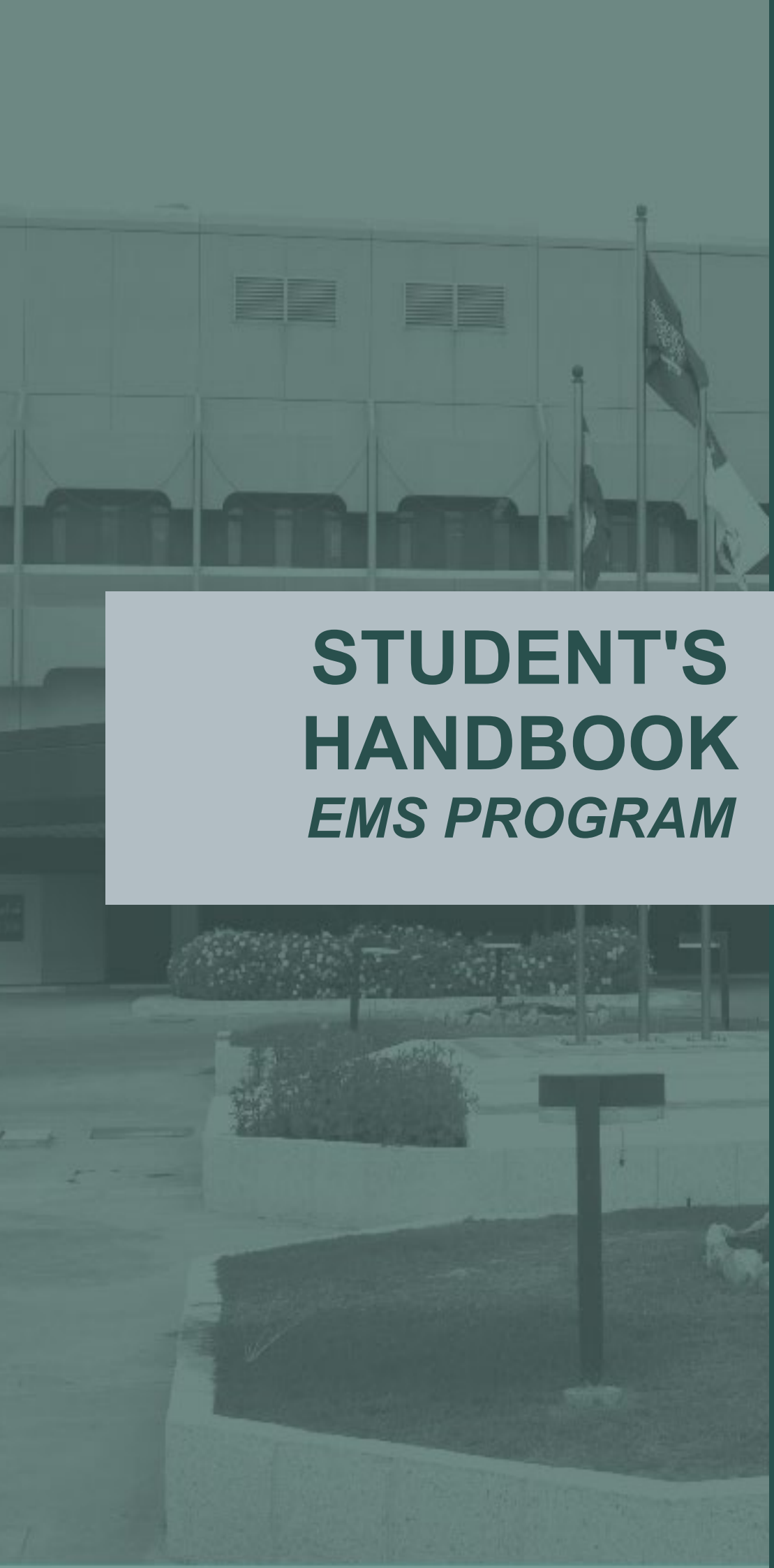

PRINCE SULTAN
MILITARY COLLEGE OF
HEALTH SCIENCES
DHAHRAN

STUDENT'S HANDBOOK

EMS PROGRAM

2023 - 2024

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WELCOME LETTER

Dear
Thank you for your interest in the PSMCHS, Emergency Medical Services program.
The staff of the PSMCHS; EMS Program likes to welcome you to the department and everyone in our department wants to help you make your "EMS Program Experience" is a safe one.
The EMS Program 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 Program 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 Program student's handbook has a useful guides and much more.
EMS Program 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 Program. 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 Program 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 Program 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://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 of PSMCHS is dedicated to graduating qualified paramedic specialists in the field of pre-hospital emergency care by fostering a supportive educational environment whilst conducting scientific research and promoting efficient community partnerships.

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, graduates and faculty in community welfare projects
3. Attract, develop, and retain exemplary faculty members.
4. Ensure effective, efficient, and continuous quality improvement systems.
5. Promote and inspire innovation and collaborations for students and faculty to conduct scientific 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

1. Fairness:
2. EMS Program views fairness as the highest value in conducting all its functions and activities.
3. Efficiency:
4. EMS Program strives to improve its overall performance through the highest standards of quality to achieve the goals of all stakeholders.
5. Excellence:
6. EMS Program is committed to excel in developing the ultimate work environment to stimulate creativity, novelty and scientific research.
7. Empowerment:
8. 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, paediatrics, obstetrics, gynaecology, 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 information. 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.

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

B.S.P	**PHASE I**	**PHASE II**	**PHASE III**
	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 program. 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.

PRINCE SULTAN MILLITRY COLLEGE OF HEALTH SCIENCES BACHELOR DEGREE PROGRAM
EMERGENCY MEDICINE SERVICES PROGRAM 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 EMS program 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.

Preparatory Year Semester 1

English Language I (ENG 108) (7 SCH) –
The 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 II (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) –
It introduces 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 –
التعرف على مهارات التفكير وأساليبه -تنمية الروح الابداعية لدى الطلبة واكتساب مهارات الاتصال مع الذات ومع الآخرين. استعمال مهارات التحدث والحوار والإقناع-اكتساب مهارات إعداد البحث تنفيذا وتقويما-تعوّد عادات القراءة السريعة والواعية -العمل مع المجموعات بروح الفريق الواحد

Preparatory Year 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) –
It is designed as an introduction to biology 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 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) -
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 و حضارة وقيم وأهداف مشتركة بصورة واعية هادفة-

Clinical Year 1 Semester 1

English Language III (ENG 220) (2 SCH) –
To extend skills acquired in course 109, with focus on reading**.**

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 (EMT 123) (4 SCH) –
This course includes a detailed study of the knowledge and skills to manage safely the scene of an emergency and the trauma patients. This course is designed to provide skills and tactics that can be used for management of all kinds of trauma cases whatever the severity of injuries for all ages. Provides knowledge necessary to carry out scene size up and assessment of medical and trauma patients. This course is also designed to carry out assessment of medical and trauma patients in a stepwise manner, recognize and treat airway obstruction, use of maneuvers to open airway, ability to use airway adjuncts when required and provide oxygen support to the patients.

