



Student's Handbook

EMS Department

Bachelor Degree Program





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Welcome Letter

Dear EMS Students,

Thank you for your interest in the PSMCHS, Emergency Medical Services program.

The staff of the PSMCHS; EMS Department likes to welcome you to the department and everyone in our department wants to help you make your "EMS Department Experience" is a safe one.

The EMS Department thinks that it is important to stress the fact that the department takes its responsibility to train EMS providers very seriously. When you graduate from the PSMCHS as a Paramedic, you will be placed in a situation that can mean life or death for a patient. Many hours of classroom education, more hours of clinical time and several hours studying and completing online course work each week is required.

We want you to enjoy the campus and take full advantage of everything PSMCHS, EMS Department has to offer and, in doing so, we encourage you to take appropriate personal and collective precautions when living, learning, working, and playing at PSMCHS.

We take your safety very seriously and we want you to do the same. We want you to know that we are always available to you, and we encourage you to contact us for any reason at any time.

The college website provides you access to campus resource information and easy emergency guides.

The EMS Department student's handbook has a useful guides and much more.

EMS Department needs you to be focused on your education. Be positive - develop a positive self-image by knowing that you have what it takes to be a success. Become goal-oriented - living toward specific, measurable, attainable and realistic goals can help you become resilient and overcome the obstacles in life. Take action - Goals without action are only wishes. You have already taken action toward your career goals by seeking knowledge at PSMCHS, EMS Department. Build relationships - Individuals are most effective when they build relationships with other people who share similar visions and goals.

The department advice: "Don't pray in desperation - Live in expectation!"

You are invited to come and visit the EMS Department at any time for a personal tour, orientation and to meet the staff. We are located at the 2nd floor of the campus, just near the simulation center.

Again, welcome to EMS Department looks forward to you having a safe and wonderful PSMCHS Experience!

ENJOY!



INTRODUCTION

Education for professional Emergency Medical Services (Paramedic) is based on the view that EMS is the backbone of the health services and plays a vital role in the promotion of health and quality of life. EMS input in health care delivery is important to achieve health for all. EMS influences and is influenced by social and cultural forces and the values of the society in which it is practiced.

Therefore, there is the need to undertake a variety of initiatives to ensure an adequate supply of well trained and qualified paramedics as the demand for EMS services continues to grow. The Bachelor of Science Paramedic (BSP) in EMS degree program at the Prince Sultan Military College of Health Sciences (PSMCHS) is designed to prepare graduates for performing duties as professional Paramedics to meet the desired standard of health caring provider in the community.

Program description:

The Bachelor Degree of EMS Program is a four years in length, followed by field work internship of one year.

The credit hours allocated for each semester ranges from 16-18 with a total 135 credit hours allotted for the program.

After successful completion of the 4 years, the students must spend 1 year for hospital & Red Crescent based internship period.

History of EMS Program at PSMCHS:

The program Started at the academic year 2001 as EMT Diploma. At the academic year 2011 – 2012 the program was changed to EMT Bachelor Degree.

The name of the program has been changed to the Emergency Medical Services (EMS) at 2017 to be unified with all similar programs in the Saudi Kingdom after the Saudi Health Commission.

The Program offered a Bachelor Degree of Applied Science in Paramedic (EMS), the EMS Paramedic Program graduated 215 EMS-Bachelor certificate graduates till 2020.

The primary purpose of the Bachelor Science Paramedic (BSP) program is to provide Prehospital Medical Services to Division (MSD) hospitals, (MOH) hospitals and the Red Crescent, with qualified Saudi EMS to meet the demand for a steady provision of well-trained EMS in the Kingdom.

<http://apps.who.int/medicinedocs/documents/s17308e/s17308e.pdf>

<http://www.qscience.com/doi/pdf/10.5339/jemtac.2017.4>



The Emergency Medical Services Program plan was developed & revised to reflect the (NCAAA) National Standard Curriculum and current professional goals & on the base of international standards, culture and religious background of Saudi Arabia.

The ultimate goal of the BSP program is to meet the drastic shortage of EMS in the Kingdom of Saudi Arabia.

The Bachelor Degree of Applied Science degree plan in Emergency Medical Services is a 135 hour college credit program.

The program specification was approved by King Abdullah Bin Abdul-Aziz College, Jeddah at 4/9/2013.

The program was approved from Saudi Health Commission at 12/10/2016.

The program now offers Diploma, Bachelor and Bachelor Bridging programs.

The name of the program was changed to the Emergency Medical Services (EMS) to be unified with all similar programs in the Saudi Kingdom after the Saudi Health Commission.

The primary purpose of the BSP program is to provide Medical Services to Division (MSD) hospitals and (MOH) hospitals as well as the Red Crescent with qualified Saudi EMS to meet the demand for a steady provision of well-trained EMS in the Kingdom. The BSP program has been designed on the base of international standards, culture and religious background of Saudi Arabia. The ultimate goal of the BSP program is to meet the drastic shortage of EMS in the Kingdom of Saudi Arabia.

In all College academic departments, the English Language is the only medium of instruction over all.



EMS MISSION, VISION, OBJECTIVES AND VALUES

The EMS faculty & student follow the mission and vision of the College and the EMS Program as below:

MISSION

The EMS program is committed to graduate competent specialists with the skills needed for emergency medical services while contributing to community services and conducting research.

VISION

To be recognized as a leading national educational leader in Emergency Medical Services.

Goals

1. Improve educational environment and raise the level of academic achievement for each student by developing a curriculum that produces highly skilled Emergency Medical Services Specialists.
2. Increase awareness of community regarding the EMS role and encourage involvement of students in community welfare projects
3. Hire, develop, and retain exemplary faculty members.
4. Ensure effective, efficient, and continuous quality improvement systems.
5. Familiarize and encourage the students and faculty for clinical research.

Objectives

1. Prepare students physically, mentally, and emotionally to provide efficient Emergency Medical Care.
2. Participate in personal and professional development programs.
3. Practice their job as a team in compliance with legal, ethical, and professional standards.
4. Encourage faculty to participate in community welfare and EMS awareness projects.
5. Encourage students to participate in community welfare and EMS awareness projects
6. Choose and attract motivated and skilled new faculty with high qualifications.
7. Improve skills/abilities of faculty already working in the program.
8. Provide an appropriate educational environment along with up to date teaching facilities and awarding outstanding employee.



9. Seek for accreditation and recognition of the EMS bachelor program by authorized organizations.
10. Develop a good teaching and learning environment among the staff and students which will produce good-quality practice.
11. Encourage department staff for research work.
12. Enhance a culture of research among the students.

Core Values

I. Fairness: EMS Program views fairness as the highest value in conducting all its functions and activities.

II. Efficiency: EMS Program strives to improve its overall performance through the highest standards of quality to achieve the goals of all stakeholders.

III. Excellence: EMS Program is committed to excel in developing the ultimate work environment to stimulate creativity, novelty and scientific research.

IV. Empowerment: EMS Program promotes academic freedom and self-development for faculty and students through intellectual communication and team work

Philosophy Statement

A medical emergency is immediate, real, and a significant endangerment of the mental, emotional, and physical wellbeing of a person. Rapid and clear thought should prevail. The responding EMS Technicians and Paramedics should take appropriate and aggressive action.

Health is a delicate and precarious state of existence, which is to be protected and maintained.

EMS- Paramedics are knowledgeable people who have achieved a discipline of science and understanding concerning holistic pre-hospital patient care.

EMS- Paramedics are health care professionals, which provide physiological as well as emotional supportive care to ill and injured persons.

EMS- Paramedics have the responsibility to possess cognitive, psychomotor, and effective skills.

The faculty is committed to the preparation of EMS Technician and Paramedic students with the knowledge, skills, and attitudes essential to care for ill and injured persons, and to educational excellence.



JOB OPPORTUNITIES AND CATEGORIES AFTER GRADUATION

- Our graduates have the skills to provide pre-hospital trauma, medical, cardiac, pediatrics, obstetrics, gynecology, and geriatric life support.
- They have employment opportunities in:
 - Red Crescent; Specialist/ Technician
 - Hospital's ambulance services; Specialist/ Technician
 - Hospital's emergency room (ER); Technician
 - Hospital's medical/ Dispensary clinics as Technician
 - Hospital's ICU as Technician
 - Industrial clinics; Specialist/ Technician
 - Ministry of defense Hospitals, Clinics, Ambulances and as Tactical EMS; Specialist/ Technician
 - Air-medevac/ Diving medicine; Specialist/ Technician
 - Sport medicine/ Technician
 - College Instructors
 - Disaster; Specialist/ Technician
 - EMS Dispatcher



DEPARTMENT'S FACILITIES

We have 2 main labs and also they are used for lectures with demonstrations.

We have the simulation center which is used by our program and other departments as well.

The library of the college has useful reference books, medical journals and researches for our program and other programs as well. It also contains useful DVDs and videos.

The class rooms are equipped with up to date audio visual, electronics and educational facilities.

The registration office is present in the ground floor for all academic informations.

The EMS Instructors' offices are allocated near to the simulation center.

EMS advisory for each group will be announced for any inquiry or problems.

EMS Staff Office Hours will be written on the door of each faculty. If you need any help from a specific instructor you can contact him to see other times he will be available outside the office hours.



ACADEMIC REGULATIONS

- **SYSTEM OF STUDY & STUDY PLAN**

The EMS Program operates on the Semester Credit Hour (SCH) system with courses distributed between 16 weeks semester twice in each academic year, plus a summer session, if needs be (8 weeks).

Certain courses in the curriculum are designated as prerequisites and co requisites for subsequent courses. A student may not enroll in a next course if he has failed the prerequisite and subsequently that course has been passed.

For more information please see the following college website:

<http://psmchs.edu.sa/student-guide.pdf>



PROGRAM COURSE OUTLINE
Emergency Medical Services Bachelor
Study Plan

CODE	COURSE TITLE	Level	SCH	Contact Hours				SCH	Pre-Requisite
			FORMAT	L	P	C	Total		
ENG 108	English Language I	1	7(7+0+0)	21	0	0	21	7	
MATH 101	Mathematics I	1	3(3+0+0)	3	0	0	3	3	
COM 100	Computer Studies I	1	3(1+2+0)	1	4	0	5	3	
SDS 100	Self-Development Skills	1	3(3+0+0)	3	0	0	3	3	
FPE 101	Fitness and Physical Education	1	1(0+3+0)	0	3	0	3	1	
	Hours/Week Total		17 (14+5+0)	28	7	0	35	17	
	Hours/Semester Total						560		

CODE	COURSE TITLE	Level	SCH	Contact Hours				SCH	Pre-Requisite
			FORMAT	L	P	C	Total		
ENG 109	English Language II	2	5(5+0+0)	15	0	0	15	5	ENG 108
BIOL 101	Biology I	2	4(3+1+0)	3	2	0	5	4	
CHEM 101	Chemistry I	2	4(3+1+0)	3	2	0	5	4	
PHYS 101	Physics I	2	4(3+1+0)	3	2	0	5	4	
IST 100	Islamic Studies I	2	2(2+0+0)	2	0	0	2	2	
	Hours/Week Total		19 (16+3+0)	26	6	0	32	19	
	Hours/Semester Total						512		



CODE	COURSE TITLE	Level	SCH	Contact Hours				SCH	Pre-Requisite
			FORMAT	L	P	C	Total		
ENG 230	English Academic Writing	3	2 (2+0+0)	6	0	0	6	2	
ANP 201	Physiology and Anatomy	3	4 (3+1+0)	3	2	0	5	4	
EMS 123	Patient Assessment	3	4 (2+2+0)	2	6	0	8	4	
EMS 121	Emergency Medical Care I	3	4 (2+2+0)	2	6	0	8	4	
HIS 111	Medical Terminology	3	2 (2+0+0)	2	0	0	2	2	
IST 200	Islamic Studies II	3	2 (2+0+0)	2	0	0	2	2	
	Hours/Week Total		18 (13+5+0)	17	14	0	31	18	
	Hours/Semester Total						496		

CODE	COURSE TITLE	Level	SCH	Contact Hours				SCH	Pre-Requisite
			FORMAT	L	P	C	Total		
EMS 231	Trauma I	4	4 (2+2+0)	2	6	0	8	4	EMS 121,123, ANP 201
EMS 232	Emergency Medical Care II	4	4 (2+2+0)	2	6	0	8	4	EMS 121,123
EMS 233	Field Experience I	4	1 (0+0+1)	0	0	3	3	1	EMS 121,123. ANP 201
PSY 203	Psychology for Health Care Profession	4	2 (2+0+0)	2	0	0	2	2	
PATH 201	Pathophysiology	4	3 (3+0+0)	3	0	0	3	3	ANP 201
	Total Hours/Week		14 (9+4+1)	9	12	3	24	14	
	Total Hours/Semester						384		



CODE	COURSE TITLE	Level	SCH	Contact Hours				SCH	Pre-Requisite
			FORMAT	L	P	C	Total		
EMS 331	Trauma II	5	4 (2+2+0)	2	6	0	8	4	EMS 231
EMS 332	Emergency Medical Care III	5	4 (2+2+0)	2	6	0	8	4	EMS 232, HIS144
BST 312	Biostatistics	5	2 (2+0+0)	2	0	0	2	2	
EMS 334	Cardiology I	5	3 (2+1+0)	2	3	0	5	3	EMS 232
EMS 333	Field Experience II	5	2 (0+0+2)	0	0	6	6	2	EMS 231,232, 233
PHRM 201	General Pharmacology	5	3 (3+0+0)	3	0	0	3	3	
	Total Hours/Week		18 (11+5+2)	11	15	6	32	18	
	Total Hours/Semester						512		

CODE	COURSE TITLE	Level	SCH	Contact Hours				SCH	Pre-Requisite
			FORMAT	L	P	C	Total		
EMS 341	Emergency Med. Service (EMS Operations I)	6	4 (3+1+0)	3	3	0	6	4	EMS 331
EMS 342	Emergency Medical Care IV	6	4 (2+2+0)	2	6	0	8	4	EMS 332
EMS 343	Field Experience III	6	2 (0+0+2)	0	0	6	6	2	EMS 331,332, 333, 334
EMS 444	Cardiology II	6	3 (2+1+0)	2	3	0	5	3	EMS 334
RM 320	Research Methodology	6	2 (2+0+0)	2	0	0	2	2	BST 312
IST 201	Islamic Studies III	6	2 (2+0+0)	2	0	0	2	2	
	Total Hours/Week		17(11+4+2)	11	12	6	29	17	
	Total Hours/Semester						464		



CODE	COURSE TITLE	Level	SCH	Contact Hours				SCH	Pre-Requisite
			FORMAT	L	P	C	Total		
EMS 441	EMS Operations II	7	4 (3+1+0)	3	3	0	6	4	EMS 341
EMS 442	Emergency Medical Care V	7	3 (2+1+0)	2	3	0	5	3	EMS 342
EMS 443	Field Experience IV	7	2 (0+0+2)	0	0	6	6	2	EMS 341, 342, 343
ARB 213	Arabic Studies I	7	2 (2+0+0)	2	0	0	2	2	
HIS 145	Health Care Delivery System	7	3 (3+0+0)	3	0	0	3	3	
HIS 404	Health Informatics	7	2 (2+0+0)	2	0	0	2	2	
	Total Hours/Week		16 (12+2+2)	12	6	6	24	16	
	Total Hours/Semester						384		

CODE	COURSE TITLE	Level	SCH	Contact Hours				SCH	Pre-Requisite
			FORMAT	L	P	C	Total		
EMS 451	Trauma III	8	4 (3+1+0)	3	3	0	6	4	EMS 441
EMS 452	Emergency Medical Care VI	8	4 (3+1+0)	3	3	0	6	4	EMS 442
EMS 453	Field Experience V	8	2 (0+0+2)	0	0	6	6	2	EMS 443
ARB 214	Arabic Studies II	8	2 (2+0+0)	2	0	0	2	2	
IST 300	Islamic Studies IV	8	2 (2+0+0)	2	0	0	2	2	
EMS 490	Graduation Project	8	2 (2+0+0)	2	0	0	2	2	RM 320
	Total Hours/Week		16 (12+2+2)	12	6	6	24	16	
	Total Hours/Semester						384		
	Total Hours						3696	135	



- **PROGRAM SHORT DESCRIPTION**

	PHASE I	PHASE II	PHASE III
B.S.P	1 Year Pre-Clinical Course	3 Years Clinical	(One year Internship)

The Bachelor of Science in EMS-Paramedic (B.S.P) Degree program consists of a 4-year study at PSMCHS and one- year internship, leading to the award of a Paramedic degree. On completion of four years of teaching and one year of internship, the student will assume the role of a qualified professional paramedic within a hospital, Red Crescent, Air Medivac or any health care facilities. For a student to graduate, he needs to successfully complete a total of 135 (0 Intern) credit hours of study. English is the medium of teaching.

