

جامعة أم القرى

كلية العلوم الطبية التطبيقية

الدبلوم العالي في تغذية الرياضيين والتمارين

الرياضية

4. Learning and Teaching

4/1 Learning Outcomes and Graduate Specifications

4/1/1 Main tracks or specializations covered by the program:

(b) Sport Nutrition and Metabolism

(c) Sport Nutrition and Weight Management

4/1/2 Curriculum Study Plan Table

Level	Course Code	Course Title	Required or Elective	Prerequisite Courses	Credit Hours
Level 1	SPOR1702510-3	Nutrition for Optimum Sports Performance	Required		3
	SPOR1702511-3	Sport and Exercise physiology	Required		3
	SPOR1702512-2	Sport and Exercise biochemistry	Required		2
	SPOR1702513-1	Sport for health during life span	Required		1
	SPOR1702514-2	Sport nutrition and supplementation	Required	SPOR1702510-3	2
Level 2					
	SPOR1702520-2	Sport and nutrition laboratory techniques	Required	SPOR1702511-3 SPOR1702512-2	2
	SPOR1702521-4	Sport injury prevention in football	Required		4
	SPOR1702522-2	Sport nutrition for special groups	Required	SPOR1702510-3 SPOR1702512-2	2
	SPOR1702523-3	Research methodology in Nutrition	Required		3
	SPOR1702524-2	Communication skills for sport nutritionist	Required		2

4/1/3 Field or Research Components of the Study Plan

4/1/3/1 Summary of Practical or Medical Clinical Fellowship Components Required by the Program (if any):

N/A

a) Brief Description of Field Experience:
b) Program Level (s) of Field Experience:
c) Contact Hours of Field Experience and Time Table (Day / Week / Semester)
d) Field Experience Credit Hours:

4/1/4. Course Specification:

Course Title: **Nutrition for Optimum Sports Performance**

Course Code: SPOR1702510-3

Date: 14/10/2019	Institution: Umm Aqura University
College: Applied Medical Sciences	Department: Clinical Nutrition

A. Course Identification and General Information

1. Course title and code: Nutrition for Optimum Sports Performance-SPOR1702510-3	
2. Credit hours: 3 CH	
3. Program(s) in which the course is offered. Sport Nutrition and Exercise (If general elective available in many programs indicate this rather than list programs)	
4. Name of faculty member responsible for the course : Dr.Riham Hendam	
5. Level/year at which this course is offered: first term of postgraduate diploma	
6. Pre-requisites for this course (if any): -	
7. Co-requisites for this course (if any):-	
8. Location if not on main campus:	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input checked="" type="checkbox"/> percentage? <input type="text" value="90"/>
b. Blended (traditional and online)	<input type="checkbox"/> percentage? <input type="text"/>
c. E-learning	<input type="checkbox"/> percentage? <input type="text"/>
d. Correspondence	<input type="checkbox"/> percentage? <input type="text"/>
f. Other	<input checked="" type="checkbox"/> percentage? <input type="text" value="10"/>
Comments: Tutorials, group work	

B Objectives

The main objective of this course

At the end of this course the student will be able to

Identify the nutrition fundamentals for the sport and exercise nutritionist, including energy, carbohydrate, protein, fat and water

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Increased use of IT or web based reference material.**
- **Changes in content as a result of new research in the field.**

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course provides an introduction to nutrition with an overview of energy systems, the digestive system, macronutrients, and micronutrients. The course focuses on sport nutrition guidelines and will cover the physiological mechanisms of fuel use in the body, nutritional strategies to support weight change, hydration, ergogenic aids the needs of special athlete populations.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Concepts of nutrition and digestion	1	3
Protein & Fats for exercise: Protein Structure, Protein Function, Protein Requirements, Sources of Protein, Storage Fat, Fat in the Athletic Diet	1	3
Carbohydrates as fuel for exercise: Guidelines for daily CHO intake, Glycemic Index, Glycemic Load, Carbohydrate Loading	1	3
The Importance of Micronutrients: Classification of Vitamins, Vitamins- Athletic Requirement, Vitamin Toxicity, Minerals & Trace Elements, Minerals and the Athletic Diet Dietary Reference Intakes for the micronutrients – considerations for physical activity	1	3
Hydration for Optimal Performance: Body water & Electrolyte, Hyponatremia, Water Consumption Guidelines, Hydration needs for Athletes, Dehydration, Sport Drinks	1	3

ISSN Position Stand: Meal Frequency Considerations for protein intake in managing weight loss in athletes							
Effect of protein/essential amino acids and resistance training on skeletal muscle hypertrophy							
Combatting Disease with Optimal Nutrition and Exercise: Effect of Body Weight & Physical Activity on Life Physical Activity -What counts? Benefits of Physical activity, Principles of good eating		1				3	
Contemporary Issues Popular dietary approaches		1				3	
Nutritional Timings and Food Choices for Athletes: Nutrition before exercise, Nutrition during exercise, Nutrition Post exercise and the type of food.		1				3	
Planning a performance nutrition program.		1				3	
Master Strategies for Weight Loss & Muscle Gain		1				3	
Proper Body Weight and Maintenance of Weight							
diet planning for different physically active groups using diet programme						3	
Revision		1				3	
Total		12				36	
2. Course components (total contact and credit hours per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact	Planned	24		12			36
Hours	Actual	24		12			36
Credit	Planned	2		1			3
	Actual	2		1			3
3. Individual study/learning hours expected for students per week.							2
4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies							
On the table below are the five NQF Learning Domains, numbered in the left column.							

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the role of nutrition for health and sports performance	<ul style="list-style-type: none"> Lectures Tutorial Coursework 	<ul style="list-style-type: none"> Assignment tutorials
2.0	Cognitive Skills		
2.1	Identify key dietary sources of macro and micro-nutrients and compare to dietary standards	<ul style="list-style-type: none"> Lectures Tutorial Coursework 	<ul style="list-style-type: none"> Assignment Tutorials
2.2	The ability to create proper diet plans for athletes and physically active individuals	<ul style="list-style-type: none"> Tutorial 	<ul style="list-style-type: none"> Assignments
3.0	Interpersonal Skills & Responsibility		
3.1	The ability to use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner	<ul style="list-style-type: none"> Lectures Tutorial Coursework 	Assignment, tutorials
4.0	Communication, Information Technology, Numerical		
4.1	The ability to employ relevant IT skills	<ul style="list-style-type: none"> Lectures Tutorial Coursework 	<ul style="list-style-type: none"> Assignment Tutorials
4.2	The ability to employ interactive and group skills		
4.3	The ability to use diet programme to design and analyze diet for athletes	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
5.0	Psychomotor(if any)		
5. Schedule of Assessment Tasks for Students During the Semester			

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Course work: Journal club	3	%20
2	Course work: Presentation	Along the term	20%
3	Course work: Poster	6	%20
4	Assignment	16	%20
1	Course work: Journal club	14	%20

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

1. List Required Textbooks

- Jeukendrup, A.E., Gleeson, M (2010) Sports Nutrition 2nd edition. Human Kinetics, Champaign, IL, USA
- Burke, L.M. (2011). Clinical Sports Nutrition, 4th edition. McGraw-Hill, London.
- Lanham-New, S., Stear, S., Shirreffs, S., Collins, A. (2011) Sport and Exercise Nutrition. The Nutrition Society Textbook series. Wiley-Blackwell, New York, USA.

2. List Essential References Materials (Journals, Reports, etc.)

Chen Y, Wong S, Wong C, Lam C, Huang Y, Siu P. The effect of pre-exercise carbohydrate meal on immune responses to an endurance performance run. *British Journal of Nutrition*. 2008; 100: p. 1260-1268.

Benardot D, Martin D, Thompson W, Roman S. Between meal energy intake effects on the body composition, performance, and total caloric consumption in athletes. *Medicine and Science in Sports and Exercise*. 2005; 37(5): p. 339.

Hawley J, Burke L. Meal frequency and physical performance. *British Journal of Nutrition*. 1997; 77: p. 91S-103S.

leary M, Sweeney L, Kendrick Z, Sitler M. Dehydration and symptoms of delay-onset muscles soreness in hyperthermic males. *Journal of Athletic Training*. 2005; 40(4): p. 288-297.

Burke L, Kiens B, Ivy J. Carbohydrates and fat for training and recovery. *Journal of Sports Sciences*. 2004; 22: p. 15-30.

Welsh R, Davis J, Burke J, Williams H. Carbohydrates and physical/mental performance during intermittent exercise to fatigue. *Medicine and Science in Sports*. 2002; 34: p. 723-731.

Niekamp R, Baer J. In season dietary adequacy of trained male cross-country runners. *International Journal of Sports Nutrition*. 1995; 5: p. 45-55.

Gibala M. Dietary protein, amino acid supplements, and recovery from exercise. *GSSI Sports Science Exchange*. 2002; 15(4): p. 1-4.

