the Ministry of Education and Kuwait University. In addition, PAAET organizes an annual art exhibition.

Physical and Sports Activities

Students are encouraged to participate in physical and sports activities, especially team sports to improve students' physical and mental health as well as promote honesty, patience, courtesy and positive social conduct.

Social Activities

Activities are provided to improve students' social awareness, character, team spirit, leadership skills and care towards others. These include scouting, field trips within Kuwait and outside the country, cultural exchanges and picnics.

STUDENT SCIENTIFIC SOCIETIES

The Deanery is empowered by PAAET to establish student scientific societies. Membership is open to all students registered in PAAET. The societies' aims are to:

- Promote up-to-date theoretical and applied research that will be of benefit to the association in different technological matters.
- Arrange meetings in which the faculty and students discuss matters of benefit to society.
- Ensure moderate Islamic values that encourage interaction and respect the diversity of Kuwaiti society.
- Encourage positive and fair competition between the members of society.
- Give special attention to issues relating to Kuwaiti society and to Arabic and Islamic societies in general.
- Strengthen and develop relationships between Kuwait and other Arab, Muslim and foreign institutions.

STUDENT ASSEMBLIES

The Deanery helps in organizing some student assemblies to:

- Build mutual respect between students, trainees, staff and faculty at PAAET.
- Provide an open to discuss students' views and perceptions.
- Encourage students to develop their academic, sport, artistic and leadership skills by participating in sport, social, cultural and artistic activities and bearing some of their responsibilities.
- Develop a positive attitude towards voluntary work and respect laws and order.
- Enhance students' national and religious conscience.
- Help students solve their problems by communicating their concerns and sharing their recommendations with college management.
- Promote theoretical and applied research that will be of benefit to the association and keep it up to date in all technological matters.
- Arrange meetings between faculty members and students to discuss matters that are of benefit to society.
- Ensure that moderate Islamic values are encouraged in all aspects of society.
- Encourage positive and fair competition between the members of society.
- Give special attention to issues relating to Kuwaiti society and to Arabic and Islamic societies in general.
- Strengthen and develop relationships between Kuwait and other Arab, Muslim and foreign institutions.



THE COLLEGE OF NURSING (CON)

To meet the need for nurses in the health sector, the Associate Degree in Nursing program was established in 1974 to help fill the shortage in national manpower. The Department of Nursing was a constituent department of the College of Health Sciences from 1974 to 2002. Initially, it was only for females and started with a School Nurse Specialization. The program was converted to General Nursing in 1979. The department began to accept male students in 2001. The bachelor's degree was established in 1982 at Kuwait University. Also, in June 2001, the Kuwait University Council issued a decree to transfer the Bachelor's Degree in Nursing program from the university to the College of Health Sciences. PAAET issued a decree in November 2002 establishing the College of Nursing as the fifth college in the Authority. The first intake to the bachelor's program within the College of Nursing was started in February 2003. The enrollment into post-Basic option was established in September 2002.

The School Health Nursing Option was started in September 2014, to provide schools with competent and caring specialist school nurses. This comprehensive nursing education program option prepares school nurses to function efficiently and effectively as part of the educational and health team to provide care and services to pupils throughout the educational years regardless of their physical, emotional or psychological status. In addition, children with special needs or chronic conditions are seen in increasing numbers in the schools. This population can present with physical disabilities, mental disabilities and /or chronic illnesses that may require medical and technological support. Special needs children may require frequent emergency care interventions. This program option is offered on a full-time basis and builds on the Bachelor of Science in nursing program.



ABOUT THE COLLEGE

The College of Nursing as an academic institution utilizes all the possible teaching and learning strategies, resources as well as faculties' knowledge and expertise to guide the students as active learners to be prepared as technical nurses, professional nurses and clinical nurse specialists.

To fulfill its mission, the College of Nursing provides high quality nursing education according to established standards. The training helps students to become professional nurses with innovative medical skills, who are able to adapt to the challenges of societal needs and to the diverse and changing healthcare system.

The College of Nursing guides students to attain the knowledge, skills and competencies required to practice professional nursing through classroom and clinical learning. Its curricula are designed to meet social needs with unique and diverse academic and professional backgrounds according to National and International standards.

Nursing is a module of changing healthcare systems that is influenced by international and economic forces, technological advances, scientific researches, and public needs. Therefore, the College of Nursing through strategic partnerships is cooperating and coordinating with local and international healthcare facilities in teaching, researches, scholarships, nursing practice and community services.

CON applies a conceptual model derived from the nursing theories of Betty Neuman, Dorothea Orem and Madeleine Leininger. The model emphasizes self-care congruent to culture in dealing with internal and external stressors of the client.

CON is located on a spacious campus in Shuwaikh near Al Sabah Health Region. It has a multicultural work force, and the language of instruction is English. The College of Nursing admits both male and female students. The purpose of the College Catalogue is to provide the readers with the necessary information about the college, its programs and academic regulations.

MISSION

The College of Nursing, Kuwait, is committed to delivering exemplary, evidence-based nursing education and research that align with national priorities and international standards. By fostering a culture of innovation, the College promotes student-centered learning, clinical excellence, continuous professional development, and the integration of modern technologies such as simulation and artificial intelligence. By emphasizing diversity, equity, and inclusion, college prepares graduates to serve diverse communities with compassion and cultural sensitivity,

while cultivating critical thinking, ethical practice, and leadership. Through interprofessional collaboration, rigorous research, scholarly activities, and meaningful community engagement, the college advances nursing science, strengthens professional identity, and contributes to the transformation of Kuwait's healthcare system. In doing so, it supports sustainable healthcare development and ensures alignment with evolving global health trends and policy priorities.

VISION

The College of Nursing in Kuwait aspires to establish itself as a preeminent center of excellence in nursing education, research, clinical practice, and community engagement. It seeks to gain recognition both nationally and internationally for developing future nursing leaders who are clinically proficient, culturally competent, ethically grounded, and technologically adept. Through this commitment, the College contributes meaningfully to improved health outcomes in Kuwait, the Gulf region, and the global community while upholding a strong dedication to health equity and sustainable development.

VALUES

The College of Nursing, Kuwait upholds a set of core values that guide our actions, shape our culture, and define the professional standards we strive to maintain. We respect the values of:

- **Trust:** Building relationships with truthfulness, integrity and honesty.
- **Caring:** Assisting others to meet their goals through an environment of mutual respect, honesty, and guided activities while observing individual's right to dignity.
- **Professionalism:** Applying the principles of ethical and moral performance to regulate the relationship between medical professionals and the community in a climate that fosters personal development, accountability, independence, commitment and responsibility.
- **Excellence:** Building hard work, frequent search for knowledge and a high standard of proficiency.
- **Collaboration:** Successful cooperation, sense of teamwork and commitment to achieve joint goals for the college by working with and learning from individuals, communities and professions.
- **Leadership:** Being a positive example to others and empowering them to utilize their capabilities and potentialities.
- **Growth:** Continuous development of professional knowledge and skills to seek out opportunities for improvement and realizing potential.

STATEMENT OF BELIEF

The College of Nursing believes that each individual is unique, has values and the right to develop throughout their life cycle with dignity.

The **client** (individual, family, group or community) is composed of different variables within diverse cultural backgrounds, who may be well or sick, wholly or partly dependent on meeting self-care activities to maintain life, and who seeks health and well-being.

The **environment** contrives internal and external factors including cultural barriers wherein the client integrates and interacts to maintain varying degrees of harmony and balance.

Health is a state of optimum wellness/wellbeing wherein all sub-parts of an individual are in harmony with the whole system in a culturally congruent manner.

Nursing includes creative and deliberate decisions or actions for helping the client to prevent/minimize stress invasion, to protect the basic structure and to maintain maximum level of wellness through primary, secondary and tertiary prevention modes. The environment, cultural diversity and self-care demand, and various other stressors affect client health. The nurse helps the client to maintain stability or regain well-being in a culturally meaningful way (Neuman, 1995; Dorothea Orem, 2001; Madeleine Leininger, 2002).

The bachelor's and associate degree curricula correlate concepts from biological and social sciences with nursing theory. Nursing education is a planned process of increasingly complex nursing experiences with the use of the nursing process that provides the learner with the opportunity to develop the knowledge, attitude, and skills required of a professional graduate nurse.

The nursing faculty believes that adult learners are internally motivated, self-directed, and oriented towards goals and relevancy. Further, adult learners are practical learners who value respect and bring life experiences to their learning experiences. Faculty, staff and students work collaboratively to achieve the expected learning outcomes. Learning is enhanced in an atmosphere of trust and respect. The role of teaching is viewed as one of encouraging and guiding students toward the achievement of the goals and objectives of the program.

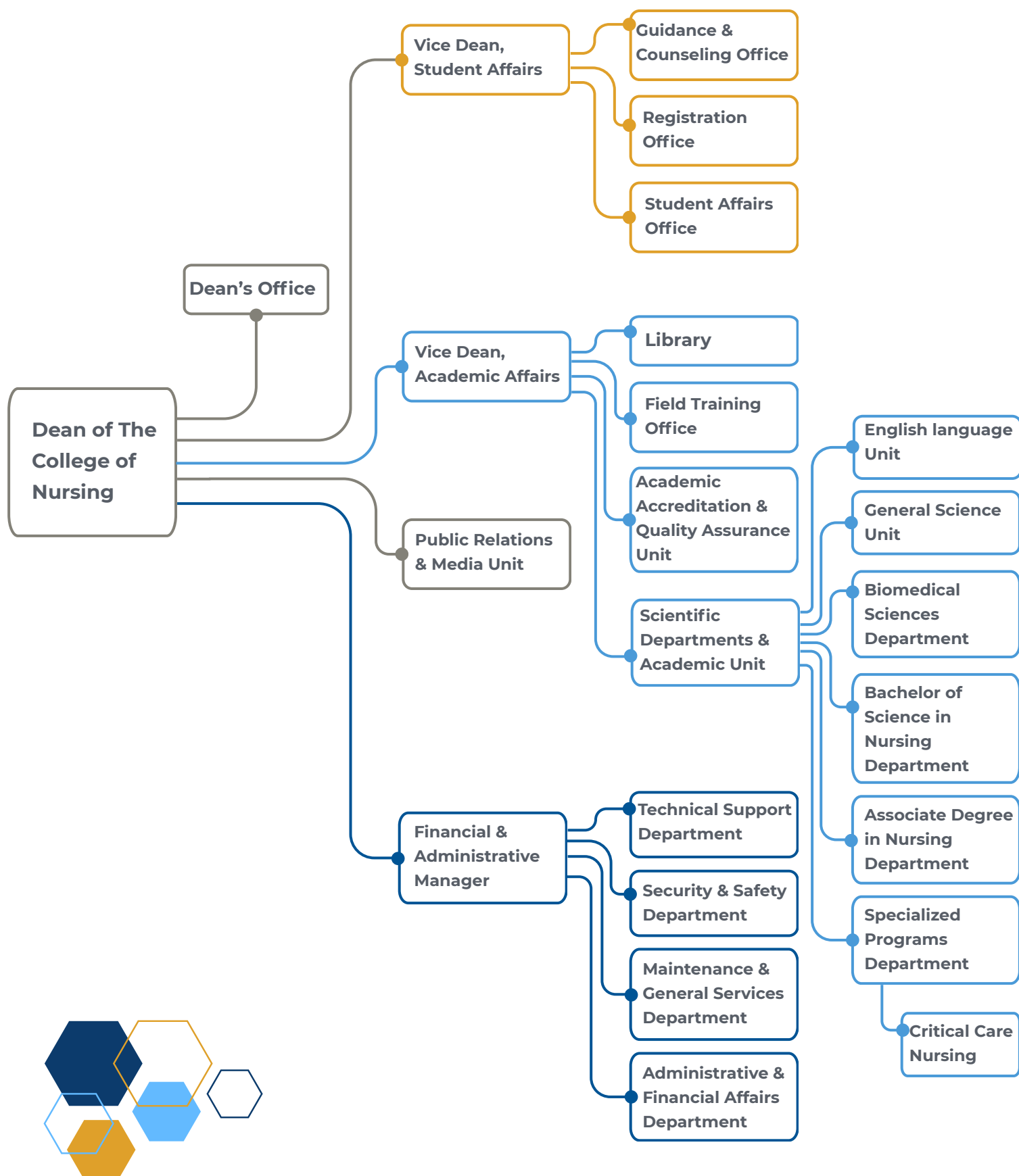
Nursing education stimulates student achievement through clinical practice to develop nursing competencies and ethical decision-making skills that are necessary

for safe quality practice in modern healthcare environments. Nursing faculty act as resources and role models that enhance students' intellectual ability; and plan, implement and evaluate varied learning experiences that facilitate student learning. This ensures learning is a lifelong process achieved with active learner participation through multiple learning approaches.

COLLEGE OBJECTIVES

1. Improve the method of attracting Kuwaiti students towards the profession of nursing and explaining its importance in the development of society, which would regain its status in the labor market.
2. Achieve academic excellence according to the standards of accreditation and ensure that the academic procedures and output keep pace with international standards. Set up and achieve institutional accreditation by competent international bodies.
3. Support scientific progress and contributions according to the country's development needs in nursing services to keep pace with the technological revolution and to achieve health development needs.
4. Communicate between graduates and alumni and between the college and the labor market.
5. Equalize opportunities for students wishing to attend college.
6. Develop the capacities of research and innovation in the areas of nursing science. And to encourage active research partnerships locally and internationally. As well as increasing the focus on the quality and quantity of research publications in international journals.
7. Communicate with the corresponding educational and scientific institutions with relevance in the field of nursing and health care to support the educational and training process. Increase participation in global communities of higher education and scientific research.
8. Ensure the delivery of all administrative services in accordance with the standards of quality, efficiency and transparency.
9. Attend to students and their activities due to its positive impact on the learning process.
10. Develop students' leadership and accountability by encouraging them to participate in decision-making.

