

جامعة أم القرى

كلية العلوم الطبية التطبيقية

الماجستير في العلاج الطبيعي

4. Learning and Teaching

4/1 Learning Outcomes and Graduate Specifications

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

1. Sports Physical Therapy
2. Pediatric Physical Therapy
3. Orthopedic Physical Therapy
4. Neurological Physical Therapy
5. Women's Health Physical Therapy
6. Cardiopulmonary Physical Therapy
7. Surgery and Oncology Physical Therapy
8. Clinical Electrophysiology in Physical Therapy

4/1/2 Curriculum Study Plan Table

Level	Course Code	Course Title	Required or Elective	Prerequisite Courses	Credit Hours
Level 1	EVID1704611-3	Evidence Based Practice in Physical Therapy	Required		3
	KINE1704612-3	Advanced Biomechanics and Kinesiology	Required		3
	ANAT1704613-3	Functional Anatomy	Required		3
	PHYS1704614-3	Clinical Exercise Physiology	Required		3
Level 2	*1704621-4	*Specialty Course 1	Elective	Level 1	4
	*1704622-4	*Specialty Course 2	Elective	Level 1	4
	*1704623-4	*Specialty Course 3	Elective	Level 1	4
Level 3	*1704631-5	*Advanced Clinical Practice Specialty Course I	Elective	Level 2	5
	METH1704632-3	Research Methodology in Physical Therapy	Required	Level 2	3
	BIOS1704633-2	Biostatistics and Experimental Design	Required	Level 2	2
Level 4	*1704641-5	*Advanced Clinical Practice Specialty Course II	Elective	Level 3	5
	RESE1704642-5	Research Project	Required	Level 3	5

* Elective/Specialty Course (e.g. Sports or Pediatric or Orthopedic or Neurological or Women's Health or Cardiopulmonary or Surgery and Oncology or Clinical Electrophysiology Physical Therapy).

* (Sports) Course Code	* (Sports) Course Title	Prerequisite Courses	Credit Hours
SPOR1704621-4	Clinical Sports Medicine	Level 1	4
SPOR1704622-4	Sports Injury Prevention	Level 1	4
SPOR1704623-4	Sports Injury Rehabilitation	Level 1	4
SPOR1704631-5	Advanced Clinical Practice (Sports) I	Level 2	5
SPOR1704641-5	Advanced Clinical Practice (Sports) II	Level 3	5

* (Pediatric) Course Code	* (Pediatric) Course Title	Prerequisite Courses	Credit Hours
PEDI1704621-4	Advanced Pediatric Physical Therapy	Level 1	4
PEDI1704622-4	Assessment and Evaluation in Pediatric Rehabilitation	Level 1	4
PEDI1704623-4	Pediatric Occupational Therapy	Level 1	4
PEDI1704631-5	Advanced Clinical Practice (Pediatric) I	Level 2	5
PEDI1704641-5	Advanced Clinical Practice (Pediatric) II	Level 3	5

* (Orthopedics) Course Code	* (Orthopedics) Course Title	Prerequisite Courses	Credit Hours
ORTH1704621-4	Orthopedics and Diagnostic Imaging	Level 1	4
ORTH1704622-4	Advanced Musculoskeletal Practice I	Level 1	4

ORTH1704623-4	Advanced Musculoskeletal Practice II	Level 1	4
ORTH1704631-5	Advanced Clinical Practice (Orthopedic) I	Level 2	5
ORTH1704641-5	Advanced Clinical Practice (Orthopedic) II	Level 3	5

*(Neurological) Course Code	*(Neurological) Course Title	Prerequisite Courses	Credit Hours
NEUR1704621-4	Physical Therapy of Neurological and Neurosurgical Disorders	Level 1	4
NEUR1704622-4	Electro Diagnosis and Imaging Evaluation	Level 1	4
NEUR1704623-4	Motor Learning and Pain Management	Level 1	4
NEUR1704631-5	Advanced Clinical Practice (Neurological) I	Level 2	5
NEUR1704641-5	Advanced Clinical Practice (Neurological) II	Level 3	5

*(Women's Health) Course Code	*(Women's Health) Course Title	Prerequisite Courses	Credit Hours
WOME1704621-4	Physical Therapy for Women's Health I	Level 1	4
WOME1704622-4	Physical Therapy for Women's Health II	Level 1	4
WOME1704623-4	Physical Therapy for Pelvic Floor	Level 1	4
WOME1704631-5	Advanced Clinical Practice (Women's Health) I	Level 2	5
WOME1704641-5	Advanced Clinical Practice (Women's Health) II	Level 3	5

*(Cardiopulmonary) Course Code	*(Cardiopulmonary) Course Title	Prerequisite Courses	Credit Hours
CARD1704621-4	Advanced Theories in Cardiopulmonary Physical Therapy	Level 1	4
CARD1704622-4	Advanced Evaluations in Cardiopulmonary physical Therapy	Level 1	4
CARD1704623-4	Research Seminars and Clinical Decision Making in Cardiopulmonary Physical Therapy	Level 1	4
CARD1704631-5	Advanced Clinical Practice (Cardiopulmonary) I	Level 2	5
CARD1704641-5	Advanced Clinical Practice (Cardiopulmonary) II	Level 3	5

*(Surgery and Oncology) Course Code	*(Surgery and Oncology) Course Title	Prerequisite Courses	Credit Hours
SURG1704621-4	Burn and Plastic Surgery Rehabilitation	Level 1	4
SURG1704622-4	Wound Management	Level 1	4
SURG1704623-4	General and Oncological Surgery Rehabilitation	Level 1	4
SURG1704631-5	Advanced Clinical Practice (Surgery) I	Level 2	5
SURG1704641-5	Advanced Clinical Practice (Surgery) II	Level 3	5

*(Clinical Electrophysiology) Course Code	*(Clinical Electrophysiology) Course Title	Prerequisite Courses	Credit Hours
ELEC1704621-4	Electrodiagnosis for Physical Therapists	Level 1	4
ELEC1704622-4	Objective Evaluation in Physical Therapy	Level 1	4
ELEC1704623-4	Electrophysical Agents in Rehabilitation	Level 1	4
ELEC1704631-5	Advanced Clinical Practice (Clinical Electrophysiology) I	Level 2	5
ELEC1704641-5	Advanced Clinical Practice (Clinical Electrophysiology) II	Level 3	5

Include additional levels or courses if needed

4/1/4. Course Specification:

Required Course Specifications

Required Course Code	Required Course Title	Credit Hours
EVID1704611-3	Evidence Based Practice in Physical Therapy	3
KINE1704612-3	Advanced Biomechanics and Kinesiology	3
ANAT1704613-3	Functional Anatomy	3
PHYS1704614-3	Clinical Exercise Physiology	3
METH1704632-2	Research Methodology in Physical Therapy	3
BIOS1704633-2	Biostatistics and Experimental Design	2
RESE1704642-3	Research Project	5

COURSE SPECIFICATIONS

Form

Course Title: Evidence Based Practice in Physical Therapy

Course Code: EVID1704611-3

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Evidence Based Practice in Physical Therapy /EVID1704611-3**

2. Credit hours: **3CH**

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: **Level 1**

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"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="checkbox" value="60"/>
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" value="40"/>

Comments: practical sessions

B Objectives

1. The main objective of this course

The aim of the course is to equip students with an understanding of the principles of evidence-based practice and primary and secondary research methodologies. Examination of qualitative and quantitative methods of primary research employed to answer questions in physical Therapy field. Concepts include patient safety and quality principles, quality/process improvement, and evidence-based practice processes. Emphasis is on problem identification; design principles; and accessing, analyzing, disseminating and applying research for evidence-based practice. The course is also designed to assist students by supporting them in the development of a protocol for the study that they wish to undertake for their dissertation.

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. Regular seminars and workshop about new techniques Functional Anatomy different human system based on IT and wed based reference materials.
6. Student assignment about pathological anatomy of different pathological conditions.
7. Student's reports about one new trends anatomy based diagnosis of human systems'

dysfunction.

8. Increased use of IT and web based reference material.
9. Encourage use of the Internet and the library to research information about functional anatomy, apply information in clinical practice and fulfill the community needs.

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

Course Description:

This course will commence with a critical review of the forms of evidence that underpin professional practice in health and social care. The ideology of evidence-based practice will be analyzed and its impact on practice evaluated, including an examination of the barriers to using evidence in practice. The module will then move on to examine the following areas: (1) The principles of critical and systematic literature review; (2) Issues in the application of clinical guidelines and protocols; (3) Techniques for auditing/evaluating services and policies; (4) The process of generating evidence through empirical research; and (5) Qualitative and quantitative research paradigms and methods.

By the end of the semester, students should be able to:

1. Differentiate questions and methods suitable for quantitative and qualitative nursing research.
2. Critically appraise evidence for best practice using resources including primary research, evidence-based clinical practice guidelines, and systematic reviews.
3. Formulate clinically relevant questions based on an evidence-based format such as (patient population, intervention/issues, comparison, outcome, time frame).
4. Apply strategies and resources to promote evidence-based practice.
5. Apply ethical guidelines to the conduct of research and evidence-based change projects.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Fundamentals of Evidence-Based in Physical Therapy Practice	1	2	2
Ethics in Research	1	2	2
Asking a Clinical Question and Searching for Research Evidence	1	2	2
Critically Appraise the Applicability and Quality of an Intervention Research Study	1	2	2
Critically Appraise the Results of an Intervention Research Study	1	2	2
Appraising Diagnostic Research Studies	1	2	2
Appraising Prognostic Research Studies	1	2	2
Appraising Research Studies of Systematic Reviews	1	2	2
Appraising Clinical Practice Guidelines	1	2	2
Appraising Studies with Alternative Designs	1	2	2
Appraising Research Studies of Outcome Measures	1	2	2
Technology and Evidence Based Practice in the Real World	1	2	2
Submitting abstracts for presentation and manuscripts for publication	1	2	2
Critiquing Research for Advanced Practice	1	2	2
Systematic Review Group Presentations and Practice	1	2	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact	Planned	30			30		60

Hours	Actual						
Credit	Planned	2			1		3
	Actual						

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	Recall the actual and potential contribution of evidence- based practice to improving standards of service delivery (locally, nationally and internationally)	Discussions group	Individual Assignments
1.2	Identify several resources available to facilitate Evidence Based Practice in Physical Therapy practice	Audio-visual	Oral presentation
1.3	Define the purpose of Evidence Based Practice	Discussions group	Group Assignments
1.4	Outlines the principal sources of evidence for Evidence Based Practice: research, patient perspective, clinical expertise.	Demonstration	Individual Assignments
1.5	Identify procedures for adhering to ethical principles and protecting study participants	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Identify systematically, evaluate and critically appraise research and other forms of evidence informing advanced professional practice in health and social care;	Demonstration	Oral presentation
2.2	Evaluate the style, content, and organization of a literature review.	Practice by doing	Case studies
2.3	Critique statements of purpose, research questions, and hypotheses in research reports with respect to	Small group work	Group presentations

	their placement, clarity, wording, and significance.		
2.4	Distinguish the functions and forms of statements of purpose and research questions for quantitative and qualitative studies	Discussions group	Group presentations
2.5	Given sufficient information, evaluate the ethical dimension of a research report.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Summarize knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice	Demonstration	Group presentations
3.2	Generate the autonomous clinical and/or managerial decisions based on the evaluation of appropriate research and clinical evidence.	Teach others	Individual report
3.3	Identify the major research traditions for qualitative research and describe the domain of inquiry	Small group work	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Interpret scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with members.	Demonstration	Individual report
4.2	Analyze their personal, professional and educational learning objectives and evaluate their own professional development	Demonstration	Individual report
4.3	Effectively manage their time and work to deadlines	Practice by doing	Individual report
4.4	Communicate accurately, clearly, confidently, effectively in written and oral ways.	Demonstration	Group presentations
5.0	Psychomotor(if any)		
5.1	Use appropriate and communication technologies	Practice by doing	lab manuals
5.2	Operate with IT in the practice as in documentation and for research purposes.	Practice by doing	lab manuals

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	Regular quizzes and other activities	Every 3 weeks	40%
2	Semester practical activities	Every 6 weeks	10%
3	Final practical exam	17th week	10%
4	Final written exam	18th week	40%

D. Student Academic Counseling and Support

- | |
|---|
| <p>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)</p> <p>1- Regular weekly office hour.
2- Midterm scientific meeting.
3- Online meeting one day a week</p> |
|---|

E Learning Resources

- | |
|---|
| <p>1. List Required Textbooks</p> <ul style="list-style-type: none"> - • Feters, L., & Tilson, J. (2013). Evidence based physical therapy. Philadelphia [Pa.: F.A. Davis Co. • Polit, D. F., & Beck, C. T. (2018). Essentials of nursing research: Appraising evidence for nursing practice. |
| <p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> • Cochrane Database of Systematic Reviews journal periodic. • Holly, C., Salmond, S. W., & Saimbert, M. (2012). Comprehensive systematic review for advanced nursing practice. New York: Springer Pub. |
| <p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>1. Access to digital libraries (e.g., Umm Al Qura University digital library)
http://www.cochranelibrary.com/cochrane-database-of-systematic-reviews/</p> |
| <p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>1- Microsoft office 2013
2- Mac office</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> <p>One class rooms with 40 seats, white board, data show and LCD</p> |
| <p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> - Computer supported with windows home 7 for the demonstration room - Video tape device - Endnote on web for citation of references. - Plagiarism checker 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 Procedures

- | |
|---|
| <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> <p>1. Review the students' feedback and work on the weak points.
2. Conduct departmental workshops to discuss how to support the teaching process.</p> |

- | |
|--|
| <ol style="list-style-type: none">3. Monitoring of teaching activates by senior faculty members4. Periodical departmental revisions of the methods of teaching.5. Attend educational courses of teaching methodology |
| <ol style="list-style-type: none">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)<ol style="list-style-type: none">1- independent member teaching staff sharing in the oral and practical final exam2- make an ideal answer for the final exam help to correct some students paper by independent teaching member3- The use of external examiners.4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.5- Periodical changing and remarking test |
| <ol style="list-style-type: none">5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.<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: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

**Course Title: Advanced Biomechanics and
Kinesiology**

Course Code: KINE1704612-3

Date: 2018-10-28	Institution: Umm Al-Qura University...
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Advanced Biomechanics and Kinesiology/ KINE1704612-3	
2. Credit hours: 3CH	
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 Dr. Mohamed Salem, Dr. Abdelgalil Allam Shaaban	
5. Level/year at which this course is offered: Level 1	
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"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

1. The main objective of this course

This course is designed to provide the students to with sufficient advanced theoretical and academic knowledge in laws of mechanics and kinesiology related to physical therapy applications as well as various aspects of mechanics which affect the human body. Also to enable the student to comprehend and apply this knowledge at various clinical and practical situations, like analysis of normal and pathological posture and gait, discuss the different force systems with anatomical examples from the human body, state Newton's laws and apply them on the human body, identify biomechanics of fracture fixation, applying biomechanics in sports medicine and rehabilitation, fluid mechanics, applying biomechanics in physical education finally to analyze factors affecting joint mechanics.

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. Update the subject content following the most recent research in biomechanics based on IT and web based reference materials.
2. Assignments about new trends and techniques in biomechanical analysis.
3. Use different clues of active learning: problem solving- ice ball, brain storming, group discussion.
4. Use of recent illustrations overhead projectors, electronic modalities in teaching
5. Regular revision of the course report of the previous year.
6. Analysis of student questionnaires of the previous year.

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

Course Description:

1. Topics to be Covered			
List of Topics	No. of Weeks	Contact hours	
		T	P
Introduction to advanced biomechanics and kinesiology	1	2	2
Analysis of normal and pathological posture	1	2	2
Analysis of normal and pathological gait	1	2	2
Possible fractures pattern and biomechanics of fracture fixations	1	2	2
Biomechanics in sports medicine and rehabilitation (1)	1	2	2
Biomechanics in sports medicine and rehabilitation (2)	1	2	2
Fluid mechanics	1	2	2
Applying biomechanics in sports sciences and physical education (1)	1	2	2
Applying biomechanics in sports sciences and physical education (2)	1	2	2
Biomechanics of knee joint (Kinematics)	1	2	2
Biomechanics of knee joint (Kinetics)	1	2	2

Biomechanics of shoulder joint (Kinematics).	1	2	2
Biomechanics of shoulder joint (Kinetics).	1	2	2
Biomechanics of spine.	1	2	2
Biomechanics and new researches	1	2	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			30		60
	Actual						
Credit	Planned	2			1		3
	Actual						

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 terms of biomechanics: static, dynamic, kinetic, and kinematic analysis.	Lectures	Class activity
1.2	State each Newton's laws of motion under linear and angular motion.	Discussions group	Individual Assignments
1.3	Enumerate the force systems and how it is implemented in the human body mechanics.	Audio-visual	Oral presentation
1.4	Discuss the kinematics and kinetic aspects of the spine, knee and the shoulder joints	Discussions group	Group Assignments
1.5	Identify the normal values of the JRF of the knee joints in both single and double leg stance.	Demonstration	Individual Assignments
1.6	Discuss the Possible fracture patterns and various loading modes.	Audio-visual	Oral presentation
1.7	Discuss fluid mechanics	Discussions group	Individual Assignments
1.8	Define the normal structure and stability of	Lectures	Class activity

	different body joints and normal gait cycle.		
1.9	State the main causes of pathological gait and posture	Discussions group	Class activity
1.10	List the basic instruments used for gait and posture motion analysis	Discussions group	Class activity
2.0	Cognitive Skills		
2.1	Differentiate between various weaknesses of lower extremity muscles that affect normal gait.	Demonstration	Oral presentation
2.2	Analyze the different factors that may affect the person's stability so as to protect subjects against falling.	Practice by doing	Case studies
2.3	Interpret COG location as a method of exercise grading during different phases of the rehabilitation program.	Small group work	Group presentations
2.4	Classify muscles on the base of force systems.	Discussions group	Group presentations
2.5	Compare between the types of joints and how the specific joint structure can affect its function.	Teach others	Individual report
2.6	Analyze normal gait from kinematic and kinetic points of view.	Teach others	Individual report
2.7	Analyze spine, shoulder and knee joints mechanics from kinematic and kinetic point of view.	Teach others	Individual report
2.8	Criticize the various loads on the bones and its response	Teach others	Individual/group report
2.9	Differentiate among gait deviations and posture deformities associated with different pathological conditions.	Teach others	lab manuals
2.10	Interpret advices that might help to decrease joint pain through lowering the JRF values.	Demonstration	Group presentations
2.11	Differentiate between various weaknesses of lower extremity muscles that affect normal gait.	Audio-visual	Oral presentation
3.0	Interpersonal Skills & Responsibility		
3.1	Evaluate and judge the patient cases (pathomechanics) with respect to his responsibility toward patients, community, and physiotherapy carrier	Demonstration	Group presentations
3.2	Appraise the importance of his vital role and role of other members of the health care team in patient's management	Teach others	Individual report
3.3	Show a positive intent.	Small group work	Group presentations
3.4	Show a life learner attitude	Practice by doing	lab manuals
3.5	Appraise the ethics and laws of his profession as honesty, respect, ethical patient care and acts as a member of the health care team.	Discussions group	Group presentations
3.6	Show responsibilities to develop his profession and share with others in research work	Demonstration	Individual Assignments
3.7	Show leader and decision making attitude	Demonstration	Group

			presentations
4.0	Communication, Information Technology, Numerical		
4.1	Participate actively on the class with the professor and his colleagues.	Demonstration	Individual report
4.2	Appraise how to share the medical team the medical information and motivate the beer research.	Demonstration	Individual report
4.3	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members.	Practice by doing	Individual report
4.1	Interpret scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with members.	Demonstration	Group presentations
4.2	Illustrate and document the patient's information in written form	Demonstration	Individual report
4.3	Operate with normal individuals and patients at different age groups during laboratory work	Demonstration	Individual report
4.4	Communicate effectively with patient relatives and health care professionals establishing professional and ethical relationships.	Practice by doing	Individual report
4.5	Communicate accurately, clearly, confidently, and effectively in written and oral ways.	Demonstration	Group presentations
4.6	Operate modern methods of information storage, express information and select data from a range of sources and use modern methods of information storage, express information and select data from a range of sources.	Demonstration	Individual report
5.0	Psychomotor(if any)		
5.1	Measure the spatial and the temporal parameters of the gait for patients.	Practice by doing	lab manuals
5.2	Calculate COG location as a method of exercise grading during different phases of the rehabilitation program.	Teach others	lab manuals
5.3	Employ the principles of muscle mechanics to increase the effectiveness of exercise therapy as a method of rehabilitation.	Practice by doing	lab manuals
5.4	Draw the free body diagram for the lower extremity joints in static condition to calculate JRF.	Teach others	Oral presentation
5.5	Apply the mechanical basis of forces and simple body machine on the body.	Teach others	lab manuals
5.6	Operate Newton's laws in different situations on the human body.	Practice by doing	Manuals practice

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	Regular quizzes and other activities	Selected Week	30 %
2	Semester practical activities	6 th , 12 th weeks	20%

3	Final practical exam	Selected Week	10%
4	Final written exam	16 th week	40%

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)

- 1- Regular weekly office hour.
- 2- Midterm scientific meeting.
- 3- Online meeting one day a week

E Learning Resources

1. List Required Textbooks

- Margareta N. Victor H.F. Basic Biomechanics of the Musculoskeletal System. 3rd edition, Lippincott Williams & Wilkins, New York, 2001
 - Lynn S.L. Clinical Kinesiology for Physical Therapist Assistance. 3rd edition, F. A. Davis Company, Philadelphia, 2000
 - Joseph E.M. Kinesiology: The Skeletal System and Muscle Function. Mosby, London, 2006
 - Kathryn L. Kinesiology: Scientific Basis of Human Motion. 10th edition, McGraw-Hill Humanities/Social Sciences/Languages, New York, 2001
 - Bartlett R.: Introduction to Sports Biomechanics, Analysing Human Movement Patterns. 2nd edition, Routledge Taylor & Francis Group, London & New York, 2007.
 - Gorwitzke, BA and Milner M.: "Understanding the scientific bases of human movement". 2nd Edition, Williams and Wilkins, Baltimore, London, 1980.
 - Le Veau BF.: ' Biomechanics of human motion. 3rd Edition, WB Saunders company, Hartcourt Brace, Jovanovitch Inc; Philadelphia USA, 1992.
- [Hamill J. Knutzen K. and Derrik D. Biomechanics Basics of Human Movement, 4th Edition, Wolters Kluwer, 2014](#)
- [Hall S. Basic Biomechanics, 8th Edition, McGraw-Hill Education, 2018.](#)
- [Robertson E. Research Methods in Biomechanics, Human Kinetics; 2 editions, 2013](#)

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

- Journal of Biomechanics
- Peterson DR. and Bronzino JD.: Biomechanics, Principles and Applications. CRC Press Taylor & Francis Group, New York USA, 2008.
- Knudson D.: Fundamentals of Biomechanics. 2nd edition, springer, New York USA, 2007.
- Basic biomechanics of the skeletal system" Frankel, VH and Nordin M (1980) Published by Henry Kimpton, London, USA Lea & Febiger, Philadelphia

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.)

One class rooms with 40 seats, white board, data show and LCD
Two laboratory rooms each contain 10 plinths
Three biomechanics labs
Artificial models

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)

Anatomical models.

- Skeletons
- Posture analysis lab.
- Isokinetic units
- Motions analysis systems
- Posture lab

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

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 activities 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- independent member teaching staff sharing in the oral and practical final exam
- 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
- 3- The use of external examiners.
- 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- 5- 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 added to the course

Name of Course Instructor: Dr. Mohamed Salem

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Functional Anatomy

Course Code: ANAT1704613-3

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Functional Anatomy / ANAT1704613-3**

2. Credit hours: **3CH**

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 **Dr. Abdelgalil Allam Shaaban**

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

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"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="checkbox" value="60"/>
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" value="40"/>

Comments: practical sessions

B Objectives

1. The main objective of this course

Physical Therapist postgraduates' students are introduced to organized guided topics to develop advanced skills in the understanding and application of the Functional Anatomy of different human systems in diagnosis and treatment of different pathological conditions. The program endeavors to encourage these students to participate in research and education related to this method and to provide an understanding of the physical deficits encountered by persons with different pathological disorders.

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)

9. Introduce new topics to cover the up to date data
10. Assignments to encourage the student self-learning for subjects in the course
11. Encourage the students to use library and web sites to get different source for each topic
12. Using different ways of active learning
13. Regular seminars and workshop about new techniques Functional Anatomy different human system based on IT and web based reference materials.
14. Student assignment about pathological anatomy of different pathological conditions.
15. Student's reports about one new trends anatomy based diagnosis of human systems' dysfunction.
16. Increased use of IT and web based reference material.
9. Encourage use of the Internet and the library to research information about functional

anatomy, apply information in clinical practice and fulfill the community needs.

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

Course Description:

After completing this course, the student should be able to:

1. Identify and describe the functions and morphology of the bones of the appendicular and axial skeleton.
2. Understand the joint structure to serve the osteokinematics and arthrokinematics.
3. Explain how the attachments, locations, and interactions of skeletal muscles make possible certain movements.
4. Identify and describe the bone and joint structure, musculature, vasculature and innervation of the upper limb.
5. Discuss the mechanical interface concern peripheral nerves.
6. Identify and describe the bone and joint structure, musculature, vasculature and innervation of the lower limb.
7. Understand the anatomy of the bone, joint structure and muscles of torso and how it results in movement in the vertebrates.
8. Identify and palpate specific bony landmarks and surface anatomy of the musculoskeletal system.
9. Understand human brain structure –, principles of organization, cerebral cortex, lobes functional differentiation, Brain blood supply, brain stem, cranial nerves, and cerebellum.
10. Identity The motor system – descending pathways and the spinal cord structure-The sensory system - sensory modalities, the spinal cord and cranial nerves.
11. Discuss the cortex and various cognitive systems – attention, language, memory, executive functions, and Blood supply to the brain. The entire brain as an integrated functional unit. Autonomic nervous system (sympathetic & parasympathetic).
12. Understand Anatomy of integumentary system.
13. Understand the anatomy of the reproductive organs in female.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
The functions and morphology of the bones of the appendicular and axial skeleton (struts, levers and pullys, and arches).	1	2	2
The joints structure to serve the osteokinematics and arthrokinematics in upper and lower limbs.	1	2	2
The attachments, locations, nerve supply and movement of skeletal muscles of the upper limb.	1	2	2
The attachments, locations, nerve supply and movement of skeletal muscles of the lower limb.	1	2	2
The attachments, locations, nerve supply and movement of skeletal muscles in spine.	1	2	2
Brachial, lumbar and sacral plexuses and nerves of upper limb (mechanical interface and surface anatomy).	1	2	2
Musculoskeletal Anatomy of thorax and abdomen.	1	2	2
Human brain structure –, principles of organization, cerebral cortex, lobes functional differentiation, Brain blood supply, brain stem, cranial nerves, and cerebellum.	1	2	2

The motor system – descending pathways and the spinal cord structure-The sensory system - sensory modalities, the spinal cord and cranial nerves.	1	2	2
Feedback systems – Vision, Auditory, Basal Ganglia and Thalamus, Control and Modulation systems –Hypothalamus, The limbic system – emotion and memory.	1	2	2
The cortex and various cognitive systems – attention, language, memory, executive functions, Blood supply to the brain. The entire brain as an integrated functional unit. Autonomic nervous system (sympathetic & parasympathetic).	1	2	2
Anatomy of integumentary system.	1	2	2
Anatomy of reproductive organs in female.	1	2	2
Review	1	2	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			30		60
	Actual						
Credit	Planned	3			1		3
	Actual						

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

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	List multi joint muscles and the course of its tendons in upper and lower limbs.	Lectures	Class activity
1.2	Outline the intrinsic muscles of hand and its role in hand functional capabilities.	Discussions group	Individual Assignments
1.3	Mention the fascial structure of lower limb	Audio-visual	Oral presentation
1.4	Identify the role joint anatomy in movement facilitation and control.	Discussions group	Group Assignments

1.5	Understand basic principles of brain organization as the basis for human functioning.	Demonstration	Individual Assignments
1.6	Identify brain structures in the whole brain and its slices, and assign functions to structures.	Audio-visual	Oral presentation
1.7	Describe the connections between anatomical structures that comprise the sensory and motor systems of the CNS	Discussions group	Individual Assignments
1.8	Understand Anatomy of integumentary system.	Lectures	Class activity
1.9	Understand the anatomy of the reproductive organs in female	Discussions group	Class activity
2.0	Cognitive Skills		
2.1	Explain symptoms related to tunnels dysfunction, in upper and lower limb.	Demonstration	Oral presentation
2.2	Differentiate between lumbar and cervical facet joint orientation in relation to the movement of each region.	Practice by doing	Case studies
2.3	Illustrate nerves course in upper and lower limbs and vulnerable areas	Small group work	Group presentations
2.4	Discuss the in suitable methods the role of skeleton in providing speed and force in human movement.	Discussions group	Group presentations
2.5	Justify the basic conceptual models of arthrokinematics in different types of joints	Teach others	Individual report
2.6	Differentiate between different brain areas in relation to disorders.	Teach others	Individual report
2.6	Apply the information in order to understand the effect of neurological injuries on one's functioning.	Teach others	Individual report
2.8	Apply the information in order to understand the effect of injuries on one's integumentary system	Teach others	Individual/group report
2.9	Apply the information in order to understand the effect of injuries on female reproductive organs.	Teach others	lab manuals
3.0	Interpersonal Skills & Responsibility		
3.1	Assess different nerve entrapment syndrome according to its tunnels.	Teach others	Individual report
3.2	Decide the proper way of palpation and land mark detection necessary to identify the specific anatomical structure.	Discussions group	Group presentations
3.3	Cooperate with others in solving cases through anatomy-based diagnosis.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Participate actively on the class with the professor and his colleagues.	Demonstration	Individual report
4.2	Appraise how to share the medical team the medical information and motivate the beer research.	Demonstration	Individual report
4.3	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical	Demonstration	Individual report

	team members.		
5.0	Psychomotor(if any)		
5.1	Demonstrate the ability to modify the physical therapy technique if the outcomes are disturbing the normal anatomical measures.	Practice by doing	lab manuals
5.2	Carry out professional skills that help in decision making effectively	Practice by doing	lab manuals

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	Quiz	Selected Week	30 %
2	Oral exam and assignments.	6 th , 12 th weeks	20%
3	Group presentation.	Selected Week	10%
4	Final exams.	16 th week	40%

D. Student Academic Counseling and Support

- | |
|---|
| <p>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)</p> <p>1- Regular weekly office hour.
2- Midterm scientific meeting.
3- Online meeting one day a week</p> |
|---|

E Learning Resources

- | |
|--|
| <p>1. List Required Textbooks
Principles of Anatomy & Physiology, Gerard J. Tortora: 11th ed.2005
Gray's Anatomy: Williams 12th ed 2005.
Moore K. Clinically Oriented Anatomy, 8th Edition, Wolters Kluwer, 2017
Hochschild J. Functional Anatomy for Physical Therapists, 1st Edition, Thieme, 2016</p> |
| <p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>1. J. of Human Anatomy.
2. J. of Radiological Anatomy.</p> |
| <p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>1. Access to digital libraries (e.g., Umm Al Qura University digital library)</p> |
| <p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>1- Microsoft office 2013
2- Mac office</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.)
Lecture room , contain 20 seat, white board and Data show device</p> |
| <p>2. Technology resources (AV, data show, Smart Board, software, etc.)
1- Computer supported with LCD in class room</p> |
| <p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> |

G Course Evaluation and Improvement Procedures

- | |
|--|
| <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- independent member teaching staff sharing in the oral and practical final exam
 - 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
 - 3- The use of external examiners.
 - 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
 - 5- 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. Abdelgalil Allam Shaaban**

Signature: Dr. Abdelgalil Shaaban

Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Clinical Exercise Physiology

Course Code: PHYS1704614-3

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Clinical Exercise Physiology, PHYS1704614-3**

2. Credit hours: **3 CH**

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: **Dr. Mohamed Alayat**

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

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"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="60"/>
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="text" value="40"/>

Comments: practical sessions

B Objectives

1. The main objective of this course

This course aims to introduce the Physiological concepts of neuromuscular, cardiovascular, respiratory, endocrine and reproductive physiology to the post graduate students as a continuation of their knowledge in the undergraduate and an implementation to other pre-requisite courses in the Master of Science in Physical Therapy.

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)

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

Course Description:

1. Topics to be Covered			
List of Topics	No. of Weeks	Contact hours	
		T	T
Skin structure and function	1	2	2
Action Potential, Synaptic Transmission, and Maintenance of Nerve Function.	1	2	2
Sensory Physiology and Vestibular system	1	2	2
Motor System	1	2	2
Skeletal Muscle	1	2	2
Neural plasticity and Neuroscience mechanisms	1	2	2
Endocrine Control Mechanisms	1	2	2
Endocrine Regulation of Calcium, Phosphate, and Bone Homeostasis	1	2	2
Female Reproductive System	1	2	2
Ventilation and the Mechanics of Breathing	1	2	2
Control of Ventilation	1	2	2
Exercise Physiology	1	2	2
Systemic Circulation	1	2	2
Control Mechanisms in Circulatory Function	1	2	2
Principles of Exercise Training	1	2	2

2. Course components (total contact and credit hours per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			30		60
	Actual						
Credit	Planned	3			1		3
	Actual						

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
<p>On the table below are the five NQF Learning Domains, numbered in the left column. <u>First</u>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <u>Second</u>, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. <u>Third</u>, 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</p>

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 major levels of organization in organisms (from molecules to organisms) and explain how simpler levels contribute to the functions of more complex levels; cell, tissue, organ, system, organism	Lectures	Class activity
1.2	Recognize the fundamental scientific concepts relating to a broad range of topics in human physiology.	Discussions group	Individual Assignments
1.3	Memorize the basic factual information concerning the mechanisms and functioning of human tissues, organs, and systems.	Audio-visual	Oral presentation
1.4	List the functions of the tissue, organ and systems and relate them to their structure.	Discussions group	Group Assignments
1.5	Identify biological levels of organization i.e. cells, tissue, tissues to organs.	Demonstration	Individual Assignments
1.6	Describe the electrical and chemical properties of the nervous system, the neuron.	Audio-visual	Oral presentation
1.7	List the major components of each organ system and describe the main functions of each Integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, female reproductive systems.	Discussions group	Individual Assignments
1.8	Explain the concept of homeostasis, include the three components of a homeostatic regulatory system Homeostasis - all body systems working together to maintain a stable internal environment, Receptor – motor, sensory & vestibular function - receives/senses the stimulus, Control center - processes information and sends instructions, Effector - carries out instructions and causes a change	Lectures	Class activity
1.9	Identify electrochemical properties of the fundamental unit of the nervous system, the neuron, mechanisms underlying electrical impulse (action potential).	Discussions group	Class activity
2.0	Cognitive Skills		
2.1	Explain the concept of the physiological conditions and its regulations by homeostatic mechanisms.	Demonstration	Oral presentation
2.2	Explain the role of the neuronal cytoskeleton in axonal transport, growth, and metabolic maintenance of neurons.	Practice by doing	Case studies
2.3	Describe the common features of cells, tissue, tissues to organs.	Small group work	Group presentations

2.4	Explain the process of electronic conduction and why it cannot be used for electrical signaling over long distances in the nervous system.	Discussions group	Group presentations
2.5	Explain how the processes of adaptation and accommodation permit the processing of a wide range of stimulus intensities.	Teach others	Individual report
2.6	Describe how negative and positive feedbacks are involved in homeostatic regulation, including an example of each feedback mechanism.	Teach others	Individual report
2.7	Recognize the main role of vestibular apparatus in postural reflexes, eye control, movement control and its different connections with higher centers.	Teach others	Individual report
2.8	Recognize different mechanisms of neural plasticity, and neuroscience mechanisms.	Teach others	Individual/group report
3.0	Interpersonal Skills & Responsibility		
3.1	Decide how to deal with different personalities.	Demonstration	Group presentations
3.2	Differentiate between negative and positive feedbacks are involved in homeostatic regulation.	Teach others	Individual report
4.0	Communication, Information Technology, Numerical		
4.1	Use information technology effectively.	Demonstration	Individual report
4.2	Categorize the numerical data and calculations and understand their significance.	Demonstration	Individual report
4.3	Communicate effectively in writing, including the use of language that is appropriate for a variety of audiences.	Practice by doing	Individual report
4.4	Communicate effectively orally and visually, including participation in group discussions, communicating ideas and presenting information to a variety of audiences.	Demonstration	Group presentations
4.5	Perform internet search to cope with the course demand.	Demonstration	Individual report
4.6	Use information technology effectively.		
5.0	Psychomotor(if any)		
5.1	Manipulate effectively physical therapy advanced and most recent tools and measuring instruments in accordance with standard guidelines.	Practice by doing	lab manuals
5.2	Employ the evidence underpinning movement dysfunction critically and initiate changes in practice appropriately.	Teach others	lab manuals

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	Periodical Quizzes	7,11	20%
2	Assignments.	4,6,8,12	10%
3	Semester practical activities	2-14	10%
4	Final practical exam.	15	20 %
5	Final written exam	16	40 %
6	TOTAL	-	100%

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)

E Learning Resources

1. List Required Textbooks

- Sembulingam, K., & Sembulingam, P. (2016). Essentials of medical physiology.
- Hall, J. E., & Guyton, A. C. (2011). Guyton and Hall textbook of medical physiology. Philadelphia, PA: Saunders Elsevier.

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

- In Rhoades, R., & In Bell, D. R. (2018). Medical physiology: Principles for clinical medicine.
- Widmaier, E. P., Vander, A. J., Raff, H., & Strang, K. T. (2019). Vander's human physiology: The mechanisms of body function.

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.)

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

- Laptop computer
- projector system
- Data show to facilitate going over student papers in class.

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

- Audio-video show devices and internet connection.

G Course Evaluation and Improvement Procedures

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

- Periodical evaluation feedback form to increase instructor's awareness of the weak and strong points of the class.
- End of term college evaluation of the course by students (to be collected by the department).
- End-of-term debriefing in a class of students and teacher regarding what went well and what could have gone better.
- Students-faculty meetings.
- Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's' students on specific points outlined by the department and the instructor being evaluated.

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

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

3. Procedures for Teaching Development

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members.

- Regular meetings where problems are discussed and solutions given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences
- Keep up to date with pedagogical theory and practice
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

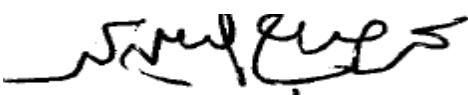
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- The use of external examiners.
- Check marking of a sample of examination papers either by a resident or visiting faculty member.
- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- Periodical changes and remarking of tests.
- Making an ideal answer for the final exam help to correct some student's paper by independent teaching.

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

- Design graduate survey and employee surveys.
- Analyse the results of the two surveys and detect the weakness and strengthens in the course.
- Compare syllabi and course description with other universities (including those on the net).
- Biannual meetings of faculty members to discuss improvement.
- Have a curriculum review committee to review the curriculum periodically and suggest improvements.
- Recognize action plan regarding the course credits, content, depth, breadth, teaching methodology.
- Submit a course report to the curriculum committee in the department to discuss the action plan.
- Submit the final action plan to the department Council for approval.

Name of Course Instructor Dr. Mohamed Alayat

Signature: 

Date Completed: 28th October 2018

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

Signature: 

Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Research Methodology in Physical
Therapy

Course Code: METH1704632-3

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Research Methodology in Physical Therapy/ METH1704632-3**

2. Credit hours: **3 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: **Dr. Ali Abd El Monsif Thabet, Dr. Ramya Ahmad Sindi**

5. Level/year at which this course is offered: **Level 3**

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

7. Co-requisites for this course (if any): **Biostatistics and Experimental Design**

8. Location if not on main campus: **Main Campus**

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

- | | | | |
|-------------------------------------|---|-------------|----------------------------------|
| a. Traditional classroom | <input type="text"/> | percentage? | <input type="text"/> |
| b. Blended (traditional and online) | <input checked="" type="text" value="√"/> | percentage? | <input type="text" value="100"/> |
| c. E-learning | <input type="text"/> | percentage? | <input type="text"/> |
| d. Correspondence | <input type="text"/> | percentage? | <input type="text"/> |
| f. Other | <input type="text"/> | percentage? | <input type="text"/> |

Comments:

B Objectives

1. The main objective of this course

The aim of this module is to prepare postgraduate students for the master's research project that they are required to complete as part of their program. By this they will be able:

Recognize the importance of research in Physical Therapy field.

Plan and execute, under supervision, an experiment or investigation, analyze critically the results, and draw valid conclusions. Critically review the literature relevant to their area of study. Propose a research study and justify the theory as well as the methodological decisions, including sampling and measurement. Understand the importance of research ethics and integrate research ethics into the research process. Be aware of the ethical challenges and approval processes. Assess and critique a published journal article that uses one of the primary research methods in the field. Recognize the quantitative, qualitative and mixed methods approaches to research. Construct an effective questionnaire that employs several types of survey questions. Critically analyze the results of their conducted research. Enhance oral and writing communication skills.

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)

This course is designed in the light of recent research techniques and tools used in the field of Physical Therapy research. The students are compelled to use both print and web based reference materials to advance their knowledge in the specific area of their research. Research students are also encouraged to learn various soft wares for data analysis and reference management.

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

Course Description:

Research Methodology course will provide an opportunity for post graduate students 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 method approaches. Research students 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, local and global environment.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Research and the research process	1	3
Academic Integrity (Research ethics and plagiarism)	1	3
Literature Search	1	3
Critical Thinking	1	3
Critical reading of a research article	1	3
Journal club	1	3
Oral presentation skills	1	3
Academic writing	1	3
How to write your research title, abstract and introduction?	1	3
Quantitative research (study designs, methods and data interpretation)	1	3
Qualitative research (study designs, methods and data interpretation)	1	3
Mixed methods research (study designs, methods and data interpretation)	1	3
Text citation and referencing	1	3

Creating a research poster	1	3
Writing a research proposal	1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45					45
	Actual						
Credit	Planned	3					3
	Actual						

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 learn to design experiments appropriate for desired research objectives	Lectures	Class activity
1.2	To gain experience of searching literature and defining a problem in the context of the existing knowledge of the subject	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Acquire new analytical and critical thinking skills	Demonstration	Oral presentation
2.2	Be able to search scientific literature critically and in a focused manner	Practice by doing	Case studies
3.0	Interpersonal Skills & Responsibility		
3.1	Be able to perform effective communication and positive relation with others such as respondents of a research	Demonstration	Group presentations
3.2	Be able to work with a team and individually to lead a team	Teach others	Individual report
4.0	Communication, Information Technology, Numerical		

4.1	Acquire high level of skills in the presentation of scientific information, both orally and in writing.	Demonstration	Individual report
4.2	Make effective use of information technology to obtain information and to be able to display (by means of the presentation and during the <i>viva voce</i> examination) an in depth critical knowledge of the subject under study against a broad background knowledge of clinical laboratory science during the course.	Practice by doing	Individual report
5.0	Psychomotor (if any)		
5.1	Decide on an appropriate research design and study design, and apply the research process	Practice by doing	lab manuals
5.2	Perform specific reading and writing techniques for their research project	Teach others	lab manuals

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 counseling. (include the time teaching staff are expected to be available per week)
Five office hours/week

E Learning Resources

1. List Required Textbooks

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

- Creswell, J. W (2018) Research design: Qualitative, quantitative and mixed methods approaches. 5th edn. Thousand Oaks, CA: Sage publications.
- Flick, U (2011) Introducing Research Methodology: A beginner's guide to doing a research project. SAGE publications.
- Kumar, R (2010) Research Methodology: a step-by-step guide for beginners, 3rd edn, Sage Publications.
- Bell, J (2010) Doing Your Research Project: a guide for first-time researchers in education, health and social science, 5th edn, Open University Press.
- Dowson, C (2002) Practical Research Methods: A user friendly guide to mastering research, Cromwell Press, Trowbridge, Wiltshire.
- Stehlik-Barry, K., & Babinec, A. J. (2017). Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA.
- Cronk, B. C. (2018). How to use SPSS: A step-by-step guide to analysis and interpretation.

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

1. Access to digital libraries (e.g., Umm Al Qura University digital library)
 2. <http://services.unimelb.edu.au>
 3. Online journals
 4. Online books
- Various websites such as:

- PubMed: www.pubmed.com
- Google scholar: www.google.scholar.com
- www.google.com
- Publishers website (e.g., BioMed Central): www.biomedcentral.com
- Directories of open access journals (e.g., DOAJ, free medical journals) www.doaj.org.
- Free medical journals: www.freemedicaljournals.com
- www.pubmedcentral.nih.gov.
- Websites of scientific/health organizations (e.g. WHO, CDC, NIH)
- www.who.int
- www.cdc.gov
- www.nih.gov
- <https://www.monash.edu/>
- <https://www.monash.edu/rlo/>

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

- Computer based program for data analysis (e.g., Excel, SPSS, GraphPad Prism, EPI-info etc)
- Reference management program (e.g., Endnote)

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. Class rooms: Male 30 seats/class room; Female 30 seats/class room
2. Computers laboratory: 30 students

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

1. Computers laboratory
2. Audiovisual and data show facilities
3. Wireless and internet connections
4. Data analysis software (SPSS, EPI-info, etc.)
5. Reference management software (e.g. Endnote)

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 completion of evaluation questionnaire by the students on completion of the course regarding the content of the course, efficiency of the teacher and mode of teaching and research.

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

1. Student feedback report to be analyzed by the course instructor and other college personnel and submit the results to the department head.
2. Observation and meetings with college administration.
3. Observation, assistance and advice by the colleagues.
4. Independent advice.

3. Procedures for Teaching Development

1. Review student's feedback and work on weak points.
2. Workshops and educational courses on teaching methods and research methodology and review of recommended teaching strategies.
3. Allocate certain percentage of departmental budget for educational resources such as research journals, free online access to major Physical Therapy journals, audio-visual materials (LCD, CDs, computers, scanner, and printer) and financial support for teaching faculty to attend courses on research methodology and scientific writing.

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)
Periodic reviewing of the students' research by the research monitoring team and cross-checking of marking by peer reviewers and the members of the research monitoring committee of the department.

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

1. Biannual meeting of head of the department and dean of the faculty with the students.
2. Monthly meeting with teaching staff of the module and the members of curriculum meeting in the department of laboratory medicine to discuss effective teaching process.
3. Regular evaluation of students' feedbacks and feedbacks from peer reviewers and other independent staff.
4. Submit a course report to the curriculum committee in the department to discuss the action plan.
5. Annual improvement and updating of the course based on the outcome of the reviewing process.

Name of Course Instructor: Dr. Ali Abd El Monsif Thabet

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Biostatistics and Experimental Design

Course Code: BIOS1704633-2

Date: 2018-10-28

Institution: Umm Al-Qura University

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Biostatistics and Experimental Design/ BIOS1704633-2**

2. Credit hours: **2 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 **Dr. Ali Abd El Monsif Thabet, Dr. Hamza M. Assaggaf.**

5. Level/year at which this course is offered: **Level 3**

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

7. Co-requisites for this course (if any): **Research Methodology in Physical Therapy**

8. Location if not on main campus: **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" value="60"/>
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" value="40"/>

Comments: Computer Lab is required for statistical software applications

B Objectives

The main objective of this course:

To provide non-biostatistics students with the ability to understand and utilize basic biostatistical concepts and tools and to facilitate their capability to seek and utilize biostatistical expertise as may be required when conducting their own research or reviewing that done by others. Students successfully completing the series should have the overall capability to:

1. Understand and be able to use the basic concepts;
2. Understand and be able to use the basic tools ;
3. Be able to work effectively with a professional biostatistician on problems requiring more advanced concepts and tools, and;
4. Be able to read, understand and judge the appropriateness of the use of biostatistical concepts and tools in the basic public health literature.

The course does not assume previous biostatistics or statistics courses and begins with basic concepts and tools. Covered are types of data, tables and graphs, types of summarizing numbers, confidence intervals, testing hypotheses, including α -levels, p-values, β -values, statistical power; normal tests; t-tests, regression, correlation, chi-square and basic analysis of variance techniques. There are no prerequisites; however, familiarity with basic algebra is important.

