**KING SAUD UNIVERSITY**

**COLLEGE OF APPLIED MEDICAL SCIENCES**

**DEPARTMENT OF HEALTH REHABILITATION SCIENCES**

**OCCUPATIONAL THERAPY PROGRAM**

**Fall 2012**

## GERIATRIC occupational Therapy (RHS 338)

**COURSE REPORT**

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

# COURSE REPORT

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| **Institution:** King Saud University. |
| **College/ Department:** College of Applied Medical Sciences / Department of Rehabilitation Health Sciences - Occupational Therapy Program. |

**A- Course Identification and General Information**

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| **1.** **Course title and code:** Geriatric Occupational Therapy- RHS 338. |
| **2.** **Section:** NA |
| **3. Year and semester:** 2012, Fall semester |
| **4. Location:** Main Olisha campus |

**B- Course Delivery**

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| 1. Coverage of Planned Program | | | |
| Topics | Planned Contact Hours | Actual Contact Hours | Reason for Variations if there is a difference of more than 25% of the hours planned |
| Schedule the tutorial hour.  Establish The Class Ground Rules.  Assign head student.  Collect students' data base.  Overview of the course goals:   * Why it is important to study geriatric course? * What are your expected outcomes from this course? | 3 | 1 | Postpone of the clinical training. |
| Definitions of ageing, gerontology and geriatric.  Orientation of practical sessions | 3 | 1 | Postpone of the clinical training. |
| Theories of aging.  Physical assessment of older people | 3 | 1 | Postpone of the clinical training. |
| Age-related physiological and pathological changes.  Physical assessment of older people. | 3 | 3 | Limited geriatric patients. |
| Age-related physiological and pathological changes.  Functional assessment of older people. | 3 | 3 | Limited geriatric patients. |
| Mid Term Exam.  Practical Mid Term Exam | 3 | 3 | None |
| Eid Vacation | - | - | - |
| Eid Vacation | - | - | - |
| Psychological aspects of aging (Resource session).  Functional assessment of older people. | 3 | 3 | Limited geriatric patients. |
| Geriatric comprehensive assessment.  Cognitive assessment of older people: short term memory. | 3 | 3 | Limited geriatric patients. |
| Environmental assessment.  Cognitive assessment of older people: depression. | 3 | 3 | Limited geriatric patients. |
| Alzheimer’s disease.  Quality of life measurement. e.g. SF-36 | 3 | 3 | Limited geriatric patients. |
| Alzheimer’s disease.  Case presentation: Determination of older people problems are areas need occupational therapy. | 3 | 3 | Limited geriatric patients. |
| How to design a plan of care? Evidence based practice and standardized outcome measures.  Case presentation: occupational therapy plan of care. | 3 | 2 | The topic is already covered and presented in the clinical training.  Limited geriatric patients. |
| Role of occupational therapist with older people with Diabetes.  Case presentation: occupational therapy plan of care. | 3 | 3 | Limited geriatric patients. |
| Role of occupational therapist with older people with Diabetes.  Occupational therapy for diabetic older patient. | 3 | 3 | Limited geriatric patients. |
| Revision | 3 | 3 | None |
| Final exam | 3 | 3 | None |

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| **2. Consequences of Non Coverage of Topics:** | | | | | | |
| Topics (if any) not Fully Covered | | Significance of Lack of Coverage | | | | Possible Compensating Action Elsewhere in the Program |
| Clinical topic | | Limited geriatric patients in the clinical training site. | | | | Recommend for considering encounter the students with geriatric patients whenever possible in other clinical training through the coming 2 levels |
| **3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification.** | | | | | | |
| Domains | List Teaching Strategies 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 |
| a. Knowledge | * Lectures using audio-visual presentations. * Active learning techniques. * Individual assignment for searching for data about pre-assigned topics. * Article discussion. | |  | **√** | Limited resources in form of textbooks and periodicals. | |
| b. Cognitive Skills | * Implement cognitive skills-based assignment. (Case presentation and/or article discussion) | |  | **√** | None | |
| c. Interpersonal Skills and Responsibility | * Encounter geriatric patients in the clinical training site. * Open discussion. | |  | **√** | None | |
| d. Numerical and  Communication Skills | * Students are required to submit their case presentation report in word doc. 12 font size and Times New Roman font type. * Students are required to present their case presentation and/or article based topics using power point presentation program. | |  | **√** | None | |
| e. Psychomotor Skills (if applicable) | Clinical sessions. | |  | **√** | None | |