ORGANIZATIONAL STRUCTURE





COLLEGE COUNCIL AND COMMITTEES

COLLEGE COUNCIL

MEMBERSHIP

- Dean (Chairman)
- Vice Dean for Academic Affairs
- Vice Dean for Student Affairs
- Heads of Scientific Departments
- Three Members Representing the Job Market
- Faculty Members Representative
(1 PhD holder and 1 master Holder)
- Representative from Similar College
(Dean of Allied Health)

COLLEGE SCIENTIFIC COMMITTEE

MEMBERSHIP

- Dean of College of Nursing
- Vice Dean of Academic Affairs
- Vice Dean of Student Affairs
- Heads of Scientific Departments

OTHER COMMITTEES AT COLLEGE LEVEL

MEMBERSHIP

- Scholarship Committee
- Recruitment Committee
- Promotion Committee
- Research Committee
- Central Schedule and examination Committee
- Accreditation Committee
- Program and Curriculum Committee

COMMITTEES IN THE DEPARTMENTS

MEMBERSHIP

- Council of Scientific department
- Scholarship Committee
- Recruitment Committee
- Promotion Committee
- Budget Committee
- Exam and OSCE Committee
- Research Committee
- Program & Curriculum Committee
- Sociocultural Committee

ADMISSION REGULATIONS

ADMISSION ELIGIBILITY

- The College accepts male and female applicants.

ADMISSION REQUIREMENTS

- High School Certificate (semester system) with science orientation
- A graduate of the Nursing Institute
- ADN degree certificate for Post Basic BSN program
- Full-time basis
- Pass departmental personal interview and be physically fit
- Pass departmental placement examination

SPECIAL CONSIDERATIONS

Admission for the first semester is restricted to Kuwaiti students only. Admission for the second semester is open to both Kuwaiti and non-Kuwaiti applicants. In addition, applications may be considered from scholarship students from the Gulf Cooperation Council (GCC) countries, other Arab or Muslim countries and children of Arab expatriates in Kuwait according to the rules and regulations of PAAET.

APPLICATION PERIOD

Candidates should apply during the specified period of application, and submit the required documents.

REQUIRED DOCUMENTS

- Application form
- The required education certificate(s)
- Photocopy of Civil Identity Card. (the original must be submitted at the time of registration)
- Photocopy of Birth Certificate
- Personal Photo
- Health Declaration
- Medical Tests: (Applicants must be screened and provide negative test results for HIV, Hepatitis B and Tuberculosis)
- A declaration by the student that s/he will study on a full-time basis
- Any other documents that may be required by PAAET





PROGRAM SPECIFICATIONS

PROGRAM STRUCTURE

The academic year consists of two semesters, each lasting 14 weeks, and an optional summer session lasting seven weeks. Besides teaching, each semester has time set aside for counseling, registration and final examinations.

PROGRAM STRUCTURE

PROGRAM	DURATION	CREDITS
ASSOCIATE DEGREE IN NURSING (ADN)	2.5 years (5 semesters)	77
BACHELOR OF SCIENCE IN NURSING (BSN-GENERIC)	4 years (8 semesters)	121
BACHELOR OF SCIENCE IN NURSING (BSN-POST BASIC)	2 years (4 semesters)	61
BACHELOR OF SCIENCE IN NURSING (BSN- SCHOOL NURSING)	4 years (8 semesters)	136
CRITICAL CARE NURSING SPECIALIZATION (INACTIVE)	1 year (3 semesters)	40

MAJOR SHEET (STUDY PLAN)

The Major Sheet (or Study Plan) specifies the courses which must be taken in each semester, and which lead to the award of the Associate Degree in Nursing or the Bachelor Degree in Nursing. It also specifies the number of elective courses that the student must take. Students should consider the requirements for each semester, the prerequisite, compulsory and elective courses.

TYPES OF COURSES

ACADEMIC COURSES

Are concerned with the knowledge base, principles and concepts of an area of study.

PRACTICAL COURSES

Are for training students often in the college laboratory.

CLINICAL COURSES

Develop the students' skills and abilities in the work setting.

COMPULSORY COURSES

Are those which a student is required to register. They include the following:

- **Professional and specialized courses** in the students' field.
- **General supportive courses** which support the major and help students in their professional studies.
- **General cultural courses** which promote good citizenship by concentrating on the cultural, spiritual, social, health and sporting aspects of students' development.
- **Concurrent courses** are courses which students must register and study at the same time.
- **Prerequisite courses** are courses which a student must register and pass before registering for a more advanced course.
- **Elective courses** are courses which students can select from their field of study, or from supportive or general culture courses available in PAAET.

CREDIT SYSTEM

The college uses a credit system to measure a student's academic progress, which specifies the number of credits a student must complete to graduate. The credit system gives students the flexibility to choose courses and to maintain their study level with appropriate guidance.

The credit weight given to academic, practical and field based courses, or parts of courses, is as follows:

CREDIT SYSTEM

COURSE TYPE	CREDIT ALLOCATION
THEORY	1 hour per week equals one credit
PRACTICAL	2 hour per week equals one credit
CLINICAL	4 hour per week equals one credit

ACADEMIC PROGRAMS

ACADEMIC PROGRAMS

In alignment with its mission to prepare competent nursing professionals who meet national and international standards of healthcare, the College of Nursing offers a variety of academic programs designed to address the diverse needs of students and the healthcare sector. These programs combine theoretical knowledge with clinical practice, ensuring that graduates are well-equipped to provide safe, evidence-based, and patient-centered care. The College currently offers the following academic programs:

ACADEMIC PROGRAMS

ASSOCIATE DEGREE IN NURSING (ADN)

BACHELOR OF SCIENCE IN NURSING (BSN-GENERIC)

BACHELOR OF SCIENCE IN NURSING (BSN-POST BASIC)

BACHELOR OF SCIENCE IN NURSING (BSN- SCHOOL HEALTH NURSING)

CRITICAL CARE NURSING SPECIALIZATION (INACTIVE)

UNDERGRADUATE PROGRAM OUTCOMES

The graduates of the nursing program will:

- Contribute to meeting the continuous growing demands for nursing workforce in the expanding and diverse healthcare sectors in the State of Kuwait.
- Provide evidence-based quality nursing care that is holistic and culturally sensitive to clients (individuals, families, groups and communities) in accordance with the professional nursing standards.
- Contribute to personal and professional development through continuous learning, research, and collaboration with national and international professional organizations.



ASSOCIATE DEGREE IN NURSING

ASSOCIATE DEGREE IN NURSING (ADN)

END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

Graduates of the Associate Degree in Nursing program will:

1. Combine responsibility and accountability in nursing practice to meet accepted professional standards.
2. Practice ethical-legal behavior consistent with professional nursing standards.
3. Practice nursing care for clients within the healthcare setting in accordance with the standards of care.
4. Apply strategies to promote health, prevent illness and restore health.
5. Apply the nursing process systematically using critical thinking and problem-solving skills to provide holistic, competent nursing care to culturally diverse clients across their life span.
6. Employ effective therapeutic communication and interpersonal relationships with clients, families and members of the healthcare team, while maintaining professional boundaries.
7. Demonstrate the ability to assume leadership roles with clients, peers and healthcare colleagues.
8. Practice safe, competent and knowledgeable nursing care that reflects patient safety goals.
9. Practice principles of delegation and supervision in professional nursing practice to ensure safe and legal client care.
10. Provide care for diverse individuals and groups in various care environments in collaboration with other healthcare professionals.
11. Demonstrate personal and professional development through continued learning, evidence-based practice and quality improvement activities.

ASSOCIATE DEGREE IN NURSING MAJOR SHEET

COURSE	TITLE	CREDITS	CONTACT HOURS	THEORY	LAB	CLINICAL	Prerequisite
YEAR 1 First Semester							
NUR 100	Fundamentals of Nursing	7	12	4	4	4	EN 99
BMS 151	Anatomy	4	5	3	2	-	EN 99
EN 101	English Language	2	3	3	-	-	EN 99
ED 114	Psychology	2	2	2	-	-	-
SUBTOTAL		15	22	12	6	4	
Second Semester							
NUR 110	Nursing Care of Adults	8	18	4	2	12	NUR100, EN101, BMS151
NUR 120	Pathophysiology	3	3	3	-	-	NUR100, BMS151
BMS 140	Pharmacology	3	3	3	-	-	BMS 151
EN 114	English	2	3	3	-	-	EN 101
SUBTOTAL		16	27	13	2	12	
YEAR 2 First Semester							
NUR 200	Nursing Care of Family	9	19	5	2	12	NUR110, EN114, BMS140
NUR 224	Human Growth & Development	2	2	2	-	-	NUR100, ED114
BMS 105	Principles of Human Nutrition	2	2	2	-	-	-
GSC 155	Microbiology	3	4	2	2	-	-
EN 213	English	2	3	3	-	-	EN 114
SUBTOTAL		18	30	14	4	12	
Second Semester							
NUR 210	Nursing Care of Adults & Family	9	24	4	-	20	NUR200, EN213, NUR120
NUR 102	First Aid	2	3	1	2	-	NUR100, BMS151
IS 101	Islamic Culture	2	2	2	-	-	-
CP 108	Introduction to Computers	3	4	2	2	-	-
EN 214	English	2	3	3	-	-	EN 213
SUBTOTAL		18	36	12	4	20	
YEAR 3 First Semester							
NUR 300	Community Health Nursing	2	2	2	-	-	NUR210, EN214
NUR 301	Professional Issues in Nursing	1	2	2	-	-	NUR210, EN214
NUR 310	Nursing Practicum	7	28	-	-	28	NUR210, EN214
SUBTOTAL		10	32	4	-	28	
GRAND TOTAL		77	147	55	16	76	

ACADEMIC PATHWAYS AND STUDY PLAN

Students will start their English language course with either EN101 or EN099 (a non-credit remedial English language course), based on the attainment of a minimum test score of **405** on the **TOEFL** or **4.5** on the **IELTS**.

Graduates from the Associate Degree in Nursing program can continue their education to obtain a Bachelor of Science in Nursing Degree. The Post-Basic program gives credit for students' prior knowledge and skills, which may be put towards the requirements of their bachelor's degree.



ASSOCIATE DEGREE IN NURSING (ADN) COURSE DESCRIPTIONS

English Language Courses (Compulsory)

EN 099

ENGLISH LANGUAGE

This is an elementary (A2) level course designed to build on students' existing vocabulary and grammar knowledge while expanding their oral English skills to a level where they can confidently apply these language skills in medical settings and anticipate the communication demands of the healthcare field. Basic medical topics such as body parts, body systems, and hospital personnel are included to enhance and develop students' English for Specific Purposes (ESP) skills. This remedial, 5-hour non-credit course is intended for students who did not achieve a minimum test score of **405** in **TOEFL** or **4.5** in **IELTS** upon admission to the PAAET system of colleges, including Technological, Business, Health, and Nursing studies, as well as the College of Basic Education.

EN 101

ENGLISH LANGUAGE

This is a general English course offered at all five colleges of PAAET which include College of Technology, Nursing, Health, and Business Studies as well as the College of Basic Education. It is a pre-intermediate level course (A2-B1), which aims to build the students' existing knowledge of vocabulary and grammar and to expand their oral/aural skills in English. The course focuses on developing the communicative skills of listening, speaking, reading and writing in real-life situations. With an emphasis on academic English skills, the course aims to further focus on applying the reading strategies of skimming and scanning the text as well as the basic writing skills of paragraph organization and paragraph writing. The prerequisite for this course is a pass in EN 099 (remedial course) or a minimum test score of **405** on the **TOEFL** or **4.5** on the **IELTS**.

EN 114

ENGLISH LANGUAGE

English 114 is a 2-credit hour ESP course designed to introduce B1 level students to basic medical terminology, medical abbreviations and the basic structure of medical words, including prefixes, word roots, suffixes and combining forms. The students will be able to define, spell and pronounce medical terminology accurately. The medical themes that will be introduced in this course include giving instructions, describing signs and symptoms, understanding a medical chart, communication between nurse and patient, nursing procedures, post-operative nursing care, areas with special needs, and identifying anatomical positions and directions. This course focuses on the four language skills (listening, speaking, reading and writing). Students will learn how to communicate effectively using both speaking and writing skills as well as perform efficiently in job-related activities.

EN 213

ENGLISH LANGUAGE

This second 2-credit ESP course is designed for B1-B2 level Licensed Practical Nursing (LPN) students whose lectures and clinical training are conducted in English. It prepares students to manage medical records and communicate effectively with English-speaking patients and staff. Instruction centers on key nursing themes—family care (maternity, pediatrics, urology), nutrition, and human growth and development—while fostering critical thinking skills such as classifying, analyzing, and inferring. Reading and writing are integrated through comparative and contrastive texts used as models for paragraph writing based on data from tables, graphs, and illustrations. Thematic vocabulary enhances professional communication by reinforcing key terms, expressions, word forms, and grammar in context. Grammar instruction supports writing development through clarity, accuracy, and self-editing. By the end of the course, students will be able to use English confidently and critically in both academic and clinical healthcare settings.

