



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 7.

T8. CLINICAL PRACTICE (1) SPECIFICATION



Field Experience (1) Specifications

Institution: Taif university	Date of Report: 29-8-2022
College: Applied Medical Sciences	Department: Physical Therapy
Program: Bachelor in Physical Therapy	Track (if any):

A. Field Experience Course Identification and General Information

1. Field experience course title and code: Clinical Practice 1/ 372416-3			
2. Credit hours (if any) :3 P			
3. Level or year of the field experience. 10 th level- 4 th year.			
4. Dates and times allocation of field experience activities.			
a. Dates: starting date: 29/8/2022			
b. Times:			
For Female section: Monday 8 am- 2 pm and Tuesday 8 am-2 pm			
For male section: Sunday 8 am- 2 pm and Wednesday 8 am-2 pm			
5. List names, addresses, and contact information for all field experience locations.			
	Name and Address of the Organization	Name of Contact Person	Contact Information (email address or mobile)
a.	King Abdul Aziz Specialized Hospital, Taif (Physical therapy for traumatology and orthopedic diseases)	Dr. Fahd Elshehri Dr. Ibrahim Hegazy Dr. Ibrahim Eljulaymi Dr. Nevein Mohammed Dr. Rania Almeheyawi Mrs., Wiam Garar	ifahad81@gmail.com imetwally2014@gmail.com ibrahimaljulaymi@gmail.com n.gharib@tu.edu.sa ralmeheyawi@tu.edu.sa wwjarpt@gmail.com
b.	King Abdul Aziz Specialized Hospital, Taif (Physical therapy for cardiopulmonary diseases)	Dr. Mostafa Sayed Abdelfattah Mr. Yasser Omar Abu-asi Dr. Nashwa Hamid Dr. Amira Elgendy Mrs. Noura Almalky	mostafa_mn76@yahoo.com abuasi@yahoo.com nashwahamed@gmail.com dr_amiraelgendy@yahoo.com nooor2222@windowslive.com
c.	Pediatric Hospital, Taif	Mr. Turki Alsofyani Dr. Fatma Mostafa	turkipt@hotmail.com fmoustafa73@yahoo.com



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	(Physical therapy for growth and developmental disorders)	Mrs. Teaf Elshehri Ms. Rahaf Barboud	taef.alshehri@gmail.com rahaf.abdulla.ba@hotmail.com
d.			
e.			



B. Learning Outcomes

Learning Outcomes for Field Experience in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

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

First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods	PL O S
1.0	Knowledge			
2.0	Skills			
2.1	Interpret properly the assessment findings for patients suffering from different paediatric, orthopaedic and cardiopulmonary disorders.	<ul style="list-style-type: none"> - Case studies - Problem solving - Role play - Project 		S2
2.2	Demonstrate excellency in the application of proper physical therapy treatment techniques based on realistic goals and problem-solving skills for different paediatric, orthopaedic and cardiopulmonary disorders.			S3
3.0	Competence			
3.1	Demonstrate excellency in performing practical skills of assessment and treatment techniques safely and effectively with a proper relationship with patients, caregivers and other member of health care team based on Islamic and ethical considerations.	<ul style="list-style-type: none"> - Case studies - Role play - Clinical training 	<ul style="list-style-type: none"> - Group and research tasks. - Case studies - Group reports. - Field training - Final exam 	C 2



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3.2	Apply physical therapy assessment techniques properly and independently for different paediatric, orthopaedic and cardiopulmonary disorders.		C 4
3.3	Adapt self-learning through libraries, internet and other resources.		C 3

