



# **FCHS CATALOGUE**

**Academic Year 2017-2018**

Fatima College of Health Sciences

Abu Dhabi (UAE) - October 2017

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## Document Revision Form

Document Title: FCHS Catalogue

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2	Mar 2014	All	Dr Ziad W Jaradat. In preparation for Monash programs accreditation			
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Issue 2, Revision 1	May 2017	All	Dr Corrien Van Belkum – CAA Requirement; Add FCHS Goals & Objectives	Dr Daryl Cornish	FCHS Director	May 2017
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## ABOUT THIS CATALOGUE

The purpose of this catalogue is to give an overview of Fatima College for Health Sciences.

It contains specific information on academic programs, policies, procedures, and requirements related to admissions, costs, and financial aid. This catalogue has been developed pursuant to the UAE ministry of higher education commission of academic accreditation (CAA) Standards 2011.

To apply for admission, please review the admission requirements and contact your nearest admission office. Consult the Fatima College of Health Sciences website ([www.fchs.ac.ae](http://www.fchs.ac.ae)) for further contact information. For students already enrolled at FCHS, this catalogue is a valuable reference tool that should be kept handy along with other relevant documented information throughout their years at FCHS.

When planning academic schedules, refer to the programs of study section. This contains every major program of study. Keeping in mind that not all courses are offered every semester, or in an identical structure, so students should check with their advisors when making course selections.

This catalogue is not a legal binding document. Every effort is made to have the best information at the time of publication. Dates, policies, programs, and courses are subject to change at any time by action of appropriate bodies within FCHS.

DONE

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**FCHS Faculty and Academic Staff.....120**



كلية فاطمة للعلوم الصحية  
FATIMA COLLEGE OF HEALTH SCIENCES

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## Introduction

Established in 2006, the Fatima College of Health Sciences (FCHS) aims to meet the United Arab

Term	Meaning
(W)	Withdrawal
(IG)	Incomplete Grade
(TR)	Transfer Credits
(EX)	Exempted
AY	Academic year
Sem	Academic semester
<i>Accumulative Grade Point Average (CGPA)</i>	The accumulative grade point average (CGPA) is calculated by adding the numerical value of each course grade multiplied by its credit hours for accumulative semesters and dividing the total over the total credit hours for all semester. Courses in which a grade of P, IG, or W are recorded, do not impact the GPA or CGPA. The CGPA is rounded to the nearest two decimal digits.
<i>Coursework</i>	Any work, in any medium, which is not undertaken in an examination room under supervision, but which is submitted by a student for formal assessment during her/his program of study.
<i>Credit Hours</i>	1 hour of lecture per week for 15 weeks equals 1 credit hour. 2 hours of laboratory per week for 15 weeks equals 1 credit hour. 3 hours of clinical practice per week for 15 weeks equals 1 credit hour.
<i>Grade Point Average (GPA)</i>	The grade point average (GPA) is calculated by adding the numerical value of each course grade multiplied by its credit hours for that semester and dividing the total over the total credit hours for the same semester.
<i>Library item</i>	Includes any book, pamphlet, periodical issue (bound or unbound), newspaper, manuscript, film, videotape, CD, DVD, microfilm, microfiche, photograph, print, slide, monograph, thesis, cassette, photocopy, sound recording, musical score, map, laptop, DVD player, musical instrument, plan or any other recorded material, regardless of physical form, under the control of the Librarian.

Emirates growing need for skilled health care professionals. The college started by offering Bachelor of Science Degree (BSc) in Nursing in 2006 and has, since then expanded to offer world class programs at (BSc) level in Pharmacy, Physiotherapy, Radiography and Medical Imaging, and Health Emergency (Paramedics) in collaboration with leading International Universities across four campuses in Abu Dhabi, Al Ain, Al Gharbia and Ajman. FCHS is progressing towards offering Postgraduate Diploma and Master Degrees in specialised Health Science programs such as Diabetes Education & Clinical Care, and Renal Dialyses. In addition to the Bachelor Degree, the

college offers a bridging program for diploma-holding practitioner nurses. The program was designed to graduate local students in the nursing field and to upgrade the education of the diploma holder nurses already in the health sector. Furthermore, in 2005 FCHS opened a campus in Rabat, Morocco to deliver the Bachelor's degree in nursing.

## **Royal Decree**

Fatima College of Health Sciences (FCHS) is an educational entity part of, and governed by, the Institute of Applied technology. The Institute of Applied Technology was founded in 2005 through a Royal decree of His Highness Sheikh Khalifa Bin Zayed Al Nahyan, President of the United Arab Emirates, as a corporate body with full financial and administrative independence. The establishment of the Institute was an initiative of General Sheikh Mohammed Bin Zayed Al Nahyan, Crown Prince of Abu Dhabi. His Highness envisioned IAT as a world class Technical-Careers Education system that would produce the scientists, engineers and technicians needed by the UAE to build a knowledge-based economy.

# **GLOSSARY OF TERMS**

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## **GOVERNANCE & MANDATE**

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The Institute of Applied Technology (IAT) is the parent organization that oversees, among other technical and educational institutions, the Fatima College for Health Sciences.

### **The IAT's Board of Trustees**

H.E. Engineer Hussain Al Hammadi  
 Dr. Abdullatif Al Shamsi  
 Dr. Abdulla Nasser Al Suwaidi  
 Dr. Reyadh Abdullatif Almehaideb  
 Dr. Yousef Ebrahim Al Akraf  
 Eng. Faisal Mohamed Albakery  
 Mr. Ibrahim Hassan Abdullah Nassir  
 Mr. Rabea Salem Al Junaibi  
 Eng. Dhafir Ayed Al-Ahbadi

Chairman of the Board  
 Vice Chairman  
 Board Member  
 Board Member  
 Board Member  
 Board Member  
 Board Member  
 Board Member

**H.E. Hussain Ibrahim Al Hammadi**  
 Chairman of the Board,  
 Minister of Education

**Dr. Adbullatif Alshamsi**  
 Vice Chairman, HCT Vice  
 Chancellor

**Dr. Abdulla Nasser Al-Suwaidi**  
 Chairman's Advisor,  
 ADVETI, Vice Chairman

**Dr. Yousef Ibrahim M. Alakraf**  
 Board Member, Business  
 Support & HR Executive  
 Vice President

**Dhafer Ayed Al-Ahbadi**  
 Board Member, Sennat  
 Advisor

**Ibrahim Hassan Abdulla Nassir**  
 Board Member, Human  
 Capital & Administration  
 Chief

**Dr. Faisal Mohamed Albakeri**  
 Dr. Faisal Mohamed  
 Albakeri, Board Member,  
 UAE Armed Forces

**Dr. Reyadh Abdullatif Almehaideb**  
 Board Member, Zayed  
 University Vice President

**Rabea Saleem Al Junaibi**  
 Board Member, Manager  
 Director

## ACCREDITING BODY AND PARTNERS

The FCHS, Health Sciences undergraduate programs prepare students with the knowledge, skills, and values to advance in various health professions; meet the health care delivery demands and work in a variety of settings with diverse patients, families and communities.

Students are prepared to assume supervisory, managerial and/or educational positions. In addition, successful completions of these programs allow students to pursue graduate education in the health care field. Work is in progress to offer post-graduate programs at Fatima College of Health Sciences.

FCHS is proud of its association with internationally recognised universities in Australia and the United Kingdom. The BSc Nursing program first began in 2008 in collaboration with Griffith University in Australia.

The College has a mandate to provide the Emirate and the UAE with trained nurses and health professionals. Local partnerships include SEHA (Abu Dhabi health Services Company that operates the local hospitals), HAAD (Health Authority Abu Dhabi, the health regulatory body), the Police, and TAWTEEN (the Emitterisation Council). Partnerships are in progress with the National Ambulance Company and the Ministry of Presidential Affairs.

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## **FCHS & ADPOLY ACADEMIC CALENDAR**

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## Directive (10)/2017

### FCHS and AD Polytechnic Academic Calendar AY 2017/2018

#### Semester 1 (2017-2018)

Sun	20 Aug 2017	Staff report to work (previous and new)
Wed	23 Aug 2017	<b>Semester 1 Classes Begin</b>
Wed-Sun	23-27 Aug 2017	Add/drop period
Thu - Sun	31 Aug - 3 Sep 2017	Observing Arafat and Eid Al Adha (TBC)
Thu	21 Sep 2017	Last day for withdrawal without penalty
Friday	22 Sep 2017	Hijri New Year (TBC)
Sun - Thu	15 - 19 Oct 2017	<b>Midterm Exams (Week 8)</b>
Sun -Thu	12 - 16 Nov 2017	Early registration for Semester 2 (Week12)
Thu	30 Nov 2017	Martyrs' Day
Thu	30 Nov 2017	Prophet's Birthday (TBC)
Sat - Sun	02 - 03 Dec 2017	UAE National Day
Sun - Thu	10 - 14 Dec 2017	<b>Semester 1 Final Exams (Week 16)</b>
Sun - Sun	17 Dec 2017 - 6 Jan 2018	Winter Break (3 weeks students 2 weeks staff)

#### Semester 2 (2017-2018)

Tue	02 Jan 2018	Staff Return
Sun	07 Jan 2018	<b>Semester 2 Classes Begin</b>
Sun - Tue	07 - 09 Jan 2018	Add/drop period
Thu	25 Jan 2018	Last Day for withdrawal without penalty
Sun - Thu	25 Feb - 1 March 2018	<b>Midterm Exams (Week 8)</b>
Sun - Thu	25 Mar - 05 Apr 2018	Spring Break (2 weeks students 1 week staff)
Sun - Thu	08 - 12 Apr 2018	Early registration for Summer
Sun	1 Apr - 05 Apr	Staff PD week
Friday	13 Apr 2018	Israa & Miaraaj (TBC)
Sun - Thu	6 May - 10 May 2018	<b>Semester 2 Final Exams (Week 16)</b>

#### Summer (2017-2018)

Sun	13 May 2018	<b>Summer Classes Begin</b>
Sun-Tue	13 - 15 May	Add/Drop period
Thu	31 May 2018	Last Day for withdrawal without penalty
Sun-Thu	3 - 7 June 2018	<b>Midterm Exams (Week 4)</b>
Thu-Sun	14 - 17 June 2018	Eid Al Fitr (TBC)
Sun -Thu	24 - 28 June 2018	Early registration for semester 1, AY 18-19
Sun - Tue	27 - 28 June 2018	<b>Summer Final Exams (Week 7)</b>
Sun	1 July 2018	Summer Break
Sun	12 Aug 2018	<b>All faculty return</b>
Sun	19 Aug 2018	<b>All students return</b>

TBC: To be confirmed

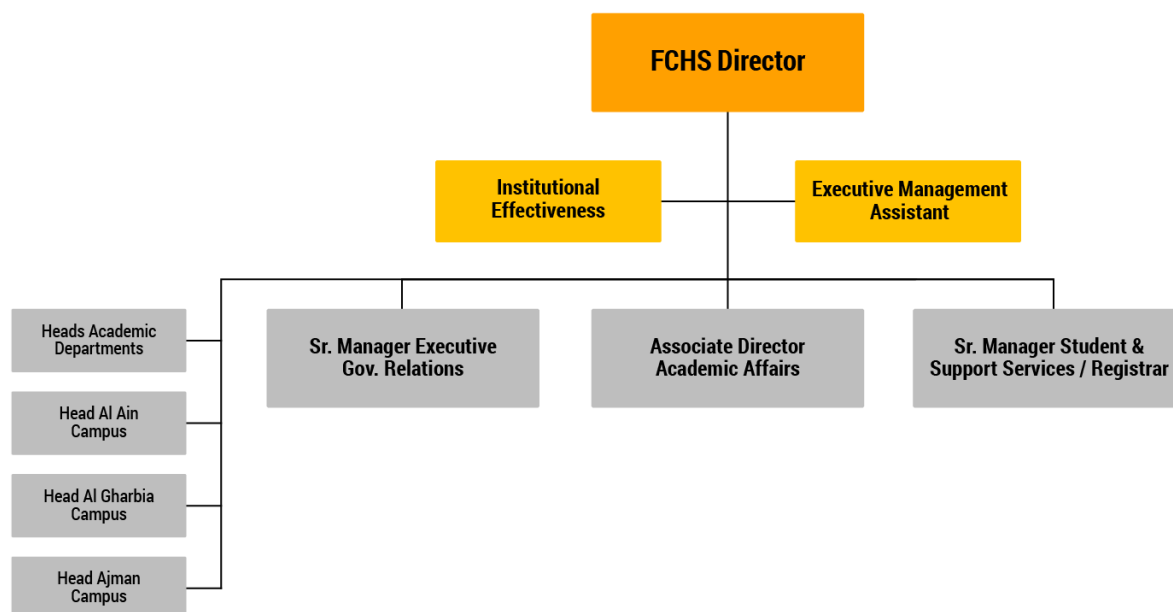
- End -

# ORGANIZATION CHART

Fatima College of Health Sciences



كلية فاطمة للعلوم الصحية  
FATIMA COLLEGE OF HEALTH SCIENCES



*FCHS Organisational Chart is approved by the IAT- BOT decision no. 11, May 2016*

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# GENERAL INFORMATION

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## **IAT History and Mandate**

The Institute of Applied Technology (IAT) was founded in 2005 through Royal decree of His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the United Arab Emirates, Ruler of Abu Dhabi as a corporate body with full financial and administrative independence. The establishment of the IAT was an initiative of General Sheikh Mohammed Bin Zayed Al Nahyan, Crown Prince of Abu Dhabi. His Highness envisioned IAT as a world class Career-Technical Education system that would produce the scientists, engineers and technicians needed for the UAE to build a knowledge-based economy. IAT is a dynamic organization which includes secondary schools, vocational education and training establishments, colleges, academies and other learning units. IAT also has a significant responsibility on behalf of the Abu Dhabi government to conduct special projects and educational activities that meet their strategic plans. To achieve the objectives handed down to it by the Abu Dhabi Executive Council, IAT relies on best practice teaching and learning processes underpinning a modern curriculum, conducted in state-of-the-art facilities. The aim of IAT is to create the scientific and professional leaders of the future. Therefore the Institute, its facilities and its outcomes are continually expanding and evolving as the needs of the Emirate and the nation evolve.

## **Fatima College of Health Sciences**

Fatima College of Health Sciences (FCHS) is an educational entity governed by IAT. It was founded in 2006 with a vision to be a leading provider for health education in the UAE.

## **FCHS Vision**

Fatima College of Health Sciences aims to be a preeminent and leading provider of qualified national healthcare academics and professionals regionally through the pursuit of excellence in teaching, research and community service.

## **FCHS Mission**

Fatima College of Health Sciences is committed to promote academic and professional excellence compliant with international standards, providing comprehensive and learner student-centred Health Sciences academic programs based on best practice, Fatima College of Health Sciences will graduate knowledgeable, and skilful and innovative professionals who will contribute effectively to the healthcare sector in the UAE. A culture of research will be established through fostering an enquiry-based ethos and contemporary facilities to ensure that the needs of the students, health sector and community is scientifically addressed”.

## **Fatima College of Health Sciences is committed to:**

- Educate, train, and graduate health care professionals and scientists.
- Provide state-of-the-art educational and research environment and to utilize state-of-the-practice instructional and training methods and services.
- Grant qualifying certificates for graduating students completing their graduation requirements in accordance with national qualifications requirements.
- Provide educational and health care professional consultancy services.
- Consolidate the continuous development of knowledge-based economy of the United Arab Emirate by offering multiple educational programs and degrees in health care disciplines.

## Fatima College of Health Science Key Values

In pursuit of its mission, Fatima College of Health Sciences maintains the following key values for its day-to-day operations and code of conduct:

- **Innovation:** Empowerment of employees, encouragement of creative thinking and collaboration with institutions to enhance their effectiveness and ability to manage the ongoing change.
- **Flexibility:** Ability to proactively respond to all labor market changes and evolutions.
- **Professionalism:** Ethical values and results oriented in order to provide optimal work experience.
- **Excellence:** Develop a quality management system to better control, manage, and continually improve the dynamic elements that are considered critical to policy and in the performance of its activities.
- **Integrity:** Adhere, in its relationship with all stakeholders, to our policies and standards with honesty, openness, transparency, accountability, and consistency.

## FCHS Goals

The FCHS Goals derived from the FCHS Mission's Commitment statements and include the following:

- Goal 1:** Deliver high quality education and training in order to produce competent and highly skilled employment ready graduates, health care professionals and scientists.
- Goal 2:** Provide state-of-the-art educational and research environment and to utilize up-to-date instructional and training strategies as defined by institutional research, institutional and program effectiveness and research output.
- Goal 3:** Grant qualifying certificates to graduating students who have met the requirements of nationally accredited programs in accordance with the national qualifications' standards.
- Goal 4:** Engage stakeholders to ensure professional alignment of education and health care services through bi-annually advisory committee meetings where stakeholders provide the chair.
- Goal 5:** Scan the market and develop new programs as needed for the sustainable future of the UAE healthcare workforce.

## FCHS Objectives

Derived from the Vision, Mission, Goals and FCHS Strategic Plan 2016-2020, the FCHS Objectives, including the target statements for each objective, are as follows:

**Objective 1:** Increase the number of Emirati students enrolled in health care disciplines throughout its campuses.

*Target statements:*

- By the end of year 2020, total student enrolment in each entity of Fatima College of Health Sciences will reach 90% of the Fatima College of Health Sciences' full capacity.
- Ongoing and by 2020 Fatima College of Health Sciences will continue to increase the number of graduating students.
- Ongoing and by 2020, Fatima College of Health Sciences will continue to increase the quality of its educational and training services.

**Objective 2:** Align curriculum and programs to meet labour market of Health-Care sector needs and requirements.

*Target statements:*

- By the end of 2020, Fatima College of Health Sciences educational and training programs will be complying by 100% with the Commission of Academic Accreditation (CAA) accreditation standards' and will adhere to the national and international qualification/certification requirements.
- From the commencement of academic year of 2016/2017 Fatima College of Health Sciences will establish additional strategic relationships with key stakeholders from the healthcare sector to work towards fulfilling Health Care sector demands and requirements.
- From the commencement of academic year of 2016/2017 Fatima College of Health Sciences will increase the number of professional development events and social extracurricular activities.

**Objective 3:** Increase the Emiratization ratio in the Fatima College of Health Sciences.

*Target statements:*

- By the end of 2020, Fatima College of Health Sciences will continue to increase the opportunities for national manpower to join their administrative and academic staff.
- By the end of 2020, Fatima College of Health Sciences will continue to decrease the turnover rate and to increase the professional development opportunities for national manpower employees.

**Objective 4:** Reduce the overhead operational cost and the cost per student.

*Target statements:*

- By the end of 2020, Fatima College of Health Sciences will reduce the cost per student.
- By the end of 2020, the Fatima College of Health Sciences will continue to decrease operational expenses and increase the rate of achieved revenues.

## **Licensure and Accreditation**

FCHS has headquarters in the Abu Dhabi Emirate and is officially licensed from 1 March 2009 to end of February 2014 by the Ministry of Higher Education and Scientific Research of the United Arab Emirates to award degrees/qualifications in higher education. FCHS is in the process of maintaining its license.

## **FCHS History**

FCHS offered a Bachelor degree (BSc) in Nursing in 2007 in Abu Dhabi and Al Ain and has expanded to offer another four undergraduate degree programs both at the Bachelor and Higher Diploma levels. The Al Gharbia and Ajman campuses opened in the 2014-15 Academic Year and the first international campus in Rabat, Morocco opened in 2014. The three new campuses offer nursing degrees only. The BSc of Nursing program was first offered in collaboration with Griffith University in Australia. In addition to the BSc, the department of Nursing offers a bridging program for diploma-holding practitioner nurses.

The program was designed to graduate Emirati students in the Nursing field and to provide continuous improvement in the education of the diploma holder nurses already in the health sector. The College is mandated to help the health sector in Abu Dhabi and UAE in general to satisfy its needs with well-educated and trained nurses.

There is an overall increasing demand in the UAE for health care workers, aside from nurses, Paramedics, pharmacists, radiographers, and physiotherapists are also required in order to provide the highest quality of health care to patients. As a response, FCHS took the necessary steps and started four new programs in Health Sciences (BSc & Higher Diploma in Pharmacy, Physiotherapy, Radiography & Medical Imaging and Paramedics).

The first intake of Health Sciences students was in September 2011 when students started the Common Year. FCHS signed an agreement with Monash University (Australia) to provide the curriculum for the programs which will prepare graduates with the knowledge, skills, and values to advance in the health profession. With an FCHS degree, students will meet the UAE's health care delivery demands and effectively work in a variety of settings with diverse patients, families and communities. Graduates are prepared to assume supervisory, managerial and educational positions. In late 2014, the FCHS-Morocco campus was opened in Rabat, the capital of Morocco. The school is for the Post-Registration (Bridging) Nursing program only.

The College constantly thrives to provide a supporting environment for the students throughout their time at FCHS and each student across all campuses has the ability to achieve their goals through the supportive environment present at FCHS. The innovative programs and opportunity to work with high quality academics from within the College or abroad through collaboration with partner universities are excellent services available for the students to enrich their learning experience.

As part of the College services students will have access to all FCHS staff including administrators, counsellors, facilitators, lecturers and senior academic faculty. The College looks forward to supporting students throughout their time at FCHS.

### **Locations and Facilities**

FCHS has five campuses: Abu Dhabi, Al Ain, Ajman and Al Gharbia in the UAE, and in Rabat, Morocco. Currently FCHS offers all the undergraduate degrees in Abu Dhabi and Al Ain campuses. For Ajman and the Western Region branch campuses, only the common year courses and Nursing BSc programs are offered.

The Post-Registration (Bridging program) in Nursing is offered in Abu Dhabi, Al Ain and Morocco.

### **Learning Resource Centre**

FCHS has a well-equipped library and study hall with a growing collection of resources. The library is designed to support all programs offered by FCHS through a wide collection of books, journals, electronic resources, and on-line databases which provide links to full text articles. The library information technology infrastructure includes more than 20 work stations connected to the internet to allow students to access the most recent articles. The library is staffed by well qualified and experienced library professionals who work with the heads of programs to identify the needs of the students for a wide range of books and other resources, conduct information skills awareness programs to enable students to find, retrieve, and use the academic resources efficiently, and encourage and teach students to access and research scholarly journals and resources. See Library Policies and Procedures for more information.

## Laboratories

The Abu Dhabi and Al Ain campuses have state of the art simulation laboratories for nursing and physiotherapy education.

FCHS has four general Science Labs at the Al Ain and Abu Dhabi Campuses:

- General Biology Laboratory
- General Physics Laboratory
- Medicals Sciences and Physiology Laboratory
- General Chemistry Laboratory

An additional Anatomy Laboratory is shared amongst all departments.

Below is a list of some of the equipment found in the General Labs and their use:

- Microscopes: to observe the small microorganisms and slides
- Biological Safety Cabinet: to inoculate the specimen on the culture media and to open the biohazard materials
- Incubators: to incubate the plates of where bacteria was streaked on and or inoculated
- Autoclave: for sterilization of the prepared media and different equipment needed in the laboratory
- Polymerase chain reaction thermocycler (PCR) for DNA/RNA amplification
- Digital Imaging System; for images documentation
- ELISA reader and Washer, for bioassays
- Gel electrophoresis; for visualizing the amplified DNA
- Prepared Microscope slide sets of Mitosis and Meiosis that are used for teaching human histology and pathology courses
- Basic Sets of tissues and organs in addition to several anatomy models and dissecting sets

## Nursing Department Laboratories

The Nursing Practices and Simulation laboratories are state-of-art facilities where they were constructed and designed to give the nursing students the opportunity to gain the required skills and knowledge and building their personal confidence through hands on practice. The laboratory rooms and stations were designed in a way that reflects and matches the real patients' rooms in the hospital setting and were equipped by the necessary supplies and equipment to practice a wide variety of nursing procedures; basic and advanced. The Nursing Practices and Simulation laboratories are available in the 4 campuses of FCHS. It is anticipated the other campuses will have simulation labs when required within the curriculum.

The primary aim of the Nursing Practices and Simulation laboratories is to help the students to bridge the gap between the academic education and the clinical practicum in an interactive and practice-based manner. This teaching strategy allows the students to practice in an area where they can commit mistakes without risking the patients who should be 100% safe and protected. The nursing procedures that can be demonstrated and practiced in the laboratories include vital signs, medication administration, physical assessment, sterile technique procedures, intravenous therapy, etc.

The labs include a variety of the advanced technology including the desktop computers, iPods, tablets, cameras, and hemodynamic monitors and screens, etc.

The Nursing labs have a variety of manikins that includes low, medium and high fidelity.