EN 214

ENGLISH LANGUAGE

This is the third ESP course with 2 credit hours for B2 level students in the Associate Degree in Nursing (ADN). This course provides students with the vital and necessary skills to enhance productivity in accomplishing their assigned duties and tasks efficiently. This mainly includes the use of the appropriate English language in the field of nursing. This course focuses on various crucial skills, namely writing, reading, vocabulary and medical terminologies, especially on medical and cardiac nursing, IV solutions, and treatments of wounds. In addition, it concentrates on enhancing and building up the communication skills for the nursing students to interact in real life social situations. Apart from that, the course is designed in assisting the students in comprehending texts and formats in the relevant field of the nursing industry, giving and receiving information in managing and performing tasks and duties as a nurse by using the proper English. Also, students are going to describe statistics using graphs and charts, write compare and contrast paragraphs using topics in the medical field.

General Supportive Courses (Compulsory)

ED 114

INTRODUCTION TO PSYCHOLOGY

The course focuses on the principles and concepts of psychology and on behavioral physiological principles.

IS 101

ISLAMIC CULTURE

The course discusses the concept of Islamic culture: sources and characteristics; cosmos and man; the importance of Islamic legislation; social solidarity; work, and labor's rights and duties; the importance of health in Islam; and Islam's attitude towards contemporary issues and world ideologies.

CP 108

INTRODUCTION TO COMPUTERS

The course presents the structure of personal computers and fields of applications, communication systems, and software and data processing systems.



Biomedical Supportive Courses (Compulsory)

BMS 151

MICROBIOLOGY

The course introduces human morphology at the cell, tissue, organ and system levels of organization. The course is taught through theoretical lectures and practical demonstrations.

BMS 140

PHARMACOLOGY

The course deals with the interactions of drugs with living systems and their use in the diagnosis, treatment, and prevention of disease. It includes the drugs' mechanisms of action, side effects, indications, contraindications, and some of their interactions.

BMS 105

PRINCIPLES OF HUMAN NUTRITION

The course discusses the functions of food and its effects on human health and life; the basic nutrients with respect to their functions, sources, manifestations of reduced and excess intake and their RDA; the types of food in the body (digestion, absorption and metabolism) and the feeding of vulnerable groups.

GSC 155

MICROBIOLOGY

This course serves as a comprehensive introduction to microbiology, emphasizing its historical development and critical role in human health and disease. Students will explore the major groups of microorganisms, including bacteria, fungi, protozoa, algae, and viruses, with detailed attention to their classification, morphology, physiology, and growth characteristics. The course also provides a comparative analysis of prokaryotic and eukaryotic cell structures. Core topics include microbial biochemistry and genetics, with a focus on the molecular mechanisms underlying virulence, pathogenicity, and antimicrobial resistance. In addition, the course introduces foundational principles of microbial ecology, immunology, epidemiology, and public health, offering a broad understanding of microbes in both clinical and environmental contexts.

Specialized Courses (Compulsory)

NUR 100

FUNDAMENTALS OF NURSING

The course provides students with basic information about the nursing profession and the professional nurse's role. The students are introduced to the concept of nursing as a unique art and science that utilizes the nursing process to meet the basic needs of individuals. Biological and Social Sciences are integrated within the curriculum using Neuman's system theory, Orem's Self-care deficit theory, and Leininger's theory of cultural diversity with nursing theory. Stressors affecting the individual and nursing interventions are explored. A holistic approach to nursing care is emphasized to promote, maintain, and restore the client to an optimal level of health.

NUR 110

NURSING CARE OF ADULTS

This course focuses on the concepts and principles related to the nursing care of hospitalized, culturally diverse adult clients requiring support in maintaining physiological stability and homeostasis. Emphasis is placed on developing skills in holistic client assessment—addressing physical, emotional, social, and cultural dimensions of health—while fostering the integration of nursing theory with clinical practice. Through the application of the nursing process, students learn to provide comprehensive, client-centered care that reflects both critical thinking and evidence-based decision-making in the medical-surgical setting.

NUR 120

PATHOPHYSIOLOGY

The course introduces the physiological alterations that occur when intra, inter and extra personal stressors invade the normal lines of defense. The course is divided into five basic needs: protection, nutrition, oxygen, elimination, activity and rest. Each need is sub-divided into the major alterations affecting normal provision of that need. For each physiological disruption the student considers the population at risk, the incidence in Kuwait, common reactions, diagnostic measures and medical and/or surgical management.

NUR 102

FIRST AID

The course provides basic information and skill practice to implement emergency interventions in the home, workplace and community. Safety measures to protect culturally diverse children and adults from accidents.

NUR 200

NURSING CARE OF THE FAMILY

This course focuses on nursing care of childbearing and child-rearing families using nursing theories. It integrates physiological, psychosocial, legal/ethical, cultural, and educational considerations across the continuum of pregnancy, childbirth, and pediatric care. Learning experiences include classroom instruction, skills development in simulation laboratories, and clinical practice in selected hospital settings. These include obstetric and gynecological wards, labor and delivery rooms, operating theatres, neonatal care units, and pediatric wards. Students will apply the nursing process to provide holistic, culturally competent care, focusing on primary, secondary, and tertiary levels of prevention. The course also includes experience in client education and health promotion within diverse family systems.

NUR 224

HUMAN GROWTH AND DEVELOPMENT

This course explores selected theories related to human growth and development from infancy through late adulthood. Emphasis is placed on the physiological, psychological, sociocultural, spiritual, and moral dimensions of development. The content is framed within the context of nursing curricula, utilizing Neuman's Systems Model, Orem's Self-Care Deficit Theory, and Leininger's Theory of Cultural Care Diversity and Universality. Through these theoretical lenses, students examine developmental milestones and the factors influencing health across the lifespan. Appropriate nursing interventions are identified and applied to promote optimal growth and development at each stage.



NUR 210

NURSING CARE OF ADULTS AND FAMILIES

This course explores the physiological, emotional, behavioral, and cultural responses of clients and their families to a variety of stressors across the healthcare continuum. Emphasis is placed on the integration of complex medical-surgical and mental health theories with evidence-based advanced nursing practices. Students apply the nursing process to assess, plan, and implement culturally sensitive primary and secondary nursing interventions that promote physical and mental health. The course prepares students to provide holistic care in diverse medical-surgical and psychiatric hospital settings, addressing individual and family needs through a lens of cultural competence and current best practices in nursing.

NUR 300

COMMUNITY HEALTH NURSING

This course covers a holistic approach to a culturally congruent population when providing nursing care and management services in Kuwait. In community nursing, the emphasis is on the whole population – individuals, families, and communities. Therefore, it encompasses the different stages of an individual's life. The emphasis of this course allows the nurse to explore multiple aspects and methods when dealing with actual and potential stressors in the community. These stressors affect the community from different angles, including the environment, education, social aspects, healthcare, governance, partnerships, and safety, which are concepts embedded in healthy cities and sustainability. The role of a community nurse grants the nurse multiple roles when managing community-based situations and promotes communication with multiple sectors and disciplines, which aids in the improvement of a community's health and its sustainability.

NUR 301

PROFESSIONAL ISSUES IN NURSING

This course focuses on major professional issues influencing nursing practice at both national and international levels. It prepares student nurses for a smooth transition into the role of culturally competent and efficient professional nurses by fostering accountability, ethical practice, and responsiveness to the needs of diverse client populations. Students will explore the stressors associated with role change from student to graduate nurse while developing leadership, management, and decision-making skills essential for effective practice in complex healthcare settings. Additionally, the course introduces foundational concepts in nursing research and evidence-based practice, offering students insight into the research process and preparing them for future participation in advancing nursing knowledge and improving patient outcomes.

NUR 310

NURSING PRACTICUM

This course provides intensive, supervised clinical experience to apply theoretical knowledge and develop essential nursing skills in real healthcare settings. Emphasis is placed on delivering safe, competent, and holistic care across a variety of health care settings. Students engage in direct patient care, practice critical thinking, utilize the nursing process, and demonstrate professional behavior and effective communication within interdisciplinary teams. The practicum fosters the integration of evidence-based practice, ethical decision-making, leadership, and cultural sensitivity in patient care. Through guided reflection and continuous feedback, students enhance their clinical judgment and prepare for transition into professional nursing roles.





BACHELOR OF SCIENCE IN NURSING

BACHELOR OF SCIENCE IN NURSING - GENERIC (BSN)

END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

Graduates of the Bachelor of Science in Nursing degree program will be able to:

1. Combine responsibility and accountability in nursing practice to meet accepted professional standards.
2. Integrate ethical-legal behaviors consistent with professional nursing standards.
3. Manage nursing care for clients within the health care setting in accordance with the standards of care.
4. Generate strategies to promote health, prevent illness and restore health.
5. Formulate the nursing process systematically using critical thinking, problem solving and decision-making skills to provide holistic, competent, theory and evidence-based nursing care to culturally diverse clients across the life span.
6. Incorporate effective therapeutic communication and interpersonal relationship skills with clients, families and members of the health care team, maintaining professional boundaries
7. Facilitate leadership roles with clients, peers and health care colleagues.
8. Synthesize patient safety goals to provide safe, competent and knowledgeable nursing care.
9. Combine principles of delegation and supervision in professional nursing practice to ensure safe and legal client care
10. Care for diverse individuals and groups in various care environments in collaboration with other health care professionals.
11. Integrate research, continued learning and evidence-based practice for personal and professional development.
12. Contribute to quality nursing practice.

BACHELOR OF SCIENCE IN NURSING - GENERIC MAJOR SHEET

COURSE	TITLE	CREDITS	CONTACT HOURS	THEORY	LAB	CLINICAL	Prerequisite
YEAR 1 First Semester							
GCS 101	Chemistry	4	5	3	2	-	-
GSC 125	Finite Math	3	3	3	-	-	-
EN 180	English Language	5	10	-	10	-	EN98
SS 172	Sociology	3	3	3	-	-	-
IS 101	Islamic Culture	2	2	2	-	-	-
SUBTOTAL		17	23	11	12	-	
Second Semester							
BMS 155	Anatomy	4	5	3	2	-	EN180
CP 108	Introduction to Computers	3	4	2	2	-	-
EN 190	English Language	5	10	-	10	-	EN180
GSC 155	Microbiology	3	4	2	2	-	-
SUBTOTAL		15	23	7	16	-	
YEAR 2 First Semester							
BMS 156	Physiology	3	3	3	-	-	BMS155
EN 280	English Language	3	6	-	6	-	EN190
NUR 201	Introduction to Nursing	3	3	3	-	-	EN180
GSC 210	Foundation in Org. & Biochemistry	3	4	2	2	-	-
BMS 220	Psychology of Medical Care	3	3	3	-	-	EN180
SUBTOTAL		15	19	11	8	-	
Second Semester							
BMS 241	Pharmacology	3	3	3	-	-	BMS156, EN190
NUR 140	Pathophysiology	3	3	3	-	-	BMS156, EN190
NUR 202	Foundations of Nursing Practice	5	10	2	4	4	NUR201, BMS155
NUR 203	Nursing Assessment	2	3	1	2	-	NUR201, BMS155
	Elective	2	2	2	-	-	-
SUBTOTAL		15	21	11	6	4	
YEAR 3 First Semester							
NUR 321	Client Education	2	2	2	-	-	NUR202
NUR 313	Adult Health Nursing	6	6	6	-	-	NUR202, NUR203, BMS156
NUR 314	Adult Health Nursing Practice	4	14	-	2	12	NUR202, NUR203, BMS156
BMS 160	Biostatistics	3	3	3	-	-	EN 180
SUBTOTAL		15	25	11	2	12	
Second Semester							
NUR 315	Family Health Nursing	6	6	6	-	-	NUR313, NUR314, NUR140
NUR 316	Family Health Nursing Practice	4	14	-	2	12	NUR313, NUR314, BMS241
BMS 322	Applied Nutrition	3	3	3	-	-	BMS 156
	Elective	2	2	2	-	-	-
SUBTOTAL		15	25	11	2	12	

BACHELOR OF SCIENCE IN NURSING - GENERIC MAJOR SHEET

COURSE	TITLE	CREDITS	CONTACT HOURS	THEORY	LAB	CLINICAL	Prerequisite
YEAR 4 First Semester							
NUR 415	Nursing Research	3	3	3	-	-	BMS160, NUR315, EN280
NUR 418	Community Mental Health Nursing Practice	6	6	6	-	-	NUR315, NUR316, BMS220
NUR 419	Community Mental Health Nursing Practice	5	20	-	-	20	NUR315, NUR316, EN280
NUR 204	First Aid	2	3	1	2	-	NUR202, NUR203
SUBTOTAL		16	32	10	2	20	
Second Semester							
NUR 420	Nursing Management	3	3	3	-	-	NUR418, NUR419
NUR 424	Complex Health Alteration	3	3	3	-	-	NUR418, NUR419
NUR 425	Professional Issues in Nursing	2	2	2	-	-	NUR418, NUR419
NUR 426	Intensive Nursing Practice	5	20	-	-	20	NUR418, NUR419
SUBTOTAL		13	23	8	-	20	
GRAND TOTAL		121	196	80	48	68	

- **Total credits needed for graduation = 121**
- **N.B.:** Students will start their English language course with either EN 180 English or EN 098 (a zero-credit remedial English language course), based on the attainment of a minimum test score of **605** on the **TOEFL** or **5.5** on the **IELTS**.

