

Al-Zaytoonah University of Jordan



Rules and Regulations of Clinical Training

Faculty of Nursing

2025 – 2026

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Introduction

This booklet has been prepared to provide nursing students enrolled in clinical courses with essential information regarding the rules and regulations of the nursing profession, ensuring the safety and competency of proper professional practice. Clinical training requires students to engage in Clinical experience at various clinical sites under the supervision of qualified faculty members and clinical instructors who specialize in teaching and evaluation.

Vision

Towards a competitive college in the field of nursing education, scientific research and community service.

College Mission

applying academic standards and quality assurance in the implementation of modern teaching and learning methods aims to supply the healthcare market with professionally competent nurses who are capable of leadership, entrepreneurship, and innovation. This goal is achieved through strategic planning and partnerships with leading local and international institutions in the fields of scientific research and sustainable community development.

College Objectives

1. Conduct periodic reviews of the operational plan of the strategic framework to ensure alignment with the College of Nursing's vision, mission, and core professional values
2. Ensure integrity, transparency, and effectiveness in all governance council decisions within the College to promote ethical and evidence-based academic and clinical practices.
3. Develop specialized nursing programs and continuously update the nursing curricula, integrating contemporary evidence-based teaching and learning strategies that meet current healthcare workforce demands and nursing practice standards.
4. Encourage applied nursing research in accordance with national health priorities and the recommendations of the Jordanian Nursing Council, emphasizing innovation, clinical leadership, and scholarly excellence in nursing practice.

5. Optimize the utilization of financial, material, and human resources, ensuring the continuous professional development and capacity building of nursing faculty and clinical instructors to support educational and clinical excellence.
6. Continuously enhance student support services, improve nursing graduates' employability and clinical competency in diverse healthcare settings, and strengthen engagement and networking with alumni to foster professional growth.
7. Strengthen the College's role in community health promotion and social responsibility by collaborating with local and international health institutions to advance community-based nursing initiatives and contribute to sustainable healthcare development.
8. Pursue national and international nursing education accreditation and quality assurance certifications, aiming to achieve high rankings and recognition for academic and professional excellence.

College Values

1. National Commitment
2. Continuous learning
3. Fairness in evaluation
4. Dedication and integrity
5. Leadership and innovation
6. Teamwork

Faculty philosophy

In accordance with the mission of the Al-Zaytoonah University of Jordan, the nursing faculty believes that nursing students should be equipped with the knowledge, skills, and quality competencies such as effective communication, initiative, teamwork, critical thinking, self-confidence, coping, and empathy, to fulfill the faculty mission. The faculty is seriously working on achieving quality academic objectives by using contemporary learning modalities that encourage active learning with an emphasis on caring for individuals, families, and communities in illness and wellness states.

We believe in the dignity of each individual, the value of human life, and the right of each individual to achieve the maximum potential of daily activities. The faculty does not only seek to prepare students for a professional career in nursing, but also encourages them to develop a higher sense of morality and social responsibility, creativity, leadership, innovation, and decision-making.

The philosophy of the faculty addresses the commitment to creating a conducive environment in which each person is valued, supported, and capable of being creative and a lifelong learner. The program is designed to promote the total development of each student as a unique, holistic human being prepared for employment as a professional nurse able to act within the scope of nursing that is realized by the JNC and including: entails patient and peer education, mentorship, leadership and management of the practice environment, improving nursing practice through research utilization and implementation of meaningful research findings.

The faculty do believe in its significant role in preparing nursing able to work in the following job roles and titles: medical surgical nurse, pediatric nurse, community health nurse, maternity nurse, oncology nurse, psychiatric nurse, ICU nurse, orthopedic nurse, ER nurse, clinical instructor, and nursing supervisor; in the following setting: hospitals, factories, schools, universities, homes, clinics, primary health centers, and rehabilitation centers.

The nursing program in ZUJ is based on international standards, National Accreditation Standards for Nursing, the Jordan National Qualifications Framework, and the Jordanian Nursing Council (JNC) core competency-based education to assure practicing nursing professionally and guarantee a sustainable working environment.

Core concept

The following four core concepts are central to the content development of the curriculum, as they are meta-paradigm of nursing:

Person/individual

A person is a unique being and holistic in nature, with interrelated and interacting and

inseparable dimensions (physical, mental, emotional, social, and spiritual) from which needs arise throughout the lifespan and exist within the context of families, groups, and communities. A person has an inherited capacity to grow and develop throughout their life cycle. At the same time, a person has certain basic rights, which include the right to access care and participate in decision-making related to their own health and the right to pursue the highest level of health and quality of life. A person is influenced by their external and internal environment to preserve vital functioning, dignity, and meaningful existence.

