



Course Specifications

Course Title:	Ergonomics
Course Code:	372425-1
Program:	Bachelor in Physical Therapy Program (372000)
Department:	Department of Physical Therapy
College:	College of Applied Medical Sciences
Institution:	Taif University

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A. Course Identification

1. Credit hours:	1 (theoretical)
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered	12 th level/4 th year
4. Pre-requisites for this course (if any):	Biomechanics of musculoskeletal system (372315-4)
5. Co-requisites for this course (if any):	N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hour/week (20 hours/semester)	100%
2	Blended	-	-
3	E-learning	-	-
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	20
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	20
Other Learning Hours*		
1	Study	55
2	Assignments and presentations	7
3	Library	9
4	Projects/Research Essays/Theses	-
5	Others (community service)	-
	Total	71

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course cover the use of ergonomic principles to recognize, evaluate, and control workplace conditions that cause or contribute to musculoskeletal and nerve disorders.

2. Course Main Objective

This course aims to provide a broad based introduction to ergonomic principles and their application in the design of work, equipment and the workplace. Consideration is given to human abilities and limitations, musculo-skeletal disorders, manual handling, ergonomic aspects of the environment as well as to cognitive aspects..

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Describe physical, cognitive, and organizational areas of ergonomics and their fields of application.	K1
1.2	Recognize principles of appropriate body mechanics, including safety, precautions, body alignment, anthropometry and body mechanics.	K3
2	Skills:	
2.1	Differentiate between appropriate and inappropriate ergonomics designs in different work places.	S1
2.2	Design proper work environment based on physical, cognitive and organizational ergonomics' principles.	S3
2.3.	Develop problem solving skills using proactive and reactive ergonomics' approaches.	S4
3	Competence:	
3.1	Demonstrate effectively the updated ergonomics topics.	C3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction ergonomics and its areas: Ref. 3. chapter 1, pp1-16	2
2	Anthropometric principles: Ref. 3. chapter 5, pp73-93	2
3	Body mechanics, positioning and moving. Ref. 3. chapter 6, pp94-102	2
4	Computer workstation ergonomics and environmental conditions: Ref. 3. chapter 12, pp191-220	2
5	Spine biomechanics: Ref. 1. chapter 2, pp142-150	2
6	Proper lifting techniques: Ref. 1. chapter 2, pp185-187 & Ref. 3. chapter 11, pp173-190	2
7	Hand and wrist biomechanics: Ref. 1. chapter 9, pp305-324	2
8	Manual material handling: Ref. 1. chapter 9, pp340-346	2
9	Work related injuries to the spine, upper and lower extremities Ref. 1. chapter 4, 7,8,9,10,11 &12	2
10	Cognitive ergonomics: Ref. 3. chapter 7, pp103-122	2
Total		20

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Recognize physical, cognitive, and organizational areas of ergonomics and their fields of application.	Lecturing	Written exams Quiz
1.2	Describe different mechanical concepts and processes which are used in ergonomics.		
2.0	Skills		
2.1	Differentiate between appropriate and inappropriate ergonomics designs in different work situations.	-Lecturing -Case study -Discussion	- Written exams - Assignments and presentations (Rubrics)
2.2	Design proper work environment based on physical, cognitive and organizational Ergonomics' principles.		
2.3	Develop problem solving skills using proactive and reactive Ergonomics' approaches.		
3.0	Competence		
3.1	Demonstrate effectively the updated ergonomics topics.	-Presentations	-Presentations (Rubrics).

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term written exam	5th	30%
2	Presentation, assignment and/or quiz	8th	30%
3	Final written exam	12th or 13th	40%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

The department has a committee for students' academic counseling. It works under the supervision of Students' Advisory Office, which is administratively and organizationally affiliated with the University's Vice Presidency for Academic Affairs & Development. The office is concerned with providing student support and academic, psychological and professional advising.

At the beginning of each academic year, students are distributed to academic advisors in the department. The academic advisors work as consultants; to know what their students face and to help them overcome their educational, psychological and social hurdles.

The students are closely monitored and advised by their advisors whenever they need (for instance in situations where the candidates show poor performance).

Each staff member has his office hours, which are clearly declared for the students.

