



# Course Specifications

<b>Course Title:</b>	<b>Burns and general surgery</b>
<b>Course Code:</b>	<b>372337-1</b>
<b>Program:</b>	<b>Bachelor in Physical Therapy Program (372000)</b>
<b>Department:</b>	<b>Department of Physical Therapy</b>
<b>College:</b>	<b>College of Applied Medical Sciences</b>
<b>Institution:</b>	<b>Taif University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 1 H (Theoretical)
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered:</b> 9 <sup>th</sup> level/3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b> Pathology for physical therapy 372120-2
<b>5. Co-requisites for this course (if any):</b> N/A

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hours/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
<b>Contact Hours</b>		
1	Lecture	20
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	<b>20</b>
<b>Other Learning Hours*</b>		
1	Study	45
2	Assignments	10
3	Library	7
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	<b>Total</b>	<b>62</b>

\* 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

<b>1. Course Description</b>
The student is encouraged to explore the new and innovative medical and surgical treatment used in the management of burn by using internet resources which are available inside and outside the campus. This new use must be documented by research work and added to course.

## 2. Course Main Objective

After completing this course successfully the student must be able to recognize different types of burn injuries and common surgical and medical treatment have been utilized in the management of this cases.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Recognize different types of skin layers and burn injuries	K1
1.2	Recognize the pathology and complications of different burn injuries	K2
1.3	Recognize complications of general surgery	K2
1.4	Identify different types of surgery & surgical incision	K2
2	<b>Skills :</b>	
2.1	Measure different fluid replacement therapy for burn cases	S2
2.2	Differentiate different stages of wound healing	S2
2.3	Compare between different types of mastectomy and lymphedema	S2
2.4	Assess types of skin graft and scar tissue	S2
3	<b>Competence:</b>	
3.1	Show self-learning abilities for preparation of assignments.	C5

## C. Course Content

No	List of Topics	Contact Hours
1	Anatomy of skin, Types of burn Physiotherapy in Burn and Plastic Surgeries Chapter-06,p 145-222	2
2	Wound healing Burn care and treatment ,p 31-43 Physiotherapy in Burn and Plastic Surgeries Chapter-06,p 145-222	2
3	Chemical burn and Electrical burn Total Burn Care, p 321,336. Burn care and treatment ,p 149	2
4	Fluid replacement therapy and Pediatric burn Burn care and treatment, p 1-13. Total Burn Care, p 485	2
5	Inhalation injury Total Burn Care, p 248-281	2
6	Graft and Flap Total Burn Rehabilitation ,Chapter 49,p 640-649. Physiotherapy in surgical conditions Physiotherapy in Burn and Plastic Surgeries Chapter-06,p 145-222	2
7	Types of incisions Physiotherapy in surgical conditions Chapter1--03,p 1-80	2
8	Complications of surgeries Physiotherapy in surgical conditions Chapter1--03,p 1-80	2
9	Mastectomy & lymphedema Physiotherapy in surgical conditions Chapter-05_Physiotherapy after Breast Surgeries.	4
<b>Total</b>		<b>20</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize different types of skin layers and burn injuries	Lectures	Written exams Quiz
1.2	Recognize the pathology and complications of different burn injuries	Lectures	Written exams Quiz
1.3	Recognize complications of general surgery	Lectures	Written exams Quiz
1.4	Identify different types of surgery & surgical incision		
<b>2.0</b>	<b>Skills</b>		
2.1	Measure different fluid replacement therapy for burn cases	Lecturing Case study Problem-solving Projects	Written exam Assignment Rubrics
2.2	Identify different stages of wound healing	Lecturing Case study Problem-solving Projects	Written exam Assignment Rubrics
2.3	Identify different types mastectomy and lymphedema	Lecturing Case study Problem-solving Projects	Written exam Assignment Rubrics
2.4	Identify different types of skin graft and scar tissue	Lecturing Case study Problem-solving Projects	Written exam Assignment Rubrics
<b>3.0</b>	<b>Competence</b>		
3.1	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	Mid-term written exam	7th	30%
2	Presentation and/or assignment/ 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