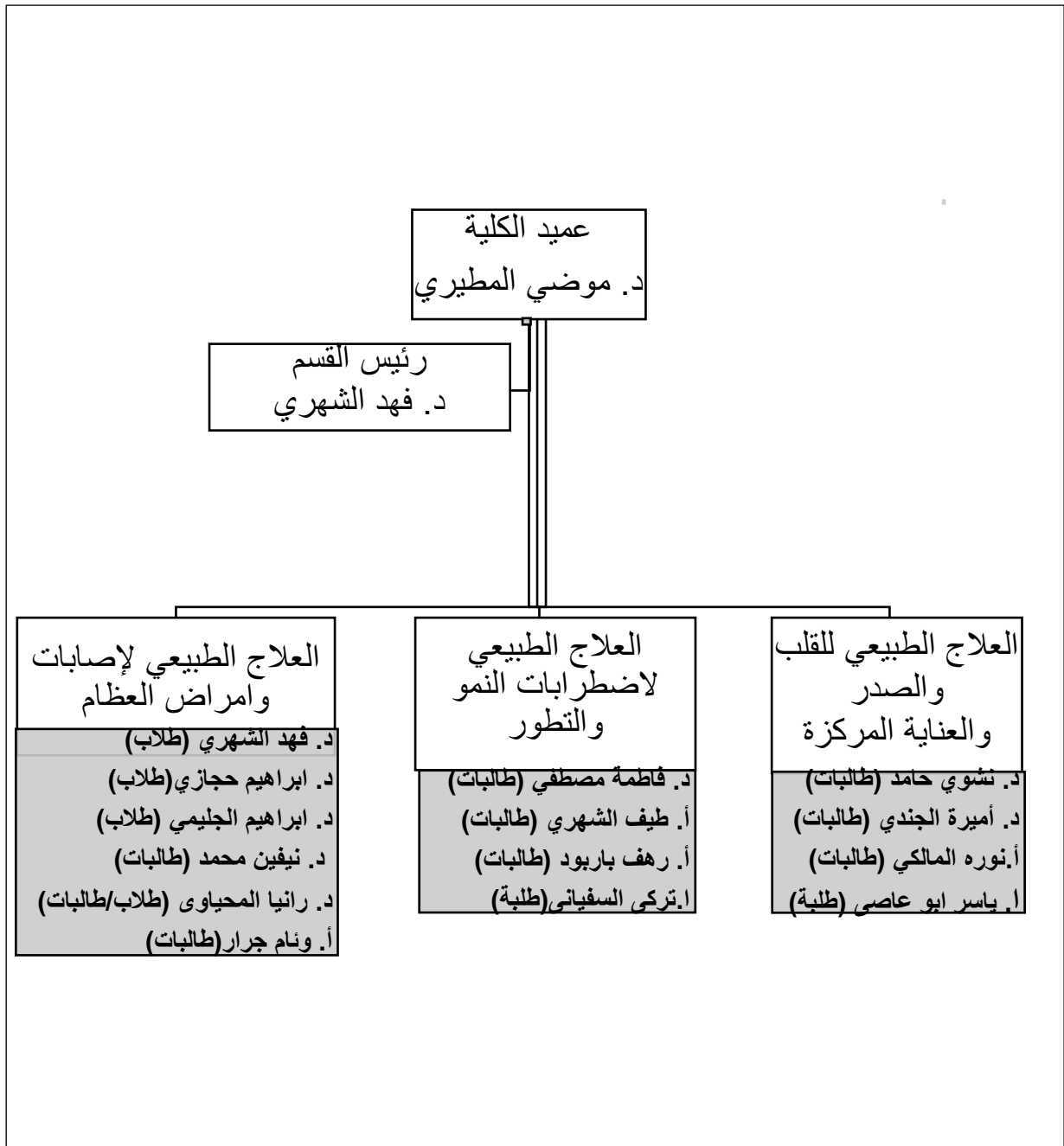
C. Description of Field Experience Activity