The program will provide a solid ground for basic, essential and advanced skills required by the EMS profession, with a heavy emphasis on the development and acquisition of practical skills. In addition, the program incorporates major elements of the paramedic's role within the health care delivery system; in particular, the EMS can manage to the sick, pregnant or injured patient. It includes, not only, the preventive measures taken to avoid illnesses or injury, but also information and methods on promoting a healthy style of living by means of active educational programs.

The development of the EMS curriculum is a major responsibility of the EMS department. In addition, the department will direct the range and structure of the various services and clinical courses undertaken by the English, Science and other clinical departments in the College.

The department is entirely responsible for the content, conduction and development of the relevant teaching materials pertaining to the EMS courses.



SHORT COURSE DESCRIPTION

1. Our EMS Bachelor curriculum is designed to teach and train paramedic students to be better prepared to handle the realities of a new era in pre-hospital medicine. By the time they leave EMT department and PSMCHS, our graduates will be excellent paramedic, researchers and leaders. They have the breadth of knowledge to think independently, and to push the development of EMS. The program prepares and encourages the students for advanced study; many of our graduates go on to obtain advanced degrees in education and health sciences.
2. Following the tradition of the PSMCHS, our curriculum places emphasis on both the science and the humanity of pre-hospital medicine, throughout all four years of study (including one year internship). Our curriculum begins with general education, including courses in the basic sciences, mathematics, English, computer, human biology and Islamic studies, which provide a critical framework for subsequent studies in clinical Para medicine. During the first two years of the program, students learn the fundamentals of pre-hospital medicine.
3. The focal point of the BS in EMS program is the core paramedic training courses, which are usually undertaken in the third year of the program. These courses are taught by nationally recognized and qualified faculty in delivery of pre hospital care.
4. The courses include classroom and laboratory work, as well as clinical experiences in ER, ICU and EMS department of the local hospitals.
5. During the final year of the program, students undertake internship in the hospital where they are actively involved in providing the pre hospital care in EMS as well as working in the ER, ICU and other hospital departments through a structured rotational program. Their performance in the hospital is coordinated by clinical coordinator and directly supervised by the preceptor.
6. There are also courses related to military medicine, field medicine and NBC bioterrorism. This curriculum also covers specific chapters' related neonatology, sport medicine, aviation medicine and diving medicine.



First Year 1 Semester 1

- **English Language I (ENG 108) (7 SCH)** - course is designed to help students to develop their language skills in speaking, listening, reading, and writing so they can pursue clinical courses in the future. This course will provide some insights into student life and include culture, social and induction activities.
- **Mathematics I (MATH 101) (3 SCH)** - the essential basic mathematical requirements of science courses taught in the pre-clinical program. Emphasis is placed on giving the student a broad perspective of elementary mathematical terms and operations, on the basis that a sound knowledge of mathematics and its practical applications is critical for the student's progress in the basic sciences and, later, in the clinical subjects.
- **Computer Studies I (COM 100) (3 SCH)** - introduced the student to computers. Its aim is to give the student, as an end-user, a good working knowledge of simple computer terminology and concepts and basic keyboarding skills. Emphasis is placed on acquiring familiarity with the Windows Vista operating system, Microsoft Office level 1, Internet usage, and simple computer problem-solving methods. In addition, keyboard experience enables the student to enter data with reasonable speed and accuracy and prepares him for any computer contact he may encounter later within his chosen clinical specialty.
- **Self-Development Skills (SDS 100) (3 SCH) – SDS 100 - مهارات التفكير وأساليبه على التعرف.**
 - Development the creative spirit of students - الروح الإبداعية لدى الطلبة تنمية
 - To acquire communication skills with the self and with others - اكتساب مهارات الاتصال مع الذات ومع الآخرين
 - Use of speaking, dialogue and persuasion skills - استعمال مهارات التحدث والحوار والإقناع
 - Acquire research skills in preparation, implementation and evaluation - اكتساب مهارات البحث إعدادا وتنفيذا وتقويما
 - To get use of quick conscious reading habits - عادات القراءة الواعية السريعة تعود
 - Work with groups as one team spirit - مع المجموعات بروح الفريق الواحد العمل
- **Fitness & Physical Education (FPE 101) (1 SCH)**



First Year 1 Semester 2

- **English Language II (ENG 109) (5 SCH)** - extend skills acquired in course 108 with more intensive writing and discussion. (I.e. Reading, Writing, and Speaking).
- **Biology I (BIO 101) (4 SCH)** - designed as an introduction to biology in the Pre-Clinical programme. Rather than relying alone on imparting an extensive factual knowledge, it aims to give the student a clear understanding of some of the more important principles underlying biological processes. The course also aims to impart practical skills in biology.
- **Chemistry I (CHEM I) (4 SCH)** - introduction to chemistry in the Pre-Clinical program. Rather than relying alone on imparting an extensive factual knowledge, it aims to give the student a clear understanding of some of the more important principles underlying chemical processes. The course also aims to impart practical skills in chemistry.
- **Physics I (PHYS 101) (4 SCH)** - introduction to physics in the Pre-Clinical program. Rather than relying alone on imparting an extensive factual knowledge, it aims to give the student a clear understanding of some of the more important principles underlying physical processes. The course also aims to impart practical skills in physics.
- **Islamic Studies I (IST 100) (2 SCH)** - This course presents the cultural issues that a Muslim needs, its location from other cultures, an explanation of the characteristics of Islam that distinguished it from other religions, and knowledge of the fundamentals of the Islamic nation with its interactions in the past and present, including religion, language, history, civilization, shared values and goals in a conscious and purposeful way.
يعرض هذا المقرر القضايا الثقافية التي يحتاجها المسلم وموقعها من الثقافات الأخرى وبيان خصائص الإسلام التي تميز بها عن سائر الأديان ومعرفة مقومات الأمة الإسلامية بتفاعلاتها في الماضي والحاضر من دين ولغة وتاريخ وحضارة وقيم وأهداف مشتركة بصورة واعية هادفة.



Second Year 2 Semester I

- **English Language III (ENG 230) (2 SCH)** - To extend skills acquired in course 109, with focus on writing.
- **Anatomy & Physiology (ANP 201) (4 SCH)** - The main aim of this course is to provide a broad, elementary introduction to the structure and function of normal body systems.
- **Patient Assessment (EMS 123) (4 SCH)** - introduces the student to the psychological and physical demands of an Emergency Medical Technician. Course content provides Patient Assessment including Scene Size Up, Primary Assessment and Secondary Assessment as overview and for a Trauma and Medical Patient and Reassessment. Beginning with a basic introduction to the profession, the foundation of knowledge is implanted Preparatory information including Basic Airway Management, Respiration and Artificial Ventilation.
- **Emergency Medical Care I (EMS 121) (4 SCH)** - introduces the student to the psychological and physical demands of an Emergency Medical Technician. Course content provides information in preparation for the student's progress throughout the entire paramedic program. Beginning with a basic introduction to the profession, the foundation of knowledge is implanted by information covering the Emergency Medical Care Systems & Levels of EMT and their roles and responsibilities. Legal and ethical issues related to the patients and duty of EMTs Baseline Vital Signs and History Taking, Workforce safety and Wellness of the EMT, lift and moving patients, Mechanism of Injury and Pharmacology and medication administration.
- **Medical Terminology (HIS 111) (2 SCH)** - an introduction to the language of medicine and an overview of medical terminology, with an emphasis on basic word elements and practical terms. Word structure and analysis will form an integral part of learning commonly used medical terms. The course will cover the organization of the body, suffixes, prefixes, medical specialists and case reports. Meanings, spellings, and pronunciation will be stressed throughout the course.



- **Islamic Studies (IST 200) (2 SCH)** – This course aims to demonstrate the living experience in addressing hesitant ideas between truth and falsehood, through which the right thinking can be established in humans, especially young people, through a pause of reflection and a balance between opinions and doctrines that establish their view of man, the universe and life in a way different from that of true Islam.

The course also aims to show the danger to which the nation is exposed through an intellectual, civilizational and social invasion and that can be controlled by explaining the importance of the correct faith and its impact on people's lives in building the individual and society in a way that emphasizes the merit of Islam and its precedent in developing solutions for all stages of life.

يهدف هذا المقرر الي بيان التجربة الحية في معالجة الافكار المتردة بين الحق والباطل والتي من خلالها يمكن تأسيس التفكير الصحيح لدي الانسان وخصوصا الشباب وذلك من خلال وقفة تأمل وموازنة بين الآراء والمذاهب التي تقيم نظرتها للانسان والكون والحياة علي نحو مختلف فيه عن الاسلام الحق.

كما ويهدف المقرر الي بيان الخطر الذي تتعرض له الامة من خلال الغزو الفكري والحضاري والاجتماعي والذي يمكن ضبطه من خلال بيان أهمية العقيدة الصحيحة وأثرها في حياة الناس في بناء الفرد والمجتمع بما يؤكد فضل الاسلام وسبقه في وضع الحلول لكل مراحل الحياة.



Second Year 2 Semester 2

- **Trauma I (EMS 231) (4 SCH)** - is a continuation of EMS 121 and 123, it provides greater focus on practical traumatic instruction. It covers, Blunt Trauma, Penetrating Trauma, Haemorrhage and Shock, Soft-Tissue Trauma, Burn, Musculoskeletal Trauma and Gaining Access and Extrication. It also covers the initial aspect of students traumatic skills related to the above topics.
- **Emergency Medical Care II (EMS 232) (4 SCH)** - a continuation of EMS 121 & 123 and progresses into medical evaluation and treatment of medical emergencies including Pathophysiological interpretation and assessment of Respiratory Emergencies, Cardiac Emergency, Automated External Defibrillation, Altered Mental Status – Diabetic Emergencies, Acute Stroke: Altered Speech, Sensory, or Motor Function or Mental Status, Seizure and Syncope, Allergic Reaction and Acute Abdominal Pain. It covers all medical skills related to above topics. It provides the student with base knowledge of EMS Intermediate qualifications for continuance to EMT Paramedical studies.
- **Field Experience I (EMS 233) (1 SCH)** - course is designed to put the students one day weekly (3 hours) in pre hospital field, Emergency Medical Service (EMS), Ambulance services, Emergency Room (ER), and laboratory dept. (phlebotomy room) to observe Emergency Medical Intervention in traumatic, medical, surgical emergencies and diseases. This field will encourage him to apply and practice all the skills gained from, EMS121, 123 and current courses EMS 231 & EMS 232.
- **Psychology (PSY 203) (2 SCH)** - basic knowledge of psychology. It is intended to assist students to identify basic psychological problems that patient suffers during stress and illness. The course focuses on the development of the human personality according to various psychological theories.
- **Pathophysiology (PATH 201) (3 SCH)** - introduce the student to the basic processes of disease and the natural responses of the body. Pathology is considered from the basis of the cell as the basic unit and this leads the student into the study of the whole organism and the broad range of effects a disease may have. Although specific diseases are given as examples, the student will learn the basic principles by which disease can be identified and classified and so will be introduced to differential diagnosis through clinical and laboratory investigation. This course provides a foundation for courses, SCI 113 and EMS 231, 232 where the normal and the abnormal are compared.



Third Year 3 Semester 1

- **Trauma II (EMS 331) (4 SCH)** - the beginning of the Paramedic studies program. It includes traumatic evaluation and treatment of Traumatic Emergencies covering Trauma and Trauma system, Burn, Thorax injury, abdominal injury, Head, Facial, Neck Trauma, Spinal Trauma, The Golden principles of Pre Hospital Trauma Care including the management of the Multiple Trauma patient.
- **Emergency Medical Care III (EMS 332) (4 SCH)** - It includes medical evaluation and treatment of medical emergencies including Pathophysiological interpretations and assessment of Pulmonology, Neurology, Endocrinology, Gastroenterology, Urology and Nephrology, Toxicology and Substance Abuse Haematology and Behavioural Disorders.
- **Cardiology I (Basic Cardiology & ECG interpretation) (EMS 334) (3 SCH)** - focuses on the cardiovascular anatomy and physiology, conduction system of the heart, electrocardiography, as well as interpretation and the treatment of cardiac arrhythmias, interpretation of 12 lead EKGs (including injury and ischemia patterns, normal and abnormal findings, and the 12 lead as a diagnostic tool) will be covered. Principles of ACS diagnosis/management will be the lab focus of this course.
- **Field Experience II (EMS 333) (2 SCH)** - is designed to put the students once per week in the Emergency Medical Service (ambulance), Emergency Room, Anaesthesia Department, Intensive Care Unit, and room in to observe emergency medical intervention in traumatic, medical and surgical emergencies and diseases.
- **General Pharmacology (PHRM 201) (3 SCH)** - introduce the students to the principles of Pharmacology, Pharmacodynamics and Pharmacokinetics and includes a comprehensive study of drug action, routes of administration, classes of drugs by body system, as well as, Drug Dosage calculations, Fluids, Electrolytes, IV Therapy, Cardiovascular, Respiratory, Metabolic and Endocrine, Neurological, Obstetrical and Gynaecological, Behavioural management and other specific emergency drugs.



Third Year 3 Semester 2

- **Emergency Medical Service (Operation I) (EMS 341) (4 SCH)** - introduces the Paramedic student to the concepts of Ambulance, Medical Incident Command, Rescue awareness, Hazardous Materials Incidents, Scene size up and Crime Scene Awareness and techniques. This course will help him to Gain a certification in Emergency Vehicle Operations and Extrication. He has to obtain a valid driver's license.
- **Emergency Medical Care IV (EMS 342) (4 SCH)** - a continuation of EMS 332. It includes medical evaluation and treatment of medical emergencies, including Gynaecology, Obstetrics, Emergencies, and Infectious Diseases. Acute Interventions for the Chronic-Care Patient, The challenged Patient and Geriatric emergencies and this course also includes the chapter for Medication administration, vascular access and fluid balance.
- **Field Experience III (EMS 343) (2 SCH)** - is designed to put the students once per week clinical rotation in the Emergency Medical Service (ambulance), Emergency Room, Anaesthesia Department, Intensive Care Unit and Cardiac Care Unit, Phlebotomy room and in Laboratory Dept. to observe Emergency Medical Intervention in Traumatic, Medical, Surgical Emergencies and diseases. This field will encourage the student to apply and practice all the skills gained from EMS 331, EMS 332, EMS 333 and current courses EMS 341 and EMS 342.
- **Islamic Studies (IST 201) (2 SCH) –**

يهدف هذا المقرر إلى بيان أهمية النظام الإقتصادي في ضوء الإسلام والمنهج الوسطى في مسألة الحرية الإقتصادية والتي من خلالها يمارس الإنسان نشاطه الإقتصادي لتحقيق وظيفة إستخلافه في الأرض وتحقيق العبودية لله وبيان منهج الإسلام الشامل لكل جوانب الحياة مقارنة مع الإنفلات الموجود في الأنظمة الوضعية كالنظام الرأسمالي و الشيوعي الإشتراكي لتحقيق هذه الغاية السامية في ضبط النشاط الإقتصادي في جلب المصالح ودرء المفاسد.

This course aims to demonstrate the importance of the economic system in the light of Islam and the middle approach to the issue of economic freedom, through which a person exercises his economic activity to achieve the function of his replacement on earth and the achievement of slavery to God and to explain the comprehensive approach of Islam to all aspects of life compared to the lawlessness that exists in positional systems such as the capitalist and communist system Socialist to achieve this lofty goal in controlling economic activity to bring interests and ward off evil.



