



جامعة الإمام عبد الرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY

كلية الطب College of Medicine

Academic Advising 2021

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وحدة دعم الطلبة الخدمات الإرشادية

وحدة تابعة لوكالة كلية الطب للشؤون الأكاديمية، تقدم خدمات إرشادية نوعية متخصصة ومهنية تهدف إلى التعرف على الطاقات وتوجيهها التوجيه الصحيح نحو أهداف الطالب ومساعدته في حل مشكلاته التي تعوق تحصيله الدراسي وكيفية التفاعل الجيد مع الحياة. ويتم ذلك من خلال مشرف بالكلية يتبع لمركز الإرشاد الجامعي.

وتهدف هذه الوحدة إلى:

- العمل على توفير بيئة دراسية حاضنة في كافة أنشطة الطالب الجامعية.
- التأكيد على معايير الجودة والاعتماد الأكاديمي أثناء سير العمل.
- تعزيز منظومة القيم لدى الطالب والاتجاهات الإيجابية نحو مجتمعه.
- التوظيف السوي لطاقات الطلاب من خلال تنفيذ برامج خاصة تعينه على أداء مهامه بسهولة.
- تقديم برامج خاصة للطلاب تساعد على صد المخاطر التي تحيط به، سواء ذاته أو مجتمعه.
- تقديم الخدمات الإرشادية المتخصصة لذوي الاحتياجات الخاصة لتسهيل حياتهم الجامعية وتوفير بيئة تعليمية مناسبة لهم .

وذلك من خلال:

- تنمية المهارات الدراسية: مهارة (الاستذكار الجيد - حل المشكلات - توكيد الذات).
- إدارة الوقت إدارة جيدة لأن الكثير من الطلاب يشكون من عدم تنظيم الوقت.
- جعل الطالب يتكيف سريعاً مع الحياة الجامعية.
- مساعدة الطلاب المتعثرين في الخروج من هذه المشكلة.
- حل مشاكل الطلاب المتعلقة مع إدارة الكلية ومساعدتهم في تجاوزها.
- حل المشكلات التربوية والدراسية للطلاب.
- رعاية الطلاب المتفوقين بالكلية.

دور المرشد الطلابي بكلية الطب

- العمل على حل المشكلات التي تعوق التحصيل الدراسي للطلاب المتعثرين.
- إكساب الطلاب المهارات التي تساعد على كيفية مواجهة المشكلات النفسية والدراسية عن طريق الدورات والورش التدريبية.
- تقديم خدمات الإرشاد الفردي والجمعي للطلاب وأسراهم.
- رسم خطة دراسية للطلاب يستطيع تنفيذها في حياته الجامعية.
- متابعة الطلاب المتفوقين والمتعثرين.
- الإسهام في تطوير العملية التعليمية من خلال عقد الورش التدريبية.
- إجراء البحوث المسحية في ميدان الإرشاد النفسي.

- قياس الميول والاتجاهات للطلاب وإرشادهم بما يتناسب مع قدراتهم.
- تشخيص وحل المشكلات النفسية والاجتماعية للطلاب.
- تدعيم الصلة بين الكلية وأسرة الطالب.
- الاشتراك في عملية الدروس الإرشادية ضمن أعضاء فريق الإرشاد بمركز الإرشاد الجامعي التابعة له وحدة كلية الطب .
- تعريف الطلاب بالخدمات المتنوعة التي تقدمها وحدة الإرشاد بكلية الطب.

Introduction

At university, students face so many challenges including the need for actions to address new circumstances and to be prepared for productive roles after graduation. To address the challenges faced by the students, The College of Medicine, under the supervision of the Vice Deanship for Academic Affairs, offers support services. One of the main programs of the student support system at college of medicine is the academic advising program. Students will receive all support to overcome difficulties, develop their capabilities and skills. The system is designed to work with students to achieve their maximum potential during their studies by providing a holistic approach to student support in order to aid in retention and graduation. In view of this, The College of Medicine has embarked on an ambitious plan to provide academic advising for its undergraduate students.

Student Academic Advising

It is the process integrated to response to the needs of the student to communicate with the university education. It is necessary to achieve excellence requirements. The goal of the academic advising concept is to direct the students the most appropriate way to achieve the desired success and to adapt with the university environment. Also, to educate them about regulations and the laws of the university, all through a variety of counseling services. It has the mission to assist students in their growth and development. The students guided by the advisor, will create educational plans to achieve their future goals and to realize their potentials. This process is based on frequent, consistent, and continuous personal contacts between advisor and advisee (student).

