

ATTACHMENT 2 (i)

Field Experience Specification

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

T8. Field Experience Specification

Field Experience Specifications

For direction on the completion of this template, refer NCAAAA guidebooks.

Institution	UMM Al-Qura University	Date of Report
College	College of Applied Sciences	Department
Program	Medical Physics	Physics
		Track

A. Field Experience Course Identification and General Information

1. Field experience course title and code Training Project/403498		
2. Credit hours (if any) 5hr		
3. Name and title of faculty or teaching staff member responsible for the field experience. College of Applied Sciences/ Physics Department/ Medical Physics Division		
Name of teaching staff member	Title of teaching staff member	Department
Prof. Allehyani S H	professor	Physics (Medical Physics Division)
Dr. Ramadan M Ali	Assistant professor	Physics (Medical Physics Division)
Dr. Taha M T	Assistant professor	Physics (Medical Physics Division)
Prof. Algrabie Faiz H	professor	Physics (Medical Physics Division)
Prof. Sameer S. N	professor	Physics (Medical Physics Division)
Dr. Hosam Ibrahim Hassan	Assistant professor	Physics (Medical Physics Division)
4. Dates and times allocation of field experience activities.		
a Dates: Duration of 400 hours of training during the sixteen weeks in the Second Term of Final Year at Specialist Hospitals		
b. Times: from 8:00 am to 5:30 pm		
5. Level or year of the field experience. . Final Year/ Second Term		
6. List names, addresses, and contact information for all field experience locations.		

Name and Address of the Organization	Name of Contact Person	Contact Information (email address or mobile)
Al-Noor Specialist Hospital	Dr. Morad Grounfla	Tel:- 0555531172
National Arm Hospital	Dr. Fathy Alssadi	Tel:- 0569805769
King Abdul-Aziz Hospital for Tumor Cancer	Dr. Nesreen Boustaji	Tel:- 0559475275

B. Learning Outcomes

1. Learning Outcomes for Field Experience in Domains of Learning, Assessment Methods and Teaching Strategy
<p>Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.</p> <p>The <i>National Qualification Framework</i> provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.</p> <p>On the table below are the five NQF Learning Domains, numbered in the left column.</p> <p>First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.</p>

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	acquire the major aspects of nature and subject of medical physics and the application of Medical Physics in medicine.	Lectures, Seminars,	Using Website, PowerPoint and Data show
1.2	understand how to do measurement in radiation , dosimetry, basics of radiation production and also medical effects of ionizing and non-ionizing radiation in the hospital	Lectures, Seminars,	Using Website, PowerPoint and Data show
2.0	Cognitive Skills		

