



OCCUPATIONAL THERAPY PROGRAM HANDBOOK

COLLEGE OF APPLIED MEDICAL SCIENCES-RIYADH, KSAU-HS

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1. Program Mission:

The Occupational Therapy (OCCT) program is committed to provide high quality teaching and Occupational Therapy related research, and foster professional services and community engagement that meet the needs of people in Saudi Arabia.

2. College and Program Management

Name	Position
Dr. Abdullah Al Abdali	Dean
Mr. Ghalib Al Ghamdi	Program Chairman
Dr. Turki Aljuhani	Assistant Professor
Mr. Jayachandran Vetrayan	Lecturer
Ms. Smily Paulraj	Lecturer
Mr. Nawaf Alkraidees	Teaching Assistant
Ms. Waad Aljurrayed	Teaching Assistant
Ms. Hayouf Alobathani	Teaching Assistant
Mr. Abdulmajeed Altheyab	On scholarship
Mr. Mutrik Alajmi	On scholarship
Mr. Ibrahim Almudayfir	On scholarship
Ms. Hissah Alodan	On scholarship
Ms. Mona Alkhudair	On scholarship
Ms. Asma Aldawood	On scholarship

3. Program Goals:

- To graduate qualified occupational therapist professional who are competent in the field.
- To prepare graduate to conduct scientific research in Occupational Therapy and health related.
- To enhance graduates to collaboratively engage in community services.

4. Graduate Attributes:

Institutional Graduate Attributes	College Graduate Attributes	Program / Graduate Attributes
In-depth knowledge	Excellence and innovation in education	Clear knowledge of Occupational Therapy disciplined
Critical thinking and problem solving	Integration of contemporary technologies	Problem-solving and creative and critical thinking
Proficiency in research	Personal, professional, and scholarly development	Skilled and competent clinical researcher in the field of Occupational Therapy
Life-long learning	Commitment to lifelong learning	Lifelong learning, professionalism, and dedication to learning commitment
Efficient in teamwork	Effective communication and teamwork	Effective teamwork and communication skills with other team members
Versed in ethics concepts	Ethical behavior and Islamic Value	Applying ethical and digital competency values
Effective communication	Integrity in personal and professional life	Effective communication, interpersonal, and leadership qualities
Safe patient care and competency in discipline-related skills	Safe patient care and competency in discipline-related skills	Efficient and competent patient care

5. Program Learning Outcomes:

Knowledge and Understanding	
K1	Recall theoretically acquired knowledge related to biological, anatomy, neuroscience, social, and behavioral related to occupational sciences.
K2	Recognize the impact of occupation and its role as a central construct in OT practice.
K3	Integrate concepts of health and wellbeing related to clinical science, and theoretical models to identify occupational performance evaluation and treatment selection.
Skills	
S1	Participate in scientific research, community, and interprofessional activities related to Occupational Therapy
S2	Assess the link between client's occupational performance problems and contexts, performance patterns, performance skills and client factors
S3	Plan an evaluation using standardized and non-standardized assessments to assess occupational performance problems of person, groups and populations for intervention planning
S4	Reconstruct training of clients in functional aspect of daily living in the laboratory sessions in clinical and community settings with appropriate activities and occupations
S5	Illustrate fluency in oral and written communication and attain ability to access Web-based materials in the learning process.
Values	
V1	Show effective leadership skills in collaborating with members of the Multi-disciplinary team.
V2	Use a lifelong learning ability in facilitating the development of the OT profession

	in the Kingdom of Saudi Arabia.
V3	Adhere to the ethical behavior based on occupational therapy code of ethics.