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- Burn care and treatment Author(s): Marc G. Jeschke; Lars-Peter Kamolz; Shahriar Shahrokhi, Publisher: Springer International Publishing, Year: 2021, ISBN: 9783030391935</li> <li>- David N. Herndon - Total Burn Care-Elsevier Inc. (2018) Mitra P.K. Textbook of Physiotherapy in Surgical Conditions First Edition: 2013 ,ISBN 978-93-5090-206-6</li> <li>- Textbook of Physiotherapy in surgical Conditions Mitra P.K. Textbook of Physiotherapy in Surgical Conditions First Edition: 2013 ,ISBN 978-93-5090-206-6</li> </ul>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• Journal of the American Physical Therapy Association</li> <li>• Archives of Physical Medicine and Rehabilitation</li> <li>• Journal of Physical Therapy Science</li> <li>• Journal of Physical Therapy</li> <li>• Journal of Physiotherapy</li> <li>• burns</li> <li>• journal of burn care and rehabilitation</li> <li>• journal of surgical rehabilitation</li> </ul>

<b>Electronic Materials</b>	<a href="http://www.en.wikipedia.org/wiki/Main_Page">www.en.wikipedia.org/wiki/Main_Page</a>
<b>Other Learning Materials</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show - Internet access
<b>Other Resources</b> (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	<b>Indirect</b> (Course evaluation survey and focus group discussion "small group of students").
Extent of achievement of course learning outcomes	Staff member.	<b>Direct</b> (Exams)
Quality of learning resources	Students and Staff members.	<b>Indirect</b> (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

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



# Course Specifications

<b>Course Title:</b>	<b>Cardiopulmonary Diseases</b>
<b>Course Code:</b>	<b>372339-1</b>
<b>Program:</b>	<b>Bachelor in Physical Therapy Program (372000)</b>
<b>Department:</b>	<b>Department of Physical Therapy</b>
<b>College:</b>	<b>College of Applied Medical Sciences</b>
<b>Institution:</b>	<b>Taif University</b>



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<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 1 (theoretical)
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered</b> 9 <sup>th</sup> level/3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b> Exercise Physiology (372318-2)
<b>5. Co-requisites for this course (if any):</b> 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
<b>Contact Hours</b>		
1	Lecture	20
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	<b>20</b>
<b>Other Learning Hours*</b>		
1	Study	45
2	Assignments	10
3	Library	7
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	<b>Total</b>	<b>62</b>

\*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 medical background of the most common cardiac and pulmonary disorders, as well as cardiothoracic surgery and intensive care.

## 2. Course Main Objective

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

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Describe the etiology, pathogenesis, clinical manifestations of the common cardiac and pulmonary disorders.	K2
1.2	Identify various techniques, modalities and methods employed in the evaluation and diagnosis of the common cardiac and pulmonary disorders.	K2
1.3	Outline the medical and surgical management of common cardiac and pulmonary disorders and equipment for life support in intensive care unit.	K2
<b>2</b>	<b>Skills:</b>	
2.1	Analyze various investigation findings of different cardiopulmonary disorders and monitors in intensive care unit.	S2
2.2	Evaluate the common types of cardiothoracic surgeries and equipment inside the intensive care units.	S4
<b>3</b>	<b>Competence:</b>	
3.1	Show self-learning abilities for preparation of assignments.	C5

## C. Course Content

No	List of Topics	Contact Hours
1	Chronic Obstructive Pulmonary Disease (COPD)	2
2	Bronchial asthma	2
3	Restrictive lung disease	2
4	Suppurative lung disease	2
5	Congenital heart disease	2
6	Rheumatic heart disease	2
7	Ischemic heart disease	2
8	Intensive care unit (monitoring and equipment)	4
9	Cardiothoracic surgery	2
<b>Total</b>		<b>20</b>