- Advanced Nursing lab
- Maternal and Child lab
- Physical Assessment lab
- Adult Nursing lab
- Dressing and Suturing
- Anatomy lab

The lab in Morocco has a variety of the advanced technology including the lap computers and tablets, etc. The manikins are used for:

- Pediatric physical assessment and nursing procedures
- Adult physical assessment and nursing procedures such as:
- Breast examination
- Dressing and suturing
- Blood transfusion, etc.
- The Nursing simulation labs include advanced manikins that range from low to high fidelity

*They include the following stations:*

- Pediatrics Simulation lab
- Labor and delivery simulation lab including Infant warmers and incubators
- Paramedics and Emergency simulation lab
- Intensive care simulation (ICU) lab
- Cardiac care simulation (CCU) lab

### **Physiotherapy (PT) Department Laboratories:**

The FCHS Physiotherapy Laboratories are used by the physiotherapy students to enhance and develop their clinical skills and their basic medical knowledge as well.

According to the curriculum, PT students learn musculoskeletal physiotherapy in the first year, neurorehabilitation and cardiopulmonary PT in the second year. Neurology and pediatrics PT in the third year. They have hands on training for three full semesters by the end of the curriculum. Therefore, teaching physio labs were designed accordingly to meet the curriculum needs.

Currently FCHS has three designated labs in both campuses for orthopedic PT, neuro PT, and pediatrics PT. These labs also can accommodate any therapeutic exercise courses, preclinical courses, and continuing education practical courses. This state-of-the-art facility is equipped with the most modern physiotherapy equipment available that enables teaching and research, so our labs are currently used for teaching assessment and treatment techniques for certain courses in addition to research.

All physiotherapy labs and equipment are maintained regularly. Safety elements are considered under FCHS policies. Courses and workshops are conducted in the laboratories due to its spacious nature and availability of advanced equipment. Physiotherapy labs at FCHS provide the students with the confidence that they should expect in a clinician through an expert clinical skills base and rigorous adherence to high standards of PT care.

### **Radiography & Medical Imaging Department Laboratories**

FCHS Radiography & Medical Imaging laboratories are located at both Abu Dhabi and Al Ain campuses. The facilities are utilized by medical imaging students to develop and enhance their clinical skills within the laboratory setting before engaging with real patients during clinical practice placements. Digital radiography practice within the laboratory setting is conducted using full body anthropomorphic phantoms (natural bone models of human anatomy encased in tissue equivalent plastic) and simulators. The teaching strategy employed, offers a 'hands-on' approach to learning and helps students to consolidate theory and practice in a non- threatening student-centered learning environment. Students have the opportunity to practice radiographic technique applicable to each imaging modality and develop their knowledge and skills of Quality Assurance (QA) and PACS.

The labs are designed to simulate the hospital setting and are equipped with the latest digital imaging equipment and technology, which encompass the vast range of radiography modalities.

The lab facilities have been constructed in accordance with the Federal Authority for Nuclear Regulation guidelines, to ensure measures have been taken to safeguard the public from ionizing radiation exposure.

Radiation shielded glass areas are also placed within the examination rooms to protect both instructors and students and room entrances installed with warning notices and lights.

#### **Each lab consists of the following:**

- RIS/Reception room
- Digital General X-ray room
- Digital Mobile X-ray room
- Portable Ultrasound room
- Ultrasound room
- Ultrasound Simulator room
- Bone Densitometry (US) and Bone Densitometry (DXA) room
- CT scanner room
- CT/MRI Simulator room
- Reporting room
- PACS room
- Debriefing room
- Lab Tech Office
- Store room

Each lab is staffed by a highly trained lab technician/Medical Physicist, whose expertise oversee the practical components of the program and the general day to day maintenance of the equipment.

In the future it is expected that the lab will offer workshops and Continuing Medical Education (CME) courses to health care professionals as well as support applied research in the RMI field to encourage and support life-long learners in the profession.

## FCHS CAMPUSES AND ACADEMIC PROGRAMS

Fatima College of Health Sciences (FCHS) has four campuses in UAE, Abu Dhabi, Al Ain, Ajman and Al Gharbia. Currently FCHS offers all the undergraduate degrees in the Abu Dhabi and Al Ain campuses. The common year courses and Nursing BSc programs are offered in Ajman and the Western Region.

CAMPUS	ACADEMIC PROGRAMS				
	Nursing	Pharmacy	Physiotherapy	Radiography & Medical Imaging	Emergency Health (Paramedics)
ABU DHABI	•	•	•	•	•
AL AIN	•	•	•	•	•
AL GHARBIA	•				
AJMAN	•				

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# STUDENT RIGHTS AND RESPONSIBILITIES

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## Student Charter

FCHS is committed to an equitable and enriching environment for students. This environment fosters academic achievement, where the interactions amongst students and staff are based on mutual respect, fairness and fulfilment of obligations. Fatima College of Health Sciences' Student Council expresses the expectations of both the College and the students. An orientation event will be conducted at the beginning of each semester/trimester for the new students. Various aspects pertaining to the students, their relation with administration, instructors and peer students will be discussed.

## Students' Rights

Students have the right to:

- Express their individual opinion regarding teaching performances through the process of course teaching and evaluations.
- Participate in the College life via student representative committee.
- Experience confidentiality with regards to their academic records, personal and disciplinary records expressed in the course of instruction, advising, or counselling, unless disclosure is authorized by written consent.
- Experience freedom from discrimination based on disability.
- Experience personal security on the FCHS campuses.
- Convey individual concerns and grievances in a fair and equal way.

## Students' Code of Conduct (Responsibilities)

FCHS expectations of its students. This list is not exhaustive and include:

- Work to the best of their ability.
- Participate actively and positively in teaching, learning and research activities.
- Provide constructive feedback on the conduct of these activities.
- Respect the academic responsibility of the College to establish and maintain appropriate academic and professional standards in courses and programs.
- Comply with program and course requirements.
- Treat College staff with courtesy at all times.
- Adhere to the highest ethical standards.
- Respect the academic honesty norms and work accordingly by abstaining from cheating, plagiarizing, fabricating or falsifying data or infringing copyrights.
- Demonstrate reasonable standards of behavior with respect to all College activities, thereby refraining from harassment or discrimination against other students and staff.
- Commit themselves to the deadlines of the academic calendar with respect to admission and registration rules.
- Act as role models in all functions.
- Abstain from any activity that may harm the College's reputation.
- Respect the property and conserve it as it is provided to enhance their learning and education, therefore, any act of vandalism shall entitle the doer for a disciplinary action which might lead to complete dismissal.
- Abide by the conditions of FCHS Student Handbook and policies, including the Uniform Policy and all Clinical and Lab Policies and accept sanctions applied for failing to do so.

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# UNDERGRADUATE ADMISSIONS

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## Admission Policy

FCHS is an education College that treats all students equally and aspires to have international recognition for all its programs.

A student who has completed her secondary education and has an official transcript may apply to be admitted to the college. Applications for admission to semester/trimester 1 and 2 should be received according to the designated dates announced at the beginning of that semester/trimester. An offer of admission is only valid for the semester/trimester for which a student applies. If the student is offered an admission but is unable to register, the applicant may request in writing to defer the admission for the next semester/trimester. Admission consideration shall depend upon availability of seats and course offerings.

All students entering FCHS and FCHS-Morocco should fulfil the English qualification by obtaining band 5.0 or higher in IELTS. Students which fail to obtain IELTS band 5.0 or its equivalent will be admitted to the Foundation Program to be prepared for the college entrance.

A student who has completed her Secondary School education (or will complete her Secondary School education by the time she is to enroll in FCHS) and has an official transcript may apply.

Applications for admission should be received by 21 August for Nationals and 7 August for expatriates to be considered in the regular pool of applicants in order to allow time for entrance examinations and admission interviews. However, students may be considered up to July 1 for the first semester of the academic year (starting in September) intake, and December 1 for the second semester (starting in January) intake, although such students may end up on a waiting list if there number are not enough to constitute a reasonable class size. Offers of admission are only valid for the semester for which a student applies. If an applicant is offered an admission but is unable to attend, the applicant may request in writing to postpone the admission for the next admission cycle. Admission consideration shall depend upon availability of seats, program offerings, and student's ability to academically meet the admission criteria.

## FCHS-UAE Undergraduate Admission Requirements

### FCHS-UAE General Undergraduate Admission Requirements

- Filled application form.
- A secondary high school certificate or its equivalent, obtained within the last three years of the application submission deadline, attested by Ministry of Education.
- Admission to Nursing, Physiotherapy, RMI or Emergency Health: IAT Secondary Certificate or a high school with a minimum percentage of  $\geq 70\%$ .
- Admission to Pharmacy: IAT Secondary Certificate or a high school with a minimum percentage of  $\geq 80\%$ .
- Original copy of English Proficiency Test (IELTS, EmSAT, TOEFL): IELTS Score  $\geq 5.0$  (Academic). UAE applicants with a lower score may join the Foundation Program. EmSAT Score  $\geq 1100$ , TOEFL Score  $\geq 500$ .
- Medical clearance is required for admission.
- There are no application fees.

## **All FCHS - UAE Applicants Holding a Foreign Secondary School Certificate**

- Should have completed at least 12 years of studies upon obtaining the High School Certificate which is authenticated by the Ministry of Education of the country from which the certificate was obtained.
- Students who have obtained a British certificate (IGCSE, GCSE) should have completed at least 7 courses with not less than a C grade.
- Students who have obtained AS level with GCSE certificate should have a minimum of D grade in the courses taken.
- Students who have obtained (A level) should have a minimum of E grade in the courses.

## **Foundation Program (for Nationals only)**

Any applicant with an IELTS score lower than 5.0 (Academic) cannot register for the first Year Program. In order to improve their English skills, the students must join The Foundation Program—a 1-year program of 3 semesters each providing students with foundation level competency in English, Mathematics, and Sciences using an English curriculum. The purpose is to prepare students to obtain emSAT/IELTS Academic band 5.0 which is the minimum entrance band for FCHS UAE programs.

## **Admission Requirements for Foundation Program (UAE only)**

- UAE Nationals only
- High school certificate with an overall average equal or above 70%.
- EmSAT score between 500 and 1099
- Medical fitness certificate
- Passing placement test

## **Student Administration**

The Student Services Department is responsible for admission, enrolment, scheduling, graduation, and student records. Students can obtain all relevant forms they need from this department.

The Department is responsible for administering student records. This is to ensure that records are accurately maintained and students are aware of their responsibilities. For example, students must ensure the Student Services Department is notified of any changes in their contact details. Student records contain a variety of information about students, such as student identification numbers, student contact details, and academic results. Student records are kept to track progress and program requirements.

FCHS maintains guidelines related to the privacy and confidentiality of student records.

## **Student Administration & Registration** **Student Administration**

The Student Services Department is responsible for admission, enrolment, and scheduling, graduation, and student records. Students can obtain all relevant forms they need from this department. The Department is responsible for administering student records. This is to ensure that records are accurately maintained and students are aware of their responsibilities. For example, students must ensure the Student Services Department is notified of any changes in their contact details.

Student records contain a variety of information about students, such as student identification numbers, student contact details, and academic results. Student records are kept to track progress and program requirements. FCHS maintains guidelines related to the privacy and confidentiality of student records.

Students will be provided with a statement of fees for a full academic year described as per single term balance, where students may opt to pay for only one academic term at a time.

Regardless of payment arrangements, all students are ultimately responsible for the full Payment of their fees. Failure to do so by the prescribed deadlines may result in the Loss of a seat in the student's program. Failure to pay fees by prescribed dates shall result in additional fees being charged. Students may also be denied access to resources, facilities, grades, transcripts, further Registration and/or convocation activities and credentials until fees are paid.

Tuition fees refunds shall be granted to students who apply in writing to withdraw from a course or a program within the timeframes determined and communicated by the Office of the Registrar as per the following scheme:

- 100% refund for withdrawal applications submitted during the "Add & Drop" period
- 50% refund for withdrawal applications submitted before the deadline of "Withdrawal without Academic Penalty".

### Scholarship, Tuition & Fees

#### FCHS Program Scholarship for Non-National Students

#### FCHS Common Year Scholarship for Non-National Students

Program	Common Year	Pharmacy	Medical Imaging & Physiotherapy	Nursing & Para-medical	FCHS-UAE Nursing BSN Bridging	FCHS-Morocco Nursing BSN Bridging	First Year Fees	Scholarship
<b>Duration</b>	1 year	+4 years	+4 years	+3 years	2 years	2 years		
<b>Annual Tuition Fees</b>	40,000 AED	60,000 AED	60,000 AED	60,000 AED				
<b>Per Credit</b>	1000 AED	2000 AED	2000 AED	2000 AED				
<b>First Year Semester 1</b>							20,000	50% scholarship with High School Average $\geq 90\%$
<b>First Year Semester 2</b>							20,000	Scholarship based on Semester 1 GPA

*NB: Information are correct at the time of printing. For up-to-date information on Scholarship, Tuition and Fees please check with the registration office.*

## FCHS Tuition Fees Schedule for Non-National Students

Year	Program Annual Fees	Scholarship based on GPA	
<b>Nursing</b>	60,000AED	Student Cumulative GPA	Concession Rate
<b>Pharmacy</b>	60,000AED	CGPA $\geq$ 3.6	75%
<b>Physiotherapy</b>	60,000AED	3.6 > CGPA $\geq$ 3.0	50%
<b>Medical Imaging</b>	60,000AED	3.0 > CGPA $\geq$ 2.5	25%
<b>Paramedics</b>	60,000AED	2.5 > CGPA	0%
<b>Transportation per semester</b>	2000		

*NB: Information are correct at the time of printing, for up-to-date information on Scholarship, Tuition and Fees please check with the registration office.*

### Registration

Registration is the process of enrolling in classes. Each student will receive a Student Handbook and the Catalogue which includes all required information of the programs. The Registrar is responsible for overseeing the registration process.

All students are expected to register for their courses in the time designated by the Registrar.

### Registration Procedure

- Registration periods will be announced in the FCHS-UAE and FCHS-Morocco Academic Calendars.
- Class schedule will be announced via the internet and the College boards prior to the registration periods.
- Students are required to register for their courses by choosing them with consultancy of their Academic Advisors.
- Any registration queries from the students should be directed to the Registrar's Office.
- Academic Advisors are assigned to help students in their academic pursuit and follow up of the students' academic accomplishments of their study plan.

### Exemptions and Credit Transfer for Prior Learning

#### **Exemptions in FCHS Degree Programs**

FCHS students wanting to transfer to another FCHS Degree Programs should have their records in good standing and a CGPA  $\geq$  2.0. Also, they will require approval from both departments and the Registrar's Office.

#### *Students in Good Academic Standing (CGPA 2.0 or above)*

- Ensure all entry requirements of the desired Degree Program are met.
- Submit completed Change of Campus/Department form to the Registrar's Office.

#### *Students Not in Good Academic Standing (CGPA below 2.0 with completion of >25 credit hours)*

Ensure all entry requirements of the desired Degree Program are met.

- Submit to the desired Head of Department:
- A letter (in English) stating:

- Their transfer desire
- Reasons for the transfer
- The reason (s) for not maintaining good academic standing
- A plan for regaining academic good standing
- A transcript with the most current semester grades posted
- A letter of recommendation from the FCHS Student Advisor
- Complete a Change of Campus/Program Form to the Registrar

All student requests for transfer must be submitted no later than 2 weeks prior to the first day of the fall semester/trimester registration period. Within ten working days of the receipt of the transfer request, the Head of the desired transfer Department will notify the student of the decision.

FCHS students who apply for credit transfer and are dissatisfied with the final outcome may request a review of the decision. The request must be accompanied by a full statement concerning the basis for the review. A request for a review of a credit decision is lodged with the Head of Department who will review the final decision in terms of this credit policy.

### **Credit Transfer from Other Institutions**

Students who have already finished some courses in any accredited/recognized institution inside UAE or abroad may submit official attested transcripts of the College from which the student is transferring along with that College's registration course detailed syllabus and description of the course (s), together with an attested original Secondary School Certificate. Transcripts and syllabi will be submitted to Fatima College administration who in turn will submit the documents to the College Academic Committee for approval. Credit will be awarded for courses based on case by case basis and abiding by the credit transfer policy. Once approved, a student will receive a TR (Transfer) for the transferred courses on the transcript.

***Students applying for the program for credit transfer should fulfil the following conditions:***

- 1) All transfer students are required to meet the admission requirements of the program and provide full detailed transcripts and course descriptions stamped by their previous institute.
- 2) Students are requested to submit attested official transcript of the college they studied in previously, in addition to an attested photocopy of the General Secondary School Education.
- 3) Undergraduate credits for a course are only transferred if the student has at least earned a grade of 2.3 in that course on a scale of 4 or its equivalent.
- 4) Clinical training credits are only considered for transfer if the student attained at least (2.3 on a scale 4) given separate from theoretical course and a proper method of assessment was used. Furthermore, the course should be taken in an institution within the UAE.
- 5) Students are granted a maximum transfer of 50% of the total number of credits required for the Bachelor programs.
- 6) The grades achieved in the prior study are not included in any future FCHS transcript and are not included in the calculation of grade point average. They are referred to as transferred courses in the transcript with a grade of TR (Transfer) next to the course.
- 7) The Academic Committee, in collaboration of the IAT General Requirements Committee, determine the credits to be granted and raise recommendations to the Director for approval.
- 8) Where an application for credit based on prior complete or incomplete formal study is approved by Head of Department, this becomes a credit precedent which is applied to subsequent credit application.
- 9) Applicants for credit who are dissatisfied with the outcome of the credit application may request a review of the decision. Such a review request must be accompanied by a full statement concerning the basis for the review.

A request for a review of a credit decision is lodged with the Head of Department, who will review the initial decision in terms of this credit policy. Where the basis of the review request relates to the academic judgment of the equivalence of prior study, learning or experience to a program or course, the Head of Department will make the final decision and sends it back to the Registrar.

## **English Language Requirement Policy for Higher Diploma and Year 4 of Bachelor Degrees**

Student Services and Departments must have the most up to date IELTS or TOEFL scores for each student. It is the student's responsibility to provide proof of the IELTS or TOEFL score to Student Services and their Department. After taking the test and receiving their score, the student must submit the original to Student Services and a copy to their Department.

### ***FCHS Higher Diploma Degrees***

Students working toward a higher diploma in any of the FCHS undergraduate programs will not receive their degree until they have achieved one of the following results on the IELTS or TOEFL tests and submit proof:

- **Original copy of English Proficiency Test (IELTS or TOEFL) - IELTS or equivalent Academic score  $\geq 5.0$ . And TOEFL  $\geq 500$  or iBT  $\geq 61$**

Failure to achieve one of the listed scores above will result in the delay of the Higher Diploma in any FCHS undergraduate program.

Students who have not achieved the required test scores will have one year from the end of Year 3 to achieve the required result. However, during this time they will not be registered at FCHS. Therefore they will not be able to take any courses at the College. Students should be concentrating on their English skills. If a student submits the proper paperwork with the required score within one year of leaving Year 3, FCHS will grant the Higher Diploma. If the student submits the proper paperwork with the required score after one year, she must speak with the Head of Department to discuss the options. The student may be required to sit for exams or even re-take some courses as knowledge may be lost. This is up to the discretion of the Head of Academic Affairs.

It is highly recommended that Year 2 and Year 3 students who do not have the required English Language scores (either IELTS or TOEFL) continue to study English and plan to be tested well before graduating with a Higher Diploma.

## **Relationship between Credit Hours and Time in Class**

- 1 hour of lecture per week for 15 weeks equals 1 credit hour.
- 2 hours of laboratory per week for 15 weeks equals 1 credit hour.
- 3 hours of clinic per week for 15 weeks equals 1 credit hour.

## **Add and Drop Courses**

Add means the addition of new course that was not included in the regular registration while a Drop means removal of a course included in the regular registration. The drop/add processes are designed to enable the students to review and evaluate their study program after the completion of the regular registration process as notified by the Registrar's Office.

Students are allowed to drop and/or add courses during the first two weeks of a semester, students are allowed to drop and add courses within the second week from the commencement of classes for special consideration that is approved by the Head of the Department and the Registrar.

Changes due to add/drop of courses are not recorded in the students transcripts. Students interested in dropping or adding courses should do that on line during the designated periods of drop and add. While performing add/drop process, the study load maximum and minimum limits are to be observed.

### **Withdrawal from Course**

Withdrawal from a course means removal of the course from the student's registration, after the period declared for dropping and/or adding courses has ended.

### **Types of Course Withdrawal**

- Students are permitted to withdraw from courses after filling and submitting the appropriate withdrawal form from the Registrar's Office.
- Withdrawal from courses must occur no later than the end of the fourth week of classes in the normal semester.
- A grade of W will be recorded in the transcript for the course from which the student has withdrawn but it will not affect the student's GPA.
- Rules regarding maximum and minimum load shall be applicable in all cases.
- If a student is withdrawn from all courses in certain semester he/she is considered as postponing his/her study and this semester is calculated from the maximum period allowed for postponement (four consecutive or intermittent semesters)
- If the student is not able to attend classes and the last withdrawal date had passed and her absenteeism reaches 15% of the total semester classes, she is considered absent and is given F (Fail).

### **Denial of Registration**

Registration is denied if all academic and/or administrative requirement have not been fulfilled prior to the term. A student may be denied registration if one or all of the following deficiencies:

- Academic dismissal
- Incomplete admission documents
- Academic misconduct practice
- Disciplinary action
- Non-payment of tuition fees
- Lower than the overall English requirement score (IELTS/TOEFL/ emSAT etc.)

### **Course Cancellation**

A course can be cancelled after it is being offered if there was no student enrollment or the number of enrolled students was lower than 10 students. If there was a low number of students in a course and it was deemed to be cancelled, the students will be advised to register in another course that is aligned with their study plan. The decision to cancel the course has to be taken by the College Curriculum committee.

## **Substitute Courses**

A student can take a substitute course from her department from the same category if her graduation is dependent on a course that was not offered in that particular semester upon the agreement of the College Curriculum committee.

## **Equivalent Courses**

If the graduation of a student is dependent on a particular course or her study plan will be disrupted by not taking that course, then the student can take an equivalent course from the same level and from the same institution or other same or higher level education institute. The equivalent course must be at least 70% similar to the original course in both content and objectives.

## **Orientation Program**

Orientation meetings and activities are arranged for all new students joining FCHS. Students are oriented regarding the facilities, general guidelines and expectations, and academic policies & procedures. Two orientation days, one in the beginning of each semester will be scheduled for the new intakes.

## **Academic Measures**

All courses taken by the students are entered into the student's record. All grades attained by the students are taken into account in calculating both the GPA and CGPA. English is the language of instruction at the FCHS in all the courses.

## **Summer Course Policy**

Where a student undertakes one or more courses in the summer semester, the probation and exclusion provisions shall NOT be applied. Instead, a student might take the summer courses to enhance her GPA and remove the probation status.

## **Assessment Policy**

### **Assessment Submission**

Undergraduate students are required to submit assessment items by the due date, as directed in the course outline. Assessment items submitted after the due date will be subject to a penalty unless an extension of time for submitting the item is forwarded to the Course Convenor who will decide whether an extension is granted. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each day or part day that the item is late. Weekends count as one day in determining the penalty. Requests for extension of time to submit an assessment item must be made in writing to the Course Convenor. Where the request is made on medical grounds, a certified (attested) medical certificate must be submitted.

The request for an extension should be lodged by the due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is submitted.

## Examinations

Most of the courses offered at the under-graduate level contain examinations as part of the assessment requirements. Students should consult relevant course outlines which will detail the topics, time, date, place, and duration of the examination. Materials permitted in an exam will be specified on the Examination Timetable and on the Examination Paper.

## Deferred Assessment and Special Consideration

Students may apply for deferred assessment if they were prevented from performing an assessment item, such as an examination, text, seminar presentation, or other assessment activity scheduled for a particular date.

The following would generally be considered acceptable grounds to approve a deferred assessment:

- on the grounds of illness;
- accident;
- temporary disability;
- bereavement;
- Sporting or cultural commitment at emirate, national or international representative level. Students applying for a deferred examination for this reason may also apply for an alternate sitting; or other compassionate circumstances (for example, death of a family member or close relative, serious illness of a family member or close relative, involvement in an accident where this does not involve injury, significant and unexpected employment problems or pressures, significant relationship problems).

## Repeating Courses

Undergraduate students are permitted to repeat courses in which they scored a maximum (C+). The original grade and the new grade shall appear in the transcript but the highest grade shall appear in the calculation of the new GPA.

- Students must repeat all courses in which they have failed.
- To improve their CGPA, students may repeat a course they have already passed with an average of no more than C+.
- No course may be repeated more than once if a student has obtained a passing grade in it.
- When a student repeats a course, the higher grade is counted.
- In all cases, all courses taken and grades obtained by a student shall be included in her academic record, with special mark attached to courses which she failed or repeated, and which do not count for purposes of calculating her CGPA.
- When a course is repeated, the credit hours allocated to it are calculated only once for purposes of graduation.