- **Cardiology II (Cardiac Emergency & ACLS lectures) (EMS 444) (3 SCH)** - provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include rhythm interpretation, cardiac pharmacology, and patient treatment & ACLS Lectures. ACLS is based on simulated clinical scenarios that encourage active, hands-on participation through learning stations where students will practice essential skills individually, as part of a team, and as team leader. Realistic simulations reinforce the following key concepts: proficiency in basic life support care; recognizing and initiating early management of pre-arrest conditions; managing cardiac arrest; identifying and treating ischemic chest pain and acute coronary syndromes; recognizing other life-threatening clinical situations (such as stroke) and providing initial care; ACLS algorithms; and effective resuscitation team dynamics. Upon completion, students should be able to certify at the Advanced Cardiac Life Support provider level utilizing American Heart Association Guidelines. In addition, the course provides instruction in the use of various cardiac monitoring devices, defibrillators and AED.
- **Research Methodology & Statistics (RMS 320) (3 SCH)** - This course was designed after carefully considering the need to educate PSMCHS personnel about research. To prepare future PSMCHS graduates, faculty, military and civilian staff who would be interested in seeking graduate studies in higher learning institutions inside and outside the Kingdom of Saudi Arabia. The knowledge of research is essential in areas of education and health. Therefore, PSMCHS staff in particular and MSD staff in general, have to be aware of the research development and its importance in the healthcare settings and the society.



Fourth Year 4 Semester 1

- **EMS Operation II (EMS 441) (4 SCH)** - introduces the Paramedic student to the concepts of Disaster Response and Management Plan .Geriatric trauma, Knowledge of NBC bioterrorism, Communication and Documentation. It covers initial aspects of the gaining access and extrication, patient's assessment and skills related to the above topics.
- **Emergency Medical Care V (EMS 442) (3 SCH)** - covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. It also includes scenarios and problem based assessment and management. Upon completion, students should be able to assess the patient, record the vital signs and provide initial emergency care.
- **Advanced Field Experience IV (EMS 443) (2 SCH)** - is designed to put the students once per week in the Emergency Medical Service (ambulance),Emergency Room, Anaesthesia Department, Intensive Care Unit and Cardiac Care Unit, Phlebotomy room and in Laboratory Dept. to observe Emergency Medical Intervention in Traumatic, Medical, Surgical Emergencies and diseases. This field will encourage the student to apply and practice all the skills gained from EMS 341, EMS 342, EMS 343 and current courses EMS 441 and EMS 442.
- **Health Care Delivery System (HIS 14S) (3 SCH)** - course proposes to give the H.I.S. student a complete understanding of the structure and operation of the U.S. and Saudi health care delivery systems with a special focus on the hospital. In addition, the course will include the following: a brief history on the development of the hospital; an overview on how hospitals are managed; an outline of the various patient types; a review of the medical staff, nursing services, ancillary services, and other support services; an overview of accreditation; and a survey of Saudi health care.



- **Arabic Studies I (ARB 213) (2 SCH)**

يهدف هذا المقرر الى تحقيق المقاصد التالية:

توسيع ثقافة الطالب والطالبة من خلال دراسة المقدمات العشر التي تبحث في تاريخ اللغة العربية وآدابها التي تدل على علو منزلتها ومكانتها التي لم تكن لأي لغة بشرية أخرى وذلك مما استودع نثرها وشعرها من نتائج عقول أبنائها وما كان لنابغيها من التأثير فيها مما شأنه ان يهذب النفس ويثقف العقل ويقوم اللسان من خلال العصور التي مرت بها. رفع الاداء اللغوي لدى الطلاب ورفع قدراتهم العملية وتنمية المهارة واستخدام العبارة المناسبة الخالية من الأخطاء الإملائية والنحوية والصرفية والتعرف على أساسيات الفصاحة والبلاغة. معرفة الاستفادة من المعاجم العربية ومقاييس اللغة واستخدامها الصحيح في الكتابة والانشاء والتعبير بالعربية الفصحى حسب الضوابط وقواعد اللغة ودلالاتها من آيات القرآن الكريم والحديث النبوي الشريف ومنثور اللغة ونظمها.

1. Expanding the culture of the male and female students by studying the ten introductions that search in the history of the Arabic language and its literature, which indicates the high status and status that were not for any other human language, which deposited their prose and poetry from the results of the minds of their children and what their influencers would have influenced, which would refine The soul educates the mind and establishes the tongue through the ages it passed through.
2. To raise students 'linguistic performance, raise their practical capabilities, develop skill, use the appropriate phrase free of spelling, grammatical and morphological errors, and learn the basics of eloquence and rhetoric.
3. Knowledge of the use of Arabic dictionaries and language standards and their correct use in writing, creation and expression in classical Arabic, according to the rules, rules and language of the language and its implications from the verses of the Noble Qur'an, the Prophetic Hadith, and the language and systems thereof.

- **Health Informatics (HIS 404) (2 SCH)** - course is designed to present basic concepts of health data management, information technology and systems in healthcare settings, especially the acute care environment. Functions of the health record as well as content and structure of the health record will be presented. Characteristics of the electronic health record (EHR) and its planning and implementation will be covered. In addition, fundamentals of information systems and healthcare information systems that are utilized for managerial and clinical support will be examined.



Fourth Year 4 Semester 2

- **Trauma III (EMS 451) (4 SCH)** - The Pre-Hospital Trauma Life Support (PHTLS) Course is a continuing education program designed to give a focused review of the care and transport of multi-system trauma patients. The Program presents advances in skills and techniques with new combinations and applications of knowledge and skills. PHTLS emphasizes patient assessment and judgment skills. PHTLS offers a shared experience that helps bridge the gap between pre-hospital emergency health care providers and the hospital staff. PHTLS reinforces the concept that emergency care is a team effort. PHTLS builds relationships that continue long after the course is over. The PHTLS Course is developed on the Advanced Trauma Life Support® (ATLS®) model and leans heavily on the ATLS.
- **Emergency Medical Care VI (EMS 452) (4 SCH)** - introduces the Paramedic student to the concepts of Specialized military related medical courses like Military field Medicine (including environmental emergencies) , Aviation Medicine, Diving Medicine. This will also include PALS Course (pediatric advanced life Support (guided by PALS Provider Manual).
- **Field Experience V (EMS 453) (2 SCH)** - course is designed to put the students once per week in the Emergency Medical Service (ambulance), Emergency Room, Anaesthesia Department, Intensive Care Unit and Cardiac Care Unit, Phlebotomy room and in Laboratory Dept. to observe Emergency Medical Intervention in Traumatic, Medical, Surgical Emergencies and diseases. This field will encourage the student to apply and practice all the skills gained from EMS 441, EMS 442, EMS 443 and current courses EMS 451 and EMS 452.
- **Islamic Studies (IST 300) (2 SCH)** –
يهدف هذا المقرر الى التعريف بأسس النظام السياسي في الاسلام وموقفه من بعض المفاهيم السياسية المعاصرة وبيان قواعد هذه الاسس من خلال نصوص القرآن والسنة فيما يصلح أحوال الخلق في أمور السياسة وما تتضمنه من علاقة بين الحاكم والمحكوم في الحقوق والواجبات لكل منهما. اضافة الى العلاقة بين الدول في حالي السلم والحرب وفق القواعد المقررة في الشريعة الاسلامية.

This course aims to introduce the foundations of the political system in Islam and its position on some contemporary political concepts and explain the rules of these foundations through the texts of the Qur'an and Sunnah, while fixing the conditions of creation in matters of politics and the relationship between the ruler and the ruled in the rights and duties of each. In addition to the relationship between states in cases of peace and war, according to the rules established in Islamic law.



- **Arabic Studies II (ARB 214) (2 SCH) –**

يهدف هذا المقرر الى تحقيق المقاصد التالية:

إستمرار الطالب والطالبة في مواصلة البحث والتوسعة في آداب اللغة العربية وعلومها فيما يخص القسم الثاني من كلام العرب ألا وهو الشعر والشعراء وآدابهم.

زيادة الإطلاع في الشعر ورأي الإسلام فيه سلبي وإيجابا علي ميزان القرآن الكريم والسنة النبوية والادلة الشاهدة على ذلك. الكشف عن المواطن التي تأثر بها الشعر في عصر صدر الإسلام والوقوف عند الضوابط الشرعية من القرآن الكريم والسنة النبوية مقارنة بالشعر في الجاهلية.

بيان الآداب والخصائص التي تميز بها الشعر والشعراء في ذلك العصر بدءاً من عصر النبوة وعصر الخلافة الراشدة وإنهاء بالخلافة الاموية بالإضافة الى نصوص شعرية مدروسة لكل عصر من تلك العصور الإسلامية وبيان المنزلة التي إرتقت إليها اللغة العربية نثرها وشعرها وذلك بالقيام العظيم من أصحاب تلك العصور الزاهرة في خدمة اللغة العربية بعد أن أصبحت لغة القرآن الكريم.

1. The male and female students continue to pursue research and expansion in the literature of the Arabic language and its sciences with regard to the second part of Arab speech, which is poetry and poets and their literature.
2. Increasing knowledge of poetry and the opinion of Islam in it, negatively and positively, on the balance of the Noble Qur'an and the Sunnah of the Prophet and the evidence for that.
3. Exposing the citizen affected by poetry in the era of the introduction of Islam and standing at the legal controls of the Holy Quran and the Sunnah of the Prophet compared to poetry in pre-Islamic times.
4. The statement of etiquette and the characteristics that distinguished poets and poets in that era, starting from the era of prophecy and the era of the adult caliphate and ending with the Umayyad caliphate, in addition to studied poetic texts for each of these Islamic eras and the statement of status that the Arabic language has spread its prose and poetry with the great resurrection of the owners of those eras Al-Zahira is in the service of the Arabic language after it became the language of the Noble Qur'an.

- **Graduation Project (EMS 490) (2 SCH) –**

This course aims to teach & supervise the students how to make a scientific research related to the speciality and to improve the community.

The students are divided into groups and each group is supervised by a lecturer & a demonstrator.

The research must has approval from the college's research department.



Attendance Policy

1. Instructors are expected to take attendance at “time zero”. For example, for a 9:30 class, attendance must be taken at 9:30. Any student attempting to enter the class after “time zero”, i.e. from 9:31 onwards in the example above, may be admitted at the discretion of the instructor but he must be marked absent on the register. There is no excuse.
2. All the cases of absence or lateness will be marked as absences on the register. Please note that there are breaks of at least 5 minutes between consecutive classes. There are 8 classes of 50 minutes each on the daily College timetable.
3. Classes should be finished on time and should not cut short arbitrarily. Exceptions to this include classes used for examinations or practical, both of which may finish early if all students have completed their work.

على الطلاب حضور جميع المحاضرات والدروس المعملية والعملية
ويحرم من الاستمرار في دخول الاختبار النهائي اذا زادت نسبة الغياب عن ٢٠% في السنة التحضيرية و ٢٥% في السنوات العملية.
يراجع هذا ونظام الأعذار القهرية المقبولة والانذار الأكاديمي وغيرها من الأمور الهامة للطلاب بموقع الكلية الإلكتروني.

<http://www.psmchs.edu.sa/images/reg-regulations/bsc-exams-regulations.pdf>



Exams Policy

- a. Students will remain outside the examination room until directed to enter by the senior invigilator.
- b. All examinations should start and end promptly at the scheduled time.
- c. Students must wear the college uniform.
- d. Students must place all bags and other items outside the classroom.
- e. Students are required to sign their name on the exam attendance sheet (with his/her ID card).
- f. Student's name and academic ID must be clearly placed on the examination booklet and applicable answer sheets.
- g. Students are not allowed to enter the exam room without the student ID card. Once the students have been seated, they must display their student ID cards on their desks, photo side up. Students are not allowed to conduct further conversations.
- h. Writing on desks or computers is prohibited. Please ensure to put your chair back in place before you leave the classroom.
- i. Late students are allowed entrance up to 30 minutes past the start time. Please note that no student may depart prior to 35 minutes after the start.
- j. Students must bring sufficient equipment to the exam and may not borrow from others during the period.
- k. Students must have the blackboard password before the examination time.
- l. Students are not allowed to leave the exam room for any purpose (including toilet) during the exam period unless they submit the exam paper or sign out for online exams.
- m. Students are forbidden to bring cell phones, watches with camera, any audio visual devices or using any translation system into examination room. They are treated as a source of cheating.
- n. Cheating will subject the students to disciplinary actions and failure.
- o. Should a student experience comprehension problems to the examination process during the examination, or completes his examination he/she must alert the invigilator by raising a hand. Only, he/she will quickly and quietly depart the facility.
- p. Students are not allowed to tamper with the computer, electrical connectors and internet which may lead to disconnect the computer during the exam and loss time and information.

For more information see the college web site: <http://www.psmchs.edu.sa/images/exams-rules-and-regulations-2017-2018Students.pdf>



Students Guidelines for Examination

1. Faculty will monitor all exams and/or quiz sessions closely.
2. Students will put their names and ID numbers on test as soon as test is passes out to them.
3. Students will return quizzes or exams to instructor before leaving the classroom.
4. Students are responsible for completely erasing any changes on his answer sheet. Once the answer sheet is handed over into the instructor, no more changes can be done on the answer sheets.
5. Students will not discuss questions on exam or quiz with other students who have not taken that exam or quiz.
6. Students may be asked to sit on assigned seats number.

GRADING SCHEMES (COURSE ASSESSMENT)

The main purposes of assessment are:

1. To test how well the student has learned and mastered the course objectives.
2. To validate the effectiveness of the teaching methodology and strategies.
3. To evaluate the entire content of the course.

To be educationally valid, all forms of assessment must be directly related to the aims and objectives of the course. It should provide a means, by which the student can clearly demonstrate acquired knowledge and the mastery of skills learned during the course of his studies. It will help identify, not only, the nature and quality of learning, but also, point to any particular strengths and weaknesses, which a student may have. Thus, in any given course, the full range of assessment (e.g. formative, diagnostic, summative, etc.) would normally be used. In addition, the assessment would have a direct impact on many other aspects of the course, including teaching strategy and methodology, course content, course standards, course aims and objectives.

The overall assessment for each course comprises two parts:

Continuous Assessment:

- Quizzes/Assignments

Midterm exams:

- Practical/Skills Lab exam
- Theoretical exam

Final Assessment:

- Practical/Skills Lab exam
- Theoretical exam



Continuous assessment is carried out on work completed and marked during the semester. A pre-determined portion of these marks is secured from work carried out by the student under formal conditions, (e.g. study unit test, classroom test, practical tests/exam, mid-semester examination.). Other marks, allocated to continuous assessment are obtained from work carried out under less formal circumstances, (e.g. homework exercises, practical and clinical sessions, student presentation, etc.). All such marks are weighted and combined to yield the overall continuous assessment mark, which must fall within the range, 10 (20 Field) %, of the overall mark given to the course.

Midterm assessment is carried out on their performance, which covers many different aspects of the given part of the course. All sectional assessment is conducted under formal examination conditions at the 7th – 8th weeks. It may include a series of examination papers, practical and clinical examinations, oral examination, etc. Marks obtained from these sources are weighted and combined to give the overall sessional assessment mark, which falls within, the range, 30%, of the overall mark given to the course.

Final assessment is carried out on their performance, which covers many different aspects of the course. All sessional assessment is conducted under formal examination conditions at the end of each long semester. It may include a series of examination papers, practical or clinical examinations and oral examination, etc. Marks obtained from these sources are weighted and combined to give the overall sessional assessment result, which falls within the 50%, of the overall mark given to the course. All students must obtain 60% to pass their CLINICAL ROTATIONS in the hospital and community settings. Arrangement will be made on rotation wise. If the student fails, he repeats clinical rotation. Recommendation will be made to the college academic board for withdrawal, transfer to other specialty or dismissal.

On proceeding through the Paramedic Program, the amount of student-patient contact time, progressively, increases. As such, the continuous assessment element is bound to exceed the upper 10% limit. Final assessment in the form of written and/or practical examination is probable in the second, third and fourth year courses, supplemented by an oral test.