Health

Health is a goal that all people, including Jordanian citizens, hope to achieve. Healthcare is a multidisciplinary, collaborative effort aimed at promoting and maintaining good health, as well as treating illnesses, rehabilitating patients, and providing end-of-life care. It is a dynamic life experience of human beings that implies continuous adjustment to internal and external stressors through optimal use of resources to achieve the maximum potential of daily life. The person exists at varying points along the wellness-illness continuum, and their health may fluctuate as they interact with varying entities in their environment. Wellness and illness are relative states of health and are a matter of one's perception. Health is affected throughout the life cycle by genetics, environmental factors, lifestyle, and the availability of healthcare services. A ZUJ nursing student focuses on all aspects of human life: physical, mental, social, spiritual, and emotional.

Nursing

Nursing education aims to encourage scholarship, service, social responsibility, and academic achievement via the development of knowledge, skills, critical thinking, and values. In accordance with their level of education and practice, our nursing programs equip graduates to function in an increasingly complex healthcare system, which involves dealing with global, technological, and environmental concerns. The nurse considers the client a partner in their care and helps to keep them informed throughout their health journey. Nursing provides a therapeutic intervention that assists a person to promote health and preventing disease. Nursing is a discipline with a unique body of knowledge upon which diagnosis and treatment decisions are made by synthesizing the basic biological, social, and human sciences. The nursing process is the framework of care that is based on critical thinking, decision-making, scientific evidence, and ethical principles. Nursing encourage applied scientific research within the national priorities and recommendations of the Jordanian Nursing Council and focuses on creativity, leadership, and innovation.

Environment

Nursing education aims at preparing a person who is an active participant in the planned learning activities in a formal educational environment that is flexible and sensitive to learners'

needs. Students gained knowledge, skills, required competencies, and values essential to practice as a professional nurse and safe public caregiver. Nursing education facilitates the development of competencies in nursing practice derived from the JNC core recommendations. The nursing program prepares the students to assume different roles in the healthcare delivery system as caregivers, change agents, leaders, educators, and researchers.

Learning, as well as the outcome of education, is impacted by environmental factors. Open dialogue, inclusion, constructive advice, the chance for innovation, acknowledgment, acceptance of responsibility, involvement in decision-making, and cooperative partnerships all contribute to a positive learning environment. The nursing faculty at Jordan's Al-Zaytoonah University fosters an environment in which students can explore and grow emotionally, professionally, and intellectually. Furthermore, enhance the role of the faculty in social responsibility in the field of health for different groups of society in partnership with the relevant institutions locally and internationally, which contributes to sustainable development.

The nursing faculty is responsible for ensuring the quality of the program outcomes and meeting and maintaining the standards of nursing education. The faculty of nursing directs learning through the development and implementation of the nursing curriculum and through planned periodical evaluation based on JNC, AQACHEI, and ACCEN criteria.

BSN Conceptual Framework and Educational Theory

The Faculty of Nursing at Al-Zaytoonah University offers a BSN curriculum that is in alignment with Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI) (National Accreditation Standards for Nursing (2021) and the Jordan National Qualifications Framework (2021)), and Jordanian nursing council regulation, licensure, and competencies (2016).

The nursing program must specify all generic and field competencies and their requirement within the context of their field at a minimum degree level and before graduation. Generic/ general competencies are those related to professionalism (safe and effective care environment; management of care, safety, and infection control) and field competencies are those related to each domain of nursing (practice competencies) (provision of client-centered care; health promotion/prevention and maintenance, physiological integrity, psychosocial integrity, and global health and health economics).

Integrated Processes are fundamental processes to the nursing profession and are integrated throughout the general and practice competencies overall nursing domains and are integrated throughout the Client Needs categories and subcategories:

- Nursing Process – a scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation, and evaluation.
- Caring – the interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support, and compassion to help achieve desired outcomes.
- Communication and Documentation – verbal and nonverbal interactions between the nurse and the client, the client’s significant others, and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate adherence to the standards of practice and accountability in the provision of care.
- Teaching/Learning – facilitation of the acquisition of knowledge, skills, and abilities promoting a change in behavior.
- Culture and Spirituality – the interaction of the nurse and the client (individual, family, or group, including significant others and populations) which recognizes and considers the client-reported, self-identified, unique, and individual preferences to client care, the applicable standard of care and legal considerations

Competencies are applied using many processes such as problem-solving, clinical judgment, and critical thinking approaches. Outcome competencies (Intended Learning Outcomes (ILO)) in each area are given a percentage of the total curriculum (minimum and maximum). Each program can select the percentage depending on the program's emphasis and philosophy knowing that they should comply with the percentage in the framework and should reach 100% for the total program.

Uniform

A nursing student who interacts with patients and the healthcare team must maintain a professional appearance that reflects the standards of the nursing profession, including personal hygiene and grooming, in accordance with the guidelines set by the College of Nursing. An untidy appearance or inappropriate behavior can create a negative impression of the nurse in the eyes of the patient and their family.