6. Program Admission and Support:

6.1 Student Admission Requirements

The OCCT Program is following the University's academic bylaws, policies and procedures under the umbrella of the Ministry of Education. This process is fully automated through the Student Information System (SiS) and is governed by the Deanship of Admission and Registration (DAR) with the support of the Deanship of Student Affairs (DSA). Once the admission gate opens, applicants can submit their applications through the University website or the Ministry of Education's (MOE) unified admission gate. The admission criteria and requirements are available in the admission booklet and University social networks. The University's admission requirements include a Saudi nationality, recent high school certificate and a weighted score not lower than 90%. The weighted score is a ratio consists of high school achievement, general aptitude test grade, and of scholastic achievement grade.

Upon admission, all students are enrolled into the first Pre-Professional Year as health sciences students. After the first year in Pre-Professional year they will be separated into the program based on their cumulative grade point average (cGPA), and student's own preferences taking the program capacity into consideration.

6.2 Guidance and Orientation Programs for New Students

At the beginning of each academic year, newly admitted students will receive a structured orientation by the Deanship of Student Affairs (DSA) to prepare them for the new educational environment at the University .Additionally, the Program will provide students with a series of orientation based on the academic level, for example in pre-professional phase before the program allocation and in professional phase where the students will reminded on their academic bylaws, student rights and responsibility as well as the program academic plan. Moreover, IT and library orientations are provided to COAMS students be familiar with services and support available to enhance the learning experience.

Students are also provided with related bylaws which can be accessible online. For example:

ACADEMIC BYLAWS

NAME OF BYLAWS

1. Student Fund Bylaws

<https://cod.ksau-hs.edu.sa/wp-content/uploads/2018/10/Student-Fund Bylaw.pdf>

Students Right Bylaws

<https://ksau-hs.edu.sa/English/Deanships/Dqm/Documents/2017/05/Students-RightsBylaws-updated.pdf>



Study Examination Bylaws

<https://ksau-hs.edu.sa/English/Deanships/Dqm/Documents/2017/05/Study-Examination-BylawsUpdated.pdf>



6.3 Student Counseling Services

(academic, career, psychological and social)

1. Academic Counseling

In accordance to university policy and procedure 016-P-V02-18 <https://www.ksau-hs.edu.sa/English> for Academic Counseling COAMS /programs provide counseling service to support our students to identify and clarify personal, career and educational goals. It provides guidance and support for students to overcome any academic or personal concerns that may impact student's academic performance, as well as develops their capacities and potentials, that enhances their academic progress. Upon admission to the college, students are assigned to an academic counselor to the college throughout the study period. Students attend at least two face-face sessions with their academic counselor per semester.

2. The Well-Student Center

The university provides a student support by an established Well student center which is an autonomous unit providing psychological support for all students in order to help them overcome academic life stress and difficulties and providing suitable environment that inspires the personal and academic growth of students in all levels.

<https://ksau-hs.edu.sa/English/Colleges/Nursing/Riyadh/Documents/Well-Student%20Center/Student%20Care%20Center%20Brochure.pdf>

COAMS /programs are committed to supporting student health and well-being through a collaboration with The Well-Student Center. It is the place on campus to address students psychological wellness needed to get the most out of your KSAU-HS experience, academically and personally.

3. Career Advice

University, COAMS and the program are committed to provide students with career counseling and support.

At university level and with the support of deanship of student affairs a health profession conference held annually the main mission is to provide students insights about the programs scientific content, requirements for market needs. It is also bring together leaders and employees of the health field from all over the Kingdom to enhance communication between employees of health field from varies health specialties to exchange knowledge, information and experience. This academic conference is the first student based conference accredited by Saudi commission for health specialty (SCFHS) with CME hours.

At COAMS college level for both students and alumni the college supports the international Occupational Therapy Day every academic year. During this event the student will have the opportunity to explore more about the specialty career by meeting the employer and Stakeholders in their field. The college provide student as well as alumni with digital link to connect to an expert in the field who will offer them advice and guidance in their career.

7. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	15	36	25%
	Elective	0	0	
College Requirements	Required	15	34	24%
	Elective	0	0	
Program Requirements	Required	29	71	51%
	Elective	0	0	
Capstone Course/Project		0	0	0
Field Experience*/ Internship**	Required	NA	NA	NA
Others		0	0	0
Total		59	141	100%

* Field Experience will be part of the program requirement.

** After completing the program requirements, structured 12 months supervised clinical internship is required for graduation.

8. Program Study Plan:

Level	Course Code	Course Title	Required or Elective	Pre- Requisite Courses	Credit Hours
Level 7 Third Year (Professional)	OCCT 301	Use of Media in Occupational Therapy	Required	None	3
	OCCT 302	Concepts in Rehabilitation Sciences	Required	None	3
	OCCT 303	Principles of Human Movement	Required	None	3
	OCCT 304	Clinical Process for Occupational Therapy	Required	None	3
	Total				12
Level 8 Third Year (Professional)	OCCT 305	Evidence-Based Practice	Required	None	2
	OCCT 306	Orthopedic Management of Upper Limb Dysfunction	Required	None	3
	OCCT 307	Movement Science	Required	None	3
	OCCT 311	Fieldwork Education I	Required	None	1
	CAMS 301	Research Methodology I	Required	None	2
	Total				11
Level 9	OCCT 308	Professional Literature Development	Required	None	1
	OCCT 309	Teaching in Practice	Required	None	2
	OCCT 312	Context for Occupational Performance	Required	OCCT 304	2

Third Year (Professional)	OCCT 313	Promoting Occupational Performance for Chronic Conditions	Required	OCCT 301	3
	OCCT 314	Neurosciences	Required	None	4
	Total				12
Level 10 Fourth Year (Professional)	OCCT 401	Introduction to Psychosocial Occupational Therapy	Required	None	2
	OCCT 411	Pediatric Neurorehabilitation	Required	OCCT 314	4
	OCCT 405	Interdisciplinary Case Management	Required	None	1
	OCCT 412	Fieldwork Education II	Required	OCCT 311	2
	OCCT 403	Clinical Practice Management	Required	None	2
	Total				11
Level 11 Fourth Year (Professional)	OCCT 404	Behavioral Dynamics	Required	None	3
	OCCT 413	Group Intervention in Occupational Therapy	Required	None	2
	OCCT 414	Adult Neurorehabilitation	Required	OCCT 314	5
	OCCT 406	Assistive Technology	Required	None	3
	Total				13
Level 12 Fourth Year (Professional)	OCCT 402	Development Disabilities	Required	None	2
	OCCT 407	Evaluation of Occupational Therapy Services	Required	None	2
	OCCT 408	Exploring Occupational Therapy Needs in the Community	Required	None	2
	OCCT 415	Fieldwork Education III	Required	OCCT 412	2
	CAMS 412	Research Methodology II	Required	CAMS 301	2
	Total				10