## Missing an Exam

Students missing any exam and present a legitimate reason shall be given incomplete

Grade. They shall be requested to take the make-up exam in the supplementary deferred period as announced in the academic calendar. The student applies for a deferred exam stating the reason with evidence for missing the exam.

The application is reviewed by the Head of Department who will judge the case and give decision.

If a deferred exam is announced, the student shall set in the supplementary and deferred period as announced in the Academic Calendar. Students who miss an exam and do not present a legitimate reason will be given zero grade.

### Missing the Final Examination

Students who miss the final exam and present a legitimate reason shall be given an “incomplete” grade. Such students must apply for a deferred exam stating the reason with evidence for missing the exam. The application is reviewed by the Program Head and recommendation forwarded to the FCHS Director. If a deferred exam is announced, students shall be requested to take the make-up exam in the supplementary deferred period as announced in the academic calendar or agreed upon with the Course Instructor. Students who miss an exam and do not present a legitimate reason can be given a grade of “zero” for the exam.

### Grading and Results

During the semester, individual Examiners communicate their evaluations of individual assessment items to students with reference to the criteria against which performance has been assessed.

A grade is awarded by the Instructor of each course and discussed and approved by relevant Department Assessment committee. The grade signifies the student's overall performance in the course. Students' results in courses are recorded using the FCHS undergraduate grading system. The description that accompanies each grade is given as a guideline to assist comparability across the College, but these descriptions must be interpreted within the context of each course.

When there is a course with clinical/lab and theoretical components, the student has to pass both components. If student fails any of the components, then she has to repeat and score a pass grade in both components.

### Grading Description

This policy governs the means in which FCHS students are granted their GPA. In no case shall a student graduate with a cumulative GPA of less than 2.0. The policy is governed by the following guidelines: A course grade is expressed in letters reflecting academic level descriptors, as indicated in the table below.

Grade	Grade in %	GPA Points	Student Performance
A+	95-100	4.00	Exceptional
A	90-94	4.00	Excellent
A-	87-89	3.70	Excellent -
B+	84-86	3.30	Very Good +
B	80-83	3.00	Very Good
B-	77-79	2.70	Very Good -

C+	74-76	2.30	Good +
C	70-73	2.00	Good
C-	67-69	1.70	Good -
D+	63-66	1.30	Satisfactory
D	60-62	1.00	Satisfactory
F	<= 59	0.00	Fail
FA			Failure for lack of attendance
I or IG			Incomplete
PC	60-100		Pass Course
WF			Withdrawal Fail
TR			Transfer Credit
EX			Exemption
T			Pass Placement or Challenge Exam

NOT INCLUDED IN CALCULATING THE GPA	
<u>LETTER GRADE</u>	
(W) Withdrawal	
(IG) Incomplete Grade	
(TR) Transfer Credits	
(EX) Exempted	

- **Excellent (A)** – has a numerical value of 4

Complete and comprehensive understanding of course content; development of relevant skills to a comprehensive level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

- **Very Good (B+)** – has a numerical value of 3.3

Very high level of understanding of course content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

- **Very Good (B)** – has a numerical value of 3.0

High level of understanding of course content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

- **Good (C+)** – has a numerical value of 2.3

Good understanding of most of the basic course content; development of relevant skills to a good level; good interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not achieved.

- **Satisfactory (C)** – has a numerical value of 2.0

Good understanding of most of the basic course content; development of some relevant skills to a good level; good interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not achieved.

- **Unsatisfactory (D+)** – has a numerical value of 1.3

Satisfactory understanding of the basic course content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of major objectives of the course; some minor objectives not achieved.

- **Unsatisfactory (D)** – has a numerical value of 1.0

Satisfactory understanding of the basic course content; development of some relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of major objectives of the course; some minor objectives not achieved.

- **Fail (F)** – has a numerical value of zero (0)

Inadequate understanding of the basic course content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor objectives of the course.

- **Failure due to absent (FA)** – has a numerical value of zero (0)

Reaching 15% absence of the total required classes in the semester.

- **Withdraw (W)** - No numerical value is assigned.

The student has withdrawn from the course before the last day of withdrawal (before the 4th week of the beginning of the semester). (K) Incomplete Grade (IG) - No numerical value is assigned. This is a temporary grade until supplementary assessment is completed. This is usually granted when a student misses only the final exam and submits an appropriate justification. The incomplete grade needs to be removed by the second week of the following semester. It is the student's responsibility to follow up with the teacher concerned and to sit for any required supplementary assessment. If the incomplete grade is not removed after the second week of the following semester, then the student will receive F on his/her transcript. If the student passes the course, then the incomplete grade is removed and the student's grade is entered into the semester the student has studied. The student has withdrawn from the course. This is NOT counted as failure and appears beside the course on the academic record when the withdrawal from the course is processed administratively after the last date to drop a course without being liable for fees, up until the final date for withdrawal without failure.

During the semester, Course Instructors communicate their evaluations of individual assessment items to students with reference to the criteria against which performance has been assessed.

An example of weighting of course components in consideration of grading is as follows:

- Homework up to 10%
- Weekly quizzes up to 20%
- Laboratory assignments up to 20%
- Midterm exam up to 20%
- Final exam up to 30%

A grade is awarded by the Course Instructor that signifies the student's overall performance in the course. Students' results in courses are recorded using the grades shown on page 16.

The grade point average (GPA) is calculated by adding the numerical value of each course grade multiplied by its credit hours for accumulated semesters and dividing the total over the total credit

hours for all semesters. Courses in which a grade of P, I, or W are recorded, do not impact the cumulative GPA, i.e., these courses are not included in the calculation of the cumulative GPA.

### **Calculating the GPA**

The grade point average (GPA) is calculated by adding the numerical value of each course grade multiplied by its credit hours for that semester and dividing the total over the total credit hours for the same semester.

### **Calculating the CGPA**

Cumulative grade point average (CGPA) is the average of all of the student's grades for all semesters and courses completed up to given academic semester.

The accumulative grade point average (CGPA) is calculated by adding the numerical value of each course grade multiplied by its credit hours for accumulative semesters and dividing the total over the total credit hours for all semester. Courses in which a grade of P, IG, or W are recorded, do not impact the GPA or CGPA.

### **Grading Procedure upon Course Completion**

At the completion of each course, a student will be granted a letter grade equivalent to her academic achievement in the corresponding course. For each and every academic semester, the student report card (transcript) reflects the granted GPA as well as the corresponding CGPA. The conversion from numerical scores to GPA value, computing the GPA and CGPA, as well as graduation and honor list requirements are detailed next.

### **Class Attendance and Lateness**

Students registered in FCHS are expected to attend all classes. Attendance will be taken into account if a student applies for any special consideration. Professional behaviour is expected. Students are expected to be on time and prepare for class.

#### ***The following rules apply:***

- Students are expected to be on time for all classes, lectures, tutorials and meetings.
- If a student is more than ten (10) minutes late to class, she will be considered absent for that class.
- If a student is absent for 5% of the teaching hours of the semester she will be given first warning.
- If a student is absent for 10% of the teaching credits of the semester she will be given second warning.
- If a student is absent for 15% of the teaching credits of the semester she will be considered fail in that course unless she submit a legitimate excuse that is accepted by the Program Head where in this case the student will be given withdrawn in this course(s).
- If a student's misses class due to illness, the students must provide a stamped medical certificate from government hospital or attested medical report if it is from private hospital or doctor.
- It is the student's responsibility to obtain the materials that were covered in class during the absence, from their assigned academic and independent study from missed classes must be completed.

Students must remember that academic success reflects a range of factors including hard work,

quality courses and resources and attendance and contributing in class. Students are not permitted to leave the campus. If a student must leave campus during class time a letter signed by their guardian asking permission needs to be sent to the Head of the Department. The guardian must provide a mobile telephone number.

### **Appeals against Award of Grade**

Students are encouraged to discuss their performance in assessment items during a course with teaching staff. Where a student believes that an error has been made or an injustice done in respect of the grade awarded for a course, the student may request a review of the grade.

***This request must be as follows:***

- Made in writing on the appropriate form;
- State the grounds for the review request; AND
- Lodged with the Department Assessment committee within 14 days of the date on which student grades are posted on Banner.

The Head of Department shall form a committee of at least two faculty members of the faculty peers who assigned the grade. The committee shall submit its recommendation to within one week from its formation. The decision of the committee shall be considered final in determining the grade of the appealing student. According to the grade status after the appeal the academic status of the student will be reconsidered if any change occurs on the student grade i.e. academic probation or dismissal will be reviewed.

### **Disposal of Assessment Material**

Course Instructors are required to retain all assignments, portfolios and other assessment materials that are not included in the course files for a minimum of two years from the date of issue of results. At the completion of the two-year period, Course Instructors may destroy all assessment material that are not included in the course files except material that relates to appeals not yet finalized.

### **Academic Probation**

#### ***First Academic Probation***

An undergraduate student who has a cumulative GPA of less than 2 at the end of a regular semester will be placed on first academic probation for the following semester. A student who is placed on probation is advised to seek assistance in order to improve her academic performance. Students on academic probation are allowed to register for maximum 12-13 credit hours.

#### ***Second Academic Probation***

If a student fails to remove the first academic probation within the following regular semester excluding the summer semester, then the student is placed on second academic probation where the student is still allowed to register for maximum 12-13 credit hours and she is advised seek assistance to remove the probation.

#### ***Third Academic Probation***

If the student fails to remove the second probation and her GPA is still less than 2 then the student is dismissed from the college due to academic probation.

### **Academic Dismissal**

A student is *subject* for dismissal if she:

- Has a cumulative GPA of less than 2 at the end of a semester and had previously two probations in current academic undergraduate program.
- A student is subject for dismissal on the basis of failure in one or more designated courses. The designated courses are required to be specified in the program requirements and advised to students.
- A student who is dismissed is not permitted to attend classes or undertake study in the program from which he/she is dismissed or in any other program or to take study on a non-degree basis with the College.

### **Appeal against Dismissal**

A student who is dismissed may appeal against dismissal. The appeal must be in writing and forwarded to the Registrar who forwards it to the Director by supporting documentation where relevant. The appeal must be sent no later than 2 weeks of the decision of dismissal. The Director shall interview the student along with the Head of Department. If the student is still dissatisfied with the decision then the student can appeal to the College Appeal committee.

### **Readmission Following Dismissal**

A student who is dismissed may apply for readmission to the program from which he/she is dismissed, providing that at least one year has elapsed since the dismissal. An application for readmission following dismissal or for admission to a new program is not automatically approved.

An application for readmission, following dismissal, or for admission into a new program will be assessed by the Director on the advice of the Head of Department. The Director will consider factors such as changed circumstances, academic and/or vocational performance since dismissal maturity and motivation in order to be satisfied that the person concerned has a reasonable chance of success in the program. A student who has been dismissed may not recommence study until at least one year has elapsed since dismissal was imposed. The Director's decision is final.

### **Student Records**

All e-records related to academic integrity shall be kept in a confidential file in a secure area and kept with the Registrar. The records shall be kept for a minimum of 7 years after the student leaves the college.

All grades of students shall be kept at the Registrar's Office indefinitely. The files shall be kept in a secure place and updated regularly. Heads of Departments can only have read-only access to the records.

### **Responsibility of Course Instructors**

Course Instructors are responsible for conveying to students clear advice about the aims and objectives of the course, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, the criteria against which individual assessment items are judged and their relative weight.

Course Instructors are required to provide feedback to students on their performance in assessment items conducted during the quarter. They should give guidance to students and comment on work presented for assessment during the semester by written comments or other suitable means. Instructors should be prepared to discuss with students their performance in an examination.

## Responsibility of the College Curriculum Committee

The College Curriculum committee is responsible for implementing curricular policies of FCHS. This includes responsibility for dealing with individual student cases, monitoring results, and providing advice on student achievement.

*The committee is responsible for determining final grades through:*

- Scrutinizing grade recommendations from Course Instructors to ensure comparability of standards and consistency with FCHS policy; and,
- Consulting relevant Course Instructors regarding any queries concerning their recommended grades.
- The College Curriculum committee is also responsible for:
- Determining the classification to be awarded to students who have satisfied the requirements for a degree with FCHS; approving the award of supplementary assessment;
- Determining the outcome of applications from students for special consideration and deferred assessment;
- Dealing with allegations of cheating and plagiarism as provided for in the policy on academic misconduct;
- Determining the recipients of prizes and awards;
- Recommending to the Awards committee candidates for any academic prizes;
- Monitoring the outcome of assessment processes, identifying courses in which the outcomes are unsatisfactory and providing advice to the instructors on actions to improve assessment outcomes;
- Providing advice to the Senior Management committee on the basis of assessment performance indicators about the need to review program structure and contributions of courses to a program; and,
- Providing advice to the instructors in relation to the review of student progress through programs for which the instructor is responsible.

The committee may modify the grades recommended by the Course Instructor. Where such modification is made on the basis of academic judgment, the Course Instructor will be consulted. The committee may appoint an alternative Examiner or Examiners from within FCHS in order to provide advice on the assessment of a particular student or course. The functions of the committee may be carried out executively by the Chair. This individual is responsible for determining appeals from students against decisions in response to applications for special consideration and deferred assessment.

## Supplementary Assessment

The Department Assessment committee may, at its discretion, grant supplementary assessment to any student with a grade of Fail whose overall performance in the course justifies it. The purpose of supplementary assessment is to provide the students with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the course have been met.

To be offered a supplementary assessment under this provision, the student must have attempted all assessment items and attended any examination associated with the course and must apply to the Chair of the Department Assessment committee for the supplementary assessment within two weeks of the release of examination results.

A student is allowed only one attempt at each supplementary assessment item. As a general rule, supplementary examinations are held in the designated supplementary examination periods as advised in the Academic Calendar. Students who feel that their case for Special Consideration, Extension, or Deferred Assessment has been wrongly dismissed by the Course Instructor may appeal in writing against that decision to the Head of Academic Affairs. If the Head dismisses the case and the student disagrees, she may appeal to the FCHS Director. The decision of the Director is final.

## Failed Courses and Remedial Action

Students who fail a course should repeat it in the next semester if it is offered or they have to wait until it is offered, however, a failing student will not be able to graduate unless take the course and obtain a pass mark.

Remedial action might be granted in certain circumstances and at the discretion of the Director of FCHS. Such circumstances will be determined based on the status of the students and each case will be dealt with independently.

Remedial action can take two forms. First, the student can take supplementary lessons and arrange with their Course Instructor for reassessment, such as taking examinations, or submitting homework or special projects. Second, the student can retake the course at their next opportunity. In either case, once the student has satisfied at least the minimum requirements for passing the failed course, a grade of P replaces the F. Please note that a P grade does not count towards the calculation of the cumulative grade point average. **See the section on Academic Standing, Progression, and Exclusion for more formal policy details.**

## Policy on Academic Misconduct

### Introduction

Students must conduct their studies at FCHS honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct, for which FCHS may penalize a student.

**Specifically it is academic misconduct for a student to:**

- present copied, falsified or improperly obtained data as if it were the result of laboratory work, field trips or other investigatory work;
- include in the student's individual work material which is the result of significant assistance from another person if that assistance was unacceptable according to the instructions or guidelines for that work;
- assist another student in the presentation of that student's individual work in a way that is unacceptable according to the instructions or guidelines for that work;
- cheat; in exams or quizzes or any form of assessment; and
- Plagiarize (knowingly presenting the work or property of another person as if it were one's own).

*Plagiarism is defined as the act of deliberately presenting another person's work as your own without acknowledgement. A student should ensure that they acknowledge and appropriately reference all sources of information presented in their homework, presentations or projects. Students are expected to ask their teachers if there are any questions regarding what is or is not considered*

plagiarism.

## Plagiarism

Plagiarism is detected by electronic plagiarism detection tools (e.g. Turnitin). Experienced teachers are vigilant. Both cheating and plagiarism can occur in a number of situations:

- In a homework assignment;
- As part of an individual or group project assignment, students are to report instances in group work by others;
- In an informal assessment activity;
- In a formal testing situation;
- Using others' words taken from text-based or internet sources.

The consequence of cheating or plagiarizing can result in dismissal from FCHS.

### Examples of Plagiarism include:

- Word for word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, thesis, unpublished works, working papers, seminar and conference papers, internal reports, lecture notes or tapes) without clearly identifying their origin by appropriate referencing. Even with adding the reference, in these cases where words were copied exactly, a quotation marks has to be placed on the beginning and the end of the copied sentence.
- Closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works;
- Using another person's ideas, work or research data without appropriate acknowledgment;
- Submitting work which has been produced by someone else on the student's behalf as if it were the work of the student;
- Copying computer files in whole or in part without indicating their origin;
- Submitting work which has been wholly or partially derived from another student's work by a process of mechanical transformation. For example, changing variable names in computer programs.

Program Administrators and Course Instructors are to provide students with advice concerning accepted standards of academic conduct in the area of the program or course. They are to give particular attention to conventions on referencing and bibliography; and, the contribution of other students to assessment items which are meant to be the work of an individual student.

## Penalties

On determination that academic misconduct has occurred, the penalty which may be imposed is one or more of the following:

- a reduced or nil result for the assessment item affected by the academic misconduct;
- a fail grade for the course in which academic misconduct occurred;
- exclusion from enrolment in the program for a specified period;

Exclusion from the program; readmission to the program is at the discretion of the Head of the

Department based on consideration of the student's case for readmission. Where a student has been found guilty of academic misconduct on more than one occasion and has previously been penalized as set out in above (a) through (c), the penalty shall normally be exclusion from the program as set out in (d), unless in the opinion of the relevant Academic Review Board there are mitigating circumstances.

## **Procedures**

### ***Making a Complaint of Academic Misconduct***

An academic staff member who has reason to believe that a student has committed some form of academic misconduct (this includes receiving a report on student misconduct from a laboratory or teaching assistant and/or an examination invigilator) may take one of the following courses of action:

1. Request the student to attend an interview with the academic staff member to discuss the alleged misconduct. On the basis of the interview, the academic staff member may decide to:
  - Take no further action; or
  - provide the student with a warning together with advice about what is acceptable academic conduct; or
  - Make a formal complaint of academic misconduct to the Chair of the Student Disciplinary Committee by setting out in writing the nature of the alleged misconduct and the evidence in support of the charge.
2. Without an interview, make a formal complaint of academic misconduct to the Chair of the Student Disciplinary committee by setting out in writing the nature of the alleged misconduct and the evidence in support of the charge.

### **Dealing with a Complaint of Academic Misconduct**

On receiving a complaint of academic misconduct against a student, the Chair of the Student Disciplinary Committee may seek evidence concerning the matter from other sources. The Chair shall advise the student of the complaint, including a description of the grounds for the complaint and a copy of all the evidence relevant to the matter. Before determining the action to be taken concerning a complaint of academic misconduct, the Chair of the Student Disciplinary Committee must provide the student with the opportunity to respond to the complaint of academic misconduct. The response must be in writing and received within 14 days of the receipt of notification of the complaint.

Having considered the complaint of academic misconduct in the light of the evidence and the student's response, the Chair of the Student Disciplinary Committee may take one of the following actions:

- Dismiss the complaint of academic misconduct. In this case no documentation concerning the complaint shall be placed on file;
- Provide the student with a warning together with advice about what is acceptable academic conduct where satisfied that academic misconduct has occurred, the Chair will ask the Head of Academic Affairs to impose a penalty as set out in the Penalties section; where further investigation is needed to establish the facts of the case, the Chair may refer the matter to a meeting of the relevant Academic Review Board for a formal hearing.
- In each case, the student shall be informed in writing of the decision of the Chair of the Student Disciplinary Committee and Head of Academic Affairs (if required),

including the reasons for the decision.

### **Dealing with Additional Complaints of Academic Misconduct**

During the course of consideration of a complaint of academic misconduct, if an additional complaint of academic misconduct is received, that complaint shall be dealt with fully and independently of the first complain.

### **Formal Hearing Concerning Alleged Academic Misconduct**

The relevant Academic Review Board (hereafter referred to as the Board) may conduct a formal hearing into an allegation of academic misconduct. The student may attend the hearing or, if the student requests, participate in the hearing through telephone conferencing or similar facility. If the student declines to attend the hearing (or participate by other means) the hearing shall proceed in the absence of the student.

The student may make a written submission to the hearing.

The student may be accompanied at the hearing by a companion who is a member of FCHS. The companion is present as a support to the student and is not an advocate or spokesperson for the student. In exceptional cases, for example a student with a disability which affects communication, the Chair may give permission for the companion to speak on behalf of the student. Neither the student nor any other person participating in the hearing is entitled to be legally represented. Prior to the hearing, the Board shall provide the student with a copy of (or access to) all written materials and other evidence available to the Board. The Board may call witnesses to give evidence at a hearing or may receive written statements of evidence. If the Board thinks it appropriate or if the student requests it, the Board may require persons to attend the hearing and answer questions. The student may ask questions of any witnesses in attendance at the hearing. The student may make submissions to the Board after the evidence of all witnesses has been given. The student's submissions may be oral or in writing.

As an outcome of the hearing, the Board may take one of the following actions:

- Dismiss the complaint of academic misconduct;
- Provide the student with a warning together with advice about what is acceptable academic conduct; and/or
- Decide that the student is guilty of academic misconduct and impose a penalty as set out in the Penalties section.

The student shall be informed in writing of the decision of the Board, including the reasons for the decision.

### **Recording of Penalty**

Where a penalty of exclusion, as provided for in (c) and (d) of the Penalties section, is applied, the Chair of the Student Disciplinary Committee shall advise the Registrar for the purpose of recording the decision on the student's academic record. The academic record will bear the annotation "excluded on (date) for disciplinary reasons."

## Appeal

Where any penalty for academic misconduct is imposed as provided for in Penalties section, a student may appeal to the Senior Management committee (or an Appeals committee convened by the Senior Management committee) under the provisions of the “Policy on Student Grievances and Appeals.” The student shall be informed of the right of appeal in the correspondence advising of the imposition of a penalty.

## Policy on the Submission of Coursework.

### Definition of “Coursework”

“Coursework” shall be defined as:

*“Any work, in any medium, which is not undertaken in an examination room under supervision, but which is submitted by a student for formal assessment during her/his program of study.”*

Examples of coursework include, but are not limited to, reports (formal and informal), case studies, presentations, group work, interviews, in-class tests or quizzes, and role play. Quizzes formally fall within the definition of coursework, but are governed by separate regulations.

### Guidance to be provided by Departments

All Instructors are expected to provide guidance to students specifying, in the context of their subjects, that:

- quotations from published and unpublished sources must be indicated and acknowledged clearly;
- web-based materials must not be directly downloaded into an assignment and must be referenced fully like any other source material;
- students must not incorporate materials/assignments purchased or acquired from internet sites or commissioned from sources which write assignments for payment (paper-mill sites);
- paraphrasing of material from others must be referenced clearly;
- students should not normally incorporate materials previously submitted at this or any other institution towards the completion of an award, and any such inclusion must have been approved by a member of academic staff, and be referenced fully;
- sources of illustrations, photographs maps and statistics must be acknowledged clearly;
- (unless students have been instructed to produce a group assignment), students must produce work which is uniquely their own;
- where work is done as part of a group, the submission sheet must include a list of all students who have contributed to this work;
- reference to appropriate sources of information on plagiarism and good practice in the production of assignments.

## **Submission Dates and Extensions**

### *Publication of Submission Dates*

All Course Instructors should clearly publish:

- The submission dates for all coursework assignments; and,
- The procedures by which coursework must be submitted.

The submission dates and procedures should normally be published no later than the first teaching week for the course.

### *Granting of Extensions*

The granting of extensions is at the discretion of the Instructor. Any student who believes they have genuine grounds for submitting coursework later than the published due date should, before the published submission date, seek an extension from the Instructor.

Where a student does not seek an extension until on or after the published submission date, the request will only be granted by the Course Instructor, in addition to there being genuine grounds for submitting the work after the published deadline, there are also genuine grounds to explain the student's failure to seek an extension earlier. Extended submission deadlines should normally allow for work to be marked before the deadline for the submission of grades.

All Instructors should establish a formal mechanism for recording extensions granted, so that an agreed record exists, and should operate a formal process for recording receipt of coursework.

The Instructors should make it clear to students that if they are experiencing genuine difficulties they should discuss an extension if appropriate.

## **Conduct of In-Class Tests**

In-class tests are formally regarded as coursework assessments, and are administered by teaching staff instead of the assessment office. Students should be able to finish in the specified time as the exam should be developed to reflect the time limit.

## **Special Arrangements for Students with a Disability, Illness, Injury or Adverse Personal Circumstances**

Where it has been agreed that a student is entitled to special arrangements for formal examinations, it shall be assumed that, unless the student is informed in writing to the contrary, such arrangements also apply to in-class tests.

