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كلية العلوم الصحية
College of Health Sciences

Field Experience Training Guide

(Co-op Training/ Internship Guide)

2023 - 2024

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KEY TERMS

For the purpose of providing a unified and clear understanding of this guide, definitions of the key terms used throughout the document are provided in the following table:

Term	Definition
College	Any staff member who holds the responsibility for supervising, coordinating, and managing the overall planning and implementation of the field experience training course at the college level. This may include any of the following: Head of Department, Field Experience Unit or any other staff member in charge of such matters.
Faculty Member	A member of the teaching staff at the college who is assigned authority and responsibility of supervising and evaluating the training of the student.
Student	Any student that is eligible to apply for the field experience training course.
Training Organization	Any institution that has been approved by the college to provide practical training to students in their field experience training course.
Field Instructor	A representative working at the training organization who is responsible for supervising, training and evaluating the student throughout the training period.

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INTRODUCTION

Field experience training is an important part of any academic program as it provides students with the opportunity to practically apply the knowledge and skills acquired throughout their academic programs. This guide is aimed at providing colleges at the Saudi Electronic University with the mechanism that maximizes the benefits for students during their field experience training. It also ensures the attainment of high quality in compliance with the National Center for Academic Accreditation and Assessment (NCAAA) standards.

The guide offers specific guidelines for colleges to follow when planning and implementing their field experience training course. This includes all the processes that are needed to be performed before the training period commences. Such processes include setting out requirements for choosing appropriate training organizations and assigning field instructors. The guide also includes the processes essential during the training period such as specifying the role and responsibilities of faculty members who will supervise students during their field experience training. It emphasizes the importance of setting out clear procedures for resolving any conflicts that might arise between the student and the training organization. In addition, an assessment and evaluation plan has been provided which includes a clear distribution of marks.

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THE FIELD EXPERIENCE TRAINING PROCESS

The process of the field experience training course is divided into the following 3 phases:

PHASE 1: BEFORE THE TRAINING

Before the field training process commences, the college must ensure the following:

1. The requirements and prerequisites for starting the training course must be specified by the college.
2. The minimum number of training hours for students must be specified by the college.
3. The college should build a portfolio of partnerships with training organizations that provide high-level training opportunities. This database of potential field experience partners should be made available to students and they should be encouraged to conduct their training there.
4. The college must specify the minimum requirements for selecting the training organization including competencies, efficiency and safety of the training organizations. These requirements are initially checked through online investigations, email and telephone calls exchanged between the college and the training organization. However, these requirements will be further evaluated and confirmed on the field visit conducted by the faculty member.
5. If the student chooses to train in their current employment organization, he/she must train at a different department.
6. The college must list the minimum skill requirements needed to determine appropriate field instructors (i.e. list of qualifications and responsibilities).
7. Th college must take into consideration the appropriate distribution of students to faculty members to allow for proper conduction of all responsibilities of the faculty member. Therefore, it is recommended that the ratio of students to faculty members should range from 10:1 up to 25:1.
8. The name and contact details of the training organization and field instructor who will be responsible for the student must be provided.
9. All the required training skills and responsibilities that are expected to be acquired by the student must be identified, documented and made clear to the student.

10. The type of final product that is expected to be submitted by the student at the end of the training course (report, presentation or interview) must be specified by the college.
11. Clear procedures must be set in place by the college if a conflict arises between the student and the training organization.
12. Clear procedures must be set in place by the college if contradicting or differing evaluations have been given by the faculty member and the field instructor.

PHASE 2: DURING THE TRAINING

The college must specify the role and responsibilities of faculty members who will supervise students during their field experience training. The responsibilities include the following:

1. The faculty member must schedule a minimum of 3 online sessions to allow students to attend and discuss any issues that might be facing them. The first session should be an orientation session which must be scheduled within the first 2 weeks of the training course and it should be made mandatory for all students to attend. This orientation session is an essential part of the training course where the faculty member is required to explain all the requirements of the field experience training course as well as the complete evaluation process that the student will undergo throughout the training course.
2. A field visit must be made, towards the middle of the training period, to ensure:
    a. Commitment of the student by performing the responsibilities that have been previously agreed upon.
    b. Suitability of the organization in terms of size, learning resources and safety (Evaluation Form 1).
    c. The training organization and field instructor are giving the student the adequate level of support (Evaluation Form 1).

PHASE 3: AFTER THE TRAINING

To ensure the level and quality of the training received from the training organization, the college must do the following:

1. The student must evaluate and give feedback about the overall experience of the training course (Evaluation Form 2). This includes:
    a. Evaluating the experience the student had with the training organization and how much he/she benefited from the organization and the field instructor.
    b. Evaluating the experience the student had with the faculty member and the level of support received.
2. The college should build partnerships with training organizations that have shown a high level of commitment in training students. They should also maintain a database of all the training organizations and include the level of commitment received from each. This is to help the college make decisions with regards to sending future students to train at these organizations.