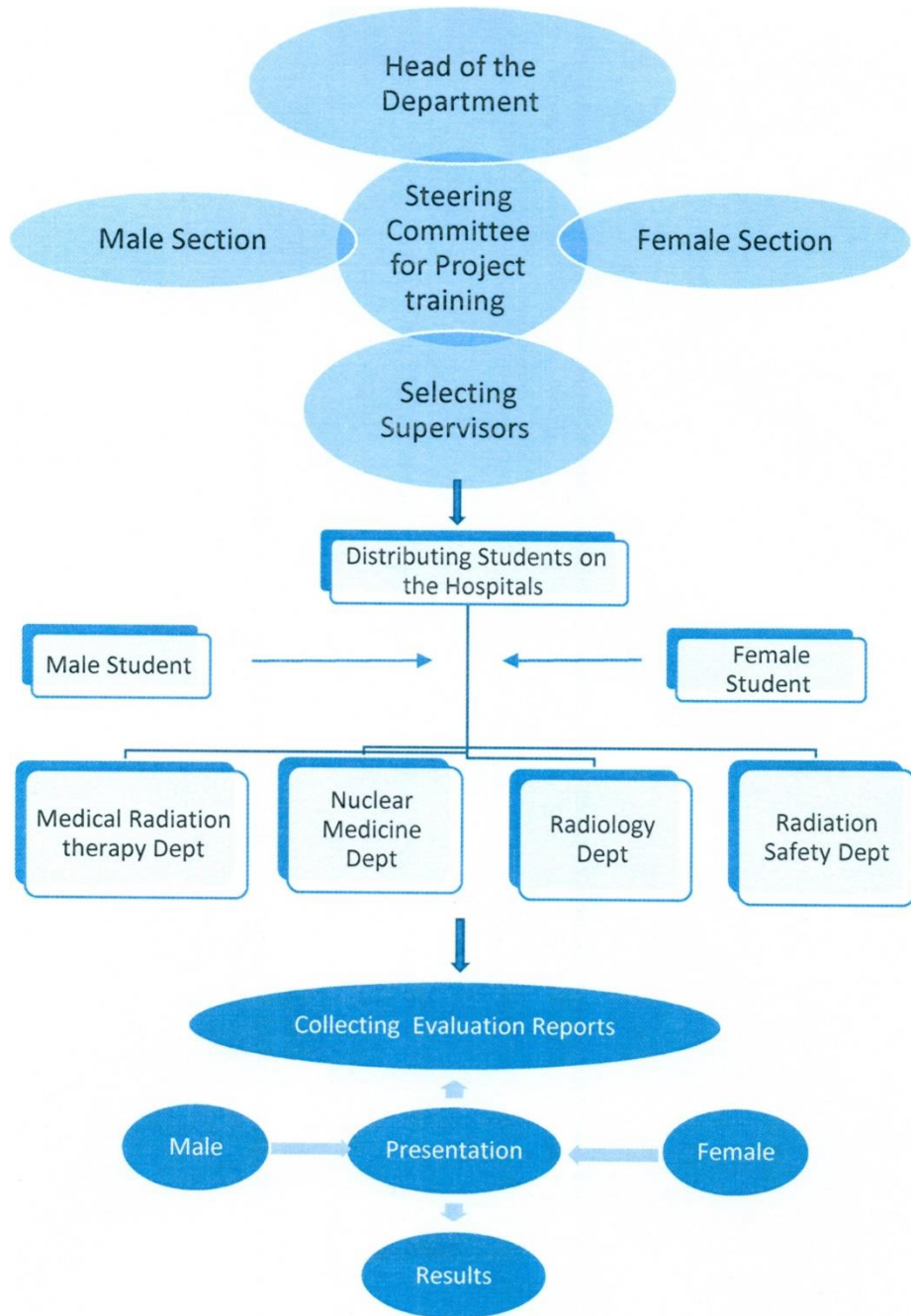
2.1	apply all knowledge obtained from Radiation Dosimetry and radiation protection to demonstrate skills of critical thinking in medical physics at the hospital in deferent Departments (x-ray, CT-Scan, MRI, LENIC-20 machine for therapy)	Demonstrating and practicing at the hospital	Studying different cases of tumor cancer with help of specialist in the field
2.2	Participating in treatment planning for deferent case of tumor cancer	Demonstrating and practicing at the hospital	Studying different cases of tumor cancer with help of specialist in the field
3.0	Interpersonal Skills & Responsibility		
3.1	Defining and localizing tumors cancer using CT-Scan	Demonstrating and practicing at the hospital	Studying different cases of tumor cancer with help of specialist in the field
3.2	Downing treatment planning and distributing the Dose rate	Demonstrating and practicing at the hospital	Studying different cases of tumor cancer with help of specialist in the field
4.0	Communication, Information Technology, Numerical		
4.1	Trying to sue the soft wear of CT-Machine, MRI-Machine, and Radiotherapy Machine	Demonstrating and practicing at the hospital	Using CT-Scan, MRI, and Therapy Machine
4.2			
5.0	Psychomotor		
5.1	NA	NA	NA
5.2			

C. Description of Field Experience Activity

<p>1. Describe the major student activities taking place during the field experience.</p> <ol style="list-style-type: none"> 1- Working in the Nuclear Medicine Department to deal with radio-active isotopes 2- Working in the radiology department to deal with Computed Tomography Machine(CT-Scan, X-ray , MRI) 3- Working in Radiotherapy Department to deal with Exposure rate measurement , treatment planning methods, calibration to the machine output 4- Working with Radiation Protection and Safety
<p>2. List required assignments, projects, and reports.</p> <ol style="list-style-type: none"> a. Evaluation report from each department b. Wiring report at the end of the training Project c. Presentation d. Final Marks for all activities in the hospital

3. Follow up with students. What arrangements are made to collect student feedback?
- a- visiting the students weekly in the hospital
 - b- feedback obtained from the department staff at the hospital as Evaluation From about their attendees, skills, motivation and improvements

4. Insert a field experience flowchart for responsibility and decision-making (including a provision for conflict resolution).