Emergency Medical Care I (EMT 121) (4 SCH) –
This course is basic and includes about introduction of Emergency medical care, learning and practicing the baseline Vital signs, practicing the art of lifting and moving to avoid injuries to patient and self, memorizing the basics of medical, legal and ethical issues along with introduction to community services. It also includes learning the Basics of Pharmacology for Emergencies along with Emergency Medicines, Mechanisms of injuries and, Wellbeing of an EMS paramedic**.**

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) –
يهدف هذا المقرر الي بيان التجربة الحية في معالجة الأفكار المترددة بين الحق والباطل والتي من خلالها يمكن تأسيس التفكير الصحيح لدي الأنسان وخصوصا الشباب وذلك من خلال وقفة تأمل وموازنة بين الآراء والمذاهب التي تقيم نظرتها للإنسان والكون والحياة على 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.

Clinical Year 1 Semester 2

English Language IV (ENG 320) (2 SCH) –
To extend skills acquired in course 109 with focus on intensive writing.

Trauma I (EMT 231) (4 SCH) –

1. This course includes basics of trauma how to deal with mentioned trauma.
2. Upon completion of this course, the student will be able to:
3. Integrate academic knowledge with clinical practice to best resolve the clinical question in each situation presented.
4. Exercise sufficient judgment and accept responsibility for scene and patient management.
5. To illustrate the required psychomotor skills to perform all functions associated with their role as emergency practitioners.

Emergency Medical Care II (EMT 232) (4 SCH) –
This course includes a study of basic anatomy of respiratory system and abdomen.
This course is designed to provide knowledge of diseases causing respiratory distress, acute abdominal pain and altered mental status. It provides skills to carry out focused physical examination of chest and abdomen. It also imparts the ability to make a differential diagnosis and management plan based on symptoms and signs.

Field Experience I (EMT 233) (1 SCH) –
This course is designed to put the students once per week in the Emergency Medical Service (ambulance), Emergency Room, phlebotomy, the student will have accomplished the following:

- Identifies ambulance equipment, performing scene size up and primary and secondary assessment.
- Safe lifting and moving and the recognition of different types of stretchers.
- Take vital signs, chief complain and sample history.
- General recognition to the patient's pathway.
- Knowing the general safety guidelines and hand hygiene
- Vein puncture techniques and proper blood extraction methods.
- Dealing with risk and hazards in phlebotomy.

Health Statistics (HIS 146) (2 SCH) –
It presents information relating to the basic statistical data needed by a health facility's governing board, medical staff and by outside agencies. Uniform terminology in health care statistical data compilations is also provided with the student receiving instruction in Glossary definitions of patients, patient characteristics, facilities, surgical operations, live births and fetal deaths. In addition, the commonly computed rates and percentages for inpatients are introduced, divided into six parts – inpatient census data and its use, percentage of occupancy, mortality rates, autopsy rates, other rates and length of stay. Opportunities for extensive practice in computing rates and percentages will be provided for the student in a supervised laboratory setting.

Psychology (EMT 202) (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.

General Pathology (HIS 144) (3 SCH) –
It introduces 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 EMT 231, 232 where the normal and the abnormal are compared.

Clinical Year 2 Semester 1

English Language V (ENG 420) (1 SCH) –
Development of evaluation and synthesis of research works and other sources; and development of competence in report and academic writing.

Trauma II (EMT 331) (4 SCH) –
This course includes a detailed study of the knowledge and skills to manage safely the scene of an emergency and the trauma patients. This course is designed to provide skills and tactics that can be used for management of all kinds of trauma cases including thoracic, abdominal and gentalia traumas, injuries to the head, eye, face & neck and injuries to spine and their management in prehospital settings whatever the severity of injuries. Provides knowledge and skills necessary to safely manage single or multi-casualty incidents, utilize ambulance medical resources and identify the associated risks related to the mechanism of injuries.

Emergency Medical Care III (EMT 332) (4 SCH) –
The course is designed to provide the students with the knowledge to diagnose and deal with emergency medical cases including Neurological, Endocrinal, Respiratory, Hematological, and Allergic urological, GI diseases besides the Environmental and Toxicological emergencies. The course provides skills and tactics that can be used to manage all kinds of medical emergencies cases whatever the severity of illness for all ages.
The course provides knowledge necessary to safely manage single or multi-casualty incidents, utilize ambulance medical resources and identify hazardous to minimize the associated risks related to medical emergencies.

Cardiology I (Basic Cardiology & ECG interpretation) (EMT 335) (3 SCH) –
It 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 (EMT 333) (2 SCH) –
This course is designed to put the students one day per week in the Emergency Medical Service (Ambulance), Emergency Room, Intensive Care Unit and Cardiac Care Unit, 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 previous and current subjects.

Basic in Pharmacology (EMT 210) (4 SCH) –
It introduces the students to the principles of Pharmacology, Pharmaco-dynamics 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 Gynecological, Behavioral management and other specific emergency drugs.

Clinical Year 2 Semester 2

Emergency Medical Service (Operation I) (EMT 341) (4 SCH) –
This course includes a detailed study of the knowledge and skills to manage safely the scene of an emergency and management plan for the Ambulance, Medical Incident Command, Rescue Awareness, Hazardous Materials Incidents, Scene Size up and Crime Scene Awareness.
This course is designed to provide skills and tactics that can be used for management of all kinds of Operation scenes.
Provides knowledge necessary to safely manage single or multi-casualty incidents, utilize ambulance medical resources and identify hazardous to minimize the associated risks related to the mechanism of injuries.

Field Experience III (E.M.T 343) (2 SCH) –
This course is designed to put the students once per week in the Emergency Medical Service (Ambulance), Emergency Room, Intensive Care Unit and Cardiac Care Unit. The students will observe/ assist emergency medical interventions in traumatic, medical and surgical cases. This field will encourage the students to apply and practice all the skills gained from previous and current subjects.

Health Care Delivery System (HIS 140) (3 SCH) –
This 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.