## **Policy on the Conduct of Exams General Regulations.**

### *Arrivals and Departures*

#### Arrivals

No student shall be permitted to enter the examination room after the lapse of 30 minutes from the start of the examination. No additional time will be allowed to students who arrive at the examination room after the start of the examination.

### **Departures**

No student shall be permitted to leave the examination room either in the first 30 minutes from the start of the examination or in the last 15 minutes of the examination.

Students who complete their work during the last fifteen minutes shall remain quietly seated until the Proctor announces the end of the examination.

Irrespective of their departure time, students must not (a) leave the examination room until all their written work has been handed in or (b) remove from the examination room any answer books whether (used or unused), mathematical tables or other data provided for use or other items of examination stationery except for non-returnable question papers.

### **Cheating and Other Examples of Academic Misconduct**

Students are forbidden to:

- take to their desk in the examination room any unauthorized book, manuscript, papers or other articles nor any case, bag or other container in which books, manuscripts, papers or other unauthorized articles can be carried;
- make use of any of the types of material referred to above that were introduced into the examination room by either the student or another examinee;
- obtain, or endeavor to obtain, directly or indirectly, assistance in their work;
- give or endeavor to give, directly or indirectly, assistance to any other student;
- impersonate an examination student;
- allow themselves to be impersonated;
- Write notes or rough work on any paper other than the answer books or question paper provided.

Where a Proctor suspects a student of academic misconduct, the following procedure shall be followed:

- (a) The Senior Proctor shall be informed. If the senior Proctor shares the suspicion, they shall:
  - remove and retain any unauthorized material;
  - report the matter to the Course Instructor, who shall have power either to exclude the student from the examination room or permit the student to finish the paper.
- (b) The student shall be informed before they leave the room that they are not required to admit to a breach of the regulations but they may submit a written statement if they so wish, to be forwarded to the Student Disciplinary Committee.
- (c) At the conclusion of the examination, the Proctor shall prepare a joint report of all the circumstances, and forward this report to the Course Instructor. Based on the report, the relevant academic office shall be responsible for determining the consequences for the student of the regulatory breach. The consequences shall be within the following guidelines:
  - for an initial offense, the maximum penalty shall be that the student is awarded a Fail grade, without the right to reassessment, for the module or subject overall, but retains

the right to redeem credits by retaking the module subject to the constraint that the overall mark for the retaken module/subject would be capped at Pass.

- for a second or subsequent offence, the maximum penalty shall be that the student's studies are terminated, and the student is required to leave FCHS.

In the event that an Instructor, when marking examination scripts, suspects a student of academic misconduct, they shall consult the Proctors or other instructors. If the Instructor considers that such a breach has occurred, they shall make a full report to the administration and shall warn the student that this report is being made. The Course Instructor shall inform the student that they are not required to admit a breach of the regulations but they may submit a written statement if they so wish, to be forwarded to the Head of Academic Affairs.

## **Disruptive Behavior**

Students are forbidden to:

- communicate with each other in the examination room;
- address enquiries to anyone other than a Proctor;
- Eat or drink
- leave mobile telephones or pagers switched on in the examination room;
- place mobile telephones or pagers on their desks;
- indulge in any behavior which, in the opinion of the Proctor, may disturb other students;
- indulge in any other form of conduct which may disrupt the smooth progress of an examination.

Where a Proctor suspects a student of breaching these regulations the following procedure will be applied:

- (a) The Proctor will normally order the student to discontinue the forbidden behavior. If the student does so, no further action will be taken. If, however, the student, in the same examination, subsequently engages in any of the behaviors listed above. The Senior Proctor will order the student to leave the room.

When the student has left the room, they will be informed by the senior Proctor that a full report will be made to the Course Instructor. The Senior Proctor will inform the student that they may submit a written statement if they so wish, to be forwarded to Student Disciplinary Committee.

At the conclusion of the examination, the Proctor will prepare a joint report of all the circumstances, and forward this report to the Course Instructor, who will treat the matter according to the Policy on Student Discipline.

- (b) Notwithstanding clause (a) above, the Senior Proctor is empowered to judge that the behavior is sufficiently disruptive to warrant the immediate removal of the student from the examination room. In these circumstances, when the student has left the room, they will be informed by the Senior Proctor that a full report will be made to the Head of Academic Affairs.

The Senior Proctor will inform the student that they may submit a written statement if they so wish, to be forwarded to the Course Instructor. At the conclusion of the examination, the Proctors shall prepare a joint report of all the circumstances, and forward this report to the Student Disciplinary Committee, who will treat the matter according to the Policy on Student Discipline.

## **Illness during an Examination**

### *Inability to Complete an Examination*

In cases where a student complains of feeling unwell in a scheduled room, leaves the examination, and is unable to return to complete the examination, they will be required to submit a medical certificate to the Instructor, normally within three working days. The certificate should be issued from the clinic that the student has visited as after leaving the exam. The Proctor should record the circumstances surrounding the student's withdrawal from the examination on the front cover of the examination book, and the Internal Examiner responsible for marking the script shall inform the Course Instructor. The Course Instructor shall be entitled to determine either that the student should be treated in the same way as a student who was absent from the examination, or that the student should be awarded a mark based on the work that had been completed.

### **Open Book Examinations**

For all "Open Book" examinations, the relevant Head of Department or representative shall ensure that the students are informed, in writing, of the following:

- the title of the "Open Book" examination paper;
- the precise nature of the material which can be taken into the examination;
- that the material is for the students' personal use;
- that, apart from the students being allowed the use of certain specified material, the examination will be conducted in all other respects in accordance with the normal rules governing the conduct of examinations.

### **Use of Electronic Calculators in Examinations**

Students are permitted to use their own "pocket size" electronic calculators, provided that they are silent in operation, and unless expressly disallowed from using them for specific examinations. FCHS shall not be responsible for the provision of (i) calculators in the event of a breakdown, (ii) power for their operation, or (iii) spare batteries.

### **The Role of Academic Staff in the Running of Examinations**

A member of academic staff (preferably the Course Instructor) who is knowledgeable about the contents of the examination should arrive in the examination room at least 15 minutes before the scheduled start of the examination and remains there for the rest of the exam. However in case of multiple rooms, she should be available in close proximity to the exam rooms to:

- Ensure that the correct examination is being taken, and check the examination for any errors; and
- Inform the Proctors of any amendments to be made.

### **Academic Standing, Progression and Exclusion.**

#### ***Academic Standing of Exclusion***

A student is eligible for exclusion if the student:

- Has two outstanding referrals at the end of the rest period at the end of the academic year; or,
- Has previously had at least one period of probation in their current academic career.

Notwithstanding the above provisions, if the student has passed all courses in the most recent semester, the student will not be excluded but will be placed on a further period of probation.

A student may be eligible for exclusion on the basis of failure in one or more designated courses in a particular program. The designated courses are required to be specified in the program requirements and advised to students ahead of each semester.

At the end of each semester, the Course Instructor will review all students who are eligible for exclusion. The Course Instructor may recommend to the Head of Department that a student eligible for exclusion should not be excluded where the Course Instructor is of the view that exceptional or compassionate circumstances have been the cause of the student's poor academic performance.

The Head of Department shall determine all students who are to be excluded from further study on the aforementioned basis and taking into account the recommendations of the Instructor. Where a student is eligible for exclusion, but is permitted to continue study, she has an academic status of probation for the following semester and may be required to undertake a specified program of study.

### **Appeal against Exclusion**

A student who is excluded may lodge an appeal against exclusion. Under the Policy on Student Grievances and Appeals, the appeal must be in writing and be lodged with the Student Disciplinary Committee and must set out the grounds of the appeal, and be accompanied by supporting documentation where relevant.

The appeal must be lodged by the date specified in the notification of exclusion in order for the student to continue to study in the next semester in the event of a successful appeal.

The student will be given the opportunity to present the case with the Head of Academic Affairs and the Course Instructor; if the student is still dissatisfied the student can lodge an appeal with the appeals committee. The appeal may be lodged after the specified date up to six months from the date of the exclusion notification, in which case, if the appeal is maintain a standard of conduct befitting a student of FCHS. For more information on the Clinical Placements, please review the FCHS Clinical Placement Manual.

### **Public Liability**

Students are indemnified for their legal liability in respect of third party claims for damages to property or injury to persons while undertaking approved clinical practicums.

### **Personal Property**

A student's personal property is not covered by FCHS's insurance at any time. If a student wishes to arrange cover for personal items they must do so at their own expense.

### **Personal Health and Accidents**

FCHS does not provide any medical insurance cover.

## **Counseling Policy**

### **Introduction**

FCHS is committed to supporting and promoting all aspects of student well-being, and the counseling service is one way in which the college seeks to enable all students to develop their full potential.

### **Purpose of Policy**

- To document the counseling provision at FCHS for students.
- To provide guidance to students and explain the circumstances and situations where counseling may be appropriate.
- To identify and provide conditions that will facilitate the well-being and personal development of students.
- To provide counseling service as an integral support mechanism for students' learning.
- To enable individual students to be more effective in their lives
- To help students make optimum use of the choices facing them in their academic, work, social and personal lives through individual counseling and group work with other students.

All counseling reports and interactions between the Counselor and student are stored on the Counselor's computer. No information is recorded on any central student records. The data will be kept for three years and disposed of in an appropriate method.

### **The Counseling Process**

A student can approach the Counselor through any staff member or by themselves. Also the Counselor may approach the student in a non-threatening way and explains the benefit from seeing them. The student should be assured that it is normal to seek help and that counseling is confidential.

The Counselor shall conduct initial session, discussing information confidentially. Initial sessions will be used to mutually agree with the student the recording of statistical data, the keeping of working notes and the return of monitoring and feedback sheets. Initial sessions will be used to make a counseling contract with the student, to allay students' fears, clarify the student's understanding of counseling, and explain Counselor's method of counseling. All forms associated with the counseling process will be securely kept and computerized and data is accessed only through the Counselor and protected by a password known only to the Counselor.

Counseling sessions will be conducted in a confidential and respectful manner. Any break in confidence will be minimized by restricting information to only those people who can provide the required help. Students will be clearly informed at the onset of the counseling contract, what conditions could lead to confidentiality being broken. In order to obtain support for students, therefore, there may be a break in confidence in the following exceptional circumstances.

The student's consent will be obtained wherever possible (and the issue explored beforehand with the students unless time/circumstances do not permit) e.g. of such situations are:

- The student gives the Counselor good grounds for believing that they will cause serious physical harm to others or themselves; and successful the student will have necessarily been prevented from studying for at least one semester.

### **Readmission following Exclusion**

A student who is excluded is not permitted to attend classes or undertake study in the program from which they were excluded or in any other program or to take study on a non-award basis within the FCHS. A student who is excluded may apply for re-admission to the program from which they were

excluded or for admission into a new program, providing that at least two standard semesters have elapsed since the exclusion. An application for readmission following exclusion or for admission to a new program is not automatically approved. An application for readmission, following exclusion, or for admission into a new program will be assessed by the Course Instructor. The Course Instructor will consider factors such as changed circumstances, academic and/or vocational performance since exclusion, maturity and motivation in order to be satisfied that the person concerned has a reasonable chance of success in the program. All recommendations are to be approved by the Director of the College. A student who has been excluded may not recommence study until at least two standard semesters have elapsed since exclusion was imposed. An application for readmission or for admission into a new program should be made at least three months prior to the commencement of the quarter in which the student seeks to resume study. Where an application for readmission following exclusion is not approved, the student may lodge an appeal.

### **Warning to Students at Risk**

FCBS may provide a warning to students whose performance is at a level inappropriate to good academic standing, the student is at risk of being given an academic standing of probation or excluded if their academic performance fails to improve. The record of the warning is not reported in the student's official academic transcript.

### **Clinical Placements**

Clinical Placements describe work carried out by students in order to complete the requirements of the course in which they are enrolled. The FCBS Bachelor degrees incorporate clinical placements which are undertaken in a range of health facilities such as pharmacies and hospitals and reflect the learning objectives of the courses. Students are taught and guided by FCBS Clinical Facilitators/Course Instructors and industry-based Preceptors working in the field.

- The curriculum emphasises the primacy of clinical experience and clinical learning.
- A broad range of clinical placement options are offered in line with contemporary issues in health sciences fields.
- The final work experience is extended to enhance students' ability to work effectively as beginning practitioners once graduated.
- Clinical Placement locations reflect contemporary practices for effective training of the students.

In preparation for graduation and transition to the workforce, there will be concentration on clinical placements in the final year in order to smoothly transfer the students from the academic setting to the real workplace. Therefore, students will spend long periods from their last year at school in various health institutions.

### **Behavior during Clinical Placements**

Students undertaking a period of work experience are required to be aware of their personal responsibility to:

- Obey the lawful and reasonable instructions of the organization with which they are undertaking the clinical practicum;
- Respect the security and confidentiality of any information that they may receive from that organization in the course of the work experience program;

- The Counselor has reason to believe that a student is in possession of or supplying illegal materials on the FCHS premises.

## **Monitoring**

A report of the Counseling Service will be presented to the FCHS Director annually through the Student Services Manager.

## **Student Information and Services**

### **Academic Advising**

Students can obtain academic advice from their course Instructors and their technical division faculty. In addition tutors and learning advisers are available and can advise students on issues related to academic writing, exam preparation, time management, and other academic skills. Learning advisers can help students improve the structure of written assignments, organize ideas, develop arguments, and understand the expectations of FCHS. Their focus is on helping students develop strategies to independently revise their own work and manage their study.

### **Personal and Career Counseling**

FCHS has career and internship Advisers, Counselors, and other administrative staff whose primary focus is to help students overcome their academic and social problems and to be aware of other programs at FCHS. Counseling may be offered to students who have academic or personal problems that might interfere with their classroom performance or social functioning. Counselors will be able to help students find solutions to their problems and enhance their development at the academic and/or personal level.

### **Dining**

Currently, there is only one vendor for dining. However, FCHS shall review this requirement as necessary to offer a variety of menus and venue options to best fit each individual lifestyle, schedule, budget, and dietary need.

### **Dress Code**

Staff and students are expected to dress modestly at all times. Clothing must be clean, neat and tidy. Female staff are expected to wear blouses/tops that cover their shoulders and upper arm, and to wear skirts or trousers where the hem is at the mid-calf or ankle. Female staff are expected to leave their face uncovered while in class and the staff rooms. Staff and students are expected to wear clothes that are appropriate for the activities they will be undertaking. Staff and students must wear closed shoes for all classes in laboratories for safety. Staff and students must wear sleeves that can be folded back so that hands can be washed thoroughly and safety ensured in the laboratories.

### **Extracurricular Activities and Groups**

FCHS in both campuses possess state of the arts gymnasiums and workout facilities. The Student Council (described below) an officially recognized student body by FCHS is responsible for organizing students to work with staff to enrich FCHS extracurricular activities such as coordinating athletic and cultural activities and forming organized groups of students for particular purposes. A variety of physical, social, and cultural activities are planned during the academic year.

Students may organize events through the Student Council. Activities are also planned to complement classroom activities and develop leadership skills and teamwork.

### **Health Services**

FCHS provides medical care for students and staff during the day. Minor complaints are attended to by the FCHS Nurse. Injuries and major complaints are sent to a nearby hospital.

### **Mobile Phones and Electronic Devices**

FCHS expects students to behave in such a way as to optimize learning. Mobile phones and other personal electronic devices such as (iPods, MP3 players, mini disc players, radios, etc.) that are not to be brought into class. Students are to turn their mobile phones off and store them out of sight. Answering, texting, or using either a telephone or electronic device in class will be viewed as misconduct and disciplinary action will be taken.

### **Office Hours**

Students may access faculty and staff during usual business hours by making an appointment or dropping in during posted Office Hours.

### **Privacy and Confidentiality**

Student information and academic performance is confidential material and will only be disclosed to staff on the bases of need-to-know. In addition, a student's academic performance will only be discussed with the student concerned and their parents, guardians or sponsor. Parents and family play an important role in supporting students enrolled in tertiary studies. Parents are able to meet with staff and discuss their child's academic life. Parents, guardians and sponsors should contact the FCHS receptionist for advice about who it is best to speak with and to make an appointment. In the case of an emergency, parents, guardians and sponsors should contact the FCHS receptionist who will assist with finding the students. Parents, guardians and sponsors should not enter a classroom or any other teaching area without first making contact with the receptionist.

### **Smoking Policy**

Smoking is prohibited in all FCHS premises.

### **Student Council**

The Student Council is an officially recognized organization that advises FCHS administration on the enhancement of student facilities and activities to enhance the student experience in terms of both teaching, learning and cultural enrichment. It is a self-governed advisory committee and all recommendations are submitted to the Senior Management Committee and other relevant committees. Students are encouraged to participate in the election of their representatives to the Student Council. Elections are monitored by Student Services. The Student Council organizes students to work with staff to enrich FCHS athletic, cultural, and organizational activities.

The Student Council also addresses and manages student issues pertaining to resources and the learning environment. Students are encouraged to form and join clubs recognized by the Student Council such as professional and scientific societies, debate clubs, intramural sports, etc., depending on the student's interest.

## **Transportation**

Transportation is provided from the student's residence to the college and back to the residence and from the college to the clinical placements and back to the college.

## **FCHS Learning Resource Centre Policies and Procedures**

The Fatima College of Health Sciences has four library branches in the UAE: in Al Ain, Ajman, Al Gharbia and in Abu Dhabi. As a fast growing institution, a new international branch was also established in Morocco. The FCHS College Library-Abu Dhabi is in the newly built campus at Al Mafrag, near Mafrag Hospital. Al Gharbia and Ajman campuses are sharing with STS and ATHS while FCHS College Library Al Ain is near Tawam Hospital. The library is seen more as a learning resource center than a traditional library, as evident from the increase in the number of Electronic holdings compared to hard copy holdings.

## **Evaluation Process**

The FCHS library will evaluate its collection and services on an ongoing basis in the following ways:

- Daily statistics
- Daily statistics are to be kept to assist in the planning and management of the library.

## **Annual Survey**

An annual student survey is to be undertaken to evaluate client satisfaction. Results will be collated and stored by library staff and a report on findings submitted to the Head of Academic Affairs. The Librarian will be responsible for recommending any changes to current practice in response to survey findings.

## **Ongoing Training Sections Input**

The library staff welcomes input for both acquisition and weeding of material. This is done on an ad hoc basis as well as a formal basis periodically. The library staff also collaborates with the academic sections on an ongoing basis to identify material that is in high demand to ensure that students have access to these resources at the same time to identify materials are outdated and need to be archived.

## **Requests for New Acquisitions**

Students may request additions to the collection. Forms for "Requests and Recommendations" are to be made available for students and all requests will be considered. In addition, teaching staff are required to supply the librarians with a list of the necessary texts and references for the courses that they teach.

## **Library Hours**

The library is open for students, staff and training sections for the majority of the teaching day (Currently 8.00-4.00pm).

## Eligibility of Borrowers

The following persons are eligible users of the library and its facilities. This includes the right to borrow materials, subject to the rules set out in this policy document:

- Any person currently enrolled in a course at FCHS
- Staff members of FCHS

## Staff Borrowers

Faculty may borrow items from the Main Collection for one semester.

Staff members are responsible for all items they borrow and may not give borrowed materials to students or other staff. All academic staff loans are due at the end of each semester, or on the date of the final examination for the subject they teach. Staff who do not return materials, or who have lost or damaged material must resolve the issue with the FCHS Librarians. Staff loans that are not returned to the library three months past the due date will be deemed lost and the staff member will be subject to the rules set out in the LRC policy document.

## Student Borrowers

Students must present their FCHS ID card in order to borrow. This card is not transferable. Students are responsible for all items borrowed using their ID card, any lost or damaged items borrowed in their name will be subject to the rules set out in the LRC policy document.

## Orientation/Educational Programs

Identified as one of their priorities, the library staff will strive to provide students and training sections with information on the library and information literacy on an ongoing basis. This is done in the following ways:

- The Librarian provides a brief overview of the library for all new students attending on Orientation Day. All new students and staff are given a copy of the library brochure as part of their FCHS orientation pack.
- Brochures will be available for users to assist them with procedures and location of materials and other general information about the library (hours, staff, etc.).
- Reference assistance will be provided for users on an ongoing basis. This includes assistance with identifying appropriate material for studies/assignments and then locating this material within the library; accessing electronic resources such as the electronic database system as well as locating good information on the internet.
- Library shelving will be clearly marked with classification to assist with easy location of materials for our students.
- Librarian staff will assist our users with locating information that is appropriate to their information needs.
- Students are encouraged to use information in a variety of formats depending on information needs. Formats include: books, journals, newspapers, online databases, e-books, Internet resources, video cassettes, and audio cassettes.

## **Circulation of Materials (Borrowing)**

Circulation of materials is a basic function of the library. All students and staff of FCHS have borrowing privileges. Items are due for return on the date shown on the date due slip. All returning items must be handed to a staff member at the circulation desk or placed in the return chute. Returning material should not be placed on shelves.

## **Renewal of Loans**

Borrowers may renew loans twice in addition to the original loan, provided the material is not overdue, or reserved for another user

## **Inter-library Loan and Cooperative Agreements between Libraries**

While the FCHS Library aims to build a strong resource library for its students and training sections, it is important to have links with other institutions in order to fully support users. The librarian maintains contact with other academic libraries in the region through both formal and informal networks.

## **Library Current Awareness Services**

The Library aims to provide current awareness to support the information needs of staff and students at FCHS.

E-mail messages are sent to the relevant person when new books they requested have arrived and are ready to borrow. Each month a list of all new acquisitions is emailed to all staff. This list is also posted on the library website. Individual staff may be placed on email notification lists to be notified when journals relevant to their academic or research needs are received.

## **Copyright**

The library abides by the fair use clause that states that 10 percent of any given work may be photocopied. With this in mind, the library does not condone the photocopying of entire works of books or journals. The library collection does not include any illegally photocopied text or journal.

## **Code of Conduct for Library Users**

The rights and responsibilities of all Library patrons are as follows:

- All users have a right to use the facilities of the Library without undue distraction or disturbance.
- Within the precincts of the Library, no person shall act in a manner that interferes with the comfort or convenience of other users.

FCHS identification cards must be shown in response to any reasonable request from any member of staff who might require such identification in the course of their duties. Any Library user, whether or not a member of FCHS, shall produce identification on request from a member of Library staff.

- It is a condition of entry into the Library that staff may inspect all bags, folders or other receptacles capable of containing Library materials and their contents.
- No food or drinks is allowed in the library.

- Talking is not permitted in reading areas: quiet conversation is allowed for the purpose of seeking assistance in the use of the catalogs or the collection.
- The reservation of seats or computers is not permitted.
- The Library staff may remove books and other articles left unattended on chairs or tables in the Library for more than thirty minutes. Articles left in these areas at closing time will be cleared away and sent to the Student Services lost property section. FCHS accepts no responsibility for personal belongings left in the building.
- No user shall deface, mutilate or destroy Library materials: in addition to any penalty that may be imposed for such conduct; the person concerned shall be liable to pay for the full cost of repair or replacement of damaged materials.
- Users are responsible for all Library materials borrowed in their name until such time as the items are returned to the Library and deleted from the loans register. Borrowers will be charged the replacement cost of any item that is not returned.
- Users should follow any reasonable directions of Library staff in enforcing this Code of Conduct.

### **Code of Conduct in the Libraries and Other Public Space**

Users of the library and other public space should behave in a manner that does not inconvenience, offend or limit the rights of other users to have access to library materials, study space, and other information technology facilities and services. This policy applies to all categories of users, including external borrowers and visitors.

### **Standards to be observed within Information Services public spaces**

Users of the library facilities and services expect an environment that is conducive to study and research. Activities that disrupt such an environment are not acceptable. Such activities include:

- Creation of noise through loud conversations, use of mobile phones, etc.;
- Eating and drinking beverages other than water in the designated areas;
- Smoking;
- Theft of equipment or the property of others;
- Movement of furniture;
- Vandalism;
- Posting of notices without permission; and,
- Unauthorized presence in non-public or restricted areas.

Users of library services expect equitable access to equipment and facilities. Improper use or obstruction of access to such equipment and facilities, including the reservation of seats in study areas is not acceptable. Users of library collections expect equitable and open access to these resources. Unauthorized removal, misplacement or mutilation of library resources or retention of overdue material is not acceptable. Users leaving the library may be required to present for inspection any item in their possession or any bags, cases or other material brought into the library. Users are expected to provide identification to staff acting in the course of their duties where a violation of the FCHS policy is in question. A person who breaches the above standards may be requested to leave the library.

### **Penalties on Overdue Materials**

Overdue notices will be sent out accordingly. Penalties are waived if the overdue material is returned Within a given grace period. Borrowing privileges are suspended and records are posted until all block points is served.