Zawadzki K, Yaspelkis B, Ivy J. Carbohydrate-protein complex increases the rate of muscle glycogen storage after exercise. *Journal of Applied Physiology*. 1992; 72(5): p. 1854-1859.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

Khan Academy (<https://www.youtube.com/watch?v=bwOE1MEginA>)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Classrooms**

2. Technology resources (AV, data show, Smart Board, software, etc.)

Data show
Software (Nutritics)

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- **Confidential instructor evaluation questionnaire for the total course in the final lecture**

- **Students – College meeting**

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- **Regular scientific meeting with the department members**
- **Departmental council discussion**
- **Peer consultation in teaching**
- **Student feedback report to be analyzed by the course instructor and submit the results to the department head.**
- **Video recording**

3. Procedures for Teaching Development

- **Review the students' feedback and work on the weak points.**
- **Conduct departmental workshops to discuss how to support the teaching process.**

<ul style="list-style-type: none">• Monitoring of teaching activates by senior faculty members• Periodical departmental revisions of the methods of teaching.• Attend educational courses of teaching methodology
<p>4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)</p> <ul style="list-style-type: none">• The use of external examiners.• Providing samples of all kinds of assessment in the departmental course portfolio of each course.• Periodical changing and remarking test
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.</p> <p>Design graduate survey and employee surveys.</p> <ul style="list-style-type: none">• Analyze the results of the two surveys and detect the weakness & strengthens in the course.• Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.• Submit a course report to the curriculum committee in the department to discuss the action plane.• Submit the final action plane to the department Council for approval• Stick-holder meeting foe the advantage and the disadvantage in the graduates.• The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils• The head of department and faculty take the responsibility of implementing the proposed changes.• Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Course Instructor **Dr. Riham Hindam**

Signature: _____ Date Completed: _____

Program Coordinator: **Dr. Khlood Ghafouri**

Signature:



Date Received: **12/2/1440AH**

Course Title: Sport and Exercise Physiology

Course Code: SPOR1702511-3

Course Specifications

Institution: UQU	Date: 2018- 2019
College/Department : Applied Medical Sciences – Clinical Nutrition	

A. Course Identification and General Information

1. Course title and code: Sport and Exercise Physiology- SPOR1702511-3	
2. Credit hours: 3 CH	
3. Program(s) in which the course is offered. Sport Nutrition and Exercise (If general elective available in many programs indicate this rather than list programs)	
4. Name of faculty member responsible for the course Dr. Faisal Barwias	
5. Level/year at which this course is offered: first term of postgraduate diploma	
6. Pre-requisites for this course (if any):	
7. Co-requisites for this course (if any):	
8. Location if not on main campus: main campus	
9. Mode of Instruction (mark all that apply)	
a. traditional classroom	<input type="checkbox"/> - What percentage? <input type="checkbox"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/> v What percentage? <input type="checkbox"/> 80% & 10%
c. e-learning	<input type="checkbox"/> - What percentage? <input type="checkbox"/>
d. correspondence	<input type="checkbox"/> What percentage? <input type="checkbox"/>
f. other	<input checked="" type="checkbox"/> v What percentage? <input type="checkbox"/> 10%
Comments: Tutorials	

B Objectives

1. What is the main purpose for this course? Apply knowledge of the underlying principles and concepts of Exercise and Sport Science. Including the core areas of: Human Physiology, Anatomy, Functional Anatomy, Exercise Physiology, Biomechanics, Motor Learning and Control, Exercise Metabolism and Nutrition, and Psychology.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field 1. Increased use of IT or web based reference material and educational video.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:		
<p>This course focuses on providing insights, foundational knowledge and skills specific to sport and exercise courses and programs. This course presents fundamental information essential to understanding sport and exercise concepts and constructs in order to introduce commencing students to specialized levels of professional expertise in sport and exercise. This module aims to provide students with the scientific basis of nutrition for performance. This has been designed to develop advanced skills essential for understanding the nutritional requirements of the human body in order to maximize exercise performance and promote health and wellbeing. The knowledge and skills introduced and developed in this course will be utilized throughout the program and are essential to professionalism.</p>		
1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Respiratory system: pulmonary component and exercise	1	3
Respiratory system: gas exchange and transport and exercise	1	3
Respiratory system: regulation and integration and exercise	1	3
Cardiovascular system: blood pressure and exercise	1	3
Cardiovascular system: regulation and integration and exercise	1	3
Cardiovascular system: cardiac output and exercise	1	3
Muscular system and exercise	1	3
Structure and Function of Exercising Muscle	1	3
Neural Control of Exercising Muscle	1	3
Structure and Function of the Nervous System	1	3
Adaptations to Aerobic and Anaerobic Training	1	3

Basis of fatigue and determinants of performance in such events	1	3
physiological basis of interventions to enhance endurance performance	1	3
Total	13	39

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	26	13				39
	Actual	26	13				39
Credit	Planned	2	1				3
	Actual	2	1				3

3. Additional private study/learning hours expected for students per week.

2 h

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate 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 course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	The ability to outline the physiological response of the body to exercise including the acute and chronic responses of the major physiological and anatomical systems	<ul style="list-style-type: none"> Lectures Tutorial Coursework 	presentations

	to exercise stress. The structure and function of exercising muscle, fuels for exercising muscle, hormonal controls neural involvement and controls, motor responses will be examined		
2.0	Cognitive Skills		
2.1	The ability to summarize concepts, principles, and theories of exercise physiology.	<ul style="list-style-type: none"> • Lectures • Tutorial • Coursework 	<ul style="list-style-type: none"> • Class discussions • Literature Review Paper
2.2	the ability to explain possible mechanism in sport physiology.		
3.0	Interpersonal Skills & Responsibility		
3.1	The ability to employ interactive and group skills	<ul style="list-style-type: none"> • Lectures • Tutorial • Coursework 	<ul style="list-style-type: none"> • Class discussions • Literature Review Paper
3.2	Apply procedures involved in critical thinking.		
4.0	Communication, Information Technology, Numerical		
4.1	The ability to employ relevant IT skills	<ul style="list-style-type: none"> • Tutorial 	<ul style="list-style-type: none"> • Class discussions •
4.2	The ability to use ideas and techniques from the area to devise, sustain, and communicate arguments in a clear and articulate manner		
5.0	Psychomotor		
	The ability to		
5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Course work: Journal club	6th and 8th	20%
3	Quiz	12 th	30%
4	Assignment	15	50%

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D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

1. List Required Textbooks

Tommy Boone. Introduction to Exercise Physiology; The College of St. Scholastica, Duluth, Minnesota. 2014
Al-Hazzaa, H. Exercise Physiology: Theoretical and practical foundation of physiological measurements. King Saud University, 2009.

Burkett B. Applied Sport Mechanics 4th Edition With Web Resource, 4th edition, 2019. ISBN: 9781492558439

Horn T and Smith A, Advances in Sport and Exercise Psychology-4th Edition, 2019,

ISBN: 9781492520920

Ahmed Abul-Ela, Abdel-Fattah: physiology, training and sports, home of the Arab Thought, Cairo, 2003

2. List Essential References Materials (Journals, Reports, etc.)

Journal of the Saudi Sports Medicine.
Health and Fitness Journal

Human Kinetics

International Journal of Behavioral Nutrition and Physical Activity

International Journal of Exercise Science

International Society of Biomechanics

Journal of Applied Biomechanics

Journal of Applied Physiology

Journal of Biomechanics

Journal of Exercise Physiology

Journal of Exercise Science and Fitness

Journal of Sports Science and Medicine

<p>Journal of the International Society of Sports Nutrition</p> <p>Medicine and Science in Sports and Exercise</p>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>American College of Sports Medicine</p> <p>Federation of American Societies for Experimental Biology (FASEB)</p> <p>Gatorade Sports Science Institute</p> <p>International Sports Science Association</p> <p>International Society of Sports Nutrition</p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • Classrooms
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Data show • Software
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p>

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - Confidential instructor evaluation questionnaire for the total course in the final lecture - Students – College meeting
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none"> - Regular scientific meeting with the department members - Departmental council discussion - Peer consultation in teaching - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Video recording
<p>3. Procedures for Teaching Development</p> <ol style="list-style-type: none"> 1. Review the students' feedback and work on the weak points. 2. Conduct departmental workshops to discuss how to support the teaching process. 3. Monitoring of teaching activates by senior faculty members 4. Periodical departmental revisions of the methods of teaching. 5. Attend educational courses of teaching methodology


4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

1. The use of external examiners.
2. Providing samples of all kinds of assessment in the departmental course portfolio of each course.
3. Periodical changing and remarking test

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

1. Design graduate survey and employee surveys.
2. Analyze the results of the two surveys and detect the weakness & strengthens in the course.
3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
4. Submit a course report to the curriculum committee in the department to discuss the action plane.
5. Submit the final action plane to the department Council for approval
6. Stick-holder meeting foe the advantage and the disadvantage in the graduates.
7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils
8. The head of department and faculty take the responsibility of implementing the proposed changes.
9. Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Course Instructor: **Dr.Fiasal Barwias** Signature: _____ Date Specification Completed: 12/2/1404AH

Program Coordinator: **Dr. Khloud Ghafouri** Signature:  Date Received:
12/2/1440 AH

Course Title: Sport and Exercise Biochemistry

Course Code: SPOR1702512-2

Course Specifications

Institution: UQU	Date: 2018- 2019
College/Department : Applied Medical Sciences – Clinical Nutrition	

A. Course Identification and General Information

1. Course title and code: Sport and Exercise biochemistry- SPOR1702512-2	
2. Credit hours: 2 CH	
3. Program(s) in which the course is offered. Sport Nutrition and Exercise (If general elective available in many programs indicate this rather than list programs)	
4. Name of faculty member responsible for the course Dr. Dr.Mazin Gaith	
5. Level/year at which this course is offered: first term of postgraduate diploma	
6. Pre-requisites for this course (if any):	
7. Co-requisites for this course (if any):	
8. Location if not on main campus: main campus	
9. Mode of Instruction (mark all that apply)	
a. traditional classroom	<input type="text" value="-"/> What percentage? <input type="text"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/> What percentage? <input type="text" value="70% & 20%"/>
c. e-learning	<input type="text" value="-"/> What percentage? <input type="text"/>
d. correspondence	<input type="text"/> What percentage? <input type="text"/>
f. other	<input checked="" type="checkbox"/> What percentage? <input type="text" value="10 %"/>
Comments: Tutorials	

B Objectives

<p>1. What is the main purpose for this course?</p> <p>By the end of this course the student will be able to :</p> <p>Demonstrate knowledge and skill in to distinguish the differences between the 3 major energy systems for physical activity and exercise and list the principle reasons why nutrition is important for training and sports performance.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ul style="list-style-type: none"> Increased use of IT or web based reference material and educational video