Academic advising services includes:

- Deleting or adding courses and determine which optional courses that are best for students,
- Modifying schedules and offering advice concerning academic support.
- Solving students’ issues with their instructors,
- Transferring students,
- Discovering their talents,
- Advising students on issues related to failure and working towards offering opportunities for their success.

Academic advising student handbook (<https://drive.google.com/file/d/1BUTpD-Hoc9dHidXlrGk8-3fNNHnrbkNY/view>)

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> - Occupational Ergonomics: Theory and Applications, Second Edition (https://books.google.com.sa/books?isbn=1439819351) - Alvin R. Tilley, The measure of man and woman: human factors in design, New York: John Wiley & Sons, Inc., 2002. - Lynn S. Lippert LS: Clinical Kinesiology and Anatomy. 4th edition, F. A. Davis Company, 2006.
Essential References Materials	<ul style="list-style-type: none"> - Ergonomics (journal) - Journal of applied ergonomics - Clinical Biomechanics Journal - Work (journal) - Human factor (journal)
Electronic Materials	<ul style="list-style-type: none"> - http://www.isbweb.org - http://www.per.valberta.ca/Biomechanics/
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classroom

Item	Resources
Technology Resources (AV, data show, Smart Board, software, etc.)	- Data show - Internet access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	- N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment strategies	Students	Indirect: (Course evaluation survey and focus group discussion "small group of students").
	Peer reviewer	Indirect: Peer review report
Extent of achievement of course learning outcomes	Staff member.	Direct: Exams
	Students	Indirect: Questionnaires
Quality of learning resources	Students and Staff members.	Indirect: Questionnaires.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods(Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department council
Reference No.	Meeting No.9
Date	18/5/2022



Course Specifications

Course Title:	Graduation Research project
Course Code:	372429-4
Program:	Bachelor in Physical Therapy Program (372000)
Department:	Department of Physical Therapy
College:	College of Applied Medical Sciences
Institution:	Taif University

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1. Learning Resources	6
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A. Course Identification

1. Credit hours: 4 hours (2 theoretical & 2 practical)
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 12 th level /4th year
4. Pre-requisites for this course (if any): 372412-2
5. Co-requisites for this course (if any): N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	7 hours/week (70 hours/semester)	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	40
3	Tutorial	
4	Others (specify)	
	Total	70
Other Learning Hours*		
1	Study	10
2	Assignments	-
3	Library	22
4	Projects/Research Essays/Theses	110
5	Others (specify)	-
	Total	142

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
This course enables students to conduct a research work including research designing, collecting related literature, collecting data, interpretation of results and interpret findings.
2. Course Main Objective
The course focusing on ability of the study to conduct and write research project

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Recognize the different research methods, types, and designs in physical therapy field.	K4
2	Skills:	
2.1	Design a research proposal.	S3
2.2	Interpret research results.	S4
3	Competence:	
3.1	Show a good team work harmony in real situations and a respectful communication with each other.	C2
3.2	Demonstrate the research findings in front of the class and other staff members.	C2
3.3	Illustrate the ability of self-learning through libraries and internet search.	C3
3.4	Criticize related literatures to specific research topic	C3
3.5	Perform of practical part of the research project effective and safe.	C4

C. Course Content

No	List of Topics (Theoretical & Practical)	Contact Hours
1	Component of research work & groups foundation	7
2	Selection of a research problem	7
3	Collection of literature review	7
4	Writing of introduction & methodology section	7
5	Sample selection	7
6	Practical part	7
7	Statistical analysis and writing of research results	7
8	Writing of research discussion	7
9	Writing of abstract & presentation	7
10	Revision	7
Total		70

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Recognize the different research methods, types, and designs in physical therapy field.	Discussion	Written exams Quiz Research report
2.0	Skills		
2.1	Design a research proposal.	Demonstration	Rubrics
2.2	Interpret research results.	Case study	

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Group discussion	
3.0	Competence		
3.1	Show a good team work harmony in real situations and a respectful communication with each other.	Demonstration Case study Group discussion	Rubrics for presentation Rubrics for research paper Checklist
3.2	Demonstrate the research findings in front of the class and other staff members.		
3.3	Illustrate the ability of self-learning through libraries and internet search.		
4.3	Criticize related literatures to specific research topic		
4.4	Perform of practical part of the research project effective and safe.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Final exam: research presentation	10 th	30
2	Final exam: research report	9 th	50
3	Activities	6 th	20

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

The department has a committee for students' academic counseling. It works under the supervision of Students' Advisory Office, which is administratively and organizationally affiliated with the University's Vice Presidency for Academic Affairs & Development. The office is concerned with providing student support and academic, psychological and professional advising.