## **Circulation of Materials**

The FCHS Learning Resource Centre allows users to check-out materials. Any available resources can be checked thru the FCHS library catalog (ENCORE) available at the library portal / library webpage. <http://elibrary-actvet.ankabut.ac.ae/>. Three online public access catalog (OPAC) are available in the library.

## **Circulation/Reserve Desk**

Located at the main entrance of the library, the Circulation / Reserve Desk is the main service point for library services.

### **Check-out Materials**

Library patrons' may check materials out at the Circulation Desk with a valid FCHS ID. Borrowing privileges are extended only to FCHS students, faculty, staff and alumni but others may use the library's resources on the premises. A collection that is for (ROOM USE) only will be borrowed accordingly.

## **Lost or Damaged Library Materials**

Patrons are responsible for all library materials (print and non-print) they borrow from the circulating collection. Replacement of the lost library materials is accepted in lieu of payment but must be replaced by the same or latest edition of the material and the corresponding fine must be paid. If the book is irreplaceable, 150% of the current market price of the book must be paid by the borrower, the additional 50% to cover acquisition and processing cost.

Payments made at the Library Office will be issued a provisional receipt.

## **Appeals**

Any person upon whom a penalty has been imposed may appeal against that penalty using the appeal procedures for staff.

## **Library Lending Policy**

FCHS staff and students are registered to borrow from the library. The student/staff card is also considered a library card. Staff and students of other tertiary institutions and members of the public may apply to be registered as borrowers by completing and signing a registration form undertaking to comply with the LRC Lending Policies, and by providing identification, proof of address and where appropriate, proof of eligibility for a particular borrower category.

Upon acceptance of an application, a library card, identifying the holder's category as a borrower, will be issued. Registrations must be renewed annually. Registration may be cancelled or suspended before the expiry date for breaches of Library Lending Policies. The Librarian or their representative may refuse an application for registration as a user when in the judgment of the FCHS Director or that officer, such a registration would adversely affect services to FCHS staff and students.

## **General Conditions of Loan**

The Librarian has discretionary power to lend or refuse to lend any item at any time. The Librarian may alter the loan period of any item at any time. No person may remove an item from the library without a proper loan transaction having first been made.

A valid FCHS Student/Staff or library card is required before any loan transaction is made. Library cards are not transferable.

In exceptional circumstances (e.g. a lecturer's research assistant or a representative of a representative of a borrower with a disability or illness) an authorized representative may borrow on a library cardholder's behalf, upon receipt of written authorization, and subject to the discretion of the Librarian.

A valid FCHS Student/Staff or library card is required before any loan transaction is made.

Library cards are not transferable. In exceptional circumstances (e.g. a lecturer's research assistant or a representative of a borrower with a disability or illness) an authorized representative may borrow on a library cardholder's behalf, upon receipt of written authorization, and subject to the discretion of the Librarian. The library collects stores and uses borrower information for administrative purposes only. The information collected is confidential and will not be disclosed to third parties without the borrower's consent, except to meet government, legal and other regulatory authority requirements. A borrower is responsible for the safe keeping and return of all items borrowed from the library and for the cost of repair or replacement of any item damaged or not returned. Restrictions are placed on the number of loans a user may have at any one time.

## Loan Policies

Loan policies are shown in the tables below. Overnight loans for 2 Hour Loans are not available during Study and Examination weeks.

Loan Policies For Different Borrower Categories And Different Loan Categories		
	Staff	Student
Maximum Number of Loans (all types)	10	6
<u>Standard Loans</u> Loan Period	28 days	14 days
Number of Renewals	5	3
<u>Short Loans</u> Loan Period	4 days	
Number of Renewals	5	3
<u>2 Hour Loans</u> Number of Loans	3	2
Loan Period	2 Hours Also available for overnight loan 2 hours before closing	
Number of Renewals	0	
Holds	5	3

## Renewals

Short and standard loan items may be renewed for a maximum of five additional loan periods. The new due date is calculated from the date on which the renewal is made.

The Librarian has the option of denying a renewal but will usually only refuse a request for such a renewal in the following circumstances:

- The item has been or is about to be recalled; or
- A hold has been placed by another borrower; or
- The maximum number of renewals permitted has been reached.

### **Recall on Borrowed Items**

At the discretion of an officer authorized by the Librarian any item on loan may be recalled at any time, if it is required for the Reserve Collection or for another borrower. Recall notices specify a new due date for the item on loan, allowing a minimum seven-day loan period.

### **Responsibilities of Library Borrowers**

FCHS staff and students are responsible for maintaining accurate contact details through FCHS Portal. As in compliance with the contractual agreements, the affiliated FCHS email is the main channel for communication concerning library borrowing.

All other borrowers need to notify the library of any change of address (postal and email) at the earliest opportunity. The library should be notified immediately of the loss of a library card.

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## **UNDERGRADUATE PROGRAMS DESCRIPTIONS**

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### **Bachelor Degrees (BSc)**

- ❖ **Nursing**
  - Pre-registration
  - Post-Registration/Bridging (UAE and Morocco)
- ❖ **Pharmacy**
- ❖ **Physiotherapy**
- ❖ **Radiography and Medical Imaging (RMI)**
- ❖ **Emergency Health (Paramedic)**

### **Higher Diploma & Diploma Degrees**

- ❖ **Pharmacy (Higher Diploma)**
- ❖ **Physiotherapy (Higher Diploma)**

- ❖ Radiography & Medical Imaging (Higher Diploma)
- ❖ Emergency Health (Higher Diploma)

## FIRST YEAR (GENERAL REQUIREMENTS)

### General Requirements Unit

All programs offered by FCHS share a common first year set of courses which are designed to give students a breadth of knowledge and understanding across the major disciplines of science, social science, information technology and humanities. It is also designed to help students develop such lifelong skills as critical thinking, writing and communication.

### GRU Study Plan Description

First year students will be offered 12 subjects in the first and second semester including Biology, Physics, Chemistry, Mathematics, English for Health Professions, Basic Health Skills, Psychology, Introduction to Research and Biostatistics, and Islamic Culture.

GENERAL REQUIREMENT UNIT COURSES		
#	Course Name	Credit Hours
1	Biology	3
2	Biology Lab	1
3	Human Biology	3
4	Human Biology Lab	1
5	Chemistry Theory	3
6	Chemistry Lab	1
7	Physics for Health Professions	3
8	Physics for Health Professions Lab	1
9	Islamic Culture	3
10	Introduction to Psychology	3
11	Basic Health Skills 1	2
12	Basic Health Skills 2	2
13	English for Health Professionals 1	2

14	English for Health Professionals 2	2
15	Mathematics	3
16	Introduction to Research and Biostatistics	3

## DESCRIPTION OF CREDIT SUBJECTS

### **GRU1121 Biology**

#### **Co-Requisite: GRU1122**

This is a general biology course, which will provide a base for all career programs at FCHS. The unit will begin with an overview of the molecules of life such as carbohydrates, proteins, lipids, and nucleic acids. Cellular structure and function will be considered with an emphasis on genetic control and basic biochemistry.

The key roles of cell division will be discussed extensively, followed by the phases of Meiosis and its contribution to genetic variation. Mendel and the gene idea will be brought out in addition to various patterns of inheritance problems. The features of viruses, prokaryotes and eukaryotes, will be conferred with emphasis on their respective diseases.

### **GRU1122 Biology Lab**

#### **Co-Requisite: GRU1121**

The laboratory course Biology – Lab consists of practical aspects of biology. This work enables the development of skills to assess observations. The unit will cover several aspects of biology such as understanding microscopes, structure and function of organic compounds, identifying them in foods, preserving food from microbial contamination, and understanding anti-microbial action. It will also demonstrate cellular transport via osmosis, extract DNA and discuss the principles of inheritance.

### **GRU1221 Human Biology**

#### **Co-Requisite: GRU1222**

The course will provide students with a theoretical introduction for understanding how their bodies work. The course will begin with a discussion on homeostasis. The overall anatomy of the human body will be discussed; the skeleton, muscle, nerves and organs will be reviewed in detail. An emphasis will be placed on the structure and function of the brain, heart, lungs, kidney, gut, reproductive organs, endocrine system and immune system.

### **GRU1222 Human Biology Lab**

#### **Co-Requisite: GRU1221**

The laboratory course Human Biology – Lab consists of practical components of human biology. This work enables the development of skills to assess observations. The unit will include an emphasis on the structure and function of the central nervous, cardiovascular, respiratory, urinary, and reproductive systems.

### **GRU1223 Chemistry**

#### **Co-Requisite: GRU1224**

This course covers fundamental knowledge of chemistry. It will cover chemistry at an introductory level but with a sufficient depth of understanding to facilitate a smooth transition to chemistry components in future studies.

### **GRU1224 Chemistry Lab**

#### **Co-Requisite: GRU1223**

This course consists of experimental works in chemistry as well as tutorial papers. This work enables the development of manipulative skills and the ability to assess observations, as well as providing first-hand experience of topics taught in GRU1223–Chemistry.

### **GRU1123 Physics**

#### **Co-Requisite: GRU1143**

This course is designed to provide a basic understanding of the physics for those students wishing to continue their studies in nursing, radiography, pharmacy, physiotherapy, paramedics and medical services. The material includes: an introduction to physics and measurement units; atomic and nuclear structure; mechanics and Newton's laws of motion; work and energy; waves and sound; material properties, heat thermal properties, electricity and electric fields; DC and AC currents and voltages; magnetism; light, optics and human vision. The treatment is necessarily introductory

### **GRU1124 Physics Lab**

#### **Co-Requisite: GRU1123**

GRU 1124 is a complementary course to GRU1123, providing the practical laboratory component to an introduction to the Physicals principles. The material in GRU 1124 includes 12 laboratory sessions that provide: an introduction to physics and measurement units; atomic and nuclear structure; mechanics and Newton's laws of motion; work and energy; waves and sound; material properties, heat thermal properties, electricity and electric fields; DC and AC currents and voltages; magnetism; light, optics and human vision.

### **GRU1261 Islamic Culture (if the English version is needed, keep the original one)**

الثقافة الإسلامية علمٌ يهتم بمعرفة مقومات الدين الإسلامي ونظمه، والتحديات المعاصرة له. ومساق الثقافة الإسلامية محاضرات عامة في نظم الإسلام الكلية والقضايا المتعلقة بحضارته، كما يعالج قضايا فكرية هامة في العقيدة والشريعة والعبادات والأخلاق، ويركز بصفة أساسية على مظاهر الحضارة الإسلامية ومعطياتها، وما أسهمت به من معارف وعلوم كان لها الأثر الواضح في نهضة البشرية وتقدمها. ولا يغفل مساق الثقافة الإسلامية عن أن يسلط الضوء على المشكلات والتحديات التي تواجه الإنسانية بشكل عام، والمجتمعات والشعوب العربية والإسلامية بشكل خاص، وعلى الكيفية التي بها نواكب العصر ونتعايش معه ونتواصل مع ثقافة الآخرين ومعارفهم، وذلك من خلال إيجاد حكم منطقي يدلنا على أن نأخذ ما صفا وأن ندع ما كدر.

### **GRU1141 Introduction to Psychology**

This course is designed to provide a basic understanding of human behavior and mental health that is essential for all students wishing to become health care professionals. As students' progress through their chosen disciplines they may encounter more complex psychopathology, mental health issues and case studies. Because psychology affects so many aspects of our life, it is essential that even those who are not intended to specialize in the field know something about its basic facts and research methods. The course enhances student's knowledge and understanding of why people think and act as they do, and provide insight into the student's own attitude and reactions so they will be able to deal with their clients. The course is delivered with theory and practical elements to ensure that students know how to apply their acquired knowledge.

### **GRU1151 Basic Health Skills 1 (BHS1)**

This course aims to introduce common first year students at FCHS to the basic health skills offered in the Basic Health Skills (GRU1151) course. Students will have opportunities to learn health skills essentially required in various health-related disciplines and are considered life-saving skills as well as a requisite to lead a healthy lifestyle. Additionally, these skills are necessary for entry into most health occupations. Focus areas that incorporate such skills within this course include general healthcare, nursing, nutrition, first aid, and health education and promotion skills.

The knowledge and skills learnt would benefit the students personally as they could apply these skills to their daily life. Students will acquire background knowledge and the corresponding skills as medical terminology, basic health assessment, Identifying the principles of human growth and development, identifying the five main food groups, categorizing foods into their correct food groups, carry out basic nutritional assessment, estimating the individual's daily dietary energy and nutrient requirements, taking vital signs, cardiopulmonary resuscitation (CPR), handling emergency situations such as bleeding, choking, wounds and fractures, adult or infant choking, etc.

### **GRU1251 Basic Health Skills 2 (BHS2)**

#### **Pre-Requisite: GRU1151**

This course complements the first part, Basic Health Skills-1, and offers a number of more skills in healthcare. It aims at providing common first year students at FCHS a number of more and advanced skills in the healthcare. Students will have opportunities to learn health skills essentially required in various health-related disciplines and are considered life-saving skills as well as a requisite to lead a healthy lifestyle. Additionally, these skills are necessary for entry into most health occupations.

Focus areas that incorporate such skills within this course include more and advance focus on health education and promotion, physical therapy activities, diseases and disorders, health care ethics, principles of nutrition, therapeutic nutrition, advanced first aids, and principles of pharmacology skills. The knowledge and skills learnt would benefit the students personally as they could apply these skills to their daily life.

Students will acquire background knowledge and the corresponding skills as understanding principles of health promotion, demonstrate the appropriate response and apply first aids to different types of burns, electrical shock, and different types of fractures.

Also understand the appropriate dietary management of selected diseases, demonstrate skill for blood glucose monitoring, state the legal and ethical regulations that apply to healthcare delivery, Identify the sources of diseases and disorders of the body systems, describe demonstrate basic skills and physical therapy interventions, apply body mechanics principles, identify the major principles of pharmacology and medical mathematics, and principles of patients safety and harm prevention, etc.

### **GRU1111 English for Health Professionals 1 (EHP1)**

This course is designed to provide a base for the Physiotherapy, Radiography, Pharmacy and Paramedic degrees conducted at FCHS. This course will provide you with the Basic English and academic skills required to study your chosen degree.

You will learn about what physiotherapists, radiographers, pharmacists and paramedics study in their undergraduate degrees and do at work. You will learn the basic healthcare and academic vocabulary needed to select and study your chosen degree. You will learn how to effectively change negative behavior and to set your smart goals.

You will learn how to research, write and format an academic report on one of these healthcare fields. You will then learn how to give an academic oral presentation of your report results. Finally, you will also study the basic skills required to understand healthcare lectures and readings and how to summarize them. In addition, students will learn about the Essence of Health program, a comprehensive approach to healthcare that focuses on maintaining wellbeing and preventing illness.

### **GRU1211 English for Health Professionals 2 (EHP2)**

#### **Pre-Requisite: GRU1111**

This course builds on GRU1111 and is designed to provide a base for the FCHS healthcare programs. This course will provide students with the English communication and academic skills

required to meet the requirements of their chosen program. In this course, students will continue to build up vocabulary of different health related issues. They will continue to learn the professional and English language communication skills required by healthcare professionals, with a special focus on the skills of quoting, summarizing and paraphrasing when reviewing previous literature. Students will also research and give a persuasive presentation that applies the principles of the Essence of Health program to an Abu Dhabi context. Finally, they will learn the academic English required to write a healthcare literature review and write a literature review proposal.

### **GRU1125 Mathematics**

Through an emphasis on activities that encourage discovery learning, problem solving and critical thinking, this course aims to develop the necessary skills in mathematics required for the study of science and nursing at a post-secondary level.

Designed for health science majors, the course emphasizes those areas within the field of mathematics that have direct and practical application for health care workers. Concepts covered include addition and multiplication, percentages, decimals, fractions, ratio and proportion, systems of measurements, operations with conversion equivalents in standard systems of measurement, use of formulas, direct and inverse variation.

### **GRU1225 Introduction to Research and Biostatistics**

This course is designed to provide a basic Introduction to Research and Biostatistics for the Nursing, Physiotherapy, Medical Imaging, Pharmacy and Paramedic programs conducted at FCHS. As you progress through your chosen health discipline you will encounter more complex and specific learning opportunities related to research and evidence-based practice.

An understanding of research is essential for all students wishing to become health care professionals. Health care is based upon research evidence about what interventions are effective and this unit will provide you with a basic understanding of how that research evidence is constructed. Everyone will rely upon research evidence to inform and improve their clinical practice.

# GRU STUDY PLANS

All general unit requirement courses (GRU) are offered throughout the academic year giving students the flexibility to choose the classes they would like to enroll in during each semester. Students are paired to an academic advisor who guides them in planning their study schedules.

FCHS accepts students in two intakes, in August and in January. Below are suggested study plans that allow for completion of most GRU courses by the end of the first academic year.

Suggested Study Plan For August Intake For Any Career Program					
Sample Plan A					
Semester 1	Credits	Semester 2	Credits	Summer	Credits
Biology	3	Human Biology	3	BHS2	2
Biology Lab	1	Human Biology Lab	1	Islamic Culture	3
Chemistry	3	Physics	3		
Chemistry Lab	1	Physics Lab	1		
Psychology	3	BHS1	2		
EHP1	2	EHP2	2		
Mathematics	3	Biostatistics	3		
Total Credit	16		15		5

# SUGGESTED STUDY PLAN FOR JANUARY INTAKE

Sample Study Plan for Pharmacy							
January Semester	Credits	Summer Semester	Credits	Another Summer	Credits	Another Summer	Credits
<b>Biology</b>	3	Human Biology	3	ICLT1	0	Islamic Culture	3
<b>Biology Lab</b>	1	Human Biology Lab	1	Psychology	3	ICLT2	0
<b>Physics</b>	3	EHP2	2			BHS2	2
<b>Physics Lab</b>	1	Biostatistics	3				
<b>BHS1</b>	2	Chemistry Lab	1				
<b>EHP1</b>	2						
<b>Mathematics</b>	3						
<b>Chemistry</b>	3						
<b>Total Credits</b>	<b>18</b>		<b>10</b>		<b>3</b>		<b>5</b>

Sample Study Plan for RMI							
January Semester	Credits	Summer Semester	Credits	Another Summer	Credits	Another Summer	Credits
<b>Biology</b>	3	Human Biology	3	ICLT1	0	Islamic Culture	3
<b>Biology Lab</b>	1	Human Biology Lab	1	Psychology	3	ICLT2	0
<b>Physics</b>	3	BHS2	2	Chemistry	3	Biostatistics	3
<b>Physics Lab</b>	1	EHP2	2	Chemistry Lab	1		
<b>BHS1</b>	2						
<b>EHP1</b>	2						
<b>Mathematics</b>	3						
<b>Total Credits</b>	<b>15</b>		<b>8</b>		<b>7</b>		<b>6</b>

Sample Study Plan for Physiotherapy							
January Semester	Credits	Summer Semester	Credits	Another Summer	Credits	Another Summer	Credits
<b>Biology</b>	3	Human Biology	3	Chemistry	3	Islamic Culture	3
<b>Biology Lab</b>	1	Human Biology Lab	1	Chemistry Lab	1	BHS2	2
<b>Physics</b>	3	Biostatistics	3	BHS1	2		
<b>Physics Lab</b>	1	EHP2	2				
<b>Psychology</b>	3						
<b>EHP1</b>	2						
<b>Mathematics</b>	3						
<b>Total Credits</b>	<b>16</b>		<b>9</b>		<b>6</b>		<b>5</b>

Sample Study Plan for Emergency Health							
January Semester	Credits	Summer Semester I	Credits	Summer II	Credits	Summer III	Credits
Biology	3	EHP2	2	Chemistry	3	Islamic Culture	3
Biology Lab	1	BHS2	2	Chemistry Lab	1	Biostatistics	3
BHS1	2	Human Biology	3	Physics	3		
Psychology	3	Human Biology Lab	1	Physics Lab	1		
EHP1	2						
Mathematics	3						
Total Credits	14		8		8		6

## NURSING PROGRAM

### Nursing Program - Preregistration

This is a full time 4 year program (Common Year + 3 years of study) that leads to the award of Bachelor of Science in Nursing. The program comprises theoretical and clinical courses in addition to clinical placements within a variety of health care settings. A total of 124 credit hours are required to complete this degree including the Common Year (GRU) credits.

In general the nursing degree has main areas of study including:

- Medical and Surgical Nursing (adult)
- Maternity and Child Nursing
- Mental Health Nursing
- Community Nursing (adult)
- Aged Care Nursing

In addition, during the second, third and fourth years of the program, students undertake clinical practicum where they spend specified time in hospitals where they practice their theoretical knowledge about diseases and their nursing management of these diseases.

### **Nursing Bridging (Top-up) Program - UAE**

This program is available for nurses who hold a Diploma in Nursing. This “Bridging” program is offered in full-time (2 years) or part-time (4 years). Students have to obtain the equivalency for their diploma degrees from Ministry of Higher Education in UAE prior to getting acceptance into this program. Total number of credit hours for the Bridging program is 62.

### **FCHS—Morocco BSN Bridging (Top-up) Program**

This program is available for nurses who hold a Diploma in Nursing, have Morocco citizenship and experience working in the field. This “Bridging” program is offered in full-time (2 years). Total number of credit hours for the Bridging program is 62. It is the same coursework and study plan as the FCHS-UAE Nursing Bridging Program (Post Registration).

### **Learning Outcomes and Alignment with UAE Qualifications Framework**

The Nursing program prepares students to practice as a nurse in accordance with the Qualifications Framework Emirates (QFE) (2012) and HAAD Professional Qualification Requirements. The goals and outcomes are consistent with a Level 7 Bachelor qualification awarded as defined in the Qualifications Framework Emirates (QFE) (2012). The Bachelor of Nursing outcomes are also aligned with level 7 of the Australian Qualifications Framework which is equivalent to level 7 of the QF Emirates Framework (NQA).

## **NURSING PROGRAM COURSE DESCRIPTION**

All of the courses have been organized to include a focus on cognitive and metacognitive knowledge, skills and attributes to be developed and learned either explicitly in lectures, tutorials or clinical work, or implicitly through role modelling, discussion, readings and clinical experiences.

### **Second Year of BSc Nursing (after Common Year—GRU Program) Foundations for safe and effective nursing**

In the first year, students will learn the language and experience of nursing. The clinical focus is on health assessment, effective communication, patient safety and teamwork. In this way, students are introduced to the complexity that is nursing and focus on the whole partnership of the nurse-client relationship rather than aspects, or techniques.

## **Second Year - First Semester**

### **NRS1131 Foundations of Psychosocial Care**

**Pre-requisites: Nil**

**Co-requisites: Nil**

This course introduces students to psychosocial concepts and principles that underpin human behavior facilitating understanding about ways in which people engage in health and illness. Students require general knowledge of lifespan development and a more specific understanding of risk and resiliency factors influencing psychosocial wellbeing and impacting upon health and human development. This course will provide students with knowledge and skills necessary to respond to these factors by examining frameworks through which resilience may be promoted with vulnerable individuals and groups. How individuals and communities experience and adapt to health transitions in order to facilitate health and wellbeing is explored.

### **NRS1101 Anatomy and Physiology 1**

**Pre-requisites: Nil**

**Co-requisites: Nil**

This course focuses on the anatomy and physiology of the human body. Students explore both the structure and function of the normal human body. Emphasis is on the development of both knowledge and understanding of a broad range of core concepts such as anatomical organization along with chemical and physical processes and homeostatic maintenance.

The course will emphasize the relevance of such knowledge to the maintenance of health of the human body. The ways the body changes across the lifespan will also be explored. Students will be assisted to develop competence in the application of this knowledge within the scope of nursing practice.

This can be gained by taking an integrated and exploratory approach to the teaching of core concepts. This strategy seeks to facilitate the ability of students to transfer, assimilate and utilize knowledge gained in this course to other courses within their program. *Students will be expected to utilize their reading* to extend their depth of understanding, participate in laboratory activities and demonstrate ability to utilize resources in the exploration of course content.

### **NRS1301 Clinical Health Assessment**

**Pre-requisites: Nil**

**Co-requisites: Nil**

This course is designed to develop students' knowledge and clinical skills to enable them to perform a comprehensive health assessment and to develop skills in safe and effective clinical decision-making. Using a system approach will help students to develop an understanding of the core concepts that underpin a health assessment.

The student will learn to use these assessment findings to develop, implement and evaluate plans of care for individuals and families from a range of cultural backgrounds. Ultimately, this course enables students to acquire the skills, knowledge and attitude that are necessary to deliver competent, safe, quality care to individuals experiencing an altered health status. Students will undertake one week of clinical practice that will focus on an individual and family assessment.