Islamic Studies (IST 201) (2 SCH) –
يهدف هذا المقرر إلى بيان أهمية النظام الاقتصادي في ضوء الإسلام والمنهج الوسطى في مسألة الحرية الاقتصادية والتي من خلالها يمارس الإنسان نشاطه الاقتصادي لتحقيق وظيفة إستخلافه في الأرض وتحقيق العبودية لله وبيان منهج الإسلام الشامل لكل جوانب الحياة مقارنة مع النقالة الموجوده في الأنظمة الوضعية كالنظام الرأسمالي والشيوعي الاشتراكي لتحقيق هذه الغاية السامية في ضبط النشاط الاقتصادي في جلب المصالح ودرء المفاسد.

Health Informatics (HIS 404) (2 SCH) –
The 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.

Clinical Year 3 Semester 1

EMS Operation II (EMT 441) (4 SCH) –

This course includes a detailed study of the knowledge and skills to manage safely the scene of an emergency. This course is designed to provide tactics that can be used for self-protection in dangerous and violent situations. Emphasis is placed on prediction, recognition, and response to dangerous and violent situations.

Provides knowledge necessary to safely manage multi-casualty incidents and rescue situations, utilize ambulance medical resources, identify hazardous materials and minimize the associated risks related to terrorism and disaster.

Emergency Medical Care V (EMT 442) (3 SCH) –

This course is designed to provide introduction to General assessment and, assessment-based approach for the management of medical and trauma patients. They will be taught how to do general assessment of the patient, how to check vital signs and do stepwise assessment including Primary survey and secondary survey of trauma and medical patients and how to provide airway and breathing assessment and support.

Provides knowledge about all instruments used for monitoring of vital signs, and to provide knowledge about interpretation of all vital signs' variation and their management. It is a continuing education program designed to give a focused review of steps of patient assessment which is vital as pre hospital care.

This course will also provide knowledge about environmental hazards and their management in industrial set ups.

Advanced Field Experience IV (EMT 443) (2 SCH) –

This course is designed to put the students once per week in the Emergency Medical Service (ambulance), Emergency Room, Intensive Care Unit and Cardiac Care Unit, 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 previous and current subjects.

Arabic Studies I (ARB 210) (3 SCH) –

-يهدف هذا المقرر الى تحقيق المقاصد التالية:

1. 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 ألي لغة بشرية أخرى وذلك مما استودع نثرها وشعرها من نتائج عقول أبنائها وما كان لنباغيها من التأثير فيها مما شأنه ان يهذب النفس ويثقف العقل ويقوم اللسان من خلال العصور التي مرت بها.
2. رفع الاداء اللغوي لدى الطالب ورفع قدراتهم العملية وتنمية المهارة واستخدام العبارة المناسبة الخالية من الأخطاء الإملائية والنحوية والصرفية والتعرف على أساسيات الفصاحة والبلاغة.
3. معرفة الاستفادة من المعاجم العربية ومقاييس اللغة واستخدامها الصحيح في الكتابة والأنشاء والتعبير بالعربية الفصحى حسب الضوابط وقواعد اللغة ودلالتها من آيات القرآن الكريم والحديث النبوي الشريف ومنثور اللغة ونظمها.

Cardiology II (Cardiac Emergency & ACLS lectures) (3 SCH) –

It 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.

Clinical Year 3 Semester 2

Trauma IV (EMT 451) (4 SCH) –

This course includes a detailed study of the knowledge and skills to manage safely the scene of an emergency and the trauma patients
This course is designed to provide skills and tactics that can be used for management of all kinds of trauma cases whatever the severity of injuries.
Provides knowledge necessary to safely manage single or multi-casualty incidents, utilize ambulance medical resources and identify hazardous to minimize the associated risks related to the mechanism of injuries.

Emergency Medical Care VI (EMT 452) (5 SCH) –

This course includes a detailed study of the knowledge and skills to manage safely the scene of an emergency and the trauma patients
This course is designed to provide skills and tactics that can be used for management of all kinds of medical and trauma cases whatever the severity of injuries for all ages.
Provides knowledge necessary to safely manage single or multi-casualty incidents, utilize ambulance medical resources and identify hazardous to minimize the associated risks related to the mechanism of injuries.
This course includes a detailed study of the knowledge and skills to manage safely the scene of an emergency
This course is also designed to provide tactics that can be used for self-protection in dangerous and violent situations. Emphasis is placed on prediction, recognition, and response to dangerous and violent situations.
Provides knowledge necessary to safely manage multi-casualty incidents and utilize ambulance medical resources, identify and manage hazardous materials and minimize the associated risks related to crime and disaster.

Field Experience V (EMT 453) (2 SCH) –

This course designed to put the students once per week in the Emergency Medical Service (ambulance), Emergency Room, Intensive Care Unit and Cardiac Care Unit, to observe Emergency Medical Intervention in Traumatic, Medical, Surgical Emergencies and diseases. The course also mandates the participation of students in community services and will encourage the student to apply and practice all the skills gained from previous and current subjects.

Arabic Studies II (ARB 211) (1 SCH)

–يهدف هذا المقرر الى تحقيق المقاصد التالية:

1. استمرار الطالب والطالبة في مواصلة البحث والتوسعة في آداب اللغة العربية وعلومها فيما يخص القسم الثاني من كلام العرب ألا وهو الشعر والشعراء وآدابهم.
2. زيادة الاطلاع في الشعر ورأي الإسلام فيه سلبا وإيجابا علي ميزان القرآن الكريم والسنة النبوية واالدلة.
3. الكشف عن المواطن التي تأثر بها الشعر في عصر صدر الإسلام والوقوف عند الضوابط الشرعية من القرآن الكريم والسنة النبوية مقارنة بالشعر في الجاهلية.
4. بيان الآداب والخصائص التي تميز بها الشعر والشعراء في ذلك العصر بدءا من عصر النبوة وعصر الخلافة الراشدة انتهاء بالخلافة الأموية بالإضافة الى نصوص شعرية مدروسة لكل عصر من تلك العصور الإسلامية وبيان المنزلة التي ارتقت إليها اللغة العربية نثرها وشعرها وذلك بالقيام العظيم من أصحاب تلك العصور الزاهرة في خدمة اللغة العربية بعد أن أصبحت لغة القرآن الكريم.

Islamic Studies (IST 300) (2 SCH) –

يهدف هذا المقرر الي التعريف بأسس النظام السياسي في الإسلام 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 الي العلاقة بين الدول في حالتي السلم والحرب وفق القواعد المقررة في الشريعة الإسلامية.

