



# **RESPIRATORY THERAPY PROGRAM HANDBOOK**

COLLEGE OF APPLIED MEDICAL SCIENCES-RIYADH, KSAU-HS

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## 1 Program Mission:

To be recognized as a Centre of excellence in providing comprehensive professional education in respiratory care aiming at high national and international academic and research standards for the benefit of community health services across the country and around the globe.

## 2 College and Program Management

Name	Position
Dr. Abdullah Al Abdali	Dean
Dr. Saleh Algarni	Program Chairman
Dr. Taha Ismaell,	Associate Professor,
Dr. Tareq Al Otaibi	Assistant Professor
Dr. Abdullah Al Anaizi	Assistant Professor
Dr. Hassan Al Johanl	Assistant Professor
Dr. Mohammed AlQahtani,	Assistant Professor
Dr. Mobarak Alqahtani,	Assistant Professor.
Ms. Prachi Tambur	Lecturer
Ms. Munyra Al Hotye	Teaching Assistant
Ms. Arwa Alruwaili	Teaching Assistant
Ms. Ebtihal Al Harbi,	Teaching Assistant
Ms. Noora Mumenah	Teaching Assistant
Ms. Nouf Al Otaibi	Teaching Assistant
Mr. Abdullah Al Dhalsh	Chief, Respiratory Services, KAMC, NGHA
Dr. Mohammed Kabbani	Cardiologist Consultant, Pediatric Cardiac, KAMC, NGHA

### 3 Program Goals:

- To graduate qualified respiratory therapists who are fit to practice in the field of respiratory therapy.
- To encourage graduates to participate in community services related to the field of respiratory therapy.
- To prepare graduates to conduct scientific research related to the field of respiratory therapy.

### 4 Graduate Attributes:

Graduated students will be qualified respiratory therapists to practice in clinical settings, in addition to participating in high quality research and community services. The Respiratory Therapy program graduate attributes are aligned with College and University graduate attributes which are also aligned with the Institutional Learning Outcomes.



Program/Graduate Attributes	College Graduate Attributes	Institutional Graduate Attributes
In-depth knowledge	Excellence and innovation in education	In-depth knowledge
Critical thinking and problem solving	Integration of contemporary technologies	Critical thinking and problem solving
Proficiency in research	Personal, professional, and scholarly development	Proficiency in research
Life-long learning	Commitment to lifelong learning	Life-long learning
Efficient in teamwork	Effective communication and teamwork	Efficient in teamwork
Versed in ethics concepts	Ethical behavior and Islamic Value	Versed in ethics concepts
Effective communication	Integrity in personal and professional life	Effective communication
Safe patient care and competency in discipline-related skills	Safe patient care and competency in discipline-related skills	Safe patient care and competency in discipline-related skills

### 5 Program Learning Outcomes:

Knowledge and understanding	
<b>K1</b>	Describe anatomy, physiology, pathology, assessment, and management approaches of cardiorespiratory system.
<b>K2</b>	Recognize the utilized cardiorespiratory equipment and cardiorespiratory procedures in respiratory therapy.
<b>K3</b>	Describe the scope of different knowledge, resources, and research items in healthcare.
Skills	
<b>S1</b>	Perform clinical procedures, device operation, computations, and interpretations relevant to respiratory therapy.
<b>S2</b>	Appraise the impact of quality, education, leadership, and management

	principles in healthcare.
<b>S3</b>	Conduct scientific research and community activities related to respiratory therapy.
<b>Values</b>	
<b>V1</b>	Demonstrate professionalism, ethical behavior, educational strategies, and teamwork spirit.
<b>V2</b>	Judge clinical approaches related to respiratory therapy scientifically.