All Courses

Midterm Clinical & Oral	Midterm Written exam	Quizzes all Semester	Assessment	Final Clinical & Oral	Final Written exam	Total
15%	15%	10%	10%	20%	30%	100

Field Assessment (50% of Midterm + 50% of Final)

Midterm ER		Midterm Ambulance		Midterm ICU		Final ER		Final Ambulance		Final ICU	
Clinical	Assessment	Clinical	Assessment	Clinical	Assessment	Clinical	Assessment	Clinical	Assessment	Clinical	Assessment
30	10	25	5	25	5	30	10	25	5	25	5

COURSE GRADING AND EVALUATION SYSTEM:

Students' work is critically examined and evaluated for diagnostic purposes, (i.e. to determine student progress and take corrective remedial measures, where necessary).

Evaluation:

- Written work consists of:
- EMS Care Plans
- Weekly Quizzes/Unit Test
- Homework Paper
- Mid-Term Examination
- Assessment & class participation
- Final Examination

Laboratory/Clinical Experiences consists of:

- Teaching /Learning Experiences in EMS (T.L.E.)
- Clinical Practice – Midterm and End of Semester Evaluation
- Skill Examinations – End of Semester Evaluation – PASS/FAIL

The minimal passing grade is 60% in the academic component and Pass/Fail in Clinical Laboratory, term paper, and T.L.E.

The Clinical Laboratory Grade is based on both student evaluation criteria and clinical objectives.



Clinical EMS Year I, II, III and IV

In Clinical EMS year I, the Paramedic student will attend laboratory practical and simulation classes in the College for more of the time, where fellow students/ manikins will act in the place of live-patients as required. Any visits made to the hospital ER, Ambulance, Red Crescent and Phlebotomy will, essentially, be observation or hand on practice. In the more advanced Clinical EMS courses, a substantial part of the time will be spent in a working hospital environment, with some involvement with live-patients and ICU work and Red Crescent training are added. In each Course, the student will be assessed by a designated PSMCHS EMS Instructor (EMS I) over each 16-week period, (i.e. the courses may have up to 100% continuous assessment). The assessment structure will incorporate student performance in:

1. The application of primary (and secondary) EMS interventions.
2. The operation and handling of equipment.
3. The administration of EMS care and treatment procedures.
4. Aseptic and sterile procedures.
5. Patient management and re-evaluation of care.
6. Administrative procedures as communication and documentations.
7. Problem solving related to patient care.

At the midterm and the end of each course, a practical and oral examination will be given. It is conceivable (imaginable), that a written paper may be given in the advanced level course. All marks are recorded on a Student Evaluation Assessment Form by the EMS I and submitted to the Registrar's Department through EMS Head of Department, which will then process Grades, GPA and GPA indices.



Syllabus Coverage, Content, Weight

A final exam should test the objectives of the course.

Bloom's taxonomy should be used as a guide to writing questions that more effectively measure students' ability to use or apply versus to memorize information.

Undergraduate finals should contain test items that target the course objectives within the following percentages:

1. Knowledge and comprehension = 20% to 30%
2. Application and analysis = 50% to 60%
3. Synthesis and evaluation = 20% to 30%

Graduate finals should contain test items that target the course objectives within the following percentages:

1. Knowledge and comprehension = 20% to 30%
2. Application and analysis = 30% to 40%
3. Synthesis and evaluation = 40% to 50%



حساب التقديرات التي يحصل عليها الطالب في كل مقرر

الدرجة المئوية	التقدير	رمز التقدير	وزن التقدير من (٥)	وزن التقدير من (٤)
٩٥ - ١٠٠	ممتاز مرتفع	أ+	٥	٤
٩٠ الى أقل من ٩٥	ممتاز	أ	٤,٧٥	٣,٧٥
٨٥ الى أقل من ٩٠	جيد جداً مرتفع	ب+	٤,٥	٣,٥
٨٠ الى أقل من ٨٥	جيد جداً	ب	٤	٣
٧٥ الى أقل من ٨٠	جيد مرتفع	ج+	٣,٥	٢,٥
٧٠ الى أقل من ٧٥	جيد	ج	٣	٢
٦٥ الى أقل من ٧٠	مقبول مرتفع	د+	٢,٥	١,٥
٦٠ الى أقل من ٦٥	مقبول	د	٢	١
أقل من ٦٠	راسب	هـ	١	٠

يراجع هذا والمعدل التراكمي وغيرها من الأمور الهامة للطالب بقسم التسجيل أو بموقع الكلية الإلكتروني.
<http://www.psmchs.edu.sa/images/reg-regulations/bsc-exams-regulations.pdf>

PROGRAM ADMISSION REQUIRMENTS

The applicant must possess a:

- He has a valid driver's license.
- He has to pass the medical and interview exams.

For more information please see the college web site:

<http://www.psmchs.edu.sa/admission-ar/2014-01-27-08-43-23/2014-01-27-08-45-09/diploma-bsc-requirments>



ACADEMIC INTEGRITY POLICY & PLAGIARISM

Standards of Academic Conduct (behavior)

As an academic institution, it is committed to the discovery and dissemination of truth, PSMCHS believes that all members of the college community shall conduct themselves honestly and with professional demeanor (behavior) in all academic activities. The EMS faculty has established standards of academic conduct because of its belief that academic honesty is a matter of individual and college responsibility and that, when standards of honesty are violated, each member of the community is harmed.

Members of the college community are expected to acknowledge their individual responsibility to be familiar with and adhere to the Academic Integrity Policy.

Violations of Academic Integrity

Violations of the Academic Integrity Policy will include, but not be limited to, the following examples:

Cheating during examinations includes any attempt to:

1. Look at another student's examination with the intention of using another's answers for attempting his question for their personal benefit.
2. Communication by any means, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination;
3. Use any materials, such as note-book, notes, textbooks, or other sources as electronic devices, not specifically designated by the instructor of the course for student use during the examination period.
4. Engage in any other activity for the purpose of seeking aid not authorized by the instructor.



Statement of Cheating

The following statement is a supplement to the College Rules and Regulations on Cheating. They are presented to ensure that cheating will not be allowed. Should cheating occur, students will be aware of what action will be taken by the faculty.

Academic dishonesty cannot be disregarded. When such misconduct is established as having occurred, it subjects you to possible disciplinary actions ranging from admonition to dismissal, along with any grade penalty the instructor might, in appropriate cases, impose. Procedural safeguards of due process and appeal are available to you in disciplinary matters.

- **Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism will also include submitting, without the consent of the instructor, an assignment already tendered for academic credit in another course.
- **Collusion** is working together in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (Collaborative) effort of two or more students is permissible only upon the explicit consent of the instructor.
- **Lying** is knowingly furnishing false information, distorting data or omitting to provide all necessary, required information to the College's advisor, registrar, admissions counselor, instructor etc., for any academically related purpose.
- **Other concerns** that relate to the Academic Integrity Policy include such issues as computer security, stolen tests, falsified records, and vandalism of library materials. No list could possibly include all the possible violations of academic integrity. These examples, should however, give a clearer idea of the intent and extent of application of this policy.



Faculty Responsibilities for Upholding the Academic Integrity Policy

- A. Students are expected to be familiar with the academic integrity policy. Each faculty member will inform students of the applicable procedures and conditions early in each semester before the first examination or assignment is due.
- B. Ordinarily, class tests and final exams should be observed. Proctoring (to watch people taking an exam) is defined as having a faculty member present in the room. Proctoring is the responsibility of the faculty member teaching the course although, where necessary, that responsibility may be shared with or delegated to faculty colleagues or graduate assistants assigned to the course.



Internship

The clinical internship program is designed to provide the EMS Student with a broader scope of clinical expertise, while working in an EMS department within MODA/ MOH Hospitals or Red Crescent. The program is also designed to develop the BSP (paramedic) into a responsible professional, capable of carrying out all his assigned duties.

- INTERSHIP: EMS PARAMEDIC BACHELOR DEGREE
- DURATION: 12 MONTHS = 48 WEEKS
- CREDIT HOURS: 0 HOURS

Hospital Orientation, Infection Control, And Safety	1 weeks
Operative Room (OR) anesthesia	3 weeks
Intensive Care Unit (ICU) & Cardiac Care Unit (CCU)	6 weeks
Laboratory Dept. (Phlebotomy Room)	4 weeks
Emergency Medical Service (EMS) Ambulance Hajj (Red Crescent)	2 weeks
Emergency Medical Service (EMS) Ambulance (Red Crescent)	16 weeks
Emergency Room (ER)	16 weeks



Classroom Discipline

لائحة تأديب الطلاب

1. Discipline will be ensured by the instructor. In a case where a student shows persistent indiscipline, he should be given two verbal warnings and then dismissed from the class and the case should be informed to the Head of Department, using the “Record of Student Indiscipline” form. This is forwarded, through the relevant coordinator, to the Student Affairs Department and the student will be called for counseling.
2. A copy of the “Record of Student Indiscipline” form is also placed, for purpose of documentation, in the office of Academic Affairs.

تعني أحكام هذه اللائحة بما يلي:

1. ضبط سلوك الطلاب داخل الكلية أو من مرافقها او مراكز التدريب.
2. تقويم الطلاب المخالفين ومعالجة سلوكهم بالأساليب التربوية المتاحة في الكلية.
3. إقرار العقوبات التأديبية على الطلاب المخالفين للأنظمة واللوائح المعمول بها.

يتم مراجعة هذه اللوائح ومعرفة عقوبة كل مخالفة من الموقع الإلكتروني للكلية لائحة تأديب الطلبة:

<http://www.psmchs.edu.sa/violations.pdf>



HOMWORK ELEMENT

The homework element is regarded as an extension to the teaching element. Homework exercises, prepared by members in the department, are intended to give the student an opportunity to demonstrate, that what he has learned something. It would be designed in such a way that the student will get complete confident in research and analyzing by applying his knowledge which he has learned from the course.

The homework questions will appear in a variety of different formats, (e.g. multiple-choice, short and extend answer, calculations, labeling/ drawing diagrams, etc.). The form and style of the question would be identical to that, which the student will meet in study tests, mid-semester or end-of semester examinations. The confidence derived from this practice should, not only, improve the student's examination technique, but also, help to avoid any misunderstanding or misinterpretations of examination questions, leading to poor academic performance.



LABORATORY SKILLS/CLINICAL PRACTICE

The laboratory skills, demonstration or clinical practice is intended to reinforce the systematic element of the course, providing the student with first-hand experience of applied methods and procedures, equipment and problem-solving activities. EMS assessment, intervention and implementation are skills, which will take the Paramedic student time to develop and acquire expertise. Constant exposure to a variety of clinical practices in the hospital's ER, ambulance and ICU as well as the Red Crescent training will help the student to gain the confidence and experience which are necessary to obtain essential skills. Other important reasons for incorporating practical/ clinical training are: to consolidate the student's knowledge and understanding, which will help him to develop a critical approach to his learning.

In the science-based courses, an extensive range of activities are encountered and new skills learned, (e.g. manipulation and function of apparatus, handling and accurate use of measuring devices, making observation, tabulation and recording of results, drawing and labeling diagrams, report-writing, interpretation of results and making inferences 'guesses').

In the Paramedic clinical and professional Courses, the student will meet and learn to develop other important skills, (e.g. clinical methods, practices and procedures, patient care and management, professional ethics and integrity, inter-personal skills and teamwork, health and safety, infection control, paramedic assessment, intervention and implementation).

Following each practical or clinical session, it is intended to hold a tutorial class, where the student will have the opportunity to analyze and discuss various important points, which have been raised in their clinical/ practical classes.

The importance of these sessions cannot be over-stressed, since they are meant to ensure, that the student derives the maximum benefit from the laboratory practical or clinical practice.

Moreover, sessions will serve to highlight any deficiencies in either practical content/instructions or the student's learning capabilities/ methods.

Punctuality: Student will be regular and punctual in attendance for all schedules clinical rotations.

Absence & Tardiness Policy: Absence of the student from the assigned clinical rotation will deny the student opportunities to acquire knowledge and skills necessary to carry out his job as EMS as per standards. If the student finds it tardy or absent from assigned clinical experience the student must call the scheduled clinical instructor with an explanation prior to start of session.

Log Book Signature: It is responsibility of the student at the end of each clinical session; the log book is signed by the Instructor / Preceptor and the Student.



FIELD CONFIDENTIALITY STATEMENT

I, _____, fully understand the need for observing the confidentiality of the patient health record. Except as directed by the Clinical Supervisor during the clinical rotations and internship, no disclosure of any confidential information will be made to anyone. Disclosure of such information may give rise to irreparable injury to the Hospital or to the patient who is the owner of the information contained within the health record.

I agree to comply at all times with the security regulations in effect at the hospital premises.

I have read this statement and agree to abide by it. I further understand that breach of confidence may result in expulsion from the Prince Sultan College of Health Sciences.

Student's Name & Signature

Date

Witnessed (Name & Signature)

Date



Assignment (ESSAY & RESRARCH) Guidelines

Written assignments are to be submitted to instructors by the date that they are due. THE STUDENT ASSUMES THE FINAL REPOSNSIBILITY FOR ASSURING THAT THE ASSIGNMENT REACHES THE INSTRUCTOR.

All assignments should be submitted with the following details:

- Assignment cover sheet which include details of course code, assignment topic, date of submission, instructor who receives the assignment and official marking details.
- This cover sheet shall be available from the EMS department.
- Assignments should be submitted on plain white, A4 size paper.
- Assignments should be typed and will have below format:
 - Font size to be 12 pitches.
 - Font style to be Tahoma.
 - Margins to be-top and bottom=2cm, left and right=2.5cm.
 - Typing to be spaced at 1.5 line spacing.
- A student should check his work prior to submission to ensure minimal typographical errors, as this can influence marking.
- Marks shall be deducted if the assignment is in deficit or in excess, of the set world limit of the assignment.
- The course lecturer should provide specific assignment guidelines and marking breakdowns when the assignment topic(s) is/are forwarded to the students.

Referencing

The purpose of referencing is:

- That anyone reading the assignment can trace the sources student have used in the development of your work.
- If student does not acknowledge another writer's work or ideas, he could be accused of plagiarism.
- Accurate referencing is commensurate with good academic practice and enhances the presentation of the student work.
- It also demonstrates an appreciation of the links between evidence-based theory and practice.



1- A reference list and/or a Bibliography shall be included at the end of an assignment. The difference between a Reference List and Bibliography is:

Reference List:

A reference list is found at the end of a piece of written work or research under the heading “reference”. It consists of a list of materials (e.g. books, journal articles, reports, video, web sites, etc.), which the author has referred to (cited) in the text of their work.

Bibliography:

A bibliography is a list of references on a specific subject or range of subjects. It can be a list of references to material you have used in the course of your research. The main difference is that this is a list of items which you have not directly referred to in your work, but which you have used for background reading. The main reasons you need a reference list of bibliography are:

- To acknowledge the sources the student has used in his research.
- Demonstrates that the student has ‘read round’ his subject area.
- To give enough information to allow to trace the documents the student has used.

2- When including a book or a chapter from a book in the reference list or bibliography, the following information shall be included:

- Author/Editor-if it is an editor, always put(ed) after the name (Year of publication).
- Title (this should either be in italics or underlined)
- Series title and number (if part of a series)
- Edition (if not the first edition)
- Place of publication (if there is more than one place listed, use the first named)
- Publisher

For example:

Autistic Association (2002) *Understanding Autism*. London, Campion.

Kirk, J (ed) Worlds Apart. Florida, Enterprise.

Rymer, J (2001) *Nottingham Forest-Dream Team*. London, Blackwell.

Simpson, H Jones, E Miles, C (2002) The History of Springfield 2nd Edition. Derby, Bugle Press.



3- Journal Articles: When including a journal article in the reference list or bibliography, the following information should include:

- Author/Editor
- Year of publication
- Title of journal article
- Title of journal (this should either be in italics or underlined)
- Volume number, Part number
- Page numbers of the article

For example:

Picard, J (2001) Logistic and the Borg. *Starbug Tribune*. 36(3) pp.44-49

4- World-Wide Web Documents

Often information is put on the internet by organizations without citing a specific author. If there is not an obvious author, but the work is situated on an organization web site, student can use the organization as a 'corporate author'.

For example:

Edelson, S (no date) Asperger's Syndrome [ONLINE] Available from:

<http://www.autism.org/asperger.html>

[Accessed 19th September 2002]

5- Quoting in the Text

Often it is better to paraphrase (and thus show your skills of interpretation and understanding), than to use direct quotes. If the student uses a direct quotes from a book, article etc., student must:

- Use single quotation marks (double quotation marks are usually used for quoting direct speech).
- State the page number.