General guidelines that must be followed by all faculty members in the College of Nursing:

A. Uniform:

- Male students wear an operations suit (scrub) in black or navy blue in addition to the white coat.
- Female students wear an operations suit (scrub) in black or navy blue with different cuts in addition to the white coat, so that the students' appearance is professionally appropriate and provides comfort and ease of movement.
- The logo of Al-Zaytoonah University must be visible on the uniform for Clinical training.
- An exception of wearing this uniform in multiple places such as home visits, departments of psychiatry, community health, and pediatrics department, where students are allowed to wear the operations suit (scrub) provided that the name tag and university logo are visible, and the shoes are clean, taking into account not wearing decorative tools and jewelry.

B. Name Card:

Students must wear a name tag displaying their full name, the Faculty of Nursing, and Al-Zaytoonah University of Jordan. The name tag should be worn on the uniform throughout all training hours, and it is the student's responsibility to purchase it.

C. Jewelry, accessories and perfumes:

Students are allowed to wear a wristwatch, name badge, or a medical ID that includes a diagnosis, a wedding ring, and small earrings for female students. The wearing of unnecessary accessories or heavy makeup is not permitted. It is also recommended to avoid using perfumes or strongly scented products, including strong-smelling aftershave lotions.

D. Shoes:

Shoes must be black or white, clean, and in good condition (not torn or worn out).

They must be closed-toe and closed-heel, covering both the toes and the heel, with a heel height not exceeding 3 cm.

Only white, black, or skin-colored (nude) socks are allowed.

E. Hair and nails:

Hair must be clean and neatly arranged. Long hair should be tied up and not left hanging over the shoulders. For female students who wear a hijab, the head covering must be plain white and should not be left loose to avoid being a potential source of infection.

Fingernails must be trimmed to the fingertip and should not be painted with nail polish. Male students must either shave their beards or keep them well-groomed if they choose to grow them

Attendance and absence

Students are required to attend clinical training and the seminars related to it. Each student is responsible for arranging their own transportation to the training site, except in certain cases where the university provides transportation to and from the campus.

The College of Nursing has a duty to protect both students and nurses. Therefore, students are not allowed to attend clinical training in the following cases:

- Disease in order to protect the patient from infection
- Lack of preparation for Clinical training.
- Not wearing Clinical uniforms.
- Lack of attention to appearance and personal hygiene.
- Unsafe practices for the student or patient.

University rules and regulations for absence:

- In the event of absence from Clinical training, whether this absence is with an official excuse or otherwise, the student must ensure that the absence percentage does not exceed 15%, knowing that in the case of absence without an official excuse, this affects the calculation of the student's final marks for the course.
- 20% absence rate is allowed for students who represent the university or Jordan in activities.

- The date of delivery of the excuse for absence to: Not more than 48 hours from the official working hours of the university from the date of absence if it is by the doctor of the health center at the university and to 10 days if it is from outside the university.

The acceptable excuses for the student are as follows:

- In case of illness, the medical excuse must be supported by a medical report and signed by the doctor of the health center at the university within three days of the end of the medical excuse.
- In the event of the death of a first-degree relative or in cases of acute family crises.
- In other cases of excuses, the student returns to the course instructor to decide whether or not to accept the excuse.

Absence without excuses, or delay in reaching the places of Clinical training for Clinical training, its calculation is as follows:

- One day of absence counts zero in the evaluation of the Clinical performance of that absence.
- In case of late arrival for more than 15 minutes, this delay is considered the absence of a day for the student.
- A full day's absence is calculated if the student is three times late.
- In the event that the percentage of unexcused absence exceeds 15%, the student will be deprived of taking the final exam and a zero mark will be given for that course.

Training in the laboratories of the Faculty of Nursing

In the case of Clinical training in nursing laboratories within the university, students are responsible for coordinating the dates of benefiting from Clinical training outside the official training hours with the course instructor or clinical supervisor and with the laboratory supervisor, according to the availability of training hours in the laboratory schedule.

A. Rules and regulations of training in laboratories:

- It is forbidden to eat, drink, smoke and chewing gum.
- Laboratory guidelines and instructions must be followed.
- Do not disturb other students in the laboratory.
- Laboratory tools and equipment shall be kept in their designated places and returned to

them upon completion of use.

- The laboratory supervisor should be consulted on how to manage the various devices and equipment in the laboratory.
- The student is fully responsible for his personal belongings (bags, items, personal keys).

B- Borrowing from laboratories:

Laboratory instruments are borrowed according to the following regulations:

- The borrowing should be for the purpose of the educational process only.
- The student must fill out and sign a form approved by the laboratory.
- Borrowed tools are returned on the same day as the specified return, and in case of failure to do so, the student is subject to legal accountability.
- The student is responsible for any tools that are lost or broken down according to the decision of the committee in charge of accountability.

Dealing Within Healthcare Service Settings

The student must obtain information about the patient who is required to care for him from the clinical instructor or the nurse in charge who works with him in order to ensure safe Clinical practices for the patient.