5. Supervisory Responsibilities.

	Student	Field Teaching Staff	Program Faculty and Teaching Staff
Student Activities			
a. transport to and from site	Participation	Supervising	Evaluation
b. demonstrate learning outcome performance	doing some real measurements in dosimetry	Supervising	Evaluation
c. completion of required tasks, assignments, reports, and projects	Writing Report and Presentation	Supervising	Evaluation and decision
Supervision Activities			
a. field site – safety	Mentoring	Supervising	Evaluation and decision
b. student learning activities	Mentoring	Supervising	Evaluation and decision
c. learning resources	Mentoring	Supervising	Evaluation and decision
d. administrative (attendance)	Mentoring	Supervising	Evaluation and decision
Planning Activities			
a. student activities	Participation	Supervising	
b. learning experiences	Participation	Supervising	
c. learning resources	Participation	Supervising	
d. field site preparations	Participation	Supervising	
e. student guidance and support			
Assessment Activities			
a. student learning outcomes	lectures	Supervising	
b. field experience	Participation	Supervising	
c. field teaching staff	Revision	Supervising	
d. program faculty and teaching staff		Supervising	
e. field site		Supervising	
f. learning resources		Supervising	

b. Explain the student assessment process.

c. Explain the resolution of differences process (If the field teaching staff and the program faculty and teaching staff share responsibility for student assessment, what process is followed for resolving differences between them?)

D Planning and Preparation

1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a. Radiology Departments	1- Wearing film badge 2- Wearing lead Prayer 3- Reduce exposure time	Following the radiation protection procedure
b. Radiotherapy Department	Measure the radiation scattering in the room	Following the radiation protection procedure
c. Nuclear Medicine Department	Define the Radio active Isotopes and it activity	Following the radiation protection procedure
d.		
e.		

Explain the decision-making process used to determine appropriate field experience locations.
A committee training college coordination with hospitals and institutions the task within the KSA - in order to follow-up training program for all students candidates for training are also required from the training which the student wishes to practice them determine the field of training and nature to facilitate student get approval from the Commission, which will provide him with official approval and other information training required by the hand, and in all cases, the student review Committee to complete the required procedures.

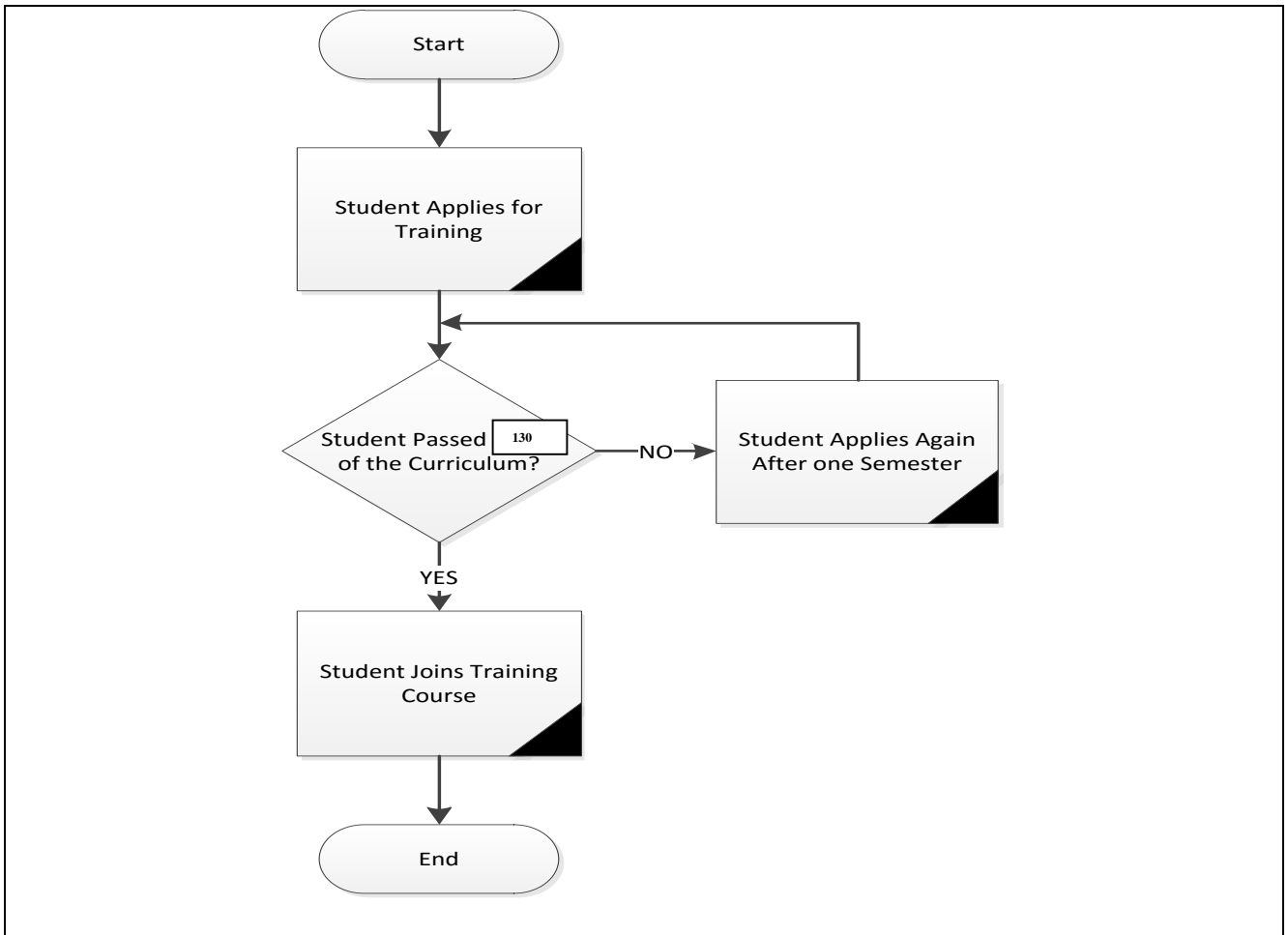
2. Identification of Field Staff and Supervisors