For example:

Simpson (2002:p6) declared that the 'explosive behavior was unexpected'.

For example:

Boden (1998:p72) state:

'The most common female occupation in the United Kingdom in 1897 was EMS...'

Duplication of charts, diagrams, pictures etc., should be treated as direct quotes in that the author(s) should be acknowledged and page numbers shown.



6- Citation in the Text

When student have used an idea from a book, journal article, etc., student must acknowledge this in his text. The Harvard system of citation is the most straightforward, because initially all the student needs to do is to mention the author and date of publication in the text of your work. So, at each point in the text that refers to a particular document, insert the author's surname and publication year. If the work has two authors/editors student must cite both names.

For example:

The work of **Smith (2001)** emphasizes that the research done by Holstein was in direct conflict of that produced by Greene. **Theakston & Boddington (2001)** however, considered that...

If the work has more than three authors/editors, use the abbreviation '**etal**' after the first authors name.

Assignments shall be submitted in accordance with the "due date" as stated by the Course Lecturer.



PROGRAM OUTPUT

The paramedic graduating from the PSMCHS EMS-Paramedic program will be able to perform duties in all three levels of health care: primary, secondary and tertiary. Emphasis is also given to concepts of health promotion and maintenance.

6.1 Attributes (Characteristics) of Graduates

1. Use the learned updated knowledge to plan the management professionally for all medical and trauma emergencies cases, in-shoring personal wellness and safety in mind. **(PLO K1, K2, S1, S2, S3) (Knowledge & Skills)**
2. Communicate efficiently with patients, families, bystanders, colleagues, and other agencies, and work effectively in a teamwork, strive for professional development and community services. **(PLO V1, V2) (Values)**
3. Utilize efficiently all required medication within the EMS scope of practice and practice the latest communication and documentation skills. **(PLO S4, S5) (Skills)**
4. Conduct a scientific research using the appropriate methodology in his profession. **(PLO S6) (Skills)**
5. Employ excellence in physical examination, apply the skills needed in prehospital care and utilize professionally all equipment required in EMS field. **(PLO S7, S8, S9) (Skills)**



Lab Safety

Please refer to the Safety Book of the College

Hazards in the EMS Laboratory

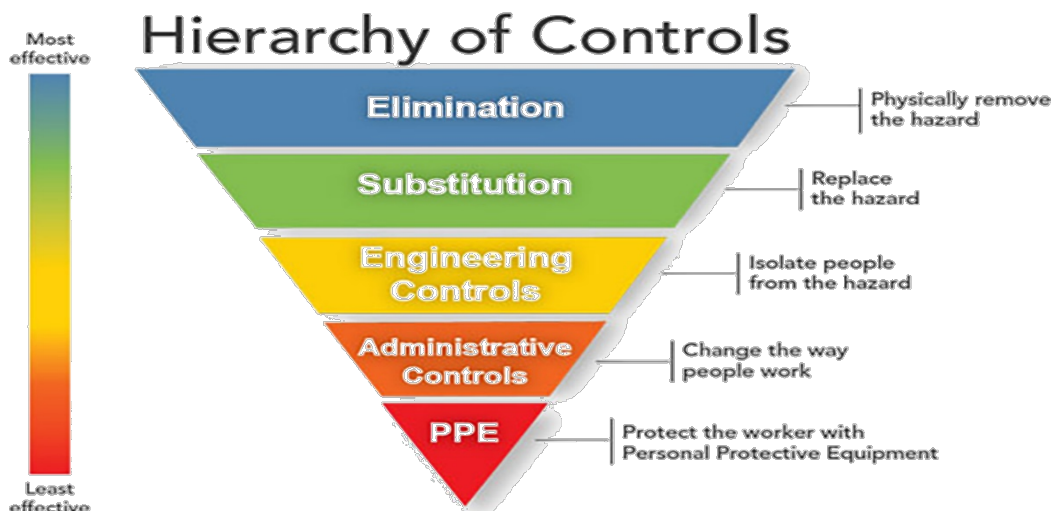
- **BIOLOGICAL** – exposure to blood and body fluids and specimens that harbor HIV, HBV, HCV etc.
- **PHYSICAL** – Using sharps like needles, syringes, blades and scalpel etc.
- **FIRE**
- **ELECTRICAL ACCIDENTS**- using defibrillators, computers and simulation manikins.

ACTION PLAN FOR IMPLEMENTING SAFETY PRACTICES

- Identify hazards
- Assess level of risks – Prioritize risk
- Establish and implement safety policies and procedures
- Conduct safety specific training and it must be a priority, Communication is the key
- Performs regular audits and assessments

POST EXPOSURE

- Write a report and reasons for accidents
- Actions taken to avoid future accidents
- Training





BIOSAFETY LEVELS

There are 4 Biological Safety Levels (BSL). They are categorized according to the activities that take place in particular biological labs. They are actually shields to protect the people working in the labs as well as the surrounding environment and community. These levels which are scaled from 1 – 4 based agents or organism under experiment. For example, a basic lab setting which deals with non-lethal agents that present a minimal potential threat to lab workers and environment are generally considered BSL 1 – the lowest biosafety lab level. A specialized research laboratory that deals with possible deadly infectious agents like Ebola would be ranked as BSL 4 – the highest and most severe level.

CLEANING STAFF AND REPAIR WORKERS

Cleaning, staff routinely cleans the lab but they have poor knowledge of laboratory hazards. We can avoid any unpleasant incident only if we follow the safety guidelines and correctly disposal procedures. The Laboratory infectious waste can be disposed in conjunction with the adjacent JCI approved King Fahd Military Medical Complex Hospital within the premises of the college. Make sure that laboratory staffs – not cleaning staff – are responsible for cleaning laboratory work surfaces and apparatus. Arrange separate bins for “ordinary” waste and for “hazardous” waste. All bins must be labeled.

GENERAL SAFETY RULES

1. Each student should use personal protective equipment that includes, as a minimum, safety goggles, chemical resistant gloves, and a laboratory coat. Laboratory coats protect street clothes and prevent “bringing home” dangerous chemicals or pathogenic organisms. Remove laboratory coats when leaving the laboratory. Change laboratory coats immediately upon significant contamination and do not wash laboratory clothing at home.
2. Safety goggles should be worn at all times where there exists a danger of splashes from hazardous chemicals, i.e. at all times when working in any laboratories. Particularly hazardous operations are the mixing or dilution of strong acids and alkalis and the opening of sealed containers, especially those which have been shaken or heated.
3. Do not touch the face, adjust contact lenses, or bite nails. The use of contact lenses in science laboratory is strongly discouraged because the capillary action of solutions causes rapid spreading of the solution under the contact lenses and possibly delays the removal of the lenses. Quick removal of contact lenses is very difficult under adverse conditions. When laboratory activities are anticipated, prescription glasses, should be worn unless a student cannot see without contact lenses. Contact lenses are also not to be worn when a dust or vapor hazard exists unless vapor-resistant goggles are available. It is essential to provide approved, no vented protective goggles promptly to students, teachers, and visitors wearing contact lenses and to ensure that the goggles are worn regularly.



4. Wash arms and hands immediately after working with allergens, carcinogens, pathogenic organisms, or toxic chemicals. Wash exposed skin well before leaving the laboratory.
5. Clean up all spills and leaks quickly. Spill kits should be purchased and used to assist in cleanup operations.
6. Do not store or consume food and beverages in laboratories or near chemicals.
7. Do not smoke in laboratories.
8. Avoid smelling or tasting chemicals.
9. Avoid using damaged glassware. Broken glassware should be discarded in sealed boxes.
10. Used needles and syringes, and other sharp should be placed in special “sharps” containers.
11. Wash exposed skin well before leaving the laboratory.
12. Do not engage in practical jokes, horseplay or other acts of carelessness in the lab.
13. Oral pipe ting or mouth suctioning of hazardous, caustic, toxic, radioactive, cancer causing, or biological specimens is prohibited.
14. Confine long hair and loose clothing. Avoid wearing finger rings/jewelry which may become contaminated, react with chemicals, or be caught in the moving parts of equipment.
15. Wear shoes all the times in the laboratory. Sandals, flip-flops, perforated shoes, open-toed shoes, or canvass sneakers are prohibited in the laboratory.
16. Each individual is responsible for keeping the work are clean.
17. Chemicals and equipment should be clearly and correctly labeled as well as properly stored.
18. Clean up work area upon completion of a procedure, at least at the end of each day.
19. Appropriate warning signs should be posted near any dangerous equipment, reaction, or condition.
20. Interior connecting doors between laboratories should be unobstructed and unlocked at all times.
21. Adequate, skid-proof footstools and stepladders should be used for reaching upper shelves. Do not stand on chairs or easily movable objects.
22. All equipment should be inspected for defects prior to use.
23. Gas, air, vacuum services should be turned off at the bench service valve when services are not in use.
24. Be alert to unsafe conditions and correct them when detected.
25. Minimize the use of sharps. Uses needles and scalpels according to appropriate guidelines and precautions.
26. Use appropriate pest-control methods for rodents, insects, etc. Disinfect bench and after the lab session with a disinfectant known to kill the organisms handled. Use disinfectants according to manufacturer instructions.
27. It is good and wise to avoid working alone in the laboratory.
28. Do not handle personal items (cosmetics, cell phones, calculators, pens, pencil, etc.) while in the lab.
29. Safety in the laboratory should be taught and reinforced throughout the year.
30. Documents all injuries according to college safety policies.



EMERGENCY EXIT

Any hazard in the lab could be deadly if we are not prepared to deal with it due to lack of knowledge and safety awareness among the students. It's the responsibility of the concerned teacher to increase the student's knowledge about the safety and repeatedly emphasize on the standard safety practice of the lab. The students must be informed and explained about the emergency exit route to deal with emergency situations. Many scientific studies have revealed that accidents occur when safety guide lines are overlooked. Now due to the growing rate of lab accidents in the teaching labs, the interest has begun to grow in lab safety. Emergency shower and eye wash are the basic emergency equipment. They must be located within 10 seconds of unobstructed approach in the working area where eyes and body of the worker may be exposed to injuries, corrosive materials during the lab activity. The emergency shower and eye wash must be periodically checked to ensure safe operation when required.



Fire Extinguisher

All the employees must be well informed and trained on how to use fire extinguisher. Fire extinguisher must be readily available in all the buildings particularly in the labs to deal with the sudden outbreak of fire. Fire extinguisher is very easy to use if we remember the acronym PASS which means PULL, AIM, SQUEEZE and SWEEP. In case of fire also pull the fire alarm and call 4444 to report the location of fire. When you hear the fire alarm, ALL persons must quickly proceed to a nearest exit for safe evacuation. All teaching staff should announce and illustrate the location of the nearest exit at the beginning of the class in each semester. All efforts should be made to aid physically disabled individuals to reach a safe location. The installation of fire extinguisher must be done according to the OSHA standards and college lab safety department may arrange demonstration and training session for interested staff.





FIRE BLANKET AND STOP, DROP, AND ROLL

If a student's clothing catches the fire, the student should not run. He or she should stop, drop, and roll on the ground quickly while other students should try to wrap him/her in a fire blanket to get rid of the flames. The blanket should be wrapped close to the neck to keep the flames away from the head and hair. Water may be used with the fire blanket to get rid of the fire. Do not use a fire extinguisher directly on the victim; some serious chemical reactions or frostbite may occur because of it.



IN CASE OF SEVERE WEATHER-WINDSTORM/SANDSTORM

All the students must be informed and trained what to do in case of severe weather conditions. In general, stay away from windows, doors, outside walls and protect your head. Use face mask to help breathing properly. After the severe weather emergency gets over, faculty/staff should notify the proper emergency personnel of any damages or injuries by calling 4444. All college property damages or injuries must be reported to College Lab Safety Department through Lab Incident Report Forms, available in all the Labs.



FIRST AID KITS

First aid kit is the most important part in the lab safety contents as students might encounter with chemical, physical or health hazards during the course of experiments. It helps to protect staff, students and college property. It demands trained and knowledge staff to deal with the emergency situations in the lab. There must be someone who is capable enough to take initial medical procedures before treatment is available. If an emergency occurs in the lab, the instructors are expected to act in an efficient way with a minimum emotional expression. They are required to evaluate the problems with great attention and initiate their actions according to the victim's symptoms. They should take measures to lessen the anxiety or fear of the injured student/students. First aid kit must be readily available in all the labs to avoid any losses. Kit must be clearly and legibly marked as "FIRST AID" along with safety information sign. Immediately call the emergency by dialing 4444. Take the assistance from your colleagues if necessary and be calm, composed and collected as most of the cases are not deadly. Avoid giving liquids/medicines to an unconscious person. Don't self-diagnose and let it get done by the medical professionals. Internationally recommended sign must be posted and maintained for the information. If some sign gets faded or damaged it must be replaced. Emergency contact numbers are also posted on the walls and corridors of the lab. A written incident report must be sent to the college Lab Safety Department when any such incident occurs. Lab Incident Report forms must be available in all the college labs.

A simple first aid kit includes but not limited to the following items:

1. Gauze pads (at least 4x4 inches).
2. Two large gauze pads (at least 8x10 inches).
3. Alcohol rub (hand sanitizer) or antiseptic hand wipes.
4. One package gauze roller bandage at least 2 inches wide.
5. Two triangular bandages.
6. Wound cleaning agent such as sealed moistened towels.
7. Scissors.
8. At least 1 blanket.
9. Tweezers.
10. Adhesive bandages – most commonly used items in first aid kit.
11. Latex gloves.
12. Resuscitation equipment such as resuscitation bag, airway, or pocket mask.
13. Clinical thermometer.
14. Cotton Swab.
15. Safety pins.
16. Directions for requesting emergency assistance.



ELECTRICAL HAZARDS

Laboratory accidents can happen even if we are using the appropriate apparatus and following the safety guidelines. It is hard to say a lab is completely hazards free but by strong vigilance, determination and basic sound knowledge of lab safety we can make it safe for everyone associated with the lab activities. It also needs periodic review of the lab procedures to fix the loopholes and it's a continuous process. In some labs we use electricity to run certain machines. Before the use of any electrically powered apparatus make sure that they are electrically grounded. All the wires which are damaged or cracked must be replaced. Avoid putting the electrical appliances near the heat source or fractioned and sharp objects. Identify all the potential electrical hazards in your labs and post warning sign near them. All switches must be labeled as "ON" and "OFF" positions. Care must be taken not to spill any liquids near the electrical sockets. Extension wires may be used for temporary use only but never use them as permanent wire. Make sure the rating of the extension wire is good enough to stand with the power load. Personal protective equipment must be worn to avoid any life threatening incident while dealing with any electrical operations.

FUME HOODS

Fume hoods must be available in all those labs which are dealing with flammable, toxic, volatile chemicals, or deadly microbes. They are designed to provide personal protection against all such potential hazards. The fundamental purpose of the fume hood is to capture the harmful fumes, gases or microbes present in the air and throw them out of the lab. Any chemical which has a volatile tendency or mixing of chemicals must be done inside the fume hood to minimize the inhalation exposure. According to OSHA (29 CFR 1910.1450) fume hoods must be maintained and function properly when used.





WHAT ARE SHARPS?

“Sharps” means needles, syringes, blades, laboratory glass, scalpel and razor blades, microscope and slide and covers, glass capillary tubes, Pasteur pipettes, pipette man tips, sharp, pointy scissors, microtome knives, any broken glass or plastic lab-ware with sharp edges or other such objects capable of causing punctures or cuts. “Biomedical Waste Sharps” means sharps that have been in contact with human or animal tissue, blood, any kind of body fluids, generated by human or animals.

HAZARD WITH SHARPS

Needles and sharp expose us to the risk of punctures and cuts in the skin which can provide an easy route to pathogens and chemical to our body. Some practicals with sharp can produce sprays and aerosols. Used contaminated sharps are the potential sources of infection. Sharps are hazardous for both the user and those who come in contact with them after disposal, if not disposed of properly.