## 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	<b>Knowledge</b>		
1.1	Describe the etiology, pathogenesis, clinical manifestations of the common cardiac and pulmonary disorders.	Lecturing	Written exams Quiz
1.2	Identify various techniques, modalities and methods employed in the evaluation and diagnosis of the common cardiac and pulmonary disorders.		
1.3	Outline the medical and surgical management of common cardiac and pulmonary disorders and equipment for life support in intensive care unit.		
2.0	<b>Skills</b>		
2.1	Analyze various investigation findings of different cardiopulmonary disorders and monitors in intensive care unit.	Lecturing Discussion	Written exams Assignment Quiz
2.2	Evaluate the common types of cardiothoracic surgeries and equipment inside the intensive care units.		
3.0	<b>Competence</b>		
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	5 <sup>th</sup>	30%
2	Mid-term written exam	7 <sup>th</sup>	30%
3	Final written exam	12 <sup>th</sup> or 13 <sup>th</sup>	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**

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- Ellen Hillegass, 2011: Essentials of cardiopulmonary physical therapy, 3rd ed., Saunders, Elsevier, (ISBN: 978-1-437-70381-8) .</li> <li>- Jaime C Paz and Michele P. West, 2014: Acute Care Handbook for Physical Therapists, 3rd ed., Saunders, Elsevier, (ISBN: 978-1-4557-2896-1).</li> </ul>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>- Frances J. Brannon, 1997: Cardiopulmonary Rehabilitation: Basic theory and application, 3rd ed., F. A. Davis Company (ISBN13: 9780803603189).</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>- Link for the course at Blackboard Learn Portal on Taif university webpage (<a href="https://lms.tu.edu.sa/webapps/login/">https://lms.tu.edu.sa/webapps/login/</a>)</li> <li>- SDL (on Taif University website).</li> </ul>
<b>Other Learning Materials</b>	NA

**2. Facilities Required.**

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

Item	Resources
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show - Internet access
<b>Other Resources</b> (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

<b>Course Title:</b>	<b>Orthotics and Prosthetics</b>
<b>Course Code:</b>	<b>372343-1</b>
<b>Program:</b>	<b>Bachelor in Physical Therapy Program (372000)</b>
<b>Department:</b>	<b>Department of Physical Therapy</b>
<b>College:</b>	<b>College of Applied Medical Sciences</b>
<b>Institution:</b>	<b>Taif University</b>

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1. Course Description .....	3
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<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>4</b>
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<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation</b> .....	<b>6</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>



## A. Course Identification

<b>1. Credit hours:</b>	1 (theoretical)
<b>2. Course type</b>	
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"/>
<b>3. Level/year at which this course is offered</b>	9 <sup>th</sup> level/3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b>	N/A
<b>5. Co-requisites for this course (if any):</b>	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
<b>Contact Hours</b>		
1	Lecture	20
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	<b>20</b>
<b>Other Learning Hours*</b>		
1	Study	45
2	Assignments	10
3	Library	7
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	<b>Total</b>	<b>62</b>

\*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 provide student with different type of orthotics and prosthetics, its advantage ,disadvantages and different cases can use it .

## 2. Course Main Objective

- Main Objective of this course to provide student with different material used in the fabrication of upper and lower extremity prosthesis or orthoses, different types of upper and lower extremity prosthesis or orthoses.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	- Recognize, classification and different components of orthotics, prosthetics and moving aids	K3
1.2	- Recognize measurements of different moving aids	K3
1.3	- List the indications, advantage, disadvantages and uses of different types of orthotics, prosthetics and moving aids	K3
<b>2</b>	<b>Skills:</b>	
2.1	- Select the appropriate components/orthoses, prostheses or moving aids according to the problem of patient	S2
<b>3</b>	<b>Competence:</b>	
3.1	develop self-learning abilities through preparation of assignments.	C3