## **Second Year - Second Semester**

### **NRS1152 Medications and Safe Administration**

**Pre-requisites: Nil**

**Co-requisites: Nil**

This course focuses on the safety and quality of care related to the clinical application of pharmacology and the administration of medications. Students will be provided with information regarding the principles of drug action in the body in order to provide an understanding of the rational use of drugs in prevention and treatment of disease. Emphasis will be placed on the mechanism (s) of action, physiological effects, clinical uses, pharmacokinetics and adverse effects of the most important drug (s) in each pharmacological class covered. A key component of this course is the safe administration of medications

### **NRS1112 Anatomy and Physiology 2**

**Pre-requisites: NRS 1101**

**Co-requisites: Nil**

This course is the second in the NRS program that focuses on the anatomy and physiology of the human body. The course builds on the knowledge gained in Anatomy and Physiology 1. Students explore both the structure and function of the normal human body and the relevance of such knowledge to the maintenance of human health.

Changes to the body across the lifespan are explored. Core concepts are taught using an integrated and exploratory approach to facilitate the ability of students to transfer, assimilate and utilize knowledge gained in this course to other courses within their program, and to apply what they have learnt to nursing practice. Students will be expected to utilise their reading to extend their depth of understanding, participate in laboratory and workshop activities and demonstrate an ability to utilize resources in the exploration of course content.

This course addresses the generic skills of the Fatima College of Health Sciences - Nursing School Graduate by enhancing the student's ability to work autonomously and in teams, communicate effectively, problem solve and make critical evaluations as well as develop professional responsibility.

### **1312NRS Nursing Practices**

**Pre-requisites: NRS 1101 Anatomy and Physiology 1 NRS1301 Clinical Health Assessment.**

**Co-requisites: NRS1152 Medication and Safe Administration**

In this course students will be introduced to key concepts that underpin the role of a nurse. Client and family focused nursing care that is organized for safety and quality is a fundamental component of this course. Students will identify the need for nursing practice to be pro-active, responsive and therapeutic. Ethical, reflexive thinking is developed as an integral skill in nursing and provides the framework for practice development.

Valuing the individual's perceptions and understandings of their health situation, and assessing and responding to the needs of vulnerable individuals and groups, is encouraged to promote optimal health and wellbeing. Three weeks of clinical practice offers the opportunity to develop and demonstrate competence in the clinical settings congruent with a second year student level.

## **Second Year - Third Semester**

### **NRS1121 Effective Communication**

**Pre-requisites:** Nil

**Co-requisites:** Nil

Effective Communication in Nursing is a core course within the Bachelor of Nursing. It covers the background principles of communication and assessment, provides experiential learning opportunities and forms a basis on which to build good nursing practices.

The knowledge gained from engagement with this course underpins all later courses in the undergraduate nursing program. This course focuses on the communication skills that students require in order to therapeutically engage with patients and effectively collaborate with peers and other health professionals. During this course students will explore models and styles of communication and nursing discourses. Students also engage in numerous practical exercises.

These exercises are designed to build verbal and written communication skills for nursing practice. In this course there is an emphasis on understanding and applying core concepts such as communication processes, active listening, assertion, empathy, ethics, engagement, interviewing and facilitative dialogue. More specifically, the student will be introduced to therapeutic communication skills such as reflection of content and feeling, probing, clarifying and appropriate self-disclosure.

The content and process of history taking, as a component of nursing assessment, will also be addressed.

### **NRS1142 Understanding Research in Practice**

**Pre-requisites:** Nil

**Co-requisites:** Nil

Evidence-based practice (EBP) is fundamental to contemporary healthcare worldwide. Consequently, the practice of clinicians is informed by research. This course aims to provide students with a foundation that will enable them to locate, evaluate and understand how evidence may be applicable to practice.

The course begins by looking at what evidence is and where it can be found. From here it develops student's understanding of how evidence is evaluated; how health professionals decide on the credibility of evidence and how it can or should be used to inform practice.

Finally, the focus moves to address the linkages between research, evidence and practice in detail.

## **Third Year of BSc Nursing**

### **Client focused nursing care**

In the second year, students will focus on developing technical and practical knowledge, skills and attributes of nursing.

The clinical focus is on clinical decision making for clients with a range of chronic and acute conditions. In this way, students are given opportunity to develop and learn critical aspects of nursing responses so that they meet industry demand and achieve competence. Throughout all clinical courses the core concepts of pathophysiology, medical management, nursing clinical decision-making, pain/comfort management, infection control, grieving and loss, pharmacological interventions, communications and documentation will feature.

### **Third Year - First Semester**

#### **2321NRS Nursing Clients with Medical-Surgical Conditions**

**Pre-requisites:** NRS1112; NRS1152 and NRS1312

**Co-requisites:** Nil

This course offers students the opportunity to develop knowledge regarding caring for individuals who may have a range of medical-surgical health needs. Principles of pathophysiology, pharmacology, medical/surgical treatment and evidence based nursing practice are integrated to give context to the nursing management of adult clients experiencing medical and surgical conditions. The course includes developing a further understanding of the complex interactions and reactions of the body in response to disease, injury, infection and pain.

The application of this knowledge to pain relief and comfort, wound management and communicating client care across a range of health disciplines is examined. The knowledge and skills related to fundamental nursing practices are consolidated and extended.

These concepts are client-focused, evidence based and designed to give students the skills to deliver safe, high quality care to individuals with medical-surgical health needs. This course also highlights the bio-psychosocial and spiritual impact of illness, disease or trauma on individuals, their family and society. Three weeks of clinical practice offers the opportunity to develop and demonstrate competence in clinical settings congruent with a third year student level.

#### **2351NRS Child and Family Nursing 1**

**Pre-requisites:** 1152, 1112 and 1312

**Co-requisites:** Nil

Child and Family Nursing I course is designed to enable undergraduate nursing students to gain competency relating to the concepts, principles and nursing care of child bearing women and maternity clients in the UAE. This course builds on core nursing knowledge developed in the first year of the nursing program including communication, health assessment, anatomy and physiology, human development, medication and safe administration and nursing practices.

It complements the student's learning in the development of nursing practice knowledge and skills in child bearing and maternity settings. This knowledge is applied specifically to the needs of women during her antepartum, intra and post-partum period.

The course helps students to acquire knowledge and skills and demonstrate competency in rendering nursing care to women experiencing a normal pregnancy in hospitals. Students develop competency in managing normal neonates and participate in family welfare programs of UAE.

It further aids in applying the nursing process to assess, plan and implement the quality care for women during their reproductive cycle and increases their competence in clinical assessment and problem solving techniques.

The course also provides focus on the development of an effective nursing/maternal partnership to support optimal physical, emotional, social and ethical care of women and their family in the areas of reproductive health, safe child-bearing and effective nursing partnership with the childbearing women and families.

### **Third Year - Second Semester**

#### **NRS2332 Nursing Clients with Chronic Conditions: Prevention and Management**

**Pre-requisites:** NRS2321

**Co-requisites:** Nil

This course aims to provide students with the underpinning knowledge to assess, plan and deliver safe and quality care to individuals with chronic conditions. Students will gain an understanding of the complex nature of chronic conditions including pharmacological and non-pharmacological approaches as well as orthodox and alternate/complementary therapies.

In addition, the focus of prevention is based on the wellness approach and health promotion that incorporates the individual, family and the community that acknowledges a variety of contexts and cultural groups. 2 weeks of clinical practice offers the opportunity to develop and demonstrate competence in clinical settings congruent with a second year student level.

### **NRS2362 Child and Family Nursing 2**

**Pre-requisites:** NRS2321 Nursing Clients with Medical-Surgical Conditions

**Co-requisites:** Nil

This course builds on knowledge developed in the first year of the program including health promotion, communication, health assessment, anatomy and physiology, human development and nursing practices. It complements the students' learning in research principles and develops their nursing practice knowledge and skills.

This knowledge is applied specifically to the needs of children and their families. This course will highlight the importance of developing skills in working with infants, children, young people and families in a variety of health care settings within a multidisciplinary team environment.

### **Third Year - Third Semester**

#### **NRS2201 Health Law and Ethics**

**Pre-requisites:** Nil

**Co-requisites:** Nil

The course focuses on the UAE and those legal processes and actions which impact on the provision of health care services by health professionals and institutions. The content is directed to the legal principles and legislative provisions which underpin day-to-day work and control safe and competent practice. Health professionals are often confronted with a multitude of ethically challenging situations and decisions that must be made within the boundaries of the law.

The course introduces students to the philosophical theories underpinning the decision making processes in an ethical context. Students are provided with the opportunity to develop knowledge and skills needed to analyze and apply legal and ethical knowledge to their practice

#### **NRS3211 Transitions to Practice**

**Pre-requisites:** Nil

**Co-requisites:** Nil

This course prepares the student to make a successful transition from student to a graduate Registered Nurse entering the workplace environment. Transition to the professional workforce is a significant theme as is the awareness of the global nature of nursing. The key concepts of how health care systems are funded, operated and evaluated will be explored. Students are encouraged to contemplate their future professional contributions in areas such as clinical practice, administration, education, research, change and management of their career.

## **Fourth Year of BSc Nursing**

### **Delivering and coordinating high quality care**

In this year, students will focus on developing advanced clinical decision making skills and the capacity to delegate to, supervise and educate more junior team members.

## **Fourth Year - First Semester**

### **NRS3371 Aged Care Nursing**

**Pre-requisites:** NRS2332

**Co-requisites:** NRS2342

This course provides the theoretical and practical application of nursing needed for working with older adults. Personal beliefs and attitudes will be explored in relation to how they potentially impact upon one's behavior as a practitioner. Both an ageing UAE population and increased client acuity requires a sound knowledge base in these core nursing areas. Healthy and normal ageing will provide an introduction to caring for older adults experiencing a variety of common illness states that span the health continuum from acute and critical illness to chronic illness and end-of-life issues.

Adaptive coping will be explored to enhance students' understanding of a range of strategies employed by older adults and their families during altered health states and situations. Individual empowerment in the full range of clinical situations will be emphasized.

Two weeks of clinical practice offers the opportunity to develop and demonstrate competence in the clinical settings congruent with a third year student level.

### **NRS3381 Community Nursing**

**Pre-requisites:** NRS2332

**Co-requisites:** NRS2342

This course provides important insights into nursing and health in the community context. The aim of this course is to introduce students to conceptual knowledge and nursing practice skills required to work with individuals, families and populations in a community setting.

A particular focus is working with those from diverse groups, vulnerable populations and those who are at risk. Core concepts include community, the community as a client, social determinants of health, primary health care, health promotion, comparative views of public health, vulnerability and those who are at risk in the community, cultural safety, community development, empowerment and community practice.

This course includes clinical placement in a community setting

### **NRS2342 Mental Health Nursing**

**Pre-requisites:** NRS2321

**Co-requisites:** Nil

This course provides the opportunity for students to increase their understanding of mental health and mental illness and to integrate and apply relevant theoretical and clinical knowledge. Mental health in the United Arab Emirates, cultural contexts, concepts of client, and treatment settings are examined using mental health nursing frameworks.

Utilizing both tutorial seminars and clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings.

#### **Fourth Year - Second Semester**

##### **NRS3222 Leadership and Management Concepts for Health Professionals**

**Pre-requisites: Nil**

**Co-requisites: Nil**

The course focuses on leadership and management within the UAE healthcare systems. Students will explore the social forces within Emirati healthcare systems, management theories, leadership theories, and the impact of these forces on the roles of those who are part of the system. Emphasis is on understanding and critiquing core concepts such as organizational structure and culture, organizational change, and conflict resolution. Students will be introduced to human resource management skills such as interviewing techniques, job analysis, and performance appraisal.

The course is designed to increase students' academic and professional skills in the application of theoretical concepts to practice situations and enable a deepening of their ability to be analytical and undertake critical evaluation. It aims to broaden the student's communication skills with the aim of improving their professional effectiveness and ability to work as members of healthcare teams.

##### **NRS3392 Advanced Clinical Decision Making in Nursing.**

**Pre-requisites: NRS 3211 Transitions to Practice; NRS3371 Aged Care and NRS3362 Child and Family 2.**

**Co-requisites: Nil**

Advanced decision making skills underpin all critical events that threaten the coping strategies of the client and may result in severe consequences unless an immediate intervention occurs to rectify this event. With the changing health care environment, it is paramount that the beginning Registered Nurse is able to apply the processes that underpin quality care.

The dimensions of quality in health care include safety, effectiveness, appropriateness, efficiency, and access. This capstone course draws together theoretical and clinical concepts related to legal and ethical responsibilities, quality and safety measures and decision-making based on knowledge and evidence, in the direct care of individuals and families.

The course enables the development of critical thinking and analysis through evidence-based practice. The student will integrate previously acquired knowledge and skills in assessment, decision-making and team communication to enable the delivery of safe and effective care to individuals and their families, in a variety of settings. This course facilitates students' overall achievement of program learning outcomes and includes eight weeks of clinical placement.

This final semester course aims to prepare the Bachelor of Nursing student for successful transition from graduate to a beginner Registered Nurse, entering the workplace environment and preparation of Licensure Examination. It provides the review of concepts required of the licensure examination of the UAE (HAAD) examination and entry into the practice of professional nursing.

Transition to the professional workforce is a significant theme as is awareness of the global nature of nursing.

#### **Fourth Year - Third Semester**

##### **NRS4232 Cultural Nursing and Health in the UAE**

**Pre-requisites:** Nil

**Co-requisites:** Nil

This course offers both an overview of the history of health in the UAE and an introduction to the UAE people's health today. The course will explore concepts centered on cultural safety and competence while fostering an understanding of UAE people's culture, health traditions and determinants of health.

The course is designed to give students a deeper understanding of how health is defined in the UAE and what historical, political and socioeconomic factors currently influence health outcomes and pose a significant challenge in providing an individualized and holistic care. The course is also one of self-discovery for the students, assisting them in reflection that will increase their awareness of their own ability to provide culturally safe and competent care.

In order to provide excellence in care, this course focuses on where health has been in the UAE and where it is headed in the future. This course will increase knowledge of National health practices, scope of current services available to UAE Nationals, the influence of political and policy decisions on health outcomes and the current health challenges identified for the country.

Through the use of a nursing model focused on Arab health values and the teachings of Islam, the course aims to increase student nurse's knowledge of their role in providing culturally competent care.

#### **Elective Courses (Fourth Year - Third Semester)**

##### **NRS3401 Critical Care**

**Pre-requisites:** NR2321 & NRS2332

This elective course introduces nursing students to the basic concepts and practices of Critical Care Nursing. The course consists of three components, namely the core critical care nursing knowledge (theory), a laboratory component and supervised clinical practicum. During presentation of the core critical care knowledge, students will be provided with a strong knowledge base about the critically ill patient.

The knowledge base will include the hemodynamic monitoring, laboratory data interpretation, pharmacological treatments, related pathophysiology, as well as the nursing management of the critically ill. The laboratory component will include simulation activities to master the advanced skills of critical care nursing.

Simulated scenarios will prepare the students for the clinical practicum to ensure that they have the basic knowledge to practice safe critical care nursing. Students will engage in supervised clinical practicum. Hence students will be allocated to critical care settings and shadowed by a preceptor in that setting.

This will provide students the unique opportunity to deliver patient care to the critically ill patient competently under the supervision of the preceptor, and the clinical instructor.

### **NRS3403 Nursing Practice in an Off-Shore Setting**

**Pre-requisites: successful completion of level (BSN3) with a GPA of at least 2.**

The principles of evidence based practice have been adopted as an underlying philosophy for healthcare on an international basis. As a consequence, it is essential for clinicians to be able to develop and implement evidence based practice effectively. In this course, students examine the relationships between research and clinical practice. Specifically, students trace the research foundations of clinical knowledge.

They scrutinize the principles and processes incorporated in evidence based practice and examine issues surrounding the utilization of research in practice. During tutorial sessions, the students will be guided in producing their assignment.

This will enable the students to apply the concepts they study in the lectures and to further develop their writing and presentation style towards professional standards.

### **NRS3404 Infection Control Practice with Immunocompromised Clients**

**Pre-requisites: Nil**

This course focuses on the evidence-based infection control and prevention principles and practices for the immunocompromised clients. The course provides an overview of medically important microbes and their transmission, basic and specific infection control measures, specific effective work practices and procedures and the management of infectious diseases associated with immunosuppression.

This course helps the nursing graduates to work safely, effectively, and ethically with the immunocompromised clients.

### **NRS3402 Evidence Based Practice – Special Project**

**Pre-requisites: Nil**

The principles of evidence based practice have been adopted as an underlying philosophy for healthcare on an international basis. As a consequence, it is essential for clinicians to be able to develop and implement evidence based practice effectively.

In this course, students examine the relationships between research and clinical practice. Specifically, students trace the research foundations of clinical knowledge.

They scrutinize the principles and processes incorporated in evidence based practice and examine issues surrounding the utilization of research in practice. During tutorial sessions, the students will be guided in producing their assignment. This will enable the students to apply the concepts they study in the lectures and to further develop their writing and presentation style towards professional standards.

### **NRS4523 Project and Presentation**

**Pre-requisites: Nil**

**Co-requisites: Nil**

The course provides the opportunity to apply knowledge and skills of the research process and evidence based practice to clinical nursing practice or health service delivery.

Through a combination of leading lectures, group and individual tutorials with a designated supervisor, the students will be guided to select an aspect of their clinical practice or service delivery that requires improvement and/or lacks a solid evidence base.

This requires a review of the related literature and formulation of a scientific research proposal to investigate the chosen phenomenon. To undertake this mandatory graduation course, students must have completed or be currently completing all other requirements for the BSc N (Post Registration).

## NURSING PROGRAM CURRICULA STUDY PLAN

### 1. BSc Nursing Study Plan

Level	Sem.	Course Code	Course Title	Credit Hours	Lecture	Lab	Clinical	Pre-requisites & Co-requisites
BSN 2	1	NRS1131	Foundations of Psychosocial Care	4	4	0	0	Nil
		NRS1101	Anatomy and Physiology 1	4	4	0	0	Nil
		NRS1301	Clinical Health Assessment	6	2	2	2	Nil
				14	9	3	2	
	2	NRS1152	Medication and Safe Administration	4	3	1	0	Nil
		NRS1112	Anatomy & Physiology 2	4	3	1	0	NRS1101
		NRS1312	Nursing Practices	7	3	1	3	NRS1101 & NRS1301 + Co-Requisite (NRS1152)
				15	9	3	3	
BSN 3	1	NRS2321	Nursing Clients with Medical Surgical Conditions	10	6	1	3	NRS1152, NRS1112, & NRS1312
		NRS2351	Child and Family Nursing 1	5	2	1	2	NRS1152, NRS1112, & NRS1312
				15	8	2	5	
	2	NRS2332 T	Nursing Clients with Chronic Conditions: Prevention and Management - <b>Theory</b>	6	6	0	0	NRS2321
		NRS2332 C	Nursing Clients with Chronic Conditions: Prevention and Management - <b>Clinical</b>	4	0	2	2	NRS2321
		NRS2362	Child and Family Nursing 2	5	2	1	2	NRS2321
				15	8	3	4	
	3	NRS2201	Health Law and Ethics	4	4	0	0	Nil
		NRS3211	Transitions to Practice	4	4	0	0	NRS2321
				8	8	0	0	
BSN 4	1	NRS3371	Aged Care Nursing	5	2	1	2	NRS2332 & NRS2362

		NRS3381	Community Nursing	5	3	0	2	NRS2332 & NRS2362
		NRS2342	Mental Health Nursing	5	3	0	2	NRS2321
				15	8	1	6	
	2	NRS3222	Leadership and Management Concepts for Health Professionals	4	4	0	0	Nil
		NRS3392 T	Advanced Clinical Decision Making in Nursing - <b>Theory</b>	2	2	0	0	NRS3211, NRS3371, & NRS3381
		NRS3392 C	Advanced Clinical Decision Making in Nursing - <b>Clinical</b>	8	0	0	8	NRS3211, NRS3371, & NRS3381
				14	5	0	8	
	3	NRS4232	Cultural Nursing and Health in the UAE	4	4	0	0	Nil
			Elective Choice (one of the 4 elective courses)	4	4	0	0	Nil
				8	8	0	0	
<b>Total Credit Hours of the Curriculum</b>				111	70	12	28	<b>28 clinical weeks without the elective course</b>
<b>Elective Courses</b>		NRS3401	Critical Care Nursing	4	1	1	2	NRS2321 & NRS2332
		NRS3402	Evidence Based Practice: Special Project	4	4	0	0	Nil
		NRS3403	Nursing Practice in an Offshore Setting	4	1	0	3	Nil
		NRS3404	Infection Control Practice with Immunocompromised Clients	4	4	0	0	Nil
<b>Bachelor of Science in Nursing Curriculum's Structure, FCHS (17 November 2016) - V.6</b>								

## 1. Nursing PR Study Plan

<b>The Post-Registration Bachelor of Science in Nursing Program is a 62 credit hours program.</b>								
<b>Core Courses: The student must complete the following 3 courses</b>								
Level	Sem.	Course Code	Course Title	Credit Hours	Lecture	Lab	Clinical	Pre-requisites & Co-requisites
		NRS4503	Infection Control: Nursing and Practice	4	3	1	0	
		NRS1142	Understanding Research in Practice	4	4	0	0	
		NRS4513	Academic Writing for Health Professionals	2	2	0	0	
<b>Theory Courses: The student must complete 5 courses of the following 8 courses.</b>								
		NRS1121	Effective Communication	3	3	0	0	<b>Should be taken with NRS1301</b>
		NRS1131	Foundations of Psychosocial Care	4	4	0	0	

		NRS1101	Anatomy and Physiology 1	4	3	1	0	
		NRS1152	Medication and Safe Administration	4	3	1	0	
		NRS1112	Anatomy & Physiology 2	4	3	1	0	
		NRS2201	Health Law and Ethics	4	4	0	0	
		NRS3222	Leadership and Management Concepts for Health Professionals	4	4	0	0	
		NRS3211	Transitions to Practice	4	4	0	0	
<b>Clinical Courses: The student must complete either NRS2321 or NRS2332 + 2 course of the other 6 courses.</b>								
		NRS2321	Nursing Clients with Medical Surgical Conditions	10	5	2	3	
		NRS2332	Nursing Clients with Chronic Conditions: Prevention & Management	10	6	2	2	
		NRS1301	Clinical Health Assessment	6	2	2	2	Should be taken with NRS1121
		NRS2342	Mental Health Nursing	5	3	0	2	
		NRS2351	Child and Family Nursing 1	5	2	1	2	
		NRS2362	Child and Family Nursing 2	5	2	1	2	
		NRS3371	Aged Care Nursing	5	2	1	2	
		NRS3381	Community Nursing	5	3	0	2	
<b>Graduation Course: The student must complete the mandatory graduation course</b>								
		NRS4523	Project and Presentation	12	12	0	0	

## PHARMACY PROGRAM

Pharmacists are health professionals with the skills and knowledge to manage a patient's understanding and utilization of medications, in order to optimize medicines-related health outcomes.

**The degree has four streams of study:**

1. Enabling sciences
2. Applied pharmaceutical sciences
3. Clinical and therapeutic sciences
4. Pharmacy practice sciences

During third, fourth and fifth year, students undertake work placements in hospitals and community pharmacies through the professional experience placement program. The program provides an understanding of the processes involved in, for example, providing primary health care, drug information, and clinical pharmacy services in different practice environments.

The total number of credit hours for the Pharmacy Higher Diploma is 108 including the GRU credit hours and it is 177 for the Bachelor degree including the GRU credit hours.

## Major areas of study:

- **Enabling knowledge:** includes various aspects of chemistry, physiology, biochemistry, microbiology and pharmacology.
- **Drug delivery:** focuses on formulation of medicines, pharmacokinetics and various dose-forms.
- **Integrated therapeutics stream:** deals with major disease states, epidemiology, their diagnosis, the chemistry and pharmacology of medicines used to treat these conditions and the clinical practice aspects of treating the whole patient.
- **Pharmacy Practice:** the clinical application of the science outlined above and includes experiential placements.

## Learning Outcomes and Alignment with UAE Qualifications Framework

The Pharmacy program prepares students to practice as a Pharmacist in accordance with the UAE Qualifications Framework (2011) and HAAD Professional Qualification Requirements.

The goals and outcomes are consistent with a Level 7 Bachelor qualification awarded as defined in the UAE Qualifications Framework (2011). The Bachelor of Pharmacy outcomes are aligned with level 7 of the Australian Qualifications Framework which is equivalent to level 7 of the QF Emirates Framework (NQA).

The Higher Diploma award (HD) is matched to Level 6 NQA (there is no equivalent in Monash University for these credentials and the work role places training in the VET sector in Australia). These learning outcomes will address the need within the UAE for skilled Pharmacists.

