

**Course Specifications**  
**(Pediatric Specification)**

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

**A. Course Identification and General Information**

1. Course title and code: <b>Physiotherapy for Pediatric Disorders and its Surgery (501PHTH)</b> العلاج الطبيعي لأمراض الأطفال وجراحاتها 501 عطب-4			
2. Credit hours: <b>4 (2L + 2P)</b>			
3. Program(s) in which the course is offered. <b>Program of Physiotherapy.</b> (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: <b>Dr. Mohamed Ahmed Eid</b>			
5. Level/year at which this course is offered: <b>9<sup>th</sup> Level / 5<sup>th</sup> year</b>			
6. Pre-requisites for this course (if any): <b>PHTH 405</b>			
7. Co-requisites for this course (if any)			
8. Location if not on main campus: <b>Main campus</b>			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

**The main purpose for this course is: provide the students with information about normal growth and development in children, the difference in evaluation between pediatrics and adults, how to evaluate different physical developmental disabilities and how to apply different physical therapy modalities in pediatrics.**

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 publications (books, researches, internet and others).
- Introducing new topics as new methods for treatment of different pediatric problems depending on new research in pediatric field.
- Continuous improvements in teaching methods as well as encouraging the students to participate effectively in the lectures.

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

**Course Description: This course provides the students with information about understanding the normal growth and development in children, reflexive maturation in pediatrics and the difference in evaluation between pediatrics and adults. The course also provide different developmental physical disabilities, Neuro-pediatric cases as cerebral palsy, spina bifida, brachial plexus injuries, torticollis and how to apply different physical therapy modalities in pediatrics.**

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
• Evaluation in Paediatrics.	1	6
• Normal growth and development.	1	6
• Reflexive maturation in paediatrics.	1	6
• Evaluation of cerebral palsy.	1	6
• Treatment of cerebral palsy (1).	1	6
• Treatment of cerebral palsy (2).	1	6
• Evaluation and management of Down syndrome.	1	6

• Head Injuries.	1	6
• Brachial plexus injuries.	1	6
• Facial nerve injury.	1	6
• Muscular Torticollis.	1	6
• Spina bifida.	1	6
• Scoliosis.	1	6
• Deformities of the foot and knee joint.	1	6
• Congenital hip dislocation (CHD).	1	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30			60		90
Credit	2			2		4

3. Additional private study/learning hours expected for students per week.

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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy.

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. (Courses are not required to include learning outcomes from each domain).

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	States the causes, signs and symptoms and problems of different pediatric cases.	1- Lectures. 2- Presentation. 3- Discussions.	1- Written Exams. 2- Oral Exams.
1.2	Describes the rehabilitation processes for different pediatric disorders.	4- Brainstorming sessions.	
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Differentiate between evaluation in pediatrics and adults.	1- Lectures. 2- Presentation. 3- Discussions.	1- Written Exams. 2- Oral Exams. 3- Practical Exams.
2.2	Explain normal growth and development in healthy children and developmental disabilities in different pediatric disorders.	4- Brainstorming sessions. 5- Practical classes.	
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Show Collaboration with colleagues as a team work, and demonstrate ethical participation with the staff, colleagues and other facilities.	1- Lectures. 2- Presentation. 3- Discussions. 4- Brainstorming sessions. 5- Practical classes.	1- Written Exams. 2- Oral Exams. 3- Practical Exams.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Research efficiently using different knowledge resources and websites as a mean of communication and source of information.	1- Presentation. 2- Discussions. 3- Brainstorming sessions. 4- Practical classes.	1- Oral Exams. 2- Practical Exams. 3- Observation.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Perform the exercise program accurately and efficiently.	1- Presentation. 2- Discussions. 3- Brainstorming sessions. 4- Practical classes.	1- Oral Exams. 2- Practical Exams. 3- Observation.
5.2	Apply all methods of pediatrics evaluation and treatment.	1- Presentation. 2- Discussions. 3- Brainstorming sessions. 4- Practical classes.	1- Oral Exams. 2- Practical Exams. 3- Observation.

