

ATTACHMENT 2 (e)

Course Specifications

**Kingdom of Saudi Arabia**

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

**Course Specifications**

**Hydrotherapy (303 PHTH)**

**العلاج المائي (303 عطب-2)**

**First semester of the academic year 1437/1438 H**

### Course Specifications

<b>Institution:</b> Najran University	<b>Date of Report:</b> 4-1438 H
<b>College/Department:</b> College of Applied Medical Science / Department of Medical Rehabilitation Science	

#### A. Course Identification and General Information

<b>1. Course title and code:</b> Hydrotherapy (303 PHTH)		<b>العلاج المائي (303 عطب-2)</b>	
<b>2. Credit hours:</b> 2 hrs (1 Theoretical + 1 Practical)			
<b>3. Program(s) in which the course is offered:</b> Physiotherapy Program			
<b>4. Name of faculty member responsible for the course:</b> Dr.Mohamed Samy Mohamed			
<b>5. Level/year at which this course is offered:</b> 5th level/3rd year			
<b>6. Pre-requisites for this course:</b> Introduction to Physics (204 PHSTp)			
<b>7. Co-requisites for this course:</b> Therapeutic exercises (301 PHTH)			
<b>8. Location if not on main campus:</b> None			
<b>9. Mode of Instruction (mark all that apply)</b>			
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 aim of this course is to build up knowledge and skills necessary for the use of hydrotherapy modalities and their practical application for therapeutic purposes. Also this course is designed to train students to be capable of using advanced electronic machinery in conducting different techniques of hydrotherapy necessary for competent practice and lifelong professional development.

### 2. Briefly describe any plans for developing and improving the course that are being implemented.

- 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).
- Verifying the information resources.
- Continuous improvements in teaching methods as well as encouraging the students to participate effectively in the 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 introduces the hydrotherapy which describes the physical properties of water and how to benefit from these properties in treatment program related to human injuries and diseases. The course contains detailed information on the physiological changes, therapeutic effects, indications, contraindications, precautions, techniques of application and safety measures for each hydrotherapy modality.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
<ul style="list-style-type: none"> <li>Introduction to hydrotherapy</li> </ul>	1	1 Theoretical 2 Practical
<ul style="list-style-type: none"> <li>Physical principles of hydrotherapy</li> </ul>	1	1 Theoretical 2 Practical
<ul style="list-style-type: none"> <li>Physiological effect of hydrotherapy</li> </ul>	1	1 Theoretical 2 Practical

• Therapeutic uses of hydrotherapy	1	1 Theoretical 2 Practical
• Indications, contraindications & precautions of hydrotherapy	1	1 Theoretical 2 Practical
• Equipment & management of pool therapy	1	1 Theoretical 2 Practical
• Whirlpool tank	1	1 Theoretical 2 Practical
• Hubbard tank	1	1 Theoretical 2 Practical
• Contrast baths	1	1 Theoretical 2 Practical
• Hydrocollator packs	1	1 Theoretical 2 Practical
• Paraffin therapy	1	1 Theoretical 2 Practical
• Introduction to cryotherapy & cold packs	2	2 Theoretical 4 Practical
• Ice packs & ice massage	1	1 Theoretical 2 Practical
• Controlled cold compression unit	1	1 Theoretical 2 Practical
• Vapocoolant sprays & ice immersions	1	1 Theoretical 2 Practical

**2. Course components (total contact hours and credits per semester):**

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	16			32		48
Credit	1			1		2

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

2 hours per week

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

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize the concepts and physiological effects of different hydrotherapy modalities.	<ul style="list-style-type: none"> <li>● Lectures</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Assignment</li> <li>● Written exams</li> </ul>
1.2	List the basic principles, indications, contraindications and precautions for hydrotherapy modalities and under water exercise.	<ul style="list-style-type: none"> <li>● Lectures</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Assignment</li> <li>● Written exams</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Explain the physical properties of water and equipments used in the underwater exercise.	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Practical sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Objective structured clinical exam</li> <li>● Written exams</li> </ul>
2.2	Compare between the therapeutic effects of different hydrotherapy modalities.	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Practical sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Objective structured clinical exam</li> <li>● Written exams</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Use self directed learning	<ul style="list-style-type: none"> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Assignment</li> </ul>
3.2	Demonstrate ethically inside the lecture and practical classes with the staff, colleagues and environment like instruments, benches, practical devices.	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Practical sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Assignment</li> <li>● Objective structured clinical exam</li> </ul>