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, has to be aware of the research development and its importance in the healthcare settings and the society.

In addition to the above statements, the course will cover an assortment of aspects of undergraduate-level and applied medical sciences. Due to time constraints, the course will briefly review substances

Attendance Policy:

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 on wards 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.
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.

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 الطالب حضور جميع المحاضرات والدروس المعملية والعملية ويحرم من الاستمرار في دخول الاختبار النهائي إذا زادت نسبة الغياب عن 02% في السنة التحضيرية و 02% في السنوات العملية. يراجع هذا ونظام الأعذار القهرية المقبولة والإنذار الأكاديمي وغيرها من الأمور الهامة للطالب بموقع الكلية الإليكتروني http://www.psmchs.edu.sa/images/reg

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.
q. 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 7^{th} – 8^{th} 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	Clini cal	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 Chairman 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%
4. Graduate finals should contain test items that target the course objectives within the following percentages:
5. Knowledge and comprehension = 20% to 30%
6. Application and analysis = 30% to 40%
7. Synthesis and evaluation = 40% to 50%

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.

ACADEMIC INTEGRITY POLICY & PLAGIARISM

Standards of Academic Conduct (behavior)

As an academic institution, it is committed to the discovery and dissemination of truth, PSMCHS beliefs 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

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.

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 PARMEDIC 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**

لائحة تأديب الطالب:
Classroom Discipline:

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 chairman of Department, using the "Record of Student Indiscipline" form. This is forwarded, through the relevant coordinator, to the student's affairs unit 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.

HOMEWORK 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 ASSIGMENT 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.

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.
- 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.

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

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]

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.

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.

Attributes (Characteristics) of Graduates

Upon graduation, the professional paramedic should be able to carry out the following activities plus the activities in the Objectives:

1. Comprehensive Knowledge, Critical thinking and Problem solving: Acquire latest knowledge and capable of effectively managing a variety of pre-hospital emergency cases. (PLO K1, K2, S1, S2, S3) Knowledge & skills
2. Skills and Research: Mastery of expertise in variety of emergency scenarios and able to conduct research. (PLO S4, S6 ,S5, S7, S8, S9) Skills
3. Communicator: Communicate efficiently Using a professional and clear language in diverse social, cultural and workplace contexts using appropriate abilities. (PLO C1) (Values)
4. Ethically, socially aware and team-worker: Appreciate the value of teamwork while having a sense of ethics and social responsibility. (PLO C2) (Values)

LAB SAFETY

Please refer to the Safety Book of the College

Hazards in the EMS Laboratory

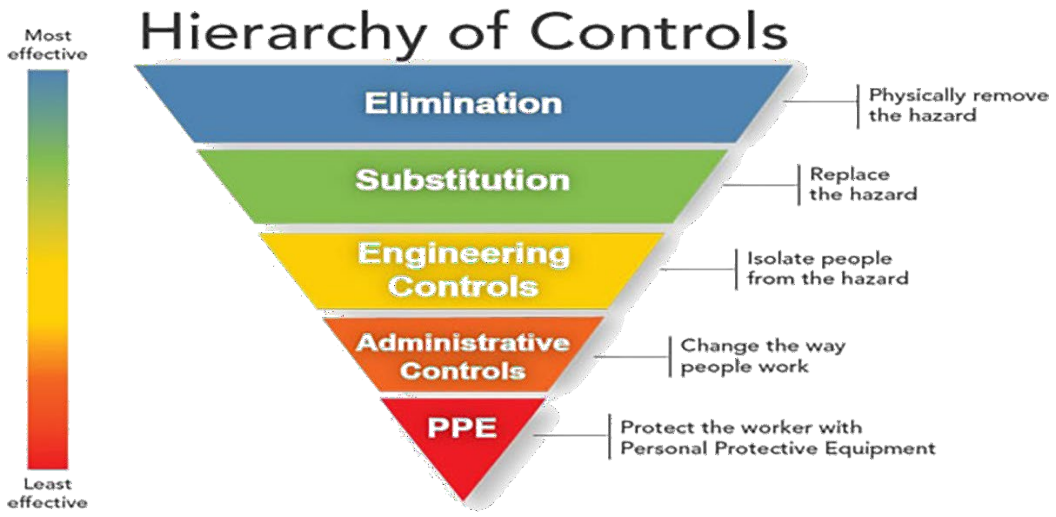
- **BIOLOGICAL** – exposure to blood and body fluids and specimens that harbor HIV, HBV, HCV etc.
- **PHYSICAL** – Using sharps like needles, syringes, blades and scalpel etc.
- **FIRE**
- **ELECTRICAL** ACCIDENTS- using defibrillators, computers and simulation manikins.

- **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 clean up 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.

1. 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.
2. Wear shoes all the times in the laboratory. Sandals, flip-flops, perforated shoes, open- toed shoes, or canvass sneakers are prohibited in the laboratory.
3. Each individual is responsible for keeping the work are clean.
4. Chemicals and equipment should be clearly and correctly labeled as well as properly stored.
5. Clean up work area upon completion of a procedure, at least at the end of each day.
6. Appropriate warning signs should be posted near any dangerous equipment, reaction, or condition.
7. Interior connecting doors between laboratories should be unobstructed and unlocked at all times.
8. Adequate, skid-proof footstools and stepladders should be used for reaching upper shelves. Do not stand on chairs or easily movable objects.
9. All equipment should be inspected for defects prior to use.
10. Gas, air, vacuum services should be turned off at the bench service valve when services are not in use.
11. Be alert to unsafe conditions and correct them when detected.
12. Minimize the use of sharps. Uses needles and scalpels according to appropriate guidelines and precautions.
13. 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.
14. It is good and wise to avoid working alone in the laboratory.
15. Do not handle personal items (cosmetics, cell phones, calculators, pens, pencil, etc.) while in the lab.
16. Safety in the laboratory should be taught and reinforced throughout the year.
17. 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.