1.	Describe the major student activities taking place during the field experience. Students are involved in clinical evaluation and treatment procedures for different cases under supervision of the teaching staff. Presentations. Assignments. Solving case studies.
2.	List required assignments, projects, and reports.
a.	Data sheets which are filled during the field experience period.
b.	The suggested physical therapy treatment plans which the students make during the field experience period for different paediatric, orthopaedic and cardiopulmonary cases.
c.	Assignments related to the updated physical therapy modalities for different paediatric, orthopaedic and cardiopulmonary cases.
d.	
3.	Follow up with students. What arrangements are made to collect student feedback? - Continuous feedback during sections, office hours and academic hours. - at the end of the term evaluation of course by students (to be collected by the department)



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





5. Responsibilities.

	Student	Field Teaching Staff	Program Faculty and Teaching Staff	Department or College
Planning Activities				
a. Student activities.	*	*		
b. Learning experiences.		*		
c. Learning resources		*	*	*
d. Field site preparations			*	*
e. Student guidance and support		*	*	
Supervision Activities				
a. transport to and from site.				*
b. Demonstrate learning outcome performance.		*	*	
c. Completion of required tasks, assignments, reports, and projects.		*		
d. Field site – safety.			*	*
e. Student learning activities.		*		
b. Providing learning resources				*
c. Administrative (attendance)		*		
Assessment Activities				
a. Student learning outcomes		*	*	*
b. Field experience		*		
c. Field teaching staff			*	*
d. Program faculty and teaching staff			*	*
e. Field site				*
f. Learning resources			*	*

b. Explain the student assessment process.

Periodical exam, assignments, case studies, presentations and final exam.

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

- The mean of the grades given by the all staff will be calculated.



D Planning and Preparation

1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a. Inpatient wards and outpatient clinics	Should be wide enough with good ventilation and lightening to accommodate 10-15 students.	
Laptop Projector Data show	Should be enough to meet all requirements.	
c.		
d.		
e.		
Explain the decision-making process used to determine appropriate field experience locations. The decision made by Program Faculty and Teaching staff according to the availability of the resources in the different locations.		

2. Identification of Field Staff and Supervisors

List Qualifications	List Responsibilities	List Training Required
a. instructors	Student activities and Learning resources	Training sessions for the new staff.
b. lecturers	Student activities and field site preparations	Workshops to facilitate the exchange of experiences amongst faculty members
c. Associate professor.	Demonstrate learning outcome performance and provide learning resources.	professional development meeting
d.		
Explain the decision-making process used to determine appropriate field staff and supervisors. The decision made by physical therapy department according to the availability of the specialty in the required field		



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3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. 372317-4	The student should pass the course	Training sessions and workshops
b. 372342-3	The student should pass the course	Training sessions and workshops
c. 372411-4	The student should pass the course	Training sessions and workshops
d.		
Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.		

4. Safety and Risk Management.

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. Medical treatment in the training location	infections	Wearing masks and gloves and use of washing hands procedures with disinfectants	Training on washing hands procedures
b. Identify the safety instructions provided by the training location.	Awareness of clearance plans of each training location	Follow the instructions of the safety members in the training locations	Training and workshops
c.			
d.			
Explain the decision-making process used to protect and minimize safety risks.			
<ul style="list-style-type: none"> - Wearing masks and gloves and use of washing hands procedures with disinfectants - Follow the instructions of the safety members in the training locations 			

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

The mean of the grades given by the all staff will be calculated.



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E. Evaluation of the Field Experience

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

a. Students

Describe evaluation process

Continuous feedback during lectures, office hours and academic hours.

b. Supervising staff in the field setting

Describe evaluation process

Course evaluation survey and focus group discussion "small group of students"

c. Supervising faculty from the institution

Describe evaluation process

Questionnaires

e. Others—(e.g. graduates, independent evaluator, etc.)