Three Components of Advising



Student Advising Plans

- Orientation to new students to introduce the system (adaptation with the study system, rights, duties...)
- Assist students with low performance (help them to take the right steps to achieve success and to overcome the obstacles)
- Help students with special needs (achievement of the highest academic level by working on solving their problems...)
- Support all students to assist their progress and achievement levels.

Roles and Responsibilities of Advisor

Academic advisors and guidance counselor both are professionals who serve students to get their educational resources and to recognize and achieve their realistic academic goals.

Advisors' duty is to provide students educational guidance and to assist them by planning schedules. Also, advisors will be able to determine appropriate solutions at the academic level for different types of students by monitoring their performance. They will have to meet with the students at least once every semester to plan for the next one and to discuss grades and other performance indicators (special attention should be paid to students under academic probation).

In case the students do not meet academic requirements, it is the advisors' responsibility to provide them case management. In addition, advisors are responsible to follow through and to keep track of the students' achievement and advancement. Educational potential varies among students, advisor must help each student to reach his own educational potential.

At administrative level, to be successful, academic advisors must have a strong track record. The university will assure a training to standardize data entry to student information systems and the production of regular reports and statistics (tasks required from academic advisor). Advisors work closely with students; this requires from them to be willing to help others and to have strong analytical and problem-solving skills. Additionally, since their job is based on communication with students, they must have strong communication skills. Also, they must be active listeners and respectful. They must address issues positively with authoritative and knowledgeable approach.

At the social level, advisors will have to reassure warm environment for students and will also host visitors on campus and participate in familiarization trips to increase enrollment opportunities for new students.

Advisors must be available on a regular basis with fixed office hours given priorly to the student.

In some cases, like poor attendance or personal problems, intervention of other professionals is needed, and Advisors will need to refer the student to other institutional resources such as **University Counseling Centre**.

In conclusion, advisors are students' influencers. To enhance student engagement in the learning process, encourage higher levels of academic performance and promote active student roles in the academic arena, it is primordial for academic advisors to be characterized by huge number of skills including organization, listening, problem solving, creativity, leadership, empathy, planning, communication& decision making.

CORE VALUES FOR ACADEMIC ADVISING

RESPECT

Academic advisors honor the inherent value of all students. They build positive relationship by appreciating students' views and culture, by maintaining a student-centered approach, and by treating students with sensitivity and fairness.

PROFESSIONALISM

Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education.

INCLUSIVITY

Academic advisors value and engage a supportive culture for diverse populations. They strive to create environments that consider the students' needs and perspectives through acceptance and equity.

INTEGRITY

Academic advisors act in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, and the institution.

EMPOWERMENT

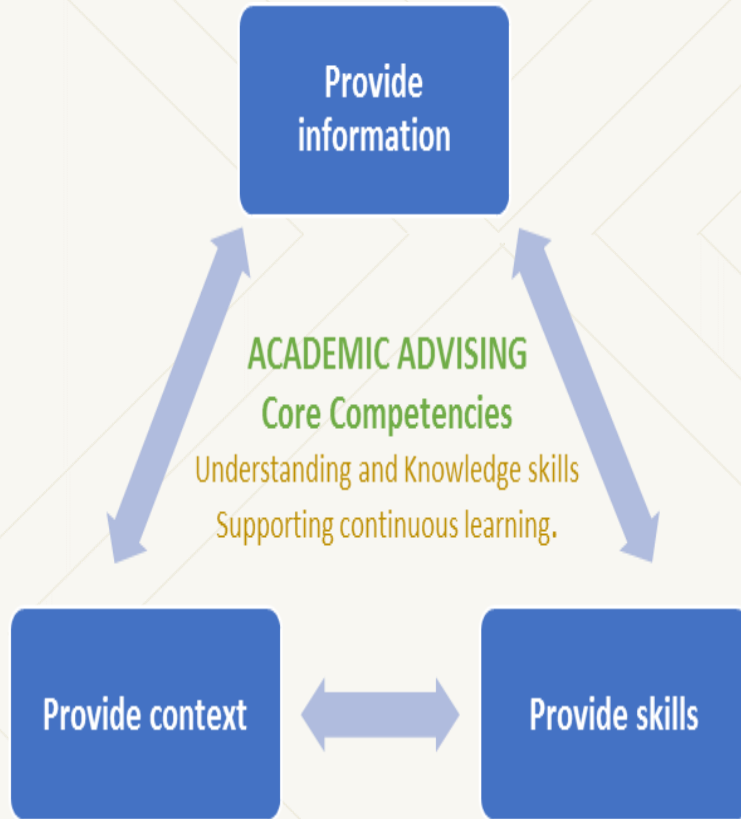
Academic advisors motivate, encourage, and support students to recognize their potential, meet challenges, and respect individuality.