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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:

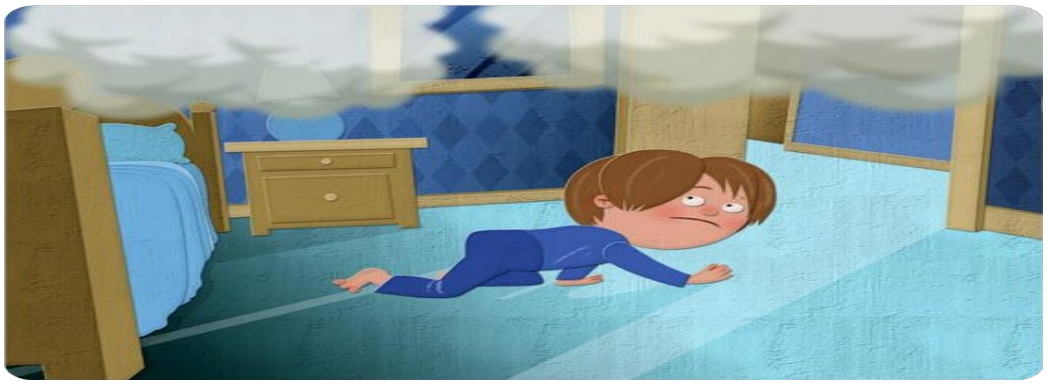
1. Gauze pads (at least 4x4 inches).
2. Two large gauze pads (at least 8x10 inches).
3. Alcohol rub (hand sanitizer) or antiseptic hand wipes.
4. One package gauze roller bandage at least 2 inches wide.
1. Two triangular bandages.
2. Wound cleaning agent such as sealed moistened towels.
3. Scissors.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

College Dean Award

جائزة قائمة العميد الشرفية

جائزة قائمة العميد الشرفية هي جائزة سنوية تمنح من قبل عميد 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:

١. إرساء مبدأ التشجيع والتقدير والاعتراف للطلاب المتميزين.
٢. تحقيق التميز بجميع جوانب الكلية من خلال إسهامات الطلاب.
٣. تعزيز فرص توظيف الطلاب من خلال بناء قدراتهم التنافسية.
٤. تعزيز المهارات الطلابية أكاديمياً وبحثياً ومجتمعياً.
٥. المساهمة في تنمية المجتمع من خلال تزويده بخريجين متميزين.

قيم الجائزة: التشجيع – التنافس -الشفافية-التميز-المسؤولية المجتمعية – الإبداع – الابتكار.

شروط الترشح لجائزة قائمة العميد الشرفية:

١. أن يكون الطالب من بين طلاب الكلية المسجلين في وقت الترشح.
٢. ان يكون الطالب ملتزم بالخطة الدراسية، وان لا يتجاوز المدة المحددة لإنهاء دراسته.
٣. ألا يكون الطالب قد تدنى معدله عن (٣,٥) في جميع الفصول الدراسية التي درسها بما فيها الفصل الصيفي.
٤. أن يكون الطالب قد حصل على معدل تراكمي لا يقل عن (٤,٢٥) في العام الذي ترشح فيه.
٥. ألا يقل تقدير الطالب عن (C) في جميع المقررات التي درسها منذ التحاقه بالكلية.
٦. ألا يكون الطالب قد صدر بحقه أي عقوبات تأديبية نظير مخالفته للقواعد الأكاديمية أو السلوكية.
٧. ألا يكون الطالب قد صدر بحقه أية عقوبات قانونية من قبل الجهات المختصة بالمملكة.
٨. لمزيد من المعلومات نرجو منكم مراجعة إدارة الخدمات الطلابية.

New Students Process

تقدم إدارة الخدمات الطلابية عدداً من البرامج والأنشطة لطلابنا المستجدين بهدف توعيتهم وتثقيفهم وشغل أوقاتهم بما ينفعهم، ومنها البرنامج التعريفي للطلاب المستجدين الذي يتم قبل بدء الدراسة من خلال تجهيز الصالة الثقافية لاستقبالهم في مبنى الكلية الرئيسي.

ومن أهداف البرنامج ما يلي:

١. مساعدة الطلاب المستجدين على فهم أنظمة الكلية واللوائح الدراسية من خلال المحاضرات واللقاءات مع بعض المسؤولين بالكلية.
٢. إعطاء الطالب تصوراً عاما لما سيتم عمله خلال الأيام الأولى من الدراسة.
٣. تهيئة الطالب للحياة الجامعية من الناحيتين الأكاديمية والاجتماعية.
٤. إتاحة الفرصة لتعارف الطلاب الجدد وبناء علاقات اجتماعية بينهم.
٥. لذا فإن مشاركة جميع الطلاب المستجدين في هذا البرنامج ستساعدهم على التكيف بسهولة مع الحياة الجامعية.
٦. الإجراءات الرسمية للطلاب المستجدين:
٧. إصدار البطاقة الأكاديمية.
٨. البريد الإلكتروني، نظام معلومات الطلاب، نظام البلاك بورد، المكتبة السعودية الالكترونية، النماذج الالكترونية.
٩. فتح حساب بنكي خاص بالمكافأة الجامعي.
١٠. استلام السكن للمستحقين.
١١. الحصول على تصريح السيارة لدخول الكلية واستخدام المواقف.
١٢. فتح ملف طبي.

الإجراءات الرسمية للطلاب المستجدين

Student Affairs Services

خدمات الطلاب:

تسعى إدارة الخدمات الطلابية إلى توضيح بعض الإشكاليات التي قد يواجها الطالب بعد انتقاله من البيئة المدرسية إلى البيئة الدراسية الجامعية، وتقوم إدارة الخدمات الطلابية بدور الوسيط بين الطالب وجميع أقسام الكلية حيث يتولى القسم رعاية الطالب من الناحية التوجيهية وتتلخص مهام القسم بالآتي:

١. مساعدة الطالب للتغلب على الصعوبات (النفسية والاجتماعية) التي قد يواجها.
٢. إعداد برامج تخص الطالب مثل (برنامج استقبال الطلاب الجدد).
٣. تزويد الطالب بجميع النماذج من تعريف واستمارة لتجديد البطاقة الطبية.
٤. تطبيق نظام العقوبات المتعلقة باللوائح التأديبية الخاصة بالكلية.
٥. متابعة الطلاب بالسكن من النواحي الإرشادية النفسية والاجتماعية.
٦. تنظيم الأنشطة الطلابية التي تشمل الأنشطة الرياضية حتى يتمكن الطالب من ممارسة هواياته المفضلة لديه. والمشاركة بالأنشطة الثقافية.
٧. تقديم المحاضرات التوعوية من قبل المختصين.
٨. متابعة الحالات الصحية الطارئة للطلبة خلال الدوام الرسمي.
٩. تنفيذ إجراءات الترشيح للمجلس الطلابي ومتابعة مهامه وأنشطته للطلاب.
١٠. تشكيل الأندية الطلابية وتنظيم عملها وطرح برامجها وأنشطتها للطلاب.
١١. تفعيل وإدارة برنامج التشغيل الطلابي في الكلية.
١٢. تعريف الطلاب بحقوقهم وواجباتهم في الحياة الجامعية.