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)

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

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

1. Decide which type of table or graph is best for a given situation
2. Understand and know how to calculate, use and interpret the different summarizing numbers for a dataset
3. Understand and describe hypothesis testing, α level, p-values, statistical power
4. Understand the key issues in creating and using a dataset
5. Describe and utilize the normal distribution
6. Understand, be able to use and interpret results from basic statistical tests
7. Understand the basic strategy for determining the sample size required for a specific situation and to calculate this sample size for some of the basic statistical tests

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Types of Data, Tables Graphs Pie Charts Component Band Charts	1	2
Graphs Bar Charts Graphs Line Graphs Graphs Geographical Graphs	1	2
Frequency Distributions Summarizing Numbers Central Tendency	1	2
Summarizing Numbers Standard Deviations and the Like	1	2
Populations and Samples and Sampling Distributions	1	2
Normal Distribution Confidence Intervals	1	2
Hypothesis Testing One sample t-test and Confidence Intervals	1	2
Two sample t-test with equal variances for the two populations One Way ANOVA	1	2
Data Management Issues Simple Linear Regression	1	2
Correlation Chi-Square For Contingency Tables	1	2
Proportions for one sample Proportions Confidence Intervals and Hypothesis Tests, Two Samples One-sided or One-tailed Tests	1	2
Confidence Intervals and Hypothesis Tests for Variances for One-Sample	1	2
Confidence Intervals and Hypothesis Tests for Variances for Two-Samples	1	2
Two-Sample t-tests With Unequal Variances	1	2
Sample Size Determination	1	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30					30
	Actual						
Credit	Planned	2					2
	Actual						

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	Recognize the types of research its needs, and types of statistical used in research	Lectures	Class activity
1.2	Recognize the concepts and principles of biostatistics and define terms used	Discussions group	Individual Assignments
1.3	Define the basic principles of probability and their relevance in a physical therapy environment	Audio-visual	Oral presentation
1.4	Mention the meaning and estimate the measures of variability for a given set of biologic measurements.	Discussions group	Group Assignments
2.0	Cognitive Skills		
2.1	Manage a research problem with a statistical design.	Demonstration	Oral presentation
2.2	Interpret the results of research study.	Practice by doing	Case studies
2.3	Differentiate between quantitative and qualitative data, construct, and interpret frequency distribution tables and graphic displays	Small group work	Group presentations
2.4	Explain the basic principles of probability and their relevance in a physical therapy environment.	Discussions group	Group presentations
2.5	Demonstrate an understanding of simple	Teach others	Individual report

	hypotheses testing		
2.6	Criticize a scientific paper in physical therapy	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Decide the appropriate design for a research	Demonstration	Group presentations
3.2	Assess all the data and select the appropriate statistical design	Teach others	Individual report
3.3	Compare different study designs.	Small group work	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Use a research and statistics for the benefits of patient population and physical therapy field.	Practice by doing	Individual report
4.2	Use information technology as a means of communication for data collection analyses, and for self-directed learning.	Demonstration	Group presentations

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	Quiz	Selected Week	30 %
2	Oral exam and assignments.	6 th , 12 th weeks	20%
3	Group presentation.	Selected Week	10%
4	Final exams.	16 th week	40%

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)

E Learning Resources

1. List Required Textbooks

- Elizabeth Domholdt: Physical Therapy Research: Principles and Applications. W.B. Saunders Company; 2nd edition London 2000.
 - Carolyn H. Research Methods for Clinical Therapists: Applied Project Design and Analysis. 4th edition, Churchill Livingstone, New York, 2004
 - Wayne W.D. Biostatistics: A Foundation for Analysis in the Health Sciences. 8th edition, Wiley, New York, 2004
- [Stehlik-Barry, K., & Babinec, A. J. \(2017\). Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA.](#)

Cronk, B. C. (2018). *How to use SPSS: A step-by-step guide to analysis and interpretation.*

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

- Geoffrey M, David D and David F: Essentials of Research Design and Methodology. John Wiley & Sons, USA 2005.
- Harvey Motulsky: Intuitive Biostatistics. Oxford University Press, Oxford 1995

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

- <http://www.statsoft.com/textbook/stathome.html>.
- <http://www.statsoft.nl/uk/textbook/stbasic.html>
- <http://www.stats.gla.ac.uk/steps/glossary>
- <http://lstat.kuleuven.be/java/version2.0/Content>

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

- Microsoft office
- Mac office
- SPSS 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.)

- Lecture room, contain 20 seat, white board and Data show device
- Computer lab

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

- 1- Computer supported with LCD in class room
- 2- Computer supported with LCD in laboratory room

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

Computer lab well established with statistical software (SPSS and SAS).

G Course Evaluation and Improvement Procedures

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

- Periodical evaluation feedback form to increase instructor's awareness of the weak and strong points of the class.
- End of term college evaluation of the course by students (to be collected by the department).
- End-of-term debriefing in a class of students and teacher regarding what went well and what could have gone better.
- Students-faculty meetings.
- Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's' students on specific points outlined by the department and the instructor being evaluated.

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

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

3. Procedures for Teaching Development

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members.
- Regular meetings where problems are discussed and solutions given

- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences
- Keep up to date with pedagogical theory and practice
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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)

- The use of external examiners.
- Check marking of a sample of examination papers either by a resident or visiting faculty member.
- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- Periodical changes and remarking of tests.
- Making an ideal answer for the final exam help to correct some student's paper by independent teaching.

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

- Design graduate survey and employee surveys.
- Analyze the results of the two surveys and detect the weakness and strengthens in the course.
- Compare syllabi and course description with other universities (including those on the net).
- Biannual meetings of faculty members to discuss improvement.
- Have a curriculum review committee to review the curriculum periodically and suggest improvements.
- Recognize action plan regarding the course credits, content, depth, breadth, teaching methodology.
- Submit a course report to the curriculum committee in the department to discuss the action plan.
- Submit the final action plan to the department Council for approval.

Name of Course Instructor: Dr. Ali Abd El Monsif Thabet

Signature:  Date Completed: 28th October 2018
Program Coordinator: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature:  Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Research Project

Course Code: RESE1704642-5

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Research Project / RESE1704642-5**

2. Credit hours: **5 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 Al Attar, Ehab Abd El Kafy, Hayam Mahmoud, Ali Hussein, Mohamed Salem, Anwar Ebid, Kadrya Battecha, Mohamed Alayat, Shamekh ElShamy, Amir El Fiky, Abeer Awad, Ashraf Abdelaal, Gihan Mousa, Hesham EL Sayed, Ahmed Elsodany, Abdelgalil Shaaban**

5. Level/year at which this course is offered: **Level 4**

6. Pre-requisites for this course (if any): **Level 1, Level 2, Level 3**

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"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="checkbox" value="60"/>
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" value="40"/>

Comments: practical sessions

B Objectives

1. The main objective of this course

The aim of the master's research project

Recognize the importance of research in Physical therapy field.

Plan and execute, under supervision, an experiment or investigation, analyze critically the results, and draw valid conclusions.

Critically review the literature relevant to their area of study.

Propose a research study and justify the theory as well as the methodological decisions, including sampling and measurement.

Understand the importance of research ethics and integrate research ethics into the research process.

Be aware of the ethical challenges and approval processes.

Assess and critique a published journal article that uses one of the primary research methods in the field.

Recognize the quantitative, qualitative and mixed methods approaches to research

Construct an effective questionnaire that employs several types of survey questions.

Critically analyses the results of their conducted research.

Enhance oral and writing communication skills.

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)

Assessment form will be distributed to student by the end of course

Each student will be asked to prepare a critique for research article according to research criteria

Each student will be asked to solve statistical problem using SPSS 14 program

Increased use of IT and web based reference material

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 provides the principles of scientific methods of research and its application to physical therapy to enable students to develop their skills in selecting and defining research problems for developing criteria for scientific research. Students will critically evaluate selected articles and they will be divided into groups for supervised and directed research project. This course also offers students the opportunity to develop their clinical or practical experience in special areas of interest to physical therapy, design, perform, and present a related research project. The work involved in this course will be supervised and guided by faculty.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Ideas for Research	1	3	4
How to decide on the type of research	1	3	4
Observational study designs	1	3	4
Experimental study designs	1	3	4

Meta-analysis	1	3	4
Writing Research Protocol	1	3	4
Calculation of a Sample Size	1	3	4
Conducting research project	3	3	4
Prepare research project draft	1	3	4
Submit sections to advisor for review	1	3	4
Prepare final revision of draft	1	3	4
Submit final revision of draft	1	3	4
Defense and exam	1	3	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45			60		105
	Actual						
Credit	Planned	3			2		5
	Actual						

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

5

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 learn to design experiments appropriate for desired research objectives	Lectures	Class activity
1.2	To gain experience of searching literature and defining a problem in the context of the existing knowledge of the subject	Discussions group	Individual Assignments
2.0	Cognitive Skills		

2.1	Acquire new analytical and critical thinking skills	Demonstration	Oral presentation
2.2	Be able to search scientific literature critically and in a focused manner	Practice by doing	Case studies
3.0	Interpersonal Skills & Responsibility		
3.1	Be able to perform effective communication and positive relation with others such as respondents of a research	Demonstration	Group presentations
3.2	Be able to work with a team and individually to lead a team	Teach others	Individual report
4.0	Communication, Information Technology, Numerical		
4.1	Acquire high level of skills in the presentation of scientific information, both orally and in writing.	Demonstration	Individual report
4.2	Make effective use of information technology to obtain information and to be able to display (by means of the presentation and during the <i>viva voce</i> examination) an in depth critical knowledge of the subject under study against a broad background knowledge of clinical laboratory science during the course.	Practice by doing	Individual report
5.0	Psychomotor (if any)		
5.1	Decide on an appropriate research design and study design, and apply the research process	Practice by doing	lab manuals
5.2	Perform specific reading and writing techniques for their research project	Teach others	lab manuals

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 Activities	6	= 25 points
2	Writing Paper	7	= 15 points
3	Practical work during term	8	= 20 points
4	Written Paper Assessment	11	= 10 points
5	Paper Presentation	13	= 10 points
6	Paper discussion	15	= 20 points
	TOTAL		= 100 points (100%)

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

E Learning Resources

1. List Required Textbooks

- Leslie G.P. Foundation of Clinical Research: Applications to practice. 2nd edition, Prentice Hall, New York, 2007
- Geoffrey M, David D and David F: Essentials of Research Design and Methodology. John Wiley & Sons, USA 2005.
- Smith G.F. and Smith J.E. Key Topics in Clinical Research and Statistics. Information Healthcare, London, 2003
- Harvey Motulsky: INTUITIVE BIOSTATISTICS. Oxford University Press, Oxford 1995.
- Barbra E. Physiotherapy for Amputees: The Roehampton approach, 2nd edition, Churchill Livingstone, New York, 1993
- Barbra R. Alfreda E. Physiotherapy in Occupational Health: Management, Prevention and Health Promotion in the Work Place. Butterworth-Heinemann, UK, 1994

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

- Creswell, J. W (2018) Research design: Qualitative, quantitative and mixed methods approaches. 5th edn. Thousand Oaks, CA: Sage publications.
- Flick, U (2011) Introducing Research Methodology: A beginner's guide to doing a research project. SAGE publications.
- Kumar, R (2010) Research Methodology: a step-by-step guide for beginners, 3rd edn, Sage Publications.
- Bell, J (2010) Doing Your Research Project: a guide for first-time researchers in education, health and social science, 5th edn, Open University Press.
- Dowson, C (2002) Practical Research Methods: A user friendly guide to mastering research, Cromwell Press, Trowbridge, Wiltshire.

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

5. Access to digital libraries (e.g., Umm Al Qura University digital library)
6. <http://services.unimelb.edu.au>
7. Online journals
8. Online books
 - Various websites such as:
 - PubMed: www.pubmed.com
 - Google scholar: www.google.scholar.com
 - www.google.com
 - Publishers website (e.g., BioMed Central): www.biomedcentral.com
 - Directories of open access journals (e.g., DOAJ, free medical journals) www.doaj.org.
 - Free medical journals: www.freemedicaljournals.com
 - www.pubmedcentral.nih.gov.
 - Websites of scientific/health organizations (e.g. WHO, CDC, NIH)
 - www.who.int
 - www.cdc.gov
 - www.nih.gov
 - <https://www.monash.edu/>
 - <https://www.monash.edu/rlo/>

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

- Computer based program for data analysis (e.g., Excel, SPSS, GraphPad Prism, EPI-info etc)
- Reference management program (e.g., Endnote)

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. Class rooms: Male 30 seats/class room; Female 30 seats/class room

4. Computers laboratory: 30 students
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> 6. Computers laboratory 7. Audiovisual and data show facilities 8. Wireless and internet connections 9. Data analysis software (SPSS, EPI-info, etc.) 10. Reference management software (e.g. Endnote)
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 completion of evaluation questionnaire by the students on completion of the course regarding the content of the course, efficiency of the teacher and mode of teaching and research.
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <ul style="list-style-type: none"> 5. Student feedback report to be analyzed by the course instructor and other college personnel and submit the results to the department head. 6. Observation and meetings with college administration. 7. Observation, assistance and advice by the colleagues. 8. Independent advice.
3. Procedures for Teaching Development <ul style="list-style-type: none"> 4. Review student's feedback and work on weak points. 5. Workshops and educational courses on teaching methods and research methodology and review of recommended teaching strategies. 6. Allocate certain percentage of departmental budget for educational resources such as research journals, free online access to major Physical Therapy journals, audio-visual materials (LCD, CDs, computers, scanner, and printer) and financial support for teaching faculty to attend courses on research methodology and scientific writing.
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) Periodic reviewing of the students' research by the research monitoring team and cross-checking of marking by peer reviewers and the members of the research monitoring committee of the department.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none"> 6. Biannual meeting of head of the department and dean of the faculty with the students. 7. Monthly meeting with teaching staff of the module and the members of curriculum meeting in the department of laboratory medicine to discuss effective teaching process. 8. Regular evaluation of students' feedbacks and feedbacks from peer reviewers and other independent staff. 9. Submit a course report to the curriculum committee in the department to discuss the action plan. 10. Annual improvement and updating of the course based on the outcome of the reviewing process.

Name of Course Instructor: Wesam Al Attar, Ehab Abd El Kafy, Hayam Mahmoud, Ali Hussein, Mohamed Salem, Anwar Ebid, Kadrya Battecha, Mohamed Alayat, Shamekh ElShamy, Amir El Fiky, Abeer Awad, Ashraf Abdelaal, Gihan Mousa, Hesham EL Sayed, Ahmed Elsodany, Abdelgalil Shaaban

Signature:



Date Completed: 28th October 2018

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



Signature:

Date Received: 28th October 2018

Specialty Courses Specifications

(Sports Physical Therapy)

*Elective/Specialty Course Code	* Elective/Specialty Course Title	Prerequisite Courses	Credit Hours
SPOR1704621-4	Clinical Sports Medicine	Level 1	4
SPOR1704622-4	Sports Injury Prevention	Level 1	4
SPOR1704623-4	Sports Injury Rehabilitation	Level 1	4
SPOR1704631-5	Advanced Clinical Practice (Sports) I	Level 2	5
SPOR1704641-5	Advanced Clinical Practice (Sports) II	Level 3	5

COURSE SPECIFICATIONS Form

Course Title: Clinical Sports Medicine

Course Code: SPOR1704621-4

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Clinical Sports Medicine / SPOR1704621-4**

2. Credit hours: **4CH**

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: **Level 2**

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

EVID1704611-3

KINE1704612-3

ANAT1704613-3

PHYS1704614-3

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

SPOR1704622-4

SPOR1704623-4

SPOR1704631-5

SPOR1704641-5

8. Location if not on main campus: 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?	60
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?	40

Comments: practical sessions

B Objectives

1. The main objective of this course

This course is designed to prepare student to become professional with the medical information concerning Clinical Sports Medicine and to provide an understanding of the application of appropriate assessment and treatment technique used in management of soft tissue and musculoskeletal disorders that athletes suffered from. This course will further develop the student's understanding of the effect of physical training with regard to preparation before and after training, and the importance of appropriate rehabilitative exercises. Risk factors for injuries will also be discussed as well as preventive measures.

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 in-depth approach to the physical examination and utilization of a comprehensive baseline examination augmented by tests and measures with the highest diagnostic utility for different sport injuries. Special emphasis on applying treatment principles and techniques consistent with the evidence based practice for benefit and best clinical practice will be also covered.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Introduction to Sports Medicine	2	4	8
Lower Limb injuries	2	4	8
Upper Limb injuries	2	4	8
Cervical and Lumbar Spine injuries	2	4	8
Sports Injury Prevention	2	4	8
Sports Medicine Conditions	2	4	8
Sports Medicine Team	2	4	8
Sports Medicine Target Groups	1	4	8

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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	Outline the methods of Clinical Sports Medicine evaluation for sports injury.	Lectures	Class activity
1.2	Recognize the mechanism of different sports injury	Discussions group	Individual Assignments
1.3	Describe the theoretical Sports Medicine principles and management of different sports injury.	Audio-visual	Oral presentation
2.0	Cognitive Skills		
2.1	Differentiate between normal and abnormal cases in the field of sports injury	Demonstration	Oral presentation
2.2	Design a program of treatment for different cases of sports injuries.	Practice by doing	Case studies
2.3	Modify the program according to the follow up evaluation.	Small group work	Group presentations
2.4	Analyze different problems in sports injuries by objective evaluation.	Discussions group	Group presentations
2.5	Explain different programs for treatment of different cases of sports injuries.	Teach others	Individual report
2.6	Classify different degrees of sports injuries	Teach others	Individual report
2.7	Illustrate the different physical therapy techniques used for treatment of sports injuries.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Cooperate effectively with other health professional using verbal, nonverbal and written means.	Demonstration	Group presentations
3.2	Decide different treatment programs for different.	Teach others	Individual report
4.0	Communication, Information Technology, Numerical		
4.1	Communicate effectively at all levels with other health professional using verbal, nonverbal and written means.	Demonstration	Individual report
4.2	Use information technology as a means of communication for data collection analyses, and for self-directed learning.	Practice by doing	Individual report

5.0	Psychomotor(if any)		
5.1	Manipulate different tools to evaluate sports injury cases	Practice by doing	lab manuals
5.2	Apply different physical therapy modalities that used to rehabilitate different sports injuries problems during scenario or simulation in practical sessions.	Teach others	lab manuals

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	Quiz	5 th week and 10 th week	20%
2	Class activity	2 nd Week ^{-end of semester}	10%
3	Assignment	3 rd Week ^{end of semester}	10%
4	Practical exam at lab session	4 th Week ^{end of semester}	10%
5	Oral & Practical (Final Exam)	16 th Week	10%
6	Written (Final Exam)	17 th Week	40%

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)
 - 1- Regular weekly office hour.
 - 2- Midterm scientific meeting.
 - 3- Online meeting one day a week

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>

FIFA Football Medicine Manual, 2nd Edition

Brukner and Khan's Clinical Sports Medicine, 4th Edition

F-MARC Football Emergency Medicine Manual

Nutrition for Football: A practical guide to eating and drinking for health and performance F-MARC (2010)

Shoulder Concepts 2013: Consensus and Concerns Proceedings of the ISAKOS Upper Extremity Committees 2009-2013 Guillermo Arce, Klaus Bak, Kevin P Shea, Felix Savoie III, William Benjamin Kibler, Eiji Itoi, Augustus D. Mazzocca, Knut Beitzel, Emilio Calvo, Benno Ejnisman ISBN: 978-3-642-38096-9 (Print) 978-3-642-38097-6 (Online)

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](https://doi.org/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](https://doi.org/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](https://doi.org/10.1016/j.jphys.2017.08.004).

Shoulder injuries in soccer goalkeepers: review and development of a FIFA 11+ shoulder injury prevention program. Ejnisman B, Barbosa G, Andreoli CV et al Open Access J Sports Med. 2016 Aug 8;7:75-80

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

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

MEDLINE (via Ovid), PubMed, Embase, CINAHL (Cumulative Index to Nursing and Allied Health literature) and Cochrane Central Register of Controlled Trials (CENTRAL)

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.)

1-Lecture room, contain 20 seat, white board and Data show device

2-One laboratory room, contain 10 plinth

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

1- Computer supported with LCD in class room

2- Computer supported with LCD in laboratory room

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

Skeletons

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

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- independent member teaching staff sharing in the oral and practical final exam
 - 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
 - 3- The use of external examiners.
 - 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
 - 5- 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: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Sports Injury Prevention

Course Code: SPOR1704622-4

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences **Department:** Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Sports Injury Prevention/ SPOR1704622-4**

2. Credit hours: **4CH**

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: **Level 2**

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

EVID1704611-3

KINE1704612-3

ANAT1704613-3

PHYS1704614-3

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

SPOR1704621-4

SPOR1704623-4

SPOR1704631-5

SPOR1704641-5

8. Location if not on main campus: 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?	60
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?	40

Comments: practical 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	
		T	P
Introduction to Sports injury prevention	1	2	4
Performance enhancement	1	2	4
Anterior Cruciate Injury	1	2	4
Hamstring Injury	1	2	4
FIFA 11+ Soccer Injury Prevention Program	1	2	4
FIFA 11+ Kids Injury Prevention Program	1	2	4
FIFA 11+ Referees Injury Prevention Program	1	2	4
FIFA 11+ Shoulder Injury Prevention Program	1	2	4
Nordic hamstring exercise	1	2	4
Copenhagen Exercise	1	2	4
Cost effectiveness	1	2	4
Injury-Prevention Strategies in Professional Football	1	2	4
Individualized programs	1	2	4
Extrinsic factors	1	2	4
Review	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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

Cod e #	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.	Lectures	Class activity
1.2	Describe the different injury prevention strategies which can be used.	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Develop a new sports injury prevention program.	Practice by doing	Case studies
2.2	Explain the implementation methods of the FIFA 11+ injury-prevention program, including the referee and kids' versions	Small group work	Group presentations
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	Practice by doing	lab manuals
3.2	Demonstrate the ability to work with a sports team and sports individuals	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Evaluate the implementation of FIFA program programs for individuals and groups	Practice by doing	Individual report
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.	Demonstration	Group presentations
5.0	Psychomotor (if any)		
5.1	Show the appropriate sports injury prevention recommendations	Teach others	lab manuals
5.2	Perform sports injury prevention programs for individuals and groups.	Practice by doing	Manuals practice

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	Quiz	5 th week and 10 th week	20%
2	Class activity	2 nd Week - end of semester	10%
3	Assignment	3 rd Week ^{end}	10%

		of semester)	
4	Practical exam at lab session	4 th Week ^{end} of semester)	10%
5	Oral & Practical (Final Exam)	16 th Week	10%
6	Written (Final Exam)	17 th Week	40%

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

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.

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, Projetti 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.
- Bizzini M, Impellizzeri FM, Dvorak J, et al. Physiological and performance responses to the "FIFA 11+" (part 1): Is it an appropriate warm-up? *J Sports Sci.* 2013;31(13):1481-1490.
- Impellizzeri FM, Bizzini MF, Dvorak JF, Pellegrini BF, Schena FF, Junge A. Physiological and performance responses to the FIFA 11+ (part 2): A randomised controlled trial on the training effects. *Journal of sports sciences* JID – 8405364. 0318(1466-447).
- Nakase J, Inaki A, Mochizuki T, et al. Whole body muscle activity during the FIFA 11+ program evaluated by positron emission tomography. *PLoS One.* 2013;8(9):e73898.
- Daneshjoo A, Mokhtar AH, Rahnama N, Yusof A. The effects of injury preventive warm-up programs on knee strength ratio in young male professional soccer players. *PLoS One.* 2012;7(12):e50979.
- Soligard T, Myklebust GF, Steffen KF, et al. Comprehensive warm-up programme to prevent injuries in young female footballers: Cluster randomised controlled trial. *BMJ (Clinical Research ed.)* JID – 8900488. 0102(0959-535).
- Silvers-Granelli H, Mandelbaum B, Adeniji O, et al. Efficacy of the FIFA 11+ injury prevention program in the collegiate male soccer player. *Am J Sports Med.* 2015;43(11):2628-2637.
- Steffen K, FAU EC, Romiti MF, et al. High adherence to a neuromuscular injury prevention programme (FIFA 11+) improves functional balance and reduces injury risk in canadian youth female football players: A cluster randomised trial. *British Journal of Sports Medicine* JID – 0432520. 0211.
- Soligard T, Nilstad AF, Steffen KF, et al. Compliance with a comprehensive warm-up programme to prevent injuries in youth football. *British Journal of Sports Medicine* JID – 0432520. 1108.
- Rosler R, Donath LF, Verhagen EF, Junge AF, Schweizer TF, Faude O. Exercise-based injury prevention in child and adolescent sport: A systematic review and meta-analysis. *Sports Medicine (Auckland, N.Z.)* JID – 8412297. 0729.
- Rosler R, Donath L, Bizzini M, Faude O. A new injury prevention programme for children's football-FIFA 11+ kids-can improve motor performance: A cluster-randomised controlled trial. *Journal of Sports Sciences* JID – 8405364. 0118(1466-447).

Bizzini M, Junge A, Dvorak J. Implementation of the FIFA 11+ football warm up program: How to approach and convince the football associations to invest in prevention. Br J Sports Med. 2013;47(12):803-806.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. 9. 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.) 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 - 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- independent member teaching staff sharing in the oral and practical final exam 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member 3- The use of external examiners. 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course. 5- 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: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Sports injury Rehabilitation

Course Code: SPOR1704623-4

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Sports injury Rehabilitation / SPOR1704623-4**

2. Credit hours: **4CH**

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: **Level 2**

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

EVID1704611-3

KINE1704612-3

ANAT1704613-3

PHYS1704614-3

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

SPOR1704621-4

SPOR1704622-4

SPOR1704631-5

SPOR1704641-5

8. Location if not on main campus: 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?	60
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?	40

Comments: practical sessions

B Objectives

3. The main objective of this course

This course is designed to prepare student to become professional with the medical information concerning sports injuries and to provide an understanding of the application of appropriate assessment and treatment technique used in management of soft tissue and musculoskeletal disorders that athletes suffered from. This course will further develop the student's understanding of the effect of physical training with regard to preparation before and after training, and the importance of appropriate rehabilitative exercises. Risk factors for injuries will also be discussed as well as preventive measures.

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 enable the students to manage the injured sportsperson and active individual and to develop injury prevention strategies with cognizance of all potential roles involved. This will be considered in the light of the involvement of the sportsperson from the recreational participant to the elite competitor. The students will also develop an understanding of sport and exercise participation in various social and geographic environments as well as in able-bodied and disabled sports participants. In the lab component of the course the students will practice sport injury assessment. Students will practice on each other; additionally patients with various sport injury will be brought to the lab for demonstration purposes.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Hip Injuries Rehabilitation	1	2	4
Stress Fractures Rehabilitation	1	2	4
Groin Injuries Rehabilitation	1	2	4
Meniscus and Cartilage Injuries Rehabilitation	1	2	4
Tendinopathy Rehabilitation	1	2	4
Foot Injuries Rehabilitation	1	2	4
Thigh Muscle Injuries Rehabilitation	1	2	4
Knee Injuries Rehabilitation	1	2	4
Ankle Injuries Rehabilitation	1	2	4
Anterior Cruciate Ligament Injuries Rehabilitation	1	2	4
Shoulder Injuries Rehabilitation	1	2	4
Cervical spine Injuries Rehabilitation	1	2	4
Lumbar Spine Injuries Rehabilitation	1	2	4
Elbow Injuries Rehabilitation	1	2	4
Hand and Wrist Injuries Rehabilitation	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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	Outline the methods of sports injury Rehabilitation	Lectures	Class activity
1.2	Describe the theoretical Sports Rehabilitation principles and management of different sports injury.	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Differentiate between normal and abnormal cases in the field of sports injury rehabilitation	Demonstration	Oral presentation
2.2	Design a program of treatment for different cases of sports injuries.	Practice by doing	Case studies
2.3	Modify the program according to the follow up evaluation.	Small group work	Group presentations
2.4	Analyze different problems in sports injuries by objective evaluation.	Discussions group	Group presentations
2.5	Explain different programs for treatment of different cases of sports injuries.	Teach others	Individual report
2.6	Classify different degrees of sports injuries	Teach others	Individual report
2.7	Illustrate the rehabilitation techniques used for	Teach others	Individual report

	treatment of sports injuries		
3.0	Interpersonal Skills & Responsibility		
3.1	Cooperate effectively with other health professional using verbal, nonverbal and written means.	Demonstration	Group presentations
3.2	Decide different treatment programs for different	Teach others	Individual report
4.0	Communication, Information Technology, Numerical		
4.1	Communicate effectively at all levels with other health professional using verbal, nonverbal and written means.	Demonstration	Individual report
4.2	Use information technology as a means of communication for data collection analyses, and for self-directed learning.	Practice by doing	Individual report
5.0	Psychomotor(if any)		
5.1	Manipulate different tools for sports injury rehabilitation	Practice by doing	lab manuals
5.2	Apply different physical therapy modalities that used to rehabilitate different sports injuries problems during scenario or simulation in practical sessions	Teach others	lab manuals

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	Quiz	Every second week	%20
2	Class activity	Week 3rd-end of semester	% 10
3	Assignment	Week (7th -end of semester)	% 10
4	Practical exam at lab session	Week (3rd -end of semester)	% 10
5	Oral & Practical (Final Exam)	Week (16th).	% 10
6	Written (Final Exam)	Week (17th).	%40

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)
 - 1- Regular weekly office hour.
 - 2- Midterm scientific meeting.
 - 3- Online meeting one day a week

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>

FIFA Football Medicine Manual, 2nd Edition
Brukner and Khan's Clinical Sports Medicine, 4th Edition
F-MARC Football Emergency Medicine Manual
Nutrition for Football: A practical guide to eating and drinking for health and performance F-MARC (2010)
Shoulder Concepts 2013: Consensus and Concerns Proceedings of the ISAKOS Upper Extremity Committees 2009-2013 Guillermo Arce, Klaus Bak, Kevin P Shea, Felix Savoie III, William Benjamin Kibler, Eiji Itoi, Augustus D. Mazzocca, Knut Beitzel, Emilio Calvo, Benno Ejnisman ISBN: 978-3-642-38096-9 (Print) 978-3-642-38097-6 (Online)

1. 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](https://doi.org/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](https://doi.org/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](https://doi.org/10.1016/j.jphys.2017.08.004).

High prevalence of medication use in professional football tournaments including the World Cups between 2002 and 2014: a narrative review with a focus on NSAIDs. Tscholl PM, Vaso M, Weber A and Dvorak J Br J Sports Med 2015;49:580-582

The FIFA medical emergency bag and FIFA 11 steps to prevent sudden cardiac death: setting a global standard and promoting consistent football field emergency care Dvorak J, Kramer EB, Schmied CM et al Br J Sports Med 2013;47:1199–1202

Electrocardiographic interpretation in athletes: the “Seattle criteria” Drezner JA, Ackerman MJ, Anderson J, et al. Br J Sports Med. 2013 Feb;47(3):122-4.

Shoulder injuries in soccer goalkeepers: review and development of a FIFA 11+ shoulder injury prevention program. Ejnisman B, Barbosa G, Andreoli CV et al Open Access J Sports Med. 2016 Aug 8;7:75-80

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

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

MEDLINE (via Ovid), PubMed, Embase, CINAHL (Cumulative Index to Nursing and Allied Health literature) and Cochrane Central Register of Controlled Trials (CENTRAL)

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.)

1-Lecture room, contain 20 seat, white board and Data show device

2-One laboratory room, contain 10 plinth

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

- 1- Computer supported with LCD in class room
- 2- Computer supported with LCD in laboratory room
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Anatomical models.
Skeletons

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
 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- independent member teaching staff sharing in the oral and practical final exam
 - 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
 - 3- The use of external examiners.
 - 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
 - 5- 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: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature:



Date Completed: 28th October 2018

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



Signature:

Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Clinical Practice (Sports)
I

Course Code: SPOR1704631-5

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Clinical Practice (Sports) I/ SPOR1704631-5**

2. Credit hours: **5 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: **Level3**

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

SPOR1704621-4

SPOR1704622-4

SPOR1704623-4

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

SPOR1704641-5

8. Location if not on main campus: **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 type="checkbox"/>	percentage?	<input type="checkbox"/>
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"/> 100

Comments: Clinical practical sessions

B Objectives

1. The main objective of this course

To provide hands-on experiences with real patients and situations in Sports Medicine under the supervision and guidance of experts in such areas, obtain mastery of advanced clinical skills and professional behaviors that will prepare the student to become a specialist in sports physical therapy, examine and evaluate patients, and design, implement, and analyze a physical therapy plan of care as a specialist-level practitioner, augment the academic curriculum by providing a variety of clinical learning experiences to facilitate the formation of knowledge, skills, professional judgment and behaviors, and values necessary for students to provide safe, professional, ethical and quality physical therapy care. to extend and deepen clinical reasoning in the development and monitoring of management plans based on assessment findings and best available evidence, which are responsive to the service delivery models and the culture of the patient and the organization

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 is designed to advance the students' expertise in the examination, evaluation, diagnosis, prognosis, intervention, and management of patients. It is expected that the student will gain an in-depth understanding of the science underlying clinical techniques and evidence-based practice. Students are also expected to perform re-examinations, measure patient outcomes, and modify interventions accordingly. It allows students to apply knowledge and skills learned in the classroom to real-life situations in their chosen specialty. A one-on-one model of expert instructor to student is proposed for 30% of the time, using carefully selected sites and clinical instructors to facilitate the achievement of the goals. The rest of the time the student is expected to carry a full load and to be supervised as needed. The student is expected to attend physician rounds and conferences and to do at least one case presentation.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Hip Injuries Clinical Evaluation	1	10
Stress Fractures Clinical Evaluation	1	10
Groin Injuries Clinical Evaluation	1	10
Meniscus and Cartilage Injuries Clinical Evaluation	1	10
Tendinopathy Clinical Evaluation	1	10
Foot Injuries Clinical Evaluation	1	10
Thigh Muscle Injuries Clinical Evaluation	1	10
Knee Injuries Clinical Evaluation	1	10
Ankle Injuries Clinical Evaluation	1	10
Anterior Cruciate Ligament Injuries Clinical Evaluation	1	10
Shoulder Injuries Clinical Evaluation	1	10
Cervical spine Injuries Clinical Evaluation	1	10
Lumbar Spine Injuries Clinical Evaluation	1	10
Elbow Injuries Clinical Evaluation	1	10
Hand and Wrist Injuries Clinical Evaluation	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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 relevant anatomy, physiology, and psychology in relation to physiotherapeutic management in sports	Demonstration	Individual Assignments
1.2	Outline the methods of Physical therapy evaluation for Sports injury cases	Audio-visual	Oral presentation
2.0	Cognitive Skills		
2.1	Evaluate patient with Sports injury in a variety of healthcare settings	Demonstration	Oral presentation
2.2	Design appropriate management related to advanced physical therapy practice in Sports injury	Practice by doing	Case studies
2.3	Judge the suitable methods of rehabilitation for different cases related to Sports injury according to individual variations	Small group work	Group presentations
2.4	Create accurate and concise initial physical therapy evaluation and treatment plan.	Discussions group	Group presentations
2.5	Integrate current evidence based physical therapy practice to meet the specific health care needs	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Create new treatment programs for the Sports injury	Practice by doing	lab manuals
3.2	Cooperate effectively with other health professional using verbal, nonverbal and written means	Small group work	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Enhance written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology.	Practice by doing	Individual report
4.2	Interpret effectively findings of his evaluation or treatment with other health care professionals	Demonstration	Group presentations
5.0	Psychomotor(if any)		

5.1	Manipulate different tools to evaluate and sports injury cases	Practice by doing	lab manuals
5.2	Perform efficiently different diagnostic tests in Sports injury	Teach others	lab manuals
5.3	Apply all advanced physical therapy techniques tests in Sports	Practice by doing	lab manuals
5.4	Apply skills of manual therapy efficiently in Sports in a variety of healthcare settings	Teach others	Oral presentation

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	Weekly case reports	2 nd Week ^{-end} of semester	10%
2	Periodical practical and oral exams	5 th week and 10 th week	20%
3	Assignment	3 rd Week ^{end} of semester)	15%
4	Presentation of a case study	4 th Week ^{end} of semester)	15%
5	Oral & Practical (Final Exam)	16 th Week	40%

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)
 - 1- Regular weekly office hour.
 - 2- Midterm scientific meeting.
 - 3- Online meeting one day a week

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>

FIFA Football Medicine Manual, 2nd Edition

Brukner and Khan's Clinical Sports Medicine, 4th Edition

Shoulder Concepts 2013: Consensus and Concerns Proceedings of the ISAKOS Upper Extremity Committees 2009-2013 Guillermo Arce, Klaus Bak, Kevin P Shea, Felix Savoie III, William Benjamin Kibler, Eiji Itoi, Augustus D. Mazzocca, Knut Beitzel, Emilio Calvo, Benno Ejnisman ISBN: 978-3-642-38096-9 (Print) 978-3-642-38097-6 (Online)

Brimer, M.A. and Moran, M.L. (2004) Clinical Cases in Physical Therapy. 2nd Edition, Butterworth-Heinemann.

Goodman, C.C. and Snyder, T.E.K. (2007) Differential Diagnosis for Physical Therapists: screening for referral. 4th Edition. Saunders/Elsevier.

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

Recent relevant literature.

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](https://doi.org/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](https://doi.org/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](https://doi.org/10.1016/j.jphys.2017.08.004).

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Access to digital libraries (e.g., Umm Al Qura University digital library)
MEDLINE (via Ovid), PubMed, Embase, CINAHL (Cumulative Index to Nursing and Allied Health literature) and Cochrane Central Register of Controlled Trials (CENTRAL)

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.)

- 1-Lecture room, contain 20 seat, white board and Data show device
- 2-One laboratory room, contain 10 plinth

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

- 1- Computer supported with LCD in class room
- 2- Computer supported with LCD in laboratory 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
- 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 activities 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- independent member teaching staff sharing in the oral and practical final exam
- 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
- 3- The use of external examiners.
- 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.

5- 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: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Advanced Clinical Practice (Sports)

II

Course Code: SPOR1704641-5

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Clinical Practice (Sports) II / SPOR1704641-5**

2. Credit hours: **5 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: **Level4**

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

SPOR1704621-4

SPOR1704622-4

SPOR1704623-4

SPOR1704641-5

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"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
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"/> 100

Comments: Clinical practical sessions

B Objectives

1. The main objective of this course

To provide hands-on experiences with real patients and situations in Sports Medicine under the supervision and guidance of experts in such areas, obtain mastery of advanced clinical skills and professional behaviors that will prepare the student to become a specialist in sports physical therapy, examine and evaluate patients, and design, implement, and analyze a physical therapy plan of care as a specialist-level practitioner, augment the academic curriculum by providing a variety of clinical learning experiences to facilitate the formation of knowledge, skills, professional judgment and behaviors, and values necessary for students to provide safe, professional, ethical and quality physical therapy care. to extend and deepen clinical reasoning in the development and monitoring of management plans based on assessment findings and best available evidence, which are responsive to the service delivery models and the culture of the patient and the organization

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 is designed to advance the students' expertise in the examination, evaluation, diagnosis, prognosis, intervention, and management of patients. It is expected that the student will gain an in-depth understanding of the science underlying clinical techniques and evidence-based practice. Students are also expected to perform re-examinations, measure patient outcomes, and modify interventions accordingly. It allows students to apply knowledge and skills learned in the classroom to real-life situations in their chosen specialty. A one-on-one model of expert instructor to student is proposed for 30% of the time, using carefully selected sites and clinical instructors to facilitate the achievement of the goals. The rest of the time the student is expected to carry a full load and to be supervised as needed. The student is expected to attend physician rounds and conferences and to do at least one case presentation.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Advanced Hip Injuries Rehabilitation	1	10
Advanced Stress Fractures Rehabilitation	1	10
Advanced Groin Injuries Rehabilitation	1	10
Advanced Meniscus and Cartilage Injuries Rehabilitation	1	10
Advanced Tendinopathy Rehabilitation	1	10
Advanced Foot Injuries Rehabilitation	1	10
Advanced Thigh Muscle Injuries Rehabilitation	1	10
Advanced Knee Injuries Rehabilitation	1	10
Advanced Ankle Injuries Rehabilitation	1	10
Advanced Anterior Cruciate Ligament Injuries Rehabilitation	1	10
Advanced Shoulder Injuries Rehabilitation	1	10
Advanced Cervical spine Injuries Rehabilitation	1	10
Advanced Lumbar Spine Injuries Rehabilitation	1	10
Advanced Elbow Injuries Rehabilitation	1	10
Advanced Hand and Wrist Injuries Rehabilitation	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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.)

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2.1	Evaluate patient with Sports injury in a variety of healthcare settings	Practice by doing	Case studies
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2.4	Create accurate and concise initial physical therapy evaluation and treatment plan.	Teach others	Individual report
2.5	Integrate current evidence based physical therapy practice to meet the specific health care needs	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Create new treatment programs for the Sports injury	Discussions group	Group presentations
3.2	Cooperate effectively with other health professional using verbal, nonverbal and written means	Demonstration	Individual Assignments
4.0	Communication, Information Technology, Numerical		
4.1	Enhance written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology.	Demonstration	Individual report
4.2	Interpret effectively findings of his evaluation or treatment with other health care professionals	Practice by doing	Individual report
5.0	Psychomotor(if any)		
5.1	Manipulate different tools to evaluate and sports injury cases	Practice by doing	lab manuals

5.2	Perform efficiently different diagnostic tests in Sports injury	Teach others	lab manuals
5.3	Apply all advanced physical therapy techniques tests in Sports	Practice by doing	lab manuals
5.4	Apply skills of manual therapy efficiently in Sports in a variety of healthcare settings	Teach others	Oral presentation

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	Weekly case reports	2 nd Week ^{-end} of semester	10%
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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 counseling. (include the time teaching staff are expected to be available per week)
1- Regular weekly office hour.
2- Midterm scientific meeting.
3- Online meeting one day a week

E Learning Resources

1. List Required Textbooks Ardern, C., Grindem, H., Kvist, J., Waldén, M., & Häggglund, M. (2018). Rehabilitation of ACL Injury. <i>Handball Sports Medicine: Basic Science, Injury Management and Return to Sport</i> , 481. Tassignon, Bruno, et al. "Criteria-Based Return to Sport Decision-Making Following Lateral Ankle Sprain Injury: a Systematic Review and Narrative Synthesis." <i>Sports Medicine</i> (2019): 1-19. Wangensteen, A., Vermeulen, R., Whiteley, R., Bahr, R., Tol, J., & Witvrouw, E. (2019). Similar Isokinetic Strength Preinjury and at Return to Sport after Hamstring Injury. <i>Medicine and science in sports and exercise</i> . 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 FIFA Football Medicine Manual, 2 nd Edition Brukner and Khan's Clinical Sports Medicine, 4 th Edition Shoulder Concepts 2013: Consensus and Concerns Proceedings of the ISAKOS Upper Extremity Committees 2009-2013 Guillermo Arce, Klaus Bak, Kevin P Shea, Felix Savoie III, William Benjamin Kibler, Eiji Itoi, Augustus D. Mazzocca, Knut Beitzel, Emilio Calvo, Benno Ejnisman ISBN: 978-3-642-38096-9 (Print) 978-3-642-38097-6 (Online) Brimer, M.A. and Moran, M.L. (2004) <i>Clinical Cases in Physical Therapy</i> . 2nd Edition, Butterworth-Heinemann. Goodman, C.C. and Snyder, T.E.K. (2007) <i>Differential Diagnosis for Physical Therapists: screening for referral</i> . 4th Edition. Saunders/Elsevier.
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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.)

1-Lecture room, contain 20 seat, white board and Data show device

2-One laboratory room, contain 10 plinth

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

1- Computer supported with LCD in class room

2- Computer supported with LCD in laboratory 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

- 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- independent member teaching staff sharing in the oral and practical final exam
 - 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
 - 3- The use of external examiners.
 - 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
 - 5- 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: Wesam Saleh A. Al Attar, PT, MSc, PhD

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

Specialty Courses Specifications

(Pediatric Physical Therapy)

* (Pediatric) Course Code	* (Pediatric) Course Title	Prerequisite Courses	Credit Hours
PEDI1704621-4	Advanced Pediatric Physical Therapy	Level 1	4
PEDI1704622-4	Assessment and Evaluation in Pediatric Rehabilitation	Level 1	4
PEDI1704623-4	Pediatric Occupational Therapy	Level 1	4
PEDI1704631-5	Advanced Clinical Practice (Pediatric) I	Level 2	5
PEDI1704641-5	Advanced Clinical Practice (Pediatric) II	Level 3	5

COURSE SPECIFICATIONS

Form

**Course Title: Advanced Pediatric Physical
Therapy**

Course Code: PEDI1704621-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Advanced Pediatric Physical Therapy/ PEDI1704621-4	
2. Credit hours: 4CH	
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 Dr. Ehab Abd-Elkafy Dr. Shamekh ElShamy	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3	
7. Co-requisites for this course (if any): PEDI1704622-4 PEDI1704623-4 PEDI1704631-5 PEDI1704641-5	
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

1. What is the main purpose for this course?

This course is designed to provide postgraduate students advanced knowledge and practice in pediatric physical therapy. This enables the candidate to deal with any case referred from Pediatrician, and apply the advanced manual skills necessary for evaluation of different problems; in order to design the optimal treatment plan for patients suffering from any pediatric problems, as well as communicate professionally with other medical team caring for this patient. Since the objectives of the course are to enable the physiotherapist to obtain information about medical conditions through researching the internet and library resources, and identify principles of etiology, symptoms, assessment and physical therapy treatment of the common musculoskeletal, neurological, and other selected conditions affecting children.

2. Briefly describe any plans for developing and improving the course that are being implemented.

17. Regular seminars and workshop about new trends in pediatric physical therapy based on IT and web based reference materials.

18. Assignments to encourage the student self-learning for subjects in the course.

19. Encourage the students to use the library and web sites to get different source for each topic.
20. Using different ways of active learning.
21. Student assignment about new techniques of physical therapy management of orthopedic conditions.
22. Increased use of IT and web based reference material.
23. 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 Bulletin or handbook)

Course Description:

This course provides in-depth exploration of the assessment and intervention procedures used with children suffering from neurological, musculoskeletal, and cardiopulmonary pathologies. The students will apply the relevant knowledge of anatomy, physiology, genetics, pharmacology, pathology, applied biomechanics, and child psychology to evaluation and treatment planning for the children with such pathologies. Emphasis is placed on activity-based, task-specific exercise, functional and progressive strength training, and treadmill and balance training. Various treatment and intervention approaches developed by Rood, Bobaths, Votja, Peto, Temple Fay, Jean Ayres, Sophie Levitt, and PNF will be discussed. The course focuses on evidence-based examination and intervention of children with disabilities within the context of child, family, and environmental factors. The importance of family centered care; parent, child interactions, group therapy, and play are explored. This course includes laboratory sessions that will focus on hands-on evaluation/management techniques for the conditions related to the practice of pediatric physical therapy. Clinical practice in pediatrics will run in parallel to this course which will give the students the opportunity to practice both examination and intervention skills taught in this course.

1. Topics to be Covered:

List of Topics	No. of Weeks	Contact hours	
		T	P
Management of neurological impairment in children Cerebral palsy I	1	2	4
Management of neurological impairment in children Cerebral palsy II	1	2	4
Management of neurological impairment in children Cerebral palsy III	1	2	4
Management of neurological impairment in children Cerebral palsy IV	1	2	4
Management of neurological impairment in children Developmental coordination disorder (DCD)	1	2	4
Management of neurological impairment in children Brachial plexus injuries	1	2	4
Management of neurological impairment in children Myelodysplasia	1	2	4
Genetic disorders in children	1	2	4
Management of musculoskeletal impairment in children Juvenile idiopathic arthritis	1	2	4
Management of musculoskeletal impairment in children Hemophilic arthritis	1	2	4
Management of musculoskeletal impairment in children Arthrogryposis multiplex congenital – osteogenesis imperfecta	1	2	4
Management of musculoskeletal impairment in children Sports injuries in children	1	2	4

Management of cardiopulmonary conditions in children Asthma	1	2	4
Management of cardiopulmonary conditions in children Cystic fibrosis	1	2	4
Burns in children	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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	Identify clinical features of specific pediatric disorders as well as the relationship between the pathophysiology of a disease entity & its effect on the body systems.	Lectures	Class activity
1.2	Describe a problem solving approach for each clinical case.	Discussions group	Individual Assignments
1.3	Describe physical therapy techniques used in pediatric cases.	Audio-visual	Oral presentation
1.4	Identify the need to modify the treatment plan as the patient condition changes.	Discussions group	Group Assignments
1.5	Describe the application of various physical therapy modalities in different physical pediatric problems.	Demonstration	Individual Assignments
1.6	Recognize the collaborative, multidisciplinary management and physical therapy management of pediatric diseases	Audio-visual	Oral presentation
2.0	Cognitive Skills		
2.1	Differentiate between normal and abnormal behavior in cases in the field of pediatric physical therapy and post-	Demonstration	Oral presentation

	surgical conditions in children.		
2.2	Interpret different neurodevelopmental problems by objective evaluation.	Practice by doing	Case studies
2.3	Interpret the results of evaluation to record the problems in order of priority.	Small group work	Group presentations
2.4	Utilize critical thinking to interpret physical assessment findings.	Discussions group	Group presentations
2.5	Recognize the short and long term goals concerning the physical therapy program.	Teach others	Individual report
2.6	Outline achievable goals relevant to the problems.	Teach others	Individual report
2.7	Analyze a program of treatment for different cases of pediatrics.	Teach others	Individual report
2.8	Interpret the program, according to the follow up evaluation.	Teach others	Individual/group report
2.9	Identify the effectiveness of physical therapy treatment protocol.	Teach others	lab manuals
3.0	Interpersonal Skills & Responsibility		
3.1	Practice with respect to his responsibility toward patients, community, and physical therapy carrier	Demonstration	Group presentations
3.2	Cooperate with others in solving cases and problems related to pediatric disorders.	Teach others	Individual report
3.3	Respect the ethics and laws of his profession as honesty, respect, ethical patient care and acts as a member of the health care team.	Small group work	Group presentations
3.4	Appreciate the importance of his vital role and role of other members of the health care team in the patient's management.	Practice by doing	lab manuals
3.5	Take the responsibilities to develop his profession and share with others in research work.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members.	Demonstration	Individual report
4.2	Use modern methods of information storage, express information and select data from a range of sources.	Demonstration	Individual report
4.3	Document the patient's information in written.	Practice by doing	Individual report
4.4	Use mathematical or statistical information for data representation.	Demonstration	Group presentations
5.0	Psychomotor		
5.1	Skilfully apply appropriate manipulative interventions, therapeutic exercises and electro-physical agents according to the patient's problems and therapeutic needs.	Practice by doing	lab manuals
5.2	Demonstrate expertise in selection and implementing of appropriate evaluation procedures for different pediatric disorders.	Teach others	lab manuals
5.3	Apply effective critical thinking skills to modify selected interventions based on patient response.	Practice by doing	lab manuals

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	Regular quizzes	2 Quizzes 6 th week 12 th week	30%
2	Group presentation and assignments	Every 6 weeks	20%
3	Final practical exam	16 th week	10%
4	Final written exam	17 th week	40%

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)
Office hours according to instructor's timetable.