## 6 Program Admission and Support:

1. Student Admission Requirements
<p>Admission to KSAU-HS depends on the competition for available seats annually according to the admission criteria.</p> <ul style="list-style-type: none"> <li>Admission Criteria: <ul style="list-style-type: none"> <li><a href="https://www.ksauhs.edu.sa/Arabic/admission/pages/admissionrequirementsm_r.aspx">https://www.ksauhs.edu.sa/Arabic/admission/pages/admissionrequirementsm_r.aspx</a></li> <li><a href="http://cams.ksau-hs.edu.sa/index.ph/en/students/admission-and-registration">http://cams.ksau-hs.edu.sa/index.ph/en/students/admission-and-registration</a></li> </ul> </li> </ul> <p>The Respiratory Therapy 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 consisting of high school achievement, general aptitude test grade, and scholastic achievement grade.</p> <p>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 segregated into the program based on their cumulative grade point average (cGPA), and student's own preferences taking the program capacity into consideration.</p>
2. Guidance and Orientation Programs for New Students
<ul style="list-style-type: none"> <li>At the beginning of every new academic year, KSAU-HS holds an orientation ceremony for its new students, organized by the Deanship of Student Affairs in cooperation with the College of Sciences and Health Professions.</li> <li>The College also provides guidance and orientation activities, including tours of the College programs, facilities, etc.</li> <li>The Department also includes an introductory tour of the College facilities and explanatory workshops to help students overcome obstacles and a simplified explanation of the use of academic and learning applications for students.</li> <li>Students are also provided with related handbooks which can be accessible online. For example: <ul style="list-style-type: none"> <li>Students' Rights and Responsibilities Bylaws  <a href="https://ksau-hs.edu.sa/English/Deanships/Dqm/Documnets/2017/05/Students-Rights-Bylaws-updated.pdf">https://ksau-hs.edu.sa/English/Deanships/Dqm/Documnets/2017/05/Students-Rights-Bylaws-updated.pdf</a> </li> <li>Study and Examination Bylaws  <a href="https://ksau-hs.edu.sa/English/Deanships/Dqm/Documents/2017/05/Study-Examination-BylawsUpdated.pdf">https://ksau-hs.edu.sa/English/Deanships/Dqm/Documents/2017/05/Study-Examination-BylawsUpdated.pdf</a> </li> </ul> </li> </ul>
3. Student Counseling Services (academic, career, psychological and social)
<ul style="list-style-type: none"> <li>Each faculty member will be assigned a group of students for counselling and advising. Every student will be required to meet his academic advisor at least twice per semester.</li> <li>Each faculty member will be asked to post his/her office hours during the semester which students can visit to receive counselling and advising.</li> <li>Well-student Center provides psychological support for all students to help them overcome academic life stress and difficulties. Additionally, it provides a suitable environment that</li> </ul>

inspires the personal and academic growth of students at all levels.	
<b>4. Special Support</b> (low achievers, disabled, gifted and talented)	
<ul style="list-style-type: none"> <li>• The low achievers are required to attend a counseling session with their advisors within the program and the Chair of the Department to reveal the problems and offer solutions.</li> <li>• The College has an Associate Dean, an Assistant Dean for Students and Academic Affairs, and Student Affairs Unit responsible for enhancing student's life inside the College and supporting their educational, social, intellectual, and personal development to prepare them to a thriving profession.</li> <li>• Student Affairs team significantly provides a high level of academic and scientific services and contributes to student awareness.</li> <li>• Student Affairs team members guide the students throughout their academic lives and help them to solve problems which might hinder their educational journey.</li> <li>• If a student has a documented disability (or need to have a disability documented), and need an accommodation, he/she should contact his/her department as soon as possible, so that the Department can discuss how to meet his/her specific needs and the requirements of the course.</li> <li>• Well-Student Center provides psychological support for all students to help them overcome academic life stress and difficulties.</li> </ul>	

## 7 Curriculum Structure:

Program Structure	Required/ Elective	No. of Courses	Credit Hours	Percentage
<b>Institution Requirements</b>	Required	<b>26</b>	<b>72</b>	<b>53.33%</b>
	Elective			
<b>College Requirements</b>	Required	<b>2</b>	<b>4</b>	<b>2.96%</b>
	Elective			
<b>Program Requirements</b>	Required	<b>19</b>	<b>59</b>	<b>43.70%</b>
	Elective			
<b>Others</b>				
<b>Total</b>		<b>47</b>	<b>135</b>	<b>100%</b>



