

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**COURSE REPORT
(CR)**

Therapeutic Exercises (301 PHTH)

التمارين العلاجية (٣٠١ عطب-٢)

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: 8-1438 H
College/ Department: College of Applied Medical Science / Department of Medical Rehabilitation Science/ Physiotherapy Program	

A. Course Identification and General Information

1. Course title: Therapeutic exercises		Code: 301 PHTH	Section: 5 th level			
		(التمارين العلاجية (٣٠١ عطب-٢)				
2. Name of course instructor: Dr. Mohamed Samy Mohamed		Location: Main campus				
3. Year and semester to which this report applies: Second semester - 1437 / 1438 H						
4. Number of students starting the course?	16	Students completing the course?	15			
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	16			32		48
Credit	1			1		2

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
1. Introduction to therapeutic exercise	3	3	
2. Fundamental and derived positions	3	3	
3. Passive range of motion exercise	3	3	
4. Active and active assisted range of motion exercises	3	3	

5. Resistance exercise	6	6	
6. Stretching exercise	6	6	
7. Peripheral joint mobilization	6	6	
8. Proprioceptive neuromuscular facilitation (PNF) exercise	6	6	
9. Balance exercise	3	3	
10. Abdominal and back exercises	3	3	
11. Breathing exercise	3	3	
12. Soft tissue manipulation	3	3	

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 the concepts, goals, physiological and therapeutic effects about different forms of therapeutic exercises.	Quizzes- Assignment- Written exams	80%
2	List the basic principles, indications, contraindications and precautions for using of therapeutic exercises.	Quizzes- Assignment- Written exams	85%
3	Differentiate between the principles of application of different types of therapeutic exercises.	Objective structured clinical exam- Written exams	75%
4	Compare between the therapeutic effects of different forms of therapeutic exercises.	Objective structured clinical exam- Written exams	85%
5	Use self directed learning	Assignment	70%
6	Demonstrate ethically inside the lecture and practical classes with the staff, colleagues and environment like instruments, benches, practical	Assignment- Objective structured clinical exam	80%

	devices.		
7	Research internet as a mean of communication and source of information including electronic journals and data basis.	Assignment	70%
8	Perform safely and effectively different techniques of therapeutic exercises.	Objective structured clinical exam	85%

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

- Supply library with recommended textbooks.

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	
Lectures		X	- Poor library. - Supply library with recommended textbooks.
Practical sessions		X	
Discussion		X	
Presentation		X	

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	None of students catches high intellectual level and fulfills the requirement of grade A optimally.
B	0	0	None of students catches high activity level and fulfills the requirement of grade B.
C	3	20	Three students with good level who have good activity level along the semester and good degree in exam that meet grade C.
D	9	60	Nine of students are with intermediate levels who gain most of learning outcomes with intermediate grades and gain marks in exams of grade D.
F	3	20	Three students cannot demonstrate their low and high cognitive function and fail to gain the learning outcomes.
Denied Entry	-	-	
In Progress	-	-	
Incomplete	-	-	
Pass	12	75	The results show normal distribution.
Fail	3	18.75	
Withdrawn	1	6.25	

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

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

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
- Committee for practical evaluation.	- Committee for practical evaluation consists of three examiners including the course coordinator verifying the results of practical exams.
- Committee for revision of written exam.	- Committee for revision of written exam structure revises the exam before introducing it to students. - Independent reviewers revise the correction of the exam paper. (Both of them verify the student grade achievement)

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) - Difficulties in finding references and textbooks.	2. Consequences of any difficulties experienced for student learning in the course. - Limited information experiences.
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) - None	2. Consequences of any difficulties experienced for student learning in the course.
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F. Course Evaluation

1. Student evaluation of the course (Attach survey results report): Excellent
a. List the most important recommendations for improvement and strengths - Supply more sources of knowledge.

- Encouragement of students to ask questions and interact more during course.
b. Response of instructor or course team to this evaluation
- I agree with the students and accept this evaluation
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)
- None
a. List the most important recommendations for improvement and strengths
- None
b. Response of instructor or course team to this evaluation
- None

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. Highlight the importance of scientific material for students and linked to developments in the area of specialization.	- Adding clinical examples that related to the content of course.	- The student becomes more interested in the course.	- Evaluation by student improves in this issue.

2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).
- Separate explanation of the course objectives at the beginning of the course.

3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Supply textbooks and references.	Write needed reference lists.	8-1438		Dean of the faculty

Name of Course Instructor: Dr. Mohamed Samy Mohamed

Signature: *Mohamed Samy*

Date Report Completed: 8-1438 H

Program Coordinator: Dr. Raee Alhyani

Signature: *Raee Alhyani*

Date Received: 8-1438 H