Describe evaluation process

Recommendations for improvement:

The department will arrange:

- Training sessions for the new staff.
- Workshops to facilitate the exchange of experiences amongst faculty members.
- Regular meetings to discuss the problems and seek for solutions.
- Discussion of challenges in the classroom with colleagues and supervisors.
- Encouragement of faculty members to attend professional development meeting

Name of Field Experience Coordinator: Dr. Nevein Mohammed

Signature:  Date Specification Completed: 30/8/2022 M

Program Coordinator: Dr. Mostafa Sayed

Signature:  Date Received: 31/8/2022 M

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



Course Specifications

Course Title:	Growth and Developmental Disorders
Course Code:	372410-2
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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A. Course Identification

1. Credit 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 10 th level/4 th year
4. Pre-requisites for this course (if any): Neurophysiology (372336-2)
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	65
2	Assignments	7
3	Library	11
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	Total	83

*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 subject is focusing on etiology, pathology, clinical picture, and medical and surgical management of common genetic, developmental and congenital disorders in pediatrics.

2. Course Main Objective

The main objective of this course is to provide basic medical knowledge, of the common genetic, developmental, and congenital disorders, as a preliminary step to construct a physiotherapy plan of care.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Recognize the etiology, pathology, clinical features, course, incidence, prognosis, evaluation procedures, and treatment of common pediatric and genetic disorders.	K2
1.2	Identify the normal and abnormal pre-natal and post-natal growth and development.	K1
2	Skills:	
2.1	Develop the ability to diagnose the different pediatric, genetic, and developmental disorders and differentiate between normal and abnormal growth and development.	S2
2.2	Demonstrate critical thinking in detecting the diagnosis and problem-solving skills and justify the use of medical treatment and surgical intervention for different pediatric cases.	S4
3	Competence:	
3.1	Illustrate his ability of search in the library and the scientific sites on the internet and develop the ability of self-learning.	C3

C. Course Content

No	List of Topics	Contact Hours
1	Growth and development.	6
2	Cerebral palsy	6
3	Brachial plexus	2
4	APGAR score	1
5	Facial palsy	3
6	Down's syndrome	3
7	Spina bifida	3
8	Muscular torticollis	3
9	Foot deformities /Knee deformities and hip dysplasia	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 etiology, incidence, pathology, clinical features, course, evaluation procedures, treatment, and prognosis of common pediatric and genetic disorders.	Lecturing	(Direct method) Written exams (Indirect method) Students Evaluation of the Course
1.2	Identify the normal and abnormal pre-natal and post-natal growth and development.		
2.0	Skills		
2.1	Develop the ability to diagnose the different pediatric, genetic, and developmental disorders and differentiate between normal and abnormal growth and development.	Lecturing Discussion	(Direct method) Written exams (Indirect method) Students Evaluation of the Course
2.2	Demonstrate critical thinking in detecting the diagnosis and problem-solving skills and justify the use of medical treatment and surgical intervention for different pediatric cases.		
3.0	Competence		
3.1	Illustrate his ability of search in the library and the scientific sites on the internet and develop the ability of self-learning.	Lecturing Discussion	Presentations Assignments

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Final exam	12 th or 13 th	40%
2	Mid-term exam	7 th	30%
3	Assignment	4 th , 5 th	30%

*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"> - Physical therapy for children, 4th edition, Elsevier, 2012, ISBN:978-1-4160-6626-2. - Treatment for cerebral palsy and motor delay, 4th edition, Blackwell publishing, 2004, ISBN 1-4051-0163-6 - Facial Palsy: Techniques for Reanimation of the Paralyzed Face: Tzou, C. H. J., & Rodríguez-Lorenzo, A. (Eds.). (2021). . Springer Nature. Advanced Pediatric Assessment, Second edition, Ellen M. Chiocca, PhD, CPNP, RNC-NIC., Springer Publishing Company, 2015, ISBN: 978-3-030-50783-1. - Pediatric physical therapy : Tecklin, J. S. (Ed.). (2008). . Lippincott Williams & Wilkins., ISBN: 978-0-7817-5399-9
Essential References Materials	<p>Physiotherapy and Occupational Therapy for People with Cerebral Palsy: A Problem-based Approach to Assessment and Management, Taylor, Nicholas F., Imms, Christine, Dodd, Karen, 2010, ISBN: 978-1-898683-68-1.</p>