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	Quiz 1	5	2.5 %
2	Practical midterm exam	7	10%
3	Theoretical midterm exam.	8	20%
4	Research and assignment	11	5%
5	Quiz 2	13	2.5 %
6	Final term practical exam.	17	20%
7	Final term Theoretical exam.	18	40%

#### 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.
  - The academic advisor of the program: Dr. Mohamed Samy.

#### E. Learning Resources

1. List Required Textbooks:
 

**Toby Long and Kathy Toscano: Handbook of Pediatric Physical Therapy. 2nd Edition, (2001).**  
**Butterworth-Heinemann: Physiotherapy for Children. (2007).**  
**Butterworth-Heinemann: Finnie's Handling the Young Child with Cerebral Palsy at Home. 4th Edition (2008).**  
**Roberta Kuchler O'Shea: Pediatrics for the Physical Therapist Assistant. Saunders, (2008)**  
**Jan Stephen Tecklin: Pediatric Physical Therapy. LWW 4th Edition, (2008).**  
**Mark Drnach: The Clinical Practice of Pediatric Physical Therapy, From the NICU to Independent Living. LWW, (2008)**
- 2-List Essential References Materials (Journals, Reports, etc.)
  - Margareta N. Victor H.F. Basics of pediatrics. 3<sup>rd</sup> edition, Lippincott Williams & Wilkins, New York, 2015
  - Lynn S.L. Clinical Kinesiology for Physical Therapist Assistance. 3<sup>rd</sup> edition, F. A. Davis Company, Philadelphia, 2012

3-List Recommended Textbooks and Reference Material (Journals, Reports, etc)
<ul style="list-style-type: none"> <li>• Kathryn L. Kinesiology: Scientific Basis of Human Motion. 10<sup>th</sup> edition, McGraw-Hill Humanities/Social Sciences/Languages, New York, 2001.</li> <li>• Autumn Huey, Katrin Mattern-Baxter: Pediatric Physical Therapy: Patient Status-Post Pilocytic Astrocytoma, 2015.</li> </ul>
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
<ul style="list-style-type: none"> <li>• <a href="https://sdl.edu.sa/">https://sdl.edu.sa/</a> (المكتبة السعودية الرقمية)</li> <li>• <a href="http://lib.nu.edu.sa/Digitallibrary.aspx">http://lib.nu.edu.sa/Digitallibrary.aspx</a></li> <li>• <a href="http://WWW.WHO.org">WWW.WHO.org</a></li> <li>• <a href="http://WWW.nerve and muscle.org">WWW.nerve and muscle.org</a></li> <li>• <a href="http://WWW.muscle.org">WWW.muscle.org</a></li> <li>• <a href="http://WWW.physiotherapy.org">WWW.physiotherapy.org</a></li> <li>• <a href="http://WWW.pediatric physical therapy.org">WWW.pediatric physical therapy.org</a></li> <li>• <a href="http://WWW.musclelibrary.org">WWW.musclelibrary.org</a></li> <li>• <a href="http://WWW.pubmed.gov">WWW.pubmed.gov</a></li> </ul>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
None

## 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.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
<ul style="list-style-type: none"> <li>• Classroom and pediatric physical therapy lab with 20 seats in each and only one computer and a projector for demonstration media.</li> </ul>
2. Computing resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> <li>• Computer and a projector.</li> </ul>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
<ul style="list-style-type: none"> <li>• Library supplied with reference text books, electronic resources.</li> <li>• Medical dolls</li> </ul>

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> <li>• Midterm evaluation feedback.</li> <li>• Completion of course evaluation questionnaire by each student.</li> <li>• End of term discussion between the teacher and the students regarding what went well and what could have gone better.</li> </ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

<ul style="list-style-type: none"> <li>• Observations from colleagues.</li> <li>• Class observation by supervisors.</li> <li>• Independent assessment of standards achieved by the students.</li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>• Continuous updating of course contents according to the previous course report.</li> <li>• Regular meetings where problems are discussed and solutions given.</li> <li>• Workshops on teaching methods.</li> <li>• Review of recommended teaching strategies.</li> </ul>
<p>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)</p> <ul style="list-style-type: none"> <li>• Check marking of a sample of student work by an independent faculty member.</li> <li>• Periodic exchange and remarking of a sample of assignments with a faculty member in another institution.</li> <li>• Students who believe they are under graded could have their papers checked by another reader.</li> </ul>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p><b>Action plan for course improvement will be done according to the feedback about the course from students, other colleagues and the dean.</b></p>

**Faculty or Teaching Staff:** DR: Mohamed Ahmed Eid

**Signature:** *Dr. Mohamed Eid*

**Date Report Completed:** 1 / 5 / 1438.

**Received by:** Dr. Raee Alhyani

**Signature:** *Raee Alhyani*

**Date:** 22 / 8 / 1438