Before leaving the place of Clinical training, the student must submit a report explaining the nursing care he provided to the patient to each of the following:

- 1- A member of the nursing staff and the direct supervisor of the patient.
- 2- The nurse responsible for coordinating nursing care in the department.
- 3- The faculty member responsible for the student from the Faculty of Nursing at Al-Zaytoonah University.
- 4- It is strictly prohibited to prepare or administer medications except in the presence of a faculty member or the nurse responsible in the clinical training area.

Handling Medical Instruments

It is strictly prohibited to handle medical instruments outside the premises of laboratories or hospitals under penalty of responsibility. This includes blood withdrawal, insertion of intravenous cannulas, and others.

Ethical standards

At the place of Clinical training, the student must follow the following:

- 1- Providing nursing care to the patient regardless of race, gender, religion, social, cultural and economic status or health status of the patient.
- 2- Maintain patient confidentiality and respect their privacy, taking into consideration their right to privacy, consent, or refusal of the treatment provided.
- 3- Follow the laws, rules and regulations of hospitals and centers where Clinical training is conducted.
- 4- Performing the nursing operations that the student has prepared to perform.
- 5- The relationship between the student and the patient should not exceed the limits of the professional therapeutic relationship.

Behaviors

Honesty: The student must have the capacity of honesty and confidence, whether written or oral. In the case of absence honesty, the student is subject to punishment such as failure in the course or canceling his registration for the semester in which he is registered and the semester that follows.

Confidentiality: The student must maintain the confidentiality of personal and patient information, whether written, audio or noticeable. In case of violation, the student will be dismissed from the college. As for printed materials related to the patient's condition, should not be transferred to anyone else outside the health team.

Safe Performance: The student must take the responsibility for safe performance, which is explained to him through the evaluation method of the course. In the event that he fails to achieve patient safety, he is subject to punishment, according to the college's directives in this regard.

Student Safety

- A student suffering from chronic diseases must provide a detailed medical report about the medical condition from a physician specialized in the case, and it should be attached to the student's Clinical training file while maintaining confidentiality by the course instructor.

- The student must perform a full medical examination (blood, urine, feces, chest x-ray) when joining the Faculty of Nursing and ensure that he is free of infectious diseases as needed.
- The student must take (three doses) of the hepatitis B vaccine and must show proof of taking the vaccine to the instructor responsible for each clinical course before the start of clinical training. A copy of this proof is kept in the student's course file.
- The student pays an amount of 12 Jordanian dinars as part of the cost of the hepatitis B vaccine available at the Al- Zaytoonah University Health Center.
- All students must adhere to international standards and precautions for controlling the transmission of infection and follow the instructions to prevent the transmission of infection, especially in the event of exposure to blood, fluids that exit the patient's body (saliva, vaginal fluids, semen, urine, spinal fluid, proteins, other fluids) as well as tissues that cause infection.
- Students in the Clinical training place should use protective tools against infection such as (medical gloves, mouth covering, nose coverings, shoe covers, gowns) and according to the type of nursing procedures that are expected to be performed for the patient and according to modes the infection is transmitted from the patient.
- Sharp instruments must be disposed of in a designated sharps container. Needles should not be recapped and must be placed directly into the sharps container, ensuring that the container does not exceed its maximum capacity.
- Sharps containers must meet the following requirements:
 1. Available for use.
 2. Secure and leak-proof.
 3. Tightly sealable.
 4. Labeled with a warning sign indicating danger.
 5. Disposed of when three-quarters 3/4 full.
- Hands should be washed before and after each nursing procedure using soap and running water for at least 15 seconds to prevent transmission. **Wearing gloves doesn't mean you shouldn't wash your hands at all.**
- The student who is exposed to an incident wound or needle stick with the possibility of exposure to infection during the working hours of Clinical training and at the place of Clinical training must report the incident by filling out the dedicated incident report form,

which is available at the teacher of the Clinical subject that the student is studying and in which the incident is recorded to be submitted for medical follow-up in addition to filling out the necessary reports for the hospital. The faculty member must also notify the Dean of the Faculty of Nursing immediately of the incident.

Unsafe Clinical practices

Unsafe behavior is behavior that a student performs that puts other patients, co-workers, or classmates at risk with no concern for their vulnerability. In this case, the student is removed from Clinical training and fails or may be given an alternative training opportunity in the laboratory, and the health institutions reserve the right to terminate the use of their services by any student in the event of failure to achieve the required quality of health care.

Examples of some unsafe Clinical practices:

For example:

- Negligence in placing the sides of the patient's bed rails as well as failure to prepare for the scheduled Clinical procedure before starting nursing care for the patient.
- Threat to the patient's psychological well-being.
- Threatening the patient's safety in terms of infection, such as not using infection prevention methods, adequate sterilization methods and necessary isolation.
- Threatening the chemical safety of the patient, such as not following the six correct rights and obligatory points before giving the drug to the patient, monitoring intravenous fluids and other related nursing procedures.
- Threatening the patient's safety by not noticing the patient's exposure to the risks of high temperature and heat in the patient.
- Inadequacy and accuracy in the application of the nursing process by not evaluating, observing and reporting the critical condition of patients when necessary.
- Violation of the educational principles or objectives that the student has already mastered in the application of nursing skills.
- Making an independent decision without consulting the official in a situation that requires the help of those who are more experienced in situations that threaten the principles of public safety.
- Any other incidents that threaten or violate safety and security standards.