ASSESSMENT & EVALUATION

The college must specify the assessment mechanism that will be followed to evaluate the student. There should be a clear distribution of the marks according to the following:

1. 20% of the mark should count towards the evaluation of the faculty member regarding the performance and progress of the student (Evaluation Form 3). This should be distributed as follows:
    a. 5% on the attendance of the online orientation session.
    b. 5% on the student's overall communication, engagement and attitude towards the training course.
    c. 10% towards the performance of the student according to the field visit.
2. 30% of the mark should count towards the evaluation of the college regarding any required report, presentation or interview as initially set out by the college.
3. 50% of the mark should count towards the evaluation of the field instructor regarding the performance and progress of the student during the training period (Evaluation Form 4).

APPENDIX

EVLAUATION FORM 1: TRAINING ORGNAIZATION EVALUATION FORM

No	Evaluation Elements	لا أوافق بشدة Strongly Disagree	لا أوافق Disagree	محايد Neutral	أوافق Agree	أوافق بشدة Strongly Agree	عناصر التقييم	م
		0	1	2	3	4		
	Financial Aspects						**الجوانب المادية**	
1	The training organization is equipped with the latest equipment and appropriate technologies needed to train students.						يتوفر لدى جهة التدريب التجهيزات الحديثة والتقنيات المناسبة لتدريب الطلبة.	1
2	The training organization provides an adequate working environment such as suitable air ventilation, lighting, comfortable chairs, and designated group workspaces.						يتوفر في الجهة التدريبية بيئة عمل ملائمة كالتهوية والإضاءة والمقاعد المريحة وأماكن العمل المناسبة لعمل المجموعات وغيرها.	2
3	The overall appearance of the field instructors at the training organization is appropriate.						المظهر العام لمشرفي العملية التدريبية في الجهة التدريبية مناسب.	3
	Trust and Reliability						**الثقة والاعتمادية**	
4	The training organization is committed in providing the training that is compatible with the students' training plan.						لدى الجهة التدريبية جدية في تقديم التدريب المتوافق مع الخطة التدريبية للطلبة المتدربين.	4
5	The training organization fulfils its promises and obligations that relate to training students at the specified times.						تقوم جهة التدريب بالوفاء بالتزاماتها ووعودها المختلفة ذات العلاقة بتدريب الطلبة في الأوقات المحددة.	5
6	The training organization shows great interest in solving problems related to training the students.						تبدي جهة التدريب اهتماماً واضحاً بحل المشكلات المتعلقة بتدريب الطلبة.	6
7	The training organization completes the students' performance evaluation forms in a timely manner.						تعمل جهة التدريب على تعبئة النماذج الخاصة بتقييم أداء الطلبة المتدربين في الأوقات المحددة.	7

	Response						الاستجابة	
8	The training organization provides the academic department/ college with the training opportunities available to them at the appropriate times.						تقوم الجهة التدريبية بتزويد القسم الأكاديمي/ الكلية بفرص التدريب المتاحة لديهم في الأوقات المناسبة.	8
9	The training organization cooperates and responds to students' inquiries in a timely manner.						تتعاون وتستجيب جهة التدريب لاستفسارات الطلبة المتدربين دائماً وفي الوقت المناسب.	9
10	The training organization cooperates with the students and provides them with the required information and advice needed to complete the work.						تتعاون جهة التدريب بإعطاء الطلبة المتدربين المعلومات والتوجيهات الخاصة بإنجاز العمل.	10
11	The training organization responds and cooperates with the academic department with high flexibility with regards to the department needs, requirements and special circumstances.						تستجيب جهة التدريب وتتعاون مع القسم الأكاديمي بمرونة عالية في ضوء احتياج القسم ومتطلباته وظروفه الخاصة.	11
	Safety and Security						**الأمن والسلامة**	
12	The training organization provides the work safety foundations such as fire extinguishers, emergency exits, alarms, security corridors, protective and safety equipment, etc.						يتوفر لدى الجهة التدريبية أسس السلامة المهنية كوسائل إطفاء الحريق ومخارج الطوارئ وأجهزة الإنذار والممرات الأمنية والمعدات الوقائية والسلامة الشخصية وغيرها.	12
13	The training organization is equipped with first aid tools at the training site to deal with minor injuries of students in a timely manner.						لدى جهة التدريب صندوق إسعافات أولية في مواقع العمل من أجل التعامل مع الإصابات البسيطة للطلبة المتدربين وبصورة سريعة.	13
14	The training organization handles students' information with complete confidentiality.						تتعامل جهة التدريب مع المعلومات الخاصة بالطلبة المتدربين بسرية تامة.	14
15	The behavior of the field instructors at the training organization promoted a sense of safety and confidence among students and the academic department.						سلوك مقدمي الخدمات التدريبية في الجهة التدريبية عزز الشعور بالأمان والثقة لدى الطلبة ولدى القسم الأكاديمي.	15