ELECTIVE COURSES

Students can choose 2 of the listed electives for their learning during the entire study period. A student can choose an elective not on the list, providing it has the same number of credits (2 credits), after the approval of the College of Nursing. Electives can be modified as desired by the college.

BACHELOR OF SCIENCE IN NURSING - GENERIC ELECTIVE COURSES

COURSE	TITLE	CREDITS
123	Human relations	2
125	Kuwait and Development	2
101	Utilization of library facilities / resources	2
104	Health care delivery system	2
283	Environmental and occupational science	2
273	Occupational health and safety	2



BACHELOR OF SCIENCE IN NURSING (BSN) COURSE DESCRIPTIONS

English Language Courses (Compulsory)

EN 098

ENGLISH LANGUAGE

ENGL 098 is a non-credit remedial course for A2-B1 level students who have not achieved a minimum test score of **605** on the **TOEFL** or **5.5** on the **IELTS**. It focuses on improving reading comprehension, writing skills, and speaking and listening skills through interactive activities, discussions, and debates. Writing instruction emphasizes coherence, organization, and accurate language use, with vocabulary from textbook units reinforced through exercises and quizzes. Students are introduced to essential medical terminology for future nursing courses and learn to communicate effectively in hospital settings, covering topics like personnel, illnesses, treatments, equipment, and body parts. Assignments are graded with rubrics to ensure consistency and clarity, especially for writing and oral presentations. Instructors guide students through tasks, provide feedback, and monitor progress. Through pair work, class activities, and student-instructor conferences, students improve their language skills, vocabulary, and fluency in formal presentations and debates.

EN 180

ENGLISH LANGUAGE

This pre-major English course for intermediate (B1) students introduces foundational nursing content, covering body parts, organs, anatomical positions, hospital personnel, medical tools, and basic nutrition and pharmacology. It develops critical thinking through integrated reading, writing, listening, and speaking activities. Students enhance reading comprehension by analyzing descriptive and comparative passages, which prepare them for writing tasks involving illustrations, tables, and graphs. Vocabulary and grammar relevant to nursing topics are practiced in context, improving writing, editing, and professional language use. Listening activities support critical discussions on medical topics, refining vocabulary, pronunciation, and structure. By the end of the course, students will be able to communicate effectively on nursing themes, using evidence and professional language.

EN 190

ENGLISH LANGUAGE

English 190, which builds on the language skills developed in English 180, is designed to provide nursing students with intermediate (B1-B2) level skills in reading, vocabulary, listening, speaking, and writing. The course reviews paragraph organization through paraphrasing and summarizing and further develops composition skills through various types of essays. Students will demonstrate their writing ability by producing classification and compare-and-contrast essays on medical topics. They will also learn effective note-taking during listening tasks and use their notes to answer comprehension questions and contribute to class discussions. The course emphasizes reading and listening for main ideas and specific details, as well as expressing ideas clearly and logically in spoken English.

EN 190

The course emphasizes building academic vocabulary and medical terminology through reading and listening activities. It also reviews essential grammar rules for intermediate learners, including sentence structure and error identification.

EN 280

ENGLISH LANGUAGE

This is the third English for Specific Purposes (ESP) course with 3-credit hours for the upper intermediate (B2-level) students in the Bachelor of Science in Nursing (BSN) program. Following the Content and Language Integrated Learning (CLIL) approach, the course teaches medical English to equip students with both the language and knowledge required for their nursing studies. It helps students communicate effectively with patients and healthcare professionals while fostering critical thinking in healthcare contexts. The course covers medical topics such as Neurology, Cardiology, Surgery, Urology, Dermatology, Ophthalmology, and Obstetrics. It strengthens students' understanding of medical terminology, including roots, prefixes, suffixes, and abbreviations. Students will critically engage with topics related to chronic diseases and medical procedures. Additionally, the course emphasizes academic writing skills, including describing statistics, writing problem-and-solution essays, and conducting research projects.

General Supportive Courses (Compulsory)

IS 101

ISLAMIC CULTURE

The course discusses the concept of Islamic culture: sources and characteristics; cosmos and man; the importance of Islamic legislation; social solidarity; work, and labor's rights and duties; the importance of health in Islam; and Islam's attitude towards contemporary issues and world ideologies.

SS 172

SOCIOLOGY

The course introduces the basic theories of sociology and its main areas of study and examines the relationship between theory and practice. The social systems of family, education and religion are also discussed.

GSC 101

CHEMISTRY

The course focuses on measurement, theory of matter, including the periodic table, aqueous reactions, chemical formulas, electrolytes, acids, bases and salts, energy relationships in chemistry, chemical thermodynamics, properties of solutions, chemical kinetics, chemical equilibrium, and electrochemistry.

CP 108

INTRODUCTION TO COMPUTERS

The course presents the structure of personal computers and fields of applications, communication systems, and software and data processing systems.

GSC 125

FINITE MATHEMATICS

The course covers several areas of mathematics including algebra of sets, simple coordinate system and graphs, geometric approach to linear programming, basic ideas of simplex method, probability and its application to medical science, and statistics and its application to medical science.

GSC 155

MICROBIOLOGY

This course serves as a comprehensive introduction to microbiology, emphasizing its historical development and critical role in human health and disease. Students will explore the major groups of microorganisms, including bacteria, fungi, protozoa, algae, and viruses, with detailed attention to their classification, morphology, physiology, and growth characteristics. The course also provides a comparative analysis of prokaryotic and eukaryotic cell structures. Core topics include microbial biochemistry and genetics, with a focus on the molecular mechanisms underlying virulence, pathogenicity, and antimicrobial resistance. In addition, the course introduces foundational principles of microbial ecology, immunology, epidemiology, and public health, offering a broad understanding of microbes in both clinical and environmental contexts.

GSC 210

FOUNDATIONS OF ORGANIC & BIOCHEMISTRY

The course provides students with the foundations of organic chemistry and biochemistry. The structural and molecular formula of organic compounds and their classification into functional groups are presented. The synthesis, metabolism and utilization of essential body nutrients are also covered.

Biomedical Supportive Courses (Compulsory)

BMS 155

ANATOMY

The course is taught through lectures and practical demonstrations and introduces human morphology at the cell, tissue and organ system levels of organization. It is devoted to detailed study of the structure of the different body systems and anatomical positions.

BMS 156

PHYSIOLOGY

This course offers nursing students a comprehensive understanding of human physiology, covering cellular, tissue, and organ-level processes. Topics include neurophysiology, cardiovascular dynamics, respiratory mechanisms, renal function, endocrine regulation, and metabolic pathways. Through lectures and case studies, students will develop critical thinking skills essential for nursing practice. Emphasis is placed on real-world applications, preparing students to recognize physiological indicators of health and illness in diverse healthcare settings.

NUR 140

PATHOPHYSIOLOGY

The course introduces students to the physiological alterations that occur when intra, inter and extra personal stressors invade the normal lines of defense. It covers the basic needs of protection, nutrition, oxygen, elimination, activity and rest, and the major alterations affecting normal provision of each need. For each physiological disruption, the population at risk, the incidence in Kuwait, common reactions, diagnostic measures and medical and/or surgical management are discussed.

BMS 160

BIOSTATISTICS

The course covers the following topics: meaning of statistics and statistical inference; random variables; expectations and covariance; sampling and types of distribution; testing hypotheses, with emphasis on paired samples; correlation and non-parametric techniques; decision-making, with applications in Medicine and Biology.

BMS 241

PHARMACOLOGY

The course deals with the interactions of drugs with living systems and their use in the diagnosis, treatment, and prevention of disease. It includes the drugs' mechanisms of action, side effects, indications, contraindications, and some of their interactions.

BMS 220

PSYCHOLOGY OF MEDICAL CARE

The course provides a broad introduction to psychology defined as "the scientific study of behavior and ways of thinking". Empirical studies and theoretical models of basic processes such as learning, memory, perception, sensation and motivation are covered. The course also focuses on personality development and evaluation, and on situational factors which affect people's behavior.

BMS 322

APPLIED NUTRITION

The course introduces basic biochemistry. Topics include vitamins, minerals, carbohydrates and water action on the body system. Normal and therapeutic nutrition is discussed within the framework of the nursing process. The role of nutrition in promoting wellness and facilitating reconstitution is emphasized. Nutritional care of clients with abnormal reactions to a single or multiple stressors, and nutritional education of individuals, families and communities are also covered.

Specialized Courses (Compulsory)

NUR 201

INTRODUCTION TO NURSING

This course provides basic nursing concepts. Discusses the definitions of nursing and provides a brief review of the history of nursing. The conceptual framework is adapted from Orem's selfcare, Neuman systems and Leininger's transcultural models. These theoretical models will be compared with other nursing models and in-depth examined with emphasis on the individual person as a client. Leininger's Cultural Care Diversity and Universality Theory will be introduced. Basic cultural concepts and their potential impact on the health of the individual will be covered. The Nursing Process will be explored as the method by which the framework will be applied to the practice of nursing. The focus will be placed on primary prevention interventions for individual clients with intact normal line of defense. Egan's Model of Helping Relationship will be introduced as the communication framework. Concepts related to the nursing profession, such as nursing values and ethics; and critical thinking, decision making, and problem-solving skills will be introduced.

NUR 202

FOUNDATIONS OF NURSING PRACTICE

This course builds on the unifying concepts basic to nursing introduced in N201 (Introduction to Nursing). Students are introduced to basic concepts of competent, culturally diverse nursing care. Critical thinking is employed in the application of nursing process in providing holistic and safe nursing care for clients in varied health settings. Fundamental topics in nursing are discussed such as oxygenation & circulation, activity, nutrition, elimination, hygiene, safety, client education, medications and loss. Students will also have lab and clinical experiences to practice essential skills needed for nursing care.



NUR 203

NURSING ASSESSMENT

This course provides students with knowledge and skills to perform comprehensive health assessment. Students utilize therapeutic communication and interpersonal skills to obtain reliable and complete health history and perform basic physical examination. Critical thinking is employed to recognize normal and deviation of normal findings. Problem solving, and decision-making skills applied in the nursing process that are culturally congruent with the client's physiological aspects (self-care behaviors), psychological, developmental, socio-cultural and spiritual variables.

NUR 204

FIRST AID

The course provides basic information and skill practice to implement emergency interventions in the home, workplace and community. Safety measures to protect children and adults from accidents are discussed.

NUR 313

ADULT HEALTH NURSING

The course focuses on the care of adult and older adults who have acute or chronic alternation in health. The students will utilize the nursing process derived from nursing theories and knowledge derived from pathophysiology, pharmacology and other sciences to deliver safe, efficient, evidence-based nursing care to adults in all variety of settings.

NUR 314

ADULT HEALTH NURSING PRACTICE

This course is the clinical component of N313. Students will utilize the nursing process to provide safe and culturally sensitive care to individual clients with altered health patterns. Skills demonstrated and practiced in the nursing laboratory will precede actual performance in the Medical/Surgical wards. Medical, surgical or other treatment modalities will be considered when applying the nursing process. All levels of nursing interventions will be utilized but secondary interventions will be emphasized.

NUR 315

FAMILY HEALTH NURSING

This course utilizes the nursing process, developmental theories and family centered approach in caring for clients and their families undergoing a normal childbearing cycle. It examines complications associated with pregnancy as well as gynecological problems. Also, the course explains the care of children (sick or well) from conception through adolescence using primary, secondary and tertiary levels of health interventions. The practical and clinical aspects of this course are dealt with in NUR 316 Family Health Nursing Practice.

NUR 316

FAMILY HEALTH NURSING PRACTICE

This course generally is comprised of clinical practice and a series of laboratory sessions based on concepts and theories learned in 315 Family Nursing using the developmental and family centered approaches.

NUR 321

CLIENT EDUCATION

This course covers educational models, methods, and strategies for attaining, maintaining, and retaining optimal health through health promotion and self-care learning during illness. It also aims to facilitate better understanding of the illness experience to enhance coping/adaptation and system reconstitution. The learner identifies personal, developmental, and cultural factors that influence teaching and learning process. The emphasis will be on learning needs assessment, learning objectives, teaching strategies, educational resources, and evaluation of teaching/learning. Lesson planning and microteaching will be required.

NUR 415

NURSING RESEARCH

The course covers the research process and its relation to nursing practice and theory development in Nursing. It will also examine the role of the nurse as a researcher and consumer of research findings. It includes critical analysis of research findings in terms of their validity and relevance to nursing practice.

NUR 418

COMMUNITY/MENTAL HEALTH NURSING

This course utilizes Orem's Selfcare, Neuman Systems and Leininger's Cultural Care Models in providing care to individuals, families and aggregates within the context of the community and institutions for psychiatric/mental health nursing. Biological, psychoanalytic, cognitive, behavioral, health and illness, self-care and public health theories will be discussed as well as the interaction of multiple stressors and nursing intervention of clients. The roles and responsibilities of the nurse in meeting the diverse needs of the clients within the context of a multidisciplinary health team and community health and psychiatric/mental health nursing will be covered utilizing three levels of prevention. In addition, priority community health and psychiatric/mental health nursing concerns of Kuwait will be explored.

