



CSSD Program Syllabus

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الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties





Contents

.....	1
Introduction to the CSSD	4
Vision.....	4
Mission	4
Program Goal	4
Program Description	4
Program outcomes:.....	5
Teaching and Learning Strategy.....	5
Classroom Sessions	6
Tutorials	6
Practical 'Go-Do' Exercises.....	6
Competency Checklists	6
Indicative Allocation of Hours program per Module	8
Assessment and grading system:	9
Final SCFHS Exam:	10
Trainee Responsibilities	10





Introduction to the CSSD

The Central Sterile Supply Department Program is an educational program aiming to equip the Healthcare Organization in the Kingdom of Saudi Arabia with skillful trained CSSD Personnel able to provide guaranteed sterile equipment / instruments to all the departments of hospital for immediate use in patients care – A step towards the prevention of hospital acquired infections (HAI).

Vision

To be the lead Program in promoting the uppermost quality Central Sterile Services Department Standards and practices within healthcare organization in the Kingdom of Saudi Arabia

Mission

To promote standardization in Education, Training and Practices for the Central Sterile Services Department personnel and enhance the collaboration with the Healthcare Organizations and stakeholders in the Kingdom of Saudi Arabia

Program Goal

To develop and graduate professionals specialized in the Central Sterile Services Department which provides assured sterile Reusable Medical Devices / Equipment to all the departments of hospital for immediate use in patients care.

Program Description

Health Academy in the Saudi Commission for Health Specialties provides an academically based program that trains and prepares Saudi students to be specialized and certified in the Central Sterile Services Department. Students in this program will be educated and trained in the following topics:

The sterile processing and distribution technician decontaminates, inspects, assembles, and sterilizes instruments and surgical trays. The Students also will learn about inventory control, orders supply, inspects, maintains, delivers and retrieves equipment and instruments for the surgery suite, emergency room and intensive care units.

- A hands-on clinical practicum experience in an area hospital is included in the course of study, Assignments, quizzes and exams.





- Medical Terminology and Anatomy & Physiology
- Microbiology for Central Sterile Services Department
- Reusable Medical Devices
- Infection Prevention, Regulations and Standards of Practice
- Introduction to Quality Control and Assurance in the CSSD
- And more.

Program outcomes:

By completing this program, the student is expected to achieve the following outcomes:

1. To understand the basic Principles, Guidelines, and Policies and Procedures of the Central Sterile Services Department.
2. To understand the role of the Infection Prevention and Control related to the Central Sterile Services Department.
3. To understand the proper handling, disinfecting and sterilization of surgical instrument.
4. To understand the proper setting of the Central Sterile Services Department environmental.
5. To understand the proper documentation in the Central Sterile Services Department
6. Demonstrate appropriate and advanced communication skills in the clinical practice.
7. Recognize effective Communications skills with patient and dental team members.
8. Demonstrate professionalism in clinical practice.
9. Demonstrate interest in activities of professional development.
10. Recognize the need for continuing education of professional development.
11. Demonstrate use of ethical values in their personal and professional life.
12. Apply knowledge for medico-legal and ethical aspects of professional practice and apply it in daily practice.

Teaching and Learning Strategy

The approach to teaching and learning recommended for this program considers a variety of different learning styles, and the fact that students will be mature learners or may not have been involved in an academic study for a number of years. It values experience gained by the student throughout the course and the sharing of such experiences.

The instructional materials are presented in a Student Workbook, which also contains a Student Log book for keeping track of all practical activities and program assignments (applicable both in the initial 9 months and the 3 months internship). Instructional material will summarize key required knowledge of each topic in simple language and will





reference additional sources of information for further reading by students (e.g., guidelines, standards, videos).

Classroom Sessions

Each module may commence with a classroom-based lecture covering the main points of learning. Tutors/instructors will direct students to their Student Logbook, for further self-directed learning and will clarify expectations regarding module quizzes, assignments/exercises and completion of competency checklists.

Tutorials

Tutor-led sessions should be held each week to discuss the topics being covered, address student questions, share student and tutor experiences/examples, discuss differences in manufacturing guidelines for similar types of equipment etc.

Practical 'Go-Do' Exercises

Students will be encouraged through exercises to apply the theory they have learned in their workplace. For example, once the theory of 'track and trace' systems has been introduced, students will be tasked with finding out about the track and trace system in use in their facility. They will be required to use these systems and demonstrate/document their understanding of the systems and identify any differences between the theory vs. application.

Competency Checklists

Competency checklists will be included in the Student Logbook (appendix of the Student Workbook) and students will be required to log their competencies as the course progresses. All competency checklists must be signed off by the unit manager.