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:		
<p>Biochemistry of Exercise focusses on the molecular aspects of exercise physiology. This involves exploring the biochemical mechanisms involved in the generation of human movement and the responses and adaptations to exercise. Biochemistry of exercise knowledge helps facilitate an understanding of improving human performance through exercise and nutrition. This part of the course combines class and practical work to examine the integrative nature of energy metabolism, muscle contraction and sports nutrition across a wide range of exercise types and intensities.</p>		
1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
The concept of metabolic energy production	2	4
The metabolic human energy systems in sport and exercise (aerobic & anaerobic)	2	4
Metabolic regulation of carbohydrate in sport and exercise	2	4
Metabolic regulation of protein in spot and exercise	2	4
Energetic macromolecules and kinetic structure of the biochemical pathways: principles of the metabolic control of enzymes involved in the production of energy during physical exercise; equilibrium reactions and non-equilibrium reactions, flux generating reactions, direction of a metabolic pathway; enzymes catalyzing flux generating reactions, the lactate dehydrogenase as an example.	2	4
Metabolic regulation of fat in sport and exercise	1	2
Water and electrolytes biochemistry in exercise	1	2
Total	12	24

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact	Planned	24					24
Hours	Actual	24					24
Credit	Planned	2					2
	Actual	2					2
3. Additional private study/learning hours expected for students per week.						2 h	
4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy							
<p>On the table below are the five NQF Learning Domains, numbered in the left column.</p> <p>First, insert the suitable and measurable course learning outcomes required in the appropriate 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 course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)</p>							
Code #	NQF Learning Domains And Course Learning Outcomes		Course Teaching Strategies		Course Assessment Methods		
1.0	Knowledge						
1.1	The ability to tell the differences between the energy systems for physical activity and exercise.		<ul style="list-style-type: none"> Lectures Tutorials practical classes 		<ul style="list-style-type: none"> Course work Assignment 		
2.0	Cognitive Skills						
2.1	The ability to differentiate between the energy systems for physical activity and exercise.		<ul style="list-style-type: none"> Lectures Tutorial Coursework 		<ul style="list-style-type: none"> Course work Assignment 		
2.2	The ability to analyze and interpret information, and independently generate conclusions, from methodology of research used in sport biochemistry				<ul style="list-style-type: none"> Course work Assignment 		
3.0	Interpersonal Skills & Responsibility						

3.1	Precision and conscientiousness role during the development analysis and proposals for projects which need professionalization in future work	<ul style="list-style-type: none"> • Lectures • Tutorial • Coursework 	<ul style="list-style-type: none"> • Course work • Assignment
3.2	Apply conceptual understanding of concepts, principles, and theories.		
3.4	The ability to solve problem both when asked to do so, and when faced with unanticipated new situations		
4.0	Communication, Information Technology, Numerical		
4.1	communicate/present effectively both verbally and in writing to both specialized and non-specialized audiences	a) Problem solving b) Data representation c) Focusing on some real results and its physical meaning	<ul style="list-style-type: none"> • Project reports • presentations.
4.2	use information technology and other resources to find, extract and synthesize information;		
4.3	work as a member of a team		
4.4	solve problems relating to quantitative information;		
5.0	Psychomotor		
	Being able to measure continuous glucose monitors, portable osmometers to look at hydration states,	<ul style="list-style-type: none"> • Tutorial 	<ul style="list-style-type: none"> • Course work
5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Course work: Journal club	3	15%
2	Course work: Presentation	7	15%
3	Course work: Poster	14	15%
4	Assignment	15	55%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

1. List Required Textbooks

- Tidus, Tupling, R, and Houston, E. (2012). *Biochemistry Primer for Exercise Science*. (4th Edition). Champaign, IL: Human Kinetics.
- McArdle, WD, Katch, FI, and Katch, VL. (2010) *Essentials of Exercise Physiology*, fourth edition, Lippincott Williams and Wilkins, Philadelphia.
- Maughan, RJ, and Gleeson, M (2004). *The Biochemical Basis of Sports Performance*, Oxford University Press.
- Maughan, R. J., & Gleeson, M. (2010). *The biochemical basis of sports performance / Ron Maughan & Michael Gleeson*. Oxford ; New York : Oxford University Press, 2010
- Gleeson, M. (2013) *Biochemistry of Exercise*, in *The Encyclopaedia of Sports Medicine: An IOC Medical Commission Publication*, Volume 19 (ed R. J. Maughan), John Wiley & Sons Ltd, Chichester, UK. doi: [10.1002/9781118692318.ch3](https://doi.org/10.1002/9781118692318.ch3)

2. List Essential References Materials (Journals, Reports, etc.)

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Classrooms**
- **Sport Laboratories**
- **Biochemistry labs**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Data show**
- **Software**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching
- **Confidential instructor evaluation questionnaire for the total course in the final lecture**

- Students – College meeting

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Regular scientific meeting with the department members
- Departmental council discussion
- Peer consultation in teaching
- Student feedback report to be analyzed by the course instructor and submit the results to the department head.
- Video recording

3. Procedures for Teaching Development

1. Review the students' feedback and work on the weak points.
2. Conduct departmental workshops to discuss how to support the teaching process.
3. Monitoring of teaching activates by senior faculty members
4. Periodical departmental revisions of the methods of teaching.
5. Attend educational courses of teaching methodology

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- 1- The use of external examiners.
- 2- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- 3- Periodical changing and remarking test

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

1. Design graduate survey and employee surveys.
2. Analyze the results of the two surveys and detect the weakness & strengthens in the course.
3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
4. Submit a course report to the curriculum committee in the department to discuss the action plane.
5. Submit the final action plane to the department Council for approval
6. Stick-holder meeting foe the advantage and the disadvantage in the graduates.
7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils
8. The head of department and faculty take the responsibility of implementing the proposed changes.
9. Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Course Instructor: Dr.Mazin Gaith

Signature: _____ Date Specification Completed: 12/2/1404AH

Program Coordinator: __Dr. Khloud Ghafouri

Signature:  _____ Date Received: 12/02/1440AH

Course Title: Sport for Health **during lifespan**

Course Code: SPOR1702513-1

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences

Department: Clinical Nutrition

A. Course Identification and General Information

1. Course title and code: Sport for Health during lifespan -SPOR1702513-1

2. Credit hours: 1 CH

3. Program(s) in which the course is offered: Postgraduate Diploma in Sports and Nutrition

(If general elective available in many programs indicate this rather than list programs)

4. Name of faculty member responsible for the course: Wesam Saleh A. Al Attar, PT, MSc, PhD

5. Level/year at which this course is offered: 1st semester

6. Pre-requisites for this course (if any): N/A

7. Co-requisites for this course (if any):

8. Location if not on main campus: Main Campus

9. Mode of Instruction (mark all that apply):

a. Traditional classroom

centage?

b. Blended (traditional and online)

centage?

80

c. E-learning

centage?

d. Correspondence

centage?

f. Other

centage?

20

Comments:

B Objectives

1. The main objective of this course

at the end of this course the student will be able to

discusses how sports can be used to improve health outcomes, as well as how to prescribe physical activity, including football, as a treatment intervention.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- Increased use of IT or web based reference material.
- Changes in content as a result of new research in the field.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course will provide an opportunity for post graduate students to be aware of the health benefits associated with sports across the lifespan; have insight into the potential of recreational sports to aid the prevention and treatment of lifestyle diseases, including diabetes, osteopenia and cardiovascular disease; have an understanding of how to organize recreational sports training for untrained individuals across the lifespan, including people with no prior experience with sports and patient groups; know how to seek knowledge related to physical activity recommendations for untrained individuals and patient groups across the lifespan; have an understanding of the "FIFA 11 for Health" programme and how it can be adapted to suit your country's needs; have an awareness of how football and other sports can be used to promote health outcomes; be able to prescribe physical activity, including football, to your patients.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Sports for Health	1	1
sport and growth in childhood	1	1
sport in adult	1	1
Physical inactivity	1	1
Problems associated with physical inactivity	2	2
Physical Problems	1	1

Psychological/Cognitive Problems	1	1
Community Problems	1	1
exercise programmes for diseases of later life, osteopenia, type 2 diabetes	1	1
Exercise prescription	2	2
Review	1	1
Total	13	13

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	13					13
	Actual	13					13
Credit	Planned	2					2
	Actual	2					2

3. Individual study/learning hours expected for students per week.

3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	The student should be aware of the health benefits associated with sports across the lifespan.	Lecture, Individual and group experimental research work	Course work and assignment

1.2	To have insight into the potential of recreational sports to aid the prevention and treatment of lifestyle diseases, including diabetes, osteopenia and cardiovascular disease.	Lecture, activity session, small group discussion, and tutorials	Course work and assignment
2.0	Cognitive Skills		
2.1	Acquire new sports skills	Brainstorming, case studies and analysis of research articles.	Course work and assignment
2.2	Be able to do an exercise prescription	Lecture, case studies and small group discussion	Course work and assignment
3.0	Interpersonal Skills & Responsibility		
3.1	Be able understanding of how to organize recreational sports training for untrained individuals across the lifespan, including people with no prior experience with sports and patient groups	Lecture, case study, small group work and discussion.	Course work and assignment
3.2	Be able to work with a team and individually to lead a team	Small group discussion, research activities.	Course work and assignment
4.0	Communication, Information Technology, Numerical		
4.1		Lectures, individual and group presentation	Writing assessment, presentation and group discussion
4.2	Make effective use of information technology to obtain information and knowledge related to physical activity recommendations for untrained individuals and patient groups across the lifespan.	Lectures and tutorials	Course work: presentation
5.0	Psychomotor (if any)		

5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Course work: Journal club	6	15%
2	Course work: Presentation	7	15%
3	Course work: Poster	14	15%
4	Assignment	15	55%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