At the beginning of each academic year, students are distributed to academic advisors in the department. The academic advisors work as consultants; to know what their students face and to help them overcome their educational, psychological and social hurdles.

The students are closely monitored and advised by their advisors whenever they need (for instance in situations where the candidates show poor performance).

Each staff member has his office hours, which are clearly declared for the students.

Academic advising services includes:

- Deleting or adding courses and determine which optional courses that are best for students,
- Modifying schedules and offering advice concerning academic support.
- Solving students' issues with their instructors,
- Transferring students,



- Discovering their talents,
- Advising students on issues related to failure and working towards offering opportunities for their success.

Academic advising student handbook (<https://drive.google.com/file/d/1BUTpD-Hoc9dHidXlrGk8-3fNNHnrbkNY/view>)

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Brink, Hilla, Christa Van der Walt, and Gisela Van Rensburg. Fundamentals of research methodology for health care professionals. 2 nd edition. Juta and Company Ltd, Cape Town, 2006. ISBN 9780702166808.
Essential References Materials	Jacobsen, Kathryn H. Introduction to health research methods: A practical guide. 3 rd edition. Jones & Bartlett Publishers, London, 2020. ISBN 12841975659781284197563.
Electronic Materials	Link for the course at Blackboard Learn Portal on Taif university webpage (https://lms.tu.edu.sa/webapps/login/)
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom Practical labs
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show Internet access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	All labs of the physical therapy department

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment strategies	Students	Indirect (Course evaluation survey and focus group discussion "small group of students").
Extent of achievement of course learning outcomes	Staff member	Direct (Exams)
Quality of learning resources	Students and Staff members	Indirect (Questionnaires).

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department council
Reference No.	Meeting No. 9
Date	18/5/2022





Course Specifications

Course Title:	Pharmacology for Physical Therapy
Course Code:	372415-2
Program:	Bachelor of Physical Therapy Program (372000)
Department:	Department of Physical Therapy
College:	College of Applied Medical Sciences
Institution:	Taif University

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2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 2 hours [2 theoretical]
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 12 th level /4 th year
4. Pre-requisites for this course (if any): Physiology for Physical Therapy (372111-4) and Pathology for Physical Therapy (372120-2)
5. Co-requisites for this course (if any): NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours/week (30 hours/semester)	100%
2	Blended	--	--
3	E-learning	--	--
4	Correspondence	--	--
5	Other	--	--

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	--
3	Tutorial	--
4	Others (specify)	--
	Total	30
Other Learning Hours*		
1	Study	55
2	Assignments	7
3	Library	9
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	71

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course deals with pharmacodynamics, pharmacokinetics, pharmacotherapeutics and toxicology of drugs. Emphasis is given on the common drugs, its effects, side effects and dose used for the patients that can be indicated for physical therapy.

2. Course Main Objective

The main objective of this course is to provide physical therapy students with the basic knowledge and principles of pharmacology and the common medications used in or impact physical rehabilitation.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Recognize the principles of general Pharmacology	K3
1.2	Describe pharmacokinetics & pharmacodynamics	K3
1.3	List different principles, classifications, combinations, and mechanisms of action of various drugs.	K3
2	Skills:	
2.1	Explain uses, side effects, interactions, and contraindications of drugs	S3
2.2	Differentiate between drugs according to their mechanism of action, their spectrum of activity and their produced action	S3
3	Competence:	
	NA	