NUR 419

COMMUNITY/MENTAL HEALTH NURSING PRACTICE

Students will utilize the nursing process within the framework of Orem's Selfcare, Neuman Systems and Leininger's Cultural Care Models in assessing and planning nursing care for individuals, families, and the community who face multiple stressors. Practice takes place in the community (primary health care clinics, homes, schools, handicapped institution) and in subacute/acute care settings. Community assessment and care of clients (with communicable diseases or chronic illness) in the home will be emphasized. Practice roles will include care provider, teacher, advocate, change agent, collaborator, and coordinator of client care with decreasing supervision. Mental Health Nursing component prepares students with skills to practice effectively in a variety of mental health settings. The course focuses on assessment skills (observation, interview, risk assessment), diagnosis, planning, applying a bio-psycho-social care based on the best evidence in practice, and report writing. Clinical experiences are combined with supervised clinical practice in a range of psychiatric settings. Self-awareness, effective communication skills and interpersonal relationships are the key features of psychosocial care.

NUR 420

NURSING MANAGEMENT

This course builds on leadership concepts, problem solving, and the change process previously introduced in 201 Introduction to Nursing and 321 Client Education.

In view of the above & for moving forward the course deals with the fundamental concepts & skills for a 'beginning leadership position' in Nursing. The need & rationale for understanding theories & principles of leadership & management functions are emphasized as they relate to the achievement of organizational goals in general & in the field of Nursing, in particular.

NUR 424

COMPLEX HEALTH ALTERATIONS

This course covers complex health alterations because of sustained, virulent, or multiple stressors that lead to multisystem dysfunction and threaten the full recovery or the quality of life of clients/client systems. Building basic scientific and nursing knowledge, the student will critically analyze, synthesize, and/or evaluate relevant, advanced concepts and technology and their utilization to promote client/client system stability or reconstitution and rehabilitation.

NUR 425

TRENDS IN PROFESSIONAL ISSUES

This course addresses, reviews and scrutinizes current issues affecting nursing and the entire health care community; legislation, ethical and legal concerns on patients and health care providers and possible approaches in dealing with these issues. It also explores the profession of nursing as well as the transition from student to professional.

NUR 426

INTENSIVE NURSING PRACTICE

This course concentrates on professional integration and preparation for a role transition from a student to a beginning professional. It consolidates and reinforces previous learning with advanced concepts and skills necessary for the care of clients with complex health problems. Opportunities will be provided to attain professional competence as a care provider for diverse clients while functioning in a variety of nursing roles (collaborator, coordinator, client, or colleague advocate, follower, leader, teacher, or change agent.)



BACHELOR OF SCIENCE IN NURSING

BACHELOR OF SCIENCE IN NURSING - POST-BASIC (BSN)

This is a bridging program aimed at acquiring a Bachelor's Degree for those students who have completed the Associate Degree in Nursing. The program transfers 77 credits from the associate degree.

END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

The post basic program has the same EPSLOs as the Bachelor's Degree in Nursing (generic) program. Priority will be given to community health and psychiatric/mental health nursing concerns of patients and their families in Kuwait.

Graduates of the Bachelor of Science in Nursing degree program will be able to:

1. Combine responsibility and accountability in nursing practice to meet accepted professional standards.
2. Integrate ethical-legal behaviors consistent with professional nursing standards.
3. Manage nursing care for clients within the health care setting in accordance with the standards of care.
4. Generate strategies to promote health, prevent illness and restore health.
5. Formulate the nursing process systematically using critical thinking, problem solving and decision-making skills to provide holistic, competent, theory and evidence-based nursing care to culturally diverse clients across the life span.
6. Incorporate effective therapeutic communication and interpersonal relationship skills with clients, families and members of the health care team, maintaining professional boundaries
7. Facilitate leadership roles with clients, peers and health care colleagues.
8. Synthesize patient safety goals to provide safe, competent and knowledgeable nursing care.
9. Combine principles of delegation and supervision in professional nursing practice to ensure safe and legal client care
10. Care for diverse individuals and groups in various care environments in collaboration with other health care professionals.
11. Integrate research, continued learning and evidence-based practice for personal and professional development.
12. Contribute to quality nursing practice.

BACHELOR OF SCIENCE IN NURSING - POST-BASIC MAJOR SHEET

COURSE	TITLE	CREDITS	CONTACT HOURS	THEORY	LAB	CLINICAL	Prerequisite
YEAR 1 First Semester							
EN 190	English Language	5	10	-	10	-	-
GSC 101	General Chemistry	4	5	3	2	-	-
BMS 158	Anatomy and Physiology	4	5	3	2	-	-
GSC 125	Finite Mathematics	3	3	3	-	-	-
SUBTOTAL		16	23	9	14	-	
Second Semester							
EN 280	English Language	3	6	-	6	-	EN190
SS 172	Sociology	3	3	3	-	-	-
GSC 210	Organic and Biochemistry	3	4	2	2	-	-
BMS 160	Biostatistics	3	3	3	-	-	-
NUR 203	Nursing Assessment	2	3	1	2	-	BMS158
NUR 220	Psychology of Medical Care	3	3	3	-	-	
SUBTOTAL		17	22	12	10	-	
YEAR 2 First Semester							
NUR 321	Client Education	2	2	2	-	-	-
BMS 322	Applied Nutrition	3	3	3	-	-	BMS158
NUR 415	Nursing Research	3	3	3	-	-	BMS160, EN280, NUR203
NUR 417	Community Mental Health Nursing	5	14	2	-	12	NUR 203
	Elective	2	2	2	-	-	-
SUBTOTAL		15	24	12	-	14	
Second Semester							
NUR 420	Nursing Management	3	3	3	-	-	NUR 417
NUR 424	Complex Health Alterations	3	3	3	-	-	NUR 417
NUR 425	Professional Issues in Nursing	2	2	2	-	-	NUR 417
NUR 426	Intensive Nursing Practice	5	20	-	-	20	NUR 417
SUBTOTAL		13	28	8	-	20	
GRAND TOTAL		61	97	41	14	34	

- Total credits needed for graduation = **61**





BACHELOR OF SCIENCE IN NURSING - POST-BASIC (BSN) COURSE DESCRIPTIONS

Biomedical Supportive Courses (Compulsory)

BMS 158

ANATOMY AND PHYSIOLOGY

The course provides students with a basic understanding of human anatomy. It is divided into five principal areas and will be taught through lectures and practical demonstrations covering the following areas: organization of the human body, support and movement system, control system, maintenance and continuity. Throughout the course, emphasis is placed on how the structures of different body systems are regulated, related and interrelated.

The course deals with the mechanisms of circulation, respiration, digestion, urine production systems, the reproductive systems, sexual development, and the basic concepts of genetics.

Specialized Courses (Compulsory)

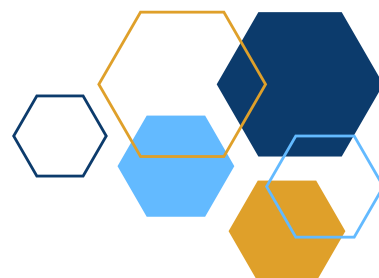
NUR 417

COMMUNITY/MENTAL HEALTH NURSING

This course utilizes Orem's Selfcare, Neuman Systems and Leininger's Cultural Care Models in providing health care to individuals, families and aggregates within the context of the community and institutions for psychiatric/mental health nursing. Biological, psychoanalytic, behavioral, health and illness, and public health theories will be discussed as well as the interaction of multiple stressors and nursing interventions for clients. The roles and responsibilities of the nurse in meeting the diverse needs of the clients within the context of a multidisciplinary health team will be covered.

Community health and psychiatric/mental health nursing will be presented within a theoretical and clinical context. Clinical experiences include home, clinic, and inpatient care for clients with communicable diseases, acute/chronic illness, handicaps, and psychiatric/addiction disorders. In addition, the role of the nurse in occupational health nursing, school nursing, forensic medicine, and psychiatric liaison nursing will be explored. Priority will be given to community health and psychiatric/mental health nursing concerns of patients and their families in Kuwait.

Note: All the other courses of this program are offered together with BSN generic program.



BACHELOR OF SCIENCE IN NURSING

BACHELOR OF SCIENCE IN NURSING - SCHOOL HEALTH NURSING (BSN)

END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

The Bachelor of Science in Nursing with a specialization in School Health Nursing adopts the same Expected Program Student Learning Outcomes (EPSLOs) as the Bachelor of Science in Nursing (Generic) program. These EPSLOs, which are aligned with national and international standards for nursing education, ensure that graduates demonstrate the knowledge, skills, and professional attitudes required for competent nursing practice across diverse settings. The outcomes also emphasize critical thinking, evidence-based practice, ethical decision-making, and culturally responsive care. The detailed EPSLOs are presented on **page 29**.

EMPLOYMENT AREAS OF SCHOOL HEALTH NURSING GRADUATES

- Public and private schools (K1 – G 12)
- Special education schools for special needs
- Colleges and universities

BACHELOR OF SCIENCE IN NURSING - SCHOOL HEALTH NURSING MAJOR SHEET

COURSE	TITLE	CREDITS	CONTACT HOURS	THEORY	LAB	CLINICAL	Prerequisite
YEAR 1 First Semester							
GSC 101	Chemistry	4	5	3	2	-	-
GSC 125	Finite Math	3	3	3	-	-	-
EN 180	English Language	5	10	-	10	-	EN98
SS 172	Sociology	3	3	3	-	-	-
CP 108	Introduction to Computer	3	4	2	2	-	-
SUBTOTAL		18	25	11	14	-	
Second Semester							
BMS 155	Anatomy	4	5	3	2	-	EN180
EN 190	English Language	5	10	-	10	-	EN180
GSC 155	Microbiology	3	4	2	2	-	-
GSC 210	Foundation in Organic and Biochemistry	3	4	2	2	-	-
NUR 201	Introduction to Nursing	3	3	3	-	-	EN180
SUBTOTAL		18	26	10	16	-	

BACHELOR OF SCIENCE IN NURSING - SCHOOL HEALTH NURSING MAJOR SHEET

COURSE	TITLE	CREDITS	CONTACT HOURS	THEORY	LAB	CLINICAL	Prerequisite
YEAR 2 First Semester							
BMS 156	Physiology	3	3	3	-	-	BMS 155
EN 280	English	3	6	-	6	-	EN 190
NUR 202	Foundation of Nursing Practice	5	10	2	4	4	NUR201, BMS155
BMS 220	Psychology of Medical Care	3	3	3	-	-	EN 180
NUR 206	Nursing Assessment	3	4	2	2	-	NUR201, BMS155
SUBTOTAL		17	26	10	12	4	
Second Semester							
BMS 241	Pharmacology	3	3	3	-	-	BMS156, EN190
NUR 140	Pathophysiology	3	3	3	-	-	BMS156, EN190
NUR 313	Adult Health Nursing	6	6	6	-	-	NUR202, NUR206, BMS156
NUR 314	Adult Health Nursing Practice	4	14	-	2	12	-
IS 101	Islamic Culture	2	2	2	-	-	-
SUBTOTAL		18	28	14	2	12	
YEAR 3 First Semester							
NUR 323	Client Education	3	3	3	-	-	NUR202
NUR 315	Family Health Nursing	6	6	6	-	-	NUR313, NUR314, BMS140
NUR 316	Family Health Nursing Practice	4	14	-	2	12	NUR313, NUR314, BMS241
NUR 226	Growth & Development	3	3	3	-	-	NUR201
	Elective	2	2	-	-	-	-
SUBTOTAL		18	28	12	2	12	
Second Semester							
NUR 418	Community Mental Health Nursing Practice	6	6	6	-	-	NUR315, NUR316, BMS220
NUR 419	Community Mental Health Nursing Practice	5	20	-	-	20	NUR315, NUR316, EN280
BMS 160	Biostatistics	3	3	3	-	-	ENG 180
BMS 322	Applied Nutrition	3	3	3	-	-	BMS156
SUBTOTAL		17	32	12	-	20	
YEAR 4 First Semester							
NUR 415	Nursing Research	3	3	3	-	-	BMS160, NUR315, ENG280
NUR 424	Complex Health Alterations	3	3	3	-	-	NUR418, NUR419
NUR 426	Intensive Nursing Practice	5	20	-	-	20	NUR418, NUR419
NUR 205	Emergency Care Skills	3	4	2	2	-	NUR202, NUR206
	Elective	2	2	-	-	-	-
SUBTOTAL		16	32	8	2	20	
Second Semester							
NUR 421	Introduction to Care of Special Needs and Exceptional Learner	3	3	3	-	-	NUR424, NUR426
NUR 422	Management and Professional Issues in School Nursing	4	4	4	-	-	NUR424, NUR426
NUR 428	School Health Nursing	3	3	3	-	-	NUR424, NUR426
NUR 429	School Health Nursing Practice	4	16	-	-	16	NUR424, NUR426
SUBTOTAL		14	26	10	-	16	
GRAND TOTAL		136	223	87	48	84	

- Total credits needed for graduation = **136**

COURSES SPECIFIC TO SCHOOL HEALTH NURSING

The following courses are designed to provide students with the specialized knowledge and practical skills required for professional practice in school health nursing. They integrate theoretical foundations with clinical applications, focusing on the promotion of health, management of common health concerns in school-aged populations, and the development of competencies needed to address the unique needs of children and adolescents within educational settings.