1. List Required Textbooks

F-MARC Football Medicine Manual 2nd Edition

Williams G, Applied Sport Psychology: Personal Growth to Peak Performance 6th Edition, ISBN-13: 978-0073376530

Parnell D and Krstrup P, sport and Healths Exploring the Current State of Play, 1st Edition, 2019, ISBN 9780367247621

2. List Essential References Materials (Journals, Reports, etc.)

- "FIFA 11 for Health" in Europe. II: Effect on health markers and physical fitness in 10 to 12 year-old Danish school children. Ørntoft et al. Br J Sports Med E-pub, Apr 29, 2016. doi: 10.1136/bjsports-2016-096124.
- Recreational football as a health promoting activity: a topical review.
- Krstrup et al. Scand J Med Sci Sports 20, suppl 1: 1-13.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **Access to digital libraries (e.g., Umm Al Qura University digital library)**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- **Microsoft office 2013**
- **Mac office**

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

1. **Lecture room ,**
2. **white board and Data show device**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Computer supported with LCD in class room**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

N/A

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

<p>- Confidential instructor evaluation questionnaire for the total course in the final lecture - Students – College meeting</p>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none">- Regular scientific meeting with the department members- Departmental council discussion- Peer consultation in teaching- Student feedback report to be analyzed by the course instructor and submit the results to the department head.- Video recording
<p>3. Procedures for Teaching Development</p> <ol style="list-style-type: none">1. Review the students' feedback and work on the weak points.2. Conduct departmental workshops to discuss how to support the teaching process.3. Monitoring of teaching activates by senior faculty members4. Periodical departmental revisions of the methods of teaching.5. Attend educational courses of teaching methodology
<p>4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)</p> <ol style="list-style-type: none">1- The use of external examiners.2- Providing samples of all kinds of assessment in the departmental course portfolio of each course.3- Periodical changing and remarking test
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.</p> <ol style="list-style-type: none">1. Design graduate survey and employee surveys.2. Analyze the results of the two surveys and detect the weakness & strengthens in the course.3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.4. Submit a course report to the curriculum committee in the department to discuss the action plane.5. Submit the final action plane to the department Council for approval6. Stick-holder meeting foe the advantage and the disadvantage in the graduates.7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils8. The head of department and faculty take the responsibility of implementing the proposed changes.9. Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Course Instructor: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature: 

Date Completed: 26/10/2018

Program Coordinator: Dr. Khlood Ghafouri

Signature: 

Date Received: 12/11/2018

Course Title: Sports Nutrition Supplementations

Course Code: SPOR1702514-2

Course Specifications

Institution: Umm Al-Qura University	Date: Nov/2018
College/Department : Collage of Applied Medical Sciences, Clinical Nutrition Department	

A. Course Identification and General Information

1. Course title and code: Sports Nutrition supplementations SPOR1702514-2		
2. Credit hours: 2 CH		
3. Program(s) in which the course is offered. Sport Nutrition and Exercise (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course: Dr. Khloud Ghafouri		
5. Level/year at which this course is offered: level 1/ first year		
6. Pre-requisites for this course (if any): None		
7. Co-requisites for this course (if any): None		
8. Location if not on main campus: Al-Abdiah campus		
9. Mode of Instruction (mark all that apply):		
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="90"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage? <input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage? <input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage? <input type="text"/>
f. other	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="10"/>
Comments:		

B Objectives

1. What is the main purpose for this course?
This module will cover understanding of supplements and nutrition strategies to optimize performance, ergogenic aids and sport and/ or adaptation to exercise training, age and sex considerations in sport and physical activity.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
<ul style="list-style-type: none"> • Using audio and video material related to each topic as appropriate • Encouraging students to collect problems from web-based reference material • The course will be introduced for first time.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:		
This course focuses on the most common supplements used in sports nutrition and their pros and cons. The efficacy of supplements and sports foods for different types of training or exercises will also be discussed.		
1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
The efficacy and safety of nutritional supplements for enhancing performance and recovery	1	2
Aerobic Endurance Supplements ISSN Position Stand: Caffeine and Performance Carbohydrate availability and exercise training adaptation – too much of a good thing?	1	2
Strength and Power Supplements ISSN Position Stand: Creatine Supplementation ISSN Position Stand: HMB Effects of Beta Alanine supplementation on exercise performance	1	2
Carbohydrate supplementation and optimizing performance – Fat intake – ω-3, ω-6 fatty acids and fat loading	2	4
Protein requirements for endurance athletes – Protein requirements for strength athletes	1	2
Probiotics supplementation for athletes- clinical and physiological effects	1	2
Ergogenic aids: stimulants	1	2
Ergogenic aids: anti-oxidants	1	2
Ergogenic aids: alkalisers/buffers	2	4
Ergogenic aids: recovery	1	2
Ergogenic aids: training adaptation	1	2

Total	13	26
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2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	26					26
	Actual	26					26
Credit	Planned	2					2
	Actual	2					2

3. Additional private study/learning hours expected for students per week.

2 h

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate 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 course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define the basic and advance principles of the sports supplements and ergogenic aids	Lectures	Assignment
1.2	Understand the suitable nutrition supplements for athlete		Presentation
1.3	Review the nutritional requirements for vegetarian athlete		Case study
2.0	Cognitive Skills		
2.1	Describe principal use of sports supplements and ergogenic aids	Case study	Assignment

2.2	Explain the effect of supplements in different exercises	Self-learning	Presentation
	Discuss the safety and effectiveness supplemental nutritional ergogenic aids that may enhance the physical performance of a given individual based on current scientific evidence		
3.0	Interpersonal Skills & Responsibility		
3.1	Choose the appropriate supplement for the selected exercise	Case study	Assignment
3.2	Write the suitable supplement for athlete	Self-learning	Presentation
4.0	Communication, Information Technology, Numerical		
4.1	the ability to evaluate the positive and negative aspects of sports supplements	Self-learning	Presentation
4.2	the ability to communicate/present effectively both verbally and in writing to both specialized and non-specialized audiences		
	the ability to use information technology and other resources to find, extract and synthesize information;		
5. Schedule of Assessment Tasks for Students During the Semester			
	Course work: Journal club	Week Due	Proportion of Total Assessment
1	Course work: Presentation	4	30%
2	Diet planning and case study	6	20%
3	Assignment	11	55%
4			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

1. List Required Textbooks

Clinical Sports Nutrition, 4th edition, 2010. Louise Burke and Vicki Deakin

Jeukendrup, A.E., Gleeson, M (2010) Sports Nutrition 2nd edition. Human Kinetics, Champaign, IL, USA

Lanham-New, S., Stear, S., Shirreffs, S., Collins, A. (2011) Sport and Exercise Nutrition. The Nutrition Society Textbook series. Wiley-Blackwell, New York, USA.

2. List Essential References Materials (Journals, Reports, etc.)

Killer.S.C, Svendsen.S, Jeukendrup A.E, Gleeson,M. Evidence of disturbed sleep and mood state in well-trained athletes during short-term intensified training with and without a high carbohydrate nutritional intervention. Journal of sport science. 25 Sep 2015. Accessed 14 Oct 2018

<https://www.tandfonline.com/doi/abs/10.1080/02640414.2015.1085589>

Heaton.L,Davis. J, Rawson. E, Nuccio. R, Olover.W, Kimberly.S,Baar.K,Carte.J,Baker,L

Selected In-Season Nutritional Strategies to Enhance Recovery for Team Sport Athletes: A Practical Overview. 12 July 2017. Accessed 14 Oct 2018

<https://link.springer.com/article/10.1007/s40279-017-0759-2>

Peeling P, Castell L, Dereave W, De hon. O. Accessed 14 Oct 2018

Sports Foods and Dietary Supplements for Optimal Function and Performance Enhancement in Track and Field Athletes

<https://journals.humankinetics.com/doi/abs/10.1123/ijsnem.2018-0271>

Van Thuyne W, Roels K, Delbeke FT. Distribution of caffeine levels in urine in different sports in relation to doping control. Int J Sports Med. 2005;26(09):714–8. Accessed 14 Oct 2018

<https://www.thieme-connect.com/products/ejournals/abstract/10.1055/s-2005-837437>

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

Nutrition for sport and exercise

<https://www.nutrition.org.uk/healthyliving/an-active-lifestyle/eating-for-sport-and-exercise.html>

Sport Nutrition Injuries

https://www.stopsportsinjuries.org/STOP/STOP/Prevent_Injuries/Sports_Nutrition.aspx

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
<ul style="list-style-type: none"> • Classrooms • Sport Laboratories
2. Technology resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> • Data show • Software
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching - Confidential instructor evaluation questionnaire for the total course in the final lecture - Students – College meeting
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department - Regular scientific meeting with the department members - Departmental council discussion - Peer consultation in teaching - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Video recording
3. Procedures for Teaching Development 1. Review the students' feedback and work on the weak points. 2. Conduct departmental workshops to discuss how to support the teaching process. 3. Monitoring of teaching activates by senior faculty members 4. Periodical departmental revisions of the methods of teaching. 5. Attend educational courses of teaching methodology
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) 1- The use of external examiners. 2- Providing samples of all kinds of assessment in the departmental course portfolio of each course. 3- Periodical changing and remarking test
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. 1. Design graduate survey and employee surveys. 2. Analyze the results of the two surveys and detect the weakness & strengthens in the course. 3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology. 4. Submit a course report to the curriculum committee in the department to discuss the action plane. 5. Submit the final action plane to the department Council for approval 6. Stick-holder meeting foe the advantage and the disadvantage in the graduates. 7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils 8. The head of department and faculty take the responsibility of implementing the proposed changes. 9. Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Course Instructor: Dr. Firas Azzah

Kingdom of Saudi Arabia
Ministry of Education
Umm Al-Qura University
Deanship of Graduate Studies



