

### Field Experience Specifications (Clinical Practice – 4)

For direction on the completion of this template, refer NCAAA guidebooks or the Accreditation Management System.

Institution: <b>Najran University</b>	Date of Report: <b>1/ 5 / 1438</b>
College: <b>Applied Medical Sciences</b>	Department: <b>Medical Rehabilitation Science</b>
Program: <b>Physiotherapy Program.</b>	Track: <b>175</b>

#### A. Field Experience Course Identification and General Information

1. Field experience course title and code: <b>Clinical Practice -4 (503 PTH-4)</b> (الممارسة الإكلينيكية-4 (503 عطب-4)			
2. Credit hours (if any): <b>4 hours</b>			
3. Name and title of faculty or teaching staff member responsible for the field experience. <b>DR\ Mohamed Ahmed Eid</b>			
4. Dates and times allocation of field experience activities.  a. Dates: <b>Every Wednesday.</b>  b. Times: <b>from 8:00 am to 4 pm.</b>			
5. Level or year of the field experience. <b>9<sup>th</sup> level last year.</b>			
6. List names, addresses, and contact information for all field experience locations currently being utilized by the program.			
	Name and Address	Name of Contact Person	Contact Information (email address or mobile)
a.	<b>Pediatric rehabilitation unit</b>	<b>Dr\ Mohamed Ahmed Eid</b>	<b>0597620659</b> <a href="mailto:mohamed.eid27@yahoo.com">mohamed.eid27@yahoo.com</a>

## B. Learning Outcomes

### 1. List learning outcomes for the field experience.

Students should have an opportunity to apply the theoretical concepts learned in foundations of Physical Therapy for pediatrics which include neuropsychiatry orthopedic and musculoskeletal disorders in pediatric disorders, genetic disorders metabolic disorders and post-surgical physical therapy intervention in rehabilitation practice. Students should be able to build on the knowledge & the interpersonal clinical assessment & clinical intervention skills learned in the weekly clinical skills sessions and on clinical as part of Clinical Practice courses. Students will have the opportunity to revise previously learned skills with either their clinical lecturer or their preceptor & will develop new skills as the opportunity arises in their practice setting. The course is an integrated approach to clinical problem-solving.

### 2. Learning Outcomes 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. For Program Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

**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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize different types of static encephalopathy and its pathologically developmental sequence.	clinical class, case presentation, problem solving	Repeated oral and clinical exam. Assignments. Log book
1.2	Memorized principles and skills of pediatrics evaluations and rehabilitation techniques	clinical class, case presentation, problem solving	Repeated oral and clinical exam. Assignments. Log book
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Recognize different types of pediatric disabilities require physical therapy treatment	clinical class, case presentation, problem solving	Repeated oral and clinical exam, problem solving, case
2.2	Judge suitable method for evaluating muscle tone, flexibility and reflexive maturation, growth and development and special testing for musculoskeletal disorders.	clinical class, case presentation, problem solving	Repeated oral and clinical exam, problem solving, case
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Show Collaboration with colleagues as a team work.	Clinical class, research, work shop and assignment	Clinical exam, student observation, problem solving
3.2	Demonstrate ethically participation inside the lecture and practical classes with the staff, colleagues and environment like instruments, benches, practical devices.	Clinical class, case study.	Clinical exam, student observation, problem solving
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Research efficiently using different knowledge resources including the library resources and websites.	Clinical class, case Presentation,	direct observation, research paper direct observation in clinical exams
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Apply all methods of pediatrics evaluation and treatment.	clinical class, case study,	Practical and oral exam, presentation, case study, clinical objective exam, direct observation
5.2	Manipulate different equipment and rehabilitation protocols efficiently in different pediatrics disorders efficiently.	clinical class, case study,	Practical and oral exam, presentation, case study, clinical objective exam, direct observation

### C. Description of Field Experience Activity:

<p>1. Describe the major student activities taking place during the field experience.</p> <p>Students must demonstrate sufficient motor function to safely perform initial and ongoing assessments and interventions on children, including collecting data and performing assessment measures.</p> <p>Students must be able to use common diagnostic aids or instruments either directly or in an adaptive form (e.g., DDST, PDMS-2, GMFM, goniometer, reflex hammer, and tape measure) and provide the necessary physical guidance for exercise and/or functional movement by instruction or demonstration.</p> <p>Students must be able to execute motor movements reasonably required to ensure patient safety and treatment effectiveness, either through the students' own movement or through their ability to guide or direct the movement of others.</p> <p>Sample situations that require such movement include balance, gait or transfer training; function training, facilitation of milestones, common facilitatory and inhibitory techniques, mobilization techniques; therapeutic exercise; or maneuvering in confined spaces.</p> <p>students are expected to have the energy to be able to participate in all learning experiences of the educational program (classroom, laboratory, clinical) including being able to sit, bend, push, pull, reach, walk or stand for most of the day</p>
2. List required assignments, projects, and reports
a. <b>Intensive physical therapy program</b>
b. <b>Conductive education</b>
c. <b>Hippo-therapy</b>
d. <b>Sensory motor integration</b>
e. <b>vestibular stimulation.</b>
<p>3. Follow up with students. What arrangements are made to collect student feedback?</p> <p><b>Tutorial are held during the bedside teaching sessions to teach student on how to perform proper history taking and physical examination and they are challenged on the problem solving of the case been discussed with their tutors.</b></p>

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

**The Clinical Coordinator is a faculty member who is responsible for coordinating the students' placements for the Clinical Practice component of the Program in collaboration with the Chair of the Program. The Clinical Coordinator ensures that the educational philosophy and goals of the Program are met.**

#### 5. Supervisory Responsibilities .

	Student	Field Teaching Staff	Program Faculty and Teaching Staff
<b>Student Activities</b>			
a. transport to and from site		Dr. Mohamed Eid	Dr. Mohamed Eid
b. demonstrate learning outcome performance		Dr. Mohamed Eid	Dr. Mohamed Eid
c. completion of required tasks, assignments, reports, and projects		Dr. Mohamed Eid	Dr. Mohamed Eid
<b>Supervision Activities</b>			
a. field site – safety		Dr. Mohamed Eid	Dr. Mohamed Eid
b. student learning activities		Dr. Mohamed Eid	Dr. Mohamed Eid
c. learning resources		Dr. Mohamed Eid	Dr. Mohamed Eid
d. administrative (attendance)		Dr. Mohamed Eid	Dr. Mohamed Eid
<b>Planning Activities</b>			
a. student activities		Dr. Mohamed Eid	Dr. Mohamed Eid
b. learning experiences		Dr. Mohamed Eid	Dr. Mohamed Eid
c. learning resources		Dr. Mohamed Eid	Dr. Mohamed Eid
d. field site preparations		Dr. Mohamed Eid	Dr. Mohamed Eid
e. student guidance and support		Dr. Mohamed Eid	Dr. Mohamed Eid
<b>Assessment Activities</b>			
a. student learning outcomes		Dr. Mohamed Eid	Dr. Mohamed Eid
b. field experience		Dr. Mohamed Eid	Dr. Mohamed Eid
c. field teaching staff		Dr. Mohamed Eid	Dr. Mohamed Eid
d. program faculty and teaching staff		Dr. Mohamed Eid	Dr. Mohamed Eid
e. field site		Dr. Mohamed Eid	Dr. Mohamed Eid
f. learning resources		Dr. Mohamed Eid	Dr. Mohamed Eid

#### b. Explain the student assessment process.

Assessment	Assessment task	Week due	Proportion of Final Assessment
1	First clinical exam	3	5 %
2	Assignment	6	5%
3	Clinical midterm exam	8	30%
4	Research	11	5%
5	Second clinical exam	14	5%
6	Final term practical exam.	18	50%

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?)

**Not applicable, as there is only one teaching staff who perform all responsibility for student assessment.**

## 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
<b>a. Pediatric rehabilitation unit.</b> <b>b. Pediatric rehabilitation tool.</b> <b>c. Beds, mats, balls, rolls and wedges.</b> <b>d. Desks to write down observations.</b> <b>e. Smart board to show some facts.</b>	<b>Good ventilation,</b> <b>Fire distinguishers</b> <b>Wide place</b> <b>No obstacles</b>	NA
Explain the decision-making process used to determine appropriate field experience locations. <ul style="list-style-type: none"> <li>It is the only site which introduce pediatric rehabilitation services in the Najran area.</li> </ul>		

### 2. Identification of Field Staff and Supervisors:

List Qualifications	List Responsibilities	List Training Required
<b>a. Dr. Mohamed Ahmed Eid PhD of physical therapy for growth and development disorders in children and its surgery</b>	<b>Teaching and supervision of the students of the clinical practice-4</b>	None
Explain the decision- making process used to determine appropriate field staff and supervisors.  <b>The field staff and supervisors must be specialist in pediatric rehabilitation.</b>		

### 3. Identification of Students:

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
<b>a. 307 PHTH course</b>	Not applicable	Not applicable
Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities. <ul style="list-style-type: none"> <li>Achievement of all pre-requisites that prepare the student to enroll in this course.</li> </ul>		

#### 4. Safety and Risk Management:

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
Wide place Good ventilation Fire extinguishers	Child trauma Fire Bad ventilation	Providing wide place Providing fire extinguishers Providing air conditioning	Member of safety committee who trained for studying, designing and planning safety requirements and precautions.
<p>Explain the decision-making process used to protect and minimize safety risks.</p> <ul style="list-style-type: none"> <li>The dean of applied medical science college form the Committee of Safety and Security. This committee studied the safety requirements and precautions in the college, then determining potential risks and planning safety precautions.</li> </ul>			

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?

Not applicable

#### E. Evaluation of the Field Experience:

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

##### a. Students

- Tutor feedback to student during the clinical practice session
- Periodicals, Midterm and Final term clinical examination

##### b. Supervising staff in the field setting

- Student and course organizer feedback to the committee.

##### c. Supervising faculty from the institution

- Feedback from the other faculty staff, and head of department.

##### e. Others—(eg. graduates, independent evaluator, etc.)

- Grade and the marks of the students all through the semester.



2. Action Plan for Next Semester/Year:				
Actions Recommended for further improvement	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
a. Contact with the maternity and children hospital in Najran to accept training our students.	Sending a request to the hospital will be done by the dean of the college.	1 / 4 / 1438	30 / 5 /1438	Dean of the college
b. Establish pediatric physical therapy center in Najran University hospital	Preparing for Equipped physiotherapy center for children.	1 / 5 / 1438	30 / 5 /1438	Dean of the college
c. Modifying the course specification according to latest research studies.	Collecting new rehabilitation researches concerning pediatric rehabilitation and included it in the course topics.	1 / 4 / 1438	30 / 4 /1438	Course coordinator

Name of Instructor: Dr. Mohamed Ahmed Eid

Signature: *Mohamed Eid*

Date Report Completed: 1 / 5 / 1438

Name of Field Experience Teaching Staff: Dr. Mohamed Ahmed Eid

Program Coordinator: Dr. Mohamed Ahmed Eid

Signature: *Mohamed Eid*

Date Received: 20 / 8 / 1438