E Learning Resources

1. List Required Textbooks <ul style="list-style-type: none"> • Campbell SK, Palisano RJ, Orlin MN. Physical Therapy for Children, 4th Ed. Saunders, 2012. • Shepherd RB. Physiotherapy in Pediatrics. 3rd Ed. Elsevier, 2007. • Tecklin JS. Pediatric physical therapy. Lippincott-Raven Publishers, 2014. • Levitt S. Treatment of cerebral palsy and motor delay. 5th Ed. Blackwell, 2010. • Alexander MA, Matthews DJ. Pediatric Rehabilitation: Principles and Practice. 4th Ed. demos MEDICAL, 2010.
2. List Essential References Materials (Journals, Reports, etc.) <ul style="list-style-type: none"> - Pediatric Physical Therapy journal. - Physical & Occupational Therapy in Pediatrics. - Journal of Developmental & Behavioral Pediatrics, - Journal of Arch Phys Med Rehabil. - Pediatrics Journal. - American Journal of Physical Medicine and Rehabilitation.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. <ul style="list-style-type: none"> - To be applied through the course.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. <ul style="list-style-type: none"> - To be applied through the course.

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"> - Two class rooms with 20 seats, white board, data show and LCD. - Two laboratory rooms each contain 10 plinths. - Artificial models.
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> - Computer supported with windows home 8 for the demonstration room. - Video tape device
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> - Anatomical models. - Skeletons

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">- Confidential instructor evaluation questionnaire on completion of the course.- Students-faculty meetings.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">- Student feedback report to be analyzed by the course instructor and submit the results to the department head.- Peer consultation on teaching.- Departmental council discussions.
3. Processes for Improvement of Teaching <ul style="list-style-type: none">- Review the students' feedback and work on the weak points.- Conducting workshops given by experts on teaching and learning methodologies.- Periodical departmental revisions of the methods of teaching.- Monitoring of teaching activities by senior faculty members.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <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.- Assigning group of faculty members teaching the same course to grade same questions for various students.- Members from other institutions are invited to review the accuracy of the grading policy.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none">- Design graduate survey and employee surveys.- Analyze the results of the two surveys and detect the weakness and strengthens in the course.- Submit a course report to the curriculum committee in the department to discuss the action plan.- Submit the final action plan to the department Council for approval.- Stick-holder meeting for the advantage and the disadvantage in the graduates.- The course material and learning outcomes are periodically reviewed and the changes to be taken or approved by the department and higher councils.- The head of the department and faculty take the responsibility of implementing the proposed changes.

Name of Course Instructor: Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy

Signature:

Date Completed: 28th October 2018

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

Signature:

Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Assessment and Evaluation in
Pediatric Rehabilitation

Course Code: PEDI1704622-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: Assessment and Evaluation in Pediatric Rehabilitation/ PEDI1704622-4			
2. Credit hours: 4CH			
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 Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy			
5. Level/year at which this course is offered: Level 2			
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3			
7. Co-requisites for this course (if any): PEDI1704621-4 PEDI1704623-4 PEDI1704631-5 PEDI1704641-5			
8. Location if not on main campus: 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" value="60"/>
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" value="40"/>
Comments: practical sessions			

B Objectives

1. What is the main purpose for this course?

The main purposes of this course are to: 1) provide students with the foundational knowledge of measurement theory in rehabilitation science; and 2) to expose students to common assessment tools used in pediatric physical therapy that can be used in clinical practice.

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)

- Integrate variety of online learning tools (e.g. online polls, flipped classroom) to facilitate students' learning process
- Share most recent research studies on psychometric properties of measurement tools covered in this course

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

Course Description:

This course is designed to provide students with background information on measurement principles and psychometrics that guide students to the effective use of tests and measures in pediatric physical therapy practice. Assessment tools will be discussed in the light of International Classification of Functioning, Disability, and Health (ICF) framework. Selective standardized tests will be discussed in details.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
A framework for clinical reasoning in pediatric physical therapy	1	2	4
Systematic approach to assessment and evaluation using ICF framework	1	2	4
Measurement Principles (I): types of assessment tools	1	2	4
Measurement Principles (II): psychometric properties of assessment tools	1	2	4
Screening tests in pediatric physical therapy	2	4	8
Assessment tools for Body Structure and Function Domain of the ICF	3	6	12
Assessment tools for Activity Domain of the ICF	3	6	12
Assessment tools for Participation Domain of the ICF	2	4	8
Case Studies	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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	Describe recent clinical reasoning frameworks for evaluation and management of pediatric disorders .	Lectures	Class activity

1.2	Recognize the importance of using ICF framework as a guide to select assessment tools	Discussions group	Individual Assignments
1.3	List the types of assessment tools	Audio-visual	Oral presentation
1.4	Discuss psychometric properties of assessment tools (e.g. reliability, validity, responsiveness, etc)	Discussions group	Group Assignments
1.5	Identify different types of screening tests for developmental conditions	Demonstration	Individual Assignments
1.6	Identify the purpose of each assessment tool in each domain of the ICF	Audio-visual	Oral presentation
2.0	Cognitive Skills		
2.1	Classify assessments tools using the ICF framework	Demonstration	Oral presentation
2.2	Critically appraise psychometric properties of a given assessment tool	Practice by doing	Case studies
2.3	Compare a variety of assessment tools based on their psychometric properties	Small group work	Group presentations
2.4	Select appropriate tools for different pediatric conditions	Discussions group	Group presentations
2.5	Interpret findings of standardized tests to create a meaningful conclusion	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Recognize the large number of assessment tools in pediatric rehabilitation	Demonstration	Group presentations
3.2	Cooperate with classmates in discussing cons and pros of a given assessment tool	Teach others	Individual report
3.3	Appreciate the value of the standardized tests and the meaningfulness of their findings	Small group work	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Access information sources (e.g. libraries, database, and scientific papers) to gain new knowledge about assessment tools and their psychometric properties.	Demonstration	Individual report
4.2	Communicate your thoughts and ideas effectively with classmates and faculty members during the course	Demonstration	Individual report
5.0	Psychomotor		
5.1	Apply proper handling techniques when examining body structures or functions	Practice by doing	lab manuals
5.2	Demonstrate effective use of standardized tests (e.g. room preparation, use of materials, etc.) for a given case scenario	Teach others	lab manuals
5.3	Modify environmental factors (e.g. remove distractions away from children) to ensure proper assessment and valid results	Practice by doing	lab manuals
5.4	Employ safety measures when performing assessment that expose children to risk of falling	Teach others	Oral presentation

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
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1	Regular quizzes	2 Quizzes 6 th week 12 th week	30%
2	Case Study Presentation (students will be given clinical case scenarios and will be instructed to interpret findings of assessment tools)	Every week	10%
3	Measurement toolbox project (students will be instructed to create a measurement toolbox for a pediatric condition of their choice. Toolbox should include assessment tools from the three main domains of the ICF framework)	6 th week	10%
4	Final practical exam	16 th week	10%
5	Final written exam	17 th week	40%

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)
 - Weekly office hours
 - Online meetings with students via audio/videoconferencing (Skype, Zoom, etc)
 - Email communications

E Learning Resources

1. List Required Textbooks
 - No required textbooks
2. List Essential References Materials (Journals, Reports, etc.)
 - Journal of Pediatric Physical Therapy
 - Journal of Physical and Occupational Therapy in Pediatrics
 - Journal of Disability and Rehabilitation
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
 - American Academy of Pediatric Physical Therapy (<https://pediatricapta.org>)
 - American Physical Therapy Association (<https://www.ptnow.org/tests-measures>)
 - Shirley Ryan AbilityLab (<http://rehabmeasures.org>)
 - CanChild Institute (<https://www.canchild.ca>)
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
Standardized tests needed:
 1. Gross Motor Function Measure (GMFM): <https://www.canchild.ca/en/resources/44-gross-motor-function-measure-gmfm>
 2. Pediatric Evaluation of Disability Inventory- Computer Adaptive Test (PEDI-CAT): <https://www.pedicat.com/portfolio/>
 3. Test of Infant Motor Performance (TIMP): <https://www.thetimp.com>

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.)
 - Auditorium with a capacity of 20 seats
 - One laboratory room with a capacity of at least 5 plinths
 2. Technology resources (AV, data show, Smart Board, software, etc.)
 - Computer for presentations

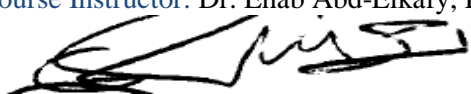
<ul style="list-style-type: none">• Projector or external monitor
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Baby dolls• Lab mats• Exercise balls of variety of sizes

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Student- instructor meetings• Instructor-provided anonymous evaluations• Course evaluation provided by the University
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">• Instructor self-evaluation• Peer consultation• Departmental council discussion• Analysis of students' feedback by the department chair
3. Processes for Improvement of Teaching <ul style="list-style-type: none">• Review the students' feedback and improve areas of weakness• Periodical departmental revisions of the methods of teaching.• Attend educational courses of teaching methodology.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none">• Check marking by an independent member teaching staff of a sample of student work• Inviting instructors from other institutions\ departments to review the accuracy of the grading policy• Creating an answer sheet for mid-term and final exams and allow an independent instructor to grade students answers based on the answer sheet
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none">• Design surveys to gain feedback on the program from the program alumni• Analyze the results of the surveys and detect areas of weakness and areas of strengths• Submit a course report to the curriculum committee in the department to discuss the action plan.• Submit the final action plan to the department Council for approval.• The course material and learning outcomes are periodically reviewed and the changes to be made or approved by the department and higher councils.• The head of the department and faculty take the responsibility of implementing the proposed changes.

Name of Course Instructor: Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy

Signature:



Date Completed: 28th October 2018

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

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 Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Pediatric Occupational Therapy

Course Code: PEDI1704623-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Pediatric Occupational Therapy/ PEDI1704623-4	
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 Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3	
7. Co-requisites for this course (if any): PEDI1704621-4 PEDI1704622-4 PEDI1704631-5 PEDI1704641-5	
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

1. The main objective of this course

The overall aim will be

This course will help post –graduate student to understand frames of references, theories and approaches that the occupational therapist can use in assessing disabled children with occupational problems and implementing intervention plans for children who have deficits with upper limb & hand skills and occupational problems.

The main objective of this course

By completing this course, the post –graduate student will be able to:

1. Define Occupational Therapy.
2. Understand the philosophy and purposes of Occupational Therapy.
3. Describe Occupational Performance.
4. Analyze Occupational Performance Elements.
5. Differentiate between Occupational Therapy and other health care services
6. Explain professionals in other disciplines who provide services to children with disabilities and to their families
7. Identify the areas of Occupational Therapy intervention in general and specifically in pediatrics.
8. Demonstrate the important skills that the Occupational Therapist should have.
9. Illustrate the role of Occupational therapist in rehabilitation of disabled children.
10. Discuss evidenced-based practice of occupational therapy with handicapped children.
11. Use clinical reasoning in the evaluation process for occupational problems.
12. Clearly articulate and explain the theory and research that underlies occupational therapy practice.
13. Practice the appropriate procedures and methods for evaluating and assessing occupation and daily living activities in children with disabilities
14. Apply safely the general and specific Occupational Therapy interventions strategies and approaches during managing children with disabilities.
15. Communicate effectively with disabled children and their families across a broad range of socioeconomic and cultural backgrounds.

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- Assignment on some selected topics
 1. Regular seminars.
 2. Private studies.
 3. Community and side visits.
 4. Scenarios

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

Course Description:

This course is designed to prepare the post-graduate student to be able to have sufficient base of theoretical and practical knowledge in the field of occupational therapy for the common Pediatric and neuro-developmental disorders cases as well as surgical conditions in children. This Course will also help them to understand the meanings of occupations and the use of occupation to affect human

performance and improve the effects of diseases and disability. Through this course, the post-graduate student will learn to work with disabled children and children with occupational problems to help them participate more fully in life by focusing on their strengths and enable them to achieve maximum level of function and independence in everyday activities. This course will help graduate to efficiently collaborate with family and careers where needed and typically work in teams with other healthcare professionals. This course will cover a wide range of topics including theories of what people do in daily life and why; knowledge of the development of child 'capabilities (e.g. motor, sensory, perceptual, cognitive, psychosocial) from prenatal life through childhood and the ways in which injury and illness typically disrupt them; activity and environmental analysis; and theories and techniques for promoting participation in daily life.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Introduction to occupational therapy	1	2	4
Teaming in rehabilitation.	1	2	4
Foundations for occupational therapy practice with children.	1	2	4
Typical and atypical development of postural control.	1	2	4
Typical and atypical development of child occupations, fine motor and hand Skills.	1	2	4
Sensory Integration from prenatal life through childhood	1	2	4
Perceptual disorders in children	1	2	4
Learning disabilities in children	1	2	4
Self-care and Feeding for Independent Living Intervention.	1	2	4
Common Diagnosis in Pediatric Occupational Therapy Practice.	1	2	4
Areas of pediatric occupational therapy services	1	2	4
Occupational Therapy Evaluation in Pediatrics (part 1).	1	2	4
Occupational Therapy Evaluation in Pediatrics (part 2).	1	2	4
Occupational Therapy Interventions (Part 1)	1	2	4
Occupational Therapy Interventions (Part 2)	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<u>Knowledge</u> By completing this course, the post –graduate student will be able to:		
1.1	Define occupational therapy and its scoops	Lectures	Class activity
1.2	Understands the meaning and components of occupational performance	Discussions group	Individual Assignments
1.3	Define normal and abnormal child development in different developmental domains (physical, cognitive and psychological) in children from prenatal life through childhood	Audio-visual	Oral presentation
1.4	Describe Basic Arm Patterns and hand skills	Discussions group	Group Assignments
1.5	Define ADL (daily living activities)	Demonstration	Individual Assignments
1.6	Understand the neurological background that are basic to an individual’s sensory integrative function	Audio-visual	Oral presentation
1.7	Describe the development of sensory integration from prenatal life through childhood	Discussions group	Individual Assignments
1.8	List the sensory and perceptual problems that might be observed with children	Lectures	Class activity
1.9	Identify the implications of hand skills and sensory perceptual problems for play, self-care, and school performance.	Discussions group	Class activity
1.10	Identify factors that contribute to typical or atypical development of visual perception	Lectures	Class activity
1.11	Identify the intrinsic variable and performance components that may affect the child’s self-care performance	Discussions group	Individual Assignments
1.12	Recognize of the underlying causes of each occupational problems.	Audio-visual	Oral presentation
2.0	<u>Cognitive Skills</u> By completing this course, the post –graduate student will be able to		
2.1	Describe occupational performance and its components	Demonstration	Oral presentation
2.2	Describe the elements of team process in rehabilitation , including communication and decision making	Practice by doing	Case studies

2.3	Correlate the influence of the developmental in different domains (physical, cognitive and psychological) on occupational development , dysfunctions and problems	Small group work	Group presentations
2.4	Distinguish between typical and atypical development in different developmental domains (physical, cognitive and psychological) in children.	Discussions group	Group presentations
2.5	Comprehend the influence of developmental problems and the potential influence of experience on the acquisition of age –appropriate occupation and functional skills.	Teach others	Individual report
2.6	Compare frame of reference, theory, and conceptual model of occupational therapy practice for children with/without different disabilities.	Teach others	Individual report
2.7	Evaluate data from all relevant sources including technology to inform the delivery of occupational therapy intervention and care.	Teach others	Individual report
2.8	Categorize the methods of assessment that occupational therapist use.	Teach others	Individual/group report
2.9	Analyse problems in hand skills, daily living activities, feeding, eating, and self-care occupations.	Teach others	lab manuals
2.10	Formulate the desired outcome of the initial evaluation.	Demonstration	Oral presentation
2.11	Arrange the children occupational problems according to the priorities.	Practice by doing	Case studies
2.12	Identify guidelines for occupational therapy interventions for different pediatric cases.	Small group work	Group presentations
2.13	Choose the appropriate methods, approaches and strategies most useful in evaluation and treating children with different daily living activities, hand skills problems, perceptual deficits and self – care skill deficiencies.	Discussions group	Group presentations
2.14	Synthesis a comprehensive objectives for occupational therapy intervention for different pediatric cases.	Teach others	Individual report
2.15	Construct short & long term goals according to the child abilities and disabilities.	Teach others	Individual report
2.16	Identify the expected outcomes of an occupational therapy programs using a sensory integrative approach.	Teach others	Individual report
2.17	Critically appraise the effectiveness of occupational therapy treatment protocol.	Teach others	Individual/group report
3.0	Interpersonal Skills & Responsibility		
3.1	Use computers and other information systems to search for, collect, organize and interpret health and Physical Therapy information	Demonstration	Group presentations
3.2	Use computer-based programs and systems to	Teach others	Individual report

	communicate effectively in writing with patients and colleagues		
3.3	Use information technology for presentation of information and data to a group	Small group work	Group presentations
3.4	Engage in teamwork, inter disciplinary, inter-agency and collaborative activities	Practice by doing	lab manuals
3.5	Developing leadership skills and strategies to promote effective management and delivery of quality services	Discussions group	Group presentations
3.6	Accepting responsibility for keeping their own knowledge and skills up to date through ongoing professional development and learning, using evaluation, supervision and appraisal to reflect and improve his/her own performance and enhancing the quality of care and service delivery.	Demonstration	Individual Assignments
3.7	Valuing and demonstrating commitment to promoting health and social care for disabled children, their families, and communities.	Demonstration	Group presentations
3.8	Recognize his /her own health needs and seek appropriate professional advice in order to protect children and others from any risk.	Teach others	Individual report
3.9	Demonstrate personal integrity, reliability, honesty, and ethical behavior towards others including disabled children ,their families colleagues and others in related health professions and the wider community	Small group work	Group presentations
3.10	Involve the child's family and caregivers in the rehabilitation process	Practice by doing	lab manuals
4.0	Communication, Information Technology, Numerical		
4.1	Communicate effectively both orally and in writing using a range of media that are widely used in health professions such as the writing and presentation of reports to different types of audiences.	Demonstration	Individual report
4.2	Communicate effectively with other health professionals in the multidisciplinary rehabilitation team to effectively manage disabled children with occupational problems	Demonstration	Individual report
4.3	Make judgments about the quality and reliability of information sources, for example information derived from the internet or from other reports.	Practice by doing	Individual report
4.4	Utilize effectively the information technology (IT) related to patient/client care, health promotion, and continuing professional development.	Demonstration	Group presentations
4.5	Use patient care technology, information systems, and communication technology to support safe occupational therapy practice.	Demonstration	Individual report
4.6	Successfully communicate with patients with socioeconomic and cultural backgrounds.	Demonstration	Individual report
5.0	Psychomotor(if any)		

5.1	Perform accurately the relevant Occupational evaluation procedures for disabled children with occupational problem when appropriately indicated.	Practice by doing	lab manuals
5.2	Conduct precisely Occupational and daily living activities assessment for disabled children with functional problems using a structured approach	Teach others	lab manuals
5.3	Implement safely an effective occupational therapy intervention program, based upon objective measurable goals for treating different pediatric cases	Practice by doing	lab manuals
5.4	Apply skillfully appropriate occupational therapy techniques and approaches for treating occupational problems in pediatric cases	Teach others	Oral presentation
5.5	Carry out suitable modification on the occupational therapy intervention program as indicated based upon the child' response to the program.	Teach others	lab manuals
5.6	Demonstrate competencies and advanced skills in the management procedures for children with functional and occupational problems.	Practice by doing	Manuals practice
5.7	Execute intervention strategies for assessing and treating children with hand skills perceptual and self-care problems	Practice by doing	lab manuals
5.8	Utilize skillfully the advanced technologies in restore functions and rehabilitation of children with occupational problems and deficits.	Teach others	lab manuals
5.9	Safely administer assistive devices and technologies for children with occupational problems to compensate the lost functions	Practice by doing	lab manuals
5.10	Implement the most suitable healthy rehabilitation environment during training.	Teach others	Oral presentation

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	Quizzes	4 th week 8 th week 12 th week	15%
2	Assignments – case reports	6 th week	20%
3	Class participations – Class presentation – Group activities	10 th week	15%
4	Final oral exam	16 th week	10%
5	Final written exam	16 th week	40%
	Total		100%

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)
Each week the course instructor will be available in his office for 1 hour for individual student consultation & for one hour for academic advising

E Learning Resources

1. List Required Textbooks

- 1- Frames of Reference for Pediatric Occupational Therapy Hardcover – February 19, 2009 by Paula Kramer PhD OTR FAOTA (Author), Jim Hinojosa PhD OT BCP FAOTA (Editor) ISBN-13: 978-0781768269 ISBN-10: 0781768268 Edition: Third
- 2- Occupational Therapy for Children and Adolescents, 7e (Case Review) Hardcover – November 13, 2014- by Jane Case-Smith EdD OTR/L FAOTA (Author), Jane Clifford O'Brien PhD OTR/L (Author) ISBN-13: 978-0323169257 ISBN-10: 0323169252 Edition: 7th
- 3- Sensory Integration and the Child (understanding hidden sensory challenges) : 25th Anniversary (Edition Apr 1, 2005 by A. Jean Ayres ISBN-13: 978-0874244373 ISBN-10: 0874244374 Edition: 1st
- 4- Sensory Integration and Learning Disorders Hardcover – June, 1973 - by A. Jean Ayres ISBN-13: 978-0874243031 ISBN-10: 0874243033
- 5- 101 Games and Activities for Children With Autism, Asperger's and Sensory Processing Disorders Paperback – August 5, 2009 - by Tara Delaney (Author) ISBN-10: 0071623361 ISBN-13: 978-0071623360 Publisher: McGraw-Hill; 1 edition (August 5, 2009)
- 6- The Everything Parent's Guide To Sensory Processing Disorder: The Information and Treatment Options You Need to Help Your Child with SPD Paperback – June 6, 2014 - by Terri Mauro (Author), Jenny L. Clark (Contributor) ISBN-10: 1440574561 ISBN-13: 978-1440574566
- 7- Developing Ocular Motor and Visual Perceptual Skills: An Activity Workbook Paperback – February 1, 2005- by Kenneth Lane OD FCOVD (Author) ISBN-13: 978-1556425950 ISBN-10: 1556425953 Edition: 1st

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

1. American Journal of Occupational Therapy
2. Canadian Journal of Occupational Therapy
3. Australian Occupational Therapy Journal
4. Physical and Occupational Therapy in Pediatrics
5. Journal of Occupational Rehabilitation
6. British Journal of Occupational Therapy
7. Occupational Therapy in Health Care

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

- <http://www.wfot.org/> World Federation of Occupational Therapists
<https://www.aota.org/> AOTA: American Occupational Therapy Association
<https://www.otaus.com.au/> Occupational Therapy Australia
<https://www.rcot.co.uk/> Royal college of Occupational Therapy

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.)

- Class Room with 30 seats
- White Board
- Demonstration Rooms with patients Beds and Mats

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

- Data Show
- Audio-Visual System for presentation
- Smart Boars
- Computer Labs

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

- Student surveys after course completion
- Regular students' academic advising meeting

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

- Student feedback report to be analysed by the course instructor and submit the results to the head of the department.

3. Procedures for Teaching Development

- Analysing and reviewing the students' feedback and surveys to find out the weak points in teaching process for implementing future corrective measures to correct these weaknesses.
- Conduct departmental workshops to discuss how to support the teaching process.
- Instructors' regular Attendance for educational courses and workshop about teaching methodology for improving their teaching skills.
- Continuous purchasing up to date educational resources and materials to encourage, support, and improve the educational and teaching process. Such as text books, audio-visual materials, anatomical models, Dummies, physical & occupational therapy equipment .

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)

Procedures for Verifying Standards of Student's Achievement through recruiting

- External examiners
- external evaluators
- Check marking by an independent member teaching staff

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

- Preparing annual course report at the completion of each course that will be reviewed by course instructor and curriculum development committee and department counsel for evaluating the effectiveness of taught course and setting up corrective measures and planning for future improvement
- Preparing annual program report that will be reviewed by department counsel for evaluating the effectiveness of taught course and setting up corrective measures and planning for future improvement.
- Reviewing and analysing the results of students' surveys and their feedback at the end of the course about the effectiveness of the course to detect the advantages & disadvantages of the taught course and to find out the weak points in teaching process for implementing future corrective measures to correct these weaknesses.

Name of Course Instructor: Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy

Signature:

Date Completed: 28th October 2018

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

Signature:

Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Clinical Practice
(Pediatric) I

Course Code: PEDI1704631-5

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Advanced Clinical Practice (Pediatric) I/ PEDI1704631-5	
2. Credit hours: 5CH	
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 Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy	
5. Level/year at which this course is offered: Level 3	
6. Pre-requisites for this course (if any): PEDI1704621-4 PEDI1704622-4 PEDI1704623-4	
7. Co-requisites for this course (if any): PEDI1704641-5	
8. Location if not on main campus: Main Campus	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="text"/> percentage? <input type="text"/>
b. Blended (traditional and online)	<input type="text"/> percentage? <input type="text"/>
c. E-learning	<input type="text"/> percentage? <input type="text"/>
d. Correspondence	<input type="text"/> percentage? <input type="text"/>
f. Other	<input checked="" type="checkbox"/> percentage? <input type="text"/> 100
Comments: Clinical practical sessions	

B Objectives

1. What is the main purpose for this course?

This course is designed to provide postgraduate hands-on experiences with real patients and situations in pediatric physical therapy under the supervision and guidance of experts in such areas. To obtain mastery of advanced clinical skills and professional behaviors that will prepare the student to become a specialist in pediatric physical therapy. To examine and evaluate children, and design, implement, and analyze a physical therapy plan of care as a specialist-level practitioner. To augment the academic curriculum by providing a variety of clinical learning experiences to facilitate the formation of knowledge, skills, professional judgment and behaviors, and values necessary for students to provide safe, professional, ethical and quality physical therapy care. To extend and deepen clinical reasoning in the development and monitoring of management plans based on assessment findings and best available evidence, which are responsive to the service delivery models and the culture of the patient and the organization.

2. Briefly describe any plans for developing and improving the course that are being implemented.

24. Regular seminars and workshop about new trends in pediatric physical therapy based on IT and web based reference materials.
25. Periodical oral presentation to improve spoken language of the students.
26. Use different clues of active learning: problem solving- ice ball, brainstorming, group discussion.
27. Student assignment about new techniques of assessment and treatment in pediatric disorders.
28. Private studies.
29. Community visits.

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

Course Description:

In this course the students are exposed to the many settings that pediatric therapists function in through visits to an early intervention center, the school environment, a NICU, outpatient clinic, and long-term care setting. This course is designed to advance the students' expertise in the examination, evaluation, diagnosis, prognosis, intervention, and management of patients in pediatric physical therapy. It is expected that the student will gain an in-depth understanding of the science underlying clinical techniques and evidence-based practice. Students are also expected to perform re-examinations, measure patient outcomes, and modify interventions accordingly. The course will run for 15 weeks (90 contact hours). It allows students to apply knowledge and skills learned in the classroom to real-life situations in their chosen specialty.

1. Topics to be Covered: (Practical)

List of Topics	No. of Weeks	Contact hours
Management of neurological impairment in children Cerebral palsy I	1	10
Management of neurological impairment in children Cerebral palsy II	1	10
Management of neurological impairment in children Cerebral palsy III	1	10
Management of neurological impairment in children Cerebral palsy IV	1	10
Management of neurological impairment in children Developmental coordination disorder (DCD)	1	10
Management of neurological impairment in children Brachial plexus injuries	1	10

Management of neurological impairment in children Myelodysplasia	1	10
Genetic disorders in children	1	10
Management of musculoskeletal impairment in children Juvenile idiopathic arthritis	1	10
Management of musculoskeletal impairment in children Hemophilic arthritis	1	10
Management of musculoskeletal impairment in children Arthrogryposis multiplex congenital – osteogenesis imperfecta	1	10
Management of musculoskeletal impairment in children Sports injuries in children	1	10
Management of cardiopulmonary conditions in children Asthma	1	10
Management of cardiopulmonary conditions in children Cystic fibrosis	1	10
Burns in children	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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	Describe normal and abnormal motor behavior during childhood taking into consideration both quality and quantity of movement.		

1.2	Identify the proper steps of pediatric assessment.	Lectures	Class activity
1.3	Identify physiological basis, indications and contraindications for the use of different treatment modalities.	Discussions group	Individual Assignments
1.4	Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.	Audio-visual	Oral presentation
1.5	Identify criteria for discharge from physical therapy service.	Discussions group	Group Assignments
1.6	Identify the relevant physical therapy methodology in various clinical situations in pediatrics.	Demonstration	Individual Assignments
1.7	Discuss the collected data to reach a decision about the progress of the pediatric cases.	Audio-visual	Oral presentation
1.8	Identify clinical features of specific pediatric disorders as well as the relationship between the pathophysiology of trauma or a disease entity & its effect on the body systems.	Discussions group	Individual Assignments
1.9	Describe the applications of equipment used in physical therapy pediatric clinic.	Lectures	Class activity
1.10	Recognize the collaborative multidisciplinary management and physical therapy management of pediatric diseases.	Discussions group	Class activity
2.0	Cognitive Skills		
2.1	Differentiate between normal and abnormal assessment findings.	Demonstration	Oral presentation
2.2	Interpret underlying causes of positive findings.	Practice by doing	Case studies
2.3	Analyze assessment findings in terms of patient problem	Small group work	Group presentations
2.4	Arrange patients' problems according, to treatment priorities.	Discussions group	Group presentations
2.5	Utilize critical inquiry to develop & substantiate the rationale for intervention plan for a given patient.	Teach others	Individual report
2.6	Select individualized rehabilitation program.	Teach others	Individual report
2.7	Realize the efficacy of different therapeutic intervention.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Analyze the collected data from different references.	Demonstration	Group presentations
3.2	Create a self-learning attitude.	Teach others	Individual report
3.3	Interpret the relevance and importance of the ideas of others.	Small group work	Group presentations
3.4	Apply good medical evaluation of different clinical cases commonly related to physical therapy field.	Practice by doing	lab manuals
3.5	Compare between the different clinical pictures.	Discussions group	Group presentations
3.6	Explore a complete and clear patient's physical problem list.	Demonstration	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Present an oral presentation.	Demonstration	Individual report

4.2	Document the patient's information in written.	Demonstration	Individual report
4.3	Communicate effectively with the health service team work.	Practice by doing	Individual report
4.4	Use the internet to cope with the course demand.	Demonstration	Group presentations
5.0	Psychomotor		
5.1	Use various assessment tools accurately.	Practice by doing	lab manuals
5.2	Construct problem lists that appropriately meet patient's needs.	Teach others	lab manuals
5.3	Design individualized rehabilitation program that properly meets patients' needs.	Practice by doing	lab manuals
5.4	Apply different physical therapy modalities accurately during patients' management.	Teach others	Oral presentation
5.5	Judge the efficacy of physical therapy interventions with various cases.	Teach others	lab manuals
5.6	Demonstrate ethical rules that should be followed while dealing with each individual case as well as with other members of the medical team.	Practice by doing	Manuals practice
5.7	Apply accurate evaluation for the patients with medical or surgical musculoskeletal disorders.	Practice by doing	lab manuals
5.8	Use any type of managements: manual exercises, massage, and physical modalities and/or traction to help the patient according to the treatment plan.	Teach others	lab manuals

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	Semester practical demonstrations, case studies, practical sheets.	Every week	30%
2	Semester clinical activities	Every week	20%
3	Final practical exam	16 th week	40%
	Final oral exam		10%

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)
Office hours according to instructor's timetable.

E Learning Resources

1. List Required Textbooks

- Campbell SK, Palisano RJ, Orlin MN. Physical Therapy for Children, 4th Ed. Saunders, 2012.
- Shepherd RB. Physiotherapy in Pediatrics. 3rd Ed. Elsevier, 2007.
- Tecklin JS. Pediatric physical therapy. Lippincott-Raven Publishers, 2014.
- Levitt S. Treatment of cerebral palsy and motor delay. 5th Ed. Blackwell, 2010.
- Alexander MA, Matthews DJ. Pediatric Rehabilitation: Principles and Practice. 4th Ed. demos MEDICAL, 2010.

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

- Pediatric Physical Therapy journal.
- Physical & Occupational Therapy in Pediatrics.
- Journal of Developmental & Behavioral Pediatrics,
- Journal of Arch Phys Med Rehabil.
- Pediatrics Journal.

- American Journal of Physical Medicine and Rehabilitation.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. - To be applied through the course.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. - To be applied through the course.


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.) - Outpatient clinics and inpatient departments at the hospital.
2. Technology resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) - Assessment tools - Treatment tools

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Confidential instructor evaluation questionnaire on completion of the course. - Students-faculty meetings.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Peer consultation on teaching. - Departmental council discussions.
3. Processes for Improvement of Teaching - Review the students' feedback and work on the weak points. - Conducting workshops given by experts on teaching and learning methodologies. - Periodical departmental revisions of the methods of teaching. - Monitoring of teaching activities by senior faculty members.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - The use of external examiners. - Providing samples of all kinds of assessment in the departmental course portfolio of each course. - Assigning group of faculty members teaching the same course to grade same questions for various students. - Members from other institutions are invited to review the accuracy of the grading policy.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Design graduate survey and employee surveys. - Analyze the results of the two surveys and detect the weakness and strengthens in the course. - Submit a course report to the curriculum committee in the department to discuss the action plan. - Submit the final action plan to the department Council for approval. - Stick-holder meeting for the advantage and the disadvantage in the graduates. - The course material and learning outcomes are periodically reviewed and the changes to be taken or approved by the department and higher councils. - The head of the department and faculty take the responsibility of implementing the proposed changes.

Name of Course Instructor: Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy

Signature: 

Date Completed: 28th October 2018

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

Signature: 

Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Advanced Clinical Practice
(Pediatric) II
Course Code: PEDI1704641-5

Date: 2018-10-28		Institution: Umm Al-Qura University.	
College: Applied Medical Sciences		Department: Physical Therapy	
A. Course Identification and General Information			
1. Course title and code: Advanced Clinical Practice (Pediatric) II/ PEDI1704641-5			
2. Credit hours: 5CH			
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 Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy			
5. Level/year at which this course is offered: Level 4			
6. Pre-requisites for this course (if any): PEDI1704621-4 PEDI1704622-4 PEDI1704623-4 PEDI1704631-5			
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"/>	percentage?	<input type="text"/>
b. Blended (traditional and online)	<input type="text"/>	percentage?	<input type="text"/>
c. E-learning	<input type="text"/>	percentage?	<input type="text"/>
d. Correspondence	<input type="text"/>	percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="100"/>
Comments: Clinical practical sessions			

B Objectives

1. What is the main purpose for this course?

This course is designed to provide postgraduate hands-on experiences with real patients and situations in pediatric physical therapy under the supervision and guidance of experts in such areas. To obtain mastery of advanced clinical skills and professional behaviors that will prepare the student to become a specialist in pediatric physical therapy. To examine and evaluate children, and design, implement, and analyze a physical therapy plan of care as a specialist-level practitioner. To augment the academic curriculum by providing a variety of clinical learning experiences to facilitate the formation of knowledge, skills, professional judgment and behaviors, and values necessary for students to provide safe, professional, ethical and quality physical therapy care. To extend and deepen clinical reasoning in the development and monitoring of management plans based on assessment findings and best available evidence, which are responsive to the service delivery models and the culture of the patient and the organization.

2. Briefly describe any plans for developing and improving the course that are being implemented.

30. Regular seminars and workshop about new trends in pediatric physical therapy based on IT and web based reference materials.
31. Periodical oral presentation to improve spoken language of the students.
32. Use different clues of active learning: problem solving- ice ball, brainstorming, group discussion.
33. Student assignment about new techniques of assessment and treatment in pediatric disorders.
34. Private studies.
35. Community visits.

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

Course Description:

In this course the students are exposed to the many settings that pediatric therapists function in through visits to an early intervention center, the school environment, a NICU, outpatient clinic, and long-term care setting. This course is designed to advance the students' expertise in the examination, evaluation, diagnosis, prognosis, intervention, and management of patients in pediatric physical therapy. It is expected that the student will gain an in-depth understanding of the science underlying clinical techniques and evidence-based practice. Students are also expected to perform re-examinations, measure patient outcomes, and modify interventions accordingly. The course will run for 15 weeks (90 contact hours). It allows students to apply knowledge and skills learned in the classroom to real-life situations in their chosen specialty.

1. Topics to be Covered: (Practical)

List of Topics	No. of Weeks	Contact hours
Advanced management of neurological impairment in children Cerebral palsy I	1	10
Advanced management of neurological impairment in children Cerebral palsy II	1	10
Advanced management of neurological impairment in children Cerebral palsy III	1	10
Advanced management of neurological impairment in children Cerebral palsy IV	1	10
Advanced management of neurological impairment in children Developmental coordination disorder (DCD)	1	10
Advanced management of neurological impairment in children Brachial plexus injuries	1	10

Advanced management of neurological impairment in children Myelodysplasia	1	10
Advanced Genetic disorders in children	1	10
Advanced management of musculoskeletal impairment in children Juvenile idiopathic arthritis	1	10
Advanced management of musculoskeletal impairment in children Hemophilic arthritis	1	10
Advanced management of musculoskeletal impairment in children Arthrogryposis multiplex congenital – osteogenesis imperfecta	1	10
Advanced management of musculoskeletal impairment in children Sports injuries in children	1	10
Advanced management of cardiopulmonary conditions in children Asthma	1	10
Advanced management of cardiopulmonary conditions in children Cystic fibrosis	1	10
Advanced Burns in children	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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	Describe normal and abnormal motor behavior during childhood taking into consideration both quality and quantity of movement.	Lectures	Class activity
1.2	Identify the proper steps of pediatric assessment.	Discussions group	Individual Assignments

1.3	Identify physiological basis, indications and contraindications for the use of different treatment modalities.	Audio-visual	Oral presentation
1.4	Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.	Discussions group	Group Assignments
1.5	Identify criteria for discharge from physical therapy service.	Demonstration	Individual Assignments
1.6	Identify the relevant physical therapy methodology in various clinical situations in pediatrics.	Audio-visual	Oral presentation
1.7	Discuss the collected data to reach a decision about the progress of the pediatric cases.	Discussions group	Individual Assignments
1.8	Identify clinical features of specific pediatric disorders as well as the relationship between the pathophysiology of trauma or a disease entity & its effect on the body systems.	Lectures	Class activity
1.9	Describe the applications of equipment used in physical therapy pediatric clinic.	Discussions group	Class activity
1.10	Recognize the collaborative multidisciplinary management and physical therapy management of pediatric diseases.	Lectures	Class activity
2.0	Cognitive Skills		
2.1	Differentiate between normal and abnormal assessment findings.	Demonstration	Oral presentation
2.2	Interpret underlying causes of positive findings.	Practice by doing	Case studies
2.3	Analyze assessment findings in terms of patient problem	Small group work	Group presentations
2.4	Arrange patients' problems according, to treatment priorities.	Discussions group	Group presentations
2.5	Utilize critical inquiry to develop & substantiate the rationale for intervention plan for a given patient.	Teach others	Individual report
2.6	Select individualized rehabilitation program.	Teach others	Individual report
2.7	Realize the efficacy of different therapeutic intervention.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Analyze the collected data from different references.	Demonstration	Group presentations
3.2	Create a self-learning attitude.	Teach others	Individual report
3.3	Interpret the relevance and importance of the ideas of others.	Small group work	Group presentations
3.4	Apply good medical evaluation of different clinical cases commonly related to physical therapy field.	Practice by doing	lab manuals
3.5	Compare between the different clinical pictures.	Discussions group	Group presentations
3.6	Explore a complete and clear patient's physical problem list.	Demonstration	Individual Assignments
4.0	Communication, Information Technology, Numerical		
4.1	Present an oral presentation.	Demonstration	Individual report
4.2	Document the patient's information in written.	Demonstration	Individual report
4.3	Communicate effectively with the health service team work.	Practice by doing	Individual report
4.4	Use the internet to cope with the course demand.	Demonstration	Group

			presentations
5.0	Psychomotor		
5.1	Use various assessment tools accurately.	Practice by doing	lab manuals
5.2	Construct problem lists that appropriately meet patient's needs.	Teach others	lab manuals
5.3	Design individualized rehabilitation program that properly meets patients' needs.	Practice by doing	lab manuals
5.4	Apply different physical therapy modalities accurately during patients' management.	Teach others	Oral presentation
5.5	Judge the efficacy of physical therapy interventions with various cases.	Teach others	lab manuals
5.6	Demonstrate ethical rules that should be followed while dealing with each individual case as well as with other members of the medical team.	Practice by doing	Manuals practice
5.7	Apply accurate evaluation for the patients with medical or surgical musculoskeletal disorders.	Practice by doing	lab manuals
5.8	Use any type of managements: manual exercises, massage, and physical modalities and/or traction to help the patient according to the treatment plan.	Teach others	lab manuals

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	Semester practical demonstrations, case studies, practical sheets.	Every week	30%
2	Semester clinical activities	Every week	20%
3	Final practical exam Final oral exam	16 th week	40% 10%

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)
Office hours according to instructor's timetable.

E Learning Resources

1. List Required Textbooks

- Campbell SK, Palisano RJ, Orlin MN. Physical Therapy for Children, 4th Ed. Saunders, 2012.
- Shepherd RB. Physiotherapy in Pediatrics. 3rd Ed. Elsevier, 2007.
- Tecklin JS. Pediatric physical therapy. Lippincott-Raven Publishers, 2014.
- Levitt S. Treatment of cerebral palsy and motor delay. 5th Ed. Blackwell, 2010.
- Alexander MA, Matthews DJ. Pediatric Rehabilitation: Principles and Practice. 4th Ed. demos MEDICAL, 2010.

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

- Pediatric Physical Therapy journal.
- Physical & Occupational Therapy in Pediatrics.
- Journal of Developmental & Behavioral Pediatrics,
- Journal of Arch Phys Med Rehabil.
- Pediatrics Journal.
- American Journal of Physical Medicine and Rehabilitation.

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

- To be applied through the course.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
- To be applied through the course.

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.)

- Outpatient clinics and inpatient departments at the hospital.

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

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

- Assessment tools
- Treatment tools

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Confidential instructor evaluation questionnaire on completion of the course.
- Students-faculty meetings.

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

- Student feedback report to be analyzed by the course instructor and submit the results to the department head.
- Peer consultation on teaching.
- Departmental council discussions.

3. Processes for Improvement of Teaching

- Review the students' feedback and work on the weak points.
- Conducting workshops given by experts on teaching and learning methodologies.
- Periodical departmental revisions of the methods of teaching.
- Monitoring of teaching activities by senior faculty members.

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

- The use of external examiners.
- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- Assigning group of faculty members teaching the same course to grade same questions for various students.
- Members from other institutions are invited to review the accuracy of the grading policy.

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

- Design graduate survey and employee surveys.
- Analyze the results of the two surveys and detect the weakness and strengthens in the course.
- Submit a course report to the curriculum committee in the department to discuss the action plan.
- Submit the final action plan to the department Council for approval.
- Stick-holder meeting for the advantage and the disadvantage in the graduates.
- The course material and learning outcomes are periodically reviewed and the changes to be taken or approved by the department and higher councils.
- The head of the department and faculty take the responsibility of implementing the proposed changes.

Name of Course Instructor: Dr. Ehab Abd-Elkafy, Dr. Shamekh ElShamy

Signature:



Date Completed: 28th October 2018

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

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 Received: 28th October 2018

Specialty Courses Specifications

(Orthopedics Physical Therapy)

* (Orthopedics) Course Code	* (Orthopedics) Course Title	Prerequisite Courses	Credit Hours
ORTH1704621-4	Orthopedics and Diagnostic Imaging	Level 1	4
ORTH1704622-4	Advanced Musculoskeletal Practice I	Level 1	4
ORTH1704623-4	Advanced Musculoskeletal Practice II	Level 1	4
ORTH1704631-5	Advanced Clinical Practice (Orthopedic) I	Level 2	5
ORTH1704641-5	Advanced Clinical Practice (Orthopedic) II	Level 3	5

COURSE SPECIFICATIONS

Form

Course Title: Orthopedics and diagnostic imaging.

Course Code: ORTH1704621-4

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Orthopedics and diagnostic imaging/ ORTH1704621-4**

2. Credit hours: **4CH**

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 **Dr. Mohamed Mohamed Ibrahim Salem, Dr. Abdelgalil Allam Shaaban, Dr. Anwar Abdelgayed Ebid**

5. Level/year at which this course is offered: **Level 2**

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

EVID1704611-3
KINE1704612-3
ANAT1704613-3
PHYS1704614-3

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

ORTH1704622-4
ORTH1704623-4
ORTH1704631-5
ORTH1704641-5

8. Location if not on main campus: **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="text" value="60"/>
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="text" value="40"/>

Comments: practical sessions

B Objectives

1. What is the main purpose for this course?

This course is designed to prepare graduate students to become professional at medical information concerning traumatology, orthopedics and imaging to provide an understanding of the physical deficits encountered by persons with musculoskeletal disorders. Also; This course is designed to cover basic principles, procedures and interpretation of diagnostic imaging modalities. The emphasis is on plain film radiographs, contrast films, magnetic resonance imaging (MRI), and computed tomography (CT). Other types of imaging diagnostic techniques will also be introduced e.g. nuclear medicine and diagnostic ultrasound.

On successfully completing the course, the student must be able to:

1. Identify the basic knowledge of traumatology, orthopedics and imaging.
2. Identify the role of surgeon as an important member of the medical team, and learn how to be integrated with the other members for safe of the patient.
3. List injuries of the musculoskeletal system and its medical management and how to diagnose it by different imaging techniques.
4. Discuss mechanism of injury, clinical signs and symptoms of fractures, assessment and treatment of different musculoskeletal injuries.
5. State and discuss principles of etiology, symptomatology, assessment tools and treatment of orthopedic disease and related problems and imaging related to these diseases.
6. Describe surgical techniques used in orthopedic and traumatic cases.
7. Use the Internet and the library to research information about various orthopedic conditions and apply information in clinical practice.

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)
3. Introduce new topics to cover the up to date data
4. Assignments to encourage the student self-learning for subjects in the course
5. Encourage the students to use library and web sites to get different source for each topic
6. Using different ways of active learning
7. Regular seminars and workshop about new trends in the treatment of trauma of musculoskeletal system and orthopedic disease based on IT and web based reference materials.
8. Student assignment about new techniques of diagnosing orthopedic conditions.
9. Student's reports about one new technique for treatment of trauma of musculoskeletal system and orthopedic disease,
10. Increased use of IT and web based reference material.
11. 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 Bulletin or handbook)

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Pathology of Fracture and Fracture Healing	1	2	4
Principles of Fracture Treatment and Related Imaging	1	2	4
Complication of Fractures	1	2	4
Joint Injuries and X-Ray of Joint Problems	1	2	4
Fracture of the Upper Extremity and Dislocations X-Ray of Upper Limb, CT and MRI	1	2	4

Fracture of The Lower Extremity and Dislocations X-Ray of Lower Limb	1	2	4
Cervical, Dorsal and Lumbar Fractures Related X-Ray, CT and MRI Spine	1	2	4
CT and MRI Of Disc Disease	1	2	4
Introduction to Orthopedic Diseases and Related Diagnostic Imaging	1	2	4
Principles of Orthopedic Disease Treatment and Related Imaging	1	2	4
Common Arthritic Disease Related X-Ray, CT and MRI	1	2	4
Congenital Anomalies and Brief Description on Tumors	1	2	4
Regional Case Study Upper Limb Disorders – Part 1	1	2	4
Regional Case Study Upper Limb Disorders – Part 2	1	2	4
Regional Case Study Lower Limb Disorders	1	2	4
Axial Skeleton Case Study Disorders	1	2	4
Final exam			

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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.)