WHAT IS OPIM

OPIM stands for “Other Potentially Infectious Material” and OSHA defines OPIM as (1) Human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids; (2) Any unfixed human tissue or organ from a human. Biohazard warning sign must be posted in the area where OPIM must not be conducted on the open bench. (OSHA 3404-11R-11R 2011)



NEEDLESTICK INJURIES

Blood borne Pathogens are infectious microorganisms present in human blood and can cause several diseases in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV), Hepatitis C virus (HCV) and human immunodeficiency virus (HIV). Needle stick injuries are very common in health care professionals and place them at high risk with work related exposure of blood. Physicians, nurses and technician have the enough knowledge of perform any biological procedure or use sharps in teaching labs to follow the lab standard to avoid biohazards. According to OSHA standard 1910.1030 for blood borne pathogens, as of March 1, 1992 all employees must be vaccinated for HBV/HCV within the first week of their employment. If you sustain an injury with sharp, take appropriate action to minimize lab-acquired infection risk. The following measures may be taken if any student/staff sustain needle stick injury.

- Remove any contaminated clothing.
- Thoroughly cleanse the wound with soap and water. Then, cover it with a bandage.
- Identify the source of sharp and assess the risk associated with sharp.
- Report the injury to your CLSD (College Lab Safety Department) as soon as possible.
- Call the emergency 4444 for medical attention.
- As per severity of the skin damage, report to the hospital for blood screening and follow up.

GENERAL BSET PRACTICES FOR ALL SHARPS USE

Actions we should take to minimize the sharp injuries specially needle stick injuries:

- Identify all the sharps which you intend to use in your experiment and look for the alternative if available.
- Use a sharp with an engineered safety design whenever possible in your experiments. The “safer sharps” devices are readily available now days.
- Get yourself well trained in the proper use of sharp devices and biohazards materials as improper use of sharps and poor knowledge about sharps increase the risk of injuries.
- Use disposable blades in the experiments this eliminates the need to change the blade. Keep the sharp container close to you so that it can be immediately disposed off after use. Use a blade with handle as it helps to control the blade efficiently.
- Do not leave the blades out on the work station regardless of what they were used for.
- In case of reusable sharps like scissors and knives. Store them in a bucket or enclosed tray.
- If you need to cap the needle syringe always adopt one handed scope technique.
- Do not leave sharps in your pockets.
- Don't try to bend or break the sharps as it increases the risk of injuries.
- Use proper sharp containers for each kind of sharps e.g. broken glass, needles, blades etc. they must be made of heavy duty plastic, leaked proof, and should have biohazards symbol on it.
- Sharp containers must not be overfilled and sharps must not be forced into it rather they should fall freely. Sharp containers must be disposed off properly when they are three quarterly filled up i.e. 3 / 4.
- Non sharp items such as gloves, gauze etc. must not be placed in the sharp containers.



Student's Affairs Services

يسعى قسم شئون الطلاب إلى توضيح بعض إشكاليات التي قد يواجهها الطالب بعد انتقاله من البيئة المدرسية إلى البيئة الدراسية الجامعية ، ويقوم قسم شئون الطلاب بدور الوسيط بين الطالب و جميع أقسام الكلية حيث يتولى القسم رعاية الطالب من الناحية التوجيهية والاجتماعية وتتلخص مهام القسم بالنقاط التالية:

- مساعدة الطالب للتغلب على الصعوبات (الاجتماعية – النفسية) التي قد يواجهها الطالب.
- إعداد برامج تخص الطالب مثل برنامج استقبال الطلاب الجدد.
- الرد على استفسارات أولياء الأمور لمتابعة أبنائهم دراسيا في النواحي الأكاديمية وفي الغياب.
- يقوم القسم بتزويد الطالب بجميع النماذج من تعريف وتخفيض واستمارة لتجديد البطاقة الطبية.
- يقوم قسم شؤون الطلاب بمتابعة الطلاب أكاديمياً (التحصيل العلمي) وأيضا يقوم بدور الوسيط بين الطالب وجميع أقسام الكلية والرد على جميع استفسارات الطلاب
- كما يوجد مرشدين أكاديميين بالكلية يقوم القسم بتقسيم الطلاب عليهم.
- يقوم القسم بحل جميع الصعوبات والمشاكل التي تواجه الطالب أثناء دراسته سواء كانت أكاديمية أو اجتماعية
- يقوم بمتابعة الطلاب في الغياب والإنذارات وذلك بالتنسيق مع قسم التسجيل بالكلية
- يقوم بتطبيق نظام العقوبات المتعلقة باللوائح التأديبية الخاصة بالكلية.
- كما يقوم القسم بمتابعة الطلاب بالسكن.
- كما يتم تزويده بالنماذج الخاصة لخدمات الصيانة.
- يقوم القسم بالتفتيش الدائم على الغرف مع اللجنة المسؤولة عن الإسكان في أي وقت تقرره اللجنة
- يقوم بتسجيل التلقيات والتجاوزات التي تحصل من الطلبة بالسكن.
- ويقوم القسم بالأنشطة الطلابية:
 - وتشمل الأنشطة الرياضية على (كرة قدم- كرة الطائرة- التنس- السباحة- رفع الأثقال) حتى يتمكن الطالب من ممارسة هوايته المفضلة لديه.
 - أما الأنشطة الثقافية والاجتماعية تشمل الرحلات الترفيهية والعلمية والمسابقات العلمية والدينية
- يقوم القسم بتوعية الطالب من النواحي الدينية والصحية وذلك باستضافة المحاضرين المختصين.
- يشارك القسم إجراءات القبول والتسجيل.
- يشارك القسم في تنظيم حفلات التخرج.
- يقوم القسم باستقبال الزوار من طلبة الثانوية.
- القسم مسؤول عن توزيع الزي الرسمي للطلبة.
- القسم مسؤول عن الحالات الصحية الطارئة خلال الدوام الرسمي.
- القسم مسؤول عن المجلس الطلابي



نادي الطلاب

أهداف الأندية الطلابية:

1. صقل شخصية الطلبة وإبراز مواهبهم المختلفة.
2. إستغلال أوقات الفراغ ببرامج هادفة ومفيدة.
3. هيئة الطلبة لمواجهة أعباء الحياة بعد تخرجهم.
4. إقامة النشاطات التي تبرز جهود أعضاء النادي في المجالات التي يتميزون فيها.
5. إكتشاف المواهب الطلابية ورعاية الموهوبين.
6. تهيئة البيئة الملائمة للطلبة لتنمية قدراتهم ومهاراتهم ، وتبادل الخبرات فيما بينهم والعمل على تشجيعهم ودعمهم وتكريمهم.
7. المشاركة في المناسبات المختلفة داخلياً وخارجياً وتبادل الخبرات.
8. توثيق الإنتاج الطلابي وإنشاء قاعدة بيانات للمواهب الطلابية في مختلف المجالات.

الأندية الطلابية المعتمدة في كلية الأمير سلطان العسكرية للعلوم الصحية :

- النادي الصحي
- نادي الصحة النفسية
- النادي الرياضي
- النادي الثقافي والأدبي
- نادي تطوير الذات
- نادي تكنولوجيا المعلومات
- نادي العناية التنفسية
- النادي العلمي
- نادي الشراكة المجتمعية
- يتم الترشح لأي من هذه الأندية عن طريق قسم شئون الطلاب



Student's Housing

يوفر قسم الاسكان السكن المؤث لطلاب الكلية، والذي تتوافر فيه جميع التسهيلات والخدمات، كما تتوفر معظم وسائل الترفيه داخل مبنى السكن مثل صالات البلياردو وبوفيه ومكتبه مزودة بأجهزة الكمبيوتر. وقد أعد قسم الاسكان أنظمة ولوائح تحدد كيفية المحافظة والعناية بالوحدة السكنية

- يقوم قسم شؤون الطلاب بمتابعة الطلاب بالسكن.
- كما يتم تزويده بالنماذج الخاصة لخدمات الصيانة.
- يقوم القسم بالتفتيش الدائم على الغرف مع اللجنة المسؤولة عن الإسكان في أي وقت تقرره اللجنة.
- يقوم بتسجيل التلفيات والتجاوزات التي تحصل من الطلبة بالسكن

Please refer to the college housing office to know if you are eligible for free housing and foods.

For more information please see the college web site:

<http://www.psmchs.edu.sa/college-videdeanships-ar/vdaa-main-menu-ar/2014-02-02-06-06-51/duties-student-affaires-ar>



Student's Working Rules

برنامج التشغيل الطلابي:

يهدف برنامج تشغيل الطلبة داخل مرافق الكلية بنظام الساعات إلى تنمية وصقل مهارات طلبة الكلية، وإطلاعهم على الأعمال الإدارية والفنية في مختلف أقسام الكلية والذي من شأنه إكسابهم الخبرة والمهارات المهنية، بالإضافة إلى تعزيز مبدأ أهمية العمل في نفس الطلبة وإعدادهم لخوض غمار مجالات العمل المستقبلية وتحمل المسؤولية في المستقبل. كما يهدف برنامج تشغيل الطلبة داخل مرافق الكلية إلى تنمية الشعور بالانتماء والولاء للكلية ومرافقها.

مقدم الخدمة: قسم شؤون الطلاب، بالتعاون والتنسيق مع الأقسام ذات العلاقة.

الفئة المستفيدة: طلاب وطالبات الكلية

مجالات العمل: مكتبة الكلية – العلاقات العامة – النادي الرياضي (للطلاب) – كافيتريا الكلية – مساعد مدرس (TA) بالأقسام الأكاديمية.

الضوابط:

1. أن يكون الطالب/ الطالبة قد سجل الساعات الدراسية المطلوبة من خلال الفصل الدراسي بحيث لا تقل ساعات الفراغ في الجدول الدراسي عن خمس ساعات أسبوعياً.
2. أن يكون الطالب/ الطالبة قد أنهى برنامج الدراسات التحضيرية.
3. أن لا يكون الطالب تحت الإنذار الأكاديمي.
4. أن تتاح أولوية فرص التشغيل للطلاب ممن لم يسبق لهم العمل بالبرنامج منذ التحاقهم بالكلية.
5. أن لا يتم تشغيل أي طالب/ طالبة سبق له العمل في البرنامج التشغيلي مرتين خلال دراسته في الكلية.
6. يجوز للجنة برنامج التشغيل الطلابي الاستثناء من بعض شروط أولوية الالتحاق في حال كان الطالب/ الطالبة يتميز بقدرات ومهارات معينة ينوي تسخيرها في تدريب زملائه من الطلاب على هذه المهارات.
7. يمكن الطالب/ للطالبة التسجيل في فرصة تشغيل واحدة فقط في الفصل الدراسي الواحد.
8. ألا تزيد ساعات عمل الطالب/ الطالبة عن ٥٠ ساعة ولا تقل عن ٢٠ ساعة خلال الشهر الواحد بواقع ١٥ ريال للساعة الواحدة، عدا الطلاب العاملين كمساعد مدرس (AT) حيث يحصل على ٢٠ ريال في الساعة.
9. ألا تزيد ساعات عمل الطالب خلال اليوم ٣ ساعات، مع مراعاة ما ورد سابقاً بشأن الحد الأدنى والحد الأقصى لساعات العمل خلال الشهر الواحد.
10. تأخر الطالب/ الطالبة في رفع نموذج تسجيل الساعات التشغيلية ومرفقاته قبل نهاية الفصل الدراسي بأسبوعين يعرضه لتأجيل صرف مستحقاته للفصل الذي يليه.
11. إذا ثبت تهاون الطالب/ الطالبة في أداء المهام المكلف بها، يُنهي عمله في البرنامج دون تعويض مادي، ولا يُمكن من العمل في برنامج مرة أخرى.



النماذج المعمول بها في برنامج التشغيل الطلابي:

- نموذج (أ): نموذج التحاق ببرنامج التشغيل الطلابي، يعبأ من قبل الطالب الذي يرغب بالالتحاق.
- نموذج (ب): عقد تشغيل الطالب، ويوقع من قبل القسم المشغل والطالب.
- نموذج (ج): نموذج تسجيل الساعات التشغيلية، يعبأ ويعتمد من رئيس القسم ليتم الرفع به للإدارة المالية من قبل شؤون الطلاب.

المستندات المطلوبة للالتحاق بالبرنامج:

- بطاقة الطالب – الجدول الدراسي – نموذج (أ)
- يحصل على هذه النماذج أو معلومات أخرى من قسم شؤون الطلاب.



Counseling and Guidance Services

1. An EMS faculty advisor will be assigned to help out the student regarding student's academic program.
2. Students are requested to make an appointment with the advisor for each semester before registration or during registration.
3. Student's affairs are present in the first floor and ready for student's counseling and all other activities (as students clubs, tournament, sports activities, articles and poem activities, etc.).
4. You can see the academic advising office or in the college website:

<http://www.psmchs.edu.sa/college-videdeanships-ar/vdaa-main-menu-ar/academic-advisory-ar>

يعتبر الإرشاد الأكاديمي ركيزة من ركائز التعليم الجامعي وركنًا أساسيًا ومحوريًا في النظام التعليمي، حيث يعد استجابة موضوعية لمواجهة متغيرات اجتماعية واقتصادية وإنسانية في صلب النظام التعليمي وفلسفته التربوية، علاوة على كونه يستجيب لحاجات الدارس ليتواصل مع التعليم الجامعي الذي يمثل نماءً وطنياً ضرورياً لتحقيق متطلبات الذات الإنسانية في الإبداع والتميز. ووحدة الحقوق الطلابية والتوجيه والإرشاد هي الوحدة المنوط بها توجيه ومتابعة الطلبة خلال دراستهم الجامعية وتوفير الخدمات الإرشادية المتنوعة لهم بصورة منظمة وفق أسس ومبادئ مدروسة وواضحة. وليكون دور الإرشاد الأكاديمي فعالاً لا بد من مشاركة جميع أطراف العملية التعليمية بهدف توجيه الطلبة إلى أفضل السبل لتحقيق النجاح المنشود والتكيف مع بيئة الكلية عن طريق تزويد الطلبة بالمهارات الأكاديمية المتنوعة التي ترفع من تحصيلهم الدراسي وطموحاتهم العلمية. ونظراً لأهمية وجود نظام إرشاد وتوجيه أكاديمي وخطة واضحة لتنفيذه واستجابة للاحتياجات التي تعكسها التغذية الراجعة من سوق العمل، فإنه بات ملزماً وجود وحدة الحقوق الطلابية والتوجيه والإرشاد تتولى القيام بهذه المهام وتُسند لها الاختصاصات اللازمة للقيام بعملها.



الأهداف:

تسعى وحدة الحقوق الطلابية والتوجيه والإرشاد في كلية الأمير سلطان العسكرية للعلوم الصحية إلى تحقيق الأهداف التالية :

- تهيئة الطلبة للتعرف والتأقلم مع حياة الكلية وكيفية التعامل معها.
- تزويد الطلبة بالمعلومات الصحيحة عن الكلية، والسياسات التعليمية، والموارد والبرامج الدراسية.
- تعزيز التحصيل الأكاديمي للطلبة، ورفع قدراتهم وتذليل العقبات التي تعترضهم أثناء تحصيلهم العلمي.
- تقليل فرص التعثر الأكاديمي (إرشاد وقائي، إرشاد علاجي، إرشاد تنموي).
- تقديم المشورة والمساعدة لأصحاب المشكلات الأكاديمية من طلبة الكلية.
- ورعاية الطلبة ذوي التحصيل الدراسي المتدني والمتعثر والاهتمام بهم ومتابعتهم حتى يرتقوا بمستواهم الدراسي.
- الاهتمام بالطلبة المتفوقين والموهوبين وتقديم ما من شأنه تعزيز قدراتهم ودعم إبداعاتهم.
- نشر الوعي باللوائح الأكاديمية وسط الطلبة .
- توعية الطلبة بالصعوبات الأكاديمية والمهارات الدراسية، وكيفية إعداد الخطط الدراسية وجدول تنظيم الوقت، وإكسابهم مهارات ترفع من تحصيلهم الأكاديمي وتحقق توافقهم الشخصي.
- مساعدة الطلبة على اختيار التخصص المناسب وفقا لإمكاناتهم وميولهم العلمية.
- الارتقاء بمستوى التوجيه والإرشاد الأكاديمي من خلال توفير مرشدين متميزين ومدرسين على حل جميع المشكلات الناشئة عند الطلاب أثناء تحصيلهم الدراسي.