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction and principles of orthotics and Walking aids orthotics	2
2	Lower limb orthotics	2
3	Lower limb orthotics	2
4	Upper limb orthotics	2
5	Spinal orthotics	2
6	Wheelchair components	2
7	Lower limb prosthesis	2
8	Lower limb prosthesis	2
9	Upper limb prosthesis	2
10	Upper limb prosthesis	2
<b>Total</b>		<b>20</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize, classification and different components of orthotics, prosthetics and moving aids	Lecturing	Written exams Quiz
1.2	Recognize measurements of different moving aids		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.3	List the indications, advantage, disadvantages and uses of different types of orthotics, prosthetics and moving aids		
2.0	<b>Skills</b>		
2.1	- Select the appropriate components/orthoses, prostheses or moving aids according to the problem of patient	Lecturing Discussion	Written exams Assignment Quiz
3.0	- Develop the proper moving aid according to patient needs and aim in rehabilitation.		
3.1	Develop self-learning abilities through preparation of assignments.	Lecturing Discussion	Assignment

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term written exam	7th	30%
2	Presentation and or Assignment	9th	30%
3	Final written exam	12th or 13th	40%

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

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- 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-Hoc9dHidXlrGk8-3fNNHnrvbkNY/view>)

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Orthotics and prosthetics in rehabilitation, Kevin K. Chui, Milagros "Millee" Jorge, ... Michelle M. Lusard, 2020, 4th edition
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>- Journal of Prosthetics and Orthotics</li> <li>- Lower limb prosthetics and orthotics, Edelstein, Joan E. and Alex Moroz. "Lower-Limb Prosthetics and Orthotics: Clinical Concepts." (2010).</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>- Link for the course at Blackboard Learn Portal on Taif university webpage (<a href="https://lms.tu.edu.sa/webapps/login/">https://lms.tu.edu.sa/webapps/login/</a>)</li> <li>- SDL (on Taif University website).</li> </ul>
<b>Other Learning Materials</b>	N/A

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- Data show</li> <li>- Internet access</li> </ul>
<b>Other Resources</b> (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	<b>Indirect</b> (Course evaluation survey and focus group discussion "small group of students").
Extent of achievement of course learning outcomes	Staff member.	<b>Direct</b> (Exams)
Quality of learning resources	Students and Staff members.	<b>Indirect</b> (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

<b>Course Title:</b>	<b>Physical therapy for burns and general surgery</b>
<b>Course Code:</b>	<b>372338-4</b>
<b>Program:</b>	<b>Bachelor in Physical Therapy Program (372000)</b>
<b>Department:</b>	<b>Department of Physical Therapy</b>
<b>College:</b>	<b>College of Applied Medical Sciences</b>
<b>Institution:</b>	<b>Taif University</b>

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1. Course Description .....	<b>Error! Bookmark not defined.</b>
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
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1. Learning Resources .....	6
2. Facilities Required.....	7
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b>	4 (3 theoretical+ 1 practical)
<b>2. Course type</b>	
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"/>
<b>3. Level/year at which this course is offered</b>	9 <sup>th</sup> level/3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b>	NA
<b>5. Co-requisites for this course (if any):</b>	Burns & general surgery (372337-1)

### 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
<b>Contact Hours</b>		
1	Lecture	40
2	Laboratory/Studio	20
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	<b>60</b>
<b>Other Learning Hours*</b>		
1	Study	90
2	Assignments	20
3	Library	14
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	<b>Total</b>	<b>124</b>

\*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

The student is encouraged to explore the new and innovative use of electro and hydrotherapy modalities in addition to exercise therapy in the management of burn and general surgery by using internet resources which are available inside and outside the campus. This new use must be documented by research work and added to course.



## 2. Course Main Objective

This course aimed to enable students to evaluate patients with burn and General surgeries, identify patient's problems and implement the proper evaluation or and/ or physiotherapy technique. Student should also be capable of measuring the effectiveness of different physiotherapy treatment programs and they should practice within the ethical and professional standards of the health institution..