Professional and unprofessional behaviors

The student should reflect professional behaviors and avoid behaviors that are not appropriate professionally.

Professional conduct:

- 1- Regular attendance at theoretical classes, laboratories and Clinical hours.
- 2- Attention to the application of the educational objectives of the course.
- 3- Inform the faculty member about the possibility of absence from the working hours, with the exception of emergency absences, where any responsible person is informed.
- 4- Maintaining the principles of academic honesty and high morals in line with the university's academic charter.
- 5- The student reflects a behavior that expresses maturity, honesty, good manners and responsibility.

Unprofessional behaviors (anti-occupational) The student is warned of the following behaviors:

- Neglect of uniforms or personal hygiene.
- Lack of punctuality and disregard for time.
- Using language inappropriate for the university student (using profanity).
- Inappropriate dealing with patients, colleagues, faculty members and members of the health team.
- Use of toxic substances and drinking alcohol.
- Misuse of narcotic and addictive substances.
- Unexcused absence from Clinical training places, seminars and scientific meetings for Clinical training.

Student Addiction Policies

It is normal for students to provide nursing care adequately and safely and away from the effects of medicines and alcohol. Therefore, the student has the responsibility to inform the supervising instructor for him directly if he/she is taking any medicines that affect the safety and adequacy of his performance, in order to protect patients, students and teachers.

The following actions should be avoided:

- 1- Poor Clinical performance under the influence of drugs or alcohol.

- 2- Presence at the Clinical training site so that the student smells of drugs or alcohol.
- 3- Possession of illegal chemicals, hallucinogenic drugs, stimulants and sedatives.
- 4- Use these addictive toxic substances before going to Clinical training places or during work.
- 5- Use of any narcotic substances or medicines from Clinical training places or medicines designated for the patient for any reason.

Appendices:



جامعة الزيتونة الأردنية



Al-Zaytoonah University of Jordan

كلية التمريض

Faculty of Nursing

Student safety guidelines during clinical training

2025-2026



Student Safety

Faculty of Nursing/Alzaytoonah University of Jordan

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Introduction

A student nurse's safety action plan is a structured document that outlines steps to improve safety awareness and practices in clinical settings. It focuses on different areas in clinical settings.

The plan helps students develop a proactive safety mindset and understand the importance of safety protocols, identifying and reporting potential risks. Take precautionary measures such as needle stick prevention, fall prevention, medication management, and infection control.

Risks and hazards in training places

The most common risks that a student may be exposed to in Clinical training settings are:

- Needle stick injury
- falling down of a patient
- Medication administration error
- Violence

Needle stick injury



Needle stick and other sharps injuries are a serious hazard in any healthcare setting. Contact with contaminated needles, scalpels, broken glass, and other sharps may expose nursing students to blood that contains pathogens, which pose a potentially lethal risk.

What kinds of needles usually cause needle stick injuries?

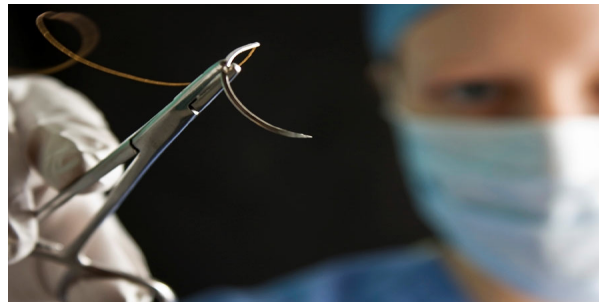
- Hypodermic needles



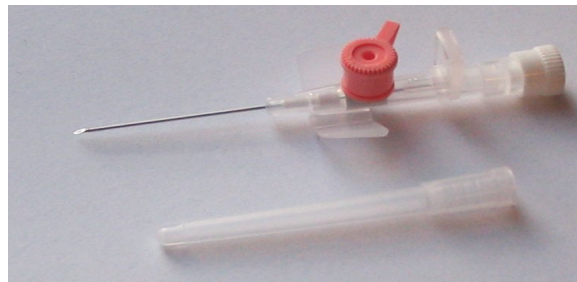
- Blood collection needles



- Suture needles



- Needles used in intravenous delivery systems (Cannula)



When needle stick injuries occur?

Needle-stick injuries are most often associated with the following activities:

1. Sudden patient movement during the injection
2. Recapping needles
3. Transferring body fluid between containers
4. Failing to dispose of used needles properly in a puncture-proof sharp container.
5. Handle needles that must be taken apart or manipulated after use.
6. Manipulate the needle in the client.
7. Work quickly.
8. Bump into a needle, a sharp object, or another worker while either person is holding a sharp object.