9. Course Description:

OCCT 311- Use of Media in Occupational Therapy
This course teaches the process, analysis, theories, and therapeutic use of traditional application of media for occupational performance across the life span. Instruction emphasizes analysis, grading, and modification of activities, use of the AOTA Framework, and selection, application, and documentation of media use in a variety of settings across the life span.
OCCT 312- Concepts in Rehabilitation Sciences
This course offers a comprehensive overview of the legal, ethical, legislative, financial, and professional issues that affect rehab services today. The students, through class discussions, self-study, reflective writing, and participation in projects, develop a global prospect and an awareness that prepares them for future leadership roles in their professions.
OCCT 313- Evidence-Based Practice
The purpose of this course is to prepare students to use the scientific literature in rehabilitation and related disciplines to make sound, evidence-based patient management decisions. The course will focus on skills needed to find, understand, and apply the scientific literature.
OCCT 314- Professional Literature Development
This course prepares students to read literature in occupational therapy, and related fields. The course also prepares students to write professionally according to Department guidelines and American Psychological Association style.
OCCT 315- Principles of Human Movement
This course provides student with foundational knowledge in human movement. Students learn and apply kinesiological and biomechanical principles to normal movement. Students' progress to apply these principles to solving problems of movement disorders that interfere with function including posture, gait and reaching activities.
OCCT 316- Clinical Process for Occupational Therapy
This course assists students to develop the central skills of the rehabilitation professional, clinical decision making, effective written, verbal and nonverbal communication, intervention philosophies and tools for practice, basic skills for working with patients and interpersonal skills.
OCCT 317-Teaching in practice
In this course, students learn the theory and many elements of teaching and learning, examining the importance of these concepts inpatient rehabilitation. Student therapists incorporate concepts that include motor learning, practice, teaching and learning principles, behaviorism, chaining and reinforcement, motivating, cueing, and using imagery into their decision-making process. Students focus on cognition & learning styles of the therapist and of the patient and/or family. They complete a needs assessment for a patient while in practice.
OCCT 318- Orthopedic Management of Upper Limb Dysfunction
Students acquire the foundational knowledge and skills required to manage problems of the musculoskeletal system. In this course, students learn and apply kinesiological, biomechanical, physiological, and teaching principles specifically related to the upper extremity dysfunction with emphasis on joints, articulations and muscle function. Students make clinical decisions that assist them to determine a diagnosis, predict outcomes, and develop comprehensive patient-centered treatment strategies for individuals of any age who have upper extremity musculoskeletal problems.
OCCT 319- Movement Science
This course is designed to introduce the student to the multidisciplinary field of the sciences of human movement and facilitate first the development of the student's understanding of the nature of movement. It encompasses development of movement and skill, control/dyscontrol, and learning, the course begins with an in-depth look at contemporary theories of motor- development, control and learning, motor development, and mechanisms underlying control of movement, and progresses to dyscontrol of movement and recovery of function following injury or insult to the central nervous system (CNS)

OCCT 320- Context for Occupational Performance

This course addresses the issues and areas of evidence-based practice that relate to using environments to enable occupational performance. As occupational therapists, we see people within the context of where they live, they work, and they play. This course will provide the framework and the structure that will ground the student in the use of the environment to facilitate occupational performance across the lifespan.

OCCT 321- Promoting Occupational Performance for Chronic Conditions

Students study methods of the occupational therapists used when evaluating and facilitating participation of the patient in common occupations. How chronic illness or conditions impact the occupations are examined. Students learn to apply wellness and prevention models for people who have chronic conditions both as individuals and as members of a defined population.

OCCT 322- Neurosciences

Basic anatomic and physiologic principles of the nervous system which includes nerve impulse propagation, synaptic transmission, microscopic anatomy, sensory systems, motor systems, vestibular systems, limbic systems, ANS, pain mechanisms, apoptosis, regeneration, early development of CNS and clinical application with case studies.

OCCT 323- Fieldwork Education I

This clinical course integrates classroom-based knowledge and skills acquired during the first two semesters. Clinical assignments emphasize the development of professional skills, including patient client interaction, documentation, physical examination, diagnosis, and case report methodology. The course provides a foundation of clinical experience that students will apply to subsequent courses.

OCCT 411- Research Methodology I

This course provides an introduction to the variety of methods used to study occupation. Students apply a five-step evidence-based practice process to design research proposals to answer questions about occupation from qualitative and quantitative data sources. This course supports the development of skills needed to implement a research project at the entry level.

OCCT 410- Introduction to Psychosocial Occupational Therapy

This course will introduce the students about the principles of psychology that will make students to understand about human behavior and human development. This course will also facilitate the foundation for the biopsychosocial approach to working with people with mental health disorders across the lifespan. Students also learn psychosocial issues that will affect the occupational performance of the patient affected with cognitive and mental health.