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.)	- Classrooms
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 Growth and Developmental Disorders
Course Code:	(372411-4)
Program:	Bachelor in Physical Therapy program (372000)
Department:	Physical Therapy
College:	College of Applied Medical Sciences
Institution:	Taif University

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

A. Course Identification

1. Credit hours:	4 (3theoretical and 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	10 th level/4 th year
4. Pre-requisites for this course (if any):	Growth and Developmental Disorders (372410-2)
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	6 hours/week (60 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	40
2	Laboratory/Studio	20
3	Tutorial	-
4	Others (specify)	-
	Total	60
Other Learning Hours*		
1	Study	130
2	Assignments	14
3	Library	23
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	Total	167

*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 is designed to introduce the student to the management of developmental problems, musculoskeletal, neuromuscular, and genetic disorders in pediatrics to promote the student ability for making appropriate decision related to patient or client. These principles are also necessary to facilitate student growth as future physical therapist practitioner able to affect the quality of care

2. Course Main Objective

Recognize the clinical picture of different pediatric disorders that require physical therapy and apply various evaluation and treatment techniques and procedures used for assessment and treatment of different pediatric disorders.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify different ways of studying reflexes.	K1
1.2	Recognize the clinical picture of different pediatric disorders that require physical therapy.	K2
1.3	Recognize various evaluation and treatment techniques and procedures used for assessment and treatment of different pediatric disorders.	K3
2	Skills:	
2.1	Detect functional problems of the patient based on all available methods of evaluation and create realistic goals for different pediatric cases.	S2
2.2	Demonstrate critical thinking in detecting the diagnosis and problem-solving skills and justify the use of medical treatment and surgical intervention for different pediatric cases.	S4
2.3	Demonstrate critical thinking in detecting the diagnosis and problem-solving skills for different cases.	S4
3	Competence:	
3.1	Show self-learning abilities for preparation and effective presentation of assignments.	C3
3.2	Perform the basic evaluative and therapeutic procedures appropriate for physiotherapy management of pediatric cases in a sound and safe manner.	C4

C. Course Content

No	List of Topics (theoretical)	Contact Hours
1	Reflexes	4
2	Physical Therapy assessment and treatment for Cerebral palsy	8
3	Physical Therapy for Brachial Plexus Injury+ mallet system	4
4	Physical Therapy for Facial Palsy	4
5	Physical Therapy for Down Syndrome	4

6	Physical Therapy for Spina Bifida and Hydrocephalus	4
7	Physical Therapy for Congenital Anomalies: knee and foot deformities	4
8	Physical Therapy for Congenital Muscular Torticollis	4
9	Physical Therapy for developmental dysplasia of the hip	4
Total		40
No	List of Topics (practical)	Contact Hours
1	Reflexes	4
2	Physical Therapy assessment and treatment for Cerebral palsy	4
3	Physical Therapy assessment and treatment for Brachial Plexus Injury and mallet system	2
4	Physical Therapy for Facial Palsy	2
5	Physical Therapy for Down Syndrome	2
6	Physical Therapy for Spina Bifida and Hydrocephalus	2
7	Physical Therapy for Congenital Anomalies: knee and foot deformities and developmental dysplasia of the hip	2
8	Physical Therapy for Congenital Muscular Torticollis	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	Identify different ways of studying reflexes.	Lectures	Midterm and final theoretical exams
1.2	Recognize the clinical picture of different pediatric disorders that require physical therapy.	Lectures	Midterm and final theoretical exams
1.3	Recognize various evaluation and treatment techniques and procedures used for assessment and treatment of different pediatric disorders	Lectures	Midterm and final theoretical exams
2.0	Skills		
2.1	Detect functional problems of patient based on all available methods of evaluation and create realistic goals for different pediatric cases	Lectures and practical sections	Midterm and final theoretical and practical exams
2.2	Apply various evaluation and treatment techniques and procedures used for assessment and treatment of different pediatric disorders	Practical sections	Midterm and final practical exams
2.3	Demonstrate critical thinking in detecting the diagnosis and problem-	Lectures, problem solving and practical	Midterm and final theoretical and