EVLAUATION FORM 2: STUDENT EVALUATION FORM

No	Evaluation Elements	لا أوافق بشدة Strongly Disagree	لا أوافق Disagree	محايد Neutral	أوافق Agree	أوافق بشدة Strongly Agree	عناصر التقييم	م
		0	1	2	3	4		
	Skills and Knowledge						**المهارات والمعرفة**	
1	The training I received is related to my academic specialty.						يتعلق التدريب بشكل مباشر بتخصصي الدراسي.	1
2	I have practiced what I have learned.						تعلمت ومارست المعرفة العملية.	2
3	The training closed the gap between the knowledge I learned and practical application of it.						أعتقد أن التدريب سد الفجوات بين المعرفة والتطبيق العملي.	3
4	I learned many skills that will be useful in my career.						تعلمت عدد من المهارات التي أعتقد أنها ستكون مفيدة في حياتي المهنية.	4
5	The level of difficulty of the training course was acceptable.						أعتبر مستوى الصعوبة لهذا التدريب كان مقبولاً.	5
6	I was informed about the evaluation mechanism for the training course.						تم اعلامي بطريقة التقويم لمقرر التدريب.	6
7	The time duration of the training course is acceptable.						تُعد الفترة الزمنية المخصصة للتدريب كافية.	7
8	Question relating to measuring the skills according to the specialization						قياس مهارات حسب التخصص	8
9	Question relating to measuring the skills according to the specialization						قياس مهارات حسب التخصص	9
10	Question relating to measuring the skills according to the specialization						قياس مهارات حسب التخصص	10
	Faculty Member						**المشرف الأكاديمي**	
11	The faculty member ensured my understanding of the skills that I need to acquire.						تحقق المشرف الأكاديمي من معرفتي للمهارات اللازم اكتسابها قبل بدء التدريب.	11
12	The University provided me with qualified faculty members that have experience in field training.						توفر لنا الجامعة مشرفين أكاديميين متخصصين وذوي خبرات ميدانية جيدة.	12

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13	The faculty member supervised me while coordinating with the field instructor.						يقوم المشرف الأكاديمي بالإشراف على عملية تدريب المتدربين بالتنسيق مع الشرف الميداني.	13
14	The faculty member followed the announced rules and regulations when evaluating the students.						يلتزم المشرف الأكاديمي بالتعليمات الجامعية المعلنة والمتعلقة بعملية تقويم المتدربين.	14
15	Choose from 0-4, to indicate the number of times the faculty member visited you onsite.						اختر من0-4 لتحديد عدد المرات التي قام المشرف الأكاديمي بزيارتك في جهة تدريبك.	15
16	Choose from 0-4, to indicate the number of times that you were contacted by the faculty member.						اختر من0-4 لتحديد عدد المرات التي قام المشرف الأكاديمي بالتواصل معك خلال فترة التدريب.	16
17	Overall, the supervision process by the faculty member was satisfactory.						بشكل عام عملية الاشراف من قبل المشرف الأكاديمي كانت مرضية.	17
	Field Instructor						**المشرف الميداني**	
18	The field instructor discussed the major points that I needed to be aware of at the beginning of the training course.						يناقش المشرف الميداني الأمور المهمة بداية التدريب المتعلقة ببرنامج التدريب.	18
19	The field instructor showed interest in training the students.						يُظهر المشرف الميداني رغبة في التعامل مع الطلبة المتدربين.	19
20	The field instructor provided me advice and guidance with regards to the tasks assigned to me.						يقدم لي المشرف الميداني الارشاد والتوجيه المتعلقان في المهام الموكلة إلي.	20
21	The field instructor provided me with the help and support needed when facing any difficulties.						يقوم المشرف الميداني بتوفير المساعدة للطالب في مواجهة أي معضلة يوجهها من قبل أي طرف خلال الفترة.	21
22	The field instructor played a major role in the success of the training course.						للمشرف الميداني دور كبير في عملية نجاح برنامج التدريب.	22
23	The field instructor provided me with constructive feedback.						زودني المشرف الميداني بردود فعل بناءة.	23
24	Overall, the supervision process by the field instructor was satisfactory.						بشكل عام عملية الاشراف من قبل المشرف الميداني كانت مرضية.	24
	Training Organization						**جهة التدريب**	
25	The training organization suited my capabilities and aspirations.						تناسب جهة التدريب التي عملت بها قدراتي وتطلعاتي.	25