# PHARMACY PROGRAM CURRICULA STUDY PLAN

## Pharmacy Program Year 2

Year ID	Semester	Course ID	Course Title	Credit Hours
2	1	PAC1211	Physicochemical Basis of Pharmacy	5
2	1	PAC1111	Introduction to Physiology	4
2	1	PAC1121	Bio-Organic and Medicinal Chemistry	5
2	1	PAC1311	Pharmacy, Health and Society I	4
2	2	PAC1222	Drug Delivery I	5
2	2	PAC1132	Systems Physiology	4
2	2	PAC1142	Bio-Organic and Medicinal Chemistry	5
2	3	PAC1322	Pharmacy, Health and Society II	4
<b>Total Credit Hours for Year 2</b>				<b>36</b>

## Pharmacy Program Year 3

Year ID	Semester	Course ID	Course Title	Credit Hours
3	1	PAC2151	Biochemistry and Molecular Biology	5
3	1	PAC2161	Cell Function, Communication and Pathology	5
3	1	PAC2171	Basis of Drug Action I	4
3	1	PAC2331	Pharmacists as Communicators	4
3	2	PAC2232	Drug Delivery and Disposition	4
3	2	PAC2182	Basis of Drug Action II	5
3	2	PAC2342	Pharmacy in a Public Health Context	4
3	2	PAC3351	Context for Practice I	3
3	3	PAC2512	Professional Experience Placement I	2
<b>Total Credit Hours for Year 3</b>				<b>36</b>

## Pharmacy Program Year 4

Year ID	Semester	Course ID	Course Title	Credit Hours
4	1	PAC3241	Drug Delivery, Disposition and Dynamics	4
4	1	PAC3191	Microbiology and Immunology	5
4	1	PAC2412	Integrated Therapeutics: Introduction and Cardiovascular	4
4	1	PAC3421	Integrated Therapeutics: Respiratory and Gastrointestinal disease	5
4	2	PAC3252	Drug Delivery II	4
4	2	PAC3432	Integrated Therapeutics: Infectious Disease	5
4	2	PAC3362	Context for Practice II	4
4	3	PAC3522	Professional Experience Placement II	3
<b>Total Credit Hours for Year 4</b>				<b>34</b>

## Pharmacy Program Year 5

Year ID	Semester	Course ID	Course Title	Credit Hours
5	1	PAC4261	Drug Delivery and Development	4
5	1	PAC4441	Integrated Therapeutics: Endocrinology and Renal Disease	4
5	1	PAC4451	Integrated Therapeutics: Dermatology and Pain	4
5	1	PAC4382	Context for Practice III	3
5	2	PAC4482	Advanced Therapeutics	3
5	2	PAC4462	Integrated Therapeutics: Neurology and Oncology	4
5	2	PAC4472	Integrated Therapeutics: Psychiatry	4
5	2	PAC4541	Professional Experience Placement IV	3
5	3	PAC4552	Professional Experience Placement V	3
5	3	PAC4531	Professional Experience Placement III	3
<b>Total Credit Hours for Year 5</b>				<b>35</b>

## PHARMACY COURSE DESCRIPTION

### Second Year – First Semester

#### *PAC1111 Introduction to Physiology*

This unit lays a foundation of knowledge about mammalian systems and provides the relationship between pathophysiology and the rational design and use of drugs. Students will be introduced to the concepts underlying basic biochemistry and molecular biology of the cell, and will then consider in detail the structure and function of the musculoskeletal, nervous, endocrine, and cardiovascular systems. One or more examples of disease states which are amenable to pharmacotherapy will be discussed in detail for each organ/system. Students will perform a number of tasks, which will help with the development of critical thinking skills. The course will involve the following topics; Introduction to Physiology, Cells and tissues, Membranes, Introductory Biochemistry, Muscle, Nervous system, Cardiovascular System, Endocrinology.

#### *PAC1121 Bio-Organic and Medicinal Chemistry I*

This course is designed to provide the specialist background in organic chemistry necessary to understand Drug Action units and to provide essential fundamental background for Drug Delivery and Integrated Therapeutics units. The course discusses the following topics; chemical structure bonding and shape, introduction to organic chemistry, alkanes and cycloalkanes, alkenes and alkynes, chirality, halo alkanes, alcohols, ethers and thiols, benzene and its derivatives, and spectroscopy/pharmaceutical analysis.

#### *PAC1211 Physicochemical Basis of Pharmacy*

This course aims to provide students with a firm understanding of the basic physicochemical principles that underpin the science behind pharmacy as a discipline. This understanding, reinforced by some mathematical principles, sets the foundation for students to build upon in Drug Delivery

units through second semester in first year, and in the second, third and fourth years of the course. The understanding of these principles will also assist students in their understanding in some areas of chemistry, physiology and biology.

#### *PAC1311 Pharmacy, Health and Society I*

This course introduces the students to a range of topics relevant to the practice of pharmacy (i.e. The Health Care System, The Pharmacist and The Patient): develop students' skills in communication and problem solving; develop students' dispensing skills and knowledge; introduce students to pharmaceutical calculations and the basic concepts of statistics; develop students' ability to apply pharmaceutical calculations and basic concepts of statistics in the practice of pharmacy and health care; and develop students' generic skills in critical thinking, communication, problem-solving and working in teams.

#### *Second Year – Second Semester*

##### *PAC1132 Systems Physiology*

This course discusses the anatomy and physiology of various major organ systems. The autonomic control of these organ systems and the role that they play in maintaining health will also be covered. Pathophysiology and epidemiology of the major disorders of these systems will also be covered. This unit will provide a solid core of physiological knowledge to allow students to understand how drugs are able to modify physiological systems to alleviate the symptoms of a number of diseases to be covered in later years.

##### *PAC1142 Bio-Organic and Medicinal Chemistry II*

This course provides students with introduction to the chemistry of biomolecules through discussing the following topics: amines; coordination compounds; aldehydes and ketones; carboxylic acids and functional derivatives; organic polymer chemistry; carbohydrates, amino acids and proteins; nucleic acids; lipids; drug stability and metabolism; and perspectives in medicinal chemistry.

##### *PAC1222 Drug Delivery I*

This course aims to provide students with a firm understanding of the physical chemistry that underpins pharmaceutical solutions and the impact of solution properties on a drug's biopharmaceutical characteristics. In particular, an understanding of the physicochemical properties of pharmaceutical solids (drugs and excipients), their transfer into solution form and properties of those solutions from a pharmacy and pharmaceutical science perspective will set the foundation for students to build upon in drug delivery units for solid and solution dose forms through second, third and fourth year of the course. The understanding of these principles will also assist students in their understanding in some areas of chemistry, physiology and biology.

#### *Second Year – Third Semester*

##### *PAC1322 Pharmacy, Health and Society II*

This course is designed to provide first year students with the basic foundations required to successfully complete later year units of the Bachelor of Pharmacy course. These basics include communication skills and problem solving, basics of health psychology and human behavior. In addition, drug dispensing skills and knowledge, biostatistics and pharmaceutical calculations and pharmacoepidemiology subjects will be addressed.

#### *Third Year – First Semester*

##### *PAC2151 Biochemistry and Molecular Biology*

*Prerequisites:* PAC1111, PAC1142, PAC1132

In this course, students will develop their abilities to integrate biochemical information as it relates to both desired and unwanted effects of therapeutics, and appreciate the underlying foundation of biochemistry in the treatment of individual diseases and pathological conditions.

The course will specifically address the following topics; structure and molecular properties of proteins, sugars and complex carbohydrates, lipids and membranes, and nucleotides and coenzymes; information transfer (gene structure and regulation); protein synthesis; metabolism; catabolic pathways, synthetic pathways, energy production, control of metabolism.

### *PAC2161 Cell Function, Communication and Pathology*

*Prerequisites:* PAC1111, PAC1132

This course will address the following topics; Introduction to Cell Biology; Cell Biology & Signalling; Stem Cells and Development; Cell Pathophysiology (Cancer); Pharmacology; Autacoids; Inflammatory Responses; Endocrinology. Comprehending these topics will provide the students a foundation of fundamental aspects of cell biology, cell physiology and ways that cells communicate with each other in the human body. In addition, this unit will relate the pathophysiology of various diseases and disorders with the use of specific drug classes.

### *PAC2171 Basis of Drug Action I*

*Prerequisites:* PAC1121, PAC1142

This unit aims to equip students with a foundation of knowledge about the molecular structure of drugs, together with an understanding of the fundamental relationship that exists between the molecular structure of drugs and their pharmacokinetic and pharmacodynamic properties. It also seeks to provide students with an appreciation of the drug design process and the methods used to synthesise and establish the structure of drug molecules.

The subject provides a firm foundation for the subsequent Basis of Drug Action II unit, as well as the "Integrated Therapeutics" 3rd year subjects, which focus on describing the major classes of drugs and how they function.

### *PAC2331 Pharmacists as Communicators*

*Prerequisites:* PAC1311, PAC1322

This course will provide students with fundamental knowledge, skills and resources to interact with patients and other health care professionals to effect positive therapeutic outcomes. The unit focuses on definition, development and refinement of communication skills for pharmacists in all aspects of professional practice. This professional practice is defined in terms of the expectations and structure of the Australian Health Care System and in context of global approaches to health.

## *Third Year – Second Semester*

### *PAC2182 Basis of Drug Action II*

*Prerequisites:* PAC2171

This course builds on the previous unit "Basis of Drug Action I" to provide students with an understanding of the basis of drug action - efficacy. The consequences of drug binding to cell-surface receptors and enzymes will be considered at a structural level. The course will particularly address the following topics; Drug targets; Receptor activation - efficacy and affinity; Chemistry of drug-receptor interactions; Newer / Emerging drug classes - particularly "biologicals" - protein therapeutics; Pharmacology in action - practical application of principles of affinity, efficacy and potency.

### *PAC2232 Drug Delivery and Disposition*

*Prerequisites:* PAC1222, PAC1132

This course builds upon the fundamental concepts of drug delivery with a major focus on oral drug absorption and pharmacokinetics. Specifically, this course will introduce physicochemical properties of solids and the use of common excipients, polymers and powders with application to formulation and development of pharmaceutical dose forms. The course will also provide an understanding of theoretical concepts and formulation principles of pharmaceutical dosage forms such as tablets and capsules and will introduce students to fundamental concepts in

pharmacokinetics and biopharmaceutics and their impact on drug disposition. To be able to accomplish the above targets, the course will discuss the following topics; physicochemical principles of solids; Formulation of tablets and capsules; Physiological factors affecting oral absorption will introduce the introductory pharmacokinetics.

#### *PAC2342 Pharmacy in a Public Health Context*

*Prerequisites:* PAC1311, PAC1322

This course puts the practice of pharmacy and delivery of pharmacy services in a public health context. It emphasises a population perspective for health policy as well as clinical decision-making. Upon finishing the unit, will be able to understand definitions and issues in public health including the socio-environmental determinants of health and the role of pharmacy in a public health context.

#### *PAC3351 Context for Practice I*

*Prerequisites:* PAC2331

This course builds on the knowledge and understanding of a range of topics which are relevant to the practice of pharmacy. Students will be introduced to the concepts underlying pharmacy management, harm reduction, pharmacy legislation, management of poisoning and overdose, the principles of medication safety and accurate dispensing under time pressure.

As part of the self-study, students will submit assignments, participate in tutorials and practicals, and undertake some self-directed learning, all of which will enhance their learning experience.

The course will involve the following topics: Pharmacy management; Pharmacy legislation; medication safety; harm reduction; poisoning and overdose; accurate dispensing; sterile dispensing. In addition, this course will include two weeks of introductory placements: one week in a community pharmacy and one week in a hospital pharmacy.

#### *Third Year – Third Semester*

##### *PAC2512 Professional Experience Placement I*

*Prerequisites:* PAC3351

This course is the first of five clinical experience placements that occur during the Pharmacy program. Students will be exposed to 135 hours in a clinical environment to complete the requirements of the course. This may be a mix of integrated hours and a block placement. Students will develop practice skills in a range of settings by applying the knowledge and understanding they have gleaned from other courses within the course.

#### *Fourth Year – First Semester*

##### *PAC3191 Microbiology and Immunology*

*Prerequisites:* PAC2151

This course will introduce students to essential elements of microbiology and immunology. In the process, students will develop their abilities to integrate microbiological and immunological concepts as a basis for later work in other subjects within the pharmaceutical sciences.

The following topics will be covered; Bacteria (general principles and microbial genetics); Eukaryotic microbes; Virology; Epidemiology; Immunology; Microbiological diseases (diseases and host responses); Industrial microbiology.

##### *PAC3241 Drug Delivery, Disposition and Dynamics*

*Prerequisites:* PAC2232

This course will introduce students to the key concepts associated with clinical pharmacokinetics, drug metabolism and disposition, and therapeutic drug monitoring and how these may impact on patient therapeutic dosage regimens in various disease states, conditions and with concomitant medication.

Additionally, students will build upon their knowledge on surface properties and formulation of heterogeneous systems, including dispersions, semi-solids, suppositories, pessaries, aerosols and modified release products.

#### *PAC2412 Integrated Therapeutics: Introduction and Cardiovascular*

*Prerequisites:* PAC2182

This course provides an introduction to disease state management. It will cover concepts that span the range of diseases such as issues related to the management of paediatric and geriatric patients and the use and interpretation of laboratory tests for diagnosis and monitoring. In addition, this course provides a foundation of basic knowledge required for the diagnosis and management of patients with cardiovascular diseases. It will relate the pathophysiology of these disorders with the rational design and clinical use of drugs. The chemistry, pharmacology and clinical aspects of medications associated with each area are presented in detail in an integrated fashion.

#### *PAC3421 Integrated Therapeutics: Respiratory and Gastrointestinal Disease*

*Prerequisites:* PAC2182

This course provides an introduction to disease state management. It will cover concepts that span the range of diseases such as issues related to the management of paediatric and geriatric patients and the use and interpretation of laboratory tests for diagnosis and monitoring.

In addition, this course will provide a foundation of basic knowledge required for the diagnosis and management of patients with respiratory and gastrointestinal diseases. This course will relate the pathophysiology of these disorders with the rational design and clinical use of drugs. The chemistry, pharmacology and clinical aspects of medications associated with each area are presented in detail in an integrated fashion.

#### *Fourth Year – Second Semester*

##### *PAC3252 Drug Delivery II*

*Prerequisites:* PAC2232

Upon completion of the course, students will be equipped with fundamental and applied knowledge required to understand and assess pharmaceutical pre-formulation, formulation, sterilization and packaging of parenteral products, with special emphasis on drug product stability, including the kinetics and mechanisms of drug degradation and functional group reactivity. Special consideration will be granted to the study therapeutic biotechnology products. The course is also designed to provide students with an understanding of aseptic processing, disinfection and preservation.

##### *PAC3362 Context for Practice II*

*Prerequisites:* PAC2331, PAC2342

In this unit students will acquire or further develop knowledge relating to the Ethical principles in relation to the practice of pharmacy. The student will be taught the competency standards for pharmacy practice in UAE as well as the UAE health care system. The practice of pharmacy in hospitals and in community settings will be addressed.

##### *PAC3432 Integrated Therapeutics: Infectious Disease*

*Prerequisites:* PAC3191

This course represents an introduction to disease state management and concepts common to a range of disease states and to provide an integrated foundation of basic knowledge of the chemistry, pharmacology and therapeutics required for the diagnosis and management of patients with infectious diseases. This course also aims to develop students' generic skills in critical thinking, communication, problem-solving, leadership and working in teams.

#### **Fourth Year – Third Semester**

##### **PAC3522 Professional Experience Placement II**

*Prerequisites:* PAC3351, PAC3362

This course is the second of five clinical experience placements that occur during the Pharmacy program. Students will be exposed to 180 hours in a clinical environment to complete the requirements of the course. This may be a mix of integrated hours and a block placement. The primary focus of this PEP is to introduce students to the core or basic activities of hospital pharmacy. This placement is aimed at providing students with the foundation needed to undertake PEP: Hospital Pharmacy II in a more effective and efficient manner.

It will focus on a number of important activities provided by hospital pharmacists and hospital pharmacy departments. It will address activities such as ward pharmacy services, drug information services, hospital drug formulary, the management of a hospital pharmacy department, outpatient dispensing, distribution services, sterile and cytotoxic dispensing.

#### **Fifth Year – First Semester**

##### **PAC4261 Drug Delivery and Development**

*Prerequisites:* PAC3241, PAC3252

This course will provide a detailed understanding of the specific biopharmaceutical and formulation considerations for non-oral drug delivery routes, including transdermal, pulmonary, nasal, buccal, rectal, vaginal, ocular, intramuscular and subcutaneous. The unit will also address advanced oral drug delivery technologies and targeted drug delivery systems.

##### **PAC4441 Integrated Therapeutics: Endocrinology and Renal Disease**

*Prerequisites:* Nil

This unit will provide an understanding of the pathophysiology, pharmacotherapy and management of various endocrine conditions and renal disease. Specifically, the unit will cover the hypothalamic-pituitary-adrenal (HPA) axis, thyroid, parathyroid and adrenocortical dysfunction, diabetes, men's and women's health and acute, chronic and drug-induced renal disease. Students will perform a number of tasks which will foster the development of critical thinking and oral and written communication skills. Drug therapy principles for the aforementioned conditions and patient groups will be emphasised enabling students to acquire the skills necessary to provide clinical pharmacy services within these areas.

##### **PAC4451 Integrated Therapeutics: Dermatology and Pain**

*Prerequisites:* Nil

The chemistry, pharmacology and clinical aspects of medications associated with pain management are presented in detail in an integrated fashion. Drug therapy principles for particular conditions and patient groups will be emphasized enabling students to acquire the skills necessary to provide clinical pharmacy services within these areas. Students will perform a number of tasks that will help foster the development of critical thinking and oral and written communication skills, leadership and teamwork.

##### **PAC4382 Context for Practice III**

*Prerequisites:* PAC3351, PAC3362

The aim of this course is to further prepare students for practice as pharmacists. This course builds particularly on the third year courses of the Pharmacy Practice stream (PAC3351, PAC3362) and the Professional Experience Placement program (PAC4371, PAC4381).

## **Fifth Year – Second Semester**

### ***PAC4462 Integrated Therapeutics: Neurology and Oncology***

*Prerequisites: Nil*

This course will lay a foundation of knowledge about diseases and disorders in neurology and oncology and to provide the relationship between pathophysiology and the rational design and use of drugs in the management of conditions of this type. The chemistry, pharmacology and clinical aspects of medications associated with each area are presented in detail in an integrated fashion. Drug therapy principles for particular conditions and patient groups will be emphasised enabling students to acquire the skills necessary to provide clinical pharmacy services within these areas. Specifically the unit will cover epilepsy, migraine, multiple sclerosis, Parkinson's disease, stroke and a range of common malignancies such as breast cancer, prostate cancer, bowel cancer, skin cancer, leukemia, lung cancer, etc. It will also deal with principles of palliative care and management of patients at the end of life.

### ***PAC4472 Integrated Therapeutics: Psychiatry***

*Prerequisites: Nil*

This course will provide the students with the basic knowledge required for the management of patients with a range of common mental health disorders. The chemistry, pharmacology and clinical aspects of medications associated with each area are presented in detail in an integrated fashion. Drug therapy principles for particular conditions and patient groups will be emphasised enabling students to acquire the skills necessary to provide clinical pharmacy services within these areas. In particular, this unit will teach the chemistry, pharmacology and clinical applications of drugs used to treat mental disorders such as depression, bipolar disorder, anxiety, dementia/delirium, insomnia, schizophrenia and child and adolescent mental health disorders.

### ***PAC4482 Advanced Therapeutics***

*Prerequisites: PAC3421, PAC3432, PAC4441, PAC4451*

This course builds on the knowledge and skills developed in the seven Integrated Therapeutics units. The course will be predominantly conducted through group project work to provide the necessary skills for Continued Profession Development, improve oral and written communication and literature search and evaluation skills. It includes an online discussion group to familiarise students with the teaching methods utilised in the Monash Intern Training Program and an interactive virtual patient to facilitate Inter-professional Learning. Students will perform a number of tasks which will help with the development of critical thinking skills and develop their skills in decision-making and case-presentation.

### ***PAC4541 Professional Experience Placement IV***

*Prerequisites: PAC3351, PAC3362, PAC3522*

This course is the fourth of five clinical experience placements that occur during the Pharmacy program. Students will be exposed to 135 hours in a clinical environment to complete the requirements of the course. In this placement students are to explore issues related to community pharmacy and to play an active role in the day-to-day activities in the pharmacy.

## **Fifth Year – Third Semester**

### ***PAC4531 Professional Experience Placement III***

*Prerequisites: PAC3351, PAC3362, PAC2512*

This course is the third of five clinical experience placements that occur during the Pharmacy program. Student will be exposed to 135 hours in a clinical environment to complete the requirements of the course. The second hospital pharmacy PEP builds on the first one by combining the individual clinical skills into overall patient care and introducing students to specialised hospital pharmacy practice (e.g. clinical trials, drug utilisation and evaluation). The student should be allocated a number of patients to follow from admission to discharge, describing each aspect of their

stay and the pharmaceutical care provided. This PEP also involves presentation of a case study. The emphasis in this PEP is on process. That is, on the way things are done, rather than dealing with specific diseases or specific situations.

#### ***PAC4452 Professional Experience Placement V***

***Prerequisites: PAC4261***

This course is the last of five clinical experience placements that occur during the Pharmacy program. Students will be exposed to 135 hours in a clinical environment to complete the requirements of the course. The PEP placement in a rural or remote pharmacy is intended to give students the opportunity to compare and contrast the practice of pharmacy in city and rural settings. The activities in this module are designed to encourage students to experience the diversity of rural life. Students are asked to consider health care and the role of pharmacy in rural areas, to explore the role of emergency services and to spend time with primary health care practitioner and other health care provide.

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## **RADIOGRAPHY & MEDICAL IMAGING PROGRAM**

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Radiographers/Medical Imaging Specialists are health professionals who work in collaboration with radiologists and other specialist medical practitioners to provide patients with a range of diagnostic examinations. Radiographers more specifically facilitate patient diagnosis and management through the creation of medical images using a variety of medical imaging modalities including traditional x-ray radiographic imaging; digital fluoroscopy and digital vascular imaging; computed tomography, mammography, bone mineral densitometry, medical ultrasound, nuclear medicine and magnetic resonance imaging.

Radiographers/Medical Imaging Specialists play a pivotal role in selecting and implementing the most appropriate examination protocols which will answer the clinical questions. This program provides a professional education in general radiography, computed tomography, general medical ultrasound, digital vascular imaging, nuclear medicine and magnetic resonance imaging to facilitate entry into the radiography profession. Throughout the course, the physical and biomedical sciences are closely integrated with radiographic science and methods. Students will develop an understanding of scientific research in general and its application within radiographic practice. Under supervision, students will develop a range of professional skills in relation to the assessment and management of patients and implement radiographic and medical imaging techniques from an evidence based perspective.

In the final year, students will extend their knowledge into magnetic resonance imaging, pediatric imaging, digital subtraction angiography, functional imaging, nuclear medicine and bone mineral densitometry.

#### **The program entails two clearly articulated awards**

- Bachelor of Medical Imaging: a total of 149 credits hours (Common Year + 4 years of study)
- Higher Diploma in Radiography: a total of 97 credits hours (Common Year + 2 year of study)

#### **Learning Outcomes and Alignment with UAE Qualifications Framework**

The RMI program prepares students to practice as a Radiographer in accordance with the UAE Qualifications Framework (2011). The Higher Diploma award (HD) is matched to Level 6 NQA. These learning outcomes will address the need within the UAE for skilled Radiographers.