C. Course Content

No	List of Topics	Contact Hours
1	History and introduction to pharmacology (R1, section I, chapter 1)	3
2	Principles of general pharmacology (R1, section I, chapter 2)	3
3	Pharmacokinetics & pharmacodynamics (R1, section I, chapter 3 and 4)	3
4	Chemotherapy and chemoprophylaxis (R1, section VIII, chapter 43-46)	3
5	ANS (R1, section II, chapter 6-10)	3
6	CNS (R1, section V, chapter 21-32)	3
7	CVS (R1, section III, chapter 11-15)	3
8	Respiratory system (R1, section IV, chapter 20)	3
9	Blood diseases (R1, section VI, chapter 33-34)	3
10	Introduction and management of Toxicology (R1, section IX, chapter 56-58)	3
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Recognize the principles of general Pharmacology	Lecture Discussion	Written exams Quiz
1.2	Describe pharmacokinetics & pharmacodynamics		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.3	list different principles, classifications, combinations, and mechanisms of action of various drugs.		
2.0	Skills		
2.1	Explain uses, side effects, interactions, and contraindications of drugs	Lecture Assignment Case study	Written exams Quiz
2.2	Differentiate between drugs according to their mechanism of action, their spectrum of activity and their produced action		
3.0	Competence		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term written exam	5th	30%
2	Assignment	8th	10%
3	Final written exam	12th or 13th	60%
	Total		100 %

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Course instructors are available for individual consultation at times when they are not engaged in lectures and other administrative duties. Times available for appointment are posted on the door of the Instructor's office (6 hours weekly). Course instructor's provide a range of academic and course management advice range from course planning and subject enrolment to deal with appeals and progression issues.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Bertram G. Katzung, Todd W. Vanderah. 2021. Basic & Clinical Pharmacology, 15e. McGraw Hill. ISBN 978-1-260-45231-0
Essential References Materials	Padmaja Udaykumar. Pharmacology For Physiotherapy. 2 nd ed. Jaypee Brothers Medical Publishers. ISBN 978-93-80704-67-8
Electronic Materials	- Link for the course at Blackboard Learn Portal on Taif university webpage (https://lms.tu.edu.sa/webapps/login/) - SDL (on Taif University website).
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	- Data show -Internet access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment strategies	Students	Indirect (Course evaluation survey and focus group discussion "small group of students").
Extent of achievement of course learning outcomes	Staff member.	Direct (Exams)
Quality of learning resources	Students and Staff members.	Indirect (Questionnaires).

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department council
Reference No.	Meeting No.9
Date	18/5/2022



Course Specifications

Course Title:	Physical Therapy for Obstetrics and Gynecology
Course Code:	372413-2
Program:	Bachelor in Physical Therapy Program (372000)
Department:	Department of Physical Therapy
College:	College of Applied Medical Sciences
Institution:	Taif University

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1. Learning Resources	6
2. Facilities Required.....	7
G. Course Quality Evaluation	7
H. Specification Approval Data	8

A. Course Identification

1. Credit hours: 2 (1 theoretical+1 practical)
2. Course type: a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 12 th level/4 th year
4. Pre-requisites for this course (if any): Therapeutic exercises 2 (372319-2)
5. Co-requisites for this course (if any): NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4 hours/week (40 hours/semester)	100%
2	Blended	--	--
3	E-learning	--	--
4	Correspondence	--	--
5	Other	--	--

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	20
2	Laboratory/Studio	20
3	Tutorial	-
4	Others (specify)	-
	Total	40
Other Learning Hours*		
1	Study	110
2	Assignments	14
3	Library	18
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	Total	142

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course provides a thorough knowledge of the basic principles and concepts of Obstetric and gynecological physical therapy, antenatal care, childbirth, and other physiological and pathological conditions in females.

2. Course Main Objective

The main objective of this course is to provide the essential knowledge and skills to evaluate patients with Obstetric and gynecological conditions, identify the medical problems, design, and implement the suitable plan of care using various physical therapy techniques and equipment in different clinical settings.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding:	
1.1	Identify anatomy and physiology for female pelvis, and common physiological & pathological changes during menstruation and pregnancy.	K1
1.2	Recognize the principles, concepts, and application of physical therapy methods of assessment & treatment of different obstetric & gynecological disorders.	K3
2	Skills:	
2.1	Differentiate between pathologies and abnormalities associated with common obstetric and gynecologic disorders by application of evidence-based practice.	S1
2.2	Demonstrate a good ability to choose the most proper physical therapy assessment and treatment techniques, with problem solving skills and critical thinking for different obstetric and gynecologic disorders.	S3
3	Competence:	
3.1	Perform all requested manual skills of assessment and treatment as well as application of physical agents perfectly, safely and independently.	C4