Preventions of needle stick

Preventing needle-stick injuries is the best way to protect yourself by:

1. Promote safety awareness in the work environment.



2. Students are trained in the safe use and disposal of needles.



3. Avoid using needles whenever safe and effective alternatives are available.



4. Use safety syringes with a sharps injury protection (SIP) feature as recommended by WHO



5. Plan safe handling and disposal of needles before using them, e.g., make sure there is a sharp container at arm's reach when you give an injection.



6. Bring standard-labeled, leak-proof, and puncture-resistant sharp containers when administering an injection. Do not assume such containers will be available there. Promptly dispose of used needle devices and sharps, which may be contaminated in the sharp containers.

7. If you have to transport the sharp container to another room or a disposal site, carry it carefully.
8. Never recap or bend needles; place them uncapped into a sharp container immediately.



9. Never open the sharp container; store it in a safe and secure place until it is ready for final disposal.



10. Never fill the sharp container more than three-quarters (3/4) of full.



11. Follow standard precautions, infection prevention, and general hygiene practices consistently.

Instructions to follow immediately after any needle stick injury

If you get a needle stick injury, take the following actions immediately:

1. Wash the wound with soap and water.
2. Inform your instructor and follow the needle-stick injury reporting mechanism of your faculty of nursing.
3. Identify the source patient, who should be tested for HIV, hepatitis B, and hepatitis C infections.
4. Get tested for HIV, hepatitis B, and hepatitis C infections.

Instructions to follow immediately after exposure to the blood or other body fluid of a patient

1. Flush splashes to the nose, mouth, or skin with water.
2. Irrigate the eyes with clean water, saline solution, or sterile irrigates.
3. Report the incident to your instructor.
4. Immediately seek medical treatment.



Hepatitis B vaccination for students



- All nursing students must receive the hepatitis B vaccine before commencing their training in hospitals and health centers.
- The three doses of the vaccine are available at the university health center.
- Students must bring a vaccination certificate for the three doses from the center and submit it to the training instructor.
- Bridge students must bring a vaccination certificate from their workplace.

Prevention strategies to protect patients from falling down

To prevent falls during patient transfers, use proper body mechanics, communicate effectively with the patient and caregiver, and utilize appropriate transfer aids. Always prioritize the patient's safety, including protecting their head and ensuring a stable environment.

Students should identify which patients are considered high-risk for falling down.

Patient risk factors include:

- Illnesses that cause weakness.
- Medications that cause dizziness, including non-prescription (over-the-counter) drugs.
- Delirium.
- New or unfamiliar environments.
- Lack of activity.
- The elderly, especially those who are 85 and over.
- Other health illnesses or circumstances.

How to protect patients from falling down?

1. Proper Body Mechanics:

- Use your legs and trunk muscles: Instead of bending at the waist, bend slightly and lift using your leg and trunk muscles.
- Maintain a wide base of support: Keep your feet shoulder-width apart, with one foot slightly ahead of the other.
- Stay close to the patient: This keeps the patient's weight close to your center of gravity, reducing the risk of strain.
- Avoid twisting or bending: Keep your back straight and avoid prolonged twisting or bending.

2. Communication:

- Clear and concise instructions: Explain the transfer process to the patient before, during, and after the transfer.
- Assessing the patient's ability: Determine if they can assist with the transfer or if additional help is needed.
- Stay with the patient: Provide reassurance and support throughout the transfer.
- Communicate fall risk: Designate patients at risk of falling and inform staff about their specific risks.

3. Transfer Aids:

- Transfer poles, bed canes, and Hoyer lifts: These can be helpful for patients with limited mobility or those at risk of falls.
- Transfer boards: These can be used for sliding patients between surfaces, such as from a bed to a stretcher.

4. Environmental Safety:

- Clear the area: Ensure the environment is free of obstacles.
- Lock wheelchair wheels: This prevents the wheelchair from rolling during the transfer.
- Use non-slip shoes or slippers: This can help prevent slips and falls.

5. Safety Precautions:

- Protect the patient's head: Always protect the head during a fall, especially if a patient is experiencing dizziness or instability.
- Stay with the patient: Monitor the patient throughout the transfer and be prepared to assist if needed.
- Assess for injuries: Always assess the patient for injuries after a fall.

Prevention of Medication Administration Error

Attention: It is strictly forbidden for students to administer any medication on their own. Medication must be given under the supervision of the nursing staff or the Clinical training instructor. Otherwise, the student bears full responsibility if he/she administer the medication on his/her own.

Medication Administration rights:

1. Right patient
2. Right medication
3. Right dose
4. Right route
5. Right time
6. Right patient education
7. Right documentation
8. Right assessment
9. Right evaluation

How to deal in case of violence

If a student encounters a violent situation in the training place (such as a fight between people, or a verbal altercation), or feel their safety or security is threatened especially in the emergency and intensive care departments, student must remove themselves immediately from the situation, and leave the location to a safe area away from the violent place, and inform the training instructor about the situation and report his/her location to seek urgent assistance from him/her.