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	List injuries of the musculoskeletal system and its medical management and imaging techniques	Lectures	Class activity
1.2	Describe surgical techniques used in orthopedic and traumatic cases and imaging techniques	Discussions group	Individual Assignments
1.3	Mention general orthopedic fractures and disease and related diagnostic imaging	Audio-visual	Oral presentation
1.4	Identify the role of medical and surgical intervention	Discussions group	Group Assignments

	with other health care in treatment of common orthopedic, rheumatic, traumatic and surgical conditions		
1.5	Describe the different types of radiological technology including plain x-ray for the whole body, magnetic resonance imaging (MRI), computed tomography (CT), and special radiographic procedures.	Demonstration	Individual Assignments
2.0	Cognitive Skills		
2.1	Differentiate between different orthopedic and traumatic disorders.	Demonstration	Oral presentation
2.2	Illustrate different orthopedic and traumatic disorders	Practice by doing	Case studies
2.3	Analyze different musculoskeletal problems by objective evaluation.	Small group work	Group presentations
2.4	Discuss the suitable methods of treatment for these injuries.	Discussions group	Group presentations
2.5	Discuss the outcomes of each radiographic testing be able to weight the outcome according to the patients problem.	Teach others	Individual report
2.6	Differentiate between different images in diagnosing the same pathology.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Decide the proper treating methods for orthopedic and traumatology cases	Demonstration	Group presentations
3.2	Demonstrate skills in writing the case reports.	Teach others	Individual report
3.3	Assess different orthopedic disease.	Small group work	Group presentations
3.4	Cooperate with others in solving cases and problems related to orthopedic trauma and disease.	Practice by doing	lab manuals
3.5	Compare between different types of radiological images	Discussions group	Group presentations
3.6	Team working skills through poster activities	Demonstration	Individual Assignments
3.7	Have the ability to extract information from different sources using computers, internet...etc.	Demonstration	Group presentations
3.8	Use the computer efficiently in collecting, Organizing and storing information for documenting the data of each image and for easier exchange of information with other colleagues.	Teach others	Individual report
4.0	Communication, Information Technology, Numerical		
4.1	Communicate with colleagues and other members of the health care team in order to influence the care and management of patients.	Demonstration	Individual report
4.2	Participate actively on the class with the professor and his colleagues.	Demonstration	Individual report
4.3	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members.	Practice by doing	Individual report
4.4	Document the patient 'medical condition in written	Demonstration	Group presentations
5.0	Psychomotor		
	Manipulate effectively physical therapy advanced and most recent tools and measuring instruments in accordance with standard guidelines.		Practice by doing
	Employ the evidence underpinning movement		Teach others

dysfunction critically and initiate changes in practice appropriately.		
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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	Quiz	5 th week and 10 th week	20%
2	Class activity	2 nd Week - end of semester	10%
3	Assignment	3 rd Week ^{end} of semester)	10%
4	Practical exam at lab session	4 th Week ^{end} of semester)	10%
5	Oral & Practical (Final Exam)	16 th Week	10%
6	Written (Final Exam)	17 th Week	40%

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)
Office hours according to instructor's timetable.

E Learning Resources

- List Required Textbooks
 - Diagnostic Imaging for Physical Therapists, 1e [Hardcover]
 - James Swain MPT, Kenneth W. Bush MPT, PhD, Juliette Brosing PhD . ISBN-10: 1416029036 | ISBN-13: 978-1416029038
 - Outlines of orthopedics including joint injuries
- List Essential References Materials (Journals, Reports, etc.)
 - William E.E. Wilbur L.S. The Radiology 101: The Basics and Fundamentals of Imaging. 2nd edition, Lippincott Williams & Wilkins, New York, 2004
 - Wolfgang F.D. Radiology Review Manual. 6th edition, Lippincott Williams & Wilkins, New York, 2007
 - JOSPT journal
 - Clinical diagnostic journal
- List Electronic Materials, Web Sites, Facebook, Twitter, etc.
- 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.)
- Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - Two lecture rooms, each include 20 seats
 - Data show device.
 - White Board.
 - Technology resources (AV, data show, Smart Board, software, etc.)
 - Computer supported with Windows 8 for each lecture room.
 - Data show device
 - Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

<ul style="list-style-type: none">• X-ray, CT and MRI films.
G Course Evaluation and Improvement Processes
1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Confidential instructor evaluation questionnaire on completion of the course.• Students-faculty meetings.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">• Student feedback report to be analyzed by the course instructor and submit the results to the department head.• Peer consultation on teaching.• Departmental council discussions
3. Processes for Improvement of Teaching <ul style="list-style-type: none">• Review the students' feedback and work on the weak points.• Conducting workshops given by experts on teaching and learning methodologies.• Periodical departmental revisions of the methods of teaching.• Monitoring of teaching activities by senior faculty members.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <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.• Assigning group of faculty members teaching the same course to grade same questions for various students.• Members from other institutions are invited to review the accuracy of the grading policy.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none">• Design graduate survey and employee surveys.• - Analyze the results of the two surveys and detect the weakness and strengthens in the course.• Submit a course report to the curriculum committee in the department to discuss the action plan.• Submit the final action plan to the department Council for approval.• Stick-holder meeting for the advantage and the disadvantage in the graduates.• The course material and learning outcomes are periodically reviewed and the changes to be taken or approved by the department and higher councils.• The head of the department and faculty take the responsibility of implementing the proposed changes

Name of Course Instructor: Dr. Mohamed Salem Dr. Abdelgalil Shaaban

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Musculoskeletal Practice
I.

Course Code: ORTH1704622-4

Date: 2018-10-28	Institution: Umm Al-Qura University...
College: Applied Medical Sciences	Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: Advanced Musculoskeletal Practice I / ORTH1704622-4.
2. Credit hours: 4CH
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: Dr. Mohamed Mohamed Ibrahim Salem, Dr. Abdelgalil Allam Shaaban
5. Level/year at which this course is offered: Level 2
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3
7. Co-requisites for this course (if any): ORTH1704621-4 ORTH1704623-4 ORTH1704631-5 ORTH1704641-5
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions

B Objectives

1. What is the main purpose for this course?

This course will be designed to provide postgraduate students advanced knowledge and practice in musculoskeletal physical therapy of cervical spine and upper quadrant. It will cover musculoskeletal mechanical and pathological dysfunctions involving these structures, and advanced physical therapy interventions pertinent to these dysfunctions to be covered theoretically and practically. These interventions will cover all possible therapeutic interventions as indicated by recent literature in an evidence-based approach, including modalities, and exercise therapy, as well as understanding of the physical deficits encountered by persons with musculoskeletal disorders as well as the proper physical therapy treatment especially in upper quadrant conditions.

By completing this course:

This program aims to equip students by advanced knowledge and skills concerning management of acute and traumatic musculoskeletal conditions involving articular, muscular and neural systems of the spine and extremities. This is expected to:

1. Enhance the students to gain experience and confidence in the management of patients/client with musculoskeletal dysfunction.
2. Improve students' ability to examine available scientific evidence and select appropriate assessment and intervention procedures for management of musculoskeletal disorders of the cervical spine and upper quadrant.
3. Develop students' capacity to carry on research work to cover injuries and pathologies of musculoskeletal origins involving cervical spine and upper quadrant.
4. Improve students' clinical skills in assessment and management of musculoskeletal disorders of the cervical spine and upper quadrant.
5. Use the Internet and the library to research information about various orthopedic conditions and physical therapy interventions and apply information in clinical practice.

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)

36. Regular seminars and workshop about new trends in the physical therapy treatment of trauma of musculoskeletal system and orthopedic disease for upper limb and cervical spine based on IT and web based reference materials.
37. Assignments to encourage the student self-learning for subjects in the course
38. Encourage the students to use library and web sites to get different source for each topic
39. Using different ways of active learning
40. Student assignment about new techniques of physical therapy management of orthopedic conditions.
41. Increased use of IT and web based reference material.
42. 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 Bulletin or handbook)

Course Description:

1. Topics to be Covered			
List of Topics (Theoretical)	No. of Weeks	Contact hours	
		T	P
Cervical region mechanics and postural and muscles dysfunctions	1	2	4

Physical therapy management of cervical spondylosis and thoracic outlet syndrome.	1	2	4
Physical therapy management of cervical disc lesions		2	4
Physical therapy management of upper quadrant neural conditions including nerves entrapments, radiculopathies.	1	2	4
Mechanics and evaluation of shoulder complex dysfunction	1	2	4
Physical therapy management of frozen shoulder	1	2	4
Physical therapy management of shoulder impingement and tendinitis	1	2	4
Physical therapy management of traumatic conditions of shoulder girdle	1	2	4
Functional anatomy, mechanics and evaluation of the elbow, forearm, wrist and hand	1	2	4
Physical therapy management of traumatic conditions of elbow, forearm, wrist and hand.	1	2	4
Physical therapy management of Tennis Elbow and Golfers Elbow.	1	2	4
Physical therapy management of wrist sprains and TFC tear	1	2	4
Physical therapy management of carpal tunnel syndrome.	1	2	4
Physical therapy management of Rheumatoid arthritis.	1	2	4
Physical therapy management of joint instability of the upper quadrant.	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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	Discuss mechanical and pathological dysfunctions involving articular, muscular, and neural structures of the cervical spine and upper extremity.	Lectures	Class activity

1.2	List injuries of the musculoskeletal system and its physical therapy management	Discussions group	Individual Assignments
1.3	Describe physical therapy methods used in orthopedic and traumatic cases concern upper limb and cervical	Audio-visual	Oral presentation
1.4	Identify the role of physical therapy intervention with other health care in treatment of common orthopedic, rheumatic, traumatic and surgical conditions in upper quadrant.	Discussions group	Group Assignments
2.0	Cognitive Skills		
2.1	Differentiate between radicular and somatic referred pain in upper quadrant.	Demonstration	Oral presentation
2.2	Critically appraise the outcomes of different therapeutic interventions applied to patients. And modify patient management plans periodically as dictated by patient's therapeutic progress.	Practice by doing	Case studies
2.3	Analyze different cervical spine and upper limb problems by objective physical therapy evaluation.	Small group work	Group presentations
2.4	Explain origins of mechanical dysfunctions involving articular, muscular, and neural structures of the cervical spine and upper extremity.	Discussions group	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Decide the proper treating methods for orthopedic and traumatology cases	Demonstration	Group presentations
3.2	Show responsibilities to develop his profession and share with others in research work	Teach others	Individual report
3.3	Show leader and decision making attitude in assessment of different orthopedic disease.	Small group work	Group presentations
3.4	Cooperate with others in solving cases and problems related to orthopedic trauma and disease.	Practice by doing	lab manuals
4.0	Communication, Information Technology, Numerical		
4.1	Communicate with colleagues and other members of the health care team in order to influence the care and management of patients.	Demonstration	Individual report
4.2	Demonstrate advanced communication skills when communicating with colleagues, patients and their families.	Demonstration	Individual report
4.3	Communicate scientific results, ideas	Practice by doing	Individual report

	and arguments in a clear, logical and concise way, both orally and in writing with other medical team members.		
4.4	Understanding of indications for when a patient should be referred to another physical therapy, medical or other health specialists for management	Demonstration	Group presentations
5.0	Psychomotor		
5.1	Skillfully apply appropriate manipulative interventions, therapeutic exercises and electro-physical agents according to patient's problems and therapeutic needs.	Practice by doing	lab manuals
5.2	Demonstrate expertise in select and implementing appropriate evaluation procedures for different structures of the cervical spine and upper extremity.	Teach others	lab manuals
5.3	Apply effective critical thinking skills to modify selected interventions based on patient response.	Practice by doing	lab manuals

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	Quiz	5 th week and 10 th week	20%
2	Class activity	2 nd Week - end of semester	10%
3	Assignment	3 rd Week ^{end} of semester)	10%
4	Practical exam at lab session	4 th Week ^{end} of semester)	10%
5	Oral & Practical (Final Exam)	16 th Week	10%
6	Written (Final Exam)	17 th Week	40%

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)
Office hours according to instructor's timetable.

E Learning Resources

- List Required Textbooks
 - Kisner C and Colby LA. Therapeutic exercises foundations and techniques. 5th ed. Davis, 2007.
 - Cook C. Orthopedic manual therapy - evidence based approach. Pearson- Prentice hall, New Jersey, 2007.
- List Essential References Materials (Journals, Reports, etc.)
 - Brimer, M.A. and Moran, M.L. Clinical Cases in Physical Therapy. 2nd Edition, Butterworth-Heinemann, 2004.

-Griffiths IW. Principles of biomechanics and motion analysis. 1st ed., Philadelphia, Lippincott Williams and Wilkins; 2005.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. To be applied through the course
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. To be applied through the course

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.) Two lecture rooms, each include 20 seats - Data show device. - White Board.
2. Technology resources (AV, data show, Smart Board, software, etc.) - Computer supported with Windows 10 for each lecture room. - Data show device
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 Feedback on Effectiveness of Teaching - Confidential instructor evaluation questionnaire on completion of the course. - Students-faculty meetings.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Student feedback report to be analyzed by the course instructor and submit the results to the department head. Peer consultation on teaching. Departmental council discussions.
3. Processes for Improvement of Teaching - Review the students' feedback and work on the weak points. - Conducting workshops given by experts on teaching and learning methodologies. - Periodical departmental revisions of the methods of teaching. - Monitoring of teaching activities by senior faculty members.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - The use of external examiners. - Providing samples of all kinds of assessment in the departmental course portfolio of each course. - Assigning group of faculty members teaching the same course to grade the same questions of different students. - Members from other institutions are invited to review the accuracy of the grading policy.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Design graduate survey and employee surveys.

- Analyze the results of the two surveys and detect the weakness and strengthens in the course.
- Submit a course report to the curriculum committee in the department to discuss the action plan.
- Submit the final action plan to the department Council for approval.
- Stick-holder meeting for the advantage and the disadvantage in the graduates.
- The course material and learning outcomes are periodically reviewed and the changes to be taken or approved by the department and higher councils.
- The head of the department and faculty take the responsibility of implementing the proposed changes.

Name of Course Instructors:

Dr. Mohamed Mohamed Ibrahim Salem
Dr. Abdelgalil Allam Aabdelgalil Shaaban

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Advanced Musculoskeletal Practice II.

Course Code: ORTH1704623-4

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Musculoskeletal Practice II / ORTH1704623-4**

2. Credit hours: **4CH**

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: **Dr. Mohamed Mohamed Ibrahim Salem, Dr. Abdelgalil Allam Shaaban**

5. Level/year at which this course is offered: **Level 2**

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

EVID1704611-3

KINE1704612-3

ANAT1704613-3

PHYS1704614-3

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

ORTH1704621-4

ORTH1704622-4

ORTH1704631-5

ORTH1704641-5

8. Location if not on main campus: 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="text" value="60"/>
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="text" value="40"/>

Comments: practical sessions

B Objectives

1. The main objective of this course

This course will be designed to provide postgraduate students advanced knowledge and practice in musculoskeletal physical therapy of Lumbar spine and Lower quadrant. It will cover musculoskeletal mechanical and pathological dysfunctions involving these structures, and advanced physical therapy interventions pertinent to these dysfunctions to be covered theoretically and practically. These interventions will cover all possible therapeutic interventions as indicated by recent literature in an evidence-based approach, including modalities, and exercise therapy, as well as understanding of the physical deficits encountered by persons with musculoskeletal disorders as well as the proper physical therapy treatment especially in Lower quadrant conditions.

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. Regular seminars and workshop about new trends in the physical therapy treatment of trauma of musculoskeletal system and orthopedic disease for upper limb and cervical spine based on IT and web based reference materials.
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. Student assignment about new techniques of physical therapy management of orthopedic conditions.
6. Increased use of IT and web based reference material.

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

Course Description:

1. Enhance the students to gain experience and confidence in the management of patients/client with musculoskeletal dysfunction of lower quadrant.
2. Improve students' ability to examine available scientific evidence and select appropriate assessment and intervention procedures for management of musculoskeletal disorders of the lumbar spine and lower limb.
3. Develop students' capacity to carry on research work to cover injuries and pathologies of musculoskeletal origins involving lumbar spine and lower limbs.
4. Improve students' clinical skills in assessment and management of musculoskeletal disorders of the lumbar spine and lower limbs.
5. Use the Internet and the library to research information about various orthopedic conditions and physical therapy interventions and apply information in clinical practice.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Lumbar region mechanics and postural and muscles dysfunctions	1	2	4
Physical therapy management of lumbar spondylosis and spondylolithesis.	1	2	4
Physical therapy management of lumbar disc lesions		2	4
Physical therapy management of lower quadrant neural conditions including nerves entrapments, radiculopathies.	1	2	4
Mechanics and evaluation of hip and pelvic girdle dysfunction.	1	2	4
Physical therapy management of sacroiliac dysfunction	1	2	4
Physical therapy management of hip replacement and surgeries.	1	2	4
Physical therapy management of hip osteoarthritis, Perth's disease.	1	2	4

Functional anatomy, biomechanics and evaluation of the knee joint complex.	1	2	4
Physical therapy management of patellofemoral pain syndrome.	1	2	4
Physical therapy management of knee osteoarthritis.	1	2	4
Physical therapy management of knee replacement and other knee surgeries.	1	2	4
Functional anatomy, biomechanics and evaluation of ankle and foot.	1	2	4
Physical therapy management of ankle injuries.	1	2	4
Physical therapy management of foot problems.	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

3. Individual study/learning hours expected for students per week. 4

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

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Discuss mechanical and pathological dysfunctions involving articular, muscular, and neural structures of the lumbar spine and lower extremity.	Lectures	Class activity
1.2	List injuries of the musculoskeletal system of lower quadrant and its physical therapy management	Discussions group	Individual Assignments
1.3	Describe physical therapy methods used in orthopedic and traumatic cases concern lower limb and lumbar region	Audio-visual	Oral presentation
1.4	Identify the role of physical therapy intervention with other health care in treatment of common orthopedic, rheumatic, traumatic and surgical conditions in lower quadrant.	Discussions group	Group Assignments
2.0	Cognitive Skills		

2.1	Differentiate between radicular and somatic referred pain in lower quadrant.	Demonstration	Oral presentation
2.2	Critically appraise the outcomes of different therapeutic interventions applied to patients. And modify patient management plans periodically as dictated by patient's therapeutic progress.	Practice by doing	Case studies
2.3	Analyze different lumbar spine and lower limb problems by objective physical therapy evaluation.	Small group work	Group presentations
2.4	explain origins of mechanical dysfunctions involving articular, muscular, and neural structures of the lumbar spine and lower extremity.	Discussions group	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Decide the proper treating methods for orthopaedic and traumatology cases	Demonstration	Group presentations
3.2	Show responsibilities to develop his profession and share with others in research work	Teach others	Individual report
3.3	Show leader and decision making attitude in assessment of different orthopedic disease.	Small group work	Group presentations
3.4	Cooperate with others in solving cases and problems related to orthopedic trauma and disease.	Practice by doing	lab manuals
4.0	Communication, Information Technology, Numerical		
4.1	Communicate with colleagues and other members of the health care team in order to influence the care and management of patients.	Demonstration	Individual report
4.2	Demonstrate advanced communication skills when communicating with colleagues, patients and their families.	Demonstration	Individual report
4.3	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members.	Practice by doing	Individual report
4.4	Understanding of indications for when a patient should be referred to another physical therapy, medical or other health specialists for management	Demonstration	Group presentations
5.0	Psychomotor		
5.1	Skillfully apply appropriate manipulative interventions, therapeutic exercises and electro-physical agents according to patient's problems and therapeutic needs.	Practice by doing	lab manuals
5.2	Demonstrate expertise in select and implementing appropriate evaluation procedures for different structures of the lumbar spine and lower extremity.	Teach others	lab manuals
5.3	Apply effective critical thinking skills to modify selected interventions based on patient response.	Practice by doing	lab manuals

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	Quizzes	Selected Week	30 %
2	Practical exam and assignments.	6 th , 12 th weeks	20%
3	Group presentation.	Selected Week	10%
4	Final exams.	16 th week	40%

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)
Office hours according to instructor's timetable.

E Learning Resources

1. List Required Textbooks

- Kisner C and Colby LA. Therapeutic exercises foundations and techniques. 5th ed. Davis, 2007.
- Cook C. Orthopedic manual therapy - An evidence based approach. Pearson- Prentice hall, New Jersey, 2007.

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

- Brimer, M.A. and Moran, M.L. Clinical Cases in Physical Therapy. 2nd Edition, Butterworth-Heinemann, 2004.
- Griffiths IW. Principles of biomechanics and motion analysis. 1st ed., Philadelphia, Lippincott Williams and Wilkins; 2005.

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

To be applied through the course

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

To be applied through the course

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.)

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

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

- Computer supported with Windows 10 for each lecture room.
- Data show device

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

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 activities 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- independent member teaching staff sharing in the oral and practical final exam
- 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
- 3- The use of external examiners.
- 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- 5- 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 added to the course

Name of Course Instructors: Dr. Mohamed Mohamed Ibrahim Salem Dr. Abdelgalil Allam
Aabdelgalil Shaaban

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Clinical Practice
(Orthopedic) I

Course Code: ORTH1704631-5

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Clinical Practice (Orthopedic) I /ORTH1704631-5**

2. Credit hours: **5CH**

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 **Dr. Mohamed Mohamed Ibrahim Salem**
Dr. Abdelgalil Allam Shaaban

5. Level/year at which this course is offered: **Level 3**

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

ORTH1704621-4

ORTH1704622-4

ORTH1704623-4

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

ORTH1704631-5

8. Location if not on main campus: Main Campus

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

a. Traditional classroom	<input type="text"/>	percentage?	<input type="text"/>
b. Blended (traditional and online)	<input type="text"/>	percentage?	<input type="text"/>
c. E-learning	<input type="text"/>	percentage?	<input type="text"/>
d. Correspondence	<input type="text"/>	percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="100"/>

Comments: Clinical practical sessions

B Objectives

1. The main objective of this course

Physical Therapist postgraduates' students are introduced to organized guided topics to develop advanced skills in the understanding and application of the field of musculoskeletal physical Therapy in diagnosis and therapy, using the case-based problem solving approach. The program endeavors to encourage these students to participate in research and education related to this method and be experienced in the clinical application.

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. Regular seminars and workshop about basic and clinical knowledge and skills to evaluate and treat various conditions based on IT and web based reference materials.
6. Student assignment about new techniques of assessment of orthopedic conditions.
7. Student's reports about one new trend for clinical reasoning of musculoskeletal system

dysfunction.

8. Increased use of IT and web based reference material.
9. Encourage use of the Internet and the library to research information about orthopedic manual therapy, apply information in clinical practice and fulfill the community needs.

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

Course Description:

1. To integrate between theory and practice with application in physical therapy to manage cases.
2. To develop the skills necessary for the clinical analysis education, research, and practice in physical therapy.
3. To develop confidence and experience in case presentation and group discussion.
4. To develop effective, sound and reasoned approach to practice, that will reflect in reflection analysis and self-evaluation by implementing evidence-based practice and clinical reasoning.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Cases with a variety of diagnoses.	1	10
Integration of theoretical and clinical knowledge and skills to manage various conditions.	1	10
Clinical reasoning.	1	10
Development of assessment, problem and asset lists, physical therapy diagnoses, short and long-term goals, management plans, prognoses, and discharge plans for patients with various diagnoses.	1	10
Effects of psychosocial, cultural and financial factors on the assessment and management of various conditions.	1	10
Case study of neck pain	1	10
Case study of shoulder dysfunction	1	10
Case study of elbow dysfunction	1	10
Case study of hand dysfunction	1	10
Case study of lumbar spine dysfunction	1	10
Case study of hip pain	1	10
Case study of knee dysfunction	1	10
Case study of knee injury	1	10
Case study of ankle pain	1	10
Case study of foot dysfunction	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

3. Individual study/learning hours expected for students per week. 5

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

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe cases with a variety of diagnoses	Demonstration	Individual Assignments
1.2	Outline the use of current literature to validate assessment and treatment selection to deal with various orthopedic problems.	Audio-visual	Oral presentation
1.3	Mention general short and term goals in orthopedic physical therapy.	Discussions group	Individual Assignments
1.4	Identify the role of physical therapy in intervention with patient suffers from common orthopedic conditions	Lectures	Class activity
2.0	Cognitive Skills		
2.1	Explain complex cases exhibiting multi-system diseases.	Demonstration	Oral presentation
2.2	Reorganize use of current literature to validate assessment and treatment selection to deal with clinical cases.	Practice by doing	Case studies

2.3	Analyze different musculoskeletal problems through evidence-based evaluation.	Small group work	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Justify effects of psychosocial, cultural and financial factors on the assessment and management of various conditions.	Small group work	Group presentations
3.2	Appreciate the basic skills of assessment necessary to design a successful treatment protocol	Practice by doing	lab manuals
3.3	Cooperate with others in solving cases and problems related to orthopedic.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Incorporate basic, social, cultural and clinical knowledge and skills with regard to the evaluation and treatment of complex patient problems.	Demonstration	Individual report
4.2	Appraise how to share the medical team the treatment results and motivate the beer research.	Demonstration	Individual report
5.0	Psychomotor		
5.1	Skilfully apply appropriate manipulative interventions, therapeutic exercises and electro-physical agents according to patient's problems and therapeutic needs.	Practice by doing	lab manuals
5.2	Analyze patient response to treatment techniques	Teach others	lab manuals

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	Cases studies	Selected Week	30 %
2	Practical exam and assignments.	6 th , 12 th weeks	20%
3	Group presentation and discussion.	Selected Week	10%
4	Final exams.	16 th week	40%

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)
Office hours according to instructor's timetable.

E Learning Resources

1. List Required Textbooks

- Goodman, C.C. and Snyder, T.E.K. Differential Diagnosis for Physical Therapists: screening for referral. 4th Edition. Saunders/Elsevier, 2007.
- Brimer, M.A. and Moran, M.L. Clinical Cases in Physical Therapy. 2nd Edition, Butterworth-

Heinemann,2004.
2. List Essential References Materials (Journals, Reports, etc.)
<ul style="list-style-type: none"> - Guthrie L () Clinical case studies in physiotherapy: A Guide for Students and Graduates. Churchill Livingstone, 2009. - Christensen, Clayton M.; Grossman, Jerome H.; Hwang, Jason The innovator's prescription: a disruptive solution for health care New York : McGraw-Hill, cop. 2009 - li, 441 s.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
To be applied through the course
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
To be applied through the course

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.)
Lecture room , contain 20 seat, white board and Data show device
2. Technology resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> - Computer supported with Windows 10 for each lecture room. - Data show device
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
<ul style="list-style-type: none"> - 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
<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
<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)
<ol style="list-style-type: none"> 1- independent member teaching staff sharing in the oral and practical final exam 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member 3- The use of external examiners. 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.


5- 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 Instructors: Dr. Mohamed Mohamed Ibrahim Salem Dr. Abdelgalil Allam
Aabdelgalil Shaaban

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Clinical Practice
(Orthopedic) II

Course Code: ORTH1704641-5

Date: 2018-10-28

Institution: Umm Al-Qura University...

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Clinical Practice (Orthopedic) II / ORTH1704641-5**

2. Credit hours: **5CH**

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 **Dr. Mohamed Mohamed Ibrahim Salem**
Dr. Abdelgalil Allam Shaaban

5. Level/year at which this course is offered: **Level 3**

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

ORTH1704621-4

ORTH1704622-4

ORTH1704623-4

ORTH1704631-5

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"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
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" value="100"/>

Comments: Clinical practical sessions

B Objectives

1. The main objective of this course

Physical Therapist postgraduates' students are introduced to organized guided topics to develop advanced skills in the understanding and application of the field of musculoskeletal physical Therapy in diagnosis and therapy, using the case-based problem solving approach. The program endeavors to encourage these students to participate in research and education related to this method and be experienced in the clinical application.

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)

10. Introduce new topics to cover the up to date data

11. Assignments to encourage the student self-learning for subjects in the course

12. Encourage the students to use library and web sites to get different source for each topic

13. Using different ways of active learning

14. Regular seminars and workshop about basic and clinical knowledge and skills to evaluate and treat various conditions based on IT and web based reference materials.

15. Student assignment about new techniques of assessment of orthopedic conditions.

16. Student's reports about one new trend for clinical reasoning of musculoskeletal system dysfunction.
17. Increased use of IT and web based reference material.
18. Encourage use of the Internet and the library to research information about orthopedic manual therapy, apply information in clinical practice and fulfill the community needs.

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

Course Description:

1. To integrate between theory and practice with application in physical therapy to manage cases.
2. To develop the skills necessary for the clinical analysis education, research, and practice in physical therapy.
3. To develop confidence and experience in case presentation and group discussion.
4. To develop effective, sound and reasoned approach to practice, that will reflect in reflection analysis and self-evaluation by implementing evidence-based practice and clinical reasoning.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Advanced Cases with a variety of diagnoses.	1	10
Integration of theoretical and clinical knowledge and skills to manage various Advanced conditions.	1	10
Advanced Clinical reasoning.	1	10
Advanced Development of assessment, problem and asset lists, physical therapy diagnoses, short and long-term goals, management plans, prognoses, and discharge plans for patients with various diagnoses.	1	10
Effects of psychosocial, cultural and financial factors on the assessment and management of various Advanced conditions.	1	10
Advanced Case study of neck pain	1	10
Advanced Case study of shoulder dysfunction	1	10
Advanced Case study of elbow dysfunction	1	10
Advanced Case study of hand dysfunction	1	10
Advanced Case study of lumbar spine dysfunction	1	10
Advanced Case study of hip pain	1	10
Advanced Case study of knee dysfunction	1	10
Advanced Case study of knee injury	1	10
Advanced Case study of ankle pain	1	10
Advanced Case study of foot dysfunction	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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 cases with a variety of diagnoses	Demonstration	Individual Assignments
1.2	Outline the use of current literature to validate assessment and treatment selection to deal with various orthopedic problems.	Audio-visual	Oral presentation
1.3	Mention general short and term goals in orthopedic physical therapy.	Discussions group	Individual Assignments
1.4	Identify the role of physical therapy in intervention with patient suffers from common orthopedic conditions	Lectures	Class activity
2.0	Cognitive Skills		
2.1	Explain complex cases exhibiting multi-system diseases.	Demonstration	Oral presentation
2.2	Reorganize use of current literature to validate assessment and treatment selection to deal with clinical cases.	Practice by doing	Case studies

2.3	Analyze different musculoskeletal problems through evidence-based evaluation.	Small group work	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Justify effects of psychosocial, cultural and financial factors on the assessment and management of various conditions.	Small group work	Group presentations
3.2	Appreciate the basic skills of assessment necessary to design a successful treatment protocol	Practice by doing	lab manuals
3.3	Cooperate with others in solving cases and problems related to orthopedic.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Incorporate basic, social, cultural and clinical knowledge and skills with regard to the evaluation and treatment of complex patient problems.	Demonstration	Individual report
4.2	Appraise how to share the medical team the treatment results and motivate the beer research.	Demonstration	Individual report
5.0	Psychomotor		
5.1	Skilfully apply appropriate manipulative interventions, therapeutic exercises and electro-physical agents according to patient's problems and therapeutic needs.	Practice by doing	lab manuals
5.2	Analyze patient response to treatment techniques	Teach others	lab manuals

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	Cases studies	Selected Week	30 %
2	Practical exam and assignments.	6 th , 12 th weeks	20%
3	Group presentation and discussion.	Selected Week	10%
4	Final exams.	16 th week	40%

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)
Office hours according to instructor's timetable.

E Learning Resources

1. List Required Textbooks

- Goodman, C.C. and Snyder, T.E.K. Differential Diagnosis for Physical Therapists: screening for referral. 4th Edition. Saunders/Elsevier, 2007.
- Brimer, M.A. and Moran, M.L. Clinical Cases in Physical Therapy. 2nd Edition, Butterworth-Heinemann, 2004.

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

- Guthrie L () Clinical case studies in physiotherapy: A Guide for Students and Graduates. Churchill Livingstone, 2009.
- Christensen, Clayton M.; Grossman, Jerome H.; Hwang, Jason The innovator's prescription: a disruptive solution for health care New York: McGraw-Hill, cop. 2009 - li, 441 s.

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

To be applied through the course

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

To be applied through the course

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.)

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

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

- Computer supported with Windows 10 for each lecture room.
- Data show device

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

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- independent member teaching staff sharing in the oral and practical final exam
- 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
- 3- The use of external examiners.
- 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- 5- 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 Instructors: Dr. Mohamed Mohamed Ibrahim Salem, Dr. Abdelgalil Allam Shaaban

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

Specialty Courses Specifications

(Neurological Physical Therapy)

* (Neurological) Course Code	* (Neurological) Course Title	Prerequisite Courses	Credit Hours
NEUR1704621-4	Physical Therapy of Neurological and Neurosurgical Disorders	Level 1	4
NEUR1704622-4	Electro Diagnosis and Imaging Evaluation	Level 1	4
NEUR1704623-4	Motor Learning and Pain Management	Level 1	4
NEUR1704631-5	Advanced Clinical Practice (Neurological) I	Level 2	5
NEUR1704641-5	Advanced Clinical Practice (Neurological) II	Level 3	5

COURSE SPECIFICATIONS Form

Course Title: Physical Therapy of Neurological
and Neurosurgical Disorders.

Course Code: NEUR1704621-4

Date: 28-10-2018

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code:

Physical Therapy of Neurological and Neurosurgical Disorders / NEUR1704621-4

2. Credit hours: **4CH**

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: **Dr. Amir Abdel-Raouf Fadl El-Fiky,
Dr. Hayam Mahmoud Sayed.**

5. Level/year at which this course is offered: **Level 2**

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

ANAT1704613-3

PHYS1704614-3

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

NEUR1704622-4

NEUR1704623-4

NEUR1704631-5

NEUR1704641-5

8. Location if not on main campus: 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" value="60"/>
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" value="40"/>

Comments: practical sessions

B Objectives

1. The main objective of this course

This course is designed to provide opportunities, by which the post graduate develop a level of integration of theoretical knowledge, practical and clinical skills in assessing and treating different neurological and neurosurgical disorders.

The postgraduate will acquire advanced skills and clinical practice based on the theoretical and academic knowledge in the field of physical therapy for neurology and neurosurgery that enables the candidate to deal with any patient referred from the physician to be able to obtain the advanced manual skills necessary for evaluation of different health problems; in order to design the optimal treatment plan for any patients suffering from any neurological and/ or neurosurgical problems, as well as communicate professionally with other medical team caring for this patient.

This course is designed to prepare physical therapist to become interpreters of medical information concerning different neurological diseases or neurosurgical disorders.

This course presents also the different procedures that are available to assist in the evaluation and treatment of different neurological and neurosurgical disorders.

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. Regular revision of course reports of previous year.
2. Increase topics and subject content through introducing up to date issues aiming to cover all updated data.
3. Regular seminars and workshop about new trends in the neurological and Neurosurgical physical therapy based on IT and web based reference materials.
4. Student assignment about new techniques of assessment and treatment in neurological and Neurosurgical physical therapy. Update the subject content following the most recent research in the neurological and neurosurgical disorders.
5. Problem based learning and case study learning.
6. Advanced topics are planned to be added to related modules.
7. Use of recent illustrating overhead projectors, electronic modalities in teaching.
8. Tutorials are improved from questions asking for discussion of interactive clinical cases.

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

Course Description:

The course "Physical Therapy of Neurological and Neurosurgical Disorders." Is designed to students of Master of Science in Physical Therapy (Neurology Branch). The aim of this course is to learn them how physical therapist can evaluate and treat different neurological and neurosurgical disorders. The course is divided into two main sections which are Neurological diseases and neurosurgical disorders with differentiation between the two category and abilities to deal with each category.

1. Topics to be Covered (Theoretical)

List of Topics	No. of Weeks	Contact hours	
Physical therapy management for Vascular Hemiplegia (Neurology)	2	4	8
Physical therapy management for Non-Vascular Hemiplegia (Neurology)	1	2	4
Physical therapy management for Traumatic Brain Injuries (Neurosurgery)	1	2	4
Physical therapy management for Extra Pyramidal Disorders (Neurology)	1	2	4
Physical therapy management for Cerebellar Lesions (Neurology)	1	2	4
Physical therapy management for Brain & Spinal cord Tumors (Neurosurgery)	1	2	4

Physical therapy management for Traumatic Spinal Cord Injuries (Neurosurgery)	1	2	4
Physical therapy management for Multiple Sclerosis (Neurology)	1	2	4
Physical therapy management for Polyneuropathy (Neurology)	1	2	4
Physical therapy management for Disc Lesions (Neurosurgery)	1	2	4
Physical therapy management for Peripheral Nerve Injuries (Neurosurgery)	1	2	4
Physical therapy management for Muscular Dystrophy (Neurology)	1	2	4
Physical therapy management for Motor Neuron Diseases (Neurology)	1	2	4
Physical therapy management for Pain	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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.
Curriculum Map

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define different neurological and neurosurgical conditions and identify their pathological mechanisms.	Lectures	Class activity
1.2	Describe physical therapy techniques used specifically in treating neurological and neurosurgical cases.	Discussions group	Individual Assignments
1.3	Understand of how new knowledge is developed and applied and the effects of recent research in physical therapy for Neurological and neurosurgical conditions.	Audio-visual	Oral presentation
1.4	Recognize the need to modify the treatment plan as the patient condition changes from stage to other.	Discussions group	Group Assignments
1.5	Identify the role of physical therapy intervention with other health care in treatment of common neurological and neurosurgical conditions.	Demonstration	Individual Assignments
1.6	List the role of biostatistics and research methodology in the improvement of the physical therapy field with others medical fields.	Audio-visual	Oral presentation
2.0	Cognitive Skills		

2.1	Classify the different neurological symptoms according to site of lesion.	Demonstration	Oral presentation
2.2	Applies practical and theoretical knowledge in dealing with variety of novel and unpredictable Neurological and Neurosurgical disorders	Practice by doing	Case studies
2.3	Judge specific treatment plan of the Neurological patient using problem solving and clinical reasoning skills	Small group work	Group presentations
2.4	Explain the modification in the program of treatment according to the follow up evaluation of the patient.	Discussions group	Group presentations
2.5	Justify practical issues that provide opportunities for research.	Teach others	Individual report
2.6	Synthesize and apply research and scholarly publications and professional reports, in Neurological and Neurosurgical physical therapy.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate and promote the appropriate application of new knowledge and innovations in multidisciplinary practice and decision-making processes, and influence the directions of further research and innovation in field of neurological and neurosurgical physical therapy.	Small group work	Group presentations
3.2	Evaluate professionally the different clinical cases commonly related to Neurological and Neurosurgical Physical Therapy.	Practice by doing	lab manuals
3.3	Show appropriate response to a variety of 'ethical dilemmas' and challenges during the effective management of the Neurological and Neurosurgical patients.	Discussions group	Group presentations
3.4	Share to develop his profession and share with others in research work.	Demonstration	Individual Assignments
4.0	Communication, Information Technology, Numerical		
4.1	Communicates effectively and at appropriate levels with academic and professional audiences through informal and formal reports and presentations and academic and professional publications, including a thesis report.	Demonstration	Individual report
4.2	Illustrate evidenced based approaches in the presentation of health promotion and preventative care programs	Practice by doing	Individual report
4.3	Use accesses to information sources (e.g. Libraries, database, and scientific papers) to gain new knowledge about this course.	Demonstration	Group presentations
5.0	Psychomotor(if any)		
5.1	Manipulate effectively physical therapy advanced and most recent tools and measuring instruments in accordance with standard guidelines.	Practice by doing	lab manuals
5.2	Manipulate different cases of neurology and neurosurgery from physical therapy point of	Teach others	Oral presentation

	view.		
5.3	Create and apply a proper physical therapy program for treating neurological and neurosurgical disorders cases.	Teach others	lab manuals
5.4	Employ different tools to evaluate and treat different Neurological and neurosurgical problems.	Practice by doing	Manuals practice

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 -	Attitude & Semester Activities	Every week	10 %
2 -	Assignments.	Every week	10 %
3 -	Quiz (written or tutorial)	6 th & 12 th	20 %
4 -	Research Work	Every week	10%
5 -	Final Practical Examination	16 th Week	10 %
6 -	Final Written Examination	17 th Week	40%

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)
Four Hour / week for each member.

E Learning Resources

<p>1. List Required Textbooks</p> <p>1- Neurologic Rehabilitation: Neuroscience and Neuroplasticity in Physical Therapy Practice. Deborah S. Nichols-Larsen, Deborah A. Kegelmeyer, John A. Buford, Anne D. Kloos, Jill C. Heathcock, D. Michele Basso. 2016</p> <p>2- Physical Management in Neurological Rehabilitation. Maria Stokes 2004.</p> <p>3- Neurological Rehabilitation. Darcy A.U. 6th edition, Mosby, London, 2012.</p>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> • American Physical therapy Journal. • Journal of Neurology, Neurosurgery, Psychiatry with Practical Neurology (JNNP)
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>10. Access to digital libraries (e.g., Umm Al Qura University digital library)</p> <ul style="list-style-type: none"> • Various websites such as: • PubMed: www.pubmed.com • Google scholar: www.google.scholar.com • www.google.com • Publishers website (e.g., BioMed Central): www.biomedcentral.com
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p>

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.)

<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> - Two lecture rooms; each room contain 10 seats, white board and Data show device. -Two laboratory rooms, each contain 2 plinths.
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> - Computer supported with windows 10 for the lecture room and laboratory rooms. <ul style="list-style-type: none"> - Video tape device. - Overhead Projector.
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> - Audio-video show devices and internet connection.

G Course Evaluation and Improvement Procedures

<p>1- Strategies for Obtaining Student Feedback on Effectiveness of Teaching:</p> <ul style="list-style-type: none"> - Confidential instructor evaluation questionnaire on completion of the course. - Students-faculty meetings. - Net based surveys. - Academic Guidance.
<p>2- Other Strategies for Evaluation of Teaching by the Instructor or by the Department:</p> <ul style="list-style-type: none"> - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Peer consultation on teaching. - Departmental council discussions. - Regular scientific meeting with department members. - Video recording.
<p>3 - Processes for Improvement of Teaching:</p> <ul style="list-style-type: none"> -Review the student's feedback and work on the weak points. -Conducting workshops given by experts on teaching and learning methodologies. -Periodical departmental revisions of the methods of teaching. -Monitoring of teaching activates by senior faculty members. <ul style="list-style-type: none"> -- Increase budging or educational resources. -- Arranging courses and conferences. -- Asses the present teaching strategies.
<p>4. Processes for Verifying Standards of Student Achievement:</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. - Assigning group of faculty members teaching the same course to grade same questions for various students. - Members from other institutions\ departments are invited to review the accuracy of the grading policy. <ul style="list-style-type: none"> - Providing samples of all kinds of assessment in the departmental course portfolio of each course. - Periodical changing and remarking of tests. - Making an ideal answer for the final exam help to correct some student's paper by independent teaching.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - Design graduate survey and employee surveys. - Analyze the results of the two surveys and detect the weakness and strengthens in the course. -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.
- Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
- Regular meeting of the experienced professor in the department to review contents of the courses and put plans for improvement.
- 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.

Name of Course Instructor: Dr. Amir Abdel-Raouf Fadl El-Fiky, Dr. Hayam Mahmoud Sayed.

Signature:  Date Completed: 28th October 2018

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

Signature:  Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Electro diagnosis and Imaging
Evaluation

Course Code: NEUR1704622-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Electro diagnosis and Imaging Evaluation / NEUR1704622-4	
2. Credit hours: 4CH	
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: Dr. Hayam Mahmoud Sayed, Dr. Amir Abdel-Raouf Fadi El-Fiky	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): ANAT1704613-3 PHYS1704614-3	
7. Co-requisites for this course (if any): NEUR1704621-4 NEUR1704623-4 NEUR1704631-5 NEUR1704641-5	
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

1. The main objective of this course:

This course will describe the fundamentals of physiological and anatomical basis for electromyography and nerve conduction studies. Its aims to improve the students' knowledge, skills and attitudes of electro-diagnostic examinations of electromyography, nerve conduction studies and late responses to evaluate different neuromuscular disorders as well as provide physical therapist the nature and scope of essential knowledge and skills needed to practice electro-diagnostic techniques for different neuromuscular disorders.

It also give students the ability to understand & recognize different neurological lesion for both brain & spinal cord through different imaging techniques(computerized tomography, and Magnetic resonance imaging)

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

1. Regular revision of course reports of previous year.
2. Analysis of student questionnaire of previous year
3. Regular seminars
4. Advanced topics are planned to be added to related modules
5. Tutorials will improve from questions asking for discussion of interactive clinical cases.
6. Use different clues of active learning: problem solving- ice ball, brainstorming, group discussion. 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 be two folds: theoretical and practical. Theoretical section emphasizes on underlying basis of electro diagnostic techniques and measurements of different neurological disorders. Blended and integrated with concepts and principles of nerve function, conduction, muscles potentials. Different imaging for different neurological disorders of brain and spinal cord. Practical part emphasizes on application of those objective electro diagnostic measurements in different nerve lesion of both upper and lower limbs using demonstration on case scenarios on laboratory settings.

1. Topics to be Covered (Part)

List of Topics	No. of Weeks	Contact hours	
		T	P
Introduction to electromyography	1	2	4
The Motor unit	1	2	4
Phases of action potential and its propagation	1	2	4
Basic nerve conduction studies & Stimulus artifact	1	2	4
EMG Examination	1	2	4
Late responses H-reflexes, F-waves	1	2	4
Upper Extremity NCS	2	4	8
Lower Extremity NCS	2	4	8
Facial nerve exam	1	2	4
C.T. & MRI of spinal cord disorders	1	2	4
C.T. & MRI of spinal disc lesions	1	2	4
C.T. for normal brain & different brain disorders	1	2	4
MRI for normal brain & different brain disorders	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2				2	
	Actual						

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

4

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	Recognize the basic principles and theories from physics to perform electromyography for the different muscles of the body	Lectures	Class activity
1.2	Understand the electrophysiology concepts to perform motor and sensory conduction of the different peripheral nerves of the body	Discussions group	Individual Assignments
1.3	Select the appropriate exercise sciences that can be utilized in physical therapy procedures	Audio-visual	Oral presentation
1.4	Understand the basic features & shape of CT & MRI images and different spinal cord & brain disorders	Discussions group	Group Assignments
2.0	Cognitive Skills		
2.1	Report a comprehensive examination and evaluation in order to confirm accurately the findings of EMG and NCS	Demonstration	Oral presentation
2.2	Apply relevant obtained data by connect the findings of EMG and NCS to predict prognosis	Practice by doing	Case studies
2.3	modify an evaluation sheet by the used of the electro-diagnostic technique according the patients' needs	Small group work	Group presentations
2.4	Differentiate between CT & MRI films	Discussions group	Group presentations
2.5	Recognize different spinal cord lesion and	Teach others	Individual report

	different brain abnormalities by visual skills		
3.0	Interpersonal Skills & Responsibility		
3.1	Appreciate the ethics and laws of his profession as honesty, respect, ethical patient care and acts as a member of the health care team.	Demonstration	Group presentations
3.2	Share to develop his profession and share with others in research work.	Teach others	Individual report
3.3	Provide with respect his responsibility toward patients, community, and physical therapy carrier	Small group work	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate competence in the use of computer based information	Demonstration	Individual report
4.2	Enhance the communication and rapport between patients and family members	Demonstration	Individual report
4.3	Use mathematical or statistical information for data representation.	Practice by doing	Individual report
5.0	Psychomotor		
5.1	prepare physical therapy diagnosis in which recommended by using electro-diagnostic techniques	Practice by doing	lab manuals
5.2	Apply definitive physical therapy examination to determine neuromuscular disorders	Teach others	lab manuals
5.3	Label initial and periodical patient's evaluation to relate respectfully with other specialties	Practice by doing	lab manuals

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	Attitude & Class Activities	Every week	10 %
2	Online Assignments.	8 th	5%
3	Quiz (written or tutorial)	6 th & 12 th	20 %
4	Electronic Quiz	11 th	5%
5	Course Project	End of Semester	10%
6	Final Practical Examination	15 th Week	10 %
8	Final Written Examination	16th Week	40%

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)

The course instructors will be available in their offices to provide academic concealing during specific 2 academic hours every week.

Date: Thursday

Time: 10 am – 12 pm.

E Learning Resources

1. List Required Textbooks:

- Shin J.: Clinical Electromyography: Nerve conduction studies. 2nded, Williams and Wikins,

<p>Baltimore, Maryland, USA, 1993.</p> <ul style="list-style-type: none"> William S., Henry L., and Ernest W., Electromyography. Lippincott Williams and Wilkins, 4th ed, USA, 2007. Electromyography in Clinical Practice by Bashar MD Katirji https://support.ebooks.com/hc/en-gb/articles/215392243-Using-Online-Reader
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> Students will be asked to search the web sites for more information and skills about, EMG, NCS, repetitive stimulation and somatosensory evoked potentials. Official journal of the International Society of Electrophysiology and Kinesiology Atlas of Electromyography journal.
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>http://dx.doi.org/10.1136/jnnp.2005.069211</p> <p>https://journals.lww.com/jcnmd/fulltext/2001/.../atlas_of_electromyography.10.aspx</p> <p>https://www.nature.com/subjects/electromyography-emg</p> <p>https://support.ebooks.com/hc/en-gb/articles/215392243-Using-Online-Reader</p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> Microsoft office. Statistical Program (SPSS).

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"> -One lecture rooms; each room contain 10 seats, white board and Data show device. -One laboratory rooms with EMG device, and contain 2 plinths.—imaging scanner.
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> - Computer supported with windows Vista for the lecture room and laboratory rooms. - Video tape device
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>--EMG lab.</p>

G Course Evaluation and Improvement Procedures

<p>1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - Confidential instructor evaluation questionnaire on completion of the course. - Students-faculty meetings. - Net based surveys. - Academic Guidance.
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none"> - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Peer consultation on teaching. - Departmental council discussions. - Regular scientific meeting with department members. - Video recording.
<p>3. Procedures for Teaching Development</p> <ul style="list-style-type: none"> - Review the student's feedback and work on the weak points. - Conducting workshops given by experts on teaching and learning methodologies. - Periodical departmental revisions of the methods of teaching. - Monitoring of teaching activates by senior faculty members. - Increase budging or educational resources. - Arranging courses and conferences.