## 8 Program Study Plan:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 1</b>	ENGH 101	English Communication Skills	Required		3	<b>Institution</b>
	ENGH 102	English Grammar I	Required		3	<b>Institution</b>
	ENGH 103	English Reading and Vocabulary	Required		2	<b>Institution</b>
	ARBC 101	Arabic Language Skills I	Required		2	<b>Institution</b>
	ISLM 101	Islamic Culture	Required		2	<b>Institution</b>
		Total			12	
<b>Level 2</b>	ENGH 111	English Academic Writing for Health Sciences I	Required		4	<b>Institution</b>
	ENGH 112	English Grammar II	Required		2	<b>Institution</b>
	ARBC 102	Arabic Language Skills II	Required		2	<b>Institution</b>
	CHEM 111	Chemistry for Health Sciences I	Required		2	<b>Institution</b>
	PHYS 111	Physics for Health Sciences I	Required		2	<b>Institution</b>
		Total			12	
<b>Level 3</b>	ENGH 113	English Academic Writing for Health Sciences II	Required		4	<b>Institution</b>
	ENGH 114	English Grammar III	Required		2	<b>Institution</b>
	CHEM 112	Chemistry for Health Sciences II	Required		2	<b>Institution</b>
	PHYS 112	Physics for Health Sciences II	Required		2	<b>Institution</b>
	BIOL 111	Biology for Health Sciences	Required		2	<b>Institution</b>
		Total			12	
<b>Level 4</b>	ENGH 211	English Academic Writing for Health Sciences III	Required		3	<b>Institution</b>
	TERM 211	Medical Terminology	Required		2	<b>Institution</b>
	BIOS 211	Biostatistics	Required		2	<b>Institution</b>
	RESC 211	Research Skills	Required		1	<b>Institution</b>
	BCHM 211	Basic Biochemistry for Health Sciences	Required		3	<b>Institution</b>
	IMMC 214	Microbiology & Immunology for Applied Medical Sciences	Required		2	<b>Institution</b>
		Total			13	



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 5</b>	BCHM 216	Advanced Biochemistry for Applied Medical Sciences	Required		2	<b>Institution</b>
	BEHS 211	Behavioral Sciences	Required		2	<b>Institution</b>
	COMP 211	Computer Science & Health Informatics	Required		3	<b>Institution</b>
	ANAT 214	Anatomy for Applied Medical Sciences	Required		3	<b>Institution</b>
	PHYG 214	Physiology for Applied Medical Sciences	Required		2	<b>Institution</b>
		Total			12	
<b>Level 6</b>	ETHC 211	Ethics for Health Care Profession	Required		1	<b>Institution</b>
	AHPE 211	Applied Health Professions Education	Required		2	<b>Institution</b>
	PAMG 214	Pathology and Molecular Genetics for Applied Medical Sciences	Required		3	<b>Institution</b>
	PHRM 214	Pathology and Molecular Genetics for Applied Medical Sciences	Required		3	<b>Institution</b>
	RESY 201	Introduction to Respiratory Therapy	Required		2	<b>Institution</b>
		Total			11	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 7</b>	RESY 301	Assessment Skills	Required	RESY 201	3	<b>Department</b>
	RESY 302	Diagnostic Techniques	Required	RESY 201	2	<b>Department</b>
	RESY 303	Respiratory Pharmacology	Required	RESY 201	1	<b>Department</b>
	RESY 304	Respiratory Anatomy and Physiology	Required	RESY 201	3	<b>Department</b>
		Total			9	
<b>Level 8</b>	RESY 311	Intermittent Cardiorespiratory Care	Required	RESY 301 RESY 304	4	<b>Department</b>
	RESY 312	Intermittent Cardiorespiratory Care Practicum	Required	RESY 301	3	<b>Department</b>
	RESY 313	Critical Care	Required	RESY 301 RESY 302	2	<b>Department</b>
	CAMS 301	Research Methodology I	Required	RESC 211 BIOS 211	2	<b>College</b>