C. Course Content:

No	List of Theoretical Topics	Contact Hours
1	Anatomy of the pelvis.	2
2	Menstrual cycle.	2
3	Amenorrhea & Dysmenorrhea.	2
4	Physiotherapy during pregnancy and antenatal care.	4
5	Physiotherapy during childbirth and postpartum care.	4
6	Cesarean section.	2
7	Genital prolapse & hysterectomy.	2
8	Diastasis recti.	2
Total		20

No	List of Practical Topics	Contact Hours
1	Breathing exercises & Pelvic floor exercises.	4
2	Pelvic rocking exercises.	2

3	postural correction	2
4	Positional Education	2
5	Relaxation training	2
6	Abdominal exercises.	2
7	Lactation and arm exercises.	2
8	Varicose veins in pregnancy, circulatory exercise; and Legs and feet exercises.	4
Total		20

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding		
1.1	Identify anatomy and physiology for female pelvis, and common physiological changes during menstruation and pregnancy.	Lecturing	Written exams Quizzes assignments
1.2	Recognize the principles, concepts, and application of physical therapy methods of assessment & treatment of different obstetric & gynecological disorders.	Lecturing Brainstorming	
2	Skills:		
2.1	Assess patient's physical and functional status using proper testing techniques of various gynecological and obstetric conditions.	Lecturing Discussion Problem solving	Written exam Assignment Practical exam OSPE Rubric
2.2	Design a physical therapy treatment technique, with problem solving skills and critical thinking for different obstetric and gynecologic disorders, while maintaining good relationship with patients and other health team.		
2.3	Apply physical therapy assessment and intervention tasks properly, safely, and independently.		
3	Competence:		
3.1	Adapt the ethical and professional standards during physical therapy practice for different obstetric and gynecologic disorders.	Discussion Practical training Role play	Practical exam Rubric OSPE
3.2	Demonstrate self-learning abilities for preparation and effective presentation of assignments with evidence-based practice.	Project	Assignment Rubric

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term written exam	7 th	20%
2	Mid-term practical exam (case study)	8 th	10%
3	Assignment	All through	10%
4	Final practical exam	11 th	20%
5	Final written exam	12 th or 13 th	40%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

The department has a committee for students' academic counseling. It works under the supervision of Students' Advisory Office, which is administratively and organizationally affiliated with the University's Vice Presidency for Academic Affairs & Development. The office is concerned with providing student support and academic, psychological and professional advising.

At the beginning of each academic year, students are distributed to academic advisors in the department. The academic advisors work as consultants; to know what their students face and to help them overcome their educational, psychological and social hurdles.

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- Deleting or adding courses and determine which optional courses that are best for students,
- Modifying schedules and offering advice concerning academic support.
- Solving students' issues with their instructors,
- Transferring students,
- Discovering their talents,
- Advising students on issues related to failure and working towards offering opportunities for their success.

Academic advising student handbook (<https://drive.google.com/file/d/1BUTpD-Hoc9dHidXlrGk8-3fNNHnrbkNY/view>)

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> • Grubb, Rachel. "Physiotherapy in Obstetrics and Gynecology 2nd ed., Jill Mantle, Jeanette Haslam, Sue Barton (Eds.), Butterworth Heinemann, 2004, 516 pages, £ 36.99, ISBN 0-7506-2265-2." (2007): 81. • Balogun JA. Physiotherapy in Obstetrics and Gynecology. 7 In Contemporary Obstetrics and Gynecology for Developing Countries 2021 (pp. 553-569). Springer, Cham.
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	<ul style="list-style-type: none"> • Obstetric and Gynecological care in physical therapy. Stephenson RG, O'Connor LJ. Obstetric and gynecologic care in physical therapy. Slack Incorporated; 2000.
Essential References Materials	<ul style="list-style-type: none"> - Journal of the American Physical Therapy Association - Archives of Physical Medicine and Rehabilitation - Journal of Physical Therapy Science - Journal of Physical Therapy - Journal of Physiotherapy
Electronic Materials	- Link for the course at Blackboard Learn Portal on Taif university webpage (https://lms.tu.edu.sa/webapps/login/)
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> - Classroom - Laboratory
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> - Data show - Internet access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> - Anatomical models for pelvis, breast - Weight and height scale - Dolls. - Tape measure.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment strategies	Students	Indirect (Course evaluation survey and focus group discussion "small group of students").
	Peer reviewer	Indirect (Peer review report).
Extent of achievement of course learning outcomes	Staff member.	Direct (Exams)
	Students	Indirect (Questionnaires).
Quality of learning resources	Students and Staff members.	Indirect (Questionnaires).