المملكة العربية السعودية
وزارة التعليم
جامعة أم القرى
عمادة الدراسات العليا

Signature:

Date Specification Completed: 12/2/1404AH

Program Coordinator: _Dr. Khloud Ghafouri

Signature:

Date Received: 12/2/1440 H

Course Title: Sport and Nutrition Laboratory Techniques

Course Code: SPOR1702520-2

Course Specifications

Institution: UQU	Date: 2018- 2019
College/Department : Applied Medical Sciences – Clinical Nutrition	

A. Course Identification and General Information

1. Course title and code: Sport and nutrition laboratory techniques - SPOR1702520-2			
2. Credit hours 2 CH			
3. Program(s) in which the course is offered: Sport Nutrition and Exercise (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Dr. Khloud J. Ghafouri			
5. Level/year at which this course is offered: level 2/ first year			
6. Pre-requisites for this course (if any) : Exercise physiology Human and Sport Nutrition			
7. Co-requisites for this course (if any): Non			
8. Location if not on main campus: Main Campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50"/>
b. blended (traditional and online)	<input type="text" value="-"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text" value="-"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text" value="*"/>	What percentage?	<input type="text"/>
f. other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50"/>
Comments: practical group work			

B Objectives

<p>1. What is the main purpose for this course? The objectives of this course require students to:</p> <ol style="list-style-type: none"> Understanding of standard nutrition and exercise physiology laboratory and field procedures for assessment of nutritional, fitness, and exercise capacity status, and the underlying physiological bases of these parameters and tests; Nutritional assessment and measurement. Ability to make accurate calculations of work and power, nutritional, physiological, and metabolic parameters, and to apply these calculations to simulated and/or real-world situations; Ability to choose and administer appropriate exercise physiology and nutritional tests, lab procedures, and techniques for evaluation of nutritional status, fitness, and exercise capacity, with awareness of issues such as accuracy, reliability, reproducibility, variability, sensitivity, and specificity and their impact on the choice of technique(s); Ability to design meal plans and diet for physical activity
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ul style="list-style-type: none"> Increased use of IT or web based reference material. Changes in content as a result of new research in the field.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

<p>Course Description: The aim of this module is to introduce you to a variety of laboratory techniques utilized in physiology research laboratories. The module focuses on the generic topics of ethics and safety, and on the reliability and validity of laboratory techniques used for the assessment of the physiological responses to exercise. Particular emphasis will be placed on the acquisition of the laboratory techniques and the practical collection and subsequent analysis and interpretation of data.</p>		
1. Topics to be Covered		
	No. of Weeks	Contact hours
Introduction to laboratory procedure, Validity and reliability in laboratory techniques	1	2
Classification of sports activities and intensity and volume	1	2
Factors affecting nutritional need and energy expenditure (travelling, gender, age and body composition)	3	6
Critical power and W'	1	2
Blood lactate and lactate threshold / Blood collection and analysis	1	2
Respiratory gas exchange / Incremental exercise and VO_2 max	1	2
Body composition	2	4
Oxygen uptake kinetics /Step exercise and VO_2 kinetics	2	2

Counselling, dietary planning & assessment	1	1
Diet planning for athletes	2	3
Total	14	28

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	13		13			26
	Actual	13		13			26
Credit	Planned	1		1			2
	Actual	1		1			2

3. Individual study/learning hours expected for students per week.

1

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate 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 course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	The ability to recall the appropriate information about metabolism and anatomy.	<ul style="list-style-type: none"> Lectures. Class discussion. Small group discussion. Guided self-learning. 	<ul style="list-style-type: none"> Lecture quizzes. Report assignment.
	The ability to build a theoretical knowledge and practical skills relevant to sport and exercise science.		
	Understand the importance of exercise and sport for health and human metabolism		
2.0	Cognitive Skills		
	<ul style="list-style-type: none"> The ability to Operate effectively in the fitness industry, devise and deliver training, assessment and monitoring 	1.	•

	programmes and who can advise on sport, exercise and health training;		
2.1	<ul style="list-style-type: none"> The ability to apply their knowledge and skills; 	<ol style="list-style-type: none"> Examples of case study which given in the lecture. Problem-based case study. Role playing. Problem solving. Small group discussion. 	<ul style="list-style-type: none"> Problem solving questions. Clinical case study questions. Assignment.
	<ul style="list-style-type: none"> Critically evaluate current laboratory techniques 	6.	<ul style="list-style-type: none">
3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> The ability to demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary. .. 	<ol style="list-style-type: none"> Class presentation. Group discussion. Lab session 	Lab Assessment.
	<ul style="list-style-type: none"> The ability to shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty 		
	<ul style="list-style-type: none"> The ability to collect laboratory data independently and as part of a group 		
	The ability to Justify statistical techniques selected related to reliability and validity	3.	
4.0	Communication, Information Technology, Numerical		
4.1	The ability to think creatively about scientific problems and their solutions, both orally and in written	Students are required to make report and case study assignments requiring proper style and reference format.	Assessment of student assignments (25% of the assessment is based on proper writing style, and referencing format. Assign 10% of course work for student professional behaviour.
	The ability to collect and classify the required topics using internet communication tools		
5.0	Psychomotor		

5.1	Ability to measure body composition and being able to analyze data	<ul style="list-style-type: none"> • Lectures. • Class discussion. • Small group discussion 	<ul style="list-style-type: none"> • Case study • Group work
5.2	Ability to demonstrate competence in scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies.		
5.3	The ability to use safely and competently laboratory and field based equipment for the assessment and monitoring of human performance.		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Group work	6th week	30%
2	Case study	12th week	20%
3	Case study presentation	13th week	50%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

Sport and Exercise Science Testing Guidelines: The British Association of Sport and Exercise Sciences Guide. Routledge, London and New York. Web based and electronic resources: ELE (<http://vle.exeter.ac.uk/>)

Haff G and Dumke C, Laboratory Manual for Exercise Physiology 2nd Edition, 2019, ISBN: 9781492536949

2. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

<ul style="list-style-type: none"> • J. of Human Nutrition and Dietetics . • J. of Nutrition and Health. • J., Sport Nutrition for Health and Performance, • J., Appl Physiol
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>Australian Sports Commission (2000). Physiological Tests for Elite Athletes. Champaign, IL; Human Kinetics.</p> <p>Eston, R.G. and Reilly, T. (2009). Exercise Physiology Laboratory Manual: Tests, Procedures and Data, 3rd edition. London; Routledge.</p> <p>MacDougall, J.D., Wenger, H.A. and Green, H.J. (1991). Physiological Testing of the High Performance Athlete. Champaign, IL; Human Kinetics.</p> <p>Winter, E.M., Jones, A.M., Davison, R.C., Bromley, P. and Mercer, T. (Eds). (2007). Astrand PO, Rodahl K 1977. Textbook of work physiology. McGraw Hill, New York</p> <p>Babcock MA, Paterson DH, and Cunningham, 1994. Effects of Aerobic endurance training on gas exchange kinetics of older men. Med Sci Sports Exerc. Vol 26, No 4, 447 – 452</p> <p>Diamond LB, Casaburi R, Wasserman K, Whipp BJ 1977. Kinetics of gas exchange and ventilation in transitions from rest to prior exercise. J. Appl Physiol 43: 704-708</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • Classrooms • Laboratories
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Data show • Software
<p>1. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p>

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - Confidential instructor evaluation questionnaire for the total course in the final lecture - Students – College meeting
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none"> - Regular scientific meeting with the department members - Departmental council discussion - Peer consultation in teaching - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Video recording

3. Procedures for Teaching Development

1. Review the students' feedback and work on the weak points.
2. Conduct departmental workshops to discuss how to support the teaching process.
3. Monitoring of teaching activates by senior faculty members
4. Periodical departmental revisions of the methods of teaching.
5. Attend educational courses of teaching methodology

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- 1- The use of external examiners.
- 2- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- 3- Periodical changing and remarking test

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

1. Design graduate survey and employee surveys.
2. Analyze the results of the two surveys and detect the weakness & strengthens in the course.
3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
4. Submit a course report to the curriculum committee in the department to discuss the action plane.
5. Submit the final action plane to the department Council for approval
6. Stick-holder meeting foe the advantage and the disadvantage in the graduates.
7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils
8. The head of department and faculty take the responsibility of implementing the proposed changes.
9. Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Instructor: Dr.Khloud Ghafouri

Signature: _



_Date Report Completed: _12/2/1440 AH

Program Coordinator **Dr.Khloud Ghafouri**

Signature:



Date Received 12/2/1440H

Course Title: **Sport Injury Prevention in football**

Course Code: **SPOR1702521-3**

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences

Department: Clinical Nutrition

A. Course Identification and General Information

1. Course title and code: Sports Injury Prevention in football / SPORT1702521-4

2. Credit hours:4 CH

3. Program(s) in which the course is offered: Master of Science in Physical Therapy

(If general elective available in many programs indicate this rather than list programs)

4. Name of faculty member responsible for the course: Wesam Saleh A. Al Attar, PT, MSc, PhD

5. Level/year at which this course is offered: 1st year /2ed semester

6. Pre-requisites for this course (if any):

7. Co-requisites for this course (if any):

8. Location if not on main campus: Main Campus

9. Mode of Instruction (mark all that apply):

a. Traditional classroom

percentage?

b. Blended (traditional and online)

percentage?

c. E-learning

percentage?

d. Correspondence

percentage?

f. Other

percentage?