How to deal with isolated patients

- ✓ Nursing students should approach care for isolated patients by prioritizing infection control and learning and adhering to proper isolation precautions.

- ✓ The key aspect of caring for isolated patients is infection control by using personal protective equipment (PPE), such as gloves, masks, safety glasses, or hard hats, which is crucial for protecting against specific hazards.
- ✓ Employees must ensure PPE is in good condition and used correctly

How to report the incidence

- The student must report the incident to his/her immediate instructor:
- Report all needle sticks and other sharps-related injuries promptly to ensure that you receive appropriate follow-up care.
- Tell your instructor about hazards from needles that you observe in your work environment.
- Report any unsafe work regulations, practices, or other hazards to the instructor.
- Report all work-related injuries, illnesses, incidents involving patients, and incidents of workplace violence to the instructor promptly.
- Report all near misses or mistakes to the instructor or a safety committee member to facilitate the investigation and implementation of corrective actions.
- Report all incidents of violence or other unacceptable conduct to the instructor immediately.
- The student must complete the incident report form as required by the institution's protocol with his/her instructor.

Al-Zaytoonah University of Jordan

Faculty of Nursing



Incident Report Form

Time and date of the incident		Course name and number	
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Student Name	
Faculty Member Name	
Supervisor Name	
Work Supervisor / if any	
Health Institution	
Incident place	
Diagnosis of the patient before the incident	

The person who was involved in the incident:

Patient		Faculty Member		visitor		Student		Others	
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Incident Number		Form by health institution	
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Incident:

Name of the incident	
Place of Incident	
Discovered by	

Seen by	
Reported to	

Patient-specific incidents

Patient's Condition		Before the operation	Mental Status		conscious
		After the operation			Confused
		Acute			very confused
		Chronic			anesthetic
		Others			Other

Motor abilities		Unlimited
		Need help
		Needs help to go to the bathroom.
		Bed ridden
		Other (specify)

Description of the incident

Type of incident		Fall
		Medication error
		Error on giving intravenous injections
		Injury to another patient (specified)
		Other

For Fall only		During transportation		While walking
		In bed		While standing
		In the bathroom		While sitting

Physical condition	The bed is in a low position		No		Yes
	The bed is in a high position		No		Yes
	Bedside rails are placed		No		Yes
	Unplaced Bedside rails		No		Yes

	The patient is restrained		No		Yes
	The presence of a company with the patient		No		Yes

Medication error only		Wrong patient		Not giving medication
		Wrong dosage		Not Documenting the giving
		Wrong time		Other
		Wrong medication		

Student-related incident

	Needle injury		Violence by the patient
	Falling or fainting		Injury by tool
	Back injury		Other
	Exposure to infectious diseases such as tuberculosis		

Summary of the incident and the procedures taken:

Report preparation by

Signature		Date	
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Responsibility of the instructor after reporting the incident

After the student reports the incident, the instructor must explore the location of the incident by:

- ✓ How it happened.
- ✓ The type of incident.
- ✓ The people involved in the incident.
- ✓ Contact the head of the department in the faculty of nursing at the university and inform him of the incident.
- ✓ Contact the person in charge of the department and inform him of the incident so that they can take the necessary action.
- ✓ Fill out the incident report form for the faculty of nursing and submit it to the head of the department in the faculty.
- ✓ Follow up on the developments of the incident and proceed with its safe completion.

Instructions for leaving the Clinical training site

- ✓ If a student is forced to leave the hospital for any reason, he/she must inform his/her instructor. If the reason for leaving is accepted and after informing the head of the department, the student signs a document bearing responsibility for leaving the hospital.
- ✓ If the student needs to leave the hospital due to feeling extremely tired, a member of the student's family will be contacted by the instructor and told to come and pick up their son/daughter after informing the head of the department about the student's health condition.
- ✓ In case of critical illness, the instructor informs the head of the department and follows the instructions (receiving emergency care at the hospital that the student is already training in, or calling for the university ambulance to take the student for further interventions according to the university policy, etc.).

Communication during clinical training

Effective communication in nursing involves a range of skills and strategies that enable nurses to establish rapport, provide clear information, and ensure patient safety and well-being. Key elements include verbal and non-verbal communication, active listening, empathy, cultural sensitivity, and written communication.

Verbal and Non-Verbal Communication:

- **Clear and Concise Language:** Nurses should use plain language and avoid medical jargon when speaking with patients and families.

- **Active Listening:** Paying close attention to verbal and non-verbal cues, including body language, facial expressions, and tone of voice, helps nurses understand the patient's message.
- **Professional Tone:** Maintaining a respectful and professional tone is crucial for building trust and establishing a positive nurse-patient relationship.
- **Non-Verbal Communication:** Body language, posture, and gestures can significantly impact communication. Smiling, maintaining eye contact, and leaning in can convey attentiveness and empathy.
- **Therapeutic Communication Techniques:** Utilizing techniques such as reflection, open-ended questions, and paraphrasing can facilitate open dialogue and help patients express their needs.