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	solving skills for different cases.	sections	practical exams
3.0	Competence		
3.1	Show self-learning abilities for preparation and effective presentation of assignments.	Internet and library search	Assignments and presentation
3.2	Perform the basic evaluative and therapeutic procedures appropriate for physiotherapy management of pediatric cases in a sound and safe manner.	Discussion and group work	Assignments and presentations

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Final theoretical exam	13 th	40%
2	Final practical exam	12 th	20%
3	Mid-term theoretical exam	7 th	20%
4	Mid-term practical exam	6 th	10%
5	Assignment	5 th	10%

*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-Hoc9dHidXlrGk8-3fNNHnwbkNY/view>)
- 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-Hoc9dHidXlrGk8-3fNNHnwbkNY/view>)

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> - Physical therapy for children, 4th edition, Elsevier, 2012, ISBN:978-1-4160-6626-2. - Treatment for cerebral palsy and motor delay, 4th edition, Blackwell publishing, 2004, ISBN 1-4051-0163-6 - Facial Palsy: Techniques for Reanimation of the Paralyzed Face: Tzou, C. H. J., & Rodríguez-Lorenzo, A. (Eds.). (2021). . Springer Nature. Advanced Paediatric Assessment, Second edition, Ellen M. Chiocca, PhD, CPNP, RNC-NIC., Springer Publishing Company, 2015, ISBN: 978-3-030-50783-1. - Pediatric physical therapy: Tecklin, J. S. (Ed.). (2008). Lippincott Williams & Wilkins., ISBN: 978-0-7817-5399-9
Essential References Materials	<ul style="list-style-type: none"> - Physiotherapy and Occupational Therapy for People with Cerebral Palsy: A Problem-based Approach to Assessment and Management, Taylor, Nicholas F., Imms, Christine, Dodd, Karen, 2010, ISBN: 978-1-898683-68-1
Electronic Materials	<ul style="list-style-type: none"> - Link for the course at Blackboard Learn Portal on Taif university webpage (https://lms.tu.edu.sa/webapps/login/) - SDL (on Taif University website 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.)	- Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	- Data show - Internet access

Item	Resources
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Dolls, wedges, rolls, gait training equipment, gymnastic balls.

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:	Rehabilitation of Psychiatric Diseases
Course Code:	372414-1
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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6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes	3
1. Course Description	3
2. Course Main Objective.....	4
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	4
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4
2. Assessment Tasks for Students	4
E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities	6
1. Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	7

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	10 th level/3 rd year
4. Pre-requisites for this course (if any):	NA
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	65
2	Assignments	7
3	Library	11
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	Total	83

*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 the students with a thorough knowledge of psychiatric disorders which leads to cognitive disorder and the role of physical therapy through assessment and rehabilitation.

2. Course Main Objective

Rehabilitation of psychiatric conditions course aims to recognize the common psychiatric illnesses in patients with neurological and neurosurgical disorders. As well as identify cognition and cognitive disorders and its physical therapy assessment and treatment.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding:	
1.1	Describe psychiatric conditions related to neurologic and psychiatric causes and the difference between psychiatry and psychology.	K1
1.2	Recognize the effect of cognitive dysfunctions and its effect on rehabilitation of patients with neurological and psychiatric disorders.	K3
2	Skills:	
2.1	Differentiate between different types of psychiatric disorders and its underlying causes as well as different personality disorders.	S1
2.2	Summarize the effect of different neurologic and psychiatric disorders on cognitive function, its methods of assessment and physical therapy rehabilitation techniques.	S2