CARING

Academic advisors build relationships through empathetic listening and compassion for students.

COMMITMENT

Academic advisors value student success in all dimensions. They are committed to students, institutions, and profession through assessment, scholarly inquiry, life-long learning, and professional development.



Roles and Responsibilities of Advisee

On the other side, the advisee is a partner of the advising process. He is responsible for his academic choices and decisions. It is his responsibility to clarify personal values, abilities, and interests as well as academic goals. The advisee must contact and schedule appointments with the advisor and prepare for advising sessions. Planned schedule for the forthcoming semester is requested. Similarly, the advisee must adhere to the institutional policies, procedures and requirements and accept final responsibility for all decisions made.

In conclusion, advising support program is primordial to guarantee students progression and the delivery of the highest academic quality. This program must be based on a strong bond between the advisor and the student (advisee). To be effective and successful, the advisor must be interested in advising with intrusive behavior and caring attitude toward advisees. In addition, he must be available, knowledgeable of regulations, policies, and procedures, exhibit effective interpersonal and communication skills, use appropriate information, and refer when necessary.

Students Benefiting from Academic Advising Support

1. Poorly performing students based on their exams, GPA and poor attendance.
2. Faculty reporting of students with learning difficulties.
3. Self-reporting of students through on-line submission of an email addressed to the dedicated email account for this service (Student Support Advising System cm.sss@iau.edu.sa)
4. As required by university bylaws

Problems identified.

Academic Problems

- Changes in student academic performance and dramatic drop in grade point average (GPA).
- Inefficient study habits.
- Poor coping habits with exam anxiety.
- Irrational and frequent absences.
- Difficulty concentrating in classes, labs, clinics and/or exams.
- Request for the postponement or withdrawal from college.
- Psychological pressure of study materials
- Poor performance in assignments

Personal and Behavioral Problems

- Noticeable decline in personal hygiene, appearance, or clothing.
- Marked seclusion and unwillingness to communicate.
- Persistent antisocial behavior such as lying, stealing, or other grossly deviant acts.
- Lack of appropriate social skills.
- Inability to sleep or excessive sleeping.
- Unexplained crying or outbursts of anger.
- Acutely increased activity (i.e. ceaseless talking or extreme restlessness).
- Unusual irritability.
- Thought disorder or feeling of persecution.
- Irrational worrying or expressions of fear.
- Death of a family member or a close friend.
- Difficulties of family relationships.
- Complain from any abuse.

Identification Process

1. **Poorly performing students will be identified based on the following indicators:**
 - **Quiz results:** Failed or Lowest 10% performers in the quiz results will be identified. It will be applied to all the quizzes independently which will help in the early and focused screening/filtration of the poor/problematic students.
 - **GPA:** the GPA of the 2nd year, will be taken as a baseline. All the students having a GPA of less than 3.5 at the end of the 2nd year will be identified. There will be a Continuous comparison of the baseline GPA with the GPA of subsequent years. The students with a significant drop/ rapid deterioration in the GPA will also be identified.
 - **Absentees:** Continuous absence of a student for one week without any valid excuse/ leave application will also be focused upon.
2. **Other students might be identified through: Faculty reporting of students with learning difficulties or Self- reporting of students.**
3. **All the identified students will be referred to the vice Dean for Academic Affairs Office to guide them for appropriate services.**
4. **The Vice Dean office/ Academic Advisor will further filter out the students whose poor performance is due to some psychological, social, economic or cultural reason and assist or refer them to the related party or the University Counseling Center, CAC@IAU.EDU.SA Extension Counselor Services Unit (Dr. Ahmad Amro aamohamed@iau.edu.sa or Dr. Raqia El Dweek rgeldweek@iau.edu.sa)**
5. **The Vice Dean office/Student Support Unit will refer the students with only educational problems to the academic advisor or the chair of year management committee to handle the case or refer to another faculty academic advisor.**

6. The Vice Dean office will receive the reports from chief advisors, will continue student support, and will make decisions, referrals or recommendations in case student still have issues.