الصفحة الالكترونية بموقع الكلية

Students Clubs

الأندية الطلابية

تولي الكلية اهتماماً كبيراً بالأندية الطلابية عدد من الأندية الطلابية المتنوعة في الكلية يمارس فيها الطلبة هواياتهم المفضلة من خلال قسم البرامج والأنشطة الطلابية تحت مظلة ودعم وكالة شؤون الطلاب بالكلية وذلك بتهيئة الفرص للطلاب لترجمة أفكارهم وحماسهم الى ابداع في مجال الهواية والميول، سواء كانت علمية أو ثقافية أو فنية أو اجتماعية، وأيضا تلعب دوراً هاماً في بناء خبرة تعليمية وحياتيه لدى الطلاب.وتنبع برامج هذه الأندية من خلال حاجة الطلبة، وما يرتقي بهم ويلبي ميولهم وطموحاتهم، وتهدف من خلال أنشطتها وبرامجها المتنوعة إلى زيادة الوعي الثقافي والعلمي والذوق الأدبي لدى الطلبة وإكسابهم المهارات اللازمة والخبرات المتميزة.

الرؤية:

بناء شخصيات متكاملة قادرة على مواجهة التحديات والسعي الى التواصل مع المجتمع وتلبية من خلال التخطيط الفعال للأنشطة المختلفة بالأندية الطلابية التي تساهم في تطوير الجوانب المتعددة لشخصية الطلاب بتأهيلهم لتحمل المسؤوليات التي ستلقى على عاتقهم في المستقبل.

الرسالة:

العمل على تنشيط المواهب عن طريق إعطاء الفرصة لممارسة تلك المواهب والأنشطة بهدف صقلها وتنميتها والاستفادة منها.

الأهداف:

١. صقل شخصية الطلاب وإبراز مواهبهم المختلفة.
٢. استغلال أوقات الفراغ ببرامج هادفة ومفيدة.
٣. تهيئة الطلاب لمواجهة أعباء الحياة بعد تخرجهم.
٤. إقامة النشاطات التي تبرز جهود أعضاء النادي في المجالات التي يتميزون بها.
٥. اكتشاف المواهب الطلابية والتوجيه برعاية الموهوبين.
٦. تهيئة البيئة الملائمة للطلاب لتنمية قدراتهم ومهاراتهم.
٧. تبادل الخبرات فيما بينهم والعمل على تشجيعهم ودعمهم وتكريمهم.
٨. المشاركة في الزيارات المختلفة داخلياً وخارجياً وتبادل الخبرات مع الجهات الخارجية المختلفة.
٩. توثيق النتاج الطلابي وانشاء قاعدة بيانات للمواهب الطلابية في مختلف المجالات.

الأندية الطلابية في كلية الأمير سلطان العسكرية للعلوم الصحية بالظهران:

- نادي نزاهة
- نادي البحث العلمي
- النادي الثقافي والاجتماعي
- النادي الرياضي
- نادي الجودة
- نادي فكرة

الفوائد التي يحصل عليها رئيس النادي:

العمل في الأندية الطلابية هو عمل تطوعي، ورئيس النادي هو الشخص الذي يمثل النادي أمام عمادة الكلية، والعمادة تقدر الجهد الذي يقوم به رئيس النادي. وهناك العديد من المهارات والخبرات التي يكتسبها رئيس النادي منها:

- التعرف على طبيعة العمل الإداري وكيفية التعامل مع كافة الإدارات والأقسام.
- تنمية مهارات التواصل والقيادة والعمل في فريق.

الفوائد التي يحصل عليها أعضاء النادي: هناك العديد من المهارات والخبرات والتي يكتسبها أعضاء النادي منها:

- غرس ثقافة العمل التطوعي.
- العمل بروح الفريق وتحمل المسؤولية.
- اكتساب مهارات الاتصال والقيادة.
- القدرة على حل المشكلات.

الحوافز التي تقدم للأندية الطلابية: تولي عمادة الكلية اهتماماً بالغاً بالأندية الطلابية، وتقدم جميع أنواع الدعم اللازم لتنفيذ أنشطة النادي نظرا لأهميتها في صقل شخصية الطالب الجامعي وإكسابه العديد من المهارات الخبرات والمعارف، وتتمثل الحوافز بما يلي:

- تكريم الطلبة المتميزين من رؤساء وأعضاء الأندية في حفل ختام الأنشطة الطلابية الذي تنظمه إدارة الخدمات الطلابية.
- تقديم جائزة لأفضل نادي طلابي خلال العام الدراسي.
- ترشيح بعض الطلبة المتميزين للمشاركة في لجان داخل الكلية (مجلس الكلية، مجلس القسم الأكاديمي، المجلس الاستشاري الطلابي).

نموذج الانضمام للأندية الطلابية

Students Council

المجلس الطلابي

يسعى المجلس الطلابي إلى تقوية وتعزيز التواصل والحوار بين الطالب والكلية من خلال قسم البرامج والأنشطة الطلابية مما يعود بالنفع عليهم والارتقاء بتقديم وتطوير فعاليات متنوعة للطلاب والطالبات، سواء كانت خدمية أو علمية أو أنشطة. كما يتيح المجلس الطلابي تقديم مختلف البرامج والأنشطة الثقافية والرياضية والاجتماعية والعلمية والإبداعية، إضافة إلى مناقشة المشكلات المتعلقة بالطالب ومحاولة إيجاد الحلول المناسبة داخل حرم الكلية وخارجها بما يتفق مع القيم والمبادئ الإسلامية .

الرؤية: الريادة والتميز في تقديم الاقتراحات والحلول لمشاكل وقضايا الطلبة والمشاركة في الأنشطة الطلابية وخلق بيئة تنافسية تجعل من الكلية مجتمع ملتزم متميز يدعم الطلاب والطالبات الذين يحبون المنافسة وفي كل المجالات.

الرسالة: التواصل والحوار مع الطلاب والطالبات لمعرفة آرائهم ونقلها للمسؤول بطريقة منظمة وموضوعية يتحقق من خلالها أهدافه الانشطة الطلابية بالكلية، وإعطاء فرصة ممارسة الانشطة الثقافية والاجتماعية والعلمية والرياضية وفق ما يرغبه الطلاب والطالبات في إطار القيم والمبادئ الاسلامية السامية وضمن أنظمة الكلية وقسم البرامج والأنشطة الطلابية .