SCHOOL HEALTH NURSING COURSE

COURSE	TITLE	CREDITS	WEEKLY CONTACT HOURS	PREREQUISITES
NUR 205	Emergency Care Skills	3	4	NUR202, BMS155
NUR 206	Nursing Assessment	3	4	NUR202, BMS155
NUR 226	Growth & Development	3	3	NUR201
NUR 421	Introduction to Care of Special Needs and Exceptional Learner	3	3	NUR424, BMS426
NUR 422	Management and Professional Issues in School Nursing	4	4	NUR424, BMS426
NUR 428	School Health Nursing	3	3	NUR424, BMS426
NUR 429	School Health Nursing Practice	4	16 (3 Days)	NUR424, BMS426





BACHELOR OF SCIENCE IN NURSING - SCHOOL HEALTH NURSING (BSN) COURSE DESCRIPTIONS

Specialized Courses (Compulsory)

NUR 205

EMERGENCY CARE SKILLS

This course provides basic information and skill practice to implement emergency interventions in the home, workplace and community. Safety measures to protect children and adults from accidents will be discussed.

NUR 206

NURSING ASSESSMENT

This course provides students with knowledge and skills to perform comprehensive health assessment. Students utilize therapeutic communication and interpersonal skills to obtain reliable and complete health history and perform basic physical examination. Critical thinking is employed to recognize normal and deviation of normal findings. Problem solving, and decision-making skills applied in the nursing process that is culturally congruent with the client's physiological aspects (self-care behaviors), psychological, developmental, socio-cultural and spiritual variables.

NUR 226

GROWTH AND DEVELOPMENT

This course explores the different stages of human life-newborn, infancy, childhood, adolescence, adulthood- and the biological, psychological, and social changes occurring in each stage. It emphasizes physiological, psychological, socio-cultural, spiritual, and moral development within the framework of selected theories. Health problems specific to different developmental stages are discussed and nursing interventions to promote growth and development are explored according to developmental stages. The role of nurses is identified in health promotion and disease prevention of different age groups under various health care settings.

NUR 421

INTRODUCTION TO CARE OF SPECIAL NEEDS AND EXCEPTIONAL LEARNER

This course introduces special needs of school children with various types of disabilities that may qualify them for special education programs. The course discusses the learning and health care needs of school children with specific learning disabilities within the scope of the Individuals with Disabilities Education Act (IDEA). Children are identified under one or more of these categories. Early identification of a child with special needs is important because early intervention is essential in educating children with disabilities. It also appraises nurses' role in health promotion at the primary, secondary and tertiary levels. The practicum part of this course is incorporated along with the course NUR 429, School health nursing practice.

NUR 422

MANAGEMENT AND PROFESSIONAL ISSUES IN SCHOOL NURSING

This course will focus on some principles of leadership and management relevant to school nursing. It will also examine the ethico-legal and socio-cultural aspects of school nursing. In addition, it will review professional issues affecting nursing and school nurses nationally, regionally and internationally. It will explore the issues pertinent to school nurse as nurse practitioners. Student-centered teaching strategies will be utilized.

NUR 428

SCHOOL HEALTH NURSING

This course will focus on understanding the roles and responsibilities of the school health nurse. Synthesize principles of education, public health methods and nursing science in the application of school health nursing to cultural/ethnic diverse populations. Apply principles of school health nursing to the coordination of health care for students from preschool through high school. Evaluate the impact of social, political and environmental determinants of health on the school-aged population.

NUR 429

SCHOOL HEALTH NURSING PRACTICE

This course will focus on applying the roles and responsibilities of the school health nurse studied in courses: NUR 421, NUR 422 and NUR 428. Synthesizes principles of education, public health and nursing science in the application of school health nursing to cultural/ethnic diverse populations. Apply principles of school health nursing to the coordination of health care for students from preschool through high school at the general education schools and schools for children with special needs. The course will enable the student to collaborate with parents, educators and community health professionals to provide quality health care to students in the school community. It will also enable the student to evaluate the impact of social, political and environmental determinants of health among school-aged population.



SPECIALIZED DEGREE IN NURSING

CRITICAL CARE NURSING SPECIALIZATION (INACTIVE)

PROGRAM OBJECTIVES

The Critical Care Nursing Program is designed to strengthen the nursing workforce in Kuwait by preparing specialized professionals with advanced knowledge and skills in critical care. The program focuses on the following objectives:

1. Ensure that critically ill clients in the State of Kuwait receive the highest quality nursing care by preparing Kuwaiti specialized professional nurses.
2. Contribute to meeting the demands of the specialized nursing workforce in critical care areas.
3. Enable nurses in the State of Kuwait to develop their knowledge and skills in critical care nursing and earn specialized qualifications to enhance their career growth.

ADMISSION REQUIREMENTS

1. Graduate of a recognized Baccalaureate in Nursing program.
2. Three letters of recommendation.
3. Active Kuwait nursing license.
4. Minimum of one-year acute care hospital experience.
5. Pre-admission interview and English proficiency test.



CRITICAL CARE NURSING SPECIALIZATION MAJOR SHEET

COURSE	TITLE	CREDITS	THEORY	LAB	CLINICAL
YEAR 1 First Semester (Fall)					
BMS 420	Pharmacology for Critical Care Nursing	3	3	-	-
		9	4	2	14
CCN 430	Care of the Critically Ill Client 1	3	2	2	-
VVN 432	Nursing Assessment of the Critically Ill Client	3	3	-	-
CCN 434	Pathophysiology	3	3	-	-
SUBTOTAL		18	12	4	14
Second Semester (Spring)					
BMS 440	Care of the Critically Ill Client 2	9	4	2	14
CCN 442	Advanced Life Support	2	1	2	-
CCN 444	Management and Leadership Issue	3	3	-	-
CCN 446	Professional Practice Issues in Critical Care	3	3	-	-
SUBTOTAL		17	11	4	14
Third Semester (Summer)					
CCN 450	Critical Care Practicum*	5	2	-	28
SUBTOTAL		5	2	-	28
GRAND TOTAL		40	25	8	56

- Total credits needed for graduation = 40
- * Eight weeks summer practicum in critical/intensive care units.



ACADEMIC COUNSELING, REGISTRATION, AND COURSE REGULATIONS

ACADEMIC COUNSELING

- Each student is assigned an academic advisor upon admission. The advisor helps the student to choose courses, and with the registration, adding, dropping and withdrawal procedures. He/she ensures that the student accurately fills in the registration form at the beginning of every semester, that there is no conflict in the timing of the students' courses.
- The advisor monitors the student's progress and helps the student to overcome any problem hindering his/her academic performance. The advisor is also responsible for counseling, encouraging, explaining, guiding and warning the student, as appropriate.

REGISTRATION

- Registration takes place in the second half of the semester (early registration) or in the week before teaching starts, according to the student's need and the availability of the course(s).
- Students are not allowed to register for any course for which they have not passed the prerequisite course.
- The above-mentioned regulations also apply to the summer semester.
- Each student will be given a specific date and time to register through her/his students' accounts.
- Students must abide by the dates for registration and late registration according to the timetable provided by PAAET for each semester.



LATE REGISTRATION

- Late registration is allowed during the first three days of study in each semester, provided the student has obtained the approval of his/her advisor and the endorsement of the Dean of Admission and Registration.
- The Dean of Admission and Registration may allow new scholarship students to register not later than the end of the second week of study.
- The previous-mentioned regulations also apply to the summer semester.
- Students must abide by the dates for registration and late registration according to the timetable provided by PAAET for each semester.

FAILURE TO REGISTER (NON-ATTENDANCE)

- A student who fails to register for any course in a regular semester will be considered non-attending and will not be permitted to continue in the program unless the Student Affairs Committee accepts his/her excuse for failing to register.
- A student shall be considered non-attending if he/she is absent from the College for one semester or more without registering for any courses.

RETAKEING COURSES AND RE-REGISTRATION

- A student who gets a failing grade (F) in some courses during his/her first semester of study at the College may register again during the following semester for a maximum of two of the courses in which he/she failed. A failed course can be retaken for a **maximum of five times** for the Associate Degree in Nursing and a **maximum of ten times** for the Bachelor's Degree in Nursing.
- The original failing grade (F) shall be removed from the student's record, and the grade point average shall be recalculated upon successful completion of the course(s).

A student cannot be re-registered in the following circumstances:

- The student has been expelled because his/her grade point average in his/her major has fallen below the required level.
- The student has been expelled because of repeated cheating.
- The student has been expelled as a result of a punitive decision.
- The student has not successfully completed his/her studies during the maximum time limit.
- The student has withdrawn from all courses.
- The student has discontinued his/her studies.

STUDY LOAD

- The study load is the credits for which a student is permitted to register in any one semester.
- The normal number of credits that a student may register for in a semester is 15 for Associate Degree in Nursing and 16 credits for Bachelor's Degree in Nursing.
- The minimum number of credits that a student may register for in any regular semester is three (3) credits less than the normal load, as defined above.
- The maximum number of credits that a student may register for in any regular semester is three (3) credits more than the normal load, as defined above.
- Nursing students normally register for a fixed number of credits per semester as they progress through their program. The fixed load may vary from the normal study load.
- In exceptional circumstances a student may, with the approval of the College Academic Affairs Committee, his/her advisor, and with the endorsement of the Dean, register for a number of credits less than the required minimum load.
- A student may register for a maximum of six (6) credits for the Associate Degree in Nursing and seven (7) credits for Bachelor's Degree in Nursing above the normal load, provided that his/her graduation depends on obtaining those three credits.
- The maximum number of credits that a student may register for in a summer semester is seven (7) credits for Associate Degree in Nursing and nine (9) credits for Bachelor's Degree in Nursing, with the exception of a student who is expected to graduate in the summer or following semester. In this case the student is allowed to register for a maximum of nine (9) credits for ADN and nine (10) credits for BSN.
- A student who is on probation is not allowed to register for courses with a total credit value that exceeds the minimum requirement by more than one credit, with the exception of a student who is expected to graduate in the same semester. In this case the student is allowed to register for courses whose credits exceed the minimum by two credits.

TRANSFER REGULATIONS

- A student is allowed to transfer from one college to another within PAAET, or from a recognized comparable college to a college within PAAET, provided that there is an available position, and according to the annual admission plan.

- Transfer applications must be submitted to the Dean of Admission and Registration at the specified time and in accordance with the following:
 - The student must be a Kuwaiti national.
 - The student must get the approval of the relevant college for the transfer.
 - The student must meet the admission requirements of the college to which he/she wishes to transfer to.
 - The student must not have been expelled as a result of a punitive decision.
 - The student must have completed at least one semester before he/she applies for transfer.
 - The student cannot transfer to another college if he/she has successfully completed more 45 credits for the Bachelor's Degree in Nursing or more than 30 credits for the Associate Degree in Nursing.
 - The student must have a GPA of a minimum of 2.5 and above and pass the interview to be able to transfer to the College of nursing.
 - The student must not have withdrawn from study in any of the PAAET colleges.
 - The student must not have been expelled from any of the PAAET colleges because of non-attendance.
- When a student transfers from one college to another, his/her record must be transferred with him/her. The results of courses taken before the transfer shall be used to calculate the student's grade point average.
- A student may be exempted from any course requirement for his/her new specialty with the approval of the relevant academic department, as stated in his/her record, if he/she transfers from any college of PAAET.
- Credits obtained from colleges or institutes outside PAAET may not be included in the transferred student's grade point average.
- No more than 50% of the credits required for graduation at the student's previous college may be transferred to the new college.
- The academic departments shall specify any course(s) the student shall be exempted from taking. The course(s) considered for equivalence should be similar to the courses which the student has passed with a minimum grade of good (C) at his/her previous college.
- If a student gets exemption from one or more course(s), after the official date of withdrawal from the course(s), then his/her registration for the course(s) is withdrawn without penalty.
- The student's period of study in approved courses at other colleges and institutions is included in the maximum period of study allowed in the college on the basis of the normal load of any one semester.



ENROLLMENT, WITHDRAWAL, AND ATTENDANCE GUIDELINES

ADDING AND DROPPING COURSES

- A student may, with the approval of his/her advisor, add one or more courses during the first week of study in a regular semester and during the first three days of a summer semester, provided that he/she does not exceed the maximum study load.
- A student may, with the approval of his/her advisor, drop one or more courses no later than the fifth week after the start of study in a regular semester, provided that his/her study load does not fall below the minimum requirement.

WITHDRAWAL FROM COURSES

- A student may, with the approval of the Student Affairs Committee, withdraw completely from all courses for which he/she has registered in a semester. This withdrawal shall be registered in the student's record with the symbol **Z**. Withdrawals from courses will not be included in the student's grade point average.
- A student is not permitted to stop his/her studies during the first semester after joining the College, unless he/she submits an excuse that is accepted by the Student Affairs Committee.
- A student shall be considered to have failed all courses that he/she registered for in the semester in which he/she withdraws from study in the College.

ATTENDANCE

- Students must attend punctually all courses for which they have registered, including clinical courses.

ABSENCE FROM COURSES DURING A REGULAR SEMESTER

- If a student is absent from any course in a regular semester for a number of hours equivalent to one week's attendance for that course, the Course Instructor shall issue a cautionary warning (first warning) in writing and inform the Registration Office.
- If the total hours of absence from any course in a regular semester increases to the equivalent of two weeks' attendance for that course, the Course Instructor shall issue a cautionary warning (second warning) in writing and inform the Registration Office.

- If the total hours of absence from a course in a regular semester reaches the equivalent of three weeks' attendance from that course, the Course Instructor shall inform the student, the Academic Advisor and suspend the student, by which the student is deemed to have failed the course. The failure will be entered on his/her record as **HM**. The course instructor must enter the **HM** grade to the student before the last day for **HM** on the academic calendar.
- Any student who is absent for two clinical days without a valid medical excuse shall have his/her clinical performance appraisal grade for that course lowered by a full grade.