		Total			11	
<b>Level 9</b>	RESY 314	Intensive Cardiorespiratory Care	Required	RESY 311 RESY 312	6	Department
	RESY 315	Intensive Cardiorespiratory Care Practicum	Required	RESY 312	6	Department
		Total			12	
<b>Level 10</b>	RESY 411	Sub- Acute Care	Required	RESY 314 RESY 315	4	Department
	RESY 412	Sub- Acute Care Practicum	Required	RESY 315	4	Department
	RESY 401	Cardiorespiratory Diagnostics	Required		1	Department
	RESY 402	Cardiorespiratory Care Education	Required		2	Department
		Total			11	
<b>Level 11</b>	RESY 413	Neonatal/ Pediatric Respiratory Care	Required	RESY 411 RESY 412	3	Department
	RESY 414	Neonatal/ Pediatric Respiratory Care Practicum	Required	RESY 412	3	Department
	RESY 403	Special Topics	Required		2	Department
	RESY 404	Cardiorespiratory Care Management	Required		2	Department
		Total			10	
<b>Level12</b>	RESY 415	Cardiopulmonary Diseases	Required	RESY 413 RESY 414	3	Department
	RESY 416	Cardiopulmonary Diseases Practicum	Required	RESY 414	5	Department
	CAMS 412	Research Methodology II	Required		2	College
		Total			10	

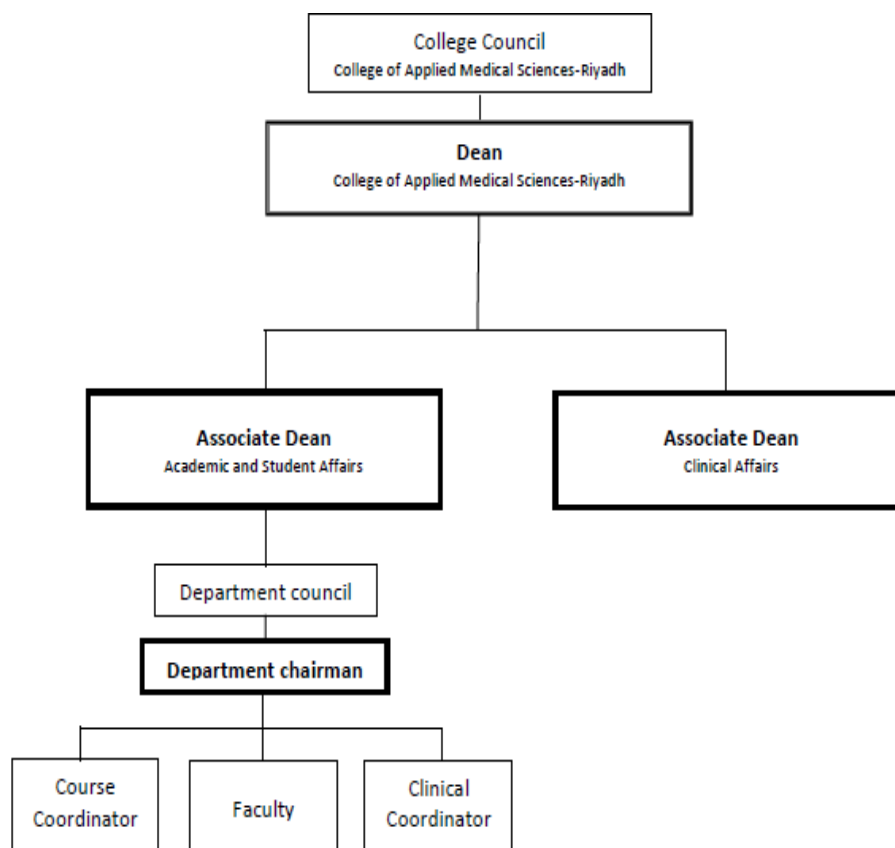
## 9 Course Description:

<b>RESY 301 - Assessment Skills</b>
A presentation of patient assessment skills to prepare for all subsequent courses of the curriculum; Included are modules in chart review and history, vital signs, physical assessment, laboratory assessment, patient safety, communication skills, sterilization and disinfection and cardiopulmonary resuscitation. Students are prepared to function in a problem-based learning curriculum.
<b>RESY 302 - Diagnostic Techniques</b>
Cardiopulmonary Diagnostics Theory, application, and equipment for diagnosing respiratory pathologies through the diagnostic concepts used in respiratory therapy. Include techniques utilized for measurement of lung gas volumes, capacities, flows, and cardiopulmonary status during exercise testing. Basic Chest X-ray and EKG interpretations will be presented.
<b>RESY 303 - Respiratory Pharmacology</b>
The respiratory pharmacology course is designed to cover the basic concepts of pharmacology that underlie drug use in respiratory care. In this course, students will study the categories of drugs used to treat respiratory pathologies, drug dosage calculations, routes of drug administration and the molecular mechanism(s) that govern drug action and the corresponding clinical application. Emphasis is given during the course to the most commonly prescribed drugs for respiratory care. Upon completion of this course, students should become equipped with the necessary pharmacology knowledge required for proper respiratory care in clinical practice.
<b>RESY 304 - Respiratory Anatomy &amp; Physiology</b>
This course is a basic foundation for theory and application for the students of the Respiratory Therapy Program in CAMS. The course provides the student with an in-depth knowledge of anatomy and physiology of the respiratory and renal systems necessary to function as a competent Respiratory Therapist. Emphasis is placed on static and dynamic characteristics of pulmonary and vascular systems, oxygen and carbon dioxide transport, ventilation-perfusion relationship, acid-base balance and regulation and control of respiration
<b>RESY 311- Intermittent Cardiorespiratory Care</b>
This course will focus on cases involving patients receiving basic respiratory care modalities including oxygen and aerosol therapy, resuscitation, airway care, pharmacology, and intermittent therapy. Infection control issues are included. Diagnostic issues include pulmonary function testing and arterial blood gas analysis. Students will discuss the pathophysiology and health promotion/disease prevention aspects of each case.
<b>RESY 312 - Intermittent Cardiorespiratory Care Practicum</b>
Clinical experiences will involve providing care for patients who receive respiratory care modalities, and diagnostic procedures. Before the full-time clinical experience, students will observe a respiratory therapist in the clinical setting.
<b>REST 313 - Critical Care</b>
This Advanced Respiratory Critical Care management course is designed to prepare the Respiratory

Care students to recognize and manage emergency and critical conditions faced on daily bases. This course represents the scope of Respiratory Therapist as an ICU Therapist/ Emergency Care therapist using a Clinical approach. Assessment, diagnosis, intervention, and evaluation of patients in critical conditions will be discussed. A significant portion of the course is devoted to Adult and Pediatric Disorders and practice issues. This course involves Advance Cardiac life Support, Pediatric Advanced Life Support, Airway Management, Bronchoscopy and Hemodynamic Monitoring in ICU.
<b>RESY 314- Intensive Cardiorespiratory Care</b>
Intensive Cardiorespiratory Care focuses on cases involving patients receiving intensive cardio-respiratory care strategies including, but not limited to basic and advanced respiratory care, mechanical ventilation, invasive and non-invasive monitoring, and artificial airways. Diagnostic methods taught in this course include fiber-optic bronchoscopy, hemodynamic monitoring, and arterial blood gas analysis. Students will discuss the pharmacology, pathophysiology, and health promotion/disease prevention aspects of each case. Relevant laboratory exercises required to meet the objectives of this course also will be conducted
<b>RESY 315- Intensive Respiratory Practicum</b>
Clinical experiences will involve patients who receive intermittent and intensive respiratory care modalities and diagnostic procedures discussed in Intermittent and Diagnostic Cardio-respiratory Care and Intensive Cardio-respiratory Care.
<b>RESY 411- Sub-acute Care</b>
Upon successful completion of the course, students will be able to understand the role of the respiratory therapist in the following clinical settings: (1) pulmonary rehabilitation/home care/hospice care, (2) hyperbaric medicine, (3) polysomnography, (4) asthma management, (5) smoking cessation, and (6) discharge planning.
<b>RESY 412- Sub-acute Care Practicum</b>
Clinical experiences involve caring for patients placed in sub-acute settings and in the sleep laboratory. Students will prepare and present case studies relevant to this patient population.
<b>RESY 401 - Cardiorespiratory Diagnostic</b>
RESY 401 - Cardiorespiratory Diagnostics deals with the application of principles of Cardiovascular Physiology into various diagnostic techniques in medical sciences.
<b>RESY 402 - Cardio-respiratory Care Education</b>
This course introduces the students to the respiratory care profession from educational perspectives in the development and its future in the kingdom and worldwide. This course covers different aspects of writing objectives, creating a constructive lesson, evaluating instruments and finally the program accreditation.
<b>RESY 413 - Neonatal\ Pediatric Respiratory Care</b>