<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Research internet as a mean of communication and source of information including electronic journals and data basis.	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Assignment</li> </ul>
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Demonstrate and operate safely and effectively different hydrotherapy equipments.	<ul style="list-style-type: none"> <li>● Practical sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Objective structured clinical exam</li> </ul>

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First quiz	4	2.5 %
2	Assignment	6	5%
3	Midterm written exam	8	20%
	Midterm objective structured clinical exam	8	10%
4	Second quiz	13	2.5%
5	Final objective structured clinical exam	17	20%
6	Final written 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.**

- Office hours: Sunday 1-3 PM
- Academic advisor for level 5: Dr. Amr Bayomi
- Academic advisor for the program: Dr. Mohamed Samy

## E. Learning Resources

<p><b>1. Required Textbooks</b></p> <ul style="list-style-type: none"> <li>• Baruch S. <b>The Principles and Practice of Hydrotherapy: A Guide to the Application of Water in Disease, for Students and Practitioners of Medicine.</b> Forgotten Books, 2015.</li> <li>• Michelle H. Cameron. <b>Physical Agents in rehabilitation: From Research to Practice.</b> 4th Edition. Saunders company, USA, 2013.</li> <li>• Denegar C. R., Saliba E.&amp; Saliba S. F. <b>Therapeutic Modalities for Musculoskeletal Injuries.</b> 4th Edition, Human Kinetics, 2015.</li> <li>• Kneipp S. <b>My Water-Cure.</b> Literary Licensing, 2014.</li> </ul>
<p><b>2. Essential References Material (Journals, Reports, etc)</b></p> <ul style="list-style-type: none"> <li>• Barron P. <b>Hydrotherapy Theory and Technique.</b> Pine Island Publishers, Incorporated, 2009.</li> <li>• Stevenson A. <b>Definition of Water Cure.</b> Concise Oxford English Dictionary. 2: N-Z (12th ed.). Oxford: Oxford University Press, 2011, p: 3586.</li> <li>• Belanger A. <b>Evidence-Based Guide to Therapeutic Physical Agents.</b> Lippincott Williams &amp; Wilkins, 2002.</li> </ul>
<p><b>3. Recommended Textbooks and Reference Material (Journals, Reports, etc)</b></p> <ul style="list-style-type: none"> <li>• Carolyn K. <b>Therapeutic Exercise: Foundations and Techniques.</b> 6th edition, F. A. Davis, Philadelphia, 2012.</li> <li>• Physiotherapy journal.</li> </ul>
<p><b>4. Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.aboutus.org/Hydrotherapy.com">www.aboutus.org/Hydrotherapy.com</a></li> <li>• <a href="http://WWW.WHO.org">WWW.WHO.org</a></li> <li>• <a href="http://WWW.physiotherapy.org">WWW.physiotherapy.org</a></li> <li>• <a href="http://WWW.pubmed.gov">WWW.pubmed.gov</a></li> </ul>
<p><b>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</b></p> <p style="text-align: center;">N/A</p>

## F. Facilities Required

<b>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</b> <ul style="list-style-type: none"> <li>Lecture room (20-25 seats) and hydrotherapy laboratory are already available.</li> </ul>
<b>2. Computing resources (AV, data show, Smart Board, software, etc.)</b> <ul style="list-style-type: none"> <li>Computers and multimedia are already available.</li> </ul>
<b>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</b> <ul style="list-style-type: none"> <li>Hydrotherapy equipments such as Hubbard tank, Whirlpool tank, hydrocollator packs, paraffin wax and cold packs.</li> <li>Library supplied with reference, text books and electronic resources.</li> </ul>

## G Course Evaluation and Improvement Processes

<b>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</b> <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>
<b>2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor</b> <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>
<b>3. Processes for Improvement of Teaching</b> <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>



#### 4. Processes for Verifying Standards of Student Achievement

- 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.

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

- Action plan for course improvement will be done according to the feedback about the course from students, other colleagues and the dean.

Faculty or Teaching Staff: Dr. Mohamed Samy Mohamed Abdrabo

Signature: *Mohamed Samy*

Date Report Completed: 8-1438H

Received by: Dr. Raee Alhyani

Dean/Department Head

Signature: *Raee Alhyani*

Date: 24 / 8 / 1438