ABSENCE FROM COURSES DURING THE SUMMER SEMESTER

- If a student's absence from any course in a summer semester reaches 10% of the specified hours for that semester, the Course Instructor shall issue a cautionary warning (first warning) in writing.
- If a student's absence from any course in a summer semester reaches 15% of the specified hours for that semester, the Course Instructor shall issue a second warning in writing.
- If a student's absence from any course in a summer semester exceeds 20% of the specified hours for that semester, then the student will be deemed to have failed the course and will not be allowed to sit the final examination.

EXPULSION FROM THE COLLEGE

A student shall be expelled from the College by the Director General in the following circumstances:

- The student does not regularly attend classes during his/her first semester.
- The student does not attend courses for two successive or separate semesters.
- The student does not successfully complete the graduation requirements within the specified maximum time limit.
- The student is repeatedly caught cheating.
- The student will be expelled from the college by a disciplinary decision by the dean.
- The student does not raise his/her grade point average to an acceptable level during the first two semesters following the semester in which he/she received a warning.
- The student receives a zero-grade point average at the end of his/her first semester.
- The student obtains a semester grade point average of less than one in each of the first two semesters of his/her study.

ASSESSMENT REGULATIONS

ASSESSMENT ARRANGEMENTS

Students' work is continuously assessed with in-course assessments throughout the semester and with final examinations.

- Typically, 60% of a course's marks are allocated to in-course assessments and 40% to the final examination. For courses with clinical nursing practice, 40% of the total mark is assigned to clinical assignments, skill checks, and clinical evaluations. Midterm theory examinations generally account for 20%–25%, while final theory examinations account for 35%–40%.
- The academic department may, with the approval of Academic Affairs in the relevant college, vary this allocation according to the nature of its courses.
- The duration of the final examination is normally two hours. This may be varied, according to need, at the Course Instructor's discretion.
- The Course Instructor will provide the class, at the start of each course, with the following information about the conduct of the course which has been approved by The Academic Department Council:
 - Course objectives.
 - The course content and schedule for teaching the subjects
 - The assessment system
 - The examination dates
 - The texts and other materials to be used
 - The Course Instructor's office hours

CHEATING

- If the Course Instructor or Examination Supervisor suspects a student of cheating or attempting to cheat during an examination, he/she shall remove any item that the student is suspected of using. A mark will be made on the students' paper, indicating the point the student has reached in the examination. No accusation will be made at this stage, and the student shall be permitted to continue the examination. The Course Instructor or Examination Supervisor must prepare a report of the incident that includes the name and number of the student, the examination subject, the date and time, and a description of the incident. This shall be submitted to the Dean, without delay after the end of the examination, together with the examination paper and any other evidence, such as notes that the student is suspected of using.

- The Dean of the College shall investigate the incident. The student shall be deemed to have failed any course in which he/she is found guilty of cheating, and an F grade shall be recorded. The cheating incident shall also be entered in the student's record.
- The Dean may also prevent a student found guilty of cheating from registering and studying in the next two semesters.
- If a student is found guilty of cheating a second time, he/she shall be expelled from the college, and this will be entered in his/her record.
- All provisions mentioned above apply to students who are caught cheating, attempting to cheat or helping others to cheat.

POSTPONEMENT OF FINAL EXAMINATION

- A student who fails to sit the final examination without good reason shall be considered to have failed the course.
- A final examination may be postponed in exceptional circumstances, for example, unavoidable and compelling reasons which prevent the student from attending, such as a death in the family, provided the following conditions are fulfilled:
 - The student, or a person acting on his/her behalf, must submit a written application for postponement to the Department Chairperson, accompanied by the necessary documents, within three days after the date of the examination. The postponement form is to be obtained from the Registration Office.
 - Approval must be given by the Course Instructor, or Head of Department, and the Dean of the College for each course to be examined.
 - The Registration Office provides the students with the dates for the postponed examination(s), according to the academic timetable for each semester.
- If a postponement is granted, the Course Instructor shall enter (I) alongside the student's name on the mark sheet sent to the Registration Office in the College.
- The student must sit the postponed examination, and the Course Instructor will submit the result to the Registration Office according to the following timetable:
 - Not later than the week before the commencement of study for the Spring Semester (Semester 2) for examinations postponed during the Fall Semester (Semester 1).
 - Not later than the week before the commencement of study for the Fall Semester (Semester 1) of the next academic year for examinations postponed during the Spring or Summer Semester (Semester 2 and 3).

- The student will be deemed to have failed the course if he/she does not sit the examination within the specified timetable.

ANNOUNCEMENT AND PUBLICATION OF FINAL COURSE GRADE

- The Course Instructor will announce the results of the final course grade through the banner a maximum of three days after the date of the examination.
- A copy of the spreadsheet of the entire result of the course for each semester is kept in the department and at the administration in the college.

APPEALS AGAINST THE FINAL EXAMINATION GRADE

- A student who is not satisfied with the final examination grade awarded for a course at the end of a semester may consult the Course Instructor within two days of the announcement of the result. If he/she is not satisfied with the Course Instructor's explanation, he/she should submit a written complaint to the Dean within one week of the announcement of the result.
- The Dean shall refer the complaint to the Head of the Academic Department Council who shall resolve the matter according to the procedures specified by the Academic Affairs Committee in the College. The Committee shall submit its decision to the Registration Office by the last day for late registration in the following semester at the latest.

GRADES SYSTEM

A student's performance for each course is evaluated on a four-point scale according to the following criteria:

%	4-POINT SCALE	LETTER GRADE	GRADE DESCRIPTION
95-100	4.0	A	Excellent
90-94	3.67	A-	Excellent
86-89	3.33	B+	Very Good
83-85	3.00	B	Very Good
80-82	2.67	B-	Very Good
75-79	2.33	C+	Good
70-74	2.00	C	Good
66-69	1.67	C-	Good
63-65	1.33	D+	Fair
60-62	1.0	D	Fair
Below 60	0	F	Fail

GENERAL POINT ACCUMULATION

The student's General Point Accumulation (GPA) is calculated by multiplying the grade point that the student achieved for a course(s) by the number of credits allocated for the course(s).

THE SEMESTER POINT ACCUMULATION

The Semester Point Accumulation (SPA) is calculated by dividing the student's total academic grade points for all courses, for which he/she registered at the beginning of the semester, by the total number of credits for the courses.

Example: The Semester GPA of a Level One student with a grade A in Psychology, D in Nursing Fundamentals, C in English Language and F in Anatomy is calculated as shown in the table below:

COURSE	GRADE	Credit Hours (CH)	General Point (GP)	CH x GP	General Point Accumulation
Psychology	A	2	A = 4	2 x 4 = 8	
Nursing Foundation.	D	7	D = 1	7 x 1 = 7	
Eng. Language	C	2	C = 2	2 x 2 = 4	
Anatomy	F	3	F = 0	3 x 0 = 0	
		14		19	19 ÷ 14 = 1.357

GENERAL ACCUMULATION

The student's general average is calculated by dividing the student's total academic accrual for all courses, from the time that he/she first entered the college, by the total of all the credits allocated to those courses.

SPECIALIZED ACCUMULATION

The specialized accumulation is calculated by dividing the total academic accrual for all specialization courses that the student registered for at his/her date of enrollment in the college by the total number of credits allocated to those courses.

GENERAL (GRADUATION) POINT ACCUMULATION

The grade point average achieved at graduation corresponds to the following descriptions of achievement:

GPA	DESCRIPTION
3.6 – 4.0	Excellent
2.8 to less than 3.6	Very Good
2.0 to less than 2.8	Good

PROBATION FOR LOW POINT ACCUMULATION

- If a student's General Point Accumulation or Semester Point Accumulation is less than **2.0** at the end of any semester, he/she shall receive a warning and be placed on probation, and this will be registered in his/her record. If the student does not improve his GPA or SPA to the required level during the subsequent two semesters following the one in which he/she received the warning, he/she will be expelled from the college. The Student Affairs Committee may, in exceptional cases, reinstate a student.
- A student will be expelled if he/she has a GPA of zero (0) at the end of the first semester of his/her enrollment in the college. He/she will be expelled if his/her GPA is less than **1.0** in any of the first two semesters after his/her enrollment in college.
- A student who is expected to graduate, but who is on probation, may register again in one or more courses he/she has already passed so that he/she can obtain the points required for graduation. This applies only to courses in which he/she passed with grade **D**, **D+** or **C-**.



GRADUATION REGULATIONS

- Students must pass all courses specified in their major sheet with a cumulative General Point Accumulation and specialized point accumulation of not less than 2.0.
- The total number of credits required for graduation is:

Associate Degree in Nursing (ADN)	77 credits
Bachelor of Science in Nursing (BSN-Generic)	121 credits
Bachelor of Science in Nursing (BSN-Post Basic)	61 credits
Bachelor of Science in Nursing (BSN- School Health Nursing)	136 credits

- A student who meets all the graduation requirements shall receive a certificate that includes the name of the specialization, the date of graduation and his/her GPA.
- A student who meets the graduation requirements within the normal period of study, and who obtains a **GPA of not less than 3.75**, is granted an **Honors Graduation Certificate**, providing that there is no disciplinary action being taken against him/her.



STUDENT ACADEMIC CONDUCT

In order to foster a professional learning environment and uphold the values of integrity and respect, the following policies define the College's expectations of students with respect to their academic conduct and behavior in classrooms and places of training. Students are expected to abide by these rules.

A. STUDENT CONDUCT ON CAMPUS

To maintain a productive and professional learning environment, students are expected to adhere to the following standards of behavior:

- Attend lectures on time and refrain from entering the classroom once the class has started.
- Sit in the assigned seats and refrain from talking during class.
- Do the necessary reading and preparation before the lesson in order to facilitate their comprehension and concentration during the class.
- Complete all their assignments and obtain the necessary feedback.
- Observe professional behavior when dealing with academic and administrative staff and fellow students.
- Abide by the examination rules, including those governing cheating.
- Attend all classes, unless they have an acceptable excuse such as an emergency, or have been given permission to discontinue their studies.

CONDUCT CONTRARY TO THE COLLEGE REGULATIONS

- Smoking in classes, workshops, laboratories, utilities and corridors.
- Talking or laughing loudly in corridors; sitting on the floor and leaving litter.
- Misuse of workshops, laboratories and other Nursing facilities.
- Causing damage to educational equipment, including beds and side tables.
- Taking books from the library without following the regulations.
- Tearing pages from books and periodicals in the library.
- Failure to uphold professional ethics, affecting the College's reputation.
- Using others' thoughts and opinions without due acknowledgment, thus claiming that they are the result of their own personal effort.
- Leaving notes and books in the laboratories.
- Eating, drinking and chewing gum in the laboratory.
- Using mobile phones and pagers during classes.
- Misuse of students' lockers.
- Misuse of College's utilities, such as toilets and drinking coolers.
- Misuse of medical equipment in practical training rooms.

STUDENT DRESS CODE ON CAMPUS

- ~~There is no special uniform to be worn inside the College. However, students should dress modestly and in a manner that is compatible with the customs and traditions of Kuwaiti Islamic society and the College of Nursing. Therefore, it is strictly forbidden for both males and females to wear shorts, tight tops or shirts without sleeves.~~
- ~~Students must wear a lab coat during the laboratory training sessions in the college.~~
- ~~The College administration has the right to prevent any student from entering the College if his/her uniform does not comply with the customs and traditions.~~

B. STUDENT CONDUCT IN CLINICAL TRAINING

Prior to beginning the clinical practice, the preceptors are provided with guidelines to be followed in the clinicals including rules and regulations of the college. To ensure a professional and effective learning experience, nursing students are expected to adhere to the following standards of conduct during practical training:

- Arrive on time at the meeting point for buses and to abide by the starting and finishing time for practical training.
- Be familiar with all the places of training and the goals of each period of training; bring the required materials to the places of training and abide by their rules and those of the college of nursing.
- Discuss with academic staff the duties and responsibilities to be observed during practical training.
- Abide by the rules and ethics of the profession during practical training.
- Students must not smoke in training areas or leave the wards to purchase items outside the health center.
- Submit assignments on time.
- Make effective use of time and avoid doing things that distract them from their activities during practical training.
- Carry out their nursing activities, as required, under the supervision of the teaching and training staff.
- Follow up patients' cases and inform the relevant people about any changes in their health, bearing in mind their duty to patients and their relatives.
- Discuss negative and positive points with the teaching and training staff and accept the appropriate solution to solve any particular problem.
- Be responsible and willingly accept directives and guidance from the nursing instructors and health center officials.

CLINICAL TRAINING REGULATIONS IN HOSPITALS/HEALTH CENTERS

- Adherence to the attendance and departure times for field training, as the bus departure time from the college is 6:30 am, and the bus driver will not wait for any student, male or female, even if he or she is present inside the college.
- The student must bring a notebook, a watch with a second hand, a stethoscope, and a pen in four colors.
- The use of mobile phones and smart devices (iPad, etc.) is prohibited.
- Chewing gum and also walking around with drinks of all kinds inside the health facilities during training is prohibited.
- The duration of the student break does not exceed 15-20 minutes. The student must bring a light meal, as it is not allowed to leave the training location to go to the cafeteria inside or outside the training location or order meals from delivery restaurants or send the wing worker to buy, as this causes the disruption of his or her assigned work.
- Respect the rights of patients and treat the medical and administrative staff and fellow students well.
- Adherence to the regulations and instructions of health facilities and not violating them, such as following infection prevention policies and wearing ID, maintaining the confidentiality of patient information, not photographing patients or medical staff or photographing the student himself and posting the photos on social media.
- Commitment to the laws and ethics of the profession during the practical training period in health facilities, taking into account not smoking in the hospital departments and corridors and not leaving the wards without the permission of the responsible professor.
- The student must practice training under the supervision of faculty members/training or the assigned nurse, and no procedure is allowed to be performed on the patient without supervision. The student must accept guidance and direction and commit to responsibility for practical training and make effective use of training time.