- - Asses the present teaching strategies.
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)
- The use of external examiners.
 - Providing samples of all kinds of assessment in the departmental course portfolio of each course.
 - Assigning group of faculty members teaching the same course to grade same questions for various students.
 - Members from other institutions\ departments invited to review the accuracy of the grading policy.
 - Providing samples of all kinds of assessment in the departmental course portfolio of each course.
 - Periodical changing and remarking of tests.
 - Making an ideal answer for the final exam help to correct some student's paper by independent teaching.

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


Design graduate survey and employee surveys.

- Analyzing the results of the two surveys and detect the weakness and strengthens in the course.
- Stick-holder meeting foe the advantage and the disadvantage in the graduates.
- The course material and learning outcomes periodically reviewed and the changes to taken are approved in the departmental and higher councils.
- The head of department and faculty take the responsibility of implementing the proposed changes.
- Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
- Regular meeting of the experienced professor in the department to review contents of the courses and put plans for improvement.
- 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.

Name of Course Instructor: Dr. Amir Abdel-Raouf Fadl El-Fiky, Dr. Hayam Mahmoud Sayed.

Signature:  Date Completed: 28th October 2018

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

Signature:  Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Motor Learning and Pain
Management

Course Code: NEUR1704623-4

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Motor Learning and Pain Management/ NEUR1704623-4**

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:

Dr. Hayam Mahmoud Sayed , Dr. Amir Abdel-Raouf Fadl El-Fiky

5. Level/year at which this course is offered: **Level 2**

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

ANAT1704613-3

PHYS1704614-3

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

NEUR1704621-4

NEUR1704622-4

NEUR1704631-5

NEUR1704641-5

8. Location if not on main campus: 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" value="60"/>
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" value="40"/>

Comments: practical sessions

B Objectives

The main objective of this course: is to provide an overview of the physiology of motor control, and emphasis on applying theory and management strategies of motor control and describe the neural bases of motor control and learning theories. It also gives students a feedback information about the nature of different types of motor practice and describe their influence on skill acquisition

2. Describe briefly any plans for developing and improving the course that are being implemented.

1. Regular revision of course report of previous year.
2. Analysis of student questionnaire of previous year
3. Regular seminars
4. Advanced topics are planned to be added to related modules
5. Tutorials will be improved from questions asking for discussion of interactive clinical cases.
6. Use different clues of active learning: problem solving- ice ball, brainstorming, group discussion.

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

Course Description: This course will emphasize on understanding the followings:
Theoretical and applied perspectives of motor control and learning, and their implications on physical therapy and also on understanding pain and how to manage it. It also discusses the Behavioral, biomechanical and different neural control of learning and mechanisms of pain control theories. Understanding of both normal and pathological human motor behavior and their Implications on treatment of patients and most common causes of pain and how to interfere with it. Neurophysiologic control of posture and movement as the base for applying evaluation and treatment procedures for abnormalities of, movement, muscle tone, postural adaptation, and its function. Updated techniques in evaluating and treating neuropathic pain and how physical therapy can interfere with these approaches. The effects of cognition, vision, vestibular, auditory, input in the acquisition of motor skills. The impact of motor disorders on growth, development and learning.

1. Topics to be Covered			
List of Topics	No. of Weeks	Contact hours	
Introduction to motor control concept and Understanding nature of movement	1	2	4
Physiology of motor control	1	2	4
Role of spinal cord and Role of cerebral cortex in motor control	1	2	4
Role of cerebellum and Role of basal ganglia in motor control	1	2	4
Neural Plasticity	1	2	4
Theories of motor control	1	2	4
Postural control	1	2	4
Motor learning	1	2	4
Introduction and History of Pain	1	2	4
Definitions and Mechanisms of Pain	1	2	4
Classification of Pain (prevalence, Consequence and Costs of Pain)	1	2	4
Evaluation and Assessment of Pain	1	2	4
Types of Treatment of Pain (Pharmacologic and Non-Pharmacologic)	1	2	4
Management of Acute Neuropathic Pain and Chronic Neuropathic Pain	1	2	4
Strategies to Improve Pain Management	1	2	4
Final Exam			

2. Course components (total contact and credit hours per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the principles of motor control and skill acquisition	Lectures	Class activity
1.2	Recognize different theories of motor learning.	Discussions group	Individual Assignments
1.3	Explain the concepts of information processing for motor control	Audio-visual	Oral presentation
1.4	Understand Theories of pain	Discussions group	Group Assignments
1.5	Describe common clinical presentations of pain	Demonstration	Individual Assignments
1.6	Discuss advantages and disadvantages of different pain measurement tools	Audio-visual	Oral presentation
2.0	Cognitive Skills		
2.1	Integrate basic anatomical knowledge with clinical data.	Demonstration	Oral presentation
2.2	Apply biomechanical concepts to ensure proper posture and movement.	Practice by doing	Case studies
2.3	Interpret the physiological principles to understand the control of motor.	Small group work	Group presentations
2.4	Analyze and Classify pain.	Discussions group	Group presentations
2.5	Distinguish between different methods of pain management	Teach others	Individual report
2.6	Identify Appropriate techniques to treat different types of pain	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Collect the most safe and effective manner to gain a specific physical therapy plan of care.	Demonstration	Group presentations
3.2	Assess different types of movement disorders and select the most appropriate phase	Teach others	Individual report
3.3	Create a self-learning attitude	Small group work	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Use the available information technology as computer to attain recent information concerned with the course	Demonstration	Individual report
4.2	Practice an oral presentation	Demonstration	Individual report

4.3	Use statistical information for data representation	Practice by doing	Individual report
4.4	Describe Contribution of members of pain management team work	Demonstration	Group presentations
5.0	Psychomotor(if any) Non Applicable		
5.1	Manipulate effectively physical therapy advanced and most recent tools and measuring instruments in accordance with standard guidelines.	Practice by doing	lab manuals
5.2	Employ the evidence underpinning movement dysfunction critically and initiate changes in practice appropriately.	Teach others	lab manuals

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	Regular quizzes	6 th & 10 th week	20%
2	Class participation ,Attendance , Problem solving questions ,Case study ,case report	Every week	15%
3	Presentation, assignment	8 th week to 12 th week	10%
4	Electronic Quiz	11 th week	5%
5	Final Exam	17 th week	50%

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)
--Each week the course instructor will be available in his office for 1 hour for individual student consultation (Sunday 12:00Am-1:00 Pm) & for one hour for academic advising (Tuesday 1:00-2:00Pm).

E. Learning Resources

- List Required Textbooks
 - 1- Motor control: translating research into clinical practice / Anne Shumway Cook and Marjorie H. Woollacott. — Fourth Edition; 2012.
 - 2- Motor Control & Learning: a behavioral emphasis/Richard A.,Schmidet,Timothy D. Lee, Carolee J.Winstein, Gabriele Wulf.Zelaznik.6th edition/ Champaign, IL, Human Kinetics,2019.
 - 3- Motor Learning and Control for Practitioners--Book by Cheryl A. Coker.4th edition,2018.
 - 4- Psychological Approaches to Pain Management, Third Edition: A Practitioner's Handbook Third Edition. by [Dennis C. Turk](#) (Editor), [Robert J. Gatchel](#) (Editor) 2018
 - 5- Handbook of Pain Management: A Clinical Companion to Textbook of Pain 1st Edition 2003
 - 6- Weiner's Pain Management: A Practical Guide for Clinicians, 7th Edition, Mark V. Boswell, B. Eliot Cole. 2005.
- List Essential References Materials (Journals, Reports, etc.)
 - 1-Journal of Motor Learning and Development
 - 2-The Official Journal of the International Society of Motor Control
 - 3-International Journal of Motor Control and Learning

4- The Journal of Pain. 5- Journal of Pain and Symptom Management.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. --Motor Control, Learning, and Performance: Strength ... - LWW Journals -- https://journals.lww.com/nsca.../Motor_Control,_Learning,_and_Performance.21.aspx by SS Plisk. -- https://www.researchgate.net/journal/1087-1640_Motor_control -- https://www.ncbi.nlm.nih.gov/sites/entrez?...%22Motor%20control%22%5BJournal%...
1. Other learning material such as computer-based programs/CD, professional standards or regulations and software. - Educational compact discs (C D)

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.) - Class room with 10 seat - Learning facilities (Data show, white board and LCD) - Air conditioned class room
2. Technology resources (AV, data show, Smart Board, software, etc.) - LCD - CPU
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) -Anatomical models. - Skeletons

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching -Assessment form will be distributed to student by the end of course regarding their evaluation to the course contents, learning environment, course instructor and exam (periodical & final),class activities
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department Student feedback report to be analyzed by the course instructor and submit the results to the department head.
3. Procedures for Teaching Development 1. Review the student's feedback and work on the weak points. 2. Conduct departmental workshops to discuss how to support the teaching process. 3. Attend educational courses of teaching methodology and advanced exam construction strategies. 4. Appoint percentage of department budget for educational resources as textbooks, audio-visual materials (LCD, CDs, computers, scanner, printer, flash memory....), anatomical models, physical therapy equipment & financial support to attend courses and conferences.
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) (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) To be decided through the course
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

1. Apply periodical questioners during semester (not only at the end of semester) for continuous modification and updating of teaching strategy during the course
2. Establish a committee from some department staff aimed to renewing the teaching resources in all courses (e.g. new and recent textbooks, new web sites and journals)
3. Analyze the results of questioners and detect the weakness & strengthens in the course.
4. Recognize action plane regarding the course credits, content, depth, breadth, teaching methodology.
5. Submit a course report to the curriculum committee in the department to discuss the future action plane.
6. Submit the final action plane to the department Councils for approval.

Name of Course Instructor: Dr. Amir Abdel-Raouf Fadl El-Fiky, Dr. Hayam Mahmoud Sayed.

Signature: 

Date Completed: 28th October 2018

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

Signature: 

Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Clinical Practice
(Neurological) I

Course Code: NEUR1704631-5

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Clinical Practice (Neurological) I/ NEUR1704631-5**

2. Credit hours: **5 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:

Dr: Amir Abdel-Raouf Fadl El-Fiky, Dr: Hayam Mahmoud Sayed

5. Level/year at which this course is offered: **Level 3**

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

NEUR1704621-4

NEUR1704622-4

NEUR1704623-4

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

NEUR1704641-5

8. Location if not on main campus: **Makkah Hospitals.**

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

a. Traditional classroom	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
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="text" value="100"/>

Comments: Clinical practical sessions

B Objectives

1. The main objective of this course

This course is designed to provide opportunities by which the postgraduate develops a level of integration between theoretical knowledge and skills in physical therapy evaluation and treatment of actual patients with neurological and neurosurgical disorders in out-patient's physical therapy departments as well as in-patient's neurological and neurosurgical departments. The student will acquire advanced skills and experiences in clinical practice based on the theoretical and academic knowledge in the field of physical therapy for the common neurological and neurosurgical conditions that enables the candidate to deal with any patient referred from neurologist or neurosurgeon to apply advanced manual skills necessary for evaluation of different problems; in order to design the optimal physical therapy plan for patients suffering from any neurological or neurosurgical problems, as well as communicate professionally with other medical team caring for this patient.

On successfully completing the course, the student should be able to:

1. Communicate and discuss physical therapy intervention with other health care members in treatment of common neurologic disorders and its surgical conditions.
2. Identify the value of and apply patients' assessment in neurological and neurosurgical physical therapy.
3. Order the proper steps of patient assessment.
3. Identify physiological basis, indications and contraindications for the use of different treatment modalities according to patient's condition.
4. Interpret medical terminology and common medical abbreviations.
5. Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.
6. Identify criteria for discharge from physical therapy service.
7. Plan an appropriate physical therapy treatment program to achieve the defined goals.
8. apply the physical therapy program on patients with neurologic

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)

9. Regular seminars and workshop about new trends in the neurological physical therapy based on IT and web based reference materials.
10. Student assignment about new techniques of assessment and treatment in neurological physical therapy.
11. Student's project about one physical therapy center in his city in which he will discuss how the patients be treated, what are the most common cases, and what the strengthen and weaken points of the physical therapy services in order to 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:

The course "Physical Therapy of Neurological and Neurosurgical Disorders Clinical Practice." Is designed to students of Master of Science in Physical Therapy (Neurology Branch). The aim of this course is to learn practically how physical therapist can evaluate and treat different neurological and neurosurgical disorders. The course is divided into two main sections which are Neurological diseases and neurosurgical disorders with differentiation between the two category and abilities to deal with each category.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Practical Training for Physical therapy management for Vascular Hemiplegia (Neurology)	2	20

Practical Training for Physical therapy management for Non-Vascular Hemiplegia (Neurology)	1	10
Practical Training for Physical therapy management for Traumatic Brain Injuries (Neurosurgery)	1	10
Practical Training for Physical therapy management for Extra Pyramidal Disorders (Neurology)	1	10
Practical Training for Physical therapy management for Cerebellar Lesions (Neurology)	1	10
Practical Training for Physical therapy management for Brain & Spinal cord Tumors (Neurosurgery)	1	10
Practical Training for Physical therapy management for Traumatic Spinal Cord Injuries (Neurosurgery)	1	10
Practical Training for Physical therapy management for Multiple Sclerosis (Neurology)	1	10
Practical Training for Physical therapy management for Polyneuropathy (Neurology)	1	10
Practical Training for Physical therapy management for Disc Lesions (Neurosurgery)	1	10
Practical Training for Physical therapy management for Peripheral Nerve Injuries (Neurosurgery)	1	10
Practical Training for Physical therapy management for Muscular Dystrophy (Neurology)	1	10
Practical Training for Physical therapy management for Motor Neuron Diseases (Neurology)	1	10
Practical Training for Physical therapy management for Pain	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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.

Curriculum Map

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define different neurological and neurosurgical conditions and identify their pathological	Discussions group	Individual Assignments

	mechanisms.		
1.2	Identify the value of patients' evaluation in neurological and neurosurgical physical therapy.	Audio-visual	Oral presentation
1.3	Describe problems and realistic short and long term goals based on the evaluation and list them in order of priority.	Discussions group	Group Assignments
1.4	Identify the role of physical therapy intervention with other health care in treatment of common neurological and neurosurgical conditions.	Demonstration	Individual Assignments
1.5	Identify criteria for discharge from physical therapy service.	Audio-visual	Oral presentation
2.0	Cognitive Skills		
2.1	Classify assessment findings in terms of patient problems.	Practice by doing	Case studies
2.2	Synthesize and apply individualized rehabilitation program for each neurological or neurosurgical case.	Small group work	Group presentations
2.3	Modify rehabilitation program as needed by change of case stage.	Discussions group	Group presentations
2.4	Explain advanced treatment strategies guided by recent scientific researches.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Promote the appropriate application of new knowledge and innovations in multidisciplinary practice and decision-making processes, and influence the directions of further research and innovation in field of neurological and neurosurgical physical therapy.	Teach others	Individual report
3.2	Evaluate professionally the different clinical cases commonly related to Neurological and Neurosurgical Physical Therapy.	Small group work	Group presentations
3.3	Show appropriate response to a variety of 'ethical dilemmas' and challenges during the effective management of the Neurological and Neurosurgical patients.	Practice by doing	lab manuals
4.0	Communication, Information Technology, Numerical		
4.1	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members	Demonstration	Individual report
4.2	Communicate effectively with patient relatives and health care professionals establishing professional and ethical relationship	Demonstration	Individual report
4.3	Document the patient's information in written way.	Practice by doing	Individual report
5.0	Psychomotor(if any)		
5.1	Manipulate effectively physical therapy advanced and most recent tools and measuring instruments in accordance with standard guidelines.	Practice by doing	lab manuals
5.2	Manipulate different cases of neurology and neurosurgery from physical therapy point of	Teach others	Oral presentation

	view.		
5.3	Create and apply a proper physical therapy program for treating neurological and neurosurgical disorders cases.	Teach others	lab manuals
5.4	Employ different tools to evaluate and treat different Neurological and neurosurgical problems.	Practice by doing	Manuals practice

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	Semester activities and assignments.	Every week	40%
2	Semester clinical activities	Every week	10%
3	Final Case Presentation	16 th	10%
4	Final practical & Oral exam	17 th	40%

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)
Four Hour / week for each member.

E Learning Resources

1. List Required Textbooks 1- Physical Therapy Case Files: Neurological Rehabilitation 1st Edition. Annie-Burke. 2013 2- Bradley's Neurology in Clinical Practice, 2-Volume .7th Edition. Joseph Jankovic John Mazziotta Scott Pomeroy Robert Daroff. 2015
2. List Essential References Materials (Journals, Reports, etc.) • American Physical Therapy Journal. Journal of Neurology, Neurosurgery, Psychiatry with Practical Neurology (JNNP)
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. 11. Access to digital libraries (e.g., Umm Al Qura University digital library) • Various websites such as: • PubMed: www.pubmed.com • Google scholar: www.google.scholar.com • www.google.com • Publishers website (e.g., BioMed Central): www.biomedcentral.com
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.) - On-Site Hospitals includes Department of Neurology and Neurosurgery.
2. Technology resources (AV, data show, Smart Board, software, etc.) Not Available.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or

attach list)

- Anatomical models.
- Assessment tools
- Treatment tool

G Course Evaluation and Improvement Procedures

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

- Confidential instructor evaluation questionnaire on completion of the course.
- Students-faculty meetings.
- Net based surveys.

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

- Student feedback report to be analysed by the course instructor and submit the results to the department head.
- External evaluators.
- Peer consultation on teaching.
- Departmental council discussions.
- Regular scientific meeting with department members.

3. Procedures for Teaching Development

- Review the student's feedback and work on the weak points.
- Conducting workshops given by experts on teaching and learning methodologies.
- Periodical departmental revisions of the methods of teaching.
- Monitoring of teaching activates by senior faculty members

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)

- Check marking by an independent member teaching staff of a sample of student work.
- Periodic exchange and remarking of tests or a sample of assignments with staff at another institution.
- External examiner sharing in the exam

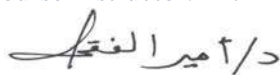
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

Design graduate survey and employee surveys.

- Analyze the results of the two surveys and detect the weakness and strengthens in the course.
- 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.
- Regular meeting of the experienced professor in the department to review contents of the courses and put plans for improvement

Name of Course Instructor: Dr. Amir Abdel-Raouf Fadl El-Fiky, Dr. Hayam Mahmoud Sayed.

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

**Course Title: Advanced Clinical Practice
(Neurological) II**

Course Code: NEUR1704641-5

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Clinical Practice (Neurological) II/ NEUR1704641-5**

2. Credit hours: **5 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:
Dr. Amir Abdel-Raouf Fadl El-Fiky, Dr.Hayam Mahmoud Sayed.

5. Level/year at which this course is offered: **Level 3**

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

NEUR1704621-4

NEUR1704622-4

NEUR1704623-4

NEUR1704631-5

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

8. Location if not on main campus: **Makkah Hospitals.**

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

a. Traditional classroom	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
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="text" value="100"/>

Comments: **Clinical practical sessions**

B Objectives

1. The main objective of this course

This course is designed to provide opportunities by which the postgraduate develops a level of integration between theoretical knowledge and skills in physical therapy evaluation and treatment of actual patients with neurological and neurosurgical disorders in out-patient's physical therapy departments as well as in-patient's neurological and neurosurgical departments. The student will acquire advanced skills and experiences in clinical practice based on the theoretical and academic knowledge in the field of physical therapy for the common neurological and neurosurgical conditions that enables the candidate to deal with any patient referred from neurologist or neurosurgeon to apply advanced manual skills necessary for evaluation of different problems; in order to design the optimal physical therapy plan for patients suffering from any neurological or neurosurgical problems, as well as communicate professionally with other medical team caring for this patient.

On successfully completing the course, the student should be able to:

1. Communicate and discuss physical therapy intervention with other health care members in treatment of common neurologic disorders and its surgical conditions.
2. Identify the value of and apply patients' assessment in neurological and neurosurgical physical therapy.
3. Order the proper steps of patient assessment.
3. Identify physiological basis, indications and contraindications for the use of different treatment modalities according to patient's condition.
4. Interpret medical terminology and common medical abbreviations.
5. Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.
6. Identify criteria for discharge from physical therapy service.
7. Plan an appropriate physical therapy treatment program to achieve the defined goals.
8. apply the physical therapy program on patients with neurologic

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)

12. Regular seminars and workshop about new trends in the neurological physical therapy based on IT and web based reference materials.
13. Student assignment about new techniques of assessment and treatment in neurological physical therapy.
14. Student's project about one physical therapy center in his city in which he will discuss how the patients be treated, what are the most common cases, and what the strengthen and weaken points of the physical therapy services in order to 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:

The course "Physical Therapy of Neurological and Neurosurgical Disorders Clinical Practice." Is designed to students of Master of Science in Physical Therapy (Neurology Branch). The aim of this course is to learn practically how physical therapist can evaluate and treat different neurological and neurosurgical disorders. The course is divided into two main sections which are Neurological diseases and neurosurgical disorders with differentiation between the two category and abilities to deal with each category.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Advanced Practical Training for Physical therapy management for Vascular Hemiplegia (Neurology)	2	20

Advanced Practical Training for Physical therapy management for Non-Vascular Hemiplegia (Neurology)	1	10
Advanced Practical Training for Physical therapy management for Traumatic Brain Injuries (Neurosurgery)	1	10
Advanced Practical Training for Physical therapy management for Extra Pyramidal Disorders (Neurology)	1	10
Advanced Practical Training for Physical therapy management for Cerebellar Lesions (Neurology)	1	10
Advanced Practical Training for Physical therapy management for Brain & Spinal cord Tumors (Neurosurgery)	1	10
Advanced Practical Training for Physical therapy management for Traumatic Spinal Cord Injuries (Neurosurgery)	1	10
Advanced Practical Training for Physical therapy management for Multiple Sclerosis (Neurology)	1	10
Advanced Practical Training for Physical therapy management for Polyneuropathy (Neurology)	1	10
Advanced Practical Training for Physical therapy management for Disc Lesions (Neurosurgery)	1	10
Advanced Practical Training for Physical therapy management for Peripheral Nerve Injuries (Neurosurgery)	1	10
Advanced Practical Training for Physical therapy management for Muscular Dystrophy (Neurology)	1	10
Advanced Practical Training for Physical therapy management for Motor Neuron Diseases (Neurology)	1	10
Advanced Practical Training for Physical therapy management for Pain	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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.

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define different neurological and neurosurgical conditions and identify their pathological mechanisms.	Discussions group	Individual Assignments

1.2	Identify the value of patients' evaluation in neurological and neurosurgical physical therapy.	Audio-visual	Oral presentation
1.3	Describe problems and realistic short and long term goals based on the evaluation and list them in order of priority.	Discussions group	Group Assignments
1.4	Identify the role of physical therapy intervention with other health care in treatment of common neurological and neurosurgical conditions.	Demonstration	Individual Assignments
1.5	Identify criteria for discharge from physical therapy service.	Audio-visual	Oral presentation
2.0	Cognitive Skills		
2.1	Classify assessment findings in terms of patient problems.	Practice by doing	Case studies
2.2	Synthesize and apply individualized rehabilitation program for each neurological or neurosurgical case.	Small group work	Group presentations
2.3	Modify rehabilitation program as needed by change of case stage.	Discussions group	Group presentations
2.4	Explain advanced treatment strategies guided by recent scientific researches.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Promote the appropriate application of new knowledge and innovations in multidisciplinary practice and decision-making processes, and influence the directions of further research and innovation in field of neurological and neurosurgical physical therapy.	Teach others	Individual report
3.2	Evaluate professionally the different clinical cases commonly related to Neurological and Neurosurgical Physical Therapy.	Small group work	Group presentations
3.3	Show appropriate response to a variety of 'ethical dilemmas' and challenges during the effective management of the Neurological and Neurosurgical patients.	Practice by doing	lab manuals
4.0	Communication, Information Technology, Numerical		
4.1	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members	Demonstration	Individual report
4.2	Communicate effectively with patient relatives and health care professionals establishing professional and ethical relationship	Demonstration	Individual report
4.3	Document the patient's information in written way.	Practice by doing	Individual report
5.0	Psychomotor(if any)		
5.1	Manipulate effectively physical therapy advanced and most recent tools and measuring instruments in accordance with standard guidelines.	Practice by doing	lab manuals
5.2	Manipulate different cases of neurology and neurosurgery from physical therapy point of view.	Teach others	Oral presentation

5.3	Create and apply a proper physical therapy program for treating neurological and neurosurgical disorders cases.	Teach others	lab manuals
5.4	Employ different tools to evaluate and treat different Neurological and neurosurgical problems.	Practice by doing	Manuals practice

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	Semester activities and assignments.	Every week	40%
2	Semester clinical activities	Every week	10%
3	Final Case Presentation	16 th	10%
4	Final practical & Oral exam	17 th	40%

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)
Four Hour / week for each member.

E Learning Resources

1. List Required Textbooks 1- Physical Therapy Case Files: Neurological Rehabilitation 1st Edition. Annie-Burke. 2013 2- Bradley's Neurology in Clinical Practice, 2-Volume .7th Edition. Joseph Jankovic John Mazziotta Scott Pomeroy Robert Daroff. 2015
2. List Essential References Materials (Journals, Reports, etc.) • American Physical therapy Journal. Journal of Neurology, Neurosurgery, Psychiatry with Practical Neurology (JNNP)
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. 12. Access to digital libraries (e.g., Umm Al Qura University digital library) • Various websites such as: • PubMed: www.pubmed.com • Google scholar: www.google.scholar.com • www.google.com • Publishers website (e.g., BioMed Central): www.biomedcentral.com
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.) - On-Site Hospitals includes Department of Neurology and Neurosurgery.
2. Technology resources (AV, data show, Smart Board, software, etc.) Not Available.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or

attach list)

- Anatomical models.
- Assessment tools
- Treatment tool

G Course Evaluation and Improvement Procedures

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

- Confidential instructor evaluation questionnaire on completion of the course.
- Students-faculty meetings.
- Net based surveys.

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

- Student feedback report to be analysed by the course instructor and submit the results to the department head.
- External evaluators.
- Peer consultation on teaching.
- Departmental council discussions.
- Regular scientific meeting with department members.

3. Procedures for Teaching Development

- Review the student's feedback and work on the weak points.
- Conducting workshops given by experts on teaching and learning methodologies.
- Periodical departmental revisions of the methods of teaching.
- Monitoring of teaching activates by senior faculty members

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)

- Check marking by an independent member teaching staff of a sample of student work.
- Periodic exchange and remarking of tests or a sample of assignments with staff at another institution.
- External examiner sharing in the exam

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

Design graduate survey and employee surveys.

- Analyze the results of the two surveys and detect the weakness and strengthens in the course.
- 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.
- Regular meeting of the experienced professor in the department to review contents of the courses and put plans for improvement

Name of Course Instructor: Dr. Amir Abdel-Raouf Fadl El-Fiky, Dr. Hayam Mahmoud Sayed.

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

Specialty Courses Specifications

(Women's Health Physical Therapy)

*(Women's Health) Course Code	*(Women's Health) Course Title	Prerequisite Courses	Credit Hours
WOME1704621-4	Physical Therapy for Women's Health I	Level 1	4
WOME1704622-4	Physical Therapy for Women's Health II	Level 1	4
WOME1704623-4	Physical Therapy for Pelvic Floor	Level 1	4
WOME1704631-5	Advanced Clinical Practice (Women's Health) I	Level 2	5
WOME1704641-5	Advanced Clinical Practice (Women's Health) II	Level 3	5

COURSE SPECIFICATIONS

Form

Course Title: Physical Therapy for Women's Health I

Course Code: WOME1704621-4

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Physical Therapy for Women's Health I / WOME1704621-4**

2. Credit hours: 4CH

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
Dr. Ali Abd El Monsif Thabet

5. Level/year at which this course is offered: **Level 2**

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

EVID1704611-3

KINE1704612-3

ANAT1704613-3

PHYS1704614-3

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

WOME1704622-4

WOME1704623-4

WOME1704631-5

WOME1704641-5

8. Location if not on main campus: 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?	60
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?	40

Comments: practical sessions

B Objectives

4. The main objective of this course
This course will enable the student to explore recent advances, knowledge and current physical therapy practice applicable to women's health in a variety of Obstetrical healthcare settings

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:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Introduction to Women's Physical therapy	1	2	4
Anatomical background	1	2	4
Woman's physiology	1	2	4
Woman's Health evaluation record	1	2	4
Ante-natal preparation for normal pregnancy	1	2	4
Back pain in pregnancy	1	2	4
Role of physical therapy in risk pregnancy	1	2	4
Psychological and emotional aspects of pregnancy	1	2	4
Role of physical therapy during normal labour.	1	2	4
Role of physical therapy after episiotomy and forceps delivery	1	2	4
Role of physical therapy in Caesarean Section	1	2	4
Role of physical therapy in normal and abnormal puerperium	1	2	4
Role of physical therapy after hysterectomy	1	2	4
Diagnostic measures in obstetrics	1	2	4
Review	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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.)

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe relevant anatomy, physiology, and psychology in relation to physiotherapeutic management in Obstetrics	lecture	Class activity
1.2	Outline the methods of Physical therapy evaluation for obstetric cases	Demonstration	Oral presentation
2.0	Cognitive Skills		
2.1	Explain the physical therapy management in different Obstetrics conditions	Audio-visual	Oral presentation
2.2	Evaluate and determine appropriate management related to advanced physical therapy practice in women's health	Teach others	lab manuals
2.3	Judge the suitable methods of rehabilitation for antenatal, postnatal, and postoperative cases according to individual variations	Practice by doing	Case studies
2.4	Integrate current evidence based physical therapy practice to meet the specific health care needs of women throughout life	Small group work	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Create new treatment programs for the Obstetrical problems	Teach others	Individual report
3.2	Cooperate effectively with other health professional using verbal, nonverbal and written means	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Enhance written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology.	Demonstration	Individual report
5.0	Psychomotor		
5.1	Manipulate different tools to evaluate and treat obstetrical cases in physical therapy	Practice by doing	lab manuals

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
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1	Quiz	Every second week	%20
2	Class activity	Week 3rd-end of semester	%10
3	Assignment	Week (71h -end of semester)	%10
4	Practical exam at lab session	Week (3rd -end of semester)	%10
5	Oral & Practical (Final Exam)	Week (16th).	%10
6	Written (Final Exam)	Week (17th).	%40

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)
 - 1- Regular weekly office hour.
 - 2- Midterm scientific meeting.
 - 3- Online meeting one day a week

E Learning Resources

1. List Required Textbooks

Spasford R; Bulok J and Markwell S: "Woman's Health", Textbook, Chapter 6,8, Philadelphia, W.B Saunders, 1998

Jill M. Jeanette H. Sue B. Physiotherapy in Obstetrics and Gynaecology. 2nd edition, Butterworth-Heinemann, UK, 2004

Maureen Edwards and Nora Howley:" Explorations in Women's Health: A Workbook, 3rd Edition, Jones and Bartlett, 2012

Wilder E: "Obstetric and Gynaecologic Physical Therapy", Textbook, Chapter 2, 5, 6, Churchill Livingstone, 1998
2. List Essential References Materials (Journals, Reports, etc.)

Mohammad A., Moulod F., Marjan A., and Masumeh:" Low back pain in 1,100 pregnant women: prevalence and risk factors", The Spine Journal 9 (2009) 795–801

Shim M., Young S., Hyun E. and Jin-Sun K.:" Effects of a back-pain-reducing program during pregnancy for Korean women: A non-equivalent control-group pretest–posttest study", International Journal of Nursing Studies, Volume 44, Issue 1, January 2007, Pages 19-28

Britt S., Siv M., Haldis H. and Nina V.:" Abdominal and pelvic floor muscle function in women with and without long lasting pelvic girdle pain" Manual Therapy 11 (2006) 287–296
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

PubMed.
www.sciencedirect.com
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.)

Lecture room , contain 10 seat, white board and Data show device

One laboratory room, contain 10 plinth
2. Technology resources (AV, data show, Smart Board, software, etc.)

1- Computer supported with LCD in class room 2- Computer supported with LCD in laboratory room
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Rubber dolly body of a woman

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 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- independent member teaching staff sharing in the oral and practical final exam 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member 3- The use of external examiners. 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course. 5- 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. Ali Abd El Monsif Thabet

Signature:



Date Completed: 28th October 2018

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



Signature:

Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Physical Therapy for Women's
Health II

Course Code: WOME1704622-4

Date: 2018-10-28 Institution: Umm Al-Qura University.
College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: Physical Therapy for Women's Health II / WOME1704622-4			
2. Credit hours: 4CH			
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 Dr. Ali Abd El Monsif Thabet			
5. Level/year at which this course is offered: Level 2			
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3			
7. Co-requisites for this course (if any): WOME1704621-4 WOME1704623-4 WOME1704631-5 WOME1704641-5			
8. Location if not on main campus: 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" value="60"/>
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" value="40"/>
Comments: practical sessions			

B Objectives

5. The main objective of this course
This course will enable the student to explore recent advances, knowledge and current physical therapy practice applicable to women's health in a variety of Gynecological healthcare settings

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:

1. Topics to be Covered			
List of Topics	No. of Weeks	Contact hours	
		T	P
Anatomical presentation on plastic model	1	2	4
Woman's physiology	1	2	4
Woman's Health evaluation record on plastic model	1	2	4
Role of physical therapy in Puberty age	1	2	4
Role of physical therapy in dysmenorrhea	1	2	4
Role of physical therapy in Poly cystic ovarian syndromes	1	2	4
Role of physical therapy in Pelvic inflammatory disease	1	2	4
Role of physical therapy in Chronic pelvic pain – Retroversion flexion	1	2	4
Role of physical therapy in Fallopian tube adhesions	1	2	4
Role of physical therapy in Endometriosis	1	2	4
Role of physical therapy in lymphedema	1	2	4
Role of physical therapy in menopause	1	2	4
Role of physical therapy in postmenopausal osteoporosis	1	2	4
Practical diagnostic measures in Gynecological cases	1	2	4
Review	1	2	4

2. Course components (total contact and credit hours per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

3. Individual study/learning hours expected for students per week.	4
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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.
<u>First</u> , insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <u>Second</u> , 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	Describe relevant anatomy, physiology, and psychology in relation to physiotherapeutic management in Gynecological cases	lecture	Class activity
1.2	Outline the methods of Physical therapy evaluation for Gynaecological cases	Demonstration	Oral presentation
2.0	Cognitive Skills		
2.1	Explain the physical therapy management in different Gynaecological conditions	Audio-visual	Oral presentation
2.2	Evaluate and determine appropriate management related to advanced physical therapy practice in women's health	Teach others	lab manuals
2.3	Judge the suitable methods of rehabilitation for pelvic inflammatory, infertility I, and postmenopausal cases according to individual variations	Practice by doing	Case studies
2.4	Integrate current evidence based physical therapy practice to meet the specific health care needs of women throughout life	Small group work	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Create new treatment programs for the Gynaecological problems	Teach others	Individual report
3.2	Cooperate effectively with other health professional using verbal, nonverbal and written means	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Enhance written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology.	Demonstration	Individual report
5.0	Psychomotor		
5.1	Manipulate different tools to evaluate and treat Gynaecological cases in physical therapy	Practice by doing	lab manuals

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	Quiz	Every second week	%20
2	Class activity	Week 3rd-end of semester	%10
3	Assignment	Week (71h -end of semester)	%10

4	Practical exam at lab session	Week (3rd -end of semester)	%10
5	Oral & Practical (Final Exam)	Week (16th).	%10
6	Written (Final Exam)	Week (17th).	%40

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)
 - 1- Regular weekly office hour.
 - 2- Midterm scientific meeting.
 - 3- Online meeting one day a week

E Learning Resources

1. List Required Textbooks

Spasford R; Bulok J and Markwell S: "Woman's Health", Textbook, Chapter 6,8, Philadelphia, W.B Saunders, 1998

Jill M. Jeanette H. Sue B. Physiotherapy in Obstetrics and Gynaecology. 2nd edition, Butterworth-Heinemann, UK, 2004

Maureen Edwards and Nora Howley:" Explorations in Women's Health: A Workbook, 3rd Edition, Jones and Bartlett, 2012

Wilder E: "Obstetric and Gynaecologic Physical Therapy", Textbook, Chapter 2, 5, 6,Churchill Livingstone, 1998
2. List Essential References Materials (Journals, Reports, etc.)

Mohammad A., Moulod F., Marjan A., and Masumeh:" Low back pain in 1,100 pregnant women: prevalence and risk factors", The Spine Journal 9 (2009) 795–801

Shim M., Young S., Hyun E. and Jin-Sun K.:" Effects of a back-pain-reducing program during pregnancy for Korean women: A non-equivalent control-group pretest–posttest study", International Journal of Nursing Studies, Volume 44, Issue 1, January 2007, Pages 19-28

Britt S., Siv M., Haldis H. and Nina V.:" Abdominal and pelvic floor muscle function in women with and without long lasting pelvic girdle pain" Manual Therapy 11 (2006) 287–296
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

PubMed.

www.sciencedirect.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - 3- Microsoft office 2013
 - 4- 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.)

Lecture room, contain 10 seat, white board and Data show device

One laboratory room, contain 10 plinth

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

Computer supported with LCD in class room

Computer supported with LCD in laboratory room

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

Rubber dolly body of a woman

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 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- independent member teaching staff sharing in the oral and practical final exam 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member 3- The use of external examiners. 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course. 5- 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. Ali Abd El Monsif Thabet

Signature: 

Date Completed: 28th October 2018

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

Signature: 

Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Physical Therapy for Pelvic Floor
Course Code: WOME1704623-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Physical Therapy for Pelvic Floor/ WOME1704623-4	
2. Credit hours: 4CH	
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 Dr. Ali Abd El Monsif Thabet	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3	
7. Co-requisites for this course (if any): WOME1704621-4 WOME1704622-4 WOME1704631-5 WOME1704641-5	
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

6. The main objective of this course

This course will enable the student to explore recent advances, knowledge and current physical therapy practice applicable to women's health in a variety of Gynecological healthcare settings

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:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Anatomical background	1	2	4
Physiological background	1	2	4
Physical therapy Evaluation of the Pelvic Floor	1	2	4
Epidemiology and Prevalence of the Pelvic Floor Dysfunction	1	2	4
Bladder function an dysfunction	1	2	4
Stress urinary incontinence	1	2	4
Over active bladder	1	2	4
Bowel function and dysfunction	1	2	4
Genital prolapse	1	2	4
Pain and Irritative Syndromes	1	2	4
Female Sexual Dysfunction	1	2	4
Evacuation Disorders	1	2	4
Surgical Therapy for pelvic floor dysfunction	1	2	4
Diagnostic measures for pelvic floor dysfunction	1	2	4
Review	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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

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	Describe relevant anatomy, physiology, and psychology in relation to physiotherapeutic management in pelvic floor dysfunctions	lecture	Class activity
1.2	Outline the methods of Physical therapy evaluation for pelvic floor dysfunctions cases	Demonstration	Oral presentation
2.0	Cognitive Skills		
2.1	Explain the physical therapy management in different conditions of pelvic floor dysfunctions	Audio-visual	Oral presentation
2.2	Evaluate and determine appropriate management related to advanced physical therapy practice for pelvic floor, bladder and bowel dysfunction	Teach others	lab manuals
2.3	Judge the suitable methods of rehabilitation for urinary incontinence, bowel dysfunctions, genital prolapse and postoperative cases according to individual variations	Practice by doing	Case studies
2.4	Integrate current evidence based physical therapy practice meet the specific continence care needs of a person throughout life	Small group work	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Create new treatment programs for the pelvic floor dysfunctions problems	Teach others	Individual report
3.2	Cooperate effectively with other health professional using verbal, nonverbal and written means	Discussions group	Group presentations
3.3	Evaluate the role of other healthcare professionals involved in pelvic floor, bladder and bowel dysfunction in a variety of healthcare settings	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Enhance written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology.	Demonstration	Individual report
5.0	Psychomotor		
5.1	Manipulate different tools to evaluate and treat pelvic floor dysfunctions cases in physical therapy	Practice by doing	lab manuals

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	Quiz	Every second week	%20
2	Class activity	Week 3rd-end of semester	%10
3	Assignment	Week (71h -end of semester)	%10
4	Practical exam at lab session	Week (3rd -end of semester)	%10
5	Oral & Practical (Final Exam)	Week (16th).	%10
6	Written (Final Exam)	Week (17th).	%40

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)
 - 1- Regular weekly office hour.
 - 2- Midterm scientific meeting.
 - 3- Online meeting one day a week

E Learning Resources

1. List Required Textbooks

Willy G., Gamal M. and Steven D.: "Pelvic Floor Dysfunction A Multidisciplinary Approach" 1st edition, Springer-Verlag London 2006

Spasford R; Bulok J and Markwell S: "Woman's Health", Textbook, Chapter 6,8, Philadelphia, W.B Saunders, 1998

Jill M. Jeanette H. Sue B. Physiotherapy in Obstetrics and Gynaecology. 2nd edition, Butterworth-Heinemann, UK, 2004

Maureen Edwards and Nora Howley:" Explorations in Women's Health: A Workbook, 3rd Edition, Jones and Bartlett, 2012

Wilder E: "Obstetric and Gynaecologic Physical Therapy", Textbook, Chapter 2, 5, 6, Churchill Livingstone, 1998
2. List Essential References Materials (Journals, Reports, etc.)

Mohammad A., Moulod F., Marjan A., and Masumeh:" Low back pain in 1,100 pregnant women: prevalence and risk factors", The Spine Journal 9 (2009) 795–801

Shim M., Young S., Hyun E. and Jin-Sun K.:" Effects of a back-pain-reducing program during pregnancy for Korean women: A non-equivalent control-group pretest–posttest study" , International Journal of Nursing Studies, Volume 44, Issue 1, January 2007, Pages 19-28

Britt S., Siv M., Haldis H. and Nina V.:" Abdominal and pelvic floor muscle function in women with and without long lasting pelvic girdle pain" Manual Therapy 11 (2006) 287–296
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

PubMed.

www.sciencedirect.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - 5- Microsoft office 2013
 - 6- 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.) Lecture room , contain 10 seat, white board and Data show device One laboratory room, contain 10 plinth
2. Technology resources (AV, data show, Smart Board, software, etc.) Computer supported with LCD in class room Computer supported with LCD in laboratory room
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Rubber dolly body of a woman

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 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- independent member teaching staff sharing in the oral and practical final exam 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member 3- The use of external examiners. 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course. 5- 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. Ali Abd El Monsif Thabet

Signature:



Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

**Course Title: Advanced Clinical Practice
(Women's Health) I**

Course Code: WOME1704631-5

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Advanced Clinical Practice (Women's Health) I / WOME1704631-5	
2. Credit hours: 5CH	
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 Dr. Ali Abd El Monsif Thabet	
5. Level/year at which this course is offered: Level 3	
6. Pre-requisites for this course (if any): WOME1704621-4 WOME1704622-4 WOME1704623-4	
7. Co-requisites for this course (if any): WOME1704641-5	
8. Location if not on main campus: Main Campus	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="text"/> percentage? <input type="text"/>
b. Blended (traditional and online)	<input type="text"/> percentage? <input type="text"/>
c. E-learning	<input type="text"/> percentage? <input type="text"/>
d. Correspondence	<input type="text"/> percentage? <input type="text"/>
f. Other	<input checked="" type="checkbox"/> percentage? <input type="text"/> 100
Comments: Clinical practical sessions	

B Objectives

7. The main objective of this course This course will enable the student to reflect on and analyse recent advances, knowledge and current physical therapy practice applicable to women's health in a clinical setting.
--

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:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours

Introduction to Women's Physical therapy Clinical Practice	1	10
Woman's Health evaluation record	1	10
Clinical Ante-natal preparation for normal pregnancy and childbirth	2	20
Clinical Ante-natal education for risk pregnancy	1	10
Clinical management of normal labour	1	10
Clinical management of normal labour with episiotomy	1	10
Clinical management after Caesarean Section	1	10
Clinical management after hysterectomy	1	10
Clinical management of normal and abnormal puerperium	1	10
Clinical management of postmenopausal osteoporosis	1	10
Clinical management of pelvic inflammatory disease	1	10
Clinical management of women with infertility	1	10
Clinical management of pelvic floor dysfunction	2	20

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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	Describe relevant anatomy, physiology, and psychology in relation to physiotherapeutic management in Women's Health	Demonstration	Oral presentation
1.2	Outline the methods of Physical therapy evaluation for Women's Health cases	Small group work	Group presentations
1.3	Recognize the patient record in Women's Health in a variety of healthcare settings	Clinical visits	Group presentations
2.0	Cognitive Skills		
2.1	Evaluate patient in Women's Health in a variety	Practical workshops	Course work

	of healthcare settings		
2.2	Design appropriate management related to advanced physical therapy practice in women's health	Teach others	Practical manuals
2.3	Judge the suitable methods of rehabilitation for different cases related to women's health according to individual variations	Practice by doing	Practical manuals
2.4	Create accurate and concise initial physical therapy evaluation and treatment plan.	Teach others	Practical examination
2.5	Integrate current evidence based physical therapy practice to meet the specific health care needs of women throughout life	Small group work	Course work
3.0	Interpersonal Skills & Responsibility		
3.1	Create new treatment programs for the Women's Health problems	Teach others	Individual report
3.2	Cooperate effectively with other health professional using verbal, nonverbal and written means	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Enhance written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology.	Demonstration	Oral presentation
4.2	Interpret effectively findings of his evaluation or treatment with other health care professionals	Small group work	Oral presentation
5.0	Psychomotor		
5.1	Manipulate different tools to evaluate and treat obstetrical cases in physical therapy	Practice by doing	Practical examination
5.2	Perform efficiently different diagnostic tests in Women's Health in a variety of healthcare settings	Practical workshops	Practical examination
5.3	Apply all advanced physical therapy techniques tests in Women's Health in a variety of healthcare settings	Clinical practice	Practical manuals
5.4	Apply skills of manual therapy efficiently in Women's Health in a variety of healthcare settings	Clinical practice	Practical manuals

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	Weekly case reports	2 nd Week ^{-end of semester}	10%
2	Periodical practical and oral exams	5 th week and 10 th week	20%
3	Assignment	3 rd Week ^{end of semester}	15%
4	Presentation of a case study	4 th Week ^{end of semester}	15%
5	Oral & Practical (Final Exam)	16 th Week	40%

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)
 - 1- Regular weekly office hour.
 - 2- Midterm scientific meeting.
 - 3- Online meeting one day a week

E Learning Resources

1. List Required Textbooks

Spasford R; Bulok J and Markwell S: "Woman's Health", Textbook, Chapter 6,8, Philadelphia, W.B Saunders, 1998

Jill M. Jeanette H. Sue B. Physiotherapy in Obstetrics and Gynaecology. 2nd edition, Butterworth-Heinemann, UK, 2004

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Mohammad A., Moulod F., Marjan A., and Masumeh:" Low back pain in 1,100 pregnant women: prevalence and risk factors" , The Spine Journal 9 (2009) 795–801

Shim M., Young S., Hyun E. and Jin-Sun K.:" Effects of a back-pain-reducing program during pregnancy for Korean women: A non-equivalent control-group pretest–posttest study" , International Journal of Nursing Studies, Volume 44, Issue 1, January 2007, Pages 19-28

Britt S., Siv M., Haldis H. and Nina V.:" Abdominal and pelvic floor muscle function in women with and without long lasting pelvic girdle pain" Manual Therapy 11 (2006) 287–296
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

PubMed.
www.sciencedirect.com
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.)

Lecture room, contain 10 seat, white board and Data show device

One laboratory room, contain 10 plinth
 2. Technology resources (AV, data show, Smart Board, software, etc.)