OCCT 411- Pediatric Neurorehabilitation

This course provides a framework for and strategies to address assessment and intervention for children with neurological disabilities resulting in sensory, motor, cognitive and/or behavioral impairments. Students explore the pathology of neurological conditions, assess person and environment characteristics, and develop context specific intervention plans and supports. Students apply psychological, cognitive, social, ecological, and physiological principles to the selection of therapy intervention services and supports for children and their families. The course integrates into intervention planning the principles of prevention of secondary conditions, maintaining wellness, and promoting successful life-stage transitions.

OCCT 412- Development Disabilities

Students apply psychological, social, cognitive, and physiological principles to services for people with developmental disabilities. Students will learn definitions, causes, and prevention of developmental disabilities, history of care, services delivery models, public and private payment systems, laws that influence practice, and advocacy principles. Students learn how to support and advocate for people with developmental disabilities and their families, and assist them with self-determination, major life transitions, and inclusive school, living, work, and community life. Principles of prevention of secondary conditions and maintaining wellness are also integrated into intervention planning.

OCCT 413- Behavioral Dynamics

This course optimizes meaningful occupational performance of adults and older adults in all practice settings, considering human factors (i.e., cognition, psychosocial, perceptual), contexts, environments,

and occupational demands. Awareness and application of these three behavioral dynamics though planned therapeutic use of self are vital in every encounter with patients, clients, and families. Students learn to convey the distinct value of occupational therapy as members of an interprofessional mental health team and as advocates for individual and community with mental health problems.

OCCT 414- Group Intervention in Occupational Therapy

This course optimizes meaningful occupational performance in all practice settings and practice pattern foci. Students learn to convey the distinct value of occupational therapy to group participants, as member of an interprofessional health team, and as advocates for health wellness, and optimal occupational performance of individuals and community. Students will also facilitate skills in conducting groups for various psychological and physiological problems of the patients by using appropriate frame of references, models, and approaches.

OCCT 415- Interdisciplinary Case Management

This course will focus the students to participate in a small interdisciplinary case management group for the purpose of performing a case analysis of patient/client types typically referred for rehabilitation services. Students will be responsible for obtaining literature to support their discussions to synthesizing information. Students will also learn about the characteristic and value of the interdisciplinary case management and values, roles of the case manager in the interdisciplinary case management.

OCCT 416- Fieldwork Education II

This course continues the application of accumulated clinical and professional skills. Students will participate in a one day per-week fieldwork and make decisions about interventions; which include implementing alternatives to traditional care. Patient- family education, consultation, and use of extended care providers will be emphasized. Additionally, students will begin an outcome-based study that they will present in the clinic.

OCCT 412- Research Methodology II

In this course, a qualitative research format called "autoethnography" will be utilized to (a) explore personal values, perspectives, and meanings of being a student occupational therapist, (b) examine personal views of therapeutic values of occupation, (c) develop clinical reasoning skills, and (d) develop qualitative research skills, and (e) foster reflective practice.

OCCT 417- Adult Neurorehabilitation

This course provides a framework for assessment and intervention for adults with progressive and non-progressive neurological conditions with an emphasis on the impact of contemporary theoretical approaches that guide practice and support effective rehabilitation outcomes. Students learn to apply evidence to support their patient/client management model with attention to neuropathology, pharmacology influences on intervention. Students develop skill for addressing the influences of payment systems and payer trends on rehabilitation services. They also develop therapist advocacy skills, including promoting home and community reintegration.

OCCT 418- Assistive Technology

This course will teach the use of assistive technology principles when evaluating individuals for assistive technology, and for recommending and implementing assistive technology with a team-oriented and family-centered approach. Students will be encouraged to utilize current research with the emphasis on best practices in their evaluation and clinical reasoning process.