This course will focus on the respiratory care of infants and pediatrics. Topics will include developmental anatomy and physiology, assessment, pathophysiology, basic and intensive cardio-respiratory care, pharmacology, and resuscitation.
<b>RESY 414- Neonatal\ Pediatric Respiratory Care Practicum</b>
Clinical experiences involve caring for Neonatal and pediatrics patients placed in acute and sub-acute settings. Students will prepare and present case studies relevant to this patient population.
<b>RESY 403 - Special Topics</b>
It is designed to prepare the Respiratory Care students to get familiarized with the importance of Quality Care in Hospital and Healthcare setups, Cardiovascular Graded Exercise Testing and Literature Review and Article Critique.
<b>RESY 404- Cardiorespiratory Care Management</b>
This course will give the student experiences and projects pertaining to managing a respiratory therapy and cardiopulmonary department. Some management functions include Joint Commission (JC) standards, staff scheduling, departmental budgeting, quality assurance, evaluation of personnel, purchasing and grievance procedures. As part of respiratory management, during the course the students will tackle Quality improvement and quality insurance in the medical field
<b>RESY 415 - Cardiopulmonary Diseases</b>
This course will focus on cases involving patients who receive cardiovascular diagnostic and therapeutic procedures, bronchoscopy procedures and pulmonary function testing. The cardiovascular procedures include electrocardiography, Holter monitoring, echocardiography, cardiac catheterization, coronary artery bypass grafts, intra-aortic balloon counter pulsation, and coronary valve replacement. The cases will also include pulmonary function testing, exercise testing, and bronchoscopy. Students will discuss pathophysiology and diagnostic procedures related to each case. Relevant laboratory exercises will be conducted. ACLS will also be included as a part of this course (ACLS will be taught by an outside agency).
<b>RESY 416 - Cardiopulmonary Diseases Practicum</b>
Clinical experiences will involve the care for patients who receive cardiovascular procedures and pulmonary function testing. The procedures include electrocardiography, echocardiography, cardiac catheterization, exercise testing (metabolic and cardiac), complete pulmonary function testing, and diagnostic bronchoscopy.

## 10 Program Structure and Faculty:



## 11 Program Council and Committees:

### Respiratory Therapy Unified Curriculum Committee:

<b>Chairman</b>	<b>: Mr. Raid Alzahrani, Program Director, Respiratory Therapy, Jeddah</b>
<b>Co-chairman</b>	<b>: Dr. Bshayer Alhamad, Program Director, Respiratory Therapy, Al-Ahsa</b> <b>: Dr. Saleh Algarni, Chairman, Respiratory Therapy, Riyadh</b>
<b>Members</b>	: Dr. Taha Ismaeil, Associate Professor, Respiratory Therapy Program, Riyadh : Dr. Abdullah Al Anazi, Assistant Professor, Respiratory Therapy Program, Riyadh : Dr. Bandar Faqihi, Assistant Professor, Respiratory Therapy Program, Al-Ahsa : Dr. Fahad Al Anazi, Assistant Professor, Respiratory Therapy Program, Al-Ahsa : Dr. Fahad Al Hadian, Assistant Professor, Respiratory Therapy Program, Jeddah : Dr. Faisal Turkestani, Assistant Professor, Respiratory Therapy Program, Jeddah : Dr. Hassan Aljohani, Assistant Professor, Respiratory Therapy Program, Riyadh : Dr. Mobarak Alqahtani, Assistant Professor, Respiratory Therapy Program, Riyadh : Dr. Mohammed Alqahtani, Assistant Professor, Respiratory Therapy Program, Riyadh : Dr. Nowaf Alobaidi, Assistant Professor, Respiratory Therapy Program, Al-Ahsa : Dr. Tareq Alotaibi, Assistant Professor, Respiratory Therapy Program, Riyadh : Dr. Turki Alanazi, Assistant Professor, Respiratory Therapy Program, Al-Ahsa : Dr. Ziyad Al Nufaei, Assistant Professor, Respiratory Therapy Program, Jeddah : Mr. Ahmad Almamary, Lecturer, Respiratory Therapy Program, Al-Ahsa : Ms. Alaa Bugis, Lecturer, Respiratory Therapy Program, Jeddah : Ms. Athra Al Aujan, Lecturer, Respiratory Therapy Program, Al-Ahsa