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department council
Reference No.	Meeting No.9
Date	18/5/2022



Course Specifications

Course Title:	Principles of Occupational Therapy
Course Code:	372424-1
Program:	Bachelor in Physical Therapy Program (372000)
Department:	Physical Therapy Department
College:	College of Applied Medical Sciences
Institution:	Taif University

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A. Course Identification

1. Credit hours:	1 (theoretical)
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered	12 th level/4 th year
4. Pre-requisites for this course (if any):	Physical Therapy for Growth and Developmental Disorders
5. Co-requisites for this course (if any):	NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hour/week (20 hours/semester)	100%
2	Blended	-	-
3	E-learning	-	-
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	20
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	20
Other Learning Hours*		
1	Study	55
2	Assignments	7
3	Library	9
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	Total	71

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
<p>This course introduces the principles and therapeutic skills of occupational therapy, as well as allowing the students to be acquainted with the commonalities between physical therapy and occupational therapy in order to identify types of patients who are in need of occupational therapy.</p>

2. Course Main Objective

The main objective of this course is to provide basic knowledge about the theoretical and the practical basis of occupational therapy, regarding the common pediatric and neurological disorders, as a preliminary step to construct a plan of care.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Recognize basic areas of occupation and oromotor and hand function development and physical principles related to human health and diseases, which underpin occupational therapy	K1
1.2	Identify various techniques, modalities and methods employed in the evaluation and diagnosis of the common hand function and oromotor disorders associated with pediatric and neurological cases.	K2
2	Skills:	
2.1	Evaluate the clinical problems for pediatric and neurological cases using occupationtherapeutic testing procedures.	S2
2.2	Design appropriate plan of treatment addressing the functional problems of the patients.	S3
3	Competence:	
3.1	Show self-learning abilities for preparation of assignments.	C3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction including basic definition and development of OT.	2
2	Hand skills development	2
3	Use of Standardized Test in occupational practice	4
4	Oromotor and feeding skills development	2
5	Using of play as an intervention goal	4
6	Sensory integration & occupational therapy	2
7	ADL and adaptation for independent living	4
Total		20

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Recognize basic areas of occupation and oromotor and hand function development and physical principles related to human health and diseases, which underpin occupational therapy	Lecturing	Written exams Quiz
1.2	Identify various techniques, modalities and methods employed in the evaluation and diagnosis of the common hand function and oromotor disorders associated with pediatric and neurological cases.		
2.0	Skills		
2.1	Evaluate the clinical problems for pediatric and neurological cases using occupationtherapeutic testing procedures.	Lecturing Discussion	Written exams Assignment Quiz
2.2	Design appropriate plan of treatment addressing the functional problems of the patients.		
3.0	Competence		
3.1	Show self-learning abilities for preparation of assignments.	Lecturing Discussion	Assignment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment	All through	30%
2	Mid-term written exam	7 th	30%
3	Final written exam	12 th or 13 th	10%

*Assessment task (i.e., written test, , oral presentation, group project, essay, etc.)

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F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none">- Occupational Therapy and Physical Dysfunction: Principles, Skills and Practice, Turner A., Foster M. and Johnson S.E., 5th ed., 2005- Willard & Spackman's Occupational Therapy. Crepeau, Blesedell E et al; 11th ed., 1999.
Essential References Materials	<ul style="list-style-type: none">- Licht, S.: Occupational therapy source book. Baltimore, Williams & Wilkins, 2008.- Lorraine Williams: Occupational therapy: Practical skills for physical dysfunction. CV Mosby Co., 2006.- Lowman, E.W., and Klinger, J.L.: Aids to independent living. New York, McGraw-Hill. 2005.
Electronic Materials	<ul style="list-style-type: none">- SDL (on Taif University website).

Other Learning Materials	N/A
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2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	- Data show - Internet access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	- N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods(Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department council
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