***Attachment:**

- **IAU- Student Academic Advising System Guide**
- **College of Medicine Academic Advisors list**

APPENDICES: (academic advisor tools)

Advisor-Student Counseling Meeting

Student Name	.....	ID Number	.....
Semester	.....	Day & Date	/ /
Cumulative GPA	.....	
Last GPA	.....	
Current module	.....	
Previous modules failure	.....	

Aim of the Meeting:

Academic Performance	.....
Absence	.....
Drop	.....
Others	.....

Summary of Meeting:

.....
.....
.....
.....

Student name:	Academic Advisors name:
Signature and date:	Signature and date:

Module Report

Student Name: **ID Number:**

Mobile No. : **Relative Mobile No.:**

Age:.....**Home Tel.:**.....

E-Mail:.....

Number of meeting during the module:

Cumulative GPA:

Previous modules failure:

Student problems during the module:

.....
.....
.....

Recommendation of the Mentor:

.....
.....
.....
.....

Academic Advisor name:

Signature and Date:



Checklist for identifying the factors responsible for poor performance of students in the exams

General information

Age..... Birth date: (Day/month/year)

Weight..... (Kg) Height.....(cm) Residence:

Academic year:

Poor performance in Quiz (Mention the quiz number)

Are you satisfied with your grades?.....

What grades were you expecting?.....

Identification of the study habits/study skills

Do you have a desire for learning?

- Have you ever thought about how much sincere you are to yourself being a student? Yes/No
- Do you realize the goals of study and role of study in your life? Yes/No
- Are you ambitious and motivated for learning? yes/No

The primary motivation you are pursuing a college degree is to:

Be financially successful Satisfy your personal interest or goal

Pursue a career you love Follow the advice of a parent or guardian

Other

Do you have Perseverance in study? (Perseverance means to continue studying without gaps)

Do you study daily? Yes/No If yes, mention the number of hours:

Do you study with gaps? Yes/No

If yes mention the duration of gaps (example: study one day and close books for few days and then again start study after two or three days...)

The cause of lack of perseverance (increased study gaps) in your case is that:

- In some days do you study more than your stamina, which makes you tired
- A difficult topic dis-heartens you and you decide to study it another day
- You are mostly busy with some other extracurricular activities
- It is your habit to study just before the exam/quiz

Are you studying effectively?

Do you need more time for Understanding and learning as compared to your peers? Yes/No

If yes, have you ever tried to identify the reason?

Do you try to understand the concepts or just try to memorize them?

Are you doing a purposeful reading, which helps you to understand and extract the most relevant and useful information from your reading material? Yes/No

Do you read a topic discussed in class once back home? Yes/No

Where do you study from? Books Teachers Notes Notes and books Your personal Notes

Do you make your personal notes? Yes/No

If yes:

- Do your notes contain key points and collective information from both lectures and books? Yes/No
- Are your notes understandable and revisable? Yes/No
- Do you think taking notes is helping you in better learning and understanding? Yes/No
- Do you think taking notes saves your time while revising for exam? Yes/No
- Do you keep your notes safe, and easily accessible when needed? Yes/No

Can you identify your weaknesses in learning/understanding? Yes/No

Do you try to improve the identified weaknesses in your learning? Yes/No

If yes, whom do you seek help from: Your Teacher Your class fellow s Tuition others (specify)

Do you believe on a healthy competition between class fellows? Yes/No

Have you ever aimed to get distinction, or you aimed just to pass?

Do you use effective understanding/ memorizing/learning techniques? are you a superficial or a deep learner?

Do you associate one information with another? Yes/No

Do you think critically, and can you analyze and interpret the information from a given source? Yes/No

Do you like simple knowledge-based topics or topics with analysis and interpretation?

Do you make an image of data in your mind? Yes/No

Are you making short sentences from complex information? Yes/No.

Do you remember your stuff by reading loud or writing?

How frequently do you review one topic?