Computer supported with LCD in class room

Computer supported with LCD in laboratory room
 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

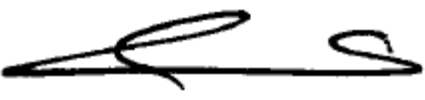
Rubber dolly body of a woman

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

<p>- Student feedback report to be analyzed by the course instructor and submit the results to the department head.</p> <p>- Video recording</p>
<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- independent member teaching staff sharing in the oral and practical final exam2- make an ideal answer for the final exam help to correct some students paper by independent teaching member3- The use of external examiners.4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.5- 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: Dr. Ali Abd El Monsif Thabet

Signature:  Date Completed: 28th October 2018

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

Signature:  Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

**Course Title: Advanced Clinical Practice
(Women's Health) II**

Course Code: WOME1704641-5

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Advanced Clinical Practice (Women's Health) II / WOME1704641-5	
2. Credit hours: 5CH	
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 Dr. Ali Abd El Monsif Thabet	
5. Level/year at which this course is offered: Level 4	
6. Pre-requisites for this course (if any): WOME1704621-4 WOME1704622-4 WOME1704623-4 WOME1704631-5	
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"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/> percentage? <input type="checkbox"/>
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"/> 100
Comments: Clinical practical sessions	

B Objectives

8. The main objective of this course This course will enable the student to reflect on and analyse recent advances, knowledge and current physical therapy practice applicable to women's health in a clinical setting.
--

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:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours

Advanced Women's Physical therapy Clinical Practice	1	10
Advanced Woman's Health evaluation record	1	10
Advanced Clinical Ante-natal preparation for normal pregnancy and childbirth	2	20
Advanced Clinical Ante-natal education for risk pregnancy	1	10
Advanced Clinical management of normal labour	1	10
Advanced Clinical management of normal labour with episiotomy	1	10
Advanced Clinical management after Caesarean Section	1	10
Advanced Clinical management after hysterectomy	1	10
Advanced Clinical management of normal and abnormal puerperium	1	10
Advanced Clinical management of postmenopausal osteoporosis	1	10
Advanced Clinical management of pelvic inflammatory disease	1	10
Advanced Clinical management of women with infertility	1	10
Advanced Clinical management of pelvic floor dysfunction	2	20

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned				180		180
	Actual						
Credit	Planned				6		6
	Actual						

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

5

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	Describe relevant anatomy, physiology, and psychology in relation to physiotherapeutic management in Women's Health	Demonstration	Oral presentation
1.2	Outline the methods of Physical therapy evaluation for Women's Health cases	Small group work	Group presentations
1.3	Recognize the patient record in Women's Health in a variety of healthcare settings	Clinical visits	Group presentations
2.0	Cognitive Skills		
2.1	Evaluate patient in Women's Health in a variety	Practical workshops	Course work

	of healthcare settings		
2.2	Design appropriate management related to advanced physical therapy practice in women's health	Teach others	Practical manuals
2.3	Judge the suitable methods of rehabilitation for different cases related to women's health according to individual variations	Practice by doing	Practical manuals
2.4	Create accurate and concise initial physical therapy evaluation and treatment plan.	Teach others	Practical examination
2.5	Integrate current evidence based physical therapy practice to meet the specific health care needs of women throughout life	Small group work	Course work
3.0	Interpersonal Skills & Responsibility		
3.1	Create new treatment programs for the Women's Health problems	Teach others	Individual report
3.2	Cooperate effectively with other health professional using verbal, nonverbal and written means	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Enhance written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology.	Demonstration	Oral presentation
4.2	Interpret effectively findings of his evaluation or treatment with other health care professionals	Small group work	Oral presentation
5.0	Psychomotor		
5.1	Manipulate different tools to evaluate and treat obstetrical cases in physical therapy	Practice by doing	Practical examination
5.2	Perform efficiently different diagnostic tests in Women's Health in a variety of healthcare settings	Practical workshops	Practical examination
5.3	Apply all advanced physical therapy techniques tests in Women's Health in a variety of healthcare settings	Clinical practice	Practical manuals
5.4	Apply skills of manual therapy efficiently in Women's Health in a variety of healthcare settings	Clinical practice	Practical manuals

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	Weekly case reports	2 nd Week ^{-end of semester}	10%
2	Periodical practical and oral exams	5 th week and 10 th week	20%
3	Assignment	3 rd Week ^{end of semester}	15%
4	Presentation of a case study	4 th Week ^{end of semester}	15%
5	Oral & Practical (Final Exam)	16 th Week	40%

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)
 - 1- Regular weekly office hour.
 - 2- Midterm scientific meeting.
 - 3- Online meeting one day a week

E Learning Resources

1. List Required Textbooks

Spasford R; Bulok J and Markwell S: "Woman's Health", Textbook, Chapter 6,8, Philadelphia, W.B Saunders, 1998

Jill M. Jeanette H. Sue B. Physiotherapy in Obstetrics and Gynaecology. 2nd edition, Butterworth-Heinemann, UK, 2004

Maureen Edwards and Nora Howley:" Explorations in Women's Health: A Workbook, 3rd Edition, Jones and Bartlett, 2012

Wilder E: "Obstetric and Gynaecologic Physical Therapy", Textbook, Chapter 2, 5, 6, Churchill Livingstone, 1998
2. List Essential References Materials (Journals, Reports, etc.)

Mohammad A., Moulod F., Marjan A., and Masumeh:" Low back pain in 1,100 pregnant women: prevalence and risk factors" , The Spine Journal 9 (2009) 795–801

Shim M., Young S., Hyun E. and Jin-Sun K.:" Effects of a back-pain-reducing program during pregnancy for Korean women: A non-equivalent control-group pretest–posttest study" , International Journal of Nursing Studies, Volume 44, Issue 1, January 2007, Pages 19-28

Britt S., Siv M., Haldis H. and Nina V.:" Abdominal and pelvic floor muscle function in women with and without long lasting pelvic girdle pain" Manual Therapy 11 (2006) 287–296
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

PubMed.
www.sciencedirect.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - 3- Microsoft office 2013
 - 4- 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.)

Lecture room, contain 10 seat, white board and Data show device

One laboratory room, contain 10 plinth
 2. Technology resources (AV, data show, Smart Board, software, etc.)

Computer supported with LCD in class room

Computer supported with LCD in laboratory room
 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

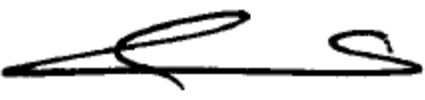
Rubber dolly body of a woman

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

<p>- Student feedback report to be analyzed by the course instructor and submit the results to the department head.</p> <p>- Video recording</p>
<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- independent member teaching staff sharing in the oral and practical final exam2- make an ideal answer for the final exam help to correct some students paper by independent teaching member3- The use of external examiners.4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.5- 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: Dr. Ali Abd El Monsif Thabet

Signature:  Date Completed: 28th October 2018

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

Signature:  Date Received: 28th October 2018

Specialty Courses Specifications

(Cardiopulmonary Physical Therapy)

*(Cardiopulmonary) Course Code	*(Cardiopulmonary) Course Title	Prerequisite Courses	Credit Hours
CARD1704621-4	Advanced Theories in Cardiopulmonary Physical Therapy	Level 1	4
CARD1704622-4	Advanced Evaluations in Cardiopulmonary physical Therapy	Level 1	4
CARD1704623-4	Research Seminars and Clinical Decision Making in Cardiopulmonary Physical Therapy	Level 1	4
CARD1704631-5	Advanced Clinical Practice (Cardiopulmonary) I	Level 2	5
CARD1704641-5	Advanced Clinical Practice (Cardiopulmonary) II	Level 3	5

COURSE SPECIFICATIONS

Form

**Course Title: Advanced Theories in
Cardiopulmonary Physical Therapy**

Course Code: CARD1704621-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: Advanced Theories in Cardiopulmonary Physical Therapy/ CARD1704621-4
2. Credit hours: 4CH
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 Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal
5. Level/year at which this course is offered: Level 2
6. Pre-requisites for this course (if any): EVID1704611-3 ANAT1704613-3 PHYS1704614-3
7. Co-requisites for this course (if any): CARD1704622-4 CARD1704623-4 CARD1704631-5 CARD1704641-5
8. Location if not on main campus: 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"/> 60
c. E-learning <input type="checkbox"/> percentage? <input type="checkbox"/>
d. Correspondence <input type="checkbox"/> percentage? <input type="checkbox"/>
f. Other <input type="checkbox"/> percentage? <input type="checkbox"/> 40
Comments: practical sessions

B Objectives

1. What is the main purpose for this course?

By the end of this course the student will be able to: (the main learning outcomes)

- Understand and recognize new strategies and advancements in physical therapy utilized for the management of pulmonary, cardiac and some metabolic disorders and its surgeries.
- Develop a far reaching and a compelling helpful and rehabilitative projects for cardiopulmonary field
- Identify advanced physiological basis in using of different treatment methods.
- Determine suitable exercise based on physiologic mechanism for patients experiencing chest diseases, cardiovascular or metabolic disorders for treatment.
- Modify the treatment plan as needed for ICU patients and re-arrange problems' solving priorities according to surrounding modifiable events during treatment.

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)

- Increase and modify the content of the course and increase topics and subject content to cover all updated

- physical therapy techniques used in the management of pulmonary, cardiac and metabolic disorders.
- Direct the student in using library and web-based resources to access the most recent techniques and extend their knowledge.
 - Implement new learning strategies (a group working/discussion, open discussions, case-related comments & oral reports and utilization of visual and auditory facilities “illustration videos”.
 - Arranging an oral presentation and interactive discussions to improve students’ spoken language.

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

Course Description:

This course is intended to get ready physical therapist to identify and choose of appropriate treatment methods concerning rehabilitation for pulmonary, cardiac and metabolic disorders and its surgeries.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Updates in pulmonary disorders	1	2	4
Updates in pulmonary disorders	1	2	4
Pulmonary rehabilitation Updates	1	2	4
Pulmonary rehabilitation Updates	1	2	4
New trends in physical therapy inside Intensive care units in adults.	1	2	4
Updates in cardiac disorders	1	2	4
updates in cardiac disorders	1	2	4
Updates about Cardiac rehabilitation	1	2	4
Cardiopulmonary resuscitation	1	2	4
Relationship between obesity and cardiopulmonary diseases	1	2	4
Advanced studies in diabetes mellitus	1	2	4
Advanced studies in Peripheral venous diseases	1	2	4
Advanced studies in Peripheral arterial diseases	1	2	4
New techniques in rehabilitation for pre and post Cardiothoracic surgeries	1	2	4
Acute Respiratory Distress Syndrome (ARDS)	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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.			
<u>First</u> , insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <u>Second</u> , insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <u>Third</u> , 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	Identify and list advanced pulmonary, cardiac and some metabolic disorders and its surgeries and its physical therapy management procedures.	Lectures	Class activity
1.2	Understand and underline the importance of physical therapy rehabilitation for studied pulmonary, cardiac and metabolic disorders and its surgeries.	Discussions group	Individual Assignments
1.3	Discriminate the physical therapy techniques used in the intensive care unit.	Audio-visual	Oral presentation
1.4	Describe the advanced standards of patient's education	Discussions group	Group Assignments
2.2	Cognitive Skills		
2.1	Choose the most appropriate program for each case according to each goal.	Demonstration	Oral presentation
2.2	Reconstruct Planning of rehabilitation program depend on scientific base for cardiopulmonary disorders.	Practice by doing	Case studies
2.3	Differentiate between various physical therapy procedures used to treat the patients in on intensive care.	Small group work	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Dramatize physical therapy program in a protected and successful manner for cardiopulmonary\vascular and some metabolic disorders.	Demonstration	Group presentations
3.2	P2: Apply suitable advanced treatment	Teach others	Individual report

	strategies and present updates in administration of cardiovascular/respiratory illnesses.		
3.3	Students should have the ability to determine problems for common different clinical pulmonary, cardiac and metabolic cases related to physical therapy field.	Small group work	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Communicate in English accurately, clearly, confidently, and effectively both orally and in writing.	Demonstration	Individual report
4.2	Have adequate learning in data that will enable them to accumulate and convey data and thoughts.	Demonstration	Individual report
4.3	Use the available resources and facilities (e.g. Internet)	Practice by doing	Individual report
4.4	Share effectively on the team work and prepares case study presentations.	Demonstration	Group presentations
5.0	Psychomotor		
5.1	Perform skill(s) perfectly.	Practice by doing	lab manuals
5.2	Mange in different stressful situations	Teach others	lab manuals
5.3	Appreciate assistant critiques about his/her or even team's performance.	Practice by doing	lab manuals

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Essay\ quizzes	Week 7 & 14	30 %
2	Oral presentation/case presentation	5 th & 6 th Week	20 %
3	Individual\Group discussion	Every other Week	10 %
4	Final exam	17 th Week	40 %

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)
The course instructor will be available in his office to provide academic counseling during specific 2 academic hours every week.
Dr. Gihan Samir Mohamed Mousa
Sunday: From 10:00 am to 12:00 am.

E Learning Resources

<p>1. List Required Textbooks</p> <ul style="list-style-type: none"> - Pryor J. A. and Prasad A. Physiotherapy for Respiratory & Cardiac Problems: Adults and Paediatrics, 4th edition, Churchill Livingstone, New York, 2008. - William DeTurk, Lawrence Cahalin. Cardiovascular and Pulmonary Physical Therapy; evidence based approach. 2nd edition, McGrew-Hill Companies, Inc, New York, 2011.
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> - Donna Frownfelter and Elizabeth Dean. Cardiovascular and Pulmonary Physical Therapy: Evidence to practice, 5th edition. Elsevier MOSBY Inc, United States, 2012. - EllinHillegases. Essentials of cardiopulmonary physical therapy.3rd edition. Saunders, an imprint of Elsevier Inc, 2011. - W Darlene Reid, Frank Chung, Kylie Hill. Cardiopulmonary Physical Therapy: Management and Case Studies, Second Edition, SLACK Press Company, 2011. - Lynn S. Bickley and Peter G. Szilagy. Bates' guide to physical examination and history taking. 11th edition, Wolter Kluwer, Lippincott Williams & Wilkins, New York, 2012. - Sara j. Cuccurullo. Physical medicine and rehabilitation board review. 3rd edition, 2015. Demos Medical Publishing Company. New York. - Michelle H. Cameron and Linda G. Monroe. Physical Rehabilitation evidence-based examination and intervention. 1st edition, 2007, SAUNDER ELSEVIER Press. - Susan B. O'Sullivan, Thomas J. Schmitz, George D. Fulk. Physical Rehabilitation. 6th edition, 2011. - John E. Hodgkin, Bartolome R. Celli, Gerilynn A. Connors. Pulmonary Rehabilitation: Guidelines to Success, 4e 4th edition, 2008. - American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR). Guidelines for Pulmonary Rehabilitation Programs-4th Edition, 2011. - American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR). Guidelines for Cardia Rehabilitation and Secondary Prevention Programs-5th Edition with Web Resource, 5th Edition, 2013. - Donner C. F., Ambrosino N., and Goldstein R.: Pulmonary Rehabilitation, 1st edition, 2005, Hodder Arnold press company. Great Britain. - Carolyn Kisner, Lynn Allen Colby. Therapeutic Exercise Foundations and Techniques, 6th edition, Davis Company. Philadelphia, 2012. - Stuart Porter. Tidy's Physiotherapy, 15e ((Physiotherapy Essentials). 15eth edition, Butterworth Churchill Livingstone Company; NEW YORK, 2013. - J.H. Goedecke, E.O. Ojuka, D.J. Caine, A.P. Hills, T. Noakes, J. Borms, M. Hebbelinck. Diabetes and Physical Activity (Medicine and Sport Science Series, Vol. 60) 1st Edition, S. Karger; Co, 2014.
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> - http://thephysiosite.com. - www.jtsma.org.uk. - www.ajrccm.atsjournals.org - Journal of Applied Physiology. - http://www.jap.org. - http://www.circulationaha.org.
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> - Microsoft office 2010 - Web based simulation videos. - Evaluation simulation CDs and videos.

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"> - Two lecture rooms. - Data show device. - Interactive Whiteboard
<p>2. Technology resources (AV, data show, Smart Board, software, etc.) data show</p> <ul style="list-style-type: none"> - Computer supported with windows 8 for each lecture room. - Video tape device.
<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 Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - Confidential instructor evaluation questionnaire on completion of the course. - Students-faculty meetings. - Online surveys. - Academic Guidance.
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Peer consultation on teaching. - Departmental council discussions.
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - Review the students' feedback and work on the weak points. - Conducting workshops given by experts on teaching and learning methodologies. - Periodical departmental revisions of the methods of teaching. - Monitoring of teaching activities by senior faculty members. - Arranging courses and conferences.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff 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. - Assigning group of faculty members teaching the same course to grade same questions for various students. - Members from other institutions are invited to review the accuracy of the grading policy.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - Design graduate survey and employee surveys. - Analyze the results of the two surveys and detect the weakness and strengthens in the course. - Submit a course report to the curriculum committee in the department to discuss the action plan. - Submit the final action plan 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 at the department and higher councils. - The head of the department and faculty take the responsibility of implementing the proposed changes.

Name of Course Instructor: Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal

Signature: 

Date Completed: 28th October 2018

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



Signature:

Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Evaluations in
Cardiopulmonary Physical Therapy

Course Code: CARD1704622-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code Advanced Evaluations in Cardiopulmonary physical Therapy/ CARD1704622-4	
2. Credit hours: 4CH	
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 Dr.Ashraf Abdelaal	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3	
7. Co-requisites for this course (if any): CARD1704621-4 CARD1704623-4 CARD1704631-5 CARD1704641-5	
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

1. What is the main purpose for this course?

This course aims to develop an advanced approach in the area of physical therapy management of cardiopulmonary and peripheral vascular conditions across lifespan and in different work settings. It builds on the foundation in cardiopulmonary physical therapy acquired through undergrad education, and facilitates lifelong learning to develop advanced knowledge, skills and attitudes in cardiopulmonary physical therapy practice.

This course is designed to provide opportunities, by which the students develop an advanced level of integration of theoretical knowledge, practical and clinical skills in the evaluation of patients with cardiopulmonary and peripheral vascular disorders.

This course is designed to prepare physical therapist to become interpreters of physical and functional evaluations' outcomes concerning different cardiopulmonary and peripheral vascular disorders. This course is designed also to enrich the understanding of professional responsibility and ethical principles during patient assessment. Topics of this course include advanced study of physical therapy evaluation of patients with cardiopulmonary and peripheral vascular disorders, so the course teaches the students how to evaluate, plan and implement the appropriate physical therapy evaluation procedures for patients with cardiopulmonary and peripheral vascular disorders in a controlled clinical setting under the supervision of faculty members.

On completion of this course, students will have the opportunity to develop the following skills:

- An understanding of the principles of physical and functional evaluation in patients with cardiopulmonary and peripheral vascular disorders.
 - An understanding of the importance of the objective measurements in patients with cardiopulmonary and peripheral vascular disorders.
 - The ability to properly evaluate patients with cardiopulmonary and peripheral vascular disorders in smooth manner and implement problem-solving approaches as needed.
 - A capacity to articulate their knowledge, understanding and evaluation outcomes in oral and written presentation at an appropriate level.
 - The ability to undertake detailed planning and analysis to successfully complete a single subject research project.
 - A capacity to manage competing demands on time, using computerized medical literature databases
- Well-developed problem solving abilities in both the clinical and the theoretical aspects of physical/functional evaluation for cardiopulmonary and peripheral vascular disorders.
- Critical evaluation of physical/ functional assessment approaches in patients with cardiopulmonary and peripheral vascular disorders.
 - A capacity to be an effective member of health team during evaluation of patients with cardiopulmonary and peripheral vascular disorders.

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)

- Make course – required adjustments based on results of analysis of students' survies and academic advisor reports.
- Continuously implement updated and advanced evaluation procedures.
- Continuously check learning strategies for possible implementation of new updates.
- Continuously check and emphasis the student-based learning approaches across the course.

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

Course Description:

1. Topics to be Covered			
List of Topics	No. of Weeks	Contact hours	
		T	P
1- Updates in physical and functional evaluations in patients with cardiopulmonary and peripheral vascular disorders.	1	2	4
2- Interpersonal skills to overcome the impacts of cardiopulmonary and peripheral vascular dysfunctions during evaluation: effective communication, counselling and health education.	1	2	4
3- Objective evaluation of impairments and disability in patients with cardiopulmonary disorders.	1	2	4
4- Objective evaluation of impairment and disability in patients with peripheral vascular disorders.	1	2	4
5- Objective evaluation of cardiometabolic risk factors in patients with obesity and diabetes.	1	2	4
6- Lung function tests and spirometry in children with cardiopulmonary disorders: Practice and interpretation of results.	1	2	4
7- Lung function tests and spirometry in adults with cardiopulmonary disorders: Practical updates and future directions.	1	2	4
8- Objective assessment of respiratory mechanics and respiratory muscles in patients with cardiopulmonary disorders.	1	2	4
9- Cardiopulmonary exercise tolerance testing in patients with cardiopulmonary disorders.	1	2	4
10- Functional performance evaluation in children with cardiopulmonary and peripheral vascular disorders: practice and results interpretation.	1	2	4
11- Functional performance evaluation in adults with cardiopulmonary and peripheral vascular disorders: Practical updates and future directions.	1	2	4
12- Physical and functional evaluation in athletes with cardiopulmonary and peripheral vascular disorders: Focused assessment.	1	2	4
13- Objective assessment of functional balance in patients with cardiopulmonary and peripheral vascular disorders.	1	2	4
14- Ergonomic aspects of exercise on oxygen, energy consumption metabolic equivalent value of various exercises and activity in patients with cardiopulmonary disorders.	1	2	4
15- Immediate and long-term effects of exercise therapy on patients with cardiopulmonary and peripheral vascular disorders.	1	2	4

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

3. Additional private study/learning hours expected for students per week.	4
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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	Understand the importance of the new physical therapy techniques used in evaluation of patients with cardiopulmonary and peripheral vascular disorders.	Lectures	Class activity
1.2	Recognize the various physical therapy techniques, and procedures employed in evaluation of patients with cardiopulmonary and peripheral vascular disorders.	Discussions group	Individual Assignments
1.3	List the suitable physical therapy evaluation procedures/ tools for patient with cardiopulmonary and peripheral vascular disorders.	Audio-visual	Oral presentation
1.4	Select the most suitable physical therapy evaluation tool/ procedure for each patient with cardiopulmonary and peripheral vascular disorders.	Discussions group	Group Assignments
1.5	Describe the proper evaluation procedure steps for different patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual Assignments
1.6	Distinguish normal and abnormal responses to physical therapy interventions for patient with cardiopulmonary and peripheral vascular disorders.	Audio-visual	Oral presentation
1.7	Know the relations between evaluations outcomes and underlying cardiopulmonary and peripheral vascular disorders.	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Design appropriate physical and functional evaluation tool/ procedure for a patient with cardiopulmonary and peripheral vascular disorders.	Demonstration	Oral presentation
2.2	Interpret results of different evaluation tools/procedures for patients with cardiopulmonary and peripheral vascular disorders.	Practice by doing	Case studies
2.3	Distinguish between normal and abnormal evaluation outcomes in normals and in patients with cardiopulmonary and peripheral vascular disorders.	Small group work	Group presentations
2.4	Determine physical and functional deficits and	Discussions	Group

	limitations based on the Interpretation of the evaluation outcomes patients with cardiopulmonary and peripheral vascular disorders.	group	presentations
2.5	Match between the various physical and functional evaluation outcomes in patients with cardiopulmonary disorders.	Teach others	Individual report
2.6	Compare between different evaluations' outcomes a cross time in patients with cardiopulmonary and peripheral vascular disorders.	Teach others	Individual report
2.7	Discuss effectively findings of different physical and functional evaluations in patients with cardiopulmonary and peripheral vascular disorders with other health care professionals.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Collect data from different evaluation procedures from different sources and integrate and present it.	Demonstration	Group presentations
3.2	Work effectively as a member of a health team during evaluation of patients with cardiopulmonary and peripheral vascular disorders.	Teach others	Individual report
3.3	Appreciate the importance of his vital role and role of other members of the health care team in the management of patients with cardiopulmonary disorders.	Small group work	Group presentations
3.4	Manage time, personal emotions and stress during evaluation of patients with cardiopulmonary disorders.	Practice by doing	lab manuals
3.5	Consider ethical and legal issues in relation to practice of physical therapy during evaluation of patients with cardiopulmonary disorders.	Discussions group	Group presentations
3.6	Gain professional attributes as honesty and respect during evaluation of patients with cardiopulmonary disorders.	Demonstration	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Document physical and functional evaluations for patients with cardiopulmonary disorders.	Demonstration	Individual report
4.2	Present orally well-designed oral presentations about physical and functional evaluations' outcomes in patients with cardiopulmonary disorders.	Demonstration	Individual report
4.3	Coordinate discussions about physical and functional evaluations' outcomes in patients with cardiopulmonary and peripheral vascular disorders.	Practice by doing	Individual report
4.4	Communicate accurately, clearly, confidently, and effectively orally and in written.	Demonstration	Group presentations
4.5	Participate effectively in the seminars and workshops related to evaluations of patients with cardiopulmonary disorders.	Demonstration	Individual report
4.6	Use information resources effectively to extend his knowledge about physical and functional evaluation procedures for patients with cardiopulmonary	Demonstration	Individual report

	disorders.		
4.7	Use effectively the mathematical and statistical knowledge in presenting their reports about patients' evaluations.	Practice by doing	Individual report
5.0	Psychomotor		
5.1	Practice safely and effectively physical and functional evaluation procedures in patients with different cardiopulmonary and peripheral vascular disorders	Practice by doing	lab manuals
5.2	Preserve proper performance of physical and functional evaluation procedures under stressful circumstances.	Teach others	lab manuals
5.3	Utilize efficiently and safely the relevant evaluation equipment and tools.	Practice by doing	lab manuals
5.4	Recognize patient's responses and results of evaluation procedures.	Teach others	Oral presentation
5.5	Interpret results of different evaluation procedures for different cardiopulmonary and peripheral vascular disorders.	Teach others	lab manuals
5.6	Adapting evaluation application and necessary adjustments to improve the quality of the evaluation procedure.	Practice by doing	Manuals practice

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	Assignments/ practical and Scenario simulation activities/ Team work evaluations projects.	6 th , 12 th Week	20 %
	Quiz	5 th & 11 th week	20 %
2	Oral presentation/ Presentation of a case study reports/ Research work presentation/	weekly	10 %
3	In-class semester activities/ Group discussions	weekly	10 %
4	Final practical and oral examinations.	15 th Week	10 %
5	Final Written Examination	16 th / 17 th Week	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)
The course instructor will be available in his office to provide academic counseling during specific 2 academic hours every week.

Sunday: From 01:00 pm to 03:00 pm.

E Learning Resources

1. List Required Textbooks

- Donna Frownfelter and Elizabeth Dean. Cardiovascular and Pulmonary Physical Therapy: Evidence to practice, 5th edition. Elsevier MOSBY Inc, United States, 2012.
- Pryor J. A. and Prasad A. Physiotherapy for Respiratory & Cardiac Problems: Adults and Paediatrics, 4th edition, Churchill Livingstone, New York, 2008.
- William DeTurk, Lawrence Cahalin. Cardiovascular and Pulmonary Physical Therapy; evidence based approach. 2nd edition, McGrew-Hill Companies, Inc, New York, 2011.

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

- William DeTurk, Lawrence Cahalin. Cardiovascular and Pulmonary Physical Therapy; evidence based approach. 2nd edition, McGrew-Hill Companies, Inc, New York, 2011.
- Pryor J. A. and Prasad A. Physiotherapy for Respiratory & Cardiac Problems: Adults and Paediatrics, 4th edition, Churchill Livingstone, New York, 2008.
- W Darlene Reid, Frank Chung, Kylie Hill. Cardiopulmonary Physical Therapy: Management and Case Studies, Second Edition, SLACK Press Company, 2011.
- Primary Care for the Physical Therapist: Examination and Triage William E.D. Cardiovascular and Pulmonary Physical Therapy: An Evidence-based Approach.
- John E. Hodgkin, Bartolome R. Celli, Gerilynn A. Connors. Pulmonary Rehabilitation: Guidelines to Success, 4e 4th edition, 2008.
- Lynn S. Bickley and Peter G. Szilagyi. Bates' guide to physical examination and history taking. 11th edition, Wolter Kluwer, Lippincott Williams & Wilkins, New York, 2012.
- John E. Hodgkin, Bartolome R. Celli, Gerilynn A. Connors. Pulmonary Rehabilitation: Guidelines to Success, 4e 4th edition, 2008.
- Carolyn Kisner, Lynn Allen Colby. Therapeutic Exercise Foundations and Techniques, 6th edition, Davis Company. Philadelphia, 2012.
- Donner C. F., Ambrosino N., and Goldstein R.: Pulmonary Rehabilitation, 1st edition, 2005, Hodder Arnold Press Company. Great Britain.

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

- American Physical Therapy Journals.
- Journal of applied physiology.
- Journal of Chest Disease.
- Clinical cardiology journal.
- <http://thephysiosite.com>.
- www.jtsma.org.uk.
- www.ajrccm.atsjournals.or
- <http://medlineplus.gov/>

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

- Web based simulation videos.
- Evaluation simulation CDs and videos.

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"> - Demonstration room. - Well-arranged facilities (Stress test unit. ECG, pulmonary function unit) to support training. - Cardiopulmonary laboratory.
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> - Computer supported with windows 10. - Video tape device. - data show
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> - Audio-video show devices and internet connection in the demonstration room
<p>G Course Evaluation and Improvement Processes</p>
<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - Confidential instructor evaluation questionnaire on completion of the course. - Students-faculty member's meetings. - Net based surveys
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> - Students' feedback reports those are analyzed by the course instructor and submit the results to the head of the department. - Peer consultation on teaching. - Department-based council discussions. - Regular scientific meeting with department members. - Regular review of the department courses by the department "curriculums development committee".
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - Assessment of the present teaching strategies. - Review the student's feedback, points of strength and points of weakness. - Attending workshops provided by experts on teaching and learning methodologies. - Periodical departmental revisions of the methods of teaching. - Monitoring of teaching activates by senior faculty members. - Application of up-to-date clinical procedures and methodologies; according to its availability. - Implementing the department "curriculums development committee" guidelines and instructions.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none"> - Presence of external examiners at final term practical exam. - On board discussion of student's achievements during monthly conducted department meetings. - Assigning group of faculty members to grade same questions for various students. - Members from other institutions are invited to review the accuracy of the grading policy. - Providing samples of all kinds of assessment in the departmental course portfolio of each course for review.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - Design students' survey and employee surveys. - Analyze the results of the two surveys and detect the weakness and strengthens points of the course. - Submit a course report to "the curriculum development committee" in the department and discuss the action plane. - Submit the final action plane to the department Council for approval. - Stick-holder meeting and discussions about points of strength and weakness. - The course material and learning outcomes will be periodically reviewed and modified to match updates after being approved in the departmental and college/university councils. - The head of department and the faculty dean take the responsibility of implementing the proposed changes.

Name of Course Instructor: Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal

Signature:  Date Completed: 28th October 2018

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

Signature:  Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Research Seminars and Clinical
Decision Making in Cardiopulmonary Physical
Therapy

Course Code: CARD1704623-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Research Seminars and Clinical Decision Making in Cardiopulmonary Physical Therapy/ CARD1704623-4	
2. Credit hours: 4CH	
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 Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3	
7. Co-requisites for this course (if any): CARD1704621-4 CARD1704622-4 CARD1704631-5 CARD1704641-5	
8. Location if not on main campus: 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"/> 60
c. E-learning	<input type="checkbox"/> percentage? <input type="checkbox"/>
d. Correspondence	<input type="checkbox"/> percentage? <input type="checkbox"/>
f. Other	<input type="checkbox"/> percentage? <input type="checkbox"/> 40
Comments: practical sessions	

B Objectives

1. What is the main purpose for this course?

By the end of this course the student will be able to: (the main learning outcomes)

- Provide updates about the essential standards of rehabilitation for workers.
- Explain new and the best techniques for rehabilitations.
- Discriminate between the new techniques of physical therapy management of these patients

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)

- Increase and modify the content of the course and increase topics and subject content to cover all updated physical therapy techniques used in the management of pulmonary, cardiac\vascular disorders.
- Direct the student in using library and web-based resources to access the most recent techniques and extend their knowledge.

- Implement new learning strategies (a group working/discussion, open discussions, case-related comments & and utilization of visual and auditory facilities “illustration videos”.
- Arranging an oral presentation and interactive discussions to improve students’ spoken language.

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

Course Description:

This course is intended to get ready physical therapist to differentiate between appropriate treatments modalities concerning rehabilitation for workers. Also, This course explains different new chest physical therapy techniques and how to prescribe exercises in cardiovascular/respiratory disorders.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
1- Updates about occupational lung diseases and its rehabilitation	1	2	4
2- Updates about occupational lung diseases and its rehabilitation	1	2	4
3- New airway clearance techniques	1	2	4
4- New breathing techniques and its principles	1	2	4
5- Exercises induced asthma	1	2	4
6- Role of chest physical therapy in advanced neuromuscular diseases	1	2	4
7- Neonates Pulmonary Rehabilitation in intensive care unite	1	2	4
8- Neonates Pulmonary Rehabilitation in intensive care unite	1	2	4
9- Recent Clinical differentiation between cardiac and pulmonary diseases	1	2	4
10- Exercise prescription for Aerobic training in cardiac diseased patient	1	2	4
11- Exercise prescription for strength training for cardiac diseased patient	1	2	4
12- Bronchogenic carcinoma rehabilitation and its updates	1	2	4
13- Bronchogenic carcinoma rehabilitation and its updates	1	2	4
14- Lymphedema rehabilitation	1	2	4
15- Lymphedema rehabilitation	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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	Recognize and underline Updates about rehabilitation occupational lung diseases and cardiovascular disorders and new physical therapy techniques.	Lectures	Class activity
1.2	Record the importance of physical therapy updates in rehabilitation of bronchogenic carcinoma.	Discussions group	Individual Assignments
1.3	Identify the cardiopulmonary physical therapy techniques used in the neonates intensive care unit.	Audio-visual	Oral presentation
1.4	Describe the advanced principles of exercises prescriptions for cardiopulmonary disorders	Discussions group	Group Assignments
2.2	Cognitive Skills		
2.1	Cite examples of the most appropriate exercise program for each case according to each goal.	Demonstration	Oral presentation
2.2	Synthesize Planning of rehabilitation program depend on scientific update base for occupational lung diseases.	Practice by doing	Case studies
2.3	Differentiate by Clinical updates between cardiac diseases.	Small group work	Group presentations
2.4	Plane physical therapy program of Neonates intensive care unit	Discussions group	Group presentations

3.0	Interpersonal Skills & Responsibility		
3.1	Utilize advanced physical therapy program for cardiopulmonary\vascular disorders.	Demonstration	Group presentations
3.2	Operationalize advanced strategies methods for cardiovascular/respiratory disorders.	Teach others	Individual report
3.3	Interpret problems for common different clinical pulmonary, cardiac\vascular	Small group work	Group presentations

	disorders according to physical therapy.		
4.0	Communication, Information Technology, Numerical		
4.1	Convey in English precisely, unmistakably orally and in writing.	Demonstration	Individual report
4.2	Collect data that will enable them to have updates information.	Demonstration	Individual report
4.3	Use the modern technologies and resources of information (e.g. Internet)	Practice by doing	Individual report
4.4	Communicate with all team work effectively and prepares oral study presentations and participate in discussions.	Demonstration	Group presentations
5.0	Psychomotor		
5.1	Perform skill(s) perfectly.	Teach others	lab manuals
5.2	Mange time in different stressful situations and prioritize workloads	Practice by doing	Manuals practice

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Essay\ quizzes	Week 7 & 14	30 %
2	Oral presentation/case presentation/ semester activities\ assignments	5 th & 6 th Week	20 %
3	Individual\Group discussion	Every other Week	10%
4	Final exam	17 th Week	40 %

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)
The course instructor will be available in his office to provide academic counseling during specific 2 academic hours every week.
Dr. Gihan Samir Mohamed Mousa
Sunday: From 10:00 am to 12:00 am.

E Learning Resources

- List Required Textbooks
 - Pryor J. A. and Prasad A. Physiotherapy for Respiratory & Cardiac Problems: Adults and Paediatrics, 4th edition, Churchill Livingstone, New York, 2008.
 - William DeTurk, Lawrence Cahalin. Cardiovascular and Pulmonary Physical Therapy; evidence based approach. 2nd edition, McGraw-Hill Companies, Inc, New York, 2011.
- List Essential References Materials (Journals, Reports, etc.)
 - Donna Frownfelter and Elizabeth Dean. Cardiovascular and Pulmonary Physical Therapy: Evidence to

<p>practice, 5th edition. Elsevier MOSBY Inc, United States, 2012.</p> <ul style="list-style-type: none"> - EllinHillegases. Essentials of cardiopulmonary physical therapy.3rd edition. Saunders, an imprint of Elsevier Inc, 2011. - W Darlene Reid, Frank Chung, Kylie Hill. Cardiopulmonary Physical Therapy: Management and Case Studies, Second Edition, SLACK Press Company, 2011. - Lynn S. Bickley and Peter G. Szilagy. Bates' guide to physical examination and history taking. 11th edition, Wolter Kluwer, Lippincott Williams & Wilkins, New York, 2012. - Sara j. Cuccurullo. Physical medicine and rehabilitation board review. 3rd edition, 2015. Demos Medical Publishing Company. New York. - Michelle H. Cameron and Linda G. Monroe. Physical Rehabilitation evidence-based examination and intervention. 1st edition, 2007, SAUNDER ELSEVIER Press. - Susan B. O'Sullivan, Thomas J. Schmitz, George D. Fulk. Physical Rehabilitation. 6th edition, 2011. - John E. Hodgkin, Bartolome R. Celli, Gerilynn A. Connors. Pulmonary Rehabilitation: Guidelines to Success, 4e 4th edition, 2008. - American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR). Guidelines for Pulmonary Rehabilitation Programs-4th Edition, 2011. - American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR). Guidelines for Cardia Rehabilitation and Secondary Prevention Programs-5th Edition With Web Resource, 5th Edition, 2013. - Donner C. F., Ambrosino N., and Goldstein R.: Pulmonary Rehabilitation, 1st edition, 2005, Hodder Arnold press company. Great Britain. - Carolyn Kisner, Lynn Allen Colby. Therapeutic Exercise Foundations and Techniques, 6th edition, Davis Company. Philadelphia, 2012. - Stuart Porter. Tidy's Physiotherapy, 15e (Physiotherapy Essentials). 15eth edition, Butterworth Churchill Livingstone Company; NEW YORK, 2013. - J.H. Goedecke, E.O. Ojuka, D.J. Caine, A.P. Hills, T. Noakes, J. Borms, M. Hebbelinck. Diabetes and Physical Activity (Medicine and Sport Science Series, Vol. 60) 1st Edition, S. Karger; Co, 2014.
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> - http://thephysiosite.com. - www.jtsma.org.uk. - www.ajrcm.atsjournals.org - Journal of Applied Physiology. - http://www.jap.org. - http://www.circulationaha.org.
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> - Microsoft office 2010 - Web based simulation videos. - Evaluation simulation CDs and videos.

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"> - Two lecture rooms. - Data show device. - Interactive Whiteboard
<p>2. Technology resources (AV, data show, Smart Board, software, etc.) data show</p> <ul style="list-style-type: none"> - Computer supported with windows 8 for each lecture room. - Video tape device.
<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 Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none">- Confidential instructor evaluation questionnaire on completion of the course.- Students-faculty meetings.- Online surveys.- Academic Guidance.
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none">- Student feedback report to be analyzed by the course instructor and submit the results to the department head.- Peer consultation on teaching.- Departmental council discussions.
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none">- Review the students' feedback and work on the weak points.- Conducting workshops given by experts on teaching and learning methodologies.- Periodical departmental revisions of the methods of teaching.- Monitoring of teaching activities by senior faculty members.- Arranging courses and conferences.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff 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.- Assigning group of faculty members teaching the same course to grade same questions for various students.- Members from other institutions are invited to review the accuracy of the grading policy.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">- Design graduate survey and employee surveys.- Analyze the results of the two surveys and detect the weakness and strengthens in the course.- Submit a course report to the curriculum committee in the department to discuss the action plan.- Submit the final action plan to the department Council for approval.- Stick-holder meeting for 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 at the department and higher councils.- The head of the department and faculty take the responsibility of implementing the proposed changes.

Name of Course Instructor: Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal

Signature:  Date Completed: 28th October 2018

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

Signature:  Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Clinical Practice
(Cardiopulmonary) I

Course Code: CARD1704631-5

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Advanced Clinical Practice (Cardiopulmonary) I/CARD1704631-5	
2. Credit hours: 5CH	
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 Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal	
5. Level/year at which this course is offered: Level 3	
6. Pre-requisites for this course (if any): CARD1704621-4 CARD1704622-4 CARD1704623-4	
7. Co-requisites for this course (if any): CARD1704641-5	
8. Location if not on main campus: Hospitals, inpatient clinics and ICU	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="text"/> percentage? <input type="text"/>
b. Blended (traditional and online)	<input type="text"/> percentage? <input type="text"/>
c. E-learning	<input type="text"/> percentage? <input type="text"/>
d. Correspondence	<input type="text"/> percentage? <input type="text"/>
f. Other	<input type="text" value="√"/> percentage? <input type="text" value="100"/>
Comments: Clinical practical sessions	

B Objectives

1. What is the main purpose for this course?

This course aims to develop an advanced approach in the area of evidence-based physical therapy clinical practice in cardiopulmonary and peripheral vascular conditions across lifespan and in different work settings. It builds on the foundation in cardiopulmonary physical therapy acquired through undergraduate education.

This course is designed to provide opportunities, by which the students develop an advanced level of integration of evidence-based practical knowledge and clinical skills in the management of patients with cardiopulmonary and peripheral vascular disorders. The student will acquire advanced skills and clinical practice based on the updated theoretical and academic knowledge in the field of physical therapy for cardiopulmonary and peripheral vascular disorders.

This course is designed to enrich practical issues and clinical skills in management of patients with cardiopulmonary and peripheral vascular disorders.

Topics of this course include evidence-based practical topics for management of patients with cardiopulmonary and peripheral vascular disorders, so the course teaches the students how to evaluate, design and implement the appropriate physical therapy treatment procedures for patients with cardiopulmonary and peripheral vascular disorders in a controlled clinical setting under the supervision of faculty members.

On completion of this course, students will be able to:

- Recognize the importance of physical therapy management for patients with cardiopulmonary and peripheral vascular disorders.
- Appropriately arrange patients-related problems according to priorities and in response to surrounding modifiable events during treatment.
- Identify indications and contraindications for the use of different therapeutic procedures for patients with cardiopulmonary and peripheral vascular disorders.
- Choose appropriate physical therapy therapeutic techniques for patients with cardiopulmonary and peripheral vascular disorders.
- Discover the advanced physical therapy procedures utilized for management patients with cardiopulmonary and peripheral vascular disorders.
- Demonstrate skills in organizing treatment programs' components for patients with cardiopulmonary and peripheral vascular disorders.
- Appropriately modify the treatment plan as needed during treatment course in patients with cardiopulmonary and peripheral vascular disorders.
- Discuss the physiological changes and the underlying mechanisms during treatment in patients with cardiopulmonary and peripheral vascular disorders.
- Skilfully interpret the results of evaluation and effects of treatment.
- Work effectively as a member of the team work during practical management of patients with cardiopulmonary and peripheral vascular disorders.
- Develop effective interpersonal relationships with patients' relatives and other health professional.
- Demonstrate competence in the application of therapeutic modalities in a safe and effective manner.

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)

- Make course – required adjustments based on results of analysis of students' survies and academic advisor reports.

- Continuously implement updated and advanced management practical procedures.
- Continuously check learning strategies for possible implementation of new updates.
- Continuously check and emphasis the student-based learning approaches across the course.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1- Updates in cardiopulmonary clinical practice for patients with cardiac disorders-I (Coronary arteries disease; assessment)	1	10
2- Updates in cardiopulmonary clinical practice for patients with cardiac disorders-II (Coronary arteries disease; treatment)	1	10
3- Updates in cardiopulmonary clinical practice for patients with cardiac disorders-III (heart failure, arrhythmias; assessment)	1	10
4- Updates in cardiopulmonary clinical practice for patients with cardiac disorders-IV (heart failure, arrhythmias; treatment)	1	10
5- Physical therapy clinical practice for patients with peripheral vascular disorders (arterial; assessment-I)	1	10
6- Physical therapy clinical practice for patients with peripheral vascular disorders (arterial; assessment-II)	1	10
7- Physical therapy clinical practice for patients with peripheral vascular disorders (arterial; treatment-I)	1	10
8- Physical therapy clinical practice for patients with peripheral vascular disorders-IV (arterial; treatment-II)	1	10
9- Updates in exercise therapy prescription for patients with pulmonary disorders-I (aerobic exercises, resistance & interval exercises).	1	10
10- Updates in exercise therapy prescription for patients with pulmonary disorders-II (Ventilatory Muscle Training).	1	10
11- Practical advances in airways clearance techniques in patients with pulmonary disorders (Autogenic drainage, active cycle of breathing, positive expiratory pressure breathing).		10
12- Practical advances in airways clearance procedures in patients with pulmonary disorders (The MetaNeb System, The Monarch Airway Clearance System, The Vest Airway Clearance System, and The VitalCough System).	1	10
13- Specific Complementary therapy techniques in cardiopulmonary conditions	1	10
14- Evidence-based practice in diabetes management: assessment.	1	10
15- Evidence-based practice in diabetes management: exercise therapy updates.	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5

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

5

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	Describe precisely the steps of physical therapy practical procedures in rehabilitation of different cardiac cases.	Discussions group	Group Assignments
1.2	Skilfully identify and record relevant information from patient chart/ file.	Demonstration	Individual Assignments
1.3	Appropriately choose the most suitable practical procedure during the problem-solving approach in clinical practice.	Audio-visual	Oral presentation
1.4	Describe the monitoring procedures and normal patient's responses during treatment sessions.	Discussions group	Individual Assignments
1.5	Mention the criteria for discharge of patient with cardiopulmonary and peripheral vascular disorders from physical therapy service.	Discussions group	Group Assignments
1.6	Distinguish normal and abnormal responses to physical therapy interventions during practical application.	Demonstration	Individual Assignments
2.0	Cognitive Skills		
2.1	Design appropriate physical and functional evaluation tool/ procedure for a patient with cardiopulmonary and peripheral vascular disorders.	Teach others	Practical manuals
2.2	Distinguish between short (acute) and long-term (chronic) responses to physical therapy treatment in patients with cardiopulmonary and peripheral vascular disorders.	Practice by doing	Practical manuals
2.3	Create accurate physical therapy treatment plan for a patient with cardiopulmonary and peripheral vascular disorders.	Teach others	Practical examination
2.4	Modify the original treatment plan to match the	Small group	Course work

	recent updates in respond to the changing demands of a patient's status.	work	
2.5	Appreciate the complexities of health care systems within which physical therapy is delivered.	Teach others	Practical manuals
2.6	Discuss effectively treatment outcomes with other health care professionals.	Teach others	Practical manuals
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate professional and skilful communication behaviour in clinical situations with patients and families.	Demonstration	Group presentations
3.2	Properly explain to a patient and his family the treatment procedures to be continued at home in a simple manner.	Teach others	Individual report
3.3	Work effectively as a member of a health team during treatment of patients with cardiopulmonary and peripheral vascular disorders.	Small group work	Group presentations
3.4	Appreciate the importance of his vital role and role of other members of the health care team in the management of patients with cardiopulmonary disorders and peripheral vascular disorders..	Practice by doing	lab manuals
3.5	Manage time, personal emotions and stress during treatment of patients with cardiopulmonary disorders and peripheral vascular disorders.	Discussions group	Group presentations
3.6	Consider ethical and legal issues in relation to practice of physical therapy during treatment of patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual Assignments
3.7	Gain professional attributes as honesty and respect during treatment of patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Document properly the responses to physical therapy interventions in patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual report
4.2	Demonstrate efficiency in verbal and written communications.	Demonstration	Individual report
4.3	Present orally well-designed oral presentations about physical therapy interventions in patients with cardiopulmonary disorders.	Practice by doing	Individual report
4.4	Coordinate discussions about physical therapy practical intervention in patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Group presentations
4.5	Participate effectively in the seminars and workshops related to treatment of patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual report
4.6	Use information resources effectively to extend his knowledge about physical therapy practical interventions for patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual report
4.7	Stick medical ethics and appreciate the patient's and	Demonstration	Individual

	community traditions and habits.		report
5.0	Psychomotor		
5.1	Apply safely and effectively physical therapy interventions in patients with different cardiopulmonary and peripheral vascular disorders	Practice by doing	lab manuals
5.2	Implement clinical practice based on clinical evidence with effective documentation.	Teach others	lab manuals
5.3	Use effectively physical therapy tools and instruments in accordance with standard guidelines.	Practice by doing	lab manuals
5.4	Practise efficiently the different physical therapy treatment techniques for studied cases in different situations.	Teach others	Oral presentation
5.5	Apply skills of manual therapy efficiently in a perfect manner that provides the greatest benefits to the patients.	Teach others	lab manuals
5.6	Recognize patient's responses and results of treatment interventions.	Practice by doing	Manuals practice
5.7	Adapting application and necessary adjustments to improve the quality of the treatment application.	Practice by doing	lab manuals

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	Group assignments/ practical Scenario simulation/, activities/ Team work projects.	6 th , 12 th Week	20 %
	Periodical practical exams.	5 th & 11 th week	10 %
2	Presentation of a case study reports/ Research work presentation/ Oral presentation at seminars/	weekly	10 %
3	on-site semester practical activities/ Group discussions/, Student's representative work on practical applications' updates.	weekly	10 %
4	Final practical exam	16 th Week	40 %
5	Final oral exam	16 th	10 %

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)
The course instructor will be available in his office to provide academic counseling during specific 2 academic hours every week.
Sunday: From 01:00 pm to 03:00 pm.

E Learning Resources

1. List Required Textbooks

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

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- John E. Hodgkin, Bartolome R. Celli, Gerilynn A. Connors. Pulmonary Rehabilitation: Guidelines to Success, 4e 4th edition, 2008.
- Carolyn Kisner, Lynn Allen Colby. Therapeutic Exercise Foundations and Techniques, 6th edition, Davis Company. Philadelphia, 2012.
- Donner C. F., Ambrosino N., and Goldstein R.: Pulmonary Rehabilitation, 1st edition, 2005, Hodder Arnold Press Company. Great Britain.