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Recognize main problems of burn and surgical patients	K2
1.2	Outline the proper physical therapy program for the patients	K3
<b>2</b>	<b>Skills:</b>	
2.1	Analyze the proper procedure of modalities used in the management of burn and general surgery patients.	S2
2.2	Develop the proper physical therapy program according to phase of rehabilitation.	S3
2.3	Evaluate patients before and after treatment.	S2
<b>3</b>	<b>Competence:</b>	
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 Burn and general surgery physiotherapy practice in a sound and safe manner.	C4
3.3	Demonstrate effective communication skills with other members of health care team.	C2

## C. Course Content

No	List of Topics	Contact Hours
1	Positioning and splinting in burn management Total Burn Rehabilitation ,Chapter 49,p620-628 Physiotherapy in Burn and Plastic Surgeries Chapter-06,p 145-222	4
2	Exercise therapy and stretching on burn care Total Burn Rehabilitation ,Chapter 49,p 640-649 Physiotherapy in Burn and Plastic Surgeries Chapter-06,p 145-222	4
3	Electro physical agent and wound healing Therapeutic Electrophysical Agents_ Evidence Behind Practice Part IV Electrical Stimulation for Tissue Healing and Repair,281	4
4	Physical therapy for hypertrophic scar Total Burn Rehabilitation, Chapter 49,p 640-649. Physiotherapy in surgical conditions	4

	Physiotherapy in Burn and Plastic Surgeries Chapter-06,p 145-222	
5	Physical therapy for skin graft Total Burn Rehabilitation, Chapter 49,p 640-649. Physiotherapy in surgical conditions Physiotherapy in Burn and Plastic Surgeries Chapter-06,p 145-222	4
6	Physical therapy for hand burn Total Burn Rehabilitation, Chapter 49,p 640-649. Physiotherapy in surgical conditions Physiotherapy in Burn and Plastic Surgeries Chapter-06,p 145-222	4
7	Physical therapy for cholecystectomy and appendectomy Physiotherapy in surgical conditions Chapter1--03,p 1-80	4
8	Physical therapy for hernia Physiotherapy in surgical conditions Chapter1--03,p 1-80	4
9	Physical therapy for mastectomy and lymphedema Physiotherapy in surgical conditions Chapter-05_Physiotherapy after Breast Surgeries.	8
<b>Total</b>		<b>40</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize main problems of burn and surgical patients.	Lecturing	Written exams Quiz
1.2	Outline the proper physical therapy program for the patients		
<b>2.0</b>	<b>Skills</b>		
2.1	Write the proper procedure of modalities used in the management of burn and general surgery patients	Lecturing Discussion	Written exams Assignment Quiz
2.2	Develop the proper physical therapy program according to phase of rehabilitation.		
2.3	Evaluate patients before and after treatment.	Lecturing Discussion	Written exams Assignment Quiz
<b>3.0</b>	<b>Competence</b>		
3.1	Perform the basic evaluative and therapeutic procedures appropriate for Burn and general surgery physiotherapy practice in a sound and safe manner.	Project Practical session	Practical exam Assignment Presentation Project evaluation

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Show self-learning abilities for preparation and effective presentation of assignments.	Project Practical session	Practical exam Assignment Presentation Project evaluation
3.3	Demonstrate effective communication skills with other members of health care team.	Project Practical session	Practical exam Assignment Presentation Project evaluation

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term written exam	5 <sup>th</sup>	20%
2	Mid-term practical exam (case study)	6 <sup>th</sup>	10%
3	Assignment	8 <sup>th</sup>	10%
4	Final practical exam	11 <sup>th</sup>	20%
5	Final written exam	12 <sup>th</sup> or 13 <sup>th</sup>	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 :

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

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- • Burn care and treatment Author(s): Marc G. Jeschke; Lars-Peter Kamolz; Shahriar Shahrokhi, Publisher: Springer International Publishing, Year: 2021, ISBN: 9783030391935</li> <li>- Total burn care Author(s): David N. Herndon, Publisher: Elsevier Inc., Year: 2018 ISBN: 9780323476614, 9780323497428</li> <li>- Textbook of Physiotherapy in surgical Conditions Mitra P.K. Textbook of Physiotherapy in Surgical Conditions First Edition: 2013, ISBN 978-93-5090-206-6</li> <li>- Therapeutic modalities in rehabilitation Author(s): William Prentice, Publisher: McGraw-Hill Medical, Year: 2005.</li> <li>- Tidy's physiotherapy Author(s): Stuart Porter (Eds.), Publisher: Churchill Livingstone, Year: 2013</li> </ul>
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<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• Journal of the American Physical Therapy Association</li> <li>• Archives of Physical Medicine and Rehabilitation</li> <li>• Journal of Physical Therapy Science</li> <li>• Journal of Physical Therapy</li> <li>• Journal of Physiotherapy</li> <li>• Journal of burn care and rehabilitation</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>- Link for the course at Blackboard Learn Portal on Taif university webpage (<a href="https://lms.tu.edu.sa/webapps/login/">https://lms.tu.edu.sa/webapps/login/</a>)</li> <li>- <a href="http://www.en.wikipedia.org/wiki/Main_Page">www.en.wikipedia.org/wiki/Main_Page</a></li> </ul>
<b>Other Learning Materials</b>	N/A

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show - Internet access
<b>Other Resources</b> (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	<b>Indirect</b> (Course evaluation survey and focus group discussion "small group of students").
Extent of achievement of course learning outcomes	Staff member.	<b>Direct</b> (Exams)
Quality of learning resources	Students and Staff members.	<b>Indirect</b> (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

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



# Course Specifications

<b>Course Title:</b>	<b>Physical Therapy for Cardiopulmonary Diseases</b>
<b>Course Code:</b>	<b>372342-3</b>
<b>Program:</b>	<b>Bachelor in Physical Therapy Program (372000)</b>
<b>Department:</b>	<b>Department of Physical Therapy</b>
<b>College:</b>	<b>College of Applied Medical Sciences</b>
<b>Institution:</b>	<b>Taif University</b>

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<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
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<b>E. Student Academic Counseling and Support</b> .....	<b>5</b>
<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 3 (2 theoretical+ 1 practical)
<b>2. Course type:</b>
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"/>
<b>3. Level/year at which this course is offered:</b> 9 <sup>th</sup> level/3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b> NA
<b>5. Co-requisites for this course (if any):</b> Cardiopulmonary Diseases (372339-1)

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	5 hours/week (50 hours/semester)	100%
2	Blended	--	--
3	E-learning	--	--
4	Correspondence	--	--
5	Other	--	--

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	20
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	<b>50</b>
<b>Other Learning Hours*</b>		
1	Study	90
2	Assignments	20
3	Library	14
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	<b>Total</b>	<b>124</b>

\*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 focuses on the principles and concepts of cardiopulmonary physical therapy for acute and chronic conditions, patients who underwent cardiothoracic surgery, and patients inside the intensive care unit.

## 2. Course Main Objective

The main objective of this course is to provide the essential knowledge and skills to evaluate patients with cardiac and respiratory disorders, 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
<b>1</b>	<b>Knowledge:</b>	
1.1	Identify the common clinical problems related to cardiopulmonary system, based on history taking and physical examination	K2
1.2	Describe various physical therapy techniques, modalities and methods employed in the assessment and treatment of cardiopulmonary disorders.	K3
<b>2</b>	<b>Skills:</b>	
2.1	Evaluate the cardiopulmonary clinical problems using physiotherapeutic testing procedures.	S2
2.2	Design appropriate cardiopulmonary plan of care addressing the functional problems of the patients.	S3
<b>3</b>	<b>Competence:</b>	
3.1	Perform the basic evaluative and therapeutic procedures appropriate for cardiopulmonary physiotherapy practice in a sound and safe manner.	C4
3.2	Show self-learning abilities for preparation and effective presentation of assignments.	C5

## C. Course Content

No	List of Topics (theoretical)	Contact Hours
1	Physical examination of the respiratory system.	3
2	Physical therapy methods for pulmonary rehabilitation	6
3	Physical therapy management for COPD, bronchial asthma, RLD, and SLD	3
4	Physical examination of cardiovascular system.	3
5	Cardiac rehabilitation (Phase I).	3
6	Cardiac rehabilitation (Phase II and III).	3
7	Physiotherapy in ICU (monitoring and intervention)	6
8	Physiotherapy management for cardiothoracic surgery patients	3
<b>Total</b>		<b>30</b>
No	List of Topics (practical)	Contact Hours
1	Physical examination of the respiratory system.	4



2	Physical therapy methods for pulmonary rehabilitation	4
3	Physical examination of cardiovascular system.	2
4	Cardiopulmonary exercise testing and cardiac rehabilitation	4
5	Physiotherapy in ICU (suction, incentive spirometer, mobilizing patients in ICU)	4
6	Physiotherapy management for cardiothoracic surgery patients	2
<b>Total</b>		<b>20</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify the common clinical problems related to cardiopulmonary system, based on history taking and physical examination	Lecturing Discussion	Written exams Assignment Quiz
1.2	Describe various physical therapy techniques, modalities and methods employed in the assessment and treatment of cardiopulmonary disorders.		
<b>2.0</b>	<b>Skills</b>		
2.1	Evaluate the cardiopulmonary clinical problems using physiotherapeutic testing procedures.	Lecturing Discussion Case study Practical session	Written exam Assignment Quiz Practical exam
2.2	Design appropriate cardiopulmonary plan of care addressing the functional problems of the patients.		
<b>3.0</b>	<b>Competence</b>		
3.1	Perform the basic evaluative and therapeutic procedures appropriate for cardiopulmonary physiotherapy practice in a sound and safe manner.	Practical session	Practical exam
3.2	Show self-learning abilities for preparation and effective presentation of assignments	Project	Assignment Project evaluation

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term written exam	7 <sup>th</sup>	20%
2	Mid-term practical exam (case study)	8 <sup>th</sup>	10%
3	Assignment	All through	10%
4	Final practical exam	11 <sup>th</sup>	20%
5	Final written exam	12 <sup>th</sup> or 13 <sup>th</sup>	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-Hoc9dHidXlrGk8-3fNNHnrvbkNY/view>)

**F. Learning Resources and Facilities**

**1. Learning Resources**

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- Ellen Hillegass, 2011: Essentials of cardiopulmonary physical therapy, 3rd ed., Saunders, Elsevier, (ISBN: 978-1-437-70381-8) .</li> <li>- Jaime C Paz and Michele P. West, 2014: Acute Care Handbook for Physical Therapists, 3rd ed., Saunders, Elsevier, (ISBN: 978-1-4557-2896-1).</li> </ul>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>- Frances J. Brannon, 1997: Cardiopulmonary Rehabilitation: Basic theory and application, 3rd ed., F. A. Davis Company. (ISBN13: 9780803603189).</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>- Link for the course at Blackboard Learn Portal on Taif university webpage (<a href="https://lms.tu.edu.sa/webapps/login/">https://lms.tu.edu.sa/webapps/login/</a>)</li> <li>- SDL (on Taif University website).</li> </ul>
<b>Other Learning Materials</b>	NA

**2. Facilities Required**

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration)	<ul style="list-style-type: none"> <li>- Classroom</li> <li>- Laboratory</li> </ul>

Item	Resources
rooms/labs, etc.)	
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show - Internet access
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	- Anatomical models for lungs and heart - Sphygmomanometer and stethoscopes - Weight and height scale - Tri-flow (incentive spirometer) - Portable Doppler - Tape measure - Tubes, catheters, and ambo-bag - Bicycle ergometer. - Facilities at the Medical Simulation Center at Taif University.

## 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

<b>Course Title:</b>	<b>Radiology for Physical Therapy</b>
<b>Course Code:</b>	<b>372344-2</b>
<b>Program:</b>	<b>Bachelor in Physical Therapy Program (372000)</b>
<b>Department:</b>	<b>Department of Physical Therapy</b>
<b>College:</b>	<b>College of Applied Medical Sciences</b>
<b>Institution:</b>	<b>Taif University</b>

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1. Course Description .....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support</b> .....	<b>5</b>
<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b>	2 (theoretical)
<b>2. Course type</b>	
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"/>
<b>3. Level/year at which this course is offered</b>	9 <sup>th</sup> level/3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b>	NA
<b>5. Co-requisites for this course (if any):</b>	NA

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hour/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
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	<b>30</b>
<b>Other Learning Hours*</b>		
1	Study	45
2	Assignments	10
3	Library	7
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	<b>Total</b>	<b>62</b>

\*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 medical radiological background of the most common appearance of different imaging modalities, as well as radiographic appearance of bone and joint disorders.