C. Course Content

No	List of Topics	Contact Hours
1	Psychiatry and psychology	2
2	Psychosis	2
3	Causes of psychosis	2
4	Personality disorders	2
5	Cognition and Cognitive disorders (1)	4
6	Cognitive disorders (2)	2
7	Assessment of patients with cognitive dysfunction	4
8	Cognitive rehabilitation.	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 and Understanding:		
1.1	Describe psychiatric conditions related to neurologic and psychiatric causes and the difference between psychiatry and psychology.	Lectures discussions	Written exams Assignments quizzes
1.2	Recognize the effect of cognitive dysfunctions and its effect on rehabilitation of patients with		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	neurological and psychiatric disorders.		
2.0	Skills		
2.1	Differentiate between different types of psychiatric disorders and its underlying causes as well as different personality disorders.	Lectures Discussions Problem solving	Written exams Assignments quizzes
2.2	Design proper methods of assessment and physical therapy rehabilitation techniques.		

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	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->

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	- Kaplan and Sadock's Comprehensive Textbook of Psychiatry: SADOCK, B. J.; SADOCK, V. A.; RUIZ, P. Kaplan and Sadock's Comprehensive Textbook of Psychiatry. [Place of publication not identified]: Wolters Kluwer Health, 2017. ISBN 9781451100471
Essential References Materials	<ul style="list-style-type: none"> • American Journal of psychiatry • Journal of mental health - Journal of Neurology
Electronic Materials	- - Link for the course at Blackboard Learn Portal on Taif university webpage (https://lms.tu.edu.sa/webapps/login/).
Other Learning Materials	Internet resources, videos

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)	- NA

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:	Research in Health Sciences
Course Code:	372412-2
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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C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	5
2. Assessment Tasks for Students.....	5
E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities	6
1. Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	7
H. Specification Approval Data	7

A. Course Identification

1. Credit hours:	2 hours (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	10 th level/4 th year
4. Pre-requisites for this course (if any):	NA
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	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	65
2	Assignments	7
3	Library	11
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	83

*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 introduces a brief background on the basic principles of scientific research and to apply them in the field of physical therapy.

2. Course Main Objective

The main objective of this course is to provide the basic principles scientific research and to apply them in the field of physical therapy and to be able to interpret the component of the scientific paper and criticize scientific papers. .

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	State research problem, objectives, hypotheses of scientific research in physical therapy.	K4
1.2	Describe importance of research in physical therapy, criteria of good researcher and research, and steps of scientific research	K4
2	Skills:	
2.1	Reconstruct research variables, research reliability and validity, limitations, delimitations and references list.	S4
2.2	Compare between different research designs, data collection and sampling methods properly.	S4
2.3	Use principles of evidence-based practice in physical therapy	S4
3	Competence:	
3.1	Use the ethical standards during conduction and preparation of research project	C1
3.3	Show self-learning abilities for preparation of assignments.	C3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to scientific research	3
2	Steps should be followed in scientific research	3
3	Research fundamental concepts	3
4	Sampling in scientific research	3
5	Research designs	3
6	Writing a scientific research	3
7	Research misconduct	3
8	Introduction to physical therapy evidence-based	3
9	Student presentations	3
10	Revision	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	State research problem, objectives, hypotheses of scientific research in physical therapy.	Lecturing Discussion Demonstration	Written exams Quiz Assignment Presentation
1.2	Describe importance of research in physical therapy, criteria of good researcher and research, and steps of scientific research		
2.0	Skills		
2.1	Reconstruct research variables, research reliability and validity, limitations, delimitations and references list.	Lecturing Discussion Demonstration	Written exams Assignment Quiz Presentation
2.2	Compare between different research designs, data collection and sampling methods properly.		
2.3	Use principles of evidence-based practice in physical therapy		
3.0	Competence		
3.1	Use the ethical standards during conduction and preparation of research project	Lecturing	Written exams Quiz
3.2	Show self-learning abilities for preparation of assignments.	Discussion	Assignment

2. Assessment Tasks for Students

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

*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-Hoc9dHidXlrGk8-3fNNHnwbkNY/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/ - SDL (on Taif University website): https://apps.tu.edu.sa/sdl/default.aspx
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