Do you exchange the ideas on the topic discussed in the class with you peers? Yes/No

Are you fully focused while studying? Yes/No

If no, what is the cause of lack of focus in your case:

- You use your cell phone while studying
- You do not study with a fresh mind
- You study in a place with distractions mention your study place:
- You do not take a proper sleep , mention the number of your daily sleeping hours:

Do you have any sleep disorder?

Are you utilizing the best time for studying? Do you have good time management skill?

How many hours do you study daily?

Your learning ability is best during: early morning evening late night

Do you select the best time for studying according to your routine activities? Yes/No

Do you study the subjects which need more attention in the time when you are more active and alert? Yes/No

Are you able to finish your task in time? Yes/No

Do you follow a timetable to utilize your time more productively? Yes/No

IDENTIFICATION OF “CLASSROOM” BEHAVIOUR

Are you regular and punctual in attending your classes? Yes/No

Can you listen and see properly? Yes/No. Mention your sitting position in the class:

Do you bring the adequate material needed for the class? Yes/No

Do you take notes during the class? Yes/No

Are you fully attentive during the class/show active participation/think critically and ask questions? Yes/No

If no, please mention the reason:

Do you think that the knowledge which you gain in the class helps you in better understanding/leaning/ and reproducing in the exam? Yes/No

Are you comfortable with the classroom environment? Yes/No

If no, identify the factor which disturbs you during the class:

Multimedia issues quality of sound inappropriate light and temperature
sitting arrangements overcrowding behavior of your classmates others:

Are you satisfied with your teacher in the class? Yes/No

If no, specify the reason: Lack of punctuality Lack of knowledge
Lack of experience lack of Teaching skills Lack of interaction Does not make
the teaching interesting Does not provide clear learning objectives Does not
provide the relevant information Does not provoke critical thinking Management
issues lack of discipline in the class Extremely authoritative behavior Not
available during office hours others:

Are you satisfied with the teaching methodologies currently used? Yes/No

Which teaching methodology do you think is most effective for a better learning?

Lectures Tutorials PBLs Labs Others:

IDENTIFICATION OF “EXAM BEHAVIOUR”

PREPARATION FOR EXAMS

Have you done proper planning and time management for your exam preparation?

Do you make a proper study plan/ written timetable for your exam? Yes/No

If yes, do you identify right time/ number of hours per day for each subject? Yes/No

Do you exclude a specific time at the end for the final revision of your exam syllabus?

Yes/No

Usually how much time do you need for final revision?

Do you paste your plan and timetable on wall in front of your study chair or study place?

Yes/No

Do you Strictly follow and achieve your planned timetable? Yes/No

Have you done selective study for your exam?

Do you study all the given objectives of the course, or you prefer selective study only?

Yes/No

If yes, identify the reason for selective study in your case:

- You study for only those questions which were frequently repeated in the previous exams
- You prepare only for topics which you think were important

TEST TAKING STRATEGIES

On the Day of the Paper:

Do you think that you were fully prepared for the exam? Yes/No

If no, mention the reason:

Do you take a proper sleep the night before the exam? Yes/No

Mention the number of sleep hours:

Do you get up early in the morning? Yes/No

Do you take a proper breakfast? Yes/No

Mention your breakfast ingredients:

Do you try to reach examination hall at least half an hour before the time?

Yes/No

Do you keep on studying till the exam begins? Yes/No

Are you using effective tips for attempting paper?

Do you have severe exam stress/ exam phobia/fear of failure, which affects your performance during the exam? Yes/No

If yes, then does this stress also cause some associated symptoms like diarrhea, please mention:

Do you write your name and roll number on the answer sheet before the exam starts? Yes/No

Do you read the instructions carefully before starting the paper? Yes/No

Do you read the whole question paper before you start answering? Yes/No

You know the answers of some questions, but you miss/overlook them? Yes/No

Do you spare at least 15 minutes for checking your answers after you finish, and do you recheck all your answers at the end? Yes/No

If yes, are you able to identify any mistake while rechecking? Yes/No

Is the exam too long? Yes/No

If yes, then identify the reason: You did not divide the time for each question You did not attempt that questions first, on which you had more command You spent too much time on the difficult questions and did not leave them for the end

Do you think that the exam was too difficult? Yes/No

If yes, then identify the reason: Your exam preparation was not good course was too long and course objectives were not clearly defined Many questions were not related with the course objectives/out of course questions Many Questions were not clear/difficult language/poorly narrated (Name of course):

Are you using effective tips for attempting essay questions?

