

## T8. Field Experience Specification

For direction on the completion of this template, refer NCAAA guidebooks..

Institution <b>Najran University</b>	Date of Report <b>26-8-1438 H 22-5-2017</b>
College <b>College of Applied Medical Science</b> Program <b>Physiotherapy Program.</b>	Department <b>Department of Medical Rehabilitation Science</b> Track

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

1. Field experience course title and code <b>Clinical Practice -1 (PHTH 307)    (4 عطب 307) 1 ممارسة إكلينيكية - 1</b>			
2. Credit hours (if any) <b>4 credit hours.</b>			
3. Name and title of faculty or teaching staff member responsible for the field experience. <b>Mohammed Jarrar</b>			
4. Dates and times allocation of field experience activities a. Dates: <b>Sunday(each week</b> b. Times: <b>from 8:00 am to 4:00 pm.</b>			
5. Level or year of the field experience <b>Level 6 / 3<sup>rd</sup> year</b>			
6. 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.	<b>physiotherapy Clinic Najran university</b>	<b>Mohammed Jarrar</b>	<b>002764110</b>
b.			
c.			
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.

تتوافق مخرجات تعلم البرنامج وأساليب التقييم واستراتيجيات التدريس وتعمل مع بعضها البعض في تناغم كمنظومة واحدة تبلور التوافق بين تعليم وتعلم الطلبة.

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.

يحدد الإطار الوطني للمؤهلات خمسة مجالات تعليمية، من المطلوب وضع مخرجات تعلم في المجالات الأربع الأولى وأحياناً بعض البرامج والتخصصات تتطلب أيضاً وضع مخرجات تعلم تحت المجال الخامس النفسحركي.

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

الجدول التالي يوضح الخمس مجالات تعلم وفقاً للإطار الوطني للمؤهلات، وهي مرقمة في العمود الأيسر.

**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.

أولاً، قم بإدراج مخرجات التعلم المناسبة والقابلة للقياس تحت كل مجال من مجالات التعلم (انظر إلى المقترحات أسفل الجدول). ثانياً، قم بإدراج استراتيجيات التدريس الداعمة التي تتوافق وتتماشى مع أساليب التقييم ومخرجات التعلم المستهدفة. ثالثاً، قم بإدراج أساليب التقييم المناسبة التي تقيس بدقة وتقيم مخرج التعلم. كل مخرج تعلم للبرنامج، أسلوب التقييم، واستراتيجية التدريس يجب تتوافق معاً كعملية متكاملة للتدريس والتعلم. يتناغم كل مخرج تعلم للبرنامج، وطريقة تقييمه، واستراتيجية تدريسه وتتكامل معاً في منظومة واحدة ومتكاملة في عملية التعليم والتعلم.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	State principles of evaluation of common musculoskeletal problems. -	Practical sessions. -Tutorials. -Clinical Observations	Direct supervision of the student during the clinical session

1.2	Describe skills of evaluation and management of important musculoskeletal diseases.	Practical sessions. -Tutorials. -Clinical Observations	- Midterm and Final clinical examinations
2.0	<b>Cognitive Skills</b>		
2.1	Recognize pathological and physical findings of different musculoskeletal problems requiring hospitalization.	Practical sessions. -Tutorials. -Clinical Observations	Group instructors will assess the following goals during the bedside teaching session:
2.2	Summarize in verbal and written format, a comprehensive history, physical examination and a problem focused assessment and plan for hospitalized patients.	Practical sessions. -Tutorials. -Clinical Observations	<p>-Use knowledge of the pathophysiology of signs and symptoms to establish clinical correlation's with disease processes.</p> <p>Develop an accurate and complete problem list.</p> <p>Formulate a reasoned differential diagnosis for each problem.</p>
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate basic principles of clinical ethics, including medial professionalism.	-Practical sessions. -Tutorials. -Clinical Observations	-Midterm and final clinical examination
3.2			
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Research efficiently using different resources including the library and websites and also interpretdata, reports and make observations and conclusions.	-Practical sessions. -Tutorials. -Clinical Observations	<p>- Develop ethical skill lab in which different ethical scenario will be performed under supervision.</p> <p>-Collaborate effectively and form and sustain effective therapeutic relationships.</p>
4.2			
5.0	<b>Psychomotor</b>		
5.1	- Operate and use new instruments relevant	-Practical sessions.	Direct instruction during

	to the training program.	-Tutorials. -Clinical Observations	the class -Midterm and final clinical examinations
5.2	- Perform the program of treatment on different cases.		

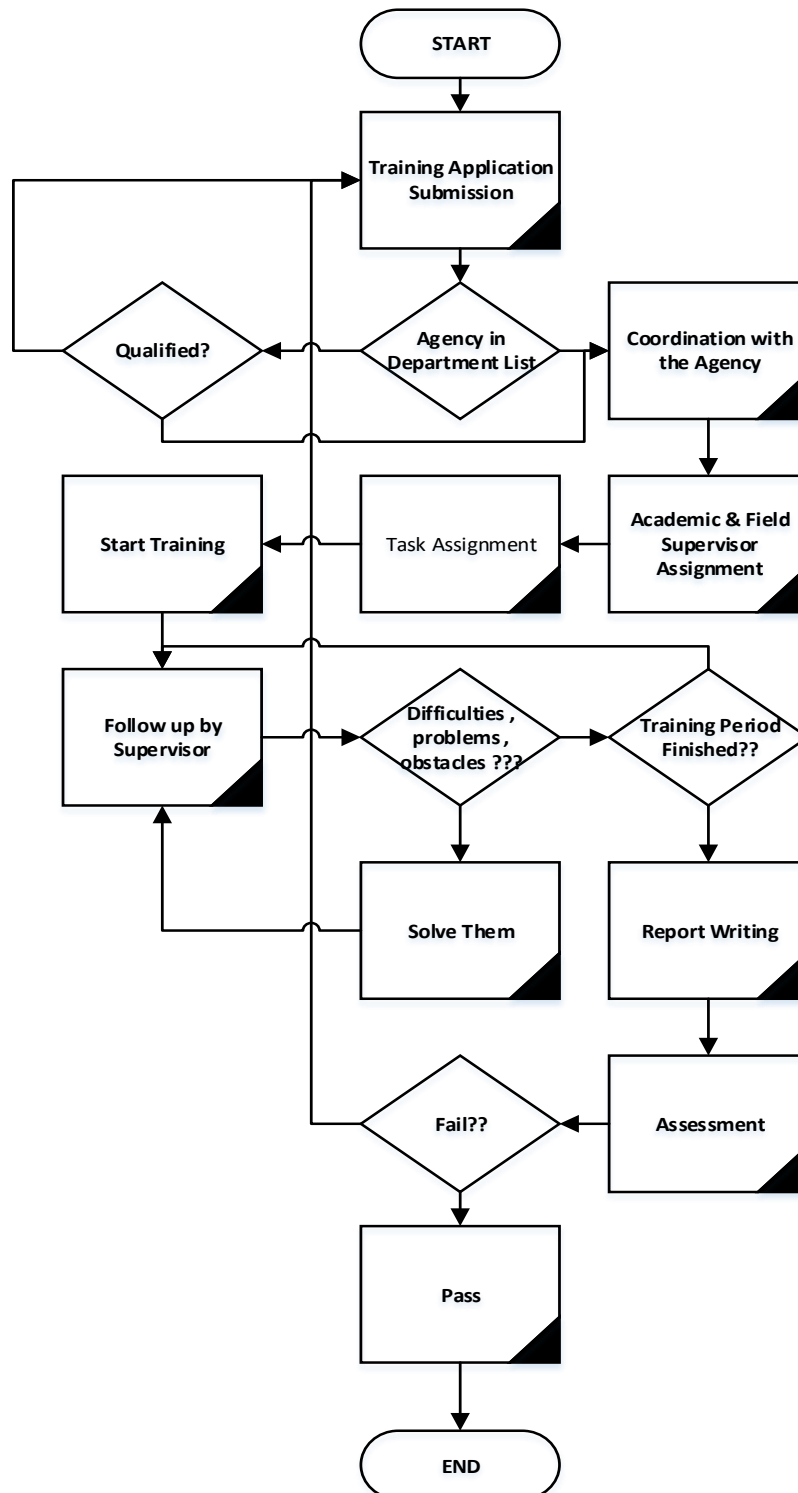
### C. Description of Field Experience Activity

1. Describe the major student activities taking place during the field experience. <b>1. Interviewing patients</b> <b>2. Performing comprehensive physical examination</b> <b>3. Oral presentation of their cases</b> <b>4. Take history and apply physical examination</b> <b>Apply analysis of the clinical problem and develop a plan on the management</b>
2. List required assignments, projects, and reports
<b>a. Each student is expected to examine and present one case /week.</b>
<b>b. Each student is expected to write history and physical examination for 3-4 patients.</b>
<b>c. Students are required to read each day about problems identified in their patients.</b>
d.

3. Follow up with students. What arrangements are made to collect student feedback?

**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. The student expected to write about each patient they see in their logbook.**

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



## 5. Supervisory Responsibilities

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

### b. Explain the student assessment process

Assessment	Assessment task	Week due	Proportion of Final Assessment
1	First clinical exam	6	5 %
2	Clinical midterm exam	8	20%
3	Second clinical exam	12	5%
4	Assignment and presentation	13	10%
5	Practical log book	15	10%
6	Final practical exam.	16	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?)

وضح آلية حل الخلافات (إذا كان المشرفون الميدانيون وطاقم أعضاء هيئة التدريس بالبرنامج يتشاركون مسؤولية تقييم الطلبة، فما هي الآلية التي تتبع لتسوية أي خلافات بينهما؟).

## 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. Physical Therapy Equipment</b>	<b>Open and wide place</b>	<b>More physiotherapy electro therapy equipment.</b>
<b>b. Track for handicapped.</b>	<b>Opining main entrance track for handicapped.</b>	-
<b>c. Specific room for clinical practice student in- side physiotherapy clinics</b>	-	-
<b>d. Activate Infection control.</b>	<b>Safe environment.</b>	<b>Baskets for disposable things. Cleaning Equipment</b>
<p>Explain the decision-making process used to determine appropriate field experience locations.</p> <p><b>The decision is made by the dean of applied medical science college after administrative communications with hospital managers and studying the appropriate places.</b></p>		

### 2. Identification of Field Staff and Supervisors

List Qualifications	List Responsibilities	List Training Required
<b>a. Lecturer – Mohammed Jarrar (MPT)</b>	<b>A.Holds no less than Master. B.At least has 3 year work experience C.Holds a degree science in Physiotherapy</b>	<b>Experience Training in field of clinical practice Clinical decision making Evidence based Practice</b>
b.		
c.		
d.		
<p>Explain the decision- making process used to determine appropriate field staff and supervisors.</p> <p><b>Academic success.</b></p>		



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### 3. Identification of Students تحديد الطلبة

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
<b>a. Biomechanics</b>	<b>No special requirements</b>	<b>No special requirements</b>
<b>b. Anatomy</b>	<b>No special requirements</b>	<b>No special requirements</b>
<b>c. Therapeutic Exercises and Electrotherapy.</b>	<b>No special requirements</b>	<b>No special requirements</b>
<b>d. Tests and Measurements.</b>	<b>No special requirements</b>	<b>No special requirements</b>
<b>e. Orthopedic diseases</b>	<b>No special requirements</b>	<b>No special requirements</b>
<p>Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.</p> <p><b>Academic success.</b></p>		

### 4. Safety and Risk Management

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
<b>A . Not to harm patients</b>	<b>Burns</b>	<b>Close monitoring of students</b>	<b>Clinical decision making Proper training and practice.</b>
<b>B . Students should be in close supervision.</b>	<b>Burn- Fall- Contraindication</b>	<b>Close supervision of students</b>	<b>Proper training and practice at beginning of course.</b>
c.			
d.			
<p>Explain the decision-making process used to protect and minimize safety risks.</p> <ul style="list-style-type: none"> <li>• <b>Dean of applied medical science college</b></li> <li>• <b>Physical therapy program coordinators</b></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?

- **Check marking of a sample of student work by an independent faculty member.**
- **Periodic exchange and remarking of a sample of assignments with a faculty member in another institution.**
- **Students who believe they are under graded could have their papers checked by another reader.**

#### 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

- **Tutor feedback to student during the session.**
- **Midterm and Final clinical examination.**
- **Observation during practice.**

List recommendations for improvement

**To have major committee to discuss the exam procedure for final evaluation process .needs for more time and to evaluate each students in deferent categories .(electrotherapy , therapeutic excesses, main course).**

b. Supervising staff in the field setting

Describe evaluation process

- **Student and course organizer feedback to the committee.**

List recommendations for improvement

**None**

c. Supervising faculty from the institution

Describe evaluation process

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

List recommendations for improvement

**None**

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

**None.**

List recommendations for improvement

**None**

**2. Action Plan for Next Semester/Year**

Actions Recommended for further improvement (List from E.1 above)	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
<b>a. Student should be given more exposure to practical knowledge.</b>	<b>Giving assignments for case presentation on available patient.</b>	<b>Start of Term</b>	<b>Before Mid Term</b>	<b>Mohammed Jarrar</b>
<b>b. More Quizzes and tests if possible.</b>	<b>Preparing more quizzes and tests.</b>	<b>Start of Term</b>	<b>Before Mid Term</b>	<b>Mohammed Jarrar</b>
c.				
d.				
e.				

**Name of Instructor : Mohammed Jarrar**

**Signature : محمد جرار**

**Date Report Completed : 26-8-1438 H 22-5-2017**

**Name of Field Experience Teaching Staff: Mohammed Jarrar**

**Program Coordinator Dr. Mohammed Eid**

**Signature : Mohammed Eid**

**Date Received : 30 / 8 / 1438**