: Ms. Prachi Tambur, Lecturer, Respiratory Therapy Program, Riyadh  
: Ms. Shada Al Odaini, Teaching Assistant, Respiratory Therapy Program, Jeddah  
Teaching Assistants (Riyadh, Jeddah, Al-Ahsa)

**Assessment Subcommittee:**

**Chairman** : Dr. Bshayer Alhamad  
**Members** : Dr. Taha Ismaeil  
: Dr. Tareq Alotaibi  
: Dr. Turki Alanazi  
: Mr. Raid Alzahrani  
: Ms. Athra Al Aujan

**Research Subcommittee:**

**Chairman** : Dr. Mohammed Alqahtani  
**Members** : Dr. Abdullah Alanazi  
: Dr. Turki Alanazi  
: Dr. Ziyad Alnufaiei  
: Dr. Fahad Alanazi  
: Ms. Shada Alodaini

**Lab and Clinical Subcommittee:**

**Chairman** : Ms. Prachi Tambur  
**Members** : Ms. Shada Alodaini  
: Ms. Noura Alamer  
: Ms. Rahaf Andergirir  
: Ms. Ohoud Halawani  
: Mr. Bandar  
: Mr. Saad Alshammari  
: Dr. Fahad Alanazi

**Community Engagement Subcommittee:**

**Chairman:** : Dr. Mobarak Alqahtani  
**Members** : Dr. Tareq Alotaibi  
: Mr. Ahmad Almamary  
: Ms. Alaa Bugis

**Quality Subcommittee:**

**Chairman** : Dr. Hassan Aljohani  
**Members** : Dr. Saleh Algarni  
: Dr. Ziyad Alnufaiei  
: Dr. Taha Ismaeil  
: Dr. Nowaf Alobaidi  
: Dr. Faisal Turkestani



### **Respiratory Therapy Department Council:**

<b>Riyadh campus: Respiratory Therapy Department Council</b>
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<b>Charmian:</b>
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<b>Dr. Saleh Al Qarni</b> , Chairman\ Assistant Professor, Respiratory Therapy, COAMS, KSAU-HS
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<b>Members:</b>
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<b>Dr. Taha Ismaell</b> , Associate Professor, Respiratory Therapy Program. COAMS, KSAU-HS
--

<b>Dr. Mohammed Kabbani</b> , Consultant, Pediatric Cardiac, KAMC, NGHHA
--

<b>Dr. Abdullah Al Anaizi</b> , Assistant Professor, Respiratory Therapy, COAMS, KSAU-HS
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<b>Dr. Tareq Al Otaibi</b> , Assistant Professor, Respiratory Therapy, COAMS, KSAU-HS
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<b>Dr. Hassan Al Johanl</b> , Assistant Professor, Respiratory Therapy, COAMS, KSAU-HS
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<b>Dr. Mohammed AIQahtani</b> , Assistant Professor. Respiratory Therapy. COAMS, KSAU-HS
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<b>Dr. Mobarak Alqahtani</b> , Assistant Professor. Respiratory Therapy. COAMS, KSAU-HS
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<b>Mr. Abdullah Al Dhalsh</b> , Chief, Respiratory Services, KAMC, NGHHA
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<b>Ms. Prachi Tambur</b> , Lecturer, Respiratory Therapy, COAMS, KSAU-HS
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## 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 Specialist Children Hospital.

### 3. Arrangements to Maintain a Healthy and Safe Environment

(According to the nature of the program)

Students will be allocated in various areas in the hospital under the supervision of respiratory therapy team, Following policy and procedure in the hospital.

In the university following the university bylaw.

- 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 of 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 tries to provide lab responsible and ultimately their students with information so they can take the appropriate precautionary actions 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 biohazard, 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 in the lab to all laboratory users. Links for more details about policies and procedures are provided below.