القواعد التنفيذية لللائحة إعادة تنظيم مكافآت الطالب بالكلية

يتم مراجعتها بموقع الكلية الإلكتروني

نماذج الإرشاد الأكاديمي

For more information please see the college web site:

<http://www.psmchs.edu.sa/college-videdeanships-ar/vdaa-main-menu-ar/academic-advisory-ar>



Student's Rights

Please refer to the college website:

<http://www.psmchs.edu.sa/images/student-affairs-st-rights.pdf>

أولاً: حقوق الطالب في المجال الأكاديمي:

1. حق الطالب أن يوفر له البيئة الدراسية المناسبة لتحقيق الإستيعاب والدراسة ببسر وسهولة من خلال توفير كافة الإمكانيات التعليمية المتاحة لخدمة هذا الهدف.
2. حق الطالب في الحصول على المادة العلمية والمعرفة المرتبطة بالمقررات التي يدرسها وذلك وفقاً للأحكام واللوائح التي تحكم العمل الأكاديمي.
3. حق الطالب في الحصول على المادة الخطط الدراسية بالقسم والتخصصات المتاحة له، وكذا الإطلاع على الجداول الدراسية قبل بدء الدراسة وإجراء تسجيله في المقررات التي يتيحها له النظام وقواعد التسجيل مع مراعاة ترتيب الأولويات في التسجيل للطلاب وفق ضوابط عادلة عند عدم إمكانية تحقيق رغبات جميع الطلاب في تسجيل مقرر ما.
4. حق الطالب في حذف أي مقرر أو إضافة آخر أو حذف الفصل الدراسي بأكمله وفقاً لما يتيح نظام الدراسة والتسجيل في الكلية وذلك في الفترة المحددة لذلك والمعلن عنها للطلاب .
5. حق الطالب في تقيد أعضاء هيئة التدريس بمواعيد وأوقات المحاضرات واستيفاء الساعات العلمية والمعملية لها وعدم إلغاء المحاضرات أو تغيير أوقاتها إلا في حالة الضرورة وبعد الإعلان عن ذلك على أن يتم إعطاء محاضرات بديلة عن تلك التي تم إلغاؤها أو التغيب عنها من قبل عضو هيئة التدريس لإستيفاء المقرر وذلك بعد التنسيق مع الطلبة والقسم المعني بإتمام ذلك
6. حق الطالب في الإستفسار والمناقشة العلمية اللائقة مع أعضاء هيئة التدريس، دون رقابة أو عقوبة في ذلك على، مالم يتجاوز النقاش ماتقتضيه الآداب العامة وحدود اللياقة والسلوك في مثل تلك الأحوال سواء كان ذلك أثناء المحاضرة أو أثناء الساعات المكتبية المعلنه لمقابلة الطلاب.
7. حق الطالب في أن تكون أسئلة الإختبارات ضمن المقرر الدراسي ومحتوياته والمسائل التي تمت إثارتها أو الإحالة إليها أثناء المحاضرات، وأن يراعى التوزيع المتوازن والمنطقي للدرجات بما يحقق التقييم العادل لقدرات الطالب.
8. حق الطالب في إجراء كافة الإختبارات التي تعقد للمقرر مالم يكن هناك مانع نظامي يحول دون إجرائها وفقاً للوائح والتعليمات الخاصة بذلك. على أن يتم إعلان الطالب بحرمانه من دخول الإختبار قبل ذلك بوقت كاف.
9. حق الطالب في معرفة الإجابة النموذجية لأسئلة الإختبارات الفصلية وتوزيع الدرجات على أجزاء الإجابة والتي يقوم على أساسها تقييم أداء الطالب قبل إجراء الإختبار النهائي للمقرر.
10. حق الطالب مراجعة إجابته في الإختبار النهائي وذلك وفق ماتقرره اللوائح والقرارات الصادرة في تنظيم آلية تلك المراجعة وضوابطها.
11. حق الطالب في معرفة نتائجه التي حصل عليها في الإختبارات التي أداها بعد الفراغ من تصحيحها واعتمادها.



ثانياً " حقوق الطالب في المجال غير الأكاديمي:

1. التمتع بالرعاية الإجتماعية التي تقدمها الكلية والمشاركة في الأنشطة المقامة فيها وفقاً للوائح وتعليمات الكلية المنظمة لذلك.
2. الحصول على الرعاية الصحية الكافية بالعلاج داخل مجمع الملك فهد الطبي العسكري بالظهران.
3. الإستفادة من خدمات ومرافق الكلية (سكن الكلية – المكتبات المركزية والفرعية – الملاعب الرياضية – المطاعم – مواقف السيارات وغيرها) وذلك وفقاً للوائح والنظم المعمول بها بالكلية.
4. الحصول على الحوافز والمكافآت المادية المقررة نظامياً لا سيما للطلاب المتفوق.
5. الترشيح للدورات التدريبية والبرامج والرحلات الداخلية والخارجية وزيادة مشاركته في الأنشطة الثقافية وكذلك المشاركة في أنشطة خدمة المجتمع المحلي والأعمال التطوعية.
6. الشكوى أو التظلم من أي أمر يتضرر منه في علاقته مع أعضاء هيئة التدريس أو القسم أو الكلية أو أي وحدة من وحدات الكلية ، ويكون تقديم الشكوى أو التظلم وفقاً للقواعد المنظمة لوحدة حماية الحقوق الطلابية، وتمكين الطالب من معرفة مصير شكواه من قبل الجهة المسئولة عنها.
7. تمكينه من الدفاع عن نفسه أمام أي جهة بالكلية (غير الجهة الرافعة لقرار التأديب) في أي قضية تأديبية ترفع ضده وفي وجود المرشد الطلابي أو الأكاديمي، وعدم صدور العقوبة في حقه إلا بعد سماع أقواله وذلك مالم يثبت أن عدم حضوره أكثر من مرة كان لعذر غير مقبول وذلك بعد استدعائه للمرة الثانية.
8. التظلم من القرار التأديبي الصادر ضده وذلك وفقاً للقواعد المقررة في هذا الشأن بموجب أحكام تأديب الطلاب .
9. الحفاظ على محتويات ملفه داخل الكلية ونزاهة التعامل معه وعدم تسليم أي منها إلا للطالب نفسه أو ولي أمره أو من يفوضه بذلك الملف من قبل جهات التحقيق أو أجهزة القضاء أو جهة حكومية أخرى، ولا يجوز إفشاء أو نشر محتويات ملفه مالم يكن ذلك النشر نتيجة لقرار بعقوبة تأديبية في حق الطالب.
10. حق الطالب من ذوي الإحتياجات الخاصة في الحصول على الخدمة اللائقة والمناسبة لاحتياجاته وفقاً للأنظمة والقواعد المرعية.



CODE OF ETHICS

أولاً: التزامات الطالب في المجال الأكاديمي:

1. التزام الطالب بالإنظام في الدراسة والقيام بكافة المتطلبات الدراسية في ضوء القواعد والمواعيد المنظمة لبدء الدراسة ونهايتها والتحويل والتسجيل والاعتذار والحذف والإضافة، وذلك وفقاً للأحكام الواردة باللوائح والأنظمة السارية.
2. إلتزام الطالب باحترام أعضاء هيئة التدريس والموظفين والعمال من منسوبي الكلية وغيرهم من منسوبي الشركات المتعاقدة مع الكلية، وغيره من الطلاب داخل الكلية وكذلك الضيوف والزائرين لها وعدم التعرض لهم بالإيذاء بالقول أو الفعل بأي صورة كانت.
3. التزام الطالب باحترام القواعد والترتيبات المتعلقة بسير المحاضرات والإنظام فيها وعدم التغيب عنها إلا بعذرمقبول وفقاً للوائح والنظم.
4. التزام الطالب عند إعداد البحوث والمتطلبات الدراسية الأخرى للمقررات بعدم الغش فيها أو المشاركة فيه عند إعدادها بأي صورة كانت أو نسبة عمل الغير إلى الطالب أو اللجوء إلى أي وسائل غير مشروعة لإعداد تلك البحوث والتقارير والأوراق والدراسات أو غيره من المتطلبات الأساسية للمقرر.
5. التزام الطالب بالقواعد والترتيبات المتعلقة بالاختبارات والنظام فيها وعدم الغش أو محاولته أو المساعدة في ارتكابه بأي صورة من الصور أو التصرفات أو انتحال الشخصية أو التزوير أو إدخال مواد أو أجهزة ممنوعة في قاعة الاختبار أو المعامل.
6. التزام الطالب بالإرشادات والتعليمات التي يوجهها المسئول أو المراقب في قاعة الإختبارات أو المعامل وعدم الإخلال بالهدوء أثناء أداء الاختبارات.

ثانياً: التزامات الطالب في المجال غير الأكاديمي:

1. التزام الطالب بأنظمة الكلية ولوائحها وتعليماتها والقرارات الصادرة تنفيذاً لها وعدم التحايل عليها أو انتهاكها أو تقديم وثائق مزورة للحصول على أي حق أو ميزة خلافاً لما تقتضي به الأحكام ذات العلاقة.
2. التزام الطالب بحمل بطاقة الكلية أثناء وجوده في الكلية وتقديمها للموظفين أو أعضاء هيئة التدريس عند طلبها من قبلهم وعند إنهاء أي معاملة للطالب داخل الكلية.
3. التزام الطالب بعدم التعرض لممتلكات الكلية بالإتلاف أو العبث بها أو تعطيلها عن العمل أو المشاركة في ذلك سواء مآكان منها مرتبباً بالمباني أو التجهيزات.
4. التزام الطالب بالتعليمات الخاصة بترتيب وتنظيم واستخدام مرافق الكلية وتجهيزاتها للأغراض المخصصة لها ووجوب الحصول على إذن مسبق من الجهة المختصة لاستعمال تلك المرافق أو التجهيزات عند رغبة استخدامها أو الانتفاع منها في غير ما أعدت له.
5. التزام الطالب بالزي والسلوك المناسبين للأعراف الأكاديمية والإسلامية، وبعدم القيام بأية أعمال مخلة بالأخلاق الإسلامية أو الآداب العامة المرعية داخل الكلية.
6. التزام الطالب بالهدوء والسكينة داخل مرافق الكلية والامتناع عن التدخين فيها وعدم إثارة الإزعاج أو التجمع غير المشروع أو التجمع المشروع في غير الأماكن المخصصة لذلك.

You can refer to student's affair office or the college web site for more information:

<http://www.psmchs.edu.sa/images/student-affairs-st-rights.pdf>



DRESS CODE

1. A professional image must be manifested through appropriate dress and behavior. Student must wear appropriate attire and follow department guidelines.
2. Students shall be appropriately and neatly attired so as not to distract from the learning process.
3. Students should wear the neat clean collage uniform in the college all the times and white Coat with PSMCHS logo issued by PSMCHS for identification purposes in the field training in order to uphold infection control considerations in the clinical environment. Students should wear comfortable slacks or pants, shirts or t-shirts.
4. The program ID is to be worn by ALL students & instructors at ALL EMS Program activities.
5. The College dress code has to be adhered to as addressed in the master college entrance contract. Uniforms or lab coats are to be worn at all times as assigned. Personal hygiene and professional appearance will be ensured.
6. Shoes or sneakers/ sport shoes to be used and no slippers/ open toe shoes or sandals are allowed for the safety of the students. Shoes wear polished white or black professional shoes. Socks must be worn.
7. The hair and the nails to be short. Hair must be neat, clean, worn off the collar. Beards and mustaches must be clean.
8. The clothes to be clean and tidy.
9. Students arriving wearing inappropriate attire may not be able to participate in the training evolutions, for the safety of the student.
10. Staff members accept the responsibility for reasonable interpretation of this policy and advising of the student in its regard.
11. Equipment:
Student should carry following things with him in the clinic
 - Ball pen
 - Pen Torch
 - Stethoscope
 - Small notebook

You can refer to the registration office and college supply for more information:

<http://www.psmchs.edu.sa/college-videdeanships-ar/vdaa-main-menu-ar/2014-02-02-06-06-51>



Student's Responsibilities

أولاً: التزامات الطالب في المجال الأكاديمي:

1. التزام الطالب بالإنظام في الدراسة والقيام بكافة المتطلبات الدراسية في ضوء القواعد والمواعيد المنظمة لبدء الدراسة ونهايتها والتحويل والتسجيل والاعتذار والحذف والإضافة، وذلك وفقاً للأحكام الواردة باللوائح والأنظمة السارية.
2. إلتزام الطالب باحترام أعضاء هيئة التدريس والموظفين والعمال من منسوبي الكلية وغيرهم من منسوبي الشركات المتعاقدة مع الكلية، وغيره من الطلاب داخل الكلية وكذلك الضيوف والزائرين لها وعدم التعرض لهم بالإيذاء بالقول أو الفعل بأي صورة كانت.
3. التزام الطالب باحترام القواعد والترتيبات المتعلقة بسير المحاضرات والإنظام فيها وعدم التغيب عنها إلا بعذر مقبول وفقاً للوائح والنظم.
4. التزام الطالب عند إعداد البحوث والمتطلبات الدراسية الأخرى للمقررات بعدم الغش فيها أو المشاركة فيه عند إعدادها بأي صورة كانت أو نسبة عمل الغير إلى الطالب أو اللجوء إلى أي وسائل غير مشروعة لإعداد تلك البحوث والتقارير والأوراق والدراسات أو غيرها من المتطلبات الأساسية للمقرر.
5. التزام الطالب بالقواعد والترتيبات المتعلقة بالاختبارات والنظام فيها وعدم الغش أو محاولته أو المساعدة في ارتكابه بأي صورة من الصور أو التصرفات أو انتحال الشخصية أو التزوير أو إدخال مواد أو أجهزة ممنوعة في قاعة الاختبار أو المعامل.
6. التزام الطالب بالإرشادات والتعليمات التي يوجهها المسئول أو المراقب في قاعة الإختبارات أو المعامل وعدم الإخلال بالهدوء أثناء أداء الاختبارات.

ثانياً: التزامات الطالب في المجال غير الأكاديمي:

1. التزام الطالب بأنظمة الكلية ولوائحها وتعليماتها والقرارات الصادرة تنفيذاً لها وعدم التحايل عليها أو انتهاكها أو تقديم وثائق مزورة للحصول على أي حق أو ميزة خلافاً لما تقتضي به الأحكام ذات العلاقة.
2. التزام الطالب بحمل بطاقة الكلية أثناء وجوده في الكلية وتقديمها للموظفين أو أعضاء هيئة التدريس عند طلبها من قبلهم وعند إنهاء أي معاملة للطالب داخل الكلية.
3. التزام الطالب بعدم التعرض لممتلكات الكلية بالإتلاف أو العبث بها أو تعطيلها عن العمل أو المشاركة في ذلك سواء ماكان منها مرتبطاً بالمباني أو التجهيزات.
4. التزام الطالب بالتعليمات الخاصة بترتيب وتنظيم واستخدام مرافق الكلية وتجهيزاتها للأغراض المخصصة لها ووجوب الحصول على إذن مسبق من الجهة المختصة لاستعمال تلك المرافق أو التجهيزات عند رغبة استخدامها أو الانتفاع منها في غير ما أعدت له.
5. التزام الطالب بالزي والسلوك المناسبين للأعراف الأكاديمية والإسلامية، وبعدم القيام بأية أعمال مخلة بالأخلاق الإسلامية أو الآداب العامة المرعية داخل الكلية.
6. التزام الطالب بالهدوء والسكينة داخل مرافق الكلية والامتناع عن التدخين فيها وعدم إثارة الإزعاج أو التجمع غير المشروع أو التجمع المشروع في غير الأماكن المخصصة لذلك.