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

- American Physical Therapy Journals.
- Journal of applied physiology.
- Journal of Chest Disease.
- Clinical cardiology journal.
- <http://thephysiosite.com>.
- www.jtsma.org.uk.
- www.ajrccm.atsjournals.or
- <http://medlineplus.gov/>
- Journal of Obesity.
- Diabetes Journal.

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

- Web based simulation videos.
- Clinical practice simulation CDs and videos.

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.)

- On-site (hospitals/field) demonstration room.
- Well-arranged facilities to support clinical practice.

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

- Computer supported with windows 10.
- Video tape device.
- data show

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Audio-video show devices and internet connection in the demonstration room(s)


G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none">- Confidential instructor evaluation questionnaire on completion of the course.- Students-faculty members meetings.- Net based surveys
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none">- Students' feedback reports those are analyzed by the course instructor and submit the results to the head of the department.- Peer consultation on teaching.- Department-based council discussions.- Regular scientific meeting with department members.- Regular review of the department courses by the department "curriculum development committee".
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none">- Assessment of the present teaching strategies.- Review the student's feedback, points of strength and points of weakness.- Attending workshops provided by experts on teaching and learning methodologies.- Periodical departmental revisions of the methods of teaching.- Monitoring of teaching activities by senior faculty members.- Application of up-to-date clinical practice procedures and methodologies.- Implementing the department "curriculum development committee" guidelines and instructions.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none">- Presence of external examiners at final term practical exam.- On board discussion of student's achievements during monthly conducted department meetings.- Assigning group of faculty members to grade same questions for various students.- Members from other institutions are invited to review the accuracy of the grading policy.- Providing samples of all kinds of assessment in the departmental course portfolio of each course for review.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">- Design students' survey and employee surveys.- Analyze the results of the two surveys and detect the weakness and strengthens points of the course.- Submit a course report to "the curriculum development committee" in the department and discuss the action plane.- Submit the final action plane to the department Council for approval.- Stick-holder meeting and discussions about points of strength and weakness.- The course material and learning outcomes will be periodically reviewed and modified to match updates after being approved in the departmental and college/university councils.- The head of department and the faculty dean take the responsibility of implementing the proposed changes.

Name of Course Instructor: Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal

Signature:  Date Completed: 28th October 2018

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

Signature:  Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Clinical Practice
(Cardiopulmonary) II

Course Code: CARD1704641-5

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Advanced Clinical Practice (Cardiopulmonary) I/ CARD1704641-5	
2. Credit hours: 5CH	
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 Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal	
5. Level/year at which this course is offered: Level 4	
6. Pre-requisites for this course (if any): CARD1704621-4 CARD1704622-4 CARD1704623-4 CARD1704631-5	
7. Co-requisites for this course (if any):	
8. Location if not on main campus: Governmental Hospitals/ inpatient departments	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="text"/> percentage? <input type="text"/>
b. Blended (traditional and online)	<input type="text"/> percentage? <input type="text"/>
c. E-learning	<input type="text"/> percentage? <input type="text"/>
d. Correspondence	<input type="text"/> percentage? <input type="text"/>
f. Other	<input checked="" type="checkbox"/> percentage? <input type="text"/> 100
Comments: Clinical practical sessions	

B Objectives

1. What is the main purpose for this course?

This course aims to develop an advanced approach in the area of evidence-based physical therapy clinical practice in cardiopulmonary and peripheral vascular conditions across lifespan and in different work settings. It builds on the foundation in cardiopulmonary physical therapy acquired through undergraduate education.

This course is designed to provide opportunities, by which the students develop an advanced level of integration of evidence-based practical knowledge and clinical skills in the management of patients with cardiopulmonary and peripheral vascular disorders. The student will acquire advanced skills and clinical practice based on the updated theoretical and academic knowledge in the field of physical therapy for cardiopulmonary and peripheral vascular disorders.

This course is designed to enrich practical issues and clinical skills in management of patients with cardiopulmonary and peripheral vascular disorders.

Topics of this course include evidence-based practical topics for management of patients with cardiopulmonary and peripheral vascular disorders, so the course teaches the students how to evaluate, design and implement the appropriate physical therapy treatment procedures for patients with cardiopulmonary and peripheral vascular disorders in a controlled clinical setting under the supervision of faculty members.

On completion of this course, students will be able to::

- Recognize the importance of physical therapy management for patients with cardiopulmonary and peripheral vascular disorders.
- Appropriately arrange patients-related problems according to priorities and in response to surrounding modifiable events during treatment.
- Identify indications and contraindications for the use of different therapeutic procedures for patients with cardiopulmonary and peripheral vascular disorders.
- Choose appropriate physical therapy therapeutic techniques for patients with cardiopulmonary and peripheral vascular disorders.
- Discover the advanced physical therapy procedures utilized for management patients with cardiopulmonary and peripheral vascular disorders.
- Demonstrate skills in organizing treatment programs' components for patients with cardiopulmonary and peripheral vascular disorders.
- Appropriately modify the treatment plan as needed during treatment course in patients with cardiopulmonary and peripheral vascular disorders.
- Discuss the physiological changes and the underlying mechanisms during treatment in patients with cardiopulmonary and peripheral vascular disorders.
- Skilfully interpret the results of evaluation and effects of treatment.
- Work effectively as a member of the team work during practical management of patients with cardiopulmonary and peripheral vascular disorders.
- Develop effective interpersonal relationships with patients' relatives and other health professional.
- Demonstrate competence in the application of therapeutic modalities in a safe and effective manner.

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)

- Make course – required adjustments based on results of analysis of students' survies and academic advisor reports.

- Continuously implement updated and advanced management practical procedures.
- Continuously check learning strategies for possible implementation of new updates.
- Continuously check and emphasis the student-based learning approaches across the course.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1- Mobilization and neurophysiological facilitation of respiration in patients with pulmonary disorders.	1	10
2- Cardiopulmonary clinical practice for patients with cardiothoracic surgeries (assessment).	1	10
3- Cardiopulmonary clinical practice for patients with cardiothoracic surgeries (treatment).	1	10
4- Pediatrics cardiopulmonary Physical Therapy clinical practice	1	10
5- Cardiopulmonary rehabilitation practice in Intensive Care Unit-I	1	10
6- Cardiopulmonary rehabilitation practice in Intensive Care Unit-II	1	10
7- Physical therapy clinical practice for patients with peripheral vascular disorders (venous; assessment-I)	1	10
8- Physical therapy clinical practice for patients with peripheral vascular disorders (venous; assessment-II)	1	10
9- Physical therapy clinical practice for patients with peripheral vascular disorders (venous; treatment-I)	1	10
10- Physical therapy clinical practice for patients with peripheral vascular disorders (venous; treatment-II)	1	10
11- Advances in practical management of patients with lymphatic disorders (evaluation).		10
12- Advances in practical management of patients with lymphatic disorders (treatment-I).	1	10
13- Advances in practical management of patients with lymphatic disorders (treatment-II).	1	10
14- Clinical practice updates in obesity management: assessment	1	10
15- Clinical practice updates in obesity management: treatment	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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	Describe precisely the steps of physical therapy practical procedures in rehabilitation of different cardiac cases.	Discussions group	Group Assignments
1.2	Skilfully identify and record relevant information from patient chart/ file.	Demonstration	Individual Assignments
1.3	Appropriately choose the most suitable practical procedure during the problem-solving approach in clinical practice.	Audio-visual	Oral presentation
1.4	Describe the monitoring procedures and normal patient's responses during treatment sessions.	Discussions group	Individual Assignments
1.5	Mention the criteria for discharge of patient with cardiopulmonary and peripheral vascular disorders from physical therapy service.	Discussions group	Group Assignments
1.6	Distinguish normal and abnormal responses to physical therapy interventions during practical application.	Demonstration	Individual Assignments
2.0	Cognitive Skills		
2.1	Design appropriate physical and functional evaluation tool/ procedure for a patient with cardiopulmonary and peripheral vascular disorders.	Teach others	Practical manuals
2.2	Distinguish between short (acute) and long-term (chronic) responses to physical therapy treatment in patients with cardiopulmonary and peripheral vascular disorders.	Practice by doing	Practical manuals
2.3	Create accurate physical therapy treatment plan for a patient with cardiopulmonary and peripheral vascular disorders.	Teach others	Practical examination
2.4	Modify the original treatment plan to match the recent updates in respond to the changing demands of a patient's status.	Small group work	Course work
2.5	Appreciate the complexities of health care systems within which physical therapy is delivered.	Teach others	Practical manuals
2.6	Discuss effectively treatment outcomes with other health care professionals.	Teach others	Practical manuals

3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate professional and skilful communication behaviour in clinical situations with patients and families.	Demonstration	Group presentations
3.2	Properly explain to a patient and his family the treatment procedures to be continued at home in a simple manner.	Teach others	Individual report
3.3	Work effectively as a member of a health team during treatment of patients with cardiopulmonary and peripheral vascular disorders.	Small group work	Group presentations
3.4	Appreciate the importance of his vital role and role of other members of the health care team in the management of patients with cardiopulmonary disorders and peripheral vascular disorders..	Practice by doing	lab manuals
3.5	Manage time, personal emotions and stress during treatment of patients with cardiopulmonary disorders and peripheral vascular disorders.	Discussions group	Group presentations
3.6	Consider ethical and legal issues in relation to practice of physical therapy during treatment of patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual Assignments
3.7	Gain professional attributes as honesty and respect during treatment of patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Document properly the responses to physical therapy interventions in patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual report
4.2	Demonstrate efficiency in verbal and written communications.	Demonstration	Individual report
4.3	Present orally well-designed oral presentations about physical therapy interventions in patients with cardiopulmonary disorders.	Practice by doing	Individual report
4.4	Coordinate discussions about physical therapy practical intervention in patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Group presentations
4.5	Participate effectively in the seminars and workshops related to treatment of patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual report
4.6	Use information resources effectively to extend his knowledge about physical therapy practical interventions for patients with cardiopulmonary and peripheral vascular disorders.	Demonstration	Individual report
4.7	Stick medical ethics and appreciate the patient's and community traditions and habits.	Demonstration	Individual report
5.0	Psychomotor		
5.1	Apply safely and effectively physical therapy interventions in patients with different cardiopulmonary and peripheral vascular disorders	Practice by doing	lab manuals
5.2	Implement clinical practice based on clinical	Teach others	lab manuals

	evidence with effective documentation.		
5.3	Use effectively physical therapy tools and instruments in accordance with standard guidelines.	Practice by doing	lab manuals
5.4	Practise efficiently the different physical therapy treatment techniques for studied cases in different situations.	Teach others	Oral presentation
5.5	Apply skills of manual therapy efficiently in a perfect manner that provides the greatest benefits to the patients.	Teach others	lab manuals
5.6	Recognize patient's responses and results of treatment interventions.	Practice by doing	Manuals practice
5.7	Adapting application and necessary adjustments to improve the quality of the treatment application.	Practice by doing	lab manuals

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	Group assignments/ practical Scenario simulation/ activities/ Team work projects.	6 th , 12 th Week	20 %
	Periodical practical exams.	5 th & 11 th week	10 %
2	Presentation of a case study reports/ Research work presentation/ Oral presentation at seminars/	weekly	10 %
3	on-site semester practical activities/ Group discussions/, Student's representative work on practical applications' updates.	weekly	10 %
4	Final practical exam	16 th Week	40 %
5	Final oral exam	16 th	10 %

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)
The course instructor will be available in his office to provide academic counseling during specific 2 academic hours every week.
Sunday: From 01:00 pm to 03:00 pm.

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<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> - American Physical Therapy Journals. - Journal of applied physiology. - Journal of Chest Disease. - Clinical cardiology journal. - http://thephysiosite.com. - www.jtsma.org.uk. - www.ajrccm.atsjournals.or - http://medlineplus.gov/ - Journal of Obesity. - Diabetes Journal.
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> - Web based simulation videos. - Clinical practice simulation CDs and videos.

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"> - On-site (hospitals/field) demonstration room. - Well-arranged facilities to support clinical practice.
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> - Computer supported with windows 10. - Video tape device. - data show
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Audio-video show devices and internet connection in the demonstration room(s)</p>

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - Confidential instructor evaluation questionnaire on completion of the course. - Students-faculty members meetings.
--

- Net based surveys
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">- Students' feedback reports those are analyzed by the course instructor and submit the results to the head of the department.- Peer consultation on teaching.- Department-based council discussions.- Regular scientific meeting with department members.- Regular review of the department courses by the department "curriculums development committee".
3. Processes for Improvement of Teaching <ul style="list-style-type: none">- Assessment of the present teaching strategies.- Review the student's feedback, points of strength and points of weakness.- Attending workshops provided by experts on teaching and learning methodologies.- Periodical departmental revisions of the methods of teaching.- Monitoring of teaching activates by senior faculty members.- Application of up-to-date clinical practice procedures and methodologies.- Implementing the department "curriculums development committee" guidelines and instructions.
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Name of Course Instructor: Dr. Gihan Samir Mousa Dr. Ashraf Abdelaal Abdelaal

Signature:  Date Completed: 28th October 2018

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

Signature:  Date Received: 28th October 2018

Specialty Courses Specifications

(Surgery and Oncology Physical Therapy)

* (Surgery and Oncology) Course Code	*(Surgery and Oncology) Course Title	Prerequisite Courses	Credit Hours
SURG1704621-4	Burn and Plastic Surgery Rehabilitation	Level 1	4
SURG1704622-4	Wound Management	Level 1	4
SURG1704623-4	General and Oncological Surgery Rehabilitation	Level 1	4
SURG1704631-5	Advanced Clinical Practice (Surgery) I	Level 2	5
SURG1704641-5	Advanced Clinical Practice (Surgery) II	Level 3	5

COURSE SPECIFICATIONS Form

Course Title: Burn and Plastic Surgery
Rehabilitation

Course Code: SURG1704621-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Burn and Plastic Surgery Rehabilitation / SURG1704621-4	
2. Credit hours: 4CH	
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 Dr. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): EVID1704611-3 ANAT1704613-3	
7. Co-requisites for this course (if any): SURG1704622-4 SURG1704623-4 SURG1704631-5 SURG1704641-5	
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

1. The main objective of this course

- Describe the pathology associated with skin and soft tissue burns.
- Examine a patient with burns considering specific factors related to burn injury such as burn etiology, burn depth, and burn size.
- Evaluate a patient with burns in preparation for planning interventions.
- Understand and perform functional assessment for burn patients.
- Use traditional and new tools of assessment for burn patients
- Explain interventions for patients with burn injuries, including those directed at wound healing and rehabilitation management.
- Describe the consequences of and interventions for scarring after burn injury.
- Presented with a clinical case, analyze the clinical findings, propose goals of treatment, and develop a plan of care.
- 7-Discuss the physical therapy role and new trends in rehabilitation of different burned patient problems.
- Interpret role of physical therapy post plastic surgery.
- 10-Use the Internet and the library to research information about various physical therapy modalities used for treatment of burned patients.

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)

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

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

Course Description:

1. Topics to be Covered			
List of Topics	No. of Weeks	Contact hours	
		T	P
Normal Integument; Structure and Function	1	2	4
Pathophysiology of Burns	1	2	4
Assessment in acute burn	1	2	4
Assessment in chronic burn	1	2	4
Measurements of burn wound	1	2	4
New trends in measurement of burn.	1	2	4
Acute Care Management of Burn Injury	1	2	4
New trends in measurements of hypertrophic scar	1	2	4
New trends in treatment hypertrophic scar	1	2	4

Electrotherapy with burn cases	1	2	4
Advanced Electrotherapeutical modalities with burn cases	1	2	4
Hydrotherapy with burn cases	1	2	4
Pressure therapy & post burn cases	1	2	4
Exercise therapy & burn cases	1	2	4
Physical therapy post plastic surgery	1	2	4
Burn case study	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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 basic concepts about integumentary system anatomy, function relevant to physical therapy .	Lectures	Class activity
1.2	To outline Pathophysiological sequence of Burns	Discussions group	Individual Assignments
1.3	Describe skin anatomy and physiology and their relation to burn trauma.	Audio-visual	Oral presentation

1.4	Identify nature of acute burn injury contribute to the frustration, and fatal complications through assessment.	Discussions group	Group Assignments
1.5	Identify nature of chronic burn contribute to functional problems that impair the quality of post burn patient's life through assessment.	Demonstration	Individual Assignments
1.6	Describe traditional physical therapy methods in measurement of burn.	Audio-visual	Oral presentation
1.7	Describe new trends in measurement of burn.	Discussions group	Individual Assignments
1.8	Identify the role of physical therapy in management of acute burn	Lectures	Class activity
1.9	Identify traditional physical therapy methods to measure burn scars.	Discussions group	Class activity
1.10	Identify new physical therapy methods to measure burn scars.	Lectures	Class activity
1.11	List the electro therapy modalities, which are used to treat post burn patient.	Discussions group	Individual Assignments
1.12	List advanced electro therapy modalities, which are used to treat post burn patient.	Audio-visual	Oral presentation
1.13	Describe hydrotherapy pressure therapy approaches for burned patient.	Discussions group	Group Assignments
1.14	Describe different therapeutic exercises for burned patient.	Demonstration	Individual Assignments
1.15	Describe physical therapy role in management of skin graft patient.	Audio-visual	Oral presentation
1.16	Identify problems in selected burn case and physical therapy role in rehabilitation of this case.	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Analyze different types of burns and wounds and detect the consequential complications related to physical therapy.	Demonstration	Oral presentation
2.2	Differentiate between complicated and no complicated burn cases from the physical therapy point of view.	Practice by doing	Case studies
2.3	Illustrate treatment goals depending on precise physical therapy evaluation for the burn patient, taking into consideration different factors that may interfere with these goals.	Small group work	Group presentations
2.4	Judge the appropriate, applicable, traditional and updated methods to evaluate post burn patient according to individual variations in order to achieve reliable outcomes.	Discussions group	Group presentations
2.5	Interpret the appropriate and, the applicable traditional and updated modalities convenient to burn patients, taking in account the cause of the injury, according to	Teach others	Individual report

	individual variations in order to achieve the predetermined goals.		
2.6	Analyze the treatment outcomes in relation to the pre-set goals and interpret the collected data to reach a decision about the progress of the burn case.	Teach others	Individual report
2.7	Modify the treatment protocol according to the outcome of the post burn patient follow up	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Apply different assessment techniques for measuring burn cases	Demonstration	Group presentations
3.2	Report different problems in burn patients	Teach others	Individual report
3.3	Apply different physical therapy modalities to manage burn patients	Small group work	Group presentations
3.4	Explore the indications , contra Indications , and precautions for physical therapy modalities; traditional and new that used in evaluation and treatment of burned cases	Practice by doing	lab manuals
3.5	Appreciate the appropriate, applicable, and available methods for the evaluation of post burn patient according to individual variations in order to achieve reliable outcomes.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Use internet critically as sources of information of the new trends in assessment and treatment of burn cases.	Demonstration	Individual report
4.2	Assess the relevance and importance of the ideas of others.	Demonstration	Individual report
4.3	Communicate effectively with burn patient, relatives and health care professionals establishing professional and ethical relationship.	Practice by doing	Individual report
4.4	Work with other members of the burn rehabilitation teamwork for the benefit of burned patients.	Demonstration	Group presentations
4.5	Explain the role of physical therapy as an efficient part of the rehabilitation of burn patients to other team members.	Demonstration	Individual report
4.6	Communicate clearly and succinctly to colleague and other member of the health care team.	Demonstration	Individual report
4.7	Communicate with other group in the practical sessions.	Practice by doing	Individual report
4.8	Participate in oral presentation about patient's condition.	Demonstration	Group presentations
5.0	Psychomotor(if any)		
5.1	Manipulate different tools to evaluate burn injury	Practice by doing	lab manuals

5.2	Perform a proper physical therapy techniques used in burned patients and select the most appropriate modality to each case according to individual variation in practical session.	Teach others	lab manuals
5.3	Detect factors that influence the effectiveness of physical therapy in the field of burn injury and its surgery	Practice by doing	lab manuals
5.4	Apply different physical therapy modalities that used to rehabilitate different burn problems during scenario or simulation in practical sessions	Teach others	Oral presentation

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	Final written exam.: to assess knowledge and understanding the basic principles of pre, postoperative patient and burn patient management		%40
2	Midterm exam.		%40
3	Practical exam and Oral exam.: : to assess the ability to use different physical assessment and therapeutic modalities pre, postoperative patient and burn patient		%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)

E Learning Resources

1. List Required Textbooks
<ul style="list-style-type: none"> • Glassey. Physiotherapy for Burns and Plastic, Wiley, New York, 2004. • Burn Care and Therapy by Gretchen J. Carrougher (Author) • Burn care and rehabilitation: Principles and practice By ; Reginald L. Richard (editor) Marlys J Staley (editor)
2. List Essential References Materials (Journals, Reports, etc.)
<ul style="list-style-type: none"> • Burn Care and rehabilitation. (Richard and staley). 1994 • Burn care and therapy,1998, “ GretchenJ and Garrougher. • Burn trauma, management of pain in burns patient, ch7, 1997. • Burns management, pressure therapy, ch38, 1996. • Essential of physical therapy medicine and rehabilitation. Walter R Frontera 2002. • Acute care hand book for physical therapists ,Paz and West,2002
2. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
<ul style="list-style-type: none"> • Journal burn care and rehabilitation • Physical therapy Journal • Physical therapy rehabilitation journal • Journal of trauma • Lancet • www. Physicaltherapy.com • www.emedicine.com • www.lancet.com • www.sciencedirect.com
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.)

- Two lecture room , each contain 40 seat
- white board and Data show device
- One laboratory room, contain 10 plinth

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

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

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

- Tools for assessment and treatment of patients
- Anatomical models.

G Course Evaluation and Improvement Procedures

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

1. Regular confidential instructor evaluation questionnaire
2. Confidential instructor evaluation questionnaire for the total course in the final lecture
3. Students – faculty meeting

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

1. Regular scientific meeting with the department members
2. Departmental council discussion
3. Peer consultation in teaching
4. Student feedback report to be analysed by the course instructor and submit the results to the department head.
5. Video recording

4. 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 activities 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- independent member teaching staff sharing in the oral and practical final exam
- 2- make an ideal answer for the final exam help to correct some students paper by independent teaching member
- 3- The use of external examiners.
- 4- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- 5- Periodical changing and remarking tests

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. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran

Signature: Dr. Hesham Galal Mahran Date Completed: 28th October 2018

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



Signature:

Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Wound Management

Course Code: SURG1704622-4

Date: 2018-10-28		Institution: Umm Al-Qura University.	
College: Applied Medical Sciences		Department: Physical Therapy	
A. Course Identification and General Information			
1. Course title and code: Wound Management/ SURG1704622-4			
2. Credit hours: 4CH			
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 Dr. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran			
5. Level/year at which this course is offered: Level 2			
6. Pre-requisites for this course (if any): EVID1704611-3 ANAT1704613-3			
7. Co-requisites for this course (if any): SURG1704622-4 SURG1704623-4 SURG1704631-5 SURG1704641-5			
8. Location if not on main campus: 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" value="60"/>
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" value="40"/>
Comments: practical sessions			

B Objectives

6. The main objective of this course:

- Interpret biological sequences of wound healing.
- Evaluate different wound dimensions with traditional and new methods of measurement techniques.
- Explain management for wound exudation as well as infected necrotic wounds, including those directed at wound healing and rehabilitation management.
- Describe the traditional and advanced ways for management of patient with wounds
- Determine and apply new trends methods for assessment and treatment of wound.
- Discuss the physical therapy role in rehabilitation of different wounds.
- Select the appropriate and, the applicable modalities convenient to patients with wounds, taking in account the cause of the injury, according to individual variations in order to achieve the predetermined goals.
- Analyze the treatment outcomes in relation to the pre-seted goals and interpret the collected data to reach a decision about the progress of the wound case.
- Use the Internet and the library to research information about various physical therapy modalities used for treatment of burned patients.

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
6. resources for selected disabilities and direct the course toward community needs
7. Hospital visits to burn units

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
Biology and wound healing	1	2	4
Wound measurements	1	2	4
Tools to measure wound healing	1	2	4
Principles of Wound care	1	2	4
Management of necrotic tissue	1	2	4
Management of exudates and infection	1	2	4
Acute surgical wound management	1	2	4
Pressure ulcer prevention.	1	2	4
Pressure ulcer management	1	2	4
Vascular ulcer management	1	2	4

Management of wound healing with physical therapy modalities in acute stage.	1	2	4
Management of wound healing with physical therapy modalities in chronic stage.	1	2	4
Role of physical therapy in different phases of wound healing	1	2	4
Ultrasonic and wound healing	1	2	4
laser and wound healing	1	2	4
shockwave and wound healing	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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 biology of wound healing	Lectures	Class activity
1.2	State different tools to measure wound healing	Discussions group	Individual Assignments
1.3	Describe management of wound healing with physical therapy modalities	Audio-visual	Oral presentation
1.4	Understand the principles of physical therapy assessment in wound cases	Discussions group	Group Assignments
1.5	List evaluation procedures for wounds.	Demonstration	Individual Assignments

1.6	Describe measurement tools to wounds	Audio-visual	Oral presentation
1.7	Describe the different physical therapy protocols to manage different wound cases	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Analyze different types of wounds and detect the consequential complications related to physical therapy.	Demonstration	Oral presentation
2.2	Differentiate between complicated and no complicated wound cases from the physical therapy point of view	Practice by doing	Case studies
2.3	Investigate burn wound environment	Small group work	Group presentations
2.4	Illustrate treatment goals depending on precise physical therapy evaluation for wound, taking into consideration different factors that may interfere with these goals.	Discussions group	Group presentations
2.5	Select most suitable traditional tool as well as updated one to measure burn wound healing	Teach others	Individual report
2.6	Differentiate among management of burn wound healing by wound characterizes	Teach others	Individual report
2.7	Interpret the appropriate and, the applicable modalities convenient to patients with wounds.	Teach others	Individual report
2.8	Interpret the collected data to reach a decision about the progress of wound case.	Teach others	Individual/group report
2.9	Classify the patient's problem and making a problem list	Teach others	lab manuals
3.0	Interpersonal Skills & Responsibility		
3.1	Apply management of burn wound by wound characteristics as (management of necrotic tissue, exudates and edema).	Demonstration	Group presentations
3.2	Report the biology of burn wound healing -	Teach others	Individual report
3.3	Apply different physical therapy modalities to manage wound	Small group work	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Use internet critically as sources of information of the new trends in management of burn wound.	Demonstration	Individual report
4.2	Assess the relevance and importance of the ideas of others.	Demonstration	Individual report
4.3	Communicate effectively with burn patient, relatives and health care professionals establishing professional and ethical relationship.	Practice by doing	Individual report

5.0	Psychomotor(if any)		
5.1	Manipulate different tools to evaluate different wounds	Practice by doing	lab manuals
5.2	Perform a proper physical therapy techniques used in wound and select the most appropriate modality to each case according to individual variation in practical session.	Teach others	lab manuals
5.3	Detect factors that influence the effectiveness of physical therapy in the field of wounds	Practice by doing	lab manuals
5.4	Apply different physical therapy modalities that used to rehabilitate different wound problems during scenario or simulation in practical sessions	Teach others	Oral presentation

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	Final written exam.: to assess knowledge and understanding the basic principles of pre, postoperative patient and burn patient management		%40
2	Midterm exam.		%40
3	Practical exam and Oral exam. : to assess the ability to use different physical assessment and therapeutic modalities pre, postoperative patient and burn patient		%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)

E Learning Resources

3. List Required Textbooks	<ul style="list-style-type: none"> Therapeutic modalities for allied health professionals,1998. Mechanisms and management of pain with therapeutic modalities, ch3. Comprehensive wound management, Glenn irion,2002. Chronic wound healing: “clinical measurement and basic science” Mani et al, 1999 Clinical wound management Gogia, 1995. Merck Manual of Diagnosis and Therapy, 1992.
4. List Essential References Materials (Journals, Reports, etc.)	<ul style="list-style-type: none"> Chronic wound management “the evidence for chance” Mani,2003 Essential of physical therapy medicine and rehabilitation. Walter R Frontera 2002. Acute care hand book for physical therapists, Paz and West, 2002. Wound management falanga,et al, 2000 Wound healing therapy alternative in management, 1995, ch17,ch16
7. List Electronic Materials, Web Sites, Facebook, Twitter, etc.	<ul style="list-style-type: none"> Physical therapy Journal Physical therapy rehabilitation journal Journal of trauma Lancet www. Physicaltherapy.com www.emedicine.com

- www.lancet.com
- www.sciencedirect.com

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.)

- Two lecture room, each contain 40 seat
- white board and Data show device
- One laboratory room, contain 10 plinth

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

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

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

- Tools for assessment and treatment of patients
- Anatomical models.

G Course Evaluation and Improvement Procedures

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

4. Regular confidential instructor evaluation questionnaire
5. Confidential instructor evaluation questionnaire for the total course in the final lecture
6. Students – faculty meeting

8. 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 analysed by the course instructor and submit the results to the department head.
- Video recording

9. 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.
- Monitoring of teaching activates by senior faculty members
- Periodical departmental revisions of the methods of teaching.
- 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)

- Independent member teaching staff sharing in the oral and practical final exam
- make an ideal answer for the final exam help to correct some students paper by independent teaching member
- The use of external examiners.
- Providing samples of all kinds of assessment in the departmental course portfolio of each course.

- Periodical changing and remarking tests

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

- Design graduate survey and employee surveys.
- 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 be added to the course.

Name of Course Instructor: Dr. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran

Signature: Dr. Hesham Mahran Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

**Course Title: General and Oncological Surgery
Rehabilitation**

Course Code: SURG1704623-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: General and Oncological Surgery Rehabilitation/ SURG1704623-4	
2. Credit hours: 4CH	
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 Dr. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): EVID1704611-3 ANAT1704613-3	
7. Co-requisites for this course (if any): SURG1704621-4 SURG1704622-4 SURG1704631-5 SURG1704641-5	
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

1. What is the main purpose for this course?

This course is designed to advance the students' expertise in the knowledge, examination, evaluation, diagnosis, prognosis, intervention, and management of patients in surgery physical therapy. It is expected that the student will gain an in-depth understanding of the science underlying clinical techniques and evidence based practice. Students are also expected to perform re-examinations, measure patient outcomes, and modify interventions accordingly. Also; the course is designed to provide opportunities by which the students develop a level of integration between theoretical knowledge and skills in physical therapy evaluation and treatment of actual patients with general and oncological surgery. The student will acquire sufficient skills and experiences in clinical practice based on the theoretical and academic knowledge in the field of physical therapy for the common surgical conditions, mastectomy and general surgical conditions that enables the candidate to deal with any patient referred from any of the previous department to apply the basic manual skills and special electrotherapy instruments necessary for evaluation and treatment of different problems; in order to design the optimal physical therapy plan for patients suffering from any problems related to general surgery and oncological surgery, as well as communicate professionally with other medical team caring for this patient.

On successfully completing the course, the student should be able to:

1. Communicate and discuss physical therapy intervention with other health care members in treatment of common general and oncological surgery.
2. Enable the studies to use different tools of assessment for surgical patients.
3. To expand the scope of physical therapy practice throughout post – operative abdominal surgery.
4. To determine the transferring efficacy and applying different methods of transferring for post-operative patients.
5. To apply advanced P.T techniques for the management of post-operative patients
6. To analyze the underlying causes of gait deviations and advanced theories for gait training.
7. Identify the value of patients' assessment in general and oncological surgery.
8. Order the proper steps of patient assessment.
9. Identify physiological basis, indications and contraindications for the use of different treatment modalities according to patient's condition.
10. Relate the knowledge of skin and joint anatomy, general surgical principles to the referred diagnosis
11. Interpret medical terminology and common medical abbreviations.
12. Identify how dysfunction of the skin and muscle system contributes to deformity, loss of ADL after burn
13. Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.
14. Identify criteria for discharge from physical therapy service.
15. Plan an appropriate physical therapy treatment program to achieve the defined goals.
16. Apply the physical therapy program on patients with general and oncological surgery

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. Regular seminars and workshop about new trends in the general surgery and oncological surgery physical therapy based on IT and web based reference materials.
2. Student assignment about new techniques of assessment and treatment in general surgery and oncological surgery physical therapy.
3. Student's project about one physical therapy centre in his city in which he will discuss how the patients be treated, what are the most common cases, and what the strengthen and weaken points of the physical therapy services in order to direct the course toward community needs.

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

Course Description:

1 Topics to be Covered			
List of Topics	No. of Weeks	Contact hours	
		T	P
Introduction about general and oncological surgery	1	2	4
Common postoperative complications	1	2	4
ICU principles and concepts and equipment	1	2	4
Surgical patient evaluation in ICU	1	2	4
Different physical therapy programs during ICU for surgical patient	1	2	4
Physiology and biology of cancer	1	2	4
Preoperative management of oncology patients undergoing surgery	1	2	4
Introduction to Oncology Rehabilitation; Safely and effectively working with the cancer patient	1	2	4
Exercise and cancer	1	2	4
Physical therapy program for post-mastectomy	1	2	4
Physical therapy management of lymphedema	1	2	4
Physical Therapy Interventions in Pediatric Oncology	1	2	4
Physical therapy management of surgical obesity	1	2	4
Treatment of post-operative urinary incontinence	1	2	4

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

		Lecture	Tutoria 1	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	30			60		90
	Actual						
Credit	Planed	2			2		4
	Actual						

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

4

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.)

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
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1.0	Knowledge		
1.1	Identify the value of patients' assessment in general and oncological surgery physical therapy.	Oral presentation	Periodical exams. Final exams.
1.2	List types of general and oncological surgery and its medical management	Oral presentation	Periodical exams Final exams.
1.3	Describe surgical techniques used in treatment of surgical cases	Teaching sessions	Periodical exams Final exams.
1.4	Mention general surgical conditions and disease	Active Learning	Periodical exams. Final exams.
1.5	Identify the role of medical and surgical intervention with other health care in treatment of common surgical conditions	Teaching sessions with group discussion of various cases.	Periodical exams. Final exams.
2.0	Cognitive Skills		
2.1	Differentiate between different general and oncological surgeries.	Open ended tasks.	Periodical exams.
2.2	Illustrate different general and oncological surgeries.	Group and individual assignment.	Final exams.
2.3	Analyze different post-operative problems by objective evaluation.	Group discussion	Periodical exams.
2.4	Discuss the suitable methods of treatment for general and oncological surgeries.	Group discussion	Final exams.
3.0	Interpersonal Skills & Responsibility		
3.1	Decide the proper treating methods for general and oncological surgery cases	On class room the student will be assigned how to	Group discussions.
3.2	Demonstrate skills in writing the case reports.	Group discussion	Group assignment with emphasizing on personal participation.
3.3	Assess different surgical conditions.	Class presentation	Group discussions.
3.4	Cooperate with others in solving cases and problems related to general and oncological surgeries	On class room the student will be assigned how to hold the image and how to read it in a correct manner	Group assignment with emphasizing on personal participation.
3.5	Act as a decision maker.	Group discussion.	Group discussion
3.6	Work as a leader.	Group discussion	Group assignment with emphasizing on personal participation.
3.7	Be long life learner.	Group discussion.	Group discussion
3.8	Respect the ideas of others and explain his opinions.	Group discussion.	Group discussion
3.9	Having a positive intent.	Case study	Group discussion
4.0	Communication, Information Technology, Numerical		
4.1	Communicate with colleagues and other members of the health care team in order to influence the care and	Oral Presentation	Periodical Quizzes

	management of patients.		
4.2	Participate actively on the class with the professor and his colleagues.	Group Discussion	Group assignment.
4.3	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members.	Oral Presentation	Final written exam.
4.4	Document the patient 'medical condition in written	Group Discussion	Periodical Quizzes
5.0	Psychomotor: Not applicable		

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	Regular quizzes	Every week	40%
2	Semester activities and assignment	Every week	10%
3	Final written exam	17 th	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)

E Learning Resources

<ul style="list-style-type: none"> • List Required Textbooks • Physical Therapy in Acute Care: A Clinician's Guide • Adjunctive Rehabilitation Approaches to Oncology • Therapeutic modalities for allied health professionals • Mechanisms and management of pain with therapeutic modalities, ch3. • Lymphedema rehabilitation • Oncology rehabilitation • Oncology in Primary Care • Women's Cancers: How to Prevent Them, how to Treat
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> ○ journal of supportive care in cancer ○ journal of clinical rehabilitation ○ journal of surgical research ○ Journal of trauma ○ www.sciencedirect.com ○ www.pubmed.com
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> ○ Saudi Digital Library (SDL)
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p>

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.)
 - Outpatient clinics and inpatient departments at the hospital

2. Technology resources (AV, data show, Smart Board, software, etc.)
2. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Assessment tools• Treatment tools

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Confidential instructor evaluation questionnaire on completion of the course.• Student interview
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">• Student feedback report to be analyzed by the course instructor and submit the results to the department head.• External evaluators
3. Processes for Improvement of Teaching <ul style="list-style-type: none">• Review the student's feedback and correct the weak points.• Conduct departmental workshops to discuss how to support the teaching process.• Attend educational courses of teaching methodology.• 4. Appoint percentage of department budget for educational resources as text books, audio-visual materials (LCD, CDs, computers, scanner, printer, flash memory....), anatomical models, physical therapy equipment & financial support to attend courses and conferences
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none">• Check marking by an independent member teaching staff of a sample of student work.• Periodic exchange and remarking of tests or a sample of assignments with staff at another institution.• External examiner sharing in the exams
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none">• Design graduate survey and employee surveys.• 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 Councils for approval.

Name of Course Instructor: Dr. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran

Signature: Dr. Hesham Mahran Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Advanced Clinical Practice
(Surgery) I

Course Code: SURG1704631-5

Date: 2018-10-28		Institution: Umm Al-Qura University.	
College: Applied Medical Sciences		Department: Physical Therapy	
A. Course Identification and General Information			
1. Course title and code: Advanced Clinical Practice (Surgery) I/ SURG1704631-5			
2. Credit hours: 5CH			
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 Dr. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran			
5. Level/year at which this course is offered: Level 3			
6. Pre-requisites for this course (if any): SURG1704621-4 SURG1704622-4 SURG1704623-4			
7. Co-requisites for this course (if any): SURG1704641-5			
8. Location if not on main campus: 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 type="checkbox"/>	percentage?	<input type="checkbox"/>
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" value="100"/>
Comments: Clinical practical sessions			

B Objectives

2. What is the main purpose for this course?

This course is designed to advance the students' expertise in the examination, evaluation, diagnosis, prognosis, intervention, and management of patients in surgery physical therapy. It is expected that the student will gain an in-depth understanding of the science underlying clinical techniques and evidence based practice. Students are also expected to perform re-examinations, measure patient outcomes, and modify interventions accordingly. The student is expected to attend physician rounds and conferences and to do at least one case presentation. Also; the course is designed to provide opportunities by which the students develop a level of integration between theoretical knowledge and skills in physical therapy evaluation and treatment of actual patients with Burn and General surgery in out-patient's physical therapy departments as well as in-patient's burn and general surgery department. The student will acquire sufficient skills and experiences in clinical practice based on the theoretical and academic knowledge in the field of physical therapy for the common burn injuries, skin graft , hand injuries , Mastectomy and general surgical conditions that enables the candidate to deal with any patient referred from any of the previous department to apply the basic manual skills and special electrotherapy instruments necessary for evaluation of different problems; in order to design the optimal physical therapy plan for patients suffering from any problems related to burn ,general surgery, wound healing, and oncological surgery, as well as communicate professionally with other medical team caring for this patient.

On successfully completing the course, the student should be able to :

1. Communicate and discuss physical therapy intervention with other health care members in treatment of comm burn, general surgery and wound.
2. Identify the value of patients' assessment in burn and general surgery.
3. Order the proper steps of patient assessment.
3. Identify physiological basis, indications and contraindications for the use of different treatment modalities according to patient's condition.
4. Relate the knowledge of skin and joint anatomy, general surgical principles to the referred diagnosis
5. Interpret medical terminology and common medical abbreviations.
6. Identify how dysfunction of the skin and muscle system contributes to deformity, loss of ADL after burn.
7. Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.
8. Identify criteria for discharge from physical therapy service.
9. Plan an appropriate physical therapy treatment program to achieve the defined goals.
10. apply the physical therapy program on patients with surgery, burn and wound disorders

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. Regular seminars and workshop about new trends in burn, general surgery and wound physical therapy based on IT and wed based reference materials.
2. Student assignment about new techniques of assessment and treatment in burn, general surgery and wound physical therapy.
3. Student's project about one physical therapy centre in his city in which he will discuss how the patients be treated, what are the most common cases, and what the strengthen and weaken points of the physical therapy services in order to direct the course toward community needs.

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

Course Description:

1 Topics to be Covered

List of Topics	No of Weeks	Contact hours
Physical therapy assessment for burn, wound and general surgical conditions.	1	10

Physical therapy practical principles for burn, wound and general surgical conditions.	1	10
Practical Physical therapy training for management of facial and neck burn	1	10
Practical Physical therapy training for management of hand burn	1	10
Practical Physical therapy training for management of lower limb burn and gait training	1	10
Practical Physical therapy training for management of keloid and hypertrophic scar	1	10
Practical Physical therapy training for management of wound by Physical therapy modalities.	1	10
Practical Physical therapy training for management of lymphedema	1	10
Practical Physical therapy training for management of hernia and major abdominal surgery	1	10
Practical Physical therapy training for management of back and abdominal burn	1	10
Practical Physical therapy training for management of lymphedema.	1	10
Practical Physical therapy training for management of surgical obesity	1	10
Practical Physical therapy training for management of shoulder burn	1	10
Practical Physical therapy training for management of elbow burn	1	10
Practical Physical therapy training for management of hip and knee burn	1	10
Practical Physical therapy training for management of Lymphedema, hernia and surgical obesity	1	10
Practical Physical therapy training for management of prostatectomy and urinary incontinence	1	10
Practical Physical therapy training for management of thyroidectomy and appendectomy	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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	Identify the value of patients' assessment in burn, wound and general surgery physical therapy.	Discussions group	Individual Assignments
1.2	List the proper steps of patient assessment.	Audio-visual	Oral presentation
1.3	Identify physiological basis, indications and contraindications for the use of different treatment modalities.	Discussions group	Group Assignments
1.4	Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.	Demonstration	Individual Assignments
1.5	Identify criteria for discharge from physical therapy service.	Audio-visual	Oral presentation
1.6	Discuss the physical therapy techniques used in treatment of burn and general surgery cases	Discussions group	Individual Assignments
1.7	Enumerate problems and realistic short and long term goals based on the evaluation and list them in order of priority.	Lectures	Class activity
1.8	Identify the role of physical therapy intervention with other health care in treatment of common burn, general surgery and post-surgical conditions	Discussions group	Class activity
2.0	Cognitive Skills		
2.1	Differentiate between normal and abnormal assessment findings	Demonstration	Oral presentation
2.2	Interpret underlying causes of positive findings.	Practice by doing	Case studies
2.3	Analyze assessment findings in terms of patient problems	Small group work	Group presentations
2.4	Arrange patients' problems according to treatment priorities.	Discussions group	Group presentations
2.5	Formulate realistic rehabilitation aims.	Teach others	Individual report
2.6	Create individualized rehabilitation pragramme	Teach others	Individual report
2.7	Evaluate the efficacy of different therapeutic intervention.	Teach others	Individual report
2.8	Modify rehabilitation program as needed by every individual case.	Teach others	Individual/group report
2.9	Innovate advanced treatment strategies guided by recent scientific researches.	Teach others	lab manuals

3.0	Interpersonal Skills & Responsibility		
3.1	Respect the ethics and laws of his profession as honesty, respect, ethical patient care and acts as a member of the health care team.	Demonstration	Group presentations
3.2	Take relevant information from patient chart.	Teach others	Individual report
3.3	Instruct patient and family about treatment procedures to be continued at home.	Small group work	Group presentations
3.4	Practice with respect to the responsibility toward patients, community, and physical therapy carrier.	Practice by doing	lab manuals
3.5	Act as a decision maker.	Discussions group	Group presentations
3.6	Work as a leader.	Demonstration	Individual Assignments
3.7	Be long life learner.	Demonstration	Group presentations
3.8	Respect the ideas of others and explain his opinions.	Teach others	Individual report
3.9	Having a positive intent.	Small group work	Group presentations
3.10	Appreciate the importance of his vital role and role of other members of the health care team in patient's management.	Practice by doing	lab manuals
	Take the responsibilities to develop his profession and share with others in research work	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members.	Demonstration	Individual report
4.2	Use modern methods of information storage, express information and select data from a range of sources.	Demonstration	Individual report
4.3	Document the patient's information in written way.	Practice by doing	Individual report
4.4	Use mathematical or statistical information for data representation.	Demonstration	Group presentations
4.5	Ccommunicating with normal individuals and patients at different age groups during health education program.	Demonstration	Individual report
4.6	Ccommunicate effectively with patient relatives and health care professionals establishing professional and ethical relationship.	Demonstration	Individual report
4.7	Communicate accurately, clearly, confidently, and effectively in writing and oral ways.	Practice by doing	Individual report
4.8	Access information sources (e.g. libraries, database, and scientific papers) to gain new knowledge about this course.	Demonstration	Group presentations
4.9	Write properly a patient report and referral to other team member	Demonstration	Individual report
4.10	Use the IT in the practice as in documentation and for research purposes.	Demonstration	Individual report

5.0	Psychomotor		
5.1	Apply the various methods of patient assessment for patients with orthopaedic problems	Practice by doing	lab manuals
5.2	2.Manage different cases of burn, general surgery cases from physical therapy point of view	Teach others	lab manuals
5.3	3. Plan and demonstrate a proper physical therapy program for treating burn and general surgery	Practice by doing	lab manuals
5.4	4. Apply different physical therapy modalities in the treatment of burn and general surgery cases.	Teach others	Oral presentation
5.5	Demonstrate new and advanced skills in the evaluation and physical management procedures.	Teach others	lab manuals

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	Semester activities and assignments.	Every week	40%
2	Semester clinical activities	Every week	10%
3	Final practical exam	17 th	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)

E Learning Resources

1. List Required Textbooks

- Burn care and rehabilitation
- Burn Trauma
- ABC for burn
- Burn Care and Therapy
- Therapeutic modalities for allied health professionals,
- Mechanisms and management of pain with therapeutic modalities, ch3.
- Wound management
- Lymphedema rehabilitation
- Oncology rehabilitation

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

- journal of burn care and research
- journal of clinical rehabilitation
- BURNS journal
- journal of surgical research
- Journal of trauma
- www.sciencedirect.com
- www.pubmed.com

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

- Saudi Digital Libirary

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.)
3. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> o Outpatient clinics and inpatient departments at the hospital
2. Technology resources (AV, data show, Smart Board, software, etc.)
4. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • Assessment tools • Treatment tools

G Course Evaluation and Improvement Processes

6. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> • Confidential instructor evaluation questionnaire on completion of the course. • Student interview
7. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • Student feedback report to be analyzed by the course instructor and submit the results to the department head. • External evaluators
8. Processes for Improvement of Teaching <ul style="list-style-type: none"> • Review the student's feedback and correct the weak points. • Conduct departmental workshops to discuss how to support the teaching process. • Attend educational courses of teaching methodology. • 4. Appoint percentage of department budget for educational resources as text books, audio-visual materials (LCD, CDs, computers, scanner, printer, flash memory....), anatomical models, physical therapy equipment & financial support to attend courses and conferences
9. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> • Check marking by an independent member teaching staff of a sample of student work. • Periodic exchange and remarking of tests or a sample of assignments with staff at another institution. • External examiner sharing in the exams
10. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"> • Design graduate survey and employee surveys. • 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 Councils for approval.

Name of Course Instructor: Dr. Anwar Abdelgayed Ebid , Dr. Hesham Galal Mahran

Signature: Dr. Hesham Galal Mahran Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

**Course Title: Advanced Clinical Practice
(Surgery) II**

Course Code: SURG1704641-5

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Advanced Clinical Practice (Surgery) II/ SURG1704641-5	
2. Credit hours: 5CH	
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 Dr. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran	
5. Level/year at which this course is offered: Level 3	
6. Pre-requisites for this course (if any): SURG1704621-4 SURG1704622-4 SURG1704623-4 SURG1704641-5	
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"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/> percentage? <input type="checkbox"/>
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"/> 100
Comments: Clinical practical sessions	

B Objectives

3. What is the main purpose for this course?

This course is designed to advance the students' expertise in the examination, evaluation, diagnosis, prognosis, intervention, and management of patients in surgery physical therapy. It is expected that the student will gain an in-depth understanding of the science underlying clinical techniques and evidence based practice. Students are also expected to perform re-examinations, measure patient outcomes, and modify interventions accordingly. The student is expected to attend physician rounds and conferences and to do at least one case presentation. Also; the course is designed to provide opportunities by which the students develop a level of integration between theoretical knowledge and skills in physical therapy evaluation and treatment of actual patients with Burn and General surgery in out-patient's physical therapy departments as well as in-patient's burn and general surgery department. The student will acquire sufficient skills and experiences in clinical practice based on the theoretical and academic knowledge in the field of physical therapy for the common burn injuries, skin graft , hand injuries , Mastectomy and general surgical conditions that enables the candidate to deal with any patient referred from any of the previous department to apply the basic manual skills and special electrotherapy instruments necessary for evaluation of different problems; in order to design the optimal physical therapy plan for patients suffering from any problems related to burn ,general surgery, wound healing, and oncological surgery, as well as communicate professionally with other medical team caring for this patient.