Do you explain the answer according to its marks and avoid unnecessary details? Yes/No

Do you make flow sheets and diagrams (where needed) to make your answers understandable? Yes/No

Do you use headings and sub-headings? Yes/No

Do you think that your writing is understandable? Yes/No

Are you confident about your English language for answering the questions? Yes/No

Do you Draw a distinction line when you finish one answer and start another? Yes/No

Are you using effective tips for attempting MCQs?

Do you read the MCQ before reading the choices, and think for the right answer in your mind? Yes/No

Do you solve first the MCQs which you can easily answer, and leave the difficult ones for the end? Yes/No

You are sure about some choices that they are wrong. Do you skip these wrong choices first and focus on the rest choices for correct answer? Yes/No

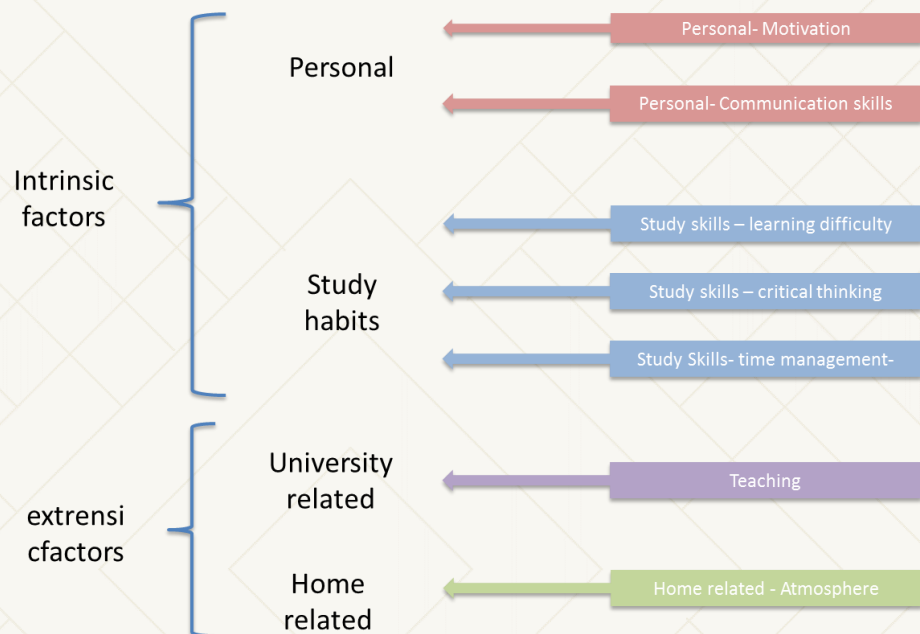
Do you change your answers during the exam? Yes/No

Do you fill the OMR answer sheet at the end? Yes/No

If yes, are you able to fill all the answer blocks properly and in time? Yes/No

Hopefully, this checklist has helped you to identify some factors responsible for your poor performance in the exams. Keeping these identified factors in mind, please fill the given “Poor Performance Identification Questionnaire” (PPIQ).

Factors affecting students performance



Student self-referral to The University counseling Centre


 مركز الإرشاد الجامعي
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الكليات التي يغطيها المستشار
 الطب – المركز الرئيسي

أخلاقيات المهنة تلزمنا بالسرية

لتسجيل موعد استشارة افتراضية
<https://forms.gle/Des3gZsXhNapktYJ6>

لتسجيل حضور ورش تدريبية افتراضية
<https://ud.questionpro.com/t/ALdl3Za2a>

المقاييس النفسية الإلكترونية
shorturl.at/ewJ25

@IAUCC 013333802 CAC@IAU.EDU.SA


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الإفتراضية**
 المستشار د/ رقية الدويك
rgeldweek@iau.edu.sa

الكليات التي يغطيها المستشار
 التربية- الطب

أخلاقيات المهنة تلزمنا بالسرية

لتسجيل موعد استشارة افتراضية
<https://forms.gle/Q379w9Q9jua9m1TF9>

لتسجيل حضور ورش تدريبية افتراضية
<https://ud.questionpro.com/t/ALdl3Za2ab>

المقاييس النفسية الإلكترونية
shorturl.at/ewJ25

@IAUCC 013333802 CAC@IAU.EDU.SA