Other Important Skills:

- **Empathy and Compassion:** Understanding and acknowledging the patient's feelings and concerns is vital for building trust and rapport.
- **Cultural Sensitivity:** Recognizing and respecting cultural differences can enhance communication and improve patient care.
- **Active Listening:** Paying close attention to both verbal and non-verbal cues allows nurses to fully understand the patient's message.
- **Patient Education:** Providing clear, concise, and allowed information about medications, procedures, and health regulations can empower patients and improve outcomes.
- **Communication Among Members of the Multidisciplinary Team:** Effective communication with other members of the healthcare team is essential to ensure coordinated and consistent patient care.

Patient confidentiality

Patient confidentiality in nursing practice involves protecting a patient's personal and health information, ensuring it is not shared with unauthorized individuals or disclosed without proper consent. This obligation is a fundamental ethical and legal duty, crucial for maintaining trust between patients and healthcare providers and promoting the quality of care.

Key Aspects of Patient Confidentiality in Nursing:

1. **Scope of Confidential Information:** This includes medical history, diagnoses, treatment plans,

test results, personal identifying details (such as name and date of birth), and contact information.

2. **Nurse's Duty:** Students have a professional responsibility to maintain confidentiality, both in the workplace and off-duty, including social media and other communication channels.
3. **Importance of Trust:** Maintaining patient confidentiality fosters a positive student-patient relationship, builds trust, and encourages patients to be forthcoming with information and seek care.
4. **Maintaining Privacy:** Beyond confidentiality, students must also respect patient privacy, which includes creating a private space for medical examinations, discussions, and other care-related activities.
5. **Shared Information:** While information sharing is necessary within the healthcare team for coordinated care, students should ensure that information is only shared with those directly involved in the patient's care and not with unauthorized personnel.

Nursing Ethics

The Code of Ethics for Nurses (Code) is the definitive standard for ethical nursing practice; it supports nurses in maintaining their professional integrity in all care settings. The following are the provisions of ethics: according to the American Nurse Association (ANA)

- **Provision 1:** The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- **Provision 2:** A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
- **Provision 3:** The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
- **Provision 4:** Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
- **Provision 5:** The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe work environment that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
- **Provision 6:** Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

- **Provision 7:** Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
- **Provision 8:** Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
- **Provision 9:** Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
- **Provision 10:** Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Safe Work Practices

All nursing students are expected to adhere to the following safe work practices at all times during clinical training to minimize risks and ensure their well-being and the well-being of others.

This includes the following procedures: using equipment correctly and being aware of potential hazards.

1. Following the Procedures and Instructions of clinical training at the faculty of nursing in Alzaytoonah University of Jordan (Students should always follow established procedures and instructions related to their training tasks and safety protocols). This includes understanding and adhering to safety training, guidelines, and emergency procedures.
2. Use all assigned personal protective equipment (PPE) when required.
3. Follow safe lifting practices at all times, both when lifting materials and when performing patient lifting tasks. Use assistive devices where appropriate, as detailed in the Safe Patient Handling and Mobility Plan.
4. Read and follow labels for all products used at the facility.
5. Understand and follow manufacturers' instructions for all equipment in use at the facility.
6. Follow universal precautions when working around blood or other potentially infectious material, and properly dispose of all used syringes and other sharps in approved containers.
7. Do not operate equipment, perform tasks, or enter areas of the facility that you have not been trained or authorized to use, access, or perform.
8. Understand and comply with the hospital's drug workplace policy.
9. Follow the institution's policy: smoking is prohibited inside the building and within [distance] from any entrance. This includes the use of e-cigarettes.

10. Report small or large spills, as well as spills involving hazardous chemicals to housekeeping.
11. know the location and use of first-aid supplies, fire extinguishers, emergency exits, alarm systems, evacuation routes, and emergency contact information.
12. Treat all coworkers, hospital staff, patients, contractors, students, volunteers, and visitors with respect at all times. Harassment, assault, bullying, and other forms of violence and aggression are strictly prohibited.
13. Students must exercise judgment and be aware of alternate options when exposing themselves to workplace risks or during travel to and from the clinical site (i.e., driving a personal vehicle when fatigued).
14. Students must be cautious when offering personal information to patients, families, or staff.
15. Students must promptly report any safety concerns (e.g., risks to personal safety, fatigue, etc.) to their supervisor.
16. Clinical sites must provide the necessary equipment to ensure the safety of medical students concerning environmental and infectious exposures.
17. Clinical instructors and clinical sites must ensure students are appropriately oriented to current best practices for workplace safety guidelines.
18. Students must follow all of the occupational health and safety policies and procedures of the training site including, but not limited to, the proper use of personal protective equipment.

References

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