Comments: lab sessions

B Objectives

1. The main objective of this course

This course discuss sports injury prevention efforts at length and will elucidate how individuals and teams around the globe can easily add prevention methodology into their weekly training regimen.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- 1- Introduce new topics to cover the up to date data
- 2- Assignments to encourage the student self-learning for subjects in the course
- 3- Encourage the students to use library and web sites to get different source for each topic
- 4 – Using different ways of active learning
- 5- Assignment to encourage the field data searching to define the community resources for selected disabilities and direct the course toward community needs

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course will provide an opportunity for post graduate students to be aware the basic principles of injury prevention; have an awareness of the different injury-prevention strategies which can be used in football; be able to implement the FIFA 11+ injury-prevention program, including the referee and kids' versions; have an understanding regarding the efficacy of the FIFA11+ injury-prevention program; be able to advocate injury-prevention programs to players and coaches; understand the importance of compliance; have an awareness of the financial impact of injury-prevention programs; have an understanding of the extrinsic risk factors for injury and how these may be mitigated.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to Sports injury prevention	1	4
Performance enhancement	1	4
Anterior Cruciate Injury	1	4
Hamstring Injury	1	4
FIFA 11+ Soccer Injury Prevention Program	1	4
FIFA 11+ Kids Injury Prevention Program	1	4
FIFA 11+ Referees Injury Prevention Program	1	4
FIFA 11+ Shoulder Injury Prevention Program	1	4
Nordic hamstring exercise	1	4
Copenhagen Exercise	1	4

Cost effectiveness	1	4
Injury-Prevention Strategies in Professional Football	1	4
Individualized programs	1	4
Extrinsic factors	1	4
Total	14	60

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	28		28			60
	Actual	28		28			60
Credit	Planned	2		2			4
	Actual	2		2			4

3. Individual study/learning hours expected for students per week.

3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define the basic principles of injury prevention.	Lecture, Individual and group experimental research work	Course work and assignment
1.2	Describe the different injury prevention strategies which can be used.	Lecture, activity session, small group discussion, and tutorials	Course work and assignment
2.0	Cognitive Skills		
2.1	Develop a new sports injury prevention program.	Brainstorming, case studies and analysis of research articles.	Course work and assignment

2.2	Explain the implementation methods of the FIFA 11+ injury-prevention program, including the referee and kids' versions	Lecture, case studies and small group discussion	Course work and assignment
3.0	Interpersonal Skills & Responsibility		
3.1	Use of information technology to obtain information and knowledge related to sports injury prevention recommendations for sports individuals and groups	Lecture, case study, small group work and discussion.	Course work and assignment
3.2	Demonstrate the ability to work with a sports team and sports individuals	Small group discussion, research activities.	Course work and assignment
4.0	Communication, Information Technology, Numerical		
4.1		Lectures, individual and group presentation	Writing assessment, presentation and group discussion
4.2	Enhance written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology.	Lectures and tutorials	Course work: presentation
5.0	Psychomotor (if any)		
5.1	Show the appropriate sports injury prevention recommendations	Lecture and small group discussion.	Course work and assignment
5.2	Perform sports injury prevention programs for individuals and groups.	Lecture and small group discussion.	Course work and assignment
5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class activity	2	20%
2	Course work: Journal club	6	20%
3	Course work: Presentation	7	40%
4	Assignment	10	20%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)
Five office hours/week

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

1. List Required Textbooks
An Evidence Based Approach for Development of Exercise-Based Injury Prevention Programs for Soccer Players. (Ph.D Thesis), Al Attar, W., The University of Sydney. Retrieved from <http://hdl.handle.net/2123/17742>

F-MARC Football Medicine Manual 2nd Edition
Brukner and Khan's Clinical Sports Medicine 4th Edition
FIFA 11+ Manual

2. List Essential References Materials (Journals, Reports, etc.)

How effective are F-MARC injury prevention programs for soccer players? A systematic review and meta-analysis. Al Attar, W., Soomro, N., Pappas, E., Sinclair, P., Sanders, R. Sports Medicine, 46(2), 205-217., doi: 10.1007/s40279-015-0404-x.

Effect of Injury Prevention Programs that Include the Nordic Hamstring Exercise on Hamstring Injury Rates in Soccer Players: A Systematic Review and Meta-Analysis. Al Attar, W., Soomro, N., Sinclair, P., Pappas, E., Sanders, R. Sports Medicine, 47(5), 907-916., doi: 10.1007/s40279-016-0638-2

Adding a post-training FIFA 11+ exercise program to the pre-training FIFA11+ injury prevention program reduces injury rates among male amateur soccer players: a cluster-randomised trial. Al Attar, W., Soomro N., Sinclair P., Pappas E., Sanders R. Journal of Physiotherapy, 63(4), 235-242., doi: 10.1016/j.jphys.2017.08.004.

FAU KC, Gregory AJ. Injuries in youth soccer. Pediatrics JID – 0376422. 0304.

Ekstrand J, Gillquist J. The avoidability of soccer injuries. Int J Sports Med. 1983;4(02):124-128.

Faude O, Junge AF, Kindermann WF, Dvorak J. Injuries in female soccer players: A prospective study in the German national league. The American Journal of Sports Medicine JID – 7609541. 0106.

Gilchrist J, FAU MB, Melancon H FAU – Ryan, George,W., et al. A randomized controlled trial to prevent noncontact anterior cruciate ligament injury in female collegiate soccer players. The American Journal of Sports Medicine JID – 7609541. 1021.

Griffin LY, FAU AM, FAU AE, et al. Understanding and preventing noncontact anterior cruciate ligament injuries: A review of the hunt valley II meeting, january 2005. The American Journal of Sports Medicine JID – 7609541. 1219.

Hagglund M, Walden MF, Atroshi I. Preventing knee injuries in adolescent female football players – design of a cluster randomized controlled trial [NCT00894595]. BMC Musculoskeletal Disorders JID – 100968565. 0821.

Hewett TE, FAU MG, Ford KR. Reducing knee and anterior cruciate ligament injuries among female athletes: A systematic review of neuromuscular training interventions. The Journal of Knee Surgery JID – 101137599. 0616.

Junge A, Rosch DF, Peterson LF, Graf-Baumann TF, Dvorak J. Prevention of soccer injuries: A prospective intervention study in youth amateur players. The American Journal of Sports Medicine JID – 7609541. 1220.

Mandelbaum BR, FAU SH, FAU WD, et al. Effectiveness of a neuromuscular and proprioceptive training program in preventing anterior cruciate ligament injuries in female athletes: 2-year follow-up. The American Journal of Sports Medicine JID – 7609541. 0901.

Alentorn-Geli E, Mendiguchia JF, Samuelsson KF, et al. Prevention of anterior cruciate ligament injuries in sports. part I: Systematic review of risk factors in male athletes. Knee Surgery, Sports Traumatology, Arthroscopy: Official Journal of the ESSKA JID – 9314730. 1118.

Alentorn-Geli E, FAU MG, FAU SH, et al. Prevention of non-contact anterior cruciate ligament injuries in soccer players. part 1: Mechanisms of injury and underlying risk factors. Knee Surgery, Sports Traumatology, Arthroscopy: Official Journal of the ESSKA JID – 9314730. 1208.

Engebretsen AH, Myklebust GF, Holme IF, Engebretsen LF, Bahr R. Prevention of injuries among male soccer players: A prospective, randomized intervention study targeting players with previous injuries or reduced function. The American Journal of Sports Medicine JID – 7609541. 0611.

Malinzak RA, FAU CS, FAU KD, Yu B FAU – Garrett,,W.E., Garrett WE. A comparison of knee joint motion patterns between men and women in selected athletic tasks. Clinical Biomechanics (Bristol, Avon) JID – 8611877. 0802.

Petersen J, Thorborg KF, FAU NM, Budtz-Jorgensen EF, Holmich P. Preventive effect of eccentric training on acute hamstring injuries in men’s soccer: A cluster-randomized controlled trial. The American Journal of Sports Medicine JID – 7609541. 0306.

Caraffa A, Cerulli GF, Progetti MF, Aisa GF, Rizzo A. Prevention of anterior cruciate ligament injuries in soccer. A prospective controlled study of proprioceptive training. Knee Surgery, Sports Traumatology, Arthroscopy: Official Journal of the ESSKA JID – 9314730. 1204.

Söderman K, Werner SF, Pietilä TF, Engström BF, Alfredson H. Balance board training: Prevention of traumatic injuries of the lower extremities in female soccer players? A prospective randomized intervention study. Knee Surgery, Sports Traumatology, Arthroscopy: Official Journal of the ESSKA JID – 9314730. 0315.

Ekstrand J, Hagglund M, Walden M. Epidemiology of muscle injuries in professional football (soccer). Am J Sports Med. 2011;39(6):1226-1232.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

1. Access to digital libraries (e.g., Umm Al Qura University digital library)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- 1- Microsoft office 2013
- 2- Mac office

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

3. Lecture room , contain 20 seat, white board and Data show device

2. Technology resources (AV, data show, Smart Board, software, etc.)

- 1- Computer supported with LCD in class room

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student’s Feedback on Effectiveness of Teaching

- Confidential instructor evaluation questionnaire for the total course in the final lecture
- Students – College meeting

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Regular scientific meeting with the department members

<ul style="list-style-type: none">- Departmental council discussion- Peer consultation in teaching- Student feedback report to be analyzed by the course instructor and submit the results to the department head.- Video recording
<p>3. Procedures for Teaching Development</p> <ol style="list-style-type: none">1. Review the students' feedback and work on the weak points.2. Conduct departmental workshops to discuss how to support the teaching process.3. Monitoring of teaching activates by senior faculty members4. Periodical departmental revisions of the methods of teaching.5. Attend educational courses of teaching methodology
<p>4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)</p> <ol style="list-style-type: none">1- The use of external examiners.2- Providing samples of all kinds of assessment in the departmental course portfolio of each course.3- Periodical changing and remarking test
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.</p> <ol style="list-style-type: none">1. Design graduate survey and employee surveys.2. Analyze the results of the two surveys and detect the weakness & strengthens in the course.3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.4. Submit a course report to the curriculum committee in the department to discuss the action plane.5. Submit the final action plane to the department Council for approval6. Stick-holder meeting foe the advantage and the disadvantage in the graduates.7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils8. The head of department and faculty take the responsibility of implementing the proposed changes.9. Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Course Instructor: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature: 