On successfully completing the course, the student should be able to:

1. Communicate and discuss physical therapy intervention with other health care members in treatment of comm burn, general surgery and wound.
2. Identify the value of patients' assessment in burn and general surgery.
3. Order the proper steps of patient assessment.
3. Identify physiological basis, indications and contraindications for the use of different treatment modalities according to patient's condition.
4. Relate the knowledge of skin and joint anatomy, general surgical principles to the referred diagnosis
5. Interpret medical terminology and common medical abbreviations.
6. Identify how dysfunction of the skin and muscle system contributes to deformity, loss of ADL after burn.
7. Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.
8. Identify criteria for discharge from physical therapy service.
9. Plan an appropriate physical therapy treatment program to achieve the defined goals.
10. apply the physical therapy program on patients with surgery, burn and wound disorders

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)

5. Regular seminars and workshop about new trends in burn, general surgery and wound physical therapy based on IT and wed based reference materials.
6. Student assignment about new techniques of assessment and treatment in burn, general surgery and wound physical therapy.
7. Student's project about one physical therapy center in his city in which he will discuss how the patients be treated, what are the most common cases, and what the strengthen and weaken points of the physical therapy services in order to direct the course toward community needs.

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

Course Description:

1 Topics to be Covered

List of Topics	No of Weeks	Contact hours
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Advanced Physical therapy assessment for burn, wound and general surgical conditions.	1	10
Advanced Physical therapy practical principles for burn, wound and general surgical conditions.	1	10
Advanced Practical Physical therapy training for management of facial and neck burn	1	10
Advanced Practical Physical therapy training for management of hand burn Practical Physical therapy training for management of lower limb burn and gait training	1	10
Advanced Practical Physical therapy training for management of keloid and hypertrophic scar	1	10
Advanced Practical Physical therapy training for management of wound by Physical therapy modalities.	1	10
Advanced Practical Physical therapy training for management of lymphedema Advanced Practical Physical therapy training for management of hernia and major abdominal surgery	1	10
Advanced Practical Physical therapy training for management of back and abdominal burn	1	10
Advanced Practical Physical therapy training for management of lymphedema.	1	10
Advanced Practical Physical therapy training for management of surgical obesity	1	10
Advanced Practical Physical therapy training for management of shoulder burn	1	10
Advanced Practical Physical therapy training for management of elbow burn	1	10
Advanced Practical Physical therapy training for management of hip and knee burn	1	10
Advanced Practical Physical therapy training for management of Lymphedema, hernia and surgical obesity	1	10
Advanced Practical Physical therapy training for management of prostatectomy and urinary incontinence	1	10
Advanced Practical Physical therapy training for management of thyroidectomy and appendectomy	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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	Identify the value of patients' assessment in burn, wound and general surgery physical therapy.	Discussions group	Individual Assignments
1.2	List the proper steps of patient assessment.	Audio-visual	Oral presentation
1.3	Identify physiological basis, indications and contraindications for the use of different treatment modalities.	Discussions group	Group Assignments
1.4	Outline problems and realistic short and long term goals based on the evaluation and list them in order of priority.	Demonstration	Individual Assignments
1.5	Identify criteria for discharge from physical therapy service.	Audio-visual	Oral presentation
1.6	Discuss the physical therapy techniques used in treatment of burn and general surgery cases	Discussions group	Individual Assignments
1.7	Enumerate problems and realistic short and long term goals based on the evaluation and list them in order of priority.	Lectures	Class activity
1.8	Identify the role of physical therapy intervention with other health care in treatment of common burn, general surgery and post-surgical conditions	Discussions group	Class activity
2.0	Cognitive Skills		
2.1	Differentiate between normal and abnormal assessment findings	Demonstration	Oral presentation
2.2	Interpret underlying causes of positive findings.	Practice by doing	Case studies
2.3	Analyze assessment findings in terms of patient problems	Small group work	Group presentations
2.4	Arrange patients' problems according to treatment priorities.	Discussions group	Group presentations
2.5	Formulate realistic rehabilitation aims.	Teach others	Individual report
2.6	Create individualized rehabilitation program	Teach others	Individual report
2.7	Evaluate the efficacy of different therapeutic	Teach others	Individual report

	intervention.		
2.8	Modify rehabilitation program as needed by every individual case.	Teach others	Individual/group report
2.9	Innovate advanced treatment strategies guided by recent scientific researches.	Teach others	lab manuals
3.0	Interpersonal Skills & Responsibility		
3.1	Respect the ethics and laws of his profession as honesty, respect, ethical patient care and acts as a member of the health care team.	Demonstration	Group presentations
3.2	Take relevant information from patient chart.	Teach others	Individual report
3.3	Instruct patient and family about treatment procedures to be continued at home.	Small group work	Group presentations
3.4	Practice with respect to the responsibility toward patients, community, and physical therapy carrier.	Practice by doing	lab manuals
3.5	Act as a decision maker.	Discussions group	Group presentations
3.6	Work as a leader.	Demonstration	Individual Assignments
3.7	Be long life learner.	Demonstration	Group presentations
3.8	Respect the ideas of others and explain his opinions.	Teach others	Individual report
3.9	Having a positive intent.	Small group work	Group presentations
3.10	Appreciate the importance of his vital role and role of other members of the health care team in patient's management.	Practice by doing	lab manuals
	Take the responsibilities to develop his profession and share with others in research work	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Communicate scientific results, ideas and arguments in a clear, logical and concise way, both orally and in writing with other medical team members.	Demonstration	Individual report
4.2	Use modern methods of information storage, express information and select data from a range of sources.	Demonstration	Individual report
4.3	Document the patient's information in written way.	Practice by doing	Individual report
4.4	Use mathematical or statistical information for data representation.	Demonstration	Group presentations
4.5	Ccommunicating with normal individuals and patients at different age groups during health education program.	Demonstration	Individual report
4.6	Ccommunicate effectively with patient relatives and health care professionals establishing professional and ethical relationship.	Demonstration	Individual report
4.7	Communicate accurately, clearly, confidently, and effectively in writing and oral ways.	Practice by doing	Individual report
4.8	Access information sources (e.g. libraries, database, and scientific papers) to gain new	Demonstration	Group presentations

	knowledge about this course.		
4.9	Write properly a patient report and referral to other team member	Demonstration	Individual report
4.10	Use the IT in the practice as in documentation and for research purposes.	Demonstration	Individual report
5.0	Psychomotor		
5.1	Apply the various methods of patient assessment for patients with orthopaedic problems	Practice by doing	lab manuals
5.2	2. Manage different cases of burn, general surgery cases from physical therapy point of view	Teach others	lab manuals
5.3	3. Plan and demonstrate a proper physical therapy program for treating burn and general surgery	Practice by doing	lab manuals
5.4	4. Apply different physical therapy modalities in the treatment of burn and general surgery cases.	Teach others	Oral presentation
5.5	Demonstrate new and advanced skills in the evaluation and physical management procedures.	Teach others	lab manuals

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	Semester activities and assignments.	Every week	40%
2	Semester clinical activities	Every week	10%
3	Final practical exam	17 th	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)

E Learning Resources

1. List Required Textbooks

- Burn care and rehabilitation
- Burn Trauma
- ABC for burn
- Burn Care and Therapy
- Therapeutic modalities for allied health professionals,
- Mechanisms and management of pain with therapeutic modalities, ch3.
- Wound management
- Lymphedema rehabilitation
- Oncology rehabilitation

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

- journal of burn care and research
- journal of clinical rehabilitation
- BURNS journal
- journal of surgical research
- Journal of trauma

<ul style="list-style-type: none"> • www.sciencedirect.com • www.pubmed.com
8. List Electronic Materials, Web Sites, Facebook, Twitter, etc. <ul style="list-style-type: none"> ○ Saudi Digital Library
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.)
5. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> ○ Outpatient clinics and inpatient departments at the hospital
2. Technology resources (AV, data show, Smart Board, software, etc.)
6. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • Assessment tools • Treatment tools

G Course Evaluation and Improvement Processes

11. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> • Confidential instructor evaluation questionnaire on completion of the course. • Student interview
12. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • Student feedback report to be analyzed by the course instructor and submit the results to the department head. • External evaluators
13. Processes for Improvement of Teaching <ul style="list-style-type: none"> • Review the student's feedback and correct the weak points. • Conduct departmental workshops to discuss how to support the teaching process. • Attend educational courses of teaching methodology. • 4. Appoint percentage of department budget for educational resources as text books, audio-visual materials (LCD, CDs, computers, scanner, printer, flash memory....), anatomical models, physical therapy equipment & financial support to attend courses and conferences
14. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> • Check marking by an independent member teaching staff of a sample of student work. • Periodic exchange and remarking of tests or a sample of assignments with staff at another institution. • External examiner sharing in the exams
15. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"> • Design graduate survey and employee surveys. • 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 Councils for approval.

Name of Course Instructor: Dr. Anwar Abdelgayed Ebid Dr. Hesham Galal Mahran

Signature: Dr. Hesham Galal Mahran Date Completed: 28th October 2018

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

Signature:



Date Received: 28th October 2018

Specialty Courses Specifications

(Clinical Electrophysiology in Physical Therapy)

*(Clinical Electrophysiology) Course Code	*(Clinical Electrophysiology) Course Title	Prerequisite Courses	Credit Hours
ELEC1704621-4	Electrodiagnosis for Physical Therapists	Level 1	4
ELEC1704622-4	Objective Evaluation in Physical Therapy	Level 1	4
ELEC1704623-4	Electrophysical Agents in Rehabilitation	Level 1	4
ELEC1704631-5	Advanced Clinical Practice (Clinical Electrophysiology) I	Level 2	5
ELEC1704641-5	Advanced Clinical Practice (Clinical Electrophysiology) II	Level 3	5

COURSE SPECIFICATIONS

Form

Course Title: Electrodiagnosis for Physical Therapists.

Course Code: ELEC1704621-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: Electrodiagnosis for Physical Therapists/ ELEC1704621-4
2. Credit hours: 4CH
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: Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany
5. Level/year at which this course is offered: Level 2
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3
7. Co-requisites for this course (if any): ELEC1704622-4 ELEC1704623-4 ELEC1704631-5 ELEC1704641-5
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions

B Objectives

1. The main objective of this course This course introduces the graduate to observe record, analyze, and interpret the bioelectric muscle and nerve potentials, detected by means of surface or needle electrodes, for the purpose of evaluating the integrity of the neuromuscular system. Electrodiagnosis encompass electrodiagnostic testing, which includes clinical needle electromyography, motor and sensory nerve conduction studies, and other evoked potential procedures. The professional education of the physical therapist provides the knowledge base for the independent performance of electrophysiologic examinations and evaluations and includes clinical reasoning, differential diagnosis, and clinical practice experience.
2. Describe briefly any plans for developing and improving the course that are being implemented. <ul style="list-style-type: none"> - The graduate will be asked to prepare assignments related to the selected topics related to the objective evaluation of the neuromusculoskeletal system. - Arranging an oral presentation to improve the student's abilities to conduct ideas. - Advanced evaluation procedures are planned to be added to the related modules. - Use of recent illustrating audio-visual technology, electronic modalities in teaching. - Direct the student in using the web materials in developing their knowledge eg. Saudi Digital

Library.

- Tutorials are improved by problem solved and case studies.

C. Course Description

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
1. Introduction to electrodiagnosis	1	2	4
2. Basic electrodiagnostic tests	1	2	4
3. Instrumentation for NCVS and Electromyography. a. Static EMG and NCVS. b. Motor, sensory and Mixed Nerve Conduction Studies c. Stimulation Principles and Techniques d. Recording Electrodes and Techniques e. Physiologic Variabilities f. Dynamic EMG.	2	4	8
4. Nerve Conduction Studies of the Upper Extremity.	2	4	8
5. Nerve Conduction Studies for the Lower Limb	2	4	8
6. Reflex testing a. H-Reflex b. F-Response Studies c. The blink reflex.	2	4	8
7. Evoked Potentials a. Somatosensory Evoked Potentials b. Motor Evoked Potentials c. Visual and Auditory Evoked Potentials	2	4	8
8. Needle Electromyographic Examination a. Principles of needle electromyography b. Normal and abnormal EMG activity c. The EMG laboratory procedures	2	4	8
9. Kinesiographical Electromyography	2	4	8

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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	list the different diagnostic testing	Lectures	Class activity
1.2	recall the types of electrodes used for electrodiagnosis	Discussions group	Individual Assignments
1.3	recognize the difference between the static and dynamic EMG	Audio-visual	Oral presentation
2.0	Cognitive Skills		
2.1	Establishing appropriate rapport with each patient or client	Demonstration	Oral presentation
2.2	Conducting a history and systems review in order to plan an appropriate electrophysiologic examination and evaluation	Practice by doing	Case studies
2.3	Documenting the electrophysiologic examination results	Small group work	Group presentations
2.4	Analyzing and interpreting the findings of the electrophysiologic examination	Discussions group	Group presentations
3.0	Interpersonal Skills & Responsibility		
3.1	Communicating examination procedures and results of the evaluation to the appropriate individuals	Demonstration	Group presentations
3.2	Co-operate with colleagues in his group.	Teach others	Individual report
3.3	Decide how to deal with different personalities.	Small group work	Group presentations
3.4	Provide information to the patient.	Practice by doing	lab manuals
3.5	Assess the patient's care including assessment, re-assessment and follow up.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Communicate with the demonstrator and other students.	Demonstration	Individual report
4.2	Collect data concerning the instrumentation used in testing from the internet.	Demonstration	Individual report
4.3	Use computer programs to interact with related information sources.	Practice by doing	Individual report
4.4	Use of electronic journals and databases.	Demonstration	Group presentations
4.5	Perform internet search to cope with the course demand.	Demonstration	Individual report
4.6	Use of PowerPoint and laptop – projector systems	Demonstration	Individual report
4.7	Create an office Excel file represent the obtained data form assessment.	Practice by doing	Individual report
5.0	Psychomotor (if any)		
5.1	Apply a nerve a nerve conduction velocity for	Practice by doing	lab manuals

	upper and lower extremities.		
5.2	Practice electromyographical assessment of normal	Teach others	lab manuals
5.3	Analyze the finding to quantify any abnormalities.	Practice by doing	lab manuals
5.4	Interpret the bioelectric muscle and nerve potentials, detected by means of surface or needle electrodes	Teach others	Oral presentation

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	Periodical Quizzes	7,11	30%
2	Assignments.	4,6,8,12	10%
3	Semester practical activities	2-14	10%
4	Final practical exam.	15	10 %
5	Final written exam	16	40 %
6	TOTAL	-	100%

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)

E. Learning Resources

1. List Required Textbooks

1. Bashar Katirji. Electromyography in Clinical Practice. OXFORD UNIV PRESS, 2018.
2. Jeffrey R Cram. Introduction to surface electromyography. Sudbury, MA: Jones & Bartlett Publishers, 2005.
3. Michael Jeffrey Aminoff. Electrodiagnosis in clinical neurology. St. Louis: Elsevier Saunders, 2012.

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

1. Journal of Electromyography and Clinical Neurophysiology
2. Journal of Journal of Electromyography and Kinesiology

3. List of 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.)

- 1-Lecture room, contain 20 seat, white board and Data show device
- 2-One laboratory room, contain 10 plinth

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

- Laptop computer
- projector system
- Data show to facilitate going over student papers in class.

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

- Audio-video show devices and internet connection.

G Course Evaluation and Improvement Procedures

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

<ul style="list-style-type: none"> - Periodical evaluation feedback form to increase instructor's awareness of the weak and strong points of the class. - End of term college evaluation of the course by students (to be collected by the department). - End-of-term debriefing in a class of students and teacher regarding what went well and what could have gone better. - Student-faculty meetings. - Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's' students on specific points outlined by the department and the instructor being evaluated.
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none"> - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Peer consultation on teaching. - Departmental council discussions. - Regular scientific meeting with department members.
<p>3. Procedures for Teaching Development</p> <ul style="list-style-type: none"> - Training sessions - Workshops to facilitate the exchange of experiences amongst faculty members. - Regular meetings where problems are discussed and solutions are given - Discussion of challenges in the classroom with colleagues and supervisors - Encouragement of faculty members to attend professional development conferences - Keep up to date with pedagogical theory and practice - Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
<p>4. Procedures for Verifying Standards of Student's Achievement (e.g. check to mark 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. - Check marking of a sample of examination papers either by a resident or visiting faculty member. - Providing samples of all kinds of assessment in the departmental course portfolio of each course. - Providing samples of all kinds of assessment in the departmental course portfolio of each course. - Periodical changes and remarking of tests. - Making an ideal answer for the final exam help to correct some student's paper by independent teaching.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.</p> <ul style="list-style-type: none"> - Design graduate survey and employee surveys. - Analyze the results of the two surveys and detect the weakness and strengthens in the course. - Compare syllabi and course description with other universities (including those on the net). - Biannual meetings of faculty members to discuss improvement. - Have a curriculum review committee to review the curriculum periodically and suggest improvements. - Recognize action plan regarding the course credits, content, depth, breadth, teaching methodology. - Submit a course report to the curriculum committee in the department to discuss the action plan.

- Submit the final action plan to the Department Council for approval.

Name of Course Instructor: Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany

Signature: 

Date Completed: 28th October 2018

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

Signature: 

Date Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Objective Evaluation in Physical
Therapy.

Course Code: ELEC1704622-4

Date: 2018-10-28	Institution: Umm Al-Qura University.
College: Applied Medical Sciences	Department: Physical Therapy
A. Course Identification and General Information	
1. Course title and code: Objective Evaluation in Physical Therapy. / ELEC1704622-4	
2. Credit hours: 4CH	
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: Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany	
5. Level/year at which this course is offered: Level 2	
6. Pre-requisites for this course (if any): EVID1704611-3 KINE1704612-3 ANAT1704613-3 PHYS1704614-3	
7. Co-requisites for this course (if any): ELEC1704621-4 ELEC1704623-4 ELEC1704631-5 ELEC1704641-5	
8. Location if not on main campus: 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"/> 60
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"/> 40
Comments: practical sessions	

B Objectives

1. The main objective of this course

This course is designed for the graduate student who wants to acquire an understanding of objective measurement methods and health status measurement to complement and enhance clinical practice and take research roles which involve measurement. The course introduces the graduate to the processes of data acquisition using objective ways of evaluation through instruments which provide quantitative as well as qualitative data. These objective ways evaluate the peripheral and spinal range of joint motion and muscle strength of the upper, lower and spine. In addition, it provides a way to practice innovative techniques used to evaluate the posture for the presence of any postural deformities. It helps the graduate to use a diagnostic ultrasound for the musculoskeletal system evaluation. Moreover, it assesses the integration of the neuromuscular as well as the cardiopulmonary systems during rest and exercises the assessment discuss all instrumentation used for clinical practice, types of clinical measurement properties, types of outcome measures, search strategies for locating measures, the interpretation of a measured value for a specific client, critical appraisal skills to evaluate measures and select the best measure from a number of competing measures, and considerations when implementing a new measure in clinical practice.

2. Describe briefly any plans for developing and improving the course that are being implemented.

- The graduate will be asked to prepare assignments related to the selected topics related to the objective evaluation of the neuromusculoskeletal system.
- Arranging an oral presentation to improve the student's abilities to conduct ideas.
- Advanced evaluation procedures are planned to be added to the related modules.
- Use of recent illustrating audio-visual technology, electronic modalities in teaching.
- Direct the student in using the web materials in developing their knowledge eg. Saudi Digital Library.
- Tutorials are improved by problem solved and case studies.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
1. Introduction to objective evaluation.	1	2	4
2. Peripheral and spinal ROM evaluation.	1	2	4
3. Evaluation of Muscle strength I. Isokinetic dynamometer for upper and lower limb II. Isokinetic dynamometer for the back. III. Multi cervical unit (MCU).	3	6	12
4. Musculoskeletal ultrasound	2	4	8
5. Bone mineral density	1	2	4
6. Postural evaluation I. Static postural analysis II. 4D Formetric postural analysis	2	4	4
7. Static and Dynamic Balance I. Balance Biodex. II. Instrumented Walkway	2	4	8
8. Cardiopulmonary	1	2	4
9. Motion analysis.	2	4	8
10. Revision.	1	2	4

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

3. Individual study/learning hours expected for students per week.	4
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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	List the basic principles of measuring the static and dynamic posture using the global postural system and the 4 D Formetric.	Lectures	Class activity
1.2	Select appropriate methods for measuring the soft tissue structure using musculoskeletal ultrasound	Discussions group	Individual Assignments
1.3	Describe the principles of measuring joints spinal range of motion using back and cervical ROM as well as the use of the global postural system and spinal mouse.	Audio-visual	Oral presentation
1.4	Recognize the principles and skills of examination of muscle strength, torque and the agonist-antagonist ratio.	Discussions group	Group Assignments
2.0	Cognitive Skills		
2.1	Discuss the procedures used for objective evaluation of the neuromusculoskeletal system.	Demonstration	Oral presentation
2.2	Compare between the different methods used for objective evaluation.	Practice by doing	Case studies
2.3	Differentiate between subjective and objective ways of measurement of the performance.	Small group work	Group presentations
2.4	Identify the suitable physical therapy examination procedures for the specific patient problem.	Discussions group	Group presentations
2.5	Collect all relevant information regarding the	Teach others	Individual

	instrument used.		report
3.0	Interpersonal Skills & Responsibility		
3.1	Co-operate with colleagues in his group.	Demonstration	Group presentations
3.2	Decide how to deal with different personalities.	Teach others	Individual report
3.3	Provide information to the patient.	Small group work	Group presentations
3.4	Assess the patient's care including assessment, re-assessment and follow up.	Practice by doing	lab manuals
3.5	Decide proper assessment tools used for evaluation.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Communicate with the demonstrator and other students.	Demonstration	Individual report
4.2	Collect data concerning the instrumentation used in testing from the internet.	Demonstration	Individual report
4.3	Use computer programs to interact with related information sources.	Practice by doing	Individual report
4.4	Use of electronic journals and databases.	Demonstration	Group presentations
4.5	Perform internet search to cope with the course demand.	Demonstration	Individual report
4.6	Use of PowerPoint and laptop – projector systems	Demonstration	Individual report
4.7	Create an office Excel file represent the obtained data form assessment.	Practice by doing	Individual report
5.0	Psychomotor(if any)		
5.1	Evaluate the joint ligaments, fluids as well as nearby bursae and tendons by using musculoskeletal ultrasound.	Practice by doing	lab manuals
5.2	Measure posture symmetry by using global postural system as well as the Formetric.	Teach others	lab manuals
5.3	Asses the balance and gait and figure out any balance deviation in the static and dynamic situation.	Practice by doing	lab manuals
5.4	Demonstrate and apply pulmonary function test.	Teach others	Oral presentation
5.5	Interpret the evaluation finding through reporting.	Teach others	lab manuals

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	Periodical Quizzes	7,11	30%
2	Assignments.	4,6,8,12	10%
3	Semester practical activities	2-14	10%
4	Final practical exam.	15	10 %
5	Final written exam	16	40 %
6	TOTAL	-	100%

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)

E Learning Resources

1. List Required Textbooks

1. Clarkson, H. M. Musculoskeletal assessment: Joint range of motion and manual muscle strength. Philadelphia: Lippincott Williams & Wilkins 2000.
2. Zeevi Dvir. Isokinetic: muscle testing, interpretation and clinical applications Edinburgh: Churchill Livingstone, 2004.
3. Jon A Jacobson. Fundamentals of musculoskeletal ultrasound. Philadelphia, PA Elsevier [2018].
4. David J Magee. Orthopedic physical assessment. St. Louis, Missouri: Elsevier, [2014].
5. William D McArdle; Frank I Katch; Victor L Katch. Exercise physiology : nutrition, energy, and human performance. Philadelphia : Wolters Kluwer Health, [2015] ©2015
6. Kendall, F. P., & Kendall, F. P. Muscles: Testing and function with posture and pain. Baltimore, MD: Lippincott Williams & Wilkins, 2005.

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

Fay B Horak; Jason Bahling; Oregon Health & Science University. Balance evaluation systems test : BESTest. Portland, Ore. : Oregon Health & Science University, ©2008.

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

<http://www.globalposturalsystem.com/>
<https://diers.eu/en/products/spine-posture-analysis/diers-formetric-4d/>

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

- Isokinetic dynamometer DVD.

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.)

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

- Laptop computer
- projector system
- Data show to facilitate going over student papers in class.

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

Audio-video show devices and internet connection.

G Course Evaluation and Improvement Procedures

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

- Periodical evaluation feedback form to increase instructor's awareness of the weak and strong points of the class.
- End of term college evaluation of the course by students (to be collected by the department).
- End-of-term debriefing in a class of students and teacher regarding what went well and what could have gone better.
- Students-faculty meetings.
- Small group instructional diagnoses (SGID) whereby instructors exchange classes and gather information from other students on specific points outlined by the department and the instructor being evaluated.

<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none">- Student feedback report to be analyzed by the course instructor and submit the results to the department head.- Peer consultation on teaching.- Departmental council discussions.- Regular scientific meeting with department members.
<p>3. Procedures for Teaching Development</p> <ul style="list-style-type: none">- Training sessions- Workshops to facilitate the exchange of experiences amongst faculty members.- Regular meetings where problems are discussed and solutions given- Discussion of challenges in the classroom with colleagues and supervisors- Encouragement of faculty members to attend professional development conferences- Keep up to date with pedagogical theory and practice- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
<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.- Check marking of a sample of examination papers either by a resident or visiting faculty member.- Providing samples of all kinds of assessment in the departmental course portfolio of each course.- Providing samples of all kinds of assessment in the departmental course portfolio of each course.- Periodical changes and remarking of tests.- Making an ideal answer for the final exam help to correct some student's paper by independent teaching.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.</p> <ul style="list-style-type: none">- Design graduate survey and employee surveys.- Analyze the results of the two surveys and detect the weakness and strengthens in the course.- Compare syllabi and course description with other universities (including those on the net).- Biannual meetings of faculty members to discuss improvement.- Have a curriculum review committee to review the curriculum periodically and suggest improvements.- Recognize an action plan regarding the course credits, content, depth, breadth, teaching methodology.- Submit a course report to the curriculum committee in the department to discuss the action plan.- Submit the final action plan to the Department Council for approval.

Name of Course Instructor: Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany

Signature: 

Date Completed: 28th October 2018

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

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 Received: 28th October 2018

COURSE SPECIFICATIONS Form

Course Title: Electrophysical Agents in
Rehabilitation

Course Code: ELEC1704623-4

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Science Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Electrophysical Agents in Rehabilitation / ELEC1704623-4**

2. Credit hours: **4CH**

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: **Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany**

5. Level/year at which this course is offered: **Level 2**

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

EVID1704611-3
KINE1704612-3
ANAT1704613-3
PHYS1704614-3

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

ELEC1704621-4
ELEC1704622-4
ELEC1704631-5
ELEC1704641-5

8. Location if not on main campus: **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="text" value="60"/>
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="text" value="40"/>

Comments: practical sessions

B Objectives

1. The main objective of this course

This course is designed to provide opportunities, by which the students develop a level of integration of theoretical knowledge of different electrophysical agents and their practical application in the rehabilitation field in order to use these agents and explain their therapeutic purposes with stress on therapeutic advantages, disadvantages, indications, contraindications, precautions and safety rules. The aim of the course is to build up knowledge and skills necessary for the utilization of electrophysical modalities and to be capable of using advanced electronic machinery in conducting different techniques of electrophysical modalities necessary for competent practice and lifelong professional development.

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)

- Student will be asked to prepare assignments related to the course of electrophysical agents in rehabilitation.
- Arranging an oral presentation to improve the student's abilities of conducting ideas.
- Advanced treatment techniques are planned to be added to related modules.
- Use of recent illustrating audio-visual technology, electronic modalities in teaching.
- Direct the student in using the web materials in developing their knowledge eg. Saudi Digital Library.
- Tutorials are improved by problem solved and case studies.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours	
		T	P
1. Definition, history, examples, and categories of physical agents	1	2	4
2. The role of physical agents in rehabilitation and patient care	1	2	4
3. Effects, General contraindications and precaution for the use of physical agents	1	2	4
4. Thermal agents: hot and cold	1	2	4
5. Ultrasound waves	1	2	4
6. Phototherapy (ultraviolet, laser therapy)	1	2	4
7. Mechanical wave therapy (shock wave therapy, whole body vibration, tonic vibratory reflex)	1	2	4
8. Diathermy	1	2	4
9. Low frequency current	1	2	4
10. Medium frequency current	1	2	4
11. Transdermal therapy	1	2	4
12. Functional electrical stimulation	1	2	4
13. Electrolipolysis	1	2	4
14. Pain management	1	2	4
15. Electrotherapy in tissue repair	1	2	4
16. Revision	1	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			60		90
	Actual						
Credit	Planned	2			2		4
	Actual						

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

4

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 different categories, definitions, examples and history of physical agents	Lectures	Class activity
1.2	Recognize The role of physical agents in rehabilitation and patient care	Discussions group	Individual Assignments
1.3	Recognize the effects, General contraindications and precaution for the use of physical agents	Audio-visual	Oral presentation
1.4	Describe different safety applications of electrical currents.	Discussions group	Group Assignments
1.5	Describe the physiological response to thermal agents, electromagnetic waves and magnetic field on skeletal muscles and the nerve.	Demonstration	Individual Assignments
1.6	Recognize fundamental concepts and definitions of electrotherapy including thermal agents that can be applied to practice.	Audio-visual	Oral presentation
1.7	Recognize the physiological effects of heat, cold, light, water, and ultrasound and on the musculoskeletal, nervous, and cardiovascular systems in the human body.	Discussions group	Individual Assignments
1.8	Describe basic principles about low, medium, high frequency currents and pain.	Lectures	Class activity
1.9	Recognize different types of photo-therapy, diathermy, ultrasound, magnetic therapy and shock wave therapy.	Discussions group	Class activity
1.10	Describe the scientific basis for the physical, physiological and therapeutic effectiveness of	Lectures	Class activity

	superficial heating devices, heating modalities, ultrasonic equipment, phototherapy, magnetic and shock wave therapy.		
1.11	Mention the precaution and dangers of using different electrophysical modalities.	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Discuss the suitable electrophysical agent used in the treatment of different pathological conditions.	Demonstration	Oral presentation
2.2	Justify the use of such agents in the treatment of different pathological conditions.	Practice by doing	Case studies
2.3	Differentiate between different photo-therapy modalities.	Small group work	Group presentations
2.4	Compare between the physiological effects of different electrophysical agents.	Discussions group	Group presentations
2.4	Differentiate between the main effects of the electrophysical agents.	Teach others	Individual report
2.5	Analyze the outcomes of electrophysical agents.	Teach others	Individual report
2.6	Distinguish between different current parameters of electrical stimulating currents used for treating different conditions.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Explore the therapeutic effects, indications, Contraindications, dangers, and precautions of each selected electrical modality	Demonstration	Group presentations
3.2	Decide the treatment plan according to the treatment indications and outcomes.	Teach others	Individual report
3.3	Co-operate with colleagues in his group.	Small group work	Group presentations
3.4	Decide how to deal with different personalities.	Practice by doing	lab manuals
3.5	Provide information to the patient.	Discussions group	Group presentations
3.6	Assess the patient's care including assessment, treatment and follow up.	Demonstration	Individual Assignments
4.0	Communication, Information Technology, Numerical		
4.1	Communicate with the demonstrator and other students.	Demonstration	Individual report
4.2	Collect knowledge concerning electrophysical agents from the internet.	Demonstration	Individual report
4.3	Use computer programs to interact with the related information sources.	Practice by doing	Individual report
4.4	Use of electronic journals and databases.	Demonstration	Group presentations
4.5	Perform internet search to cope with the course demand.	Demonstration	Individual report
4.6	Use of PowerPoint and laptop – projector systems	Demonstration	Individual report
5.0	Psychomotor (if any)		
5.1	Demonstrate practical application of all safety requirements necessary with superficial heating	Practice by doing	lab manuals

	devices, conductive heating modalities, ultrasonic equipment, and phototherapy.		
5.2	Distinguish the superficial heating devices, ultrasonic equipment, and phototherapy, in the design and implementation of a physical therapy care plan.	Teach others	lab manuals
5.3	Modify of the treatment plan according to the treatment indication	Practice by doing	lab manuals
5.4	Detect proper treatment under any circumstance	Teach others	Oral presentation
5.5	Operate with the different and advanced electrophysical agents.	Teach others	lab manuals
5.6	Apply different techniques using electrophysical agents.	Practice by doing	Manuals practice
5.7	Demonstrate and handle computerized electrophysical agents.	Practice by doing	lab manuals
5.8	Modify the treatment plan according to the treatment indication.	Teach others	lab manuals

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.	Periodical Quizzes	7,11	30%
2.	Assignments.	4,6,8,12	10%
3.	Semester practical activities	2-14	10%
4.	Final practical exam.	15	10 %
5.	Final written exam	16	40 %
6.	TOTAL	-	100%

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)

E Learning Resources

- List Required Textbooks
 - Cameron, M. H. (2003). Physical agents in rehabilitation: From research to practice. St. Louis, Mo: Saunders.
 - Robertson, V. J., Low, J., & Ward, A. (2008). Electrotherapy explained: Principles and practice. Edinburgh: Butterworth-Heinemann Elsevier.
- List Essential References Materials (Journals, Reports, etc.)
 - Roger M.N: Clinical Electrotherapy. 3rd edition, Prentice Hall, New York, 1999.
 - William E. Prentice: Therapeutic Modalities in Rehabilitation. 3rd Edition. McGraw-Hill Companies, New York 2005.
 - Sheila K, Electrotherapy: Evidence-Based Practice. 11th edition, Churchill Livingstone, New York, 2002.
 - Alain Y.B. Evidence-Based Guide to Therapeutic Agents, Lippincott Williams & Wilkins, New York, 2002.
- List Electronic Materials, Web Sites, Facebook, Twitter, etc.
 - <http://www.electrotherapy.org/>
 - <http://www.spine-health.com/treatment/pain-management/electrotherapy>

- http://electrotherapy.com/production/
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. David O. Draper. Electrotherapy for Pain Relief. Conference DVDs

F. Facilities Required

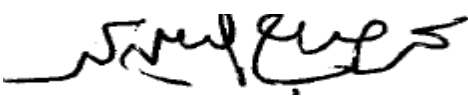
Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> - Laptop computer - projector system - Data show to facilitate going over student papers in class.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> - Audio-video show devices and internet connection.

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> - Periodical evaluation feedback form to increase instructor's awareness of the weak and strong points of the class. - End of term college evaluation of the course by students (to be collected by the department). - End-of-term debriefing in a class of students and teacher regarding what went well and what could have gone better. - Students-faculty meetings. - Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from other students on specific points outlined by the department and the instructor being evaluated.
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <ul style="list-style-type: none"> - Student feedback report to be analyzed by the course instructor and submit the results to the department head. - Peer consultation on teaching. - Departmental council discussions. - Regular scientific meeting with department members.
3. Procedures for Teaching Development <ul style="list-style-type: none"> - Training sessions - Workshops to facilitate the exchange of experiences amongst faculty members. - Regular meetings where problems are discussed and solutions given - Discussion of challenges in the classroom with colleagues and supervisors - Encouragement of faculty members to attend professional development conferences - Keep up to date with pedagogical theory and practice - Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
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) <ul style="list-style-type: none"> - The use of external examiners. - Check marking of a sample of examination papers either by a resident or visiting faculty member. - Providing samples of all kinds of assessment in the departmental course portfolio of

<p>each course.</p> <ul style="list-style-type: none">- Providing samples of all kinds of assessment in the departmental course portfolio of each course.- Periodical changes and remarking of tests.- Making an ideal answer for the final exam help to correct some student's paper by independent teaching.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.</p> <ul style="list-style-type: none">- Design graduate survey and employee surveys.- Analyze the results of the two surveys and detect the weakness and strengthens in the course.- Compare syllabi and course description with other universities (including those on the net).- Biannual meetings of faculty members to discuss improvement.- Have a curriculum review committee to review the curriculum periodically and suggest improvements.- Recognize action plan regarding the course credits, content, depth, breadth, teaching methodology.- Submit a course report to the curriculum committee in the department to discuss the action plan.- Submit the final action plan to the department Council for approval.

Name of Course Instructor: Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany

Signature: 

Date Completed: 28th October 2018

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

Signature: 

Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Advanced Clinical Practice (Clinical Electrophysiology) I

Course Code: ELEC1704631-5

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Clinical Practice (Clinical Electrophysiology) I/ ELEC1704631-5**

2. Credit hours: **5CH**

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: **Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany**

5. Level/year at which this course is offered: **Level 3**

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

ELEC1704621-4

ELEC1704622-4

ELEC1704623-4

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

ELEC1704641-5

8. Location if not on main campus: **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 type="checkbox"/>	percentage?	<input type="checkbox"/>
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" value="100"/>

Comments: Clinical practical sessions

B Objectives

1. The main objective of this course

These “selected topics in rehabilitation science” course is designed to allow the development of courses that cover the leading edge of thinking about specific topics/issues in rehabilitation science. The specific topics will be developed in response to needs identified by faculty, department or students. This course is designed for graduate student providing selected topics of interest within physical rehabilitation specialty areas. Particular attention is given to topics of importance on evidence-based strategies in physical therapy. The course highlights advance in knowledge in non-pharmacological management of pain and rehabilitation of different specialities in the physical therapy field. It covers assessment, treatment, outcome measurements, and basic understanding of recovery of functions.

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)

- Graduate will be asked to prepare assignments related to the selected topics related to objective evaluation of the neuromusculoskeletal system.
- Arranging an oral presentation to improve the student’s abilities of conducting ideas.
- Advanced evaluation procedures are planned to be added to the related modules.
- Use of recent illustrating audio-visual technology, electronic modalities in teaching.
- Direct the student in using the web materials in developing their knowledge eg. Saudi Digital Library.
- Tutorials are improved by problem solved and case studies.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Pathology, Complain and Patient Problems Fatigue evaluation.	1	10
Motion restriction	1	10
Tonal abnormalities.	1	10
Inflammation and tissue repair.	1	10
Persisted and chronic pain	1	10
Functional evaluation surveys	1	10
Modalities for therapeutic intervention Cupping therapy	1	10
Accupuncture	1	10
Muscle energy technique.	1	10
Back stabilization exercises	1	10
Tapping	1	10
Clinical neurodynamic.	1	10
Myofascial release.	1	10
Trigger point therapy.	1	10
Whole body vibration.	1	10

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

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total

Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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	Recognize the main patient's problem, complain and pathology.	Demonstration	Individual Assignments
1.2	Recall different causes of impairment in the patient physical performance.	Audio-visual	Oral presentation
1.3	Select appropriate methods for rehabilitation of patients with different complain and pathologies.	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Describe the basic principles and the physiological effects of Modalities for therapeutic intervention.	Demonstration	Oral presentation
2.2	Discuss the suitable physical therapy modalities used in the treatment of different pathological conditions.	Practice by doing	Case studies
2.3	Justify the use of such modality in the treatment of different pathological conditions	Small group work	Group presentations
2.4	Differentiate between the main effects of the physical therapy modalities used in rehabilitation.	Discussions group	Group presentations
2.5	Analyze the outcomes of modalities used for therapeutic intervention.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Co-operate with colleagues in his group.	Demonstration	Group presentations
3.2	Decide how to deal with different personalities.	Teach others	Individual report
3.3	Provide information to the patient.	Small group work	Group presentations
3.4	Assess the patient's care including assessment, re-	Practice by	lab manuals

	assessment and follow up.	doing	
3.5	Decide proper assessment tools used for evaluation.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Use information technology effectively.		
4.2	Categorize the numerical data and calculations and understand their significance.	Demonstration	Individual report
4.3	Communicate effectively in writing, including the use of language that is appropriate for a variety of audiences.	Demonstration	Individual report
4.4	Communicate effectively orally and visually, including participation in group discussions, communicating ideas and presenting information to a variety of audiences.	Practice by doing	Individual report
4.5	Perform internet search to cope with the course demand.	Demonstration	Group presentations
5.0	Psychomotor(if any)		
5.1	Solve problems, including the ability to generate a variety of strategies to address a problem and design, implement and evaluate a solution that addresses the problem.	Practice by doing	lab manuals
5.2	Use information handling skills which enables the individual to locate, access and evaluate information and synthesize and build upon existing information.	Teach others	lab manuals
5.3	Develop independent study skills, including the maturity and judgment to manage one's own personal development and a capacity for self-reflection, self-assessment and self-criticism.	Practice by doing	lab manuals
5.4	Apply the tapping for either facilitation or inhibition purposes.	Teach others	Oral presentation
5.5	Evaluate the presence of the trigger points manually and instrumentally.	Teach others	lab manuals
5.6	Demonstrate a releasing technique for the myofascial restriction.	Practice by doing	Manuals practice

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	Weekly case reports	2 nd Week ^{-end} of semester	10%
2	Periodical practical and oral exams	5 th week and 10 th week	20%
3	Assignment	3 rd Week ^{end} of semester)	15%
4	Presentation of a case study	4 th Week ^{end} of semester)	15%
5	Oral & Practical (Final Exam)	16 th Week	40%

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)

E Learning Resources

1. List Required Textbooks
 - Cameron, M. H. (2003). Physical agents in rehabilitation: From research to practice. St. Louis, Mo: Saunders.
 - William E. Prentice: Therapeutic Modalities in Rehabilitation. 3rd Edition. McGraw-Hill Companies, New York 2005.
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3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
 - <http://www.electrotherapy.org/>
 - <http://www.spine-health.com/treatment/pain-management/electrotherapy>
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - Rehabilitation of the spine DVD/VCD.

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.)
2. Technology resources (AV, data show, Smart Board, software, etc.)
 - Laptop computer
 - projector system
 - Data show to facilitate going over student papers in class.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
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1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching
 - Periodical evaluation feedback form to increase instructor's awareness of the weak and strong points of the class.
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 - Students-faculty meetings.
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 - Student feedback report to be analyzed by the course instructor and submit the results to the department head.
 - Peer consultation on teaching.
 - Departmental council discussions.
 - Regular scientific meeting with department members.
3. Procedures for Teaching Development
 - Training sessions
 - Workshops to facilitate the exchange of experiences amongst faculty members.

- Regular meetings where problems are discussed and solutions given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences
- Keep up to date with pedagogical theory and practice
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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)

- The use of external examiners.
- Check marking of a sample of examination papers either by a resident or visiting faculty member.
- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- Providing samples of all kinds of assessment in the departmental course portfolio of each course.
- Periodical changes and remarking of tests.
- Making an ideal answer for the final exam help to correct some student's paper by independent teaching.

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

- Design graduate survey and employee surveys.
- Analyze the results of the two surveys and detect the weakness and strengthens in the course.
- Compare syllabi and course description with other universities (including those on the net).
- Biannual meetings of faculty members to discuss improvement.
- Have a curriculum review committee to review the curriculum periodically and suggest improvements.
- Recognize action plan regarding the course credits, content, depth, breadth, teaching methodology.
- Submit a course report to the curriculum committee in the department to discuss the action plan.
- Submit the final action plan to the department Council for approval.

Name of Course Instructor: Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany

Signature: 

Date Completed: 28th October 2018

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

Signature: 

Date Received: 28th October 2018

COURSE SPECIFICATIONS

Form

Course Title: Advanced Clinical Practice (Clinical Electrophysiology) II

Course Code: ELEC1704631-5

Date: 2018-10-28

Institution: Umm Al-Qura University.

College: Applied Medical Sciences Department: Physical Therapy

A. Course Identification and General Information

1. Course title and code: **Advanced Clinical Practice (Clinical Electrophysiology)
II/ELEC1704641-5**

2. Credit hours: **5CH**

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: **Dr. Mohamed Alayat, Dr. Kadrya Battecha, Dr. Abeer Awad, Dr. Ahmed Elsodany**

5. Level/year at which this course is offered: **Level 3**

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

ELEC1704621-4

ELEC1704622-4

ELEC1704623-4

ELEC1704631-5

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"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
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" value="100"/>

Comments: Clinical practical sessions

B Objectives

1. The main objective of this course

These “selected topics in rehabilitation science” course is designed to allow the development of courses that cover the leading edge of thinking about specific topics/issues in rehabilitation science. The specific topics will be developed in response to needs identified by faculty, department or students. This course is designed for graduate student providing selected topics of interest within physical rehabilitation specialty areas. Particular attention is given to topics of importance on evidence-based strategies in physical therapy. The course highlights advance in knowledge in non-pharmacological management of pain and rehabilitation of different specialities in the physical therapy field. It covers assessment, treatment, outcome measurements, and basic understanding of recovery of functions.

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)

- Graduate will be asked to prepare assignments related to the selected topics related to objective evaluation of the neuromusculoskeletal system.
- Arranging an oral presentation to improve the student’s abilities of conducting ideas.
- Advanced evaluation procedures are planned to be added to the related modules.
- Use of recent illustrating audio-visual technology, electronic modalities in teaching.
- Direct the student in using the web materials in developing their knowledge eg. Saudi Digital Library.
- Tutorials are improved by problem solved and case studies.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Advanced Pathology, Complain and Patient Problems Fatigue evaluation.	1	10
Advanced Motion restriction	1	10
Advanced Tonal abnormalities.	1	10
Advanced Inflammation and tissue repair.	1	10
Advanced Persisted and chronic pain	1	10
Advanced Functional evaluation surveys	1	10
Advanced Modalities for therapeutic intervention	1	10
Advanced Cupping therapy	1	10
Advanced Accupuncture	1	10
Advanced Muscle energy technique.	1	10
Advanced Back stabilization exercises	1	10
Advanced Tapping	1	10
Advanced Clinical neurodynamic.	1	10
Advanced Myofascial release.	1	10
Advanced Trigger point therapy.	1	10
Advanced Whole body vibration.	1	10

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

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total

Contact Hours	Planned				150		150
	Actual						
Credit	Planned				5		5
	Actual						

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

5

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	Recognize the main patient's problem, complain and pathology.	Demonstration	Individual Assignments
1.2	Recall different causes of impairment in the patient physical performance.	Audio-visual	Oral presentation
1.3	Select appropriate methods for rehabilitation of patients with different complain and pathologies.	Discussions group	Individual Assignments
2.0	Cognitive Skills		
2.1	Describe the basic principles and the physiological effects of Modalities for therapeutic intervention.	Demonstration	Oral presentation
2.2	Discuss the suitable physical therapy modalities used in the treatment of different pathological conditions.	Practice by doing	Case studies
2.3	Justify the use of such modality in the treatment of different pathological conditions	Small group work	Group presentations
2.4	Differentiate between the main effects of the physical therapy modalities used in rehabilitation.	Discussions group	Group presentations
2.5	Analyze the outcomes of modalities used for therapeutic intervention.	Teach others	Individual report
3.0	Interpersonal Skills & Responsibility		
3.1	Co-operate with colleagues in his group.	Demonstration	Group presentations
3.2	Decide how to deal with different personalities.	Teach others	Individual report
3.3	Provide information to the patient.	Small group work	Group presentations
3.4	Assess the patient's care including assessment, re-	Practice by	lab manuals

	assessment and follow up.	doing	
3.5	Decide proper assessment tools used for evaluation.	Discussions group	Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Use information technology effectively.		
4.2	Categorize the numerical data and calculations and understand their significance.	Demonstration	Individual report
4.3	Communicate effectively in writing, including the use of language that is appropriate for a variety of audiences.	Demonstration	Individual report
4.4	Communicate effectively orally and visually, including participation in group discussions, communicating ideas and presenting information to a variety of audiences.	Practice by doing	Individual report
4.5	Perform internet search to cope with the course demand.	Demonstration	Group presentations
5.0	Psychomotor(if any)		
5.1	Solve problems, including the ability to generate a variety of strategies to address a problem and design, implement and evaluate a solution that addresses the problem.	Practice by doing	lab manuals
5.2	Use information handling skills which enables the individual to locate, access and evaluate information and synthesize and build upon existing information.	Teach others	lab manuals
5.3	Develop independent study skills, including the maturity and judgment to manage one's own personal development and a capacity for self-reflection, self-assessment and self-criticism.	Practice by doing	lab manuals
5.4	Apply the tapping for either facilitation or inhibition purposes.	Teach others	Oral presentation
5.5	Evaluate the presence of the trigger points manually and instrumentally.	Teach others	lab manuals
5.6	Demonstrate a releasing technique for the myofascial restriction.	Practice by doing	Manuals practice

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	Weekly case reports	2 nd Week ^{-end} of semester	10%
2	Periodical practical and oral exams	5 th week and 10 th week	20%
3	Assignment	3 rd Week ^{end} of semester)	15%
4	Presentation of a case study	4 th Week ^{end} of semester)	15%
5	Oral & Practical (Final Exam)	16 th Week	40%

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)

E Learning Resources

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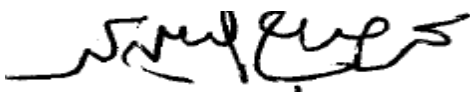
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