Modules Syllabus

1	Module 1	INTRODUCTION TO CENTRAL SERVICES
2	Module 2	MEDICAL TERMINOLOGY AND ANATOMY
3	Module 3	MICROBIOLOGY FOR CENTRAL SERVICE
4	Module 4	INFECTION PREVENTION
5	Module 5	REGULATION AND STANDARDS
6	Module 6	SURGICAL INSTRUMENTATION
7	Module 7	QUALITY ASSURANCE
8	Module 8	DECONTAMINATION POINT ZONE
9	Module 9	ASSEMBLY AND PACKAGING ZONE
10	Module 10	STERILIZATION ZONE
11	Module 11	STERILE STORAGE AND TRANSPORT
12	Module 12	SAFETY AND RISK MANAGEMENT
13	Module 13	PERSONAL AND PROFESSIONAL DEVELOPMENT



Indicative Allocation of Hours program per Module

Theoretical & Practical Teaching Sessions				
MODULE NUMBER	SESSIONS / WEEK	HOURS / DAY	TOTAL HOURS	DURATION
MODULE 1 INTRODUCTION TO CENTRAL SERVICES	5 sessions / 1 week	8 HOUR/ DAY	40	ONE WEEKS
MODULE 2 MEDICAL TERMINOLOGY AND ANATOMY	5 sessions / 1 week	8 HOUR/ DAY	40	ONE WEEKS
MODULE 3 MICROBIOLOGY FOR CENTRAL SERVICE	10 sessions / 2 week	8 HOUR/ DAY	80	TWO WEEKS
MODULE 4 INFECTION PREVENTION	10 sessions / 2 week	8 HOUR/ DAY	80	TWO WEEKS
MODULE 5 REGULATION AND STANDARDS	10 sessions / 2 week	8 HOUR/ DAY	80	TWO WEEKS
MODULE 6 SURGICAL INSTRUMENTATION	10 sessions / 2 weeks	8 HOUR/ DAY	80	TWO WEEKS
MODULE 7 QUALITY ASSURANCE	10 sessions / 2 week	8 HOUR/ DAY	80	TWO WEEKS
MODULE 8 DECONTAMINATION POINT ZONE	30 sessions / 6 week	8 HOUR/ DAY	240	SIX WEEKS
MODULE 9 ASSEMBLY AND PACKAGING ZONE	30 sessions / 6 week	8 HOUR/ DAY	240	SIX WEEKS
MODULE 10 STERILIZATION ZONE	30 sessions / 6 weeks	8 HOUR/ DAY	240	SIX WEEKS



MODULE 11 STERILE STORAGE AND TRANSPORT	10 sessions / 2 weeks	8 HOUR/ DAY	80	TWO WEEKS
MODULE 12 SAFETY AND RISK MANAGEMENT	10 sessions / 2 week	8 HOUR/ DAY	80	TWO WEEKS
MODULE 13 PERSONAL AND PROFESSIONAL DEVELOPMENT	10 sessions / 2 week	8 HOUR/ DAY	80	TWO WEEKS

Assessment and grading system:

Continuous Assessment will measure both knowledge attainment and achievement of technical competency through a variety of different methods, including:

- End of module assignments / exercises¹. You will find on the logbook the theoretical assignment in order to the student complete the assignment successfully.
- Observed practice & completion of student logbook & competency checklists² the three main zone.

These assessment methods are linked to the curriculum and enable students to demonstrate what they have learned. These types of assessments generally require students to apply what they have learned in the specific context of the unit in which they are working.

The performance of the student is rated by the tutor/instructor & the unit manager. The unit manager (or an appointed delegate) must certify/sign off all practical student activities in the Student Log book. The student should receive feedback on their performance.

Performance assessment provides valuable insight into student learning and provides students with comprehensive information on improving their skills. Communication between tutors/instructors, unit managers and students are often strengthened, and the opportunity for students' self-assessment is increased. Performance assessment, can be directly linked to both program and module learning outcomes.





Program Assessment and Evaluation

Assessment Tools	Weight
Theoretical	
Attendance	10%
Assignments (<i>More description will be found on the logbook</i>)	30%
Practicum	
DECONTAMINATION POINT ZONE	20%
ASSEMBLY AND PACKAGING ZONE	20%
STERILIZATION ZONE	20%
Total	100%
Passing Score	60%

Students who fail to achieve 60% as a total grade of any Module are required to sit for a remediation exam.

Scoring:

- A: Excellent 100 – 90
- B: Very good 89 – 80
- C: Good 79 – 70
- D: Acceptable 69 – 60
- F: Fail 59 or below

Final SCFHS Exam:

- ✓ **To pass the program and earn a certificate, trainee must pass the finalexam conducted by SCFHS.**

Trainee Responsibilities

Responsible students take ownership of their actions by exhibiting the following behaviors. They:

- demonstrate academic integrity and honesty.
- attend and participate in classes, labs, and seminars, prepared and on time.
- complete the assigned work in a timely manner with attention to quality of work.
- avoid making excuses for their behaviors.
- communicate in a careful and respectful manner with professors, peers, and other members of the program community.
- engage as learners who dedicate sufficient time outside of class to program work.





- act in a civil manner that respects the college level learning/social environment and complies with program policies outlined in the student and program manual.
- utilize program resources and seek help when needed.
- respect diverse ideas and opinions.
- identify, develop, and implement a plan to achieve their educational goals.