List Qualifications	List Responsibilities	List Training Required
a. . Holds at least a Ph.D.	Evaluate the supervisor of the reality of the field visits	Training in human resource management department.

b. At least he has experience working for 2 years	Evaluate the trainee through the attendance record approved by the training and leave	Training in training management department.
c.		
d.		
<p>Explain the decision-making process used to determine appropriate field staff and supervisors. Explain the decision-making process used to determine appropriate field staff and supervisors.</p> <ul style="list-style-type: none"> • Provide field supervisors evidenced by field training specialization required to oversee the process and models. • Provide counseling service for supervisors of field training specialization official <p>Meeting supervisors during training or after it ends to discuss any observations with regard to the program to avoid them in the future.</p>		

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
The Student must complete 130 credit hours.	No special requirements	No special requirements
b.		
c.		
d.		
<p>Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.</p>		



4. Safety and Risk Management.

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a.			
b.			
c.			
d.			

Explain the decision-making process used to protect and minimize safety risks.

5. Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

- Develop Rules to assess students by selecting 40 degrees private coach field and 60 degrees private academic administrator.
- Responsible for training the faculty meeting with both: the academic field supervisor and the supervisor to resolve differences.

E. Evaluation of the Field Experience

1. Describe the evaluation process and list recommendations for improvement of field experience activities by:

a. Students

Describe evaluation process

- Field visits
- A periodic report.
- Preparation of a final report.
- The final presentation and discussion
- Evaluation of the training.

List recommendations for improvement

- Show the importance of training for students
- Show the importance of learning new skills
- Show the importance of applying the skills learned

b. Supervising staff in the field setting

Describe evaluation process

- fill the evaluation forms.
- Fill in a questionnaire to assess training
- Accept the guidance and counseling

List recommendations for improvement

- Develop a new evaluation form that covers more criteria.
- Develop more than one evaluation e.g. technical evaluation, managerial evaluation.

c. Supervising faculty from the institution

Describe evaluation process

- Periodic reports evaluation.
- Evaluation the final report of.
- Evaluation of the final presentation
- Follow through field visits

List recommendations for improvement

- Doing a workshop describes the goals of training.
- Also describes the objective of training.
- Show the importance from training.

2. Action Plan for Next Semester/Year				
Actions Recommended for Further Improvement (list from E.1. above)	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
a. Doing a workshop for students	To describe a goals and objectives of training.	18 Sep	In progress	Dr. Samir Netto
b. Develop a new evaluation form.	To be more specific and accurate evaluation.	1-jun	In progress	Dr. Saud
c. Create a workshop with cooperating hospitals	In order to clear the full vision of the student on the tasks and skills required and gained from training	1-jun	In progress	Dr. Faiz
d. The development of field training specialization guide	To be more specific and accurate evaluation.	1-jun	In progress	Dr. Ramadan Ali

Name of Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____