# RADIOGRAPHY & MEDICAL IMAGING CURRICULUM

## Radiography and Medical Imaging Year 2

Year ID	Semester	Course ID	Course Title	Credit Hours
2	1	FRD1011	Radiologic Physics and Radiation Protection	3
2	1	FRD1021	Anatomy Fundamentals	4
2	1	FRD1041	General Radiography 1	4
2	1	FRD1071	General Radiography CP1	5
2	2	FRD1022	Systems & Pathology (a)	4
2	2	FRD1042	General Radiography 2	4
2	2	FRD1072	General Radiography CP2	6
<b>Total Credit Hours in Year 2</b>				30

## Radiography and Medical Imaging Year 3

Year ID	Semester	Course ID	Course Title	Credit Hours
3	1	FRD2021	Systems and Pathology (b)	6
3	1	FRD2041	Advanced General & Contrast Radiography	3
3	1	FRD2071	Advanced General & Contrast Radiography CP3	5
3	2	FRD2022	Sectional Imaging Anatomy	4
3	2	FRD2042	Digital Imaging and Research	4
3	2	FRD2072	General Radiography and DSA CP4	9
<b>Total Credit Hours in Year 3</b>				31

## Radiography and Medical Imaging Year 4

Year ID	Semester	Course ID	Course Title	Credit Hours
4	1	FRD3051	Computed Tomography	5
4	1	FRD3061	Ultrasound	4
4	1	FRD3081	Computed Tomography CP5	4

4	2	FRD3052	Magnetic Resonance Imaging	4
4	2	FRD3062	Adv. US, Mammo & Dosimetry	5
4	2	FRD3082	CT & US CP6	5
<b>Total Credit Hours in Year 4</b>				27

## Radiography and Medical Imaging Year 5

Year ID	Semester	Course ID	Course Title	Credit Hours
5	1	FRD4051	Adv. CT and MRI	4
5	1	FRD4061	Image Interpretation	3
5	1	FRD4071	NM & Hybrid Imaging	5
5	2	FRD4082	Adv. Research & CP7	6
5	2	FRD4092	Comprehensive RMI CP8	7
<b>Total Credit Hours in Year 5</b>				25

# RMI COURSE DESCRIPTION

## Second Year - First Semester

### **FRD1011 Radiation Physics & Protection**

*Credit Hours: 3 (30-30-0)\**

*Prerequisites: Nil; Co-requisites: Nil*

This course will enable students to understand the fundamental concepts of modern radiologic physics and its relevance to radiographic imaging. Students will also be able to communicate an understanding of the wider applications of electromagnetic radiation and particulate radiation in the imaging and treatment of disease. The principles of radiation protection and the relevant statutory requirements at an introductory level will be covered.

### **FRD1021 Anatomy Fundamentals**

*Credit Hours: 4 (42-36-0)*

*Prerequisites: Nil; Co-requisites: Nil*

This course will introduce students to the principles of human biology and genetics, and to the chemical, cellular and tissue organization of the human body. In addition, the course will provide students with a sound understanding of the gross anatomical structure of the appendicular skeleton together with their radiographic appearances.

### **FRD1041 General Radiography 1**

*Credit Hours: 4 (30-60-0)*

*Prerequisites: Nil; Co-requisites: FRD1011; FRD1021; FRD1071*

This course is designed to provide students with the requisite knowledge and understanding of the scientific, technological and radiographic principles associated with radiography of the upper and lower limbs.

The course will address modern x-ray system used in clinical practice, formation and control of scattered radiation in relation to the production of diagnostic images and the ALARA principle, principles of exposure factor selection and concept of exposure index, scientific principles of computed radiographic imaging systems and methods to evaluate their performance, radiographic principles underpinning the projections and body positions utilized for the upper and lower limbs in relation to the relevant anatomy, physical presentation of the patient and clinical indications; and radiographic criteria to which each diagnostic image should conform.

### **FRD1071 General Radiography CP1**

*Credit Hours: 5 (30-30-90)*

*Prerequisites: Nil; Co-requisites: FRD1011; FRD1021; FRD1041*

The professional skills element of this course will introduce students to the concept of a profession, the health care system, professional ethics, professional communication, medical terminology and key aspects of patient safety. The radiographic practice element of the unit relates to radiography of the extremities.

**\*Credit hours are distributed as (Theory + Lab + Clinical). For example, a (30+30+0) course is a 3 credit hours course. (15 Theory hours = 1 Credit hour, 30 Learning/practical lab hours = 1 Credit hour, 45 Clinical hours = 1 Credit hour).**

### **Second Year - Second Semester**

#### **FRD1022 Systems and Pathology (a)**

*Credit Hours: 4 (41-38-0)*

*Prerequisites: FRD1021*

*Co-Requisites: Nil*

The intention of this course is to assist students to develop a sound understanding of the principles of pathology, the common muscular and skeletal disorders affecting the osteoarticular skeleton and respiratory system together with their radiographic appearances. In addition, the course will enable students to understand the structure of the respiratory system, the structure and functional relationships of the tissues of the vertebral column and the bony thorax together with the relevant topographic and surface anatomy and radiographic anatomy.

#### **FRD 1042 General Radiography 2**

*Credit Hours: 4 (35-50-0)*

*Prerequisites: FRD1041*

*Co-Requisites: FRD1072*

This course is designed to provide students with the requisite knowledge and understanding of the scientific, technological and radiographic principles underpinning general radiography and in particular radiography of the chest, abdomen, girdles and vertebral column.

#### **FRD1072 General Radiography CP2**

*Credit Hours: 6 (20-40-150)*

*Prerequisites: FRD1071*

*Co- Requisites: FRD1022; FRD1042*

The professional skills element of this course will introduce students to a range of topics relevant to the practice of radiography. The first topic will address the psychosocial aspects of health as they relate to radiographic practice. The focus will be upon factors affecting human relationships, the psychological wellbeing of patients and their families, and the interactions between humans and their social and physical environment.

The second topic will focus upon information literacy and provide an overview of the key features of scientific inquiry. Finally students will develop further their understanding of communication theory acquired in the semester one unit FRD1071.

### **Third Year - First Semester**

#### **FRD2021 Systems and Pathology (b)**

*Credit Hours: 6 (72-36-0)*

*Prerequisites: FRD1022*

*Co- Requisites: NIL*

This course will provide basic understanding of the human body, its structure and the function of its organs in health and disease. It addresses the cardiovascular system, respiratory system, renal system, hematopoietic system, gastrointestinal system, endocrine system and reproduction. The course incorporates the relevant anatomy, physiology, pathology and radiographic imaging concepts related to each system. An introduction to the pharmacological principles underlying drug action, drug absorption, distribution, metabolism and excretion and the adverse reactions to contrast media complements the body systems.

#### **FRD2041 Contrast & Adv. Radiography**

*Credit Hours: 3 (36-18-0)*

*Prerequisites: FRD1042*

*Co- Requisites: FRD2071*

The course aims to extend the knowledge, understanding and skills of general radiography into the professional areas of mobile x-ray imaging, accident and emergency medicine, pediatrics and geriatrics. Contrast imaging procedures of the gastrointestinal, urinary and hepato-biliary systems will also be addressed. The overall aim of the course is to enable students to acquire the requisite knowledge and understanding of the scientific, technological and radiographic principles associated with these specialties for application in the context of the Second Year Semester 1 radiographic professional skills and clinical practice course.

#### **FRD2071 Contrast & Adv. Radiography CP3**

*Credit Hours: 5 (15-20-150)*

*Prerequisites: FRD1072*

*Co-Requisites: FRD2021, FRD2041*

The professional skills element will be upon patient assessment and management within a defined radiographic context. A core understanding of the principles and practice of radiotherapy and nuclear medicine and the ability to understand and work within the complexity of the clinical environment is seen as pivotal to understanding the broader role of a radiographer.

The clinical practice of radiography is extended into radiography of mobile imaging, accident and emergency imaging, paediatric and geriatric imaging and the radiographic management of the contrast examinations used to demonstrate the gastrointestinal, urinary and hepato-biliary systems.

### **Third Year - Second Semester**

#### **FRD2022 Sectional Imaging Anatomy**

*Credit Hours: 4 (45-30-0)*

*Prerequisites: FRD2021*

*Co- Requisites: Nil*

This course will enable students to describe the structure and function of the central nervous system and understand the pathological basis of disease and injury affecting this system. It also addresses whole body sectional anatomy and in particular sectional imaging anatomy.

#### **FRD2042 Digital Imaging and Research**

*Credit Hours: 4 (45-30-0)*

*Prerequisites: FRD2041*

*Co-Requisites: FRD2072*

This course will continue to equip students with the skills to be able to access and critique published material and knowledge of research methods to evidence based practice in diagnostic imaging. The course will cover basic and applied concepts of digital imaging instrumentation and digital subtraction angiographic methods and procedures. Digital image processing as applied to medical imaging generally and vascular or non-vascular imaging and therapeutic or invasive procedures such as biopsy, stenting or ablation techniques will be taught.

#### **FRD2072 Radiography & DSA CP4**

*Credit Hours: 9 (45-20-240)*

*Prerequisites: FRD2071; Co-Requisites: FRD2022, FRD2042*

This unit builds upon the scientific knowledge and clinical experiences developed through engagement with the semester one year two courses. Thus the clinical component of the unit will continue to provide experience in mobile imaging, accident and emergency imaging, pediatrics, geriatrics and radiography of the skull including dental imaging and geriatric imaging. The development of clinical skills in relation to the evaluation of general radiographic images in terms of the clinical question and patient management will occur as will a progression in relation to general radiographic skills along the novice to expert model of clinical skill development. Upon completion of this element of the unit students will learn how to assess and manage a range of patients who are referred to radiology for a range of contrast imaging procedures. Basic nursing concepts including surgical asepsis, venepuncture, infection control, medications and their administration will be addressed. Clinical experience within a digital subtraction angiographic department is incorporated within the unit.

## **Fourth Year - First Semester**

### **FRD3051 Computed Tomography**

*Credit Hours: 5 (58-34-0)*

*Prerequisites: FRD2022; Co-Requisites: FRD3081*

This course continues to provide students with a further understanding of the scientific principles underpinning computed tomography (CT) imaging, its associated instrumentation and protocols, positioning methods and radiation protection principles. It will further extend the knowledge of digital image processing and the information technology.

### **FRD3061 Ultrasound**

*Credit Hours: 4 (40-40-0)*

*Prerequisites: FRD2042; Co-Requisites: Nil*

This course delivers theoretical and practical knowledge in abdominal ultrasound that also forms a foundation for subsequent ultrasound studies. The unit introduces the student to the requisite knowledge required to perform an ultrasound examination of abdominal organs, including the physics of ultrasound and instrumentation, sonographic anatomy and pathophysiology, scanning principles and practice. Students will participate in the scanning of models under supervision to enable them to apply these principles and develop basic practical skills in a simulated clinical environment.

### **FRD3081 Computed Tomography CP5**

*Credit Hours: 4 (8-4-150)*

*Prerequisites: FRD2072; Co-Requisites: FRD3051*

The professional skills element of this course aims to introduce students to a range of topics relevant to the practice of radiography. Building upon the foundation established in the 1st and 2nd year professional skills and clinical practice courses, students will examine more broadly medico-legal frameworks that underpin modern medical imaging practice. The second element of this course relates to the clinical practice of radiography in relation to the ongoing development of clinical expertise in general radiographic examinations and the development of beginning medical imaging skills in CT examinations.

## **Fourth Year - Second Semester**

### **FRD3052 Magnetic Resonance Imaging**

*Credit Hours: 4 (44-32-0)*

*Prerequisites: FRD3061; Co-Requisites: FRD3082*

This course provides students with an understanding of the scientific principles underpinning magnetic resonance imaging (MRI) and its associated instrumentation and protocols. This ranges from a review of the basic physics of resonant interactions in spin states through to the spatial and temporal techniques used to acquire MRI images of diagnostic utility.

### **FRD3062 Adv. US, Mammo & Dosimetry**

*Credit Hours: 5 (52-46-0)*

*Prerequisites: FRD3051; Co-Requisites: FRD3082*

This course aims builds upon the foundation in medical ultrasound established in FRD3061. Students will continue their studies in sonography of abdominal structures. In particular, students will focus upon Doppler ultrasound and harmonic imaging. They will study Doppler angle, spectral Doppler and continuous Doppler and Doppler artefacts. Bio-effects and bio-hazards of diagnostic ultrasound will also be covered. The second component of this course is comprised of the advanced principles of radiation dosimetry and radiation biology.

### **FRD3082 CT & US CP6**

*Credit Hours: 5 (15-20-150)*

*Prerequisites: FRD3081*

*Co-Requisites: FRD3052; FRD3062*

This course includes the scientific principles underpinning breast imaging, their associated instrumentation and protocols, positioning methods and radiation protection principles.

The second element of this course relates to the clinical practice of radiography in CT, beginning sonographic skills in general medical ultrasound examinations of the upper abdomen and an introduction to breast imaging. Principles of radiation dosimetry in the clinical setting including, ethics, regulation of health care and legal issues are included.

### **Fifth Year - First Semester**

#### **FRD4051 Adv. CT and MRI**

*Credit Hours: 4 (40-40-0)*

*Prerequisites: FRD3062; Co-Requisites: FRD4081*

This unit is composed of two elements:

- Element one builds upon the physical principles and clinical methods related to CT imaging students studied in semester one of third year.

This element comprises a balanced mix of further physics, imaging methods and clinical practice (4 weeks) to enable students to achieve the objectives established for this component of the unit.

- Element two provides the clinical context to the physics of MRI that the students studied in semester two of third year. Students will study all elements related to the safe conduct of MRI examinations. The related positioning approaches and patient care together with clinical indications and imaging protocols/sequences for MRI studies of the brain, spine, musculo-skeletal system and the upper abdomen will be addressed in this element of the unit.

This element also includes a two week clinical attachment.

### **FRD4061 Image Interpretation**

*Credit Hours: 3 (20-50-0)*

*Prerequisites: FRD3062;*

*Co-Requisites: FRD4081*

This course is concerned with the fundamentals of image interpretation and clinical decision making. The previous knowledge students have acquired about imaging pathology in first and second year of the course will provide the springboard for the detailed consideration of visual perception and pattern recognition. Students will then study the radiographic interpretation of skeletal disease and skeletal trauma, survey and non-accidental injury and pediatric skull and trauma Imaging.

### **FRD4071 NM & Hybrid Imaging**

*Credit Hours: 5 (54-42-0)*

*Prerequisites: FRD3062; Co-Requisites: Nil.*

This course extends the knowledge base of the student into nuclear medicine and hybrid imaging in medicine. Students will be introduced to the three themes of Nuclear medicine, Radiopharmacy, Nuclear Medicine technology and Nuclear medicine Procedures. The students will gain an appreciation of the applications and benefits of hybrid imaging and the physical principles behind the operation of the key imaging modalities commonly used in multimodal imaging including computed tomography (CT), positron emission tomography (PET), and single photon emission computed tomography (SPECT).

### **Fifth Year - Second Semester**

#### **FRD4082 Adv. Research & CP7**

*Credit Hours: 6 (3-14-240)*

*Prerequisites: FRD3082*

*Co-Requisites: FRD4092*

This course builds upon the foundation established in earlier years of the course and examines in greater depth the scientific method and the various research designs available to clinicians seeking answers to health related questions.

This element will equip students with the capacity to differentiate between quantitative and qualitative research methods, evaluate the veracity of research claims, understand current trends in research in medical imaging and their implications for evidence based health care.

The second element of the course provides students with the opportunity to apply the knowledge developed previously and complete a critical analysis of a specified topic either directly related to a specialty or to another broader aspect of modern medical imaging. Students will learn how to

communicate effectively using written and oral communication through the creation of a written report and a formal oral presentation. The professional skills clinical element will develop the knowledge and understanding students have of scientific research within medical imaging in preparation for an in-depth literature review of a chosen topic within medical imaging. Students will also continue to develop and refine their CT imaging skills whilst at the same time begin the process of developing medical imaging skills in paediatric examinations

### **FRD4092 Comprehensive RMI CP8**

*Credit Hours: 7 (11-28-240)*

*Prerequisites: FRD3082*

*Co-Requisites: FRD4082*

The professional skills element aims to complete the education process related to developing student understanding of scientific research within medical imaging with the completion of an in-depth literature review of either a digital subtraction angiographic, bone mineral densitometry or paediatric imaging topic. The second element of this course relates to the clinical practice of medical imaging. Students will continue to develop and refine their MRI clinical skills as well as develop skills in the delivery of DSA and BMD clinical examinations. Thus there are 3 sub elements to clinical practice 4.

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## **PHYSIOTHERAPY PROGRAM**

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### **Overview**

Physiotherapy focuses on the assessment and treatment of physical disorders and the promotion of movement and health. Studies include, but are not restricted to, aspects of sports physiotherapy, post-surgical care, trauma and emergency care and the management of strokes and neurological disorders in adults and children. The awards proposed by FCHS are as follows:

### **Bachelor of Physiotherapy**

The Bachelor of Physiotherapy (PT) is a four-year, full time undergraduate program requiring 161 credit points for completion (Common Year + 4 years of study). It prepares students to graduate as Physiotherapists, with the practical, academic, and professional skills required to carry out the profession.

### **The program has five themes of study:**

1. Personal and professional development
2. Population, society and health
3. Fundamental knowledge of health science
4. Applied practice
5. Research

The Physiotherapy program is based on a fully integrated curriculum and includes interdisciplinary studies. Commencing in Year 2, after the Common Year, the curriculum is structured around patient centred learning. Conditions for which people typically seek physiotherapy provide the context for integrating learning about biomedical sciences and physiotherapy skills. In the later years of the course, the focus moves from campus based patient scenarios and observational visits, to learning in a clinical environment.

The program aims to produce graduates with a flexible skill set who are well equipped to continue learning and advancing their skills throughout their careers.

### Higher Diploma of Physiotherapy

The Higher Diploma of Physiotherapy is a three-year, full time undergraduate program (Common Year + Second and Third Years of the Bachelor program) and requires 103 credit points for completion. It provides students the basic knowledge and skills needed to go for clinical education.

### Learning Outcomes and Alignment with UAE Qualifications Framework

The Bachelor of Physiotherapy outcomes are aligned with level 7 of the QF Emirates Framework (NQA). These learning outcomes will address the need within the UAE for skilled physiotherapists and will also serve as a significant resource for addressing local and national health care policies.

## PHYSIOTHERAPY PROGRAM STUDY PLAN

Year 1 Common Year - Preparatory Foundational Studies				
Second Year				
<b>TERM 1</b>	<b>BPT1211</b> Integrated Evidence Based Practice 1 (3 CH)	<b>BPT1311</b> Human Biosciences  (Musculoskeletal 1) (5 CH)	<b>BPT1411</b> Physiotherapy Practice  (Musculoskeletal 1) (6 CH)	
<b>TERM 2</b>	<b>BPT1222</b> Integrated Evidence Based Practice 2 (3 CH)	<b>BPT1322</b> Human Biosciences  (Musculoskeletal 2) (5 CH)	<b>BPT1422</b> Physiotherapy practice  (Musculoskeletal 2) (5 CH)	<b>BPT1111</b> Foundations of Health (3 CH)
<b>TERM 3</b>				<b>BPT1122</b> Personal and Professional Development (3 CH)
Third Year				
<b>TERM 1</b>	<b>BPT2242</b> Integrated Evidence Based Practice 4 (3 CH)	<b>BPT2342</b>  Human Biosciences (Neurological) (5 CH)	<b>BPT2442</b>  Physiotherapy Practice (Neurological) (6 CH)	
<b>TERM 2</b>	<b>BPT2231</b> Integrated	<b>BPT2331</b>  Human Biosciences	<b>BPT2431</b> Physiotherapy practice	<b>BPT2131</b> Investigative

	Evidence Based Practice 3 (3 CH)	(Cardiorespiratory) (5 CH)	(Cardiorespiratory) (6 CH)	Methods in Physiotherapy 1 (3 CH)
<b>TERM 3</b>				<b>BPT2142</b> Investigative Methods in Physiotherapy 2 (3 CH)
<b>EXIT POINT FOR HIGHER DIPLOMA</b>				

<b>Fourth Year</b>				
<b>TERM 1</b>	<b>BPT3251</b> Integrated Evidence Based Practice 5 (5 CH)	<b>BPT3351</b> Human Biosciences (Advanced Practice) (3 CH)	<b>BPT3451</b> Advanced Physiotherapy Practice (6 CH)	
<b>TERM 2</b>	<b>BPT3512</b> Clinical Placement 1 (3 CH)	<b>BPT3522</b> Clinical Placement 2 (3 CH)	<b>BPT3532</b> Clinical Placement 3 (3 CH)	

<b>TERM 3</b>			<b>BPT3462</b> Transition to Health Practice 1 (3 CH)	<b>BPT3151</b> Investigative Methods in Physiotherapy 3 (3 CH)
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<b>Fifth Year</b>				
<b>TERM 1</b>	<b>BPT4541</b> Advanced Clinical Placement 1 (4 CH)	<b>BPT4551</b> Advanced Clinical Placement 2 (4 CH)	<b>BPT4582</b> Elective Clinical Placement 1 (3 CH)	
<b>TERM 2</b>	<b>BPT4561</b> Advanced Clinical Placement 3 (3 CH)	<b>BPT4572</b> Paediatric Clinical Placement (3 CH)	<b>BPT4592</b> Elective Clinical Placement 2 (3 CH)	<b>BPT4472</b> Transition to Health Practice 2 (3 CH)

Clinical Placement 3 CH = 135 Hours (5 weeks)

Clinical Placement 4 CH = 180 Hours (5 weeks)

## Second Year

# PHYSIOTHERAPY PROGRAM COURSE DESCRIPTION

## **BPT1211 Integrated Evidence Based Research Practice 1**

*Prerequisites: Nil*

In this unit students are encouraged to evaluate physiotherapy practice by learning how to question things such as the validity of therapies, the reliability of assessment, and the relative effectiveness of different physiotherapy interventions. The lectures and activities of this unit are designed to foster development of the key skills and behaviours for appraising physiotherapy practices and becoming a practitioner who is able to recognise the very best, evidence based practices.

## **BPT1122 Personal and Professional Development**

*Prerequisites: Nil*

An emerging trend for health professional practice and health professional education is recognition of the importance of inter-professional team work in health care delivery. Students in Physiotherapy at the Fatima College of Health Sciences have the opportunity to learn with students from other disciplines, hence developing an inter-professional framework at the under-graduate level. In Personal and Professional Development (BPT1022), teaching will be shared with students from Pharmacy, Radiography and Nursing with emphasis on interactive, collaborative learning.

## **BPT1311 Human Biosciences – Musculoskeletal 1**

*Prerequisites: Nil*

This unit comprises the three integrated content areas of Anatomy and Physiology. Objectives and detailed study points for each session of Human Biosciences – Musculoskeletal 1 will be supplied as lecture notes on BPT1311 Learning Management System LMS. The Weekly Study Guide provides an outline of the objectives to be undertaken for each week. It also refers students to excellent resources for further enhancing the learning process.

## **BPT1411 Physiotherapy Practice – Musculoskeletal 1**

*Prerequisites: Nil*

This theoretical and practical unit provides learning opportunities in application of theoretical concepts to the practice of physiotherapy. Two one-hour lectures are scheduled each week on the theoretical concepts underlying the practice of Physiotherapy.

Topics to be explored during first semester include the kinematics and kinetics of the pelvis and the lower limb, the principles of assessment and management of lower limb conditions in which joint range of movement and muscle strength are compromised and the use of equipment in physiotherapy.

### ***BPT1222 Integrated Evidence Based Practice 2***

*Prerequisites: Nil*

In this unit students will be provided with opportunities to develop personal and team work skills in health care delivery. Students will also explore issues impacting on health care delivery and ways to optimise health promotion messages.

### ***BPT 1111 Foundations of Health***

*Prerequisites: Nil*

This unit explores the diversity of definitions, models and approaches for understanding health and the underlying factors which determine people's health. It provides the knowledge to underpin informed decision-making about strategies to prevent illness and promote health for individuals, communities and whole populations.

### ***BPT1322 Human Biosciences – Musculoskeletal 2***

*Prerequisites: BPT1311*

This unit comprises the three integrated content areas of Physiotherapy Theory, Anatomy and Physiology.

### ***BPT1422 Physiotherapy Practice – Musculoskeletal 2***

*Prerequisites: Nil*

This practical unit provides learning opportunities in application of theoretical concepts to the practice of physiotherapy. Students will learn the surface anatomy of the spine and upper limb by indicating the key features of these regions and by palpating bones, joints, muscles and skin. The decision to employ different therapies is dependent on comprehensive physical examinations and an in-depth understanding of the conditions that commonly affect the spine and upper limb. Students will also learn in pairs or small groups to palpate body parts, move the limb segments and joints, and observe functional activities.

## **Third Year**

### ***BPT2242 Integrated Evidence Based Practice 4***

*Prerequisites: BPT1111, BPT1222, BPT1322, BPT1422*

This unit focuses on effective communication with clients with neurological conditions across the lifespan, their carers and other health care professionals. It continues to support the development of clinical effectiveness and inter-professional functioning through reflective practice and skills in teamwork. In addition, you will address the issues which relate primarily to health promotion approaches, strategies, planning and management.

### **BPT2131 Investigative Methods in Physiotherapy 1**

*Prerequisites: BPT1222*

The lectures and activities of this unit are designed to foster development of the key skills and behaviours for appraising information relevant to clinical practice and learning how to read and interpret literature about physiotherapy practices.

### **BPT2342 Human Biosciences – Neurological**

*Prerequisites: BPT1222, BPT1322, BPT1422*

This unit continues to provide the knowledge and skills which underpin physiotherapy clinical practice. It includes a systems approach to Human Biosciences such as anatomy, physiology, pharmacology, pathology and psychology as well as physiotherapy clinical skills; and focuses on the neurological system, both central and peripheral.

### **BPT2442 Physiotherapy Practice – Neurological**

*Prerequisites: