
ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

Burn Rehabilitation (502 PHTH-4)

تأهيل الحروق 502 عطب-2

Course Specifications

Institution: Najran University	Date of Report: second semester 1437-1438
College/Department College of Applied Medical Sciences/Department of medical rehabilitation sciences	

A. Course Identification and General Information

1. Course title and code: 1. Burn Rehabilitation (502 PTH-4) 2. تأهيل الحروق 502 عطب-2			
2. Credit hours 2 (1+ 1)			
3. Program(s) in which the course is offered. : Physiotherapy program (If general elective available in many programs indicate this rather than list programs) Department of physiotherapy.			
4. Name of faculty member responsible for the course Dr. Amr Bayoumi Salama			
5. Level/year at which this course is offered 9th. Level 5th. Year.			
6. Pre-requisites for this course: ANATp 231			
7. Co-requisites for this course (if any)			
8. Location if not on main campus main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	√ <input type="checkbox"/>	What percentage? 50%	<input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. practical	√ <input type="checkbox"/>	What percentage? 50%	<input type="checkbox"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

In this course normal structural and functional basis of the integumentary system are presented and discussed. The course is designed to provide the students with appropriate way for assessment, treatment and follow up of different burn cases. This is followed by discussions and practical demonstration of general and specific evaluation procedures and their rationales for use with patients suffering from particular problems following burn. The student will be trained on how to select the appropriate physical therapy procedures for different burn problems and how to plan the treatment programs. Implementation of physical therapy programs using therapeutic skills for each part.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Continuous updating of the information, knowledge and skills included in the course through continuous search for the new knowledge and skills available in recent publication (books, research, internet and others).
- Verifying the information resources.
- Continuous improvement in teaching methods as well as encouraging the students to participate effectively in lectures.
- Continuous evaluation of the course content, student level and establish plans accordingly.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

this course give the student of physical therapy the main knowledge of the integumentary system and the skills to treat the burned patient . The course is designed to provide the students with appropriate way for assessment, treatment and follow up of different burn cases. This is followed by discussions and practical demonstration of general and specific evaluation procedures and their rationales for use with patients suffering from particular problems following burn. The student will be trained on how to select the appropriate physical therapy procedures for different burn problems and how to plan the treatment programs. Implementation of physical therapy programs using therapeutic skills for each part.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours	
		Theoretical	practical
Introduction for course +(course specification)	1	1	2
Introduction for the burn	1	1	2

Burn evaluation	1	1	2
Wound healing	1	1	2
Burn complication	1	1	2
Musculoskeletal complication of burn	1	1	2
Inhalation injury	1	1	2
Skin graft	1	1	2
Hypertrophic scar	1	1	2
pressure therapy	1	1	2
Hand burn	1	1	2
<i>Pediatric burn</i>	1	1	2
<i>Electrical and chemical burn</i>	1	1	2
<i>Special types of burn</i>	1	1	2
<i>Case study</i>	1	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15		30			45
Credit	1		1			2

3. Additional private study/learning hours expected for students per week. 2 hours	<input type="text"/>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course 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, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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

First, insert the suitable and measurable course learning outcomes required in the appropriate 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 course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize the bases of physical therapy evaluation and treatment for burned patient	Lecture and practical class	Theoretical exam, practical exam, presentation and demonstration
1.2	Describe the causes, pathology and classifications of human burn and different burn complication	Lecture and practical class	Theoretical exam, practical exam, presentation and demonstration
2.0	Cognitive Skills		
2.1	Evaluate the burn types and burn complication.	Lecture, practical class, case study, discussion	Theoretical exam, practical exam, presentations, case study and demonstrations
2.2	Interpret the patient's problem and design the short and long term goals of the physiotherapy protocol for burn rehabilitation.	Lecture, practical class , discussion, case study and brain storming	Theoretical exam, practical exam , presentations, case study and demonstrations
3.0	Interpersonal Skills & Responsibility		
3.1	Show Collaboration with colleagues as a team work.	Practical class, case study and research.	Practical exam, group presentation , demonstrations.
3.2	Demonstrate ethically participation inside the lecture and practical classes with the staff, colleagues and environment like instruments, benches, practical devices.	Lecturer , presentation and practical class , group discussion	Practical exam, presentation and demonstrations

4.0	Communication, Information Technology, Numerical		
4.1	Research efficiently using different knowledge resources including the library resources and websites.	Research, , projects, group discussion	Research, direct observation, presentation, demonstrations
5.0	Psychomotor		
5.1	Manipulate different equipment and rehabilitation protocols efficiently in different burn cases.	Practical class, presentation, hand on student	Practical exam, presentation and demonstrations

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble,

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First quiz	5	5 %
2	Practical midterm exam	7	10%
3	Theoretical midterm exam.	8	20%
4	Research	11	5%
5	<i>Final term practical exam.</i>	16	20%
6	Final term Theoretical exam.	17	40%
7	Final summative exams	18	100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week).

Academic hours will be determined and addressed on home pages of the staff members on Najran university web site. Dr. Emad Taha is the academic advisor for the physical therapy department .

Office hour: monday 1 pm -3 pm

E. Learning Resources

E. Learning Resources

1. List Required Textbooks
<ul style="list-style-type: none"> • <u>Richard L, (1994), Burn Care and Rehabilitation: Principles and Practice ., Contemporary Perspectives in Rehabilitation</u> • <u>Jeschke M and Kamolz M, (2013) Burn Care and Treatment: A Practical Guide , springer</u> • <u>David n. Herndon (2007)Total burn care 3rd.ed. elsevier</u> ● <u>Baranoski S, Ayello E (2015)Wound Care Essentials: Practice Principles, Fourth Edition, walters kluwer</u>
2. List Essential References Materials (Journals, Reports, etc.)
Journal of burn care and rehabilitation
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
Burn and surgery journal
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

<ul style="list-style-type: none"> • WWW.gigapedia.com. • WWW.physiotherapy.org. • WWW.pubmed.gov • American Physical Therapy Association website.
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> • Computers and multimedia are already available.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • class rooms with 20 to 30 seats <p>Burn rehabilitation unit</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p>Computers, multimedia in lecture room, and laboratories, smartboard</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>Library supplied with reference textbooks, electronic resources.</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • Web-based student questionnaire. • Midterm evaluation feedback. • Completion of course evaluation questionnaire by each student. • End of term discussion between the teacher and the students regarding what went well and what could have gone better. •
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ol style="list-style-type: none"> 1. Feedback from colleagues. 2. Class observation by supervisors. 3. Independent assessment of standards achieved by the students.
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 1) Continuous updating of course contents. 2) Regular meetings where problems are discussed and recommendations made. 3) Workshops on teaching methods.

4) Review of recommended teaching strategies.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- 1) **Arrange with another institution to have common test items included in an exam and compare marks given.**
- 2) **Invitation of an external examiner on regular bases.**
- 3) **Check marking of a sample of student work by an independent faculty member.**
- 4) **Students who believe they are under graded could have their papers checked by another reader.**

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

There will be an evaluation at the end to assess the course execution, outcome and feedback from different sources to arrive at an appropriate modifications needed if any.

Faculty or Teaching Staff: Dr\ Amr Bayoumi

Signature: أمr Bayoumi

Date Report Completed: 8/5/1438

Received by: Dr. Raee Alhyani

/Department Head

Signature:

Raee Alhyani

Date: 25 / 8 / 1438