

**ATTACHMENT 2 (g)**

**Course Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**COURSE REPORT  
(CR)**

Physical Therapy for cardiac diseases and its surgery **401 PHTH**

العلاج الطبيعي لأمراض القلب وجراحاتها ٤٠١ عطب-٣

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

## Course Report

For guidance on the completion of this template refer to the NCAAA handbooks or the NCAAA Accreditation System help buttons.

Institution	Najran university	Date of Course Report	1437 /1438 first semester
College/ Department	faculty of applied medical sciences Department of medical rehabilitation science		

### A. Course Identification and General Information

1. Course title	Physical Therapy for cardiac diseases and its surgery		Code #	<b>401 PHTH</b>		
Section #	العلاج الطبيعي لأمراض القلب وجراحاتها ٤٠١ عطب-٣					
2. Name of course instructor	Dr/ Amr Bayoumi		Location:	main campus		
3. Year and semester to which this report applies.	7 <sup>th</sup> level					
4. Number of students starting the course?	10		Students completing the course?	10		
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30			30		60
Credit	2			1		3

### B. - Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Introduction to the course	2	2	
	2	2	

Vital signs			
Symptoms of cardiac disease	2	2	
Physical Therapy for Heart Failure	2	2	
Physical Therapy for Heart Failure (cont.)	2	2	
Rehabilitation of heart failure	2	2	
Mid term examination	2	2	
Congenital heart diseases	2	2	
Congenital heart diseases (cont.)	2	2	
Angina pectoris and Ischemic heart Disease	2	2	
Angina pectoris and Ischemic heart disease (cont.)	2	2	
Cardiac Rehabilitation phase I	2	2	
Graduated exercise stress test	2	2	
Cardiac Rehabilitation phase II	2	2	
Cardiac Rehabilitation phase II (cont.)	2	2	
Cardiac Rehabilitation phase III	2	2	

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## 2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

Topics (if any) not Fully Covered	Effectuated Learning Outcomes	Possible Compensating Action

## 3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Recognize symptoms of heart diseases	Written Exams. Oral Exams	90%
2	Outline and memorize cardiac rehabilitation program phases.	Written Exams. Oral Exams	100%
3	Predict symptoms of heart disease that may appear during cardiac rehabilitation program	Written Exams. Oral Exams. Practical Exams.	90%
4	Design cardiac rehabilitation program for each individual case.	Written Exams. Oral Exams. Practical Exams.	100%
5	Show Collaboration with colleagues as a team work	Written Exams. Oral Exams. Practical Exams.	40%
6	Demonstrate ethically participation inside the lecture and practical classes with the staff, colleagues and environment like instruments, benches, practical devices	Written Exams. Oral Exams. Practical Exams.	40%

7	Research efficiently using different knowledge resources including the library resources and websites.	Research Oral Exams. Practical Exam. -Observation	40%
8	Manipulate different equipment and rehabilitation protocols efficiently in different cardiac cases.	Oral Exams. Practical Exam. Observation	40%

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

Continuous evaluation ( home works, next lecture preparation) .

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
Ordinary lectures		yes	Students are weak in English language Suggestion: additional English courses.
Handouts, power points and video tapes.		yes	
Active participation during the lectures.		yes	Communication in verbal and written English language are the most common difficulties encountered in this course.

In depth research as a case study conducted by the students.		yes	
Detailed power points contain samples of diagnostic modalities.		yes	This would be more effective if the students deal with actual cases in practical part.

**Note:** In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

### C. Results

#### 1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A	0	0%	Students were unable to show or demonstrate the advanced knowledge required from this course
B	1	10%	it is accepted and in the normal range
C	6	60%	. it is accepted and in the normal range
D	2	20%	it is accepted .
F	1	10%	the student is weak in English and basic science so he cannot pass the course
Denied Entry	0	0%	
In Progress	0		
Incomplete	0		
Pass	9	90%	
Fail	1	10%	
Withdrawn	0		

2. Analyze special factors (if any) affecting the results

The grades of the students are acceptable but need more care for improvement

3. Variations from planned student assessment processes (if any) (see Course Specifications).

a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason
None	None
None	None
None	None

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)	
Variation	Reason

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
Check mark	No difference

#### **D. Resources and Facilities**

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.

#### **E. Administrative Issues**

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.

#### **F Course Evaluation**

1 Student evaluation of the course excellent
a. List the most important recommendations for improvement and strengths <ul style="list-style-type: none"> <li>inform the students the correlation between this course and other courses in the program</li> </ul>



<ul style="list-style-type: none"> <li>increase the use of the technical support and computing resource in teaching</li> <li>improve the ability of student to cooperate with each other and act as a team work</li> </ul>
b. Response of instructor or course team to this evaluation accept and planning for covering and /or improving the weak points in the evaluation
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)  Exam revising committee, committee of clinical exam.
a. List the most important recommendations for improvement and strengths  English courses for spoken and scientific language.  Prepare the cardiothoracic lab by the devices needed for learning as cardiopulmonary unit
b. Response of instructor or course team to this evaluation  accept and planning for covering and improving

### G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a. establish the cardiopulmonary unit	No action taken	No improvement	Need to achieve the recommendation

Increase the courses of English language	No action taken	No improvement	Need to achieve the recommendation
None	None	None	None
None	None	None	None

2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).  
A whole term evaluation (lecture by lecture) evaluation to increase the number of study hour for the students.

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
A. Determine the lecture rooms and labs for practical part from the beginning of the next semester	Facilities	Semester start		Department coordinator
b. increase number of assignments, number of quizzes	education	Semester start		course coordinator

Name of Course Instructor: Dr. Amr Bayoumi

Signature: \_\_\_\_\_ Date Report Completed: 25/8/1438

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_