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| 4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above***.***  More self-directed learning is required to enhance the reading and comprehension skills of the students. |

**C. Results**

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| 1- Number of students starting the course:  20 |
| 2-Number of students completing the course:  20 |

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| **3. Distribution of Grades** (If percentage marks are given indicate numbers in each 5 percentile group)   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Grade | No | OR | % | No | % | No | | A+ | 1 | 95-100 |  | 70-74 |  | | A | 5 | 90-94 |  | 65-69 |  | | B+ | 10 | 85-89 |  | 60-64 |  | | B | 3 | 80-84 |  | < 60 |  | | C+ | 0 | 75-79 |  |  |  | | C | 1 |  |  |  |  | | F | 0 |  |  |  |  | | Denied Entry | 0 | Denied Entry | | |  | | In Progress | 0 | In Progress | | |  | | Incomplete | 0 | Incomplete | | |  | | Pass | 11 | Pass | | |  | | Fail | 0 | Fail | | |  | | Withdrawn | 0 | Withdrawn | | |  | |
| **4. Result Summary:**  Passed Failed  20  100  0  0  No Percent No Percent  No Percent No Percent  Did not complete Denied Entry  0  0  0  0    No Percent No Percent |
| **5. Special factors (if any) affecting the results:** None |

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| **6. Variations from planned student assessment processes (if any):** None | |
| * + 1. Variations (if any) from planned assessment schedule | |
| Variation | Reason |
| The 10 assigned marks for attendance was transferred to the final exam mark. | The lecture was scheduled on Saturday early morning and Riyadh city is known to be crowded at that day and time so many students would loss marks because of the delay because of traffic. |
| b. Variations (if any) from planned assessment processes in Domains of Learning | |
| Variation | Reason |
| ---- | ---- |

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| 7. Verification of Standards of Achievement: | |
| **Method(s) of Verification** | **Conclusion** |
| Double checking of 10% of final exam paper by department colleague was practiced to verify the students' results. | The marking of the colleague was identical with the marking of the course instructor. |

**D. Resources and Facilities**

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| 1. Difficulties in access to resources or facilities (if any):   * There is limited number of geriatric patients in the clinical sites. * Lack of textbooks and periodicals. | 2. Consequences of any difficulties experienced for student learning in the course:   * Recommend for considering encounter the students with geriatric patients whenever possible in other clinical training through the coming 2 levels. |

**E. Administrative Issues**

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| 1. Organizational or administrative difficulties encountered (if any): None | 2. Consequences of any difficulties experienced for student learning in the course: None |

**F. Course Evaluation**

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| 1. Student evaluation of the course:  (Attach Survey Results if available) |
| a. List the most important criticisms and strengths  For the time being there is no course evaluation as the course is not linked with the instructor edu gate. |
| b. Response of instructor or course team to this evaluation  NA |
| 2. Other Evaluation: NA |
| a. List the most important criticisms and strengths |
| b. Response of instructor or course team to this evaluation |

**G. Planning for Improvement**

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| **1. Progress on actions proposed for improving the course in previous course reports:** | |
| Actions proposed in the most recent previous course report(s) | State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons. |
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| **2. Other action taken to improve the course this semester/year**   1. Resource session 2. power point presentation on targeted topic by group of students |

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| **3. Action Plan for Next Semester/Year** | | |
| Actions Required | Completion Date | Person Responsible |
| 1. More application of active learning techniques. 2. Recruitment of standardized patient in the clinical site or practical sessions. 3. Include practical topics in a laboratory sessions. | End of Spring semester 2013 | Course instructor |
| **4. Recommendations to Program Coordinator (if Required):**  Proper action for accessibility for geriatric patients in other clinical sites. | | |

**Name of Course Instructor:** Dr. Salwa El-Sobkey

**Signature:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date Report Completed:** December 31st 2012.

**Received by Program Coordinator**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_