26	The training organization was flexible with regards to assigning tasks and responsibilities.						تتسم جهة التدريب بالمرونة من حيث اختيار المهام وتكليف الواجبات.	26
27	The training organization supports students and cares about benefiting them.						تهتم جهة العمل بشكل كبير بالطالب ومدى استفادته خلال فترة التدريب.	27
28	The training organization depends significantly on the student for accomplishing its daily tasks.						تعتمد جهة التدريب على الطالب بشكل كبير في تسيير أعمالها اليومية.	28
29	The training organization provided students with a designated area to meet with the field instructor to receive advice and guidance.						توفر جهة التدريب مكان خاص داخل المنظمة يلتقي فيه المشرف مع الطلبة لتوجيههم وإرشادهم.	29
30	Do you recommend sending future students to train at this organization?						تنصح بالاستمرار مع هذه الجهة لتوفير فرص تدريبية مستقبلية للطلاب.	30
31	I felt consolidated with the employees at the training organization.						شعرت بالاندماج مع العاملين في مكان التدريب.	31
32	The working atmosphere was positive and encouraging.						كان مناخ العمل إيجابياً ومشجعاً.	32
33	Overall, how satisfied are you with the field experience training?						بشكل عام، كيف تقيم رضاك عن تجربة التدريب الميداني؟	33

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EVALUATION FORM 3: FACULTY MEMBER EVALUATION FORM

Criteria	5	4	3	2	1	0	Mark
Orientation Session	The student attended the session **on time** and **has good understanding** of the course material.	The student attended the session **on time** and **reviewed** the course material.	The student attended the session **on time and highly engaged.**	The student attended the session **late but engaged.**	The student attended the session **late and did not engage.**	The student **did not attend** the session.	Out of 5
Overall Communication and Engagement	The student has **excellent levels** of communication and **always** meets deadlines.	The student has **high levels** of communication and **meets** deadlines.	The student has **good levels** of communication and **tries to meet** deadlines.	The student has **low levels** of communication and has **difficulty in meeting** deadlines.	The student has **poor levels** of communication and **delays** meeting deadlines.	The student has **poor levels** of communication and **does not meet** deadlines.	Out of 5
Evaluation of the Field Visit	The student: • Attended the scheduled field visit **on time.** • Showed **excellent** ability to verbally describe tasks assigned.	The student: • Attended the scheduled field visit. • Showed **high** ability to verbally describe tasks assigned.	The student: • Attended the scheduled field visit. • Showed **good** ability to verbally describe tasks assigned.	The student: • Attended the scheduled field visit **late.** • Showed **low** ability to verbally describe tasks assigned.	The student: • Attended the scheduled field visit **very late.** • **Poorly** described tasks assigned.	The student did not attend the scheduled field visit.	Out of 10

EVALUATION FORM 4: FIELD INSTRUCTOR EVALUATION FORM

No	Evaluation Elements	لا أوافق بشدة Strongly Disagree	لا أوافق Disagree	محايد Neutral	أوافق Agree	أوافق بشدة Strongly Agree	عناصر التقييم	م
		0	1	2	3	4		
	Professional Behavior						**السلوك المهني**	
1	Professional appearance						المظهر العام	1
2	Seeks responsibility						تحمل المسؤولية	2
3	Punctuality						الالتزام بأوقات الحضور والانصراف	3
4	Motivation (e.g., enthusiasm, attitude towards duties)						الجدية والحماس في التدريب	4
	Professional Relations						**العلاقات المهنية**	
5	Rapport with staff and co-workers						العلاقة مع الزملاء	5
6	Interaction with the public (i.e., clients, participants, patients)						العلاقة مع الآخرين كالعملاء أو المرضى أو المشاركين	6
7	Adaptability (e.g., adjusts plans/actions according to situation)						القدرة على التكيف	7
	Professional Performance						**الأداء المهني**	
8	Task accomplishment						إنجاز المهام	8
9	Ability to verbally describe tasks assigned						القدرة على العرض الشفوي لمهام العمل	9
10	Ability to work individually						القدرة على العمل بصورة مستقلة	10
11	Ability to work in a team						القدرة على العمل ضمن فريق عمل	11
12	Follow regulations of training organization						اتباع تعليمات وأنظمة جهة التدريب	12

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13	Accepts and follows instructions of the field instructor						تقبل واستيعاب ملاحظات المشرف الميداني	13
	Professional Knowledge						**المعرفة المهنية**	
14	Understanding of work environment's goals and operations						فهم أهداف وطبيعة بيئة العمل	14
15	Keen to learn and perform a variety of tasks						الرغبة في التعلم وتولي مهام متنوعة	15

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