Date Completed: 26/10/2018

Program Coordinator: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature: 

Date Received: 26/10/2018

Course Title: Sports nutrition for Special Groups

Course Code: SPOR1702522-2

Institution: Umm Al-Qura University	Date: Nov/2018
College/Department : Collage of Applied Medical Sciences, Clinical Nutrition Department	

A. Course Identification and General Information

1. Course title and code: Sport Nutrition for Special groups- SPOR1702522-2		
2. Credit hours: 2 CH		
3. Program(s) in which the course is offered. Sport Nutrition and Exercise (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course: Dr. Khlood Ghafouri		
5. Level/year at which this course is offered: level 2/ first year		
6. Pre-requisites for this course (if any): None		
7. Co-requisites for this course (if any): None		
8. Location if not on main campus: Al-Abdiah campus		
9. Mode of Instruction (mark all that apply):		
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage? 80
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?
c. e-learning	<input type="checkbox"/>	What percentage?
d. correspondence	<input type="checkbox"/>	What percentage?
f. other	<input checked="" type="checkbox"/>	What percentage? 20
Comments: Case study		

B Objectives

1. What is the main purpose for this course?
This module will cover understanding of Sport Nutrition requirement for special groups in the society and nutrition strategies to optimize performance in sport and physical activity for specific groups and for some chronic diseases.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
<ul style="list-style-type: none"> • Using audio and video material related to each topic as appropriate • Encouraging students to collect problems from web-based reference material • The course will be introduced for first time.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:		
This course focuses on sports nutrition for special populations; children, young and older athletes will be covered. Special needs for the athlete with diabetes, gastrointestinal disorders, and with disability as well as vegetarian athlete will be considered.		
1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Sports nutrition for special populations; children young athletes	1	2
Sports nutrition for special populations; women athletes	1	2
Sports nutrition for special populations; aging athletes	2	4
Eating disorders and disordered eating in Athletes NATA Position Statement: Preventing, Detecting, and Managing	2	4
Disordered Eating in Athletes		
Dietary Intakes and Eating Habits of College Athletes – Are female college athletes following current sports nutrition standards?		
Nutritional strategies of physically active subjects with muscle dysmorphia		
Nutrition Considerations for the Ill or Injured Athlete	1	2
Strategies to maintain skeletal muscle mass in the injured athlete		
Nutrition for Acute Exercise-Induced Injuries		
Nutritional support for Exercise-Induced injuries		
Sport nutrition and chronic illness	2	4
Special needs for the athlete with diabetes	1	2

Special needs for the athlete with gastrointestinal disorders	1	2
Special needs for the athlete with disability	1	2
The vegetarian athlete	1	2
Total	13	26

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	26					26
	Actual	26					26
Credit	Planned	2					2
	Actual	2					2

3. Additional private study/learning hours expected for students per week.

2 h

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate 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 course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define the basic and advance principle for special population	Lectures	<ul style="list-style-type: none"> • Assignment • Presentation
1.2	Understand the suitable nutrition for athlete with chronic disease		

1.3	Review the nutritional requirements for vegetarian athlete		
2.0	Cognitive Skills		
2.1	Describe the role of exercise in women health	Case study	<ul style="list-style-type: none"> • Assignment • Presentation • Tutorial
2.2	Explain the effect of exercise in different chronic diseases	Self-learning	
3.0	Interpersonal Skills & Responsibility		
3.1	Choose the appropriate diet for the athletes with Eating Disorders	Case study	<ul style="list-style-type: none"> • Assignment • Presentation • Case study
3.2	Write the suitable diet planning for specific population	Self-learning	
4.0	Communication, Information Technology, Numerical		
4.1	Present an oral report on the nutritional requirements of athlete with different chronic disease	Self-learning	<ul style="list-style-type: none"> • Presentation • Case study
4.2	Discuss the positive effect of sport on chronic diseases		
5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Case study	Week 13	40%
2	Assignment	Week 12	30%
3	Presentation	Week 10	30%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

1. List Required Textbooks

Clinical Sports Nutrition, 4th edition, 2010. Louise Burke and Vicki Deakin

2. List Essential References Materials (Journals, Reports, etc.)

Killer.S.C, Svendsen.S, Jeukendrup A.E, Gleeson,M. Evidence of disturbed sleep and mood state in well-trained athletes during short-term intensified training with and without a high carbohydrate nutritional intervention. Journal of sport science. 25 Sep 2015. Accessed 14 Oct 2018

<https://www.tandfonline.com/doi/abs/10.1080/02640414.2015.1085589>

Heaton.L,Davis. J, Rawson. E, Nuccio. R, Olover.W, Kimberly.S,Baar.K,Carte.J,Baker,L

Selected In-Season Nutritional Strategies to Enhance Recovery for Team Sport Athletes: A Practical Overview. 12 July 2017. Accessed 14 Oct 2018

<https://link.springer.com/article/10.1007/s40279-017-0759-2>

Peeling P, Castell L, Dereave W, De hon. O. Accessed 14 Oct 2018

Sports Foods and Dietary Supplements for Optimal Function and Performance Enhancement in Track and Field Athletes

<https://journals.humankinetics.com/doi/abs/10.1123/ijsnem.2018-0271>

Van Thuyne W, Roels K, Delbeke FT. Distribution of caffeine levels in urine in different sports in relation to doping control. Int J Sports Med. 2005;26(09):714–8. Accessed 14 Oct 2018

<https://www.thieme-connect.com/products/ejournals/abstract/10.1055/s-2005-837437>

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

Nutrition for sport and exercise

<https://www.nutrition.org.uk/healthyliving/an-active-lifestyle/eating-for-sport-and-exercise.html>

Sport Nutrition Injuries

https://www.stopsportsinjuries.org/STOP/STOP/Prevent_Injuries/Sports_Nutrition.aspx

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
<ul style="list-style-type: none"> • Classrooms • Sport Laboratories
2. Technology resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> • Data show • Software
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching
- Confidential instructor evaluation questionnaire for the total course in the final lecture
- Students – College meeting
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department
- Regular scientific meeting with the department members
- Departmental council discussion
- Peer consultation in teaching
- Student feedback report to be analyzed by the course instructor and submit the results to the department head.
- Video recording
3. Procedures for Teaching Development
1. Review the students' feedback and work on the weak points.
2. Conduct departmental workshops to discuss how to support the teaching process.
3. Monitoring of teaching activates by senior faculty members
4. Periodical departmental revisions of the methods of teaching.
5. Attend educational courses of teaching methodology
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)
1- The use of external examiners.
2- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
3- Periodical changing and remarking test
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.
1. Design graduate survey and employee surveys.
2. Analyze the results of the two surveys and detect the weakness & strengthens in the course.
3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
4. Submit a course report to the curriculum committee in the department to discuss the action plane.
5. Submit the final action plane to the department Council for approval
6. Stick-holder meeting foe the advantage and the disadvantage in the graduates.
7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils
8. The head of department and faculty take the responsibility of implementing the proposed changes.
9. Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Course Instructor: **Dr.Firas Azzah** Signature: _____ Date Specification Completed: **12/2/1404AH**

Program Coordinator: **Dr. Khloud Ghafouri** Signature: _____ Date Received: **12/2/1404AH**



Course Title: Research Methods in sport nutrition

Course Code: SPOR1702523-3

Date: 14/10/2019

Institution: Umm Aqura University

College: Applied Medical Sciences

Department: Clinical Nutrition

A. Course Identification and General Information

1. Course title and code: : **Research Methods in sports nutrition - SPOR1702523-3**

2. Credit hours: **3 CH**

3. Program(s) in which the course is offered. **Sport Nutrition and Exercise**

(If general elective available in many programs indicate this rather than list programs)

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered:

6. Pre-requisites for this course (if any):

7. Co-requisites for this course (if any):

8. Location if not on main campus:

9. Mode of Instruction (mark all that apply):

a. Traditional classroom

percentage?

b. Blended (traditional and online)

percentage?

70%

c. E-learning

percentage?

d. Correspondence

percentage?

f. Other

percentage?

30%

Comments: Tutorial and group work

B Objectives

1. The main objective of this course

- Understand research terminology and be aware of the ethical principles of research, ethical challenges and approval processes
- Describe quantitative, qualitative and mixed methods approaches to research

- Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)
- **Increased use of IT or web based reference material.**
- **Changes in content as a result of new research in the field.**

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment .

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Research Process (Research Ethics: issues, rights, and responsibilities.)	1	3
The Role of Research in Sport Nutrition Studies	1	3
Participatory Research Design	1	3
Introduction to Quantitative Research, Study Designs and Methods Analysis and Interpretation of Quantitative Data	1	6
Introduction to Qualitative Research, Study Designs and Methods Research	1	3
Analysis and Interpretation of Qualitative Data	1	3
Critical Appraisal of Qualitative Research	1	3
Introduction to Mixed Methods Research, Study Designs and Methods	1	3
Analysis and Interpretation of Mixed Methods Data	1	3
Sampling Methods & Instrument Design	1	3
Research Practice Research writing. Issues of research presentation: writing for journals, conference presentations, thesis writing. Postgraduate research - research questions, reviewing literature, understanding and selecting method and methodology, writing/presenting the dissertation (including style and referencing requirements). Research issues - controlling variables, ethical considerations, timelines and budgets. Research funding.	2	6

Research and professional practice Research in the discipline areas of sport, health and fitness Integrating research from different discipline areas. Types of relevant research to use. Professional development, practice and research. Identifying research question, find evidence and support for plan and conduct purposeful practice based research with clients. Review of various courses and aspects of research outlined in each (such as style, citing, relevant research findings etc.). Practical skills in research and completing and reviewing a work based research project. Specific research and the profession across the lifespan and for special issues of clients.	2	6
Total	14	42

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	42					42
	Actual	42					42
Credit	Planned	3					3
	Actual	3					3

3. Individual study/learning hours expected for students per week.

2 H

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Understand the types of research studies in sports nutrition	Lecture, activity session, small group discussion, and tutorials	Course work and assignment
1.2	describe research design for desired research in sports nutrition field		
	Recognized the components of thesis		
2.0	Cognitive Skills		
2.1	Differentiate between quantitative, qualitative and mixed methods in research	Lecture, case studies and small group discussion	Course work and assignment
2.2	Analyzing Research Problems		
2.3	Acquire new analytical and critical thinking skills		
3.0	Interpersonal Skills & Responsibility		

3.1	Analysis and interpretation of data	Small group discussion, research activities.	Course work and assignment
3.2	Be able to work with a team and individually to lead a team		
4.0	Communication, Information Technology, Numerical		
4.1	Acquire high level of skills in the presentation of scientific information, both orally and in writing.	Lectures, individual and group presentation	Writing assessment, presentation and group discussion
4.2	Make effective use of information technology to obtain information		

5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Designing 3 Studies in a short text (500 words)	6th , 10th and 14th	45%
2	Preparation and participation	All over the term	15%
3	In-class exercises		40%
4			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

Students can contact the academic staff for one-to-one consultation regarding specific academic matters from time to time. Information on academic staff contact details are available and appropriately publicized to students.

Additionally, students are able to contact staff members directly with questions and requests for assistance via telephone, email or the online environment when available. Consultation times can be used to proactively work with students over the course of the semester.

E Learning Resources

- List Required Textbooks

Julie A. Lovegrove (Editor) , Leanne Hodson (Editor) , Sangita Sharma (Editor) , Dr. Susan A. Lanham-New (Editor) , Lord John Krebs (Foreword by) **Nutrition Research Methodologies**
ISBN: 978-1-118-55467-8

Creswell, J. W. Research design: Qualitative, quantitative and mixed methods **approaches. 5th Ed. Thousand Oaks, CA: Sage, 2018.**

ISBN: 978-1-5063-8670-6

Older editions of the text are not recommended.

TRU Library. APA Citation Style - Quick Guide. 6th edition. 2011.

Type: Online Guide

Newell, J., Aitchison, T. & Grant 2014, **Statistics for sport and exercise science: a practical approach**, Routledge, New York.

Damon Andrew Paul Pedersen Chad McEvoy, **Research Methods and Design in Sport Management.** ISBN: 9780736073851

- List Essential References Materials (Journals, Reports, etc.)

Author, A. A., Author, B. B., & Author, C. C. (Year of publication). Title of Article. Journal Title. Volume (Issue/Number), Pagination.

Elliott, R. (2009). The same distant places: Bob Dylan's poetics of place and displacement. *Popular Music & Society*, 32 (2), 249-270. doi:10.1080/03007760802700936

Kostic, B., & Cleary, A. M. (2009). Song recognition without identification: When people cannot "name that tune" but can recognize it as familiar. *Journal of Experimental Psychology / General*, 138, 146-159. doi: 10.1037/a0014584

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Classrooms
- Computer Laboratories

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Data show
- Software

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- Confidential instructor evaluation questionnaire for the total course in the final lecture
- Students – College meeting

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Regular scientific meeting with the department members
- Departmental council discussion
- Peer consultation in teaching
- Student feedback report to be analyzed by the course instructor and submit the results to the department head.
- Video recording

3. Procedures for Teaching Development

1. Review the students' feedback and work on the weak points.
2. Conduct departmental workshops to discuss how to support the teaching process.
3. Monitoring of teaching activates by senior faculty members
4. Periodical departmental revisions of the methods of teaching.
5. Attend educational courses of teaching methodology

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- 1- The use of external examiners.
- 2- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- 3- Periodical changing and remarking test

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

1. Design graduate survey and employee surveys.
2. Analyze the results of the two surveys and detect the weakness & strengthens in the course.
3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
4. Submit a course report to the curriculum committee in the department to discuss the action plane.
5. Submit the final action plane to the department Council for approval

6. Stick-holder meeting for the advantage and the disadvantage in the graduates.
7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils
8. The head of department and faculty take the responsibility of implementing the proposed changes.
9. Follow the national researches in the different topics related to the course or new topics can be added to the course

Name of Course Instructor: Dr. Khloud Ghafouri and Dr. Emad Tashkandi

Signature:



Date Specification Completed: 12/2/1404AH

Program Coordinator: __Dr. Khloud Ghafouri

Signature:

Date Received: 12/2/1404AH

Date: 14/10/2019	Institution: Umm Aqura University
College: Applied Medical Sciences	Department: Clinical Nutrition

A. Course Identification and General Information

1. Course title and code: : Communication skills in sport nutrition - SPOR1702524-2
2. Credit hours: 2 CH
3. Program(s) in which the course is offered. Sport Nutrition and Exercise (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course Dr. Khloud Ghafouri
5. Level/year at which this course is offered:
6. Pre-requisites for this course (if any):
7. Co-requisites for this course (if any):
8. Location if not on main campus:
9. Mode of Instruction (mark all that apply):
a. Traditional classroom <input type="checkbox"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online) <input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 70%
c. E-learning <input type="checkbox"/> percentage? <input type="checkbox"/>
d. Correspondence <input type="checkbox"/> percentage? <input type="checkbox"/>
f. Other <input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 30%
Comments: Tutorial and group work

B Objectives

1. The main objective of this course

Upon completion of this course, the students will be able to:

- Demonstrate effective oral and written communication skills.
- Apply professional guidelines to a practice scenario.
- Develop and implement a nutrition communication intervention for a target population to promote wellness

- Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)
- **Increased use of IT or web based reference material.**
- **Changes in content as a result of new research in the field.**

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course is established to supplement to under graduate students to view herself from different angles, help her realize the importance of communication in daily relationships within the family, and with friends, co-workers, clients and people in the community. Hospital environment is included from the perspective of dietitian - client or colleague relationship, emphasizing person to person relationship.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Basics of Communication ♣ Definition & Nature ♣ Communication Process ♣ Elements Of Communication Process ♣ Communication Cycle ♣ Communication Models And Forms ♣ Principles of Effective Communication ♣ Barriers To Effective Communication	3	6
Basic Communication Competence ♣ Meaning Of Interpersonal ♣ Meaning Of Assertive ♣ Meaning Of Responsible ♣ Meaning Of Caring ♣ Communicate Assertively & Responsibly	3	6
• Fundamentals of Interviewing • Interviewing • Interpersonal Perception • Interpersonal Relationships • Dimensions of Interpersonal Relationships	3	6
transfer of information between colleagues teaching Conference techniques giving and receiving feedback interaction styles in difficult situations and difficult patients- motivational strategies	3	6
Seminar	1	2
Case study	1	2
Total	14	24

2. Course components (total contact and credit hours per semester):

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total

Contact Hours	Planned	12			12		24
	Actual	12			12		24
Credit	Planned	1			1		2
	Actual	1			1		2

3. Individual study/learning hours expected for students per week.

2 H

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Identify the nature of communication	Lecture, activity session, small group discussion, and tutorials	Course work1assignment and formative assessment
1.2	Recognize factors that lead to barriers in communication		
	Determine the elements Of Communication		
2.0	Cognitive Skills		
2.1	Practice creative thinking techniques.	Lecture, case studies and small group discussion	Course work and assignment
2.2	Explain types of therapeutic communication		
2.3	Formulate way to improve communication		
3.0	Interpersonal Skills & Responsibility		
3.1	Develop the ability to perceive, store and recall the relevant information.	Role play. Conference and discussion. Small group assignment	Course work and assignment
3.2	Help student reach self understanding of the situation as quickly as possible		
4.0	Communication, Information Technology, Numerical		
4.1	The ability to implement effective oral and written communication skills	Lectures, individual and group presentation	Planning educational programme, presentation and group discussion
4.2	The ability to apply effective oral communication techniques in diverse situations		
4.3	The ability to design educational plans		

5. Assessment Task Schedule for Students During the Semester

Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
---	----------	--------------------------------

1	Designing 3 Studies in a short text (500 words)	6th , 10th and 14th	45%
2	Preparation and participation	All over the term	15%
3	In-class exercises		40%
4			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

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E Learning Resources

- List Required Textbooks

Holli B, Communication and Education Skills for Dietetics Professionals Paperback – International Edition, April 29, 2010

Gable J, Counselling Skills for Dietitians, 2008, ISBN:9781405147279

Holli B and Beto J, Nutrition Counseling and Education Skills for Dietetics Professionals, 2012 ISBN-10: 1451120389 Clifford D and Curtis L, Motivational Interviewing in Nutrition and Fitness (Applications of Motivational Interviewing) Paperback – 3 Mar 2016, , ISBN-10: 9781462524181

- List Essential References Materials (Journals, Reports, etc.)

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

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- Classrooms
- Computer Laboratories

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Data show
- Software

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

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- 1- The use of external examiners.
- 2- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- 3- Periodical changing and remarking test

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

1. Design graduate survey and employee surveys.
2. Analyze the results of the two surveys and detect the weakness & strengthens in the course.
3. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
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5. Submit the final action plane to the department Council for approval
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7. The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils
8. The head of department and faculty take the responsibility of implementing the proposed changes.
9. Follow the national researches in the different topics related to the course or new topics can added to the course

Name of Course Instructor: Dr. Khloud Ghafouri

Signature:



Date Specification Completed: 12/2/1404AH

Program Coordinator: _Dr. Khloud Ghafouri

Signature:



Date Received: 12/2/1404AH