الأهداف :

١. إيجاد حلقة الوصل بين الطلاب وإدارة الكلية، بهدف التواصل وطرح الآراء والمقترحات لخدمة العملية التعليمية.
٢. تعزيز المشاركة والتعاون بين الطلاب والإدارة وأعضاء هيئة التدريس.
٣. تنمية قدرات الطلاب، وتشجيعهم على المشاركة الفعالة في خدمة قضايا المجتمع لمحلي.
٤. تنمية مهارات القيادة والاتصال والمسؤولية لدى الطلاب، مما يساهم في بناء مجتمع طلابي قادر على المنافسة عليماً
٥. اكتشاف قدرات الطلاب ومواهبهم وتوجيهها التوجيه المناسب.
٦. المشاركة في تنظيم وتنسيق الأنشطة الطلابية الفردية والجماعية وتحقيق أقصى استفادة من الإمكانات الجامعية المتاحة.
٧. توعية الطلاب وحثهم على الالتزام بالأحكام واللوائح المعمول بها في الكلية.
٨. تنمية ولاء الطلاب للوطن والكلية.

دليل المجلس الطلابي	نموذج الانضمام للمجلس الطلابي

Students Disciplinary

لائحة الانضباط الطلابي

أعدت هذه اللائحة لتكون متوافقة مع اللوائح المعمول بها في الجامعات والكليات السعودية وتم إجراء التعديلات عليها واعتمادها في الكلية، وذلك بغرض ضبط سلوك الطلاب ومن في حكمهم داخل الكلية أو في أي من مرافقها، وتقويم الطلاب المخالفين ومعالجة سلوكهم بالأساليب التربوية المتاحة في الكلية، وإقرار العقوبات التأديبية على الطلاب المخالفين للأنظمة واللوائح المعمول بها، وقد تتراوح تلك العقوبات من التنبيه مشافهة أو كتابة والتوقيع على (التعهد الخطي) إلى الفصل النهائي من الكلية.

يشير ملحق المخالفات والعقوبات في تلك اللائحة إلى أنواع المخالفات المطبقة في الكلية وهي (المخالفات الأكاديمية، والمخالفات السلوكية، والمخالفات الأمنية والمرورية، ومخالفات أنظمة السكن) والعقوبات المترتبة على كل منها.

لائحة الانضباط الطلابي

Student's Working Rules

التشغيل الطلابي

يهدف برنامج تشغيل الطلبة داخل مرافق الكلية بنظام الساعات إلى تنمية وصقل مهارات طلبة الكلية، واطلاعهم 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: إدارة الخدمات الطلابية، بالتعاون والتنسيق مع الأقسام ذات العلاقة.

الفئة المستفيدة: طلاب وطالبات الكلية

مجالات العمل: مكتبة الكلية – العلاقات العامة – النادي الرياضي (للطلاب) – كافتيريا الكلية.

الضوابط:

١. 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.
٢. أن يكون الطالب الطالبة قد أنهى برنامج السنة الدراسية الأولى.
٣. ألا يكون الطالب تحت الإنذار الأكاديمي.
٤. أن تتاح أولوية فرص التشغيل للطلاب ممن لم يسبق لهم العمل بالبرنامج منذ التحاقهم بالكلية.
٥. ألا يتم تشغيل أي طالب/ طالبة سبق له العمل في البرنامج التشغيلي مرتين خلال دراسته في الكلية.
٦. يحق للجنة برنامج التشغيل الطلابي استثناء الطالب المتميز من بعض شروط أولوية الالتحاق في حال كان الطالب/ الطالبة لديه مهارات معينة ينوي تسخيرها في تدريب زملائه من الطلاب على هذه المهارات.
٧. يمكن للطالب/ للطالبة التسجيل في فرصة تشغيل واحدة فقط خلال الفصل الدراسي الواحد.
٨. ألا تزيد ساعات عمل الطالب/ الطالبة عن ٥٠ ساعة ولا تقل عن ٢٠ ساعة خلال الشهر الواحد بواقع ١٥ ريال للساعة الواحدة.
٩. ألا تزيد ساعات عمل الطالب خلال على ٣ ساعات، مع مراعاة ما ورد سابقاً بشأن الحد الأدنى والحد الأقصى لساعات العمل خلال الشهر الواحد.

آلية العمل:

١. تقوم إدارة الخدمات الطلابية في بداية الفصل الدراسي بحصر فرص تشغيل الطلاب داخل مرافق الكلية.
٢. يفتح مجال الالتحاق بالبرنامج لمدة أسبوع (الأسبوع الأول) وذلك بتعبئة النموذج من خلال مراجعة قسم شؤون الطلاب أو التسجيل في موقع الكلية عن طريق نظام إلكتروني.
٣. خلال الأسبوع الثاني تتم مراجعة طلبات التقديم وتصنيفها حسب الأولوية ومن ثمَّ توزيع الأسماء على المرافق والأقسام المختلفة بالكلية، على ألا يتم اعتماد توجيه الطالب إلى إي قسم دون توقيع واعتماد مدير الادارة المعني وتزويده بنموذج تسجيل ساعات الطالب التشغيلية.
٤. لا يزيد عدد الطلاب العاملين في القسم/ المرفق المشغل الواحد عن ثلاثة طلاب فقط لكل فصل ويلتزم القسم المشغل باعتماد كشف حضور وانصراف للطلاب العاملين.

٥. تأخر الطالب/ الطالبة في رفع نموذج تسجيل الساعات التشغيلية ومرفقاته قبل نهاية الفصل الدراسي بأسبوعين يعرضه لتأجيل صرف مستحقاته للفصل الذي يليه.
٦. إذا ثبت تهاون الطالب/ الطالبة في أداء المهام المكلف بها، يُنهى عمله في البرنامج دون تعويض مادي، ولا يُمكن من العمل في البرنامج مرة أخرى.
٧. يبدأ الطالب/الطالبة بالعمل حسب ما تمَّ توجيهه ابتداءً من الأسبوع الرابع بالفصل الدراسي.
٨. عند إتمام الطالب للساعات المطلوبة من خلال الشهر يقوم بتزويد قسم شؤون الطلاب بنموذج تسجيل الساعات التشغيلية معتمد من رئيس القسم.
٩. تقوم إدارة الخدمات الطلابية برفع أسماء الطلبة لوكيل الكلية للشؤون الطلاب لاعتمادها ثم رفعها للاعتماد من قبل قائد الكلية ليتم توجيهها للإدارة المالية، لصرف المستحقات للطالب.