Please refer to the college web site:

<http://www.psmchs.edu.sa/images/student-affairs-st-rights.pdf>



College Facilities

التسهيلات الموجودة بالكلية

1. **مكتبة الكلية:** تقدم مكتبة الكلية الخدمات التالية: المراجع، الدوريات العلمية، الصحف، الأشرطة الصوتية والمرئية، الاقراص المدجمة و الأطالس وتحتوى المكتبة العامة على جميع الكتب الثقافية العامة وتقوم الكلية بتقديم الخدمات التالية: المراجع العامة، التوعية بالمستجدات، النسخ، المقالات الدورية توفير الكتب للأغراض الأكاديمية، المعلومات الصوتية والمرئية وخدمة الإنترنت.
2. **قاعات الندوات العلمية:** جهزت القاعات لأغراض متعددة منها عقد الندوات واللقاءات العلمية والمحاضرات وغيرها من الأنشطة التعليمية والثقافية والاجتماعية وتستوعب القاعة الصغرى ٨٧ شخصا بينما تستوعب القاعة الكبرى ١٨١ شخصا.
3. **المكافأة الشهرية:** يمنح الطالب المنتظم في الدراسة مكافأة شهرية حسب أنظمة المكافآت للطلاب المعمول في وزارة التعليم العالي.
4. **المركز الترفيهي:** يتوفر في هذا المركز صالة لتنس الطاولة والبياردو، صالة ألعاب القوى واللياقة البدنية وكافتريا وصالة البولنج ومكتبة صغيرة في الطابق تحت الأرضي وإضافة إلى مكتب الاستقبال توجد استراحة ومطعم، أما الطابق العلوي فيحتوي على قاعة كبرى للندوات والمحاضرات ويتم استخدامها حسب أنظمة المجمع
5. **صالة الألعاب الرياضية المغلقة:** تقع بجوار المهاجع وتتمارس فيها رفع الأوزان الثقيلة بأحدث الأجهزة وممارسة الرياضة السويدية وفيها العديد من الأنشطة الرياضية المختلفة للياقة البدنية
6. **صالة اللياقة البدنية وغرفة الألعاب بالكلية:** تقع في الدور الارضي في المبنى (٨٢-١، ٨٢-٢) وتتمارس فيها الأنشطة الترفيهية مثل تنس الطاولة والبياردو كما تحتوى على العديد من الأجهزة الرياضية لممارسة العديد من الأنشطة الرياضية.
7. **الملاعب:** توجد ملاعب خاصة بالطلبة لممارسة الألعاب الرياضية مثل التنس وكرة القدم وكرة السلة وكرة الطائرة كما يوجد ملاعب للأنشطة الرياضية المختلفة بالمعسكر الخارجي للكلية تقام عليها المنافسات والبطولات المختلفة
8. **المسبح:** يقع مسبح الرجال بالقرب من المركز الترفيهي كما توجد غرفة لتبديل الملابس وغرف لساونا حيث طول المسبح ١٦ م وعمق ٢-١ م ويعمل يوميا الساعة ١٠ ص ٢ ظهرا عدا يوم الثلاثاء
9. **المطعم:** يوجد مطعم لخدمة طلاب الكلية ويوفر ثلاث وجبات وتقدم بشكل دوري على أرقى وافضل الوجبا.
10. **السوق المركزي:** يوفر السوق المركزي الواقع بالقرب من مركز الترفيه كل ما يحتاج الطالب من مواد غذائية ومواد مكتبية.
11. **صالون الحلاقة:** يمكن الاستفادة من خدمات صالون الحلاقة وموقعه بجوار السوق المركزي.



12. وكالة السفر : تقدم هذه الوكالة والتي تقع بالقرب من المركز الترفيهي خدمات الحجز، علماً بأنه يمكنك الحصول على تكرة مخفضة حسب تعليمات الخطوط السعودية بعد تعبئة استمارة التخفيض من مكتب شئون الطلاب.
13. البريد: تقع وحدة البريد بجوار السوق المركزي حيث يتم استقبال الرسائل هناك من ٨ ص الى ٢ م يومياً عدا الخميس.
14. الخدمة الطبية : يمكن للطلاب مراجعة المستشفى خارج أوقات حصص الدراسة وتلقي العلاج حسب تعليمات المنظمة لذلك بعد أن يفتح ملف له خاص ويحمل بطاقة طبية و لابد من إبرازها قبل المعاينة. ويمكن للطلاب الحصول على البطاقة الطبية حسب الإجراءات المتبعة وسيبلغ بها الطالب في بداية الفصل الأول من دراسته بالكلية.
15. الاتصال : لغرض طلب مكالمة داخل المجمع يمكنك الاتصال بأي رقم من داخل الكلية أو المجمع، للمكالمات المحلية والدولية عليك استخدام التليفونات الدولية بجوار المركز الترفيهي، أما البرقيات فيمكن استعمال النموذج الخاص المتوفر في البريد. أيضاً بشأن الرسائل المسجلة حيث يقوم بمهمة إرسال الرسائل مقابل إيصال يستلمه المرسل في وقت لاحق و للرسائل العادية أو المسجلة يطلب التقيد بالنظام العالمي لكتابة عنوان المرسل والمرسل إليه.
16. خدمات الصيانة : في حالة حدوث أية أعطال داخل السكن يمكن الاتصال بمسئول إسكان الكلية مباشرة وإبلاغه (٦٧٦٧) وفي خارج أوقات الدوام الرسمي يمكن الاتصال على جهاز النداء رقم (1367)



Dean's List Award

جائزة قائمة العميد الشرفية :

هي جائزة سنوية تمنح من قبل قائد كلية الأمير سلطان العسكرية للعلوم الصحية بالظهران للطلاب المتميزين أكاديمياً وسلوكياً وفق معايير محددة.

رسالة الجائزة :

"إعداد خريجين متميزين أكاديمياً وسلوكياً ومسؤولين مجتمعياً من خلال التشجيع وبث روح المنافسة والتقدير المبني على المعايير"

رؤية الجائزة :

"التنافس والسعي إلى التميز أحد السمات الأساسية لخريجي الكلية"

أهداف الجائزة:

تهدف الجائزة من خلال تنفيذها في الكلية الى:

1. إرساء مبدأ التشجيع والتقدير والاعتراف للطلاب المتميزين.
2. تحقيق التميز بجميع جوانب الكلية من خلال إسهامات الطلاب.
3. تعزيز فرص توظيف الطلاب من خلال بناء قدراتهم التنافسية.
4. تعزيز المهارات الطلابية أكاديمياً وبحثياً ومجتمعياً.
5. المساهمة في تنمية المجتمع من خلال تزويده بخريجين متميزين.

شروط الترشح لجائزة قائمة العميد الشرفية:

1. أن يكون الطالب من بين طلاب الكلية المسجلين في وقت الترشح.
2. أن يكون الطالب ملتزم بالخطة الدراسية المقررة للقسم الأكاديمي أو للسنة التحضيرية، وأن لا يتجاوز المدة المحددة لإنهاء دراسته.
3. أن لا يكون الطالب قد قل معدله عن (٢,٣) في جميع الفصول الدراسية التي درسها بما فيها الفصل الصيفي.
4. أن يكون الطالب قد حصل على معدل تراكمي لا يقل عن (٢,٤) في العام الذي ترشح فيه.
5. أن لا يقل تقدير الطالب عن (C) في جميع المقررات التي درسها منذ إلتحاقه بالكلية.
6. أن لا يكون الطالب قد صدر بحقه أي عقوبات تأديبية نظير مخالفته للقواعد الأكاديمية أو السلوكية.
7. أن لا يكون الطالب قد صدر بحقه أية عقوبات قانونية من قبل الجهات المختصة بالمملكة.



Alumni

يعمل قسم المتابعة والتوظيف للخريجين على توفير فرص العمل ومتابعة الخريجين بعد التخرج ويمكن مراجعة القسم لمزيد من المعلومات.

المستشفيات التي يعمل بها خريجي التخصص:

- مستشفى القوات المسلحة بالهدا
- مستشفى القوات المسلحة بجدة
- مستشفى القوات المسلحة بالجبيل
- مستشفى القوات المسلحة بالحفر
- مدينة الأمير سلطان الطبية بالرياض
- مستشفى الملك فهد التخصصي بالدمام
- مستشفى الأمير منصور بالطائف للقوات المسلحة
- مستشفى القوات المسلحة بالقصيم
- مستشفى القوات المسلحة بالمدينة المنورة
- كلية الأمير سلطان العسكرية للعلوم الصحية بالظهران
- مستشفى الأمير سلطان للقوات المسلحة بالطائف
- مجمع الملك فهد الطبي العسكري بالظهران
- مستشفى الهيئة الملكية بالجبيل
- مستشفى الحرس الوطني بالأحساء
- مستشفى الدمام المركزي
- مستشفى القوات المسلحة بنبوك
- جامعة الملك سعود بالرياض
- مستشفى الملك فيصل التخصصي بالرياض
- هيئة الهلال الأحمر بالرياض
- مستشفى القوات المسلحة بالظهران - قاعدة الملك عبدالعزيز
- المستشفى العسكري بالمؤسسة العامة للصناعات الحربية
- مستشفى القوات المسلحة بجازان
- مستشفى الملك فهد العسكري بخميس مشيط
- مستشفى القوات المسلحة بوادي الدواسر
- مستشفى الحرس الوطني بالرياض

GOOD LUCK

Dr. Sami M. Fawzy

EMS Lecturer & Quality Member

Dr. Tarek Esmael

EMS Consultant & Head



EMS PROGRAM LEARNING OUTCOMES (PLOs)

In 2020-21 EMS Program Shifted from 5 Domain to 3 domain of

Program learning outcome as per NCAAA Guidelines

Knowledge and Understanding	
K1	Outline the fundamentals of prehospital care, scene size up and safety, ambulance operations and intensive care of medical and trauma emergencies
K2	To acquire sufficient knowledge of all basic sciences required for EMS students
Skills	
S1	Interpret the clinical findings during patient assessment to compose a comprehensive differential diagnosis
S2	Reconstruct a management plan based on rational decision making with aim to improve health and save life of a patient, triaging in mass casualty incidents and other EMS situations as disaster management and critical care transport.
S3	Interpret the clinical findings and design a management plan for geriatric, pediatric, obstetric , psychiatric and other patients with special considerations
S4	Calculate the dosage and infusion rates of drugs required in emergency care
S5	Document efficiently the patient data, assessment and management in prehospital care report (PCR)
S6	Design a scientific research proposal, collect and analyze data using internet and statistics software
S7	Carry out physical examination for all medical and trauma cases.
S8	Perform the skills needed in EMS field including but not limited to cardiopulmonary resuscitation, wound care, drug administration and field operations.
S9	Operate the machines and instruments used in EMS field including but not limited to defibrillator, cardiac monitoring devices and airway management and ventilation equipment.
Values	
V1	Demonstrate empathy, responsibility and the ability to communicate with patients , colleagues, medical administration, families and bystanders
V2	Operate as an Emergency Care Professional With the ability of teamwork within the ethical and medico-legal requirements according to practice guidelines in different situations

PLO Mapping for 3 Domain

Program Learning Outcomes (13) (101 Core CLOs + 25 Non-Core CLOs)													
COURSES	Knowledge and Understanding		Skills									Values	
	K1	K2	S1	S2	S3	S4	S5	S6	S7	S8	S9	V1	V2
	1.1	1.2	2.1	2.2	2.3	4.1	4.2	4.3	5.1	5.2	5.3	3.1	3.2
Graduate attributes	1	1	1	1	1	3	3	4	5	5	5	2	2
LEVEL 1													
ENG 108 (1)												I [V1.1]	
MATH 101 (1)						I [S4.1]							
SDS 100 (1)													I [V2.1]
COM 100 (1)								I [S6.1]					
FPE 101 (1)		I [K2.1]											

LEVEL 2													
ENG 109 (1)												I [V1.2]	
BIOL 101 (1)		I [K2.2]											
CHEM 101 (1)		I [K2.3]											
PHYS 101 (1)		I [K2.4]											
IST 100 (1)													I [V2.2]
LEVEL 3													
ENG 230 (1)												P [V1.3]	
ANP 201 (1)		P [K2.5]											
EMS 123 (4)	I [K1.1,								I [S7.1]		I [S9.1,		
EMS 121 (5)	I [K1.3]								I [S7.2]	I [S8.1]			I [V2.3,
HIS 111 (1)		P [K2.6]											
IST 200 (1)													I

LEVEL 4													
EMS 231 (4)	I [K1.4]		I [S1.1]	I [S2.1]						I [S8.2]			
EMS 232 (4)			I [S1.2]	I [S2.2]					I [S7.3]			I [V1.4]	
EMS 233 (3)			I [S1.3]							I [S8.3,		I [V1.5]	
PSY 203 (1)		P [K2.7]											
PATH 201 (1)		P [K2.8]											
LEVEL 5													
BST 312 (1)								I [S6.2]					
EMS 331 (4)	P [K1.5]		P [S1.4]	P [S2.3]					P [S7.4,				
EMS 332 (4)	P [K1.6]		P [S1.5]	P [S2.4]					P [S7.6]				
EMS 334 (5)	P [K1.7,									P [S8.5]	P [S9.3]		P [V2.5]
EMS 333 (5)						I [S4.2]	I [S5.1]		P [S7.7]	P [S8.6,	P [S9.4]		
PHRM 201 (1)		P [K2.9]											

LEVEL 6													
EMS 341 (5)	P [K1.9]			A [S2.5]			P [S5.2]			P [S8.8]			A [V2.6]
EMS 342 (4)	P [K1.10]				I [S3.1, S3.2]					P [S8.9]		P [V1.6]	
EMS 343 (5)	P [K1.11]						P [S5.3]		P [S7.8]	P [S8.10]	P [S9.5]		
EMS 444 (5)			A [S1.6]	A [S2.6]						A [S8.11]	A [S9.6]		A [V2.7]
RM 320 (1)								P [S6.3]					
IST 201 (1)													I [V2.8]

LEVEL 7													
EMS 441 (5)	A [K1.12]			A [S2.7]	P [S3.3, S3.4]		A [S5.4]					A [V1.7]	
EMS 442 (4)	A [K1.13]		A [S1.7]	A [S2.8]					A [S7.9]			A [V1.8]	
EMS 443 (6)	A [K1.14]					A [S4.3]	A [S5.5]		A [S7.10]	A [S8.12]	A [S9.7]		
ARB 213 (1)												P [V1.9]	
HIS 145 (1)		A [K2.10]											
HIS 404 (1)							I						

LEVEL 8													
EMS 451 (5)			A [S1.8]	A [S2.9]	A [S3.5, S3.6]					A [S8.13]			A [V2.9]
EMS 452 (5)					A [S3.7, S3.8]	A [S4.4]			A [S7.11]		A [S9.8]		A [V2.10]
EMS 453 (6)	A [K1.15]					A [S4.5, S4.6]	A [S5.6]			A [S8.14]	A [S9.9]	A [V1.10]	
EMS 490 (1)								A [S6.4, S6.5, S6.6]					
IST 300 (1)													I [V2.11]
ARB 214 (1)												A [V1.11]	



Code of Conduct

EMS graduate (practitioner) has to follow the code of professional ethics. This code is a condition of credentialing and violations may result in suspension or withdrawal of working status.

EMS Graduates have to maintain and enrich their work by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professionals, and the EMS profession. EMS graduate has to:

1. Strives for professional excellence by maintaining competence in knowledge, wellbeing and skills necessary to provide quality care and maintaining currency in issues related to EMS.
2. Preserve life, relieve suffering, promote health, do no harm, and encourage the quality and equal availability of emergency medical care.
3. Provide services based on human need, with kindness and respect for human dignity, unrestricted by consideration of nationality, ethnic origin, age, sex, race, faith, color, status or physical/mental disability; to not judge the values of the patient's request for service, nor allow the patient's socioeconomic status to influence our performance or the care that we provide.
4. Respect and hold in confidence all information of a confidential nature obtained in the course of professional service unless required by law to reveal such information.
5. Use social media in a responsible and professional manner that does not question, dishonor, or embarrass an EMS organization, co-workers, other health care practitioners, patients, individuals or the community at large.
6. Work cooperatively with EMS associates and other allied healthcare professionals in the best interest of the patients.
7. Take responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and to know and uphold the laws which affect the practice of EMS.
8. Follow the rules and regulations of the working agent and national as well.
9. Be aware of and participate in matters of lawmaking and regulation affecting EMS.
10. Refuse participation in unethical procedures, and assume the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.
11. Not use professional knowledge and skills in any creativity harmful to the public wellbeing.
12. Take all responsibility for his actions, and ensure that others receive recognition for their work and assistances.
13. Recognizes a responsibility to participate in professional activities, associations, and research that contribute to the improvement of public health, and will and encourage the participation of peers.



EMS Department organizational Chart