## 2. Course Main Objective

The main objective of this course is to provide basic medical knowledge, regarding common radiology and imaging interpretation of variety of pathological findings, using different imaging modalities

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Describe the basic principles of fundamental of radiology and recognize the pathology from radiograph.	K2
1.2	Recognize the different types of bone and joint pathology on different imaging modalities	K2
<b>2</b>	<b>Skills:</b>	
2.1	Identify the contrast difference in radiographic images of bone and joint disorders	S2
2.2	Compare the different radiographic features of bone disorders in different imaging modalities.	S2
<b>3</b>	<b>Competence:</b>	
3.1	Show the ability of self-learning and solving problems	C3

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction of radiology and importance of course for physiotherapists Chapter 1 page No 1 text book Diagnostic Imaging for Physical Therapist	3
2	Positioning of radiographs & standard radiographs Chapter 2 page No 22 text book Diagnostic Imaging for Physical Therapist	3
3	Major Modalities of Diagnostic imaging Chapter 3 page No 29 text book Diagnostic Imaging for Physical Therapist	3
4	Radiographic density and radiolucent versus radiopaque Chapter 3 page No 29 text book Diagnostic Imaging for Physical Therapist	3
5	How to evaluate X-ray radiograph Chapter 3 page No 29 text book Diagnostic Imaging for Physical Therapist	3
6	Common disorders of bones and joints 1 Bones and joints X-ray and CT appearance Chapter 8 page No 151 text book Diagnostic Imaging for Physical Therapist	3
7	Common disorders of bones and joints 2 and radiographic features in different imaging modalities Chapter 10 page No 224 text book Diagnostic Imaging for Physical Therapist	3
8	Common disorders of bones and joints 3 Chapter 6 page No 99 text book Diagnostic Imaging for Physical Therapist	3
9	Common disorders of bones and joints 4	3

	Chapter 5 page No 80 text book Diagnostic Imaging for Physical Therapist	
10	CT, MRI and x-ray interpretation Chapter 11 page No 282 text book Diagnostic Imaging for Physical Therapist	3
<b>Total</b>		<b>30</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Describe the basic principles of fundamental of radiology and recognize the pathology from radiograph	Lecturing	Written exams Quiz
1.2	Recognize the different types of bone and joint pathology on different imaging modalities		
<b>2.0</b>	<b>Skills</b>		
2.1	Identify the contrast difference in radiographic images of bone and joint disorders	Lecturing	Written exams
2.2	Compare the different radiographic features of bone disorders in different imaging modalities.		
<b>3.0</b>	<b>Competence</b>		
3.1	Show the ability of self-learning and solving problems.	Discussion	Assignment

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment	5 <sup>th</sup>	30%
2	Mid-term written exam	7 <sup>th</sup>	30%
3	Final written exam	12 <sup>th</sup> or 13 <sup>th</sup>	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**

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- Diagnostic Imaging for Physical Therapist- Sunder 2009- 1<sup>st</sup> edition</li> <li>- Jeffery Papp. Text book of radiology and imaging – Sutton.2006 4th edition.</li> <li>- William J . Introduction to radiographic technology –Sunder 2010 3rd edition.</li> </ul>
<b>Essential References Materials</b>	- N/A
<b>Electronic Materials</b>	- Link for the course at Blackboard Learn Portal on Taif university webpage ( <a href="https://lms.tu.edu.sa/webapps/login/">https://lms.tu.edu.sa/webapps/login/</a> )
<b>Other Learning Materials</b>	NA

**2. Facilities Required.**

<b>Item</b>	<b>Resources</b>
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show - Internet access
<b>Other Resources</b> (Specify, e.g. if specific laboratory	- NA

Item	Resources
equipment is required, list requirements or attach a list)	

## 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