OCCT 419- Clinical Practice Management

This is a two-part course that examines the role of occupational therapist in effective utilization of financial resources and clinical services. The first part focuses on the financial aspects related to the patient intervention process. Students examine the concepts of reimbursement for services, progressing from a historical overview of the third-party payer system toward a detailed examination of the specific requirements. The reimbursement decisions will be studied in the context of environments (home, SNF, facility-based for inpatient and outpatient) and the legal and ethical issues associated with each environment. The second part of the course focuses on outcomes. These outcomes include: Client satisfaction management, Clinical outcomes: quality of life and resource utilization, Evaluating

applicability of outcome measures for various populations and conditions. Students will discuss a variety of ethical dilemmas rising from the effect of outcomes in patient care management.

OCCT 420- Evaluation of Occupational Therapy Services

This course requires a student to review a selected area of Occupational Therapy practice in order to identify gaps in service provision or to identify client needs that require Occupational Therapy program development. Students will undertake an evaluation of needs by evaluating current Occupational Therapy practice in the selected area; critically evaluating the available literature to give a rationale for a future program, and developing a proposal relevant to Occupational Therapy that addresses the identified needs.

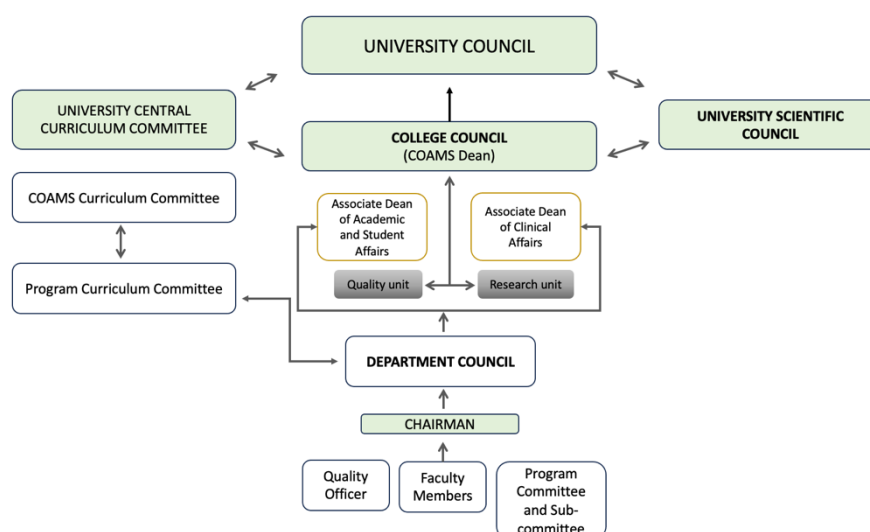
OCCT 421- Exploring Occupational Therapy Needs in the Community

This course will focus on developing skills and reasoning in community settings. Students will visit community settings and collaboratively identify issues that can be addressed by occupational therapy. Students will complete needs assessments and plan interventions that address identified needs and do a service project related to the community settings.

OCCT 422- Fieldwork Education III

This course continues the application of accumulated clinical and professional skills with advancement in knowledge and practice. Students will participate in a whole one day per-week fieldwork and make decisions about interventions; which include implementing alternatives to traditional care. Patient-family education, consultation, and use of extended care providers will be emphasized. Additionally, students will begin an outcome-based study that they will present in the clinic.

10. Program Structure and Faculty:



11. Program Council and Committees:

Program Council Membership:

Chairman	: Mr. Ghalib Al Ghamdi, Program Director, OCCT, COAMS, KSAUHS
Members	: Dr. Turki Aljuhani, Assistant Professor, OCCT, COAMS, KSAUHS : Mr. Jayachandran Vetrayan, Lecturer, OCCT, COAMS, KSAUHS : Mr. Nawaf Alkraidees, Teaching Assistant, OCCT, COAMS, KSAUHS : Ms. Smily Paulraj, Lecturer, OCCT, COAMS, KSAUHS : Ms. Hayouf Alobathani, Teaching Assistant, OCCT, COAMS, KSAUHS : Ms. Waad Aljurayed, Teaching Assistant, OCCT, COAMS, KSAUHS : Ms. Sarah Alyousif, Administrative Assistant, OCCT, COAMS, KSAUHS : Mr. Bandar Alshammri, Administrative Assistant, OCCT, COAMS, KSAUHS