STUDENT NURSING LOGBOOK

The logbook is a cumulative documentation of a student's nursing skills learning. It guides the student on all the skills that they must acquire, ensures completion of the skills for each course within the time frame, and provides firsthand information about the skills performed and mastered by the students during their study at the College of Nursing. It is a must for the students to carry the logbook regularly during the labs and clinical posting and to get the signature from their direct supervisor as they complete the skills/procedures. Completion of all skills is compulsory for graduation. If the student did not get the chance to practice a skill at level the incomplete skill must be completed during the following level.

STUDENT DRESS CODE & APPERANCE IN CLINICAL TRAINING

Nursing students are an integral part of the health care team working in hospitals and other health care centers. All health care workers and nursing students are required to wear a special uniform so that they can recognize each other and perform their duties comfortably. Students are required to comply with the uniform and other regulations for clinical experience. Students who do not comply with the regulations will not be allowed to attend the training and will be considered absent for that day. Failure to adhere to the regulations and controls of field training absolutely affects the performance items in clinical evaluation and exposes the student to be deprived from training.

General Appearance and Grooming Standards in Clinical Training

- Students must also commit to wearing the uniform designated for field training, which is a royal blue scrub suit.
- A nametag must be worn and entry to training areas will not be permitted without it, as this violates the policy of identifying persons authorized to be present in the facilities and wings of hospitals and centers.
- A jacket in the same color as the uniform or white or navy blue (non-sports and without a hat) and is removed during training. It is preferable to wear a white inner blouse (winter).
- Closed shoes in plain white, non-sports, without laces, comfortable, made of leather and can be cleaned.
- Colored socks are prohibited.
- Nursing students must maintain a clean and neat appearance.
- Hair is styled neatly and elegantly back away from the face. Female students must lift their hair to the top of the shoulder without using colored hairpins.
- Wearing makeup or colored contact lenses, nail extensions, or nail polish of any color is strictly prohibited.
- It is prohibited to wear accessories or jewelry, including earrings, nose rings, etc.
- It is prohibited to apply henna and tattoos. If there is a visible tattoo, the student must hide it).
- It is prohibited for the student to let his/her hair grow long or use gel or band.



Clinical Dress Code: Uniform Standards for Female Students

The uniform for female nursing students must consist of a royal blue scrub suit that is clean, neat, and properly pressed at all times. The length of the uniform shirt must extend below the knee, with long sleeves reaching the wrist and a high collar covering the chest up to the neck. Long pants covering the ankle bone, or a one-piece dress similar in design to the scrub suit, are required. The uniform must be loose, modest, and comfortable to allow ease of movement during clinical duties. For veiled students, a plain white, non-transparent cotton headscarf must be worn. The ends of the scarf should be securely folded and tucked to prevent contact with patients or equipment, in compliance with infection prevention policies. Shoes must be plain white, clean, and appropriate for clinical work. Accessories such as jewelry, makeup, or nail polish are not permitted, as they may compromise safety and professionalism.



Clinical Dress Code: Uniform Standards for Male Students

Male nursing students are required to wear the designated royal blue scrub suit during all clinical training. The uniform must be clean, neat, and pressed at all times to reflect professionalism. Hair should be kept short and tidy; unusual hairstyles, the use of gels, or artificial coloring are strictly prohibited. Students must also maintain good personal hygiene, wear plain white shoes appropriate for clinical work, and avoid accessories such as jewelry or visible tattoos that may compromise safety or professionalism.



FIELD CLINICAL TRAINING TRANSPORTATION

- Nursing College students are required to ride in the buses according to the divided groups, and no student is allowed to ride the bus of another group in order to facilitate the monitoring all students have boarded in the buses.
- Female students who wish to go by private car must sign an exemption request form to use private transport for field training. The student is responsible for being present at the training locations without delay, knowing that students will not be allowed to use the college bus if they lack a private car sometimes, as the buses might be full and this disrupts the supervision process.
- Buses' departure time from the college is 6:30 in the morning, and the bus driver will not wait further for any student.
- It is forbidden to talk to the bus driver or distract him while driving. Students must respect the bus driver and adhere to his instructions.
- Upon entering the bus, each male and female student goes directly to the seat and remains seated. It is forbidden to stand in the aisle and at the doors until it is time to exit the bus.
- While crossing a bus It is necessary to cross in front of the bus to avoid accidents.
- Students must maintain calm inside the bus, and it is strictly forbidden to play songs, music or radio, whether through the bus recorder or mobile phone.
- It is forbidden to open the windows or stick out the head or hand or throw waste from the bus.
- It is forbidden to eat and drink on the bus and inside the bus must be kept clean.
- It is forbidden to order the driver to stop at any station other than the field training location and the college.
- Students must adhere to the bus departure time to the college after the field training ends.



C. DISCIPLINARY ACTION FOR BREACHING THE STUDENT CONDUCT REGULATIONS

1. Verbal or written warning.
2. Referral to an investigating committee.
3. Suspension from study.
4. Expulsion from the College by a resolution from the Director General of PAAET, showing in writing the type of violation and the proven evidence.





EDUCATIONAL FACILITIES AND STUDENT SUPPORT

EDUCATIONAL RESOURCES

CENTRAL NURSING LIBRARY

The College of Nursing has an outstanding collection of nursing books, journals, reference books and audio- visual aids. Most of the books and journals are available in English. The library offers the following services: borrowing and photocopying; interlibrary loans; references; database use; internet; microfilm; and viewing facilities for scientific and nursing films. The library also has a computer room for faculty use to conduct research utilizing different databases and research lines.

PHOTOCOPYING AND STATIONERY SERVICES

The College provides students with photocopying services at reasonable prices in the College Library and Student Center. The Student Center also provides typing and binding services and sells stationery and other office materials.

COMPUTER CENTER AND LIBRANET

Well-equipped computer laboratories provide training and support to students and staff. There are future plans to incorporate facilities for telecommunication, video conferencing services, and LibraNet. The labs are equipped with computers used for teaching computer skills and other courses, and they include help desks to assist staff and students in effectively using the available technological infrastructure.

LIBRARY REGULATIONS

- The documents needed to apply for a library card are copy of the student's timetable, two passport-size photographs, the original and photocopy of the student's civil ID.
- Students are allowed to borrow three items for one week, renewable for a further week.
- Fines for overdue books are levied at rate of 100 fils per item, which double for each additional overdue day. The fine, therefore, is 100fils per item for the first day, 200 fils per item for the second day, 400 fils for the third day, 800 fils for fourth day, and so on.

- In case of loss or damage to a book or other item, students are required to pay the cost of the item plus 20% of the value of the item for administrative expenses.
- In case of loss of the library card, clearance must be obtained from all colleges of PAAET. The student must pay for KD2 for a replacement card in the case of the first loss of card, and KD 4 on the second occasion. In case of loss of the library card for a third time, the student will be deprived of borrowing privileges for one full semester.
- Eating and drinking in the library are strictly forbidden.

SMART PAAET AND EADVISOR



- **SMART PAAET** is a mobile application which is available in the app store and Google play. Students and faculty could access campus information, news, rules and regulations in a single click.



- **Eadvisor** is another program that supports students as well as faculty in academic guidance. It is available as both online and mobile application modes, monitors the academic progress of a student, guides in choosing courses to register in each semester, and provides projected grade required for students to graduate.



STUDENT WELFARE SERVICES

The College of Nursing is committed to supporting students' overall well-being, growth, and success in both academic and personal aspects of their lives. Welfare services include academic counseling, social and cultural activities, cafeteria and transport facilities, sports opportunities, and participation in scientific societies. In addition, students benefit from various incentives, privileges, and guidance programs that promote academic excellence and personal development. These services aim to create a supportive and enriching environment that enables students to thrive throughout their studies.

ACADEMIC COUNSELING

Academic counseling is provided through the Deanery of Student Activities and Welfare. Each student is assigned to a faculty member to guide them in academic matters. The e.advisor system also helps the students and the academic advisors to know the student academic situation online.

CAFETERIA

Light meals and snacks are available at the college through cafe outlets located inside the college from 7.00 am to 2.00pm. Students are not allowed to take any food or drinks inside the classrooms, laboratories or library. Also, snacks and soft drinks vending machines are available inside the college at different locations.

SOCIAL ACTIVITIES

Activities include social and religious symposia, lectures and educational meetings. Orientation meetings and graduation ceremonies are organized annually.

STUDENT SCIENTIFIC SOCIETIES

The student scientific societies aim to develop students' academic and cultural skills and knowledge by providing seminars, exhibitions and academic lectures inside and outside the college. Each society issues periodic health and education publication. Membership is open to all staff and students.

SPORTS CENTER

PAAET has a sports center on the Shuwaikh campus. It has courts and facilities for various sports activities.

TRANSPORT

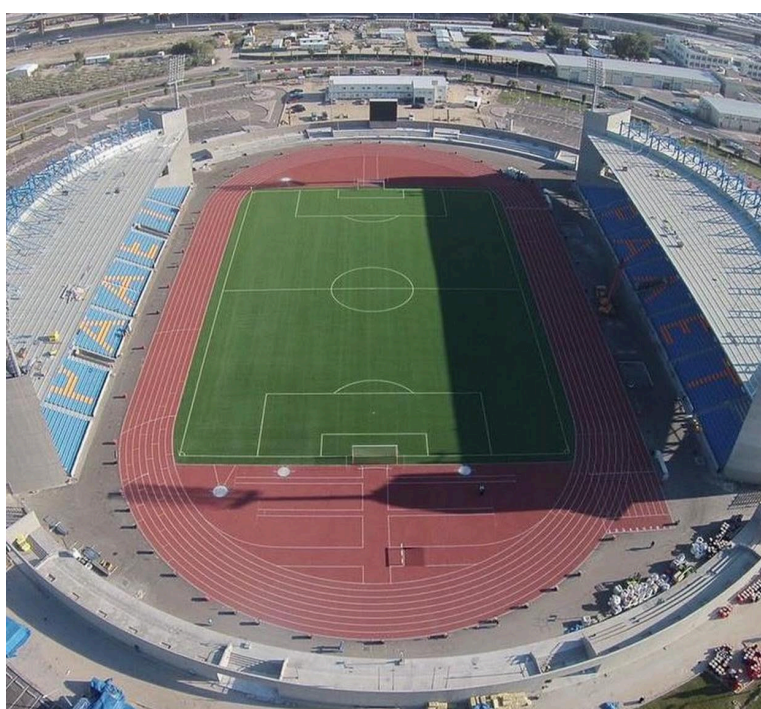
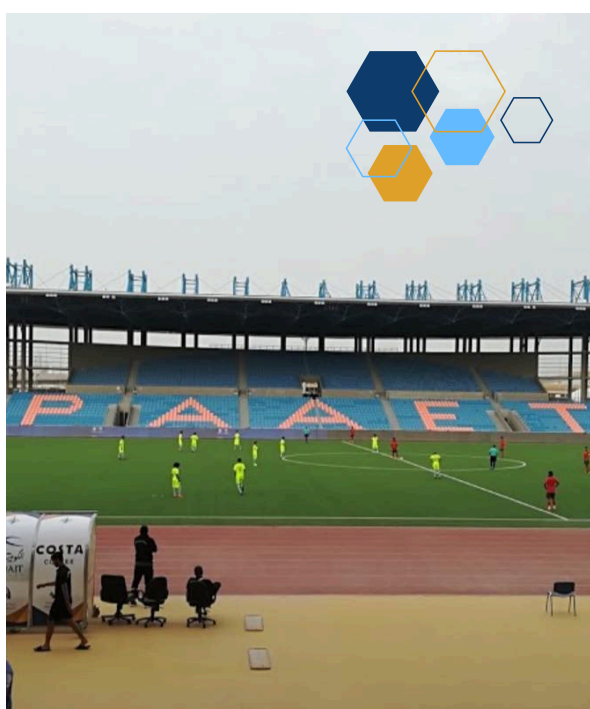
The transport is free for the students who need it, with buses provided to the College and clinical training sites.

HOUSING

There is no student housing in the College. However, PAAET provides housing for both male and female students, according to the regulations of the deanery of student activities and welfare and the place available.

INCENTIVES AND PRIVILEGES

- Kuwaiti students enrolled in the Associate and Bachelor Degree programs in nursing, receive an allowance of KD 200 per month, payable at the end of each semester.
- The College provides all students with free uniform for clinical experience.
- The College provides students with transport to and from college, and to and from the clinical training facilities.
- The College honors “Excellent” students as defined in the regulations, during their study in the College and after graduation.
- The College provides the opportunity for Associate Degree students to continue their education by joining the bridging program of the Bachelor of Science in Nursing Degree.
- PAAET offers scholarships to “Excellent” graduates, as defined in the regulations, of the Associate Degree Program to continue their studies in foreign universities.
- PAAET offers scholarship for “Excellent” graduates as defined in the regulations of the Bachelor's Degree program to continue their studies for Master's Degree in foreign universities.





COLLEGE OF

NURSING

Public Authority for Applied Education & Training

COLLEGE CATALOGUE

2024-2025

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