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 مدير الادارة ليتم الرفع به للإدارة المالية من قبل إدارة الخدمات الطلابية.

المستندات المطلوبة للالتحاق بالبرنامج: بطاقة الطالب – الجدول الدراسي – نموذج (أ)

- لمزيد من المعلومات نرجو منكم مراجعة إدارة الخدمات الطلابية.

Counseling and Guidance Services

An EMS faculty advisor will be assigned to help out the student regarding student's academic program.
Students are requested to make an appointment with the advisor for each semester before registration or during registration.
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.).
You can see the academic advising office.

Counseling and Guidance Services

قسم التوجيه والإرشاد

قسم التوجيه والإرشاد هي إحدى الاقسام في ادارة الخدمات الطلابية التي تعنى بمساعدة الطلاب على التكيف في البيئة التعليمية، سواء من خلال تدعيم قدراتهم، أو مواجهة مشكلاتهم، وتقديم التوجيه والإرشاد النفسي والاجتماعي بما يحقق أهداف الطلاب والمؤسسة التعليمية في إطار تعاليم الدين الإسلامي والسياسة العامة للدولة.

الرؤية: تحقيق بيئة آمنة وجاذبة للطلاب في الكلية.

الرسالة: تنمية الطلاب من خلال تدعيم قدراتهم على مواجهة المشاكل، وتحقيق قدر عالي من التوافق النفسي والاجتماعي والأكاديمي والمهني، للإسهام في بناء شخصية الطلاب وتحقيق أهدافهم.

الخدمات المقدمة:

١. التعريف بدور التوجيه والإرشاد النفسي والاجتماعي من خلال اللقاء التعريفي بالطلاب، وتزويدهم بمطويات توضح الرسالة وطرق التواصل.
٢. استقبال المشكلات المحولة إلى الوحدة عبر المرشد الأكاديمي، أو أعضاء هيئة التدريس، أو الطالب نفسه، والعمل على حلها ومتابعة الحالة.
٣. دراسة حالات التعثر الأكاديمي المتعلقة بالمشاكل النفسية أو الاجتماعية، والعمل على تقويمها لاحتواء المشكلة.
٤. عقد ورشة عمل للمرشدين الأكاديميين تستهدف إكسابهم مهارات محددة في التعامل مع مشكلات الطلاب الأكاديمية وغيرها.
٥. متابعة الحالات، وتقييم التغيرات أثناء وبعد تقديم الاستشارة.
٦. عقد جلسات إرشادية مختلفة فردية أو جماعية حسب حاجة كل حالة.
٧. توثيق كل حالة في تقرير يتضمن نوع التوجيه فقط وما تم فيه من إجراء للحفاظ على السرية والخصوصية.
٨. إيجاد علاقة ترابط بين طلاب السكن والعاملين في قسم التوجيه والارشاد وفي وكالة شؤون الطلاب عموما.
٩. إعداد تقرير ختامي نهاية كل فصل دراسي يوضح الإنجازات التي تحققت والمقترحات القائمة.

حقوق الطالب لدى وحدة التوجيه والإرشاد:

يحرص قسم التوجيه والإرشاد على تقديم الخدمات الإرشادية للطلاب، ودراسة حالاتهم مع ضمان الآتي:
السرية – الخصوصية -حرية اختيار المختص.

برنامج أرشدني لحجز المواعيد

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's

Student should carry following things with him in the clinic

1. Ball pen
2. Pen Torch
3. Stethoscope
4. Small notebook

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

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.

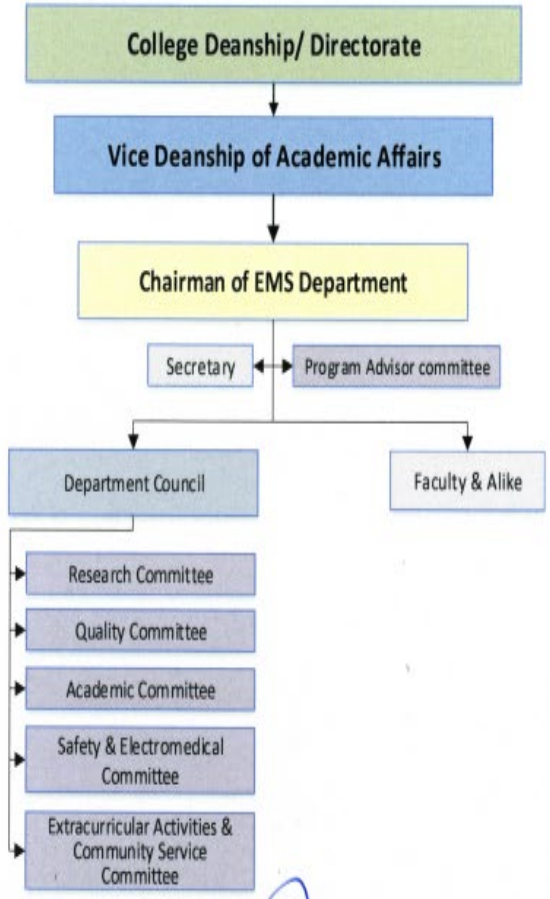
EMS PROGRAM ADMINISTRATIVE FLOWCHART

KINGDOM OF SAUDI ARABIA
MINISTRY OF DEFENSE
MINISTRY AGENCY FOR EXCELLENCE SERVICES
GENERAL ADMINISTRATION OF HEALTH SERVICES
PRINCE SULTAN MILITARY COLLEGE OF HEALTH SCIENCES
VICE DEANSHIP OF DEVELOPMENT AND QUALITY

المملكة العربية السعودية
وزارة الدفاع
وكالة الوزارة لخدمات التميز
الإدارة العامة للخدمات الصحية
كلية الأمير سلطان العسكرية للعلوم الصحية بالظهران
وكالة التطوير والجودة

Prince Sultan Military College of Health Sciences
Functional Organizational Structure

Emergency Medical Services Department



Brig. Gen.	Lt. Col.	
Dr. Yaser A. Al Naam	Dr. Othman A. Alfahad	Dr. Eidan M. Alzahrani
Vice Dean of Academic Affairs	Vice Dean of Development and Quality	College Dean

EMS Department Staff

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Assistant Professor
EMS Head
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EMS Lecturer

1st Class Sgt Abdul Latif Saad Al Amri

Mr. Lowell Lagura
EMS Secretary

Tel. # 6283


كلية الأمير سلطان العسكرية للعلوم الصحية بالظهران
PRINCE SULTAN MILITARY COLLEGE OF HEALTH SCIENCES, DHAHRAN