Curriculum Subcommittee Membership:

Chairman	: Mr. Ghalib Al Ghamdi, Program Director, OCCT, COAMS, KSAUHS
Members	: Mr. Jayachandran Vetrayan, Lecturer, OCCT, COAMS, KSAUHS : Mr. Nawaf Alkraidees, Teaching Assistant, OCCT, COAMS, KSAUHS : Ms. Smily Paulraj, Lecturer, OCCT, COAMS, KSAUHS : Ms. Hayouf Alobathani, Teaching Assistant, OCCT, COAMS, KSAUHS

Community Services Subcommittee Membership:

Chairman	: Ms. Hayouf Alobathani, Teaching Assistant, OCCT, COAMS, KSAUHS
Members	: Mr. Ghalib Al Ghamdi, Program Director, OCCT, COAMS, KSAUHS : Ms. Waad Aljurayed, Teaching Assistant, OCCT, COAMS, KSAUHS

Quality Assurance Subcommittee Membership:

Chairman	: Dr. Turki Aljuhani, Assistant Professor, OCCT, COAMS, KSAUHS
Members	: Mr. Ghalib Al Ghamdi, Program Director, OCCT, COAMS, KSAUHS : Dr. Hassan Abu Nurah, Co-chairperson, QAAA, COAMS, KSAUHS : Ms. Waad Aljurayed, Teaching Assistant, OCCT, COAMS, KSAUHS : Mr. Jayachandran Vetrayan, Lecturer, OCCT, COAMS, KSAUHS : Mr. Nawaf Alkraidees, Teaching Assistant, OCCT, COAMS, KSAUHS : Ms. Smily Paulraj, Lecturer, OCCT, COAMS, KSAUHS : Ms. Hayouf Alobathani, Teaching Assistant, OCCT, COAMS, KSAUHS

Laboratories Subcommittee Membership:

Chairman	: Mr. Jayachandran Vetrayan, Lecturer, OCCT, COAMS, KSAUHS
Members	: Mr. Ghalib Al Ghamdi, Program Director, OCCT, COAMS, KSAUHS : Ms. Smily Paulraj, Lecturer, OCCT, COAMS, KSAUHS : Ms. Hayouf Alobathani, Teaching Assistant, OCCT, COAMS, KSAUHS

Research Subcommittee Membership:

Chairman	: Ms. Smily Paulraj, Lecturer, OCCT, COAMS, KSAUHS
Members	: Dr. Turki Aljuhani, Assistant Professor, OCCT, COAMS, KSAUHS : Ms. Waad Aljurayed, Teaching Assistant, OCCT, COAMS, KSAUHS : Mr. Jayachandran Vetrayan, Lecturer, OCCT, COAMS, KSAUHS : Mr. Nawaf Alkraidees, Teaching Assistant, OCCT, COAMS, KSAUHS : Ms. Hayouf Alobathani, Teaching Assistant, OCCT, COAMS, KSAUHS : Ms. Abrar Almutairi, Research Assistant, Research Unit, COAMS, KSAUHS

Assessment Subcommittee Membership:

Chairman	: Ms. Waad Aljurayed, Teaching Assistant, OCCT, COAMS, KSAUHS
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Members : **Mr. Jayachandran Vetrayan**, Lecturer, OCCT, COAMS, KSAUHS
: **Ms. Hayouf Alobathani**, Teaching Assistant, OCCT, COAMS, KSAUHS
: **Mr. Khalid Alsaif**, Student Affairs Officer, Assessment Unit, COAMS, KSAUHS

Internship Subcommittee Membership:

Chairman : **Mr. Nawaf Alkraidees**, Teaching Assistant, OCCT, COAMS, KSAUHS
Members : **Dr. Turki Aljuhani**, Assistant Professor, OCCT, COAMS, KSAUHS
: **Ms. Waad Aljurayed**, Teaching Assistant, OCCT, COAMS, KSAUHS

12. Learning Resources, Facilities and Equipment:

1. Learning Resources

(textbooks, references and other resource materials, including electronic and web-based resources etc.)

- The campus libraries provide physical and online resources that include over 60 databases, 5000 books and 6200 e-journals access.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.)

- The College classrooms are equipped with smart boards, computers, microphones, and fast internet.
- The College library is well-established with all needed textbooks, e-journals and data bases.
- Students will have access to King Abdulaziz Medical City and King Abdullah Specialized Children's Hospital

3. Arrangements to Maintain a Healthy and Safe Environment

- Safety is a core value at KSAU-HS which is committed to continued advancement of an institutional safety culture with strong programs of personal safety, accident and injury prevention, wellness promotion, and compliance with applicable environmental and health and safety laws and regulations.
- Adherence to good health and safety practices and compliance with applicable health and safety regulations are the responsibility of all faculty members, staff, and students. Line responsibility for good health and safety practice begins with the supervisors in the workplace, laboratory or classroom and proceeds upward through the levels of management.
- KSAU-HS reviews legislation, recommends policies, and monitors compliance with environmental and health and safety laws and regulations.
- KSAU-HS provides guidance and technical assistance to supervisors and managers in the Departments, and other work units in identifying, evaluating, and correcting health and safety

hazards.

- KSAU-HS provides fire prevention, inspection, engineering and systems maintenance services, and hazardous waste management and disposal services.

Faculty, Staff and students are responsible for keeping themselves informed of conditions affecting their health and safety, participating in safety training programs as required by KSAU- HS policy and their supervisors and instructors, and adhering to health and safety practices in their workplace, classroom, laboratory and student campus residences.

13. Grading System and Grading Point Average (GPA):

Course grading system: It is the scale by which the final mark of each course is classified into a grade interval.

Course final mark: It is the total of all semester work marks such as midterms, projects, and assignments, practical and/ or class participation plus the mark of the final examination.

Semester GPA: It is the GPA calculated for the credit hours completed in one semester.

Cumulative GPA: It is the GPA calculated for the credit hours completed in all the semesters.

Grade Weight: It is a numeric worth assigned for grades that are included in the GPA calculations. Every course that is officially registered for students must be given a grade by the instructor of the specific course according to the applied grading system.

14. Laboratory Safety Guideline:

The Safety department published the safety guide for KSAU_HS Laboratories: A Guide to Some Hazardous Substances to help staff and students identify hazardous substances that may be used in KSAU_HS laboratories and provide an inventory of these substances.

Because the new global harmonized system, the safety guide has been updated and revised to reflect those changes. This guide on safety in the chemistry laboratory was also written to provide staff and students with an easy-to-read reference to create a safe learning environment in the laboratory. The document attempts to provide lab responsible and ultimately their students, with information so that they can take the appropriate precautionary actions in order to prevent or minimize hazards, harmful exposures, and injuries in the laboratory.

The guide presents information about ordering, using, storing, and maintaining chemicals in the laboratory. The guide also provides information about chemical

waste, safety and emergency equipment, assessing chemical hazards, common safety symbols and signs, and fundamental resources relating to chemical safety, such as Safety Data Sheets and Chemical Hygiene Plans, to help create a safe environment for learning. In addition, checklists are provided for both staff and students that highlight important information for working in the laboratory and identify hazards and safe work procedures. The guide also presents the bio hazard, radiation, and laser safety in the KSAU_HS Laboratories.

This guide is not intended to address most of the safety issues, but rather to provide basic information about important components of safety in the chemistry laboratory and to serve as a resource to locate further information. This manual is available online and also in the lab to all laboratory users. Links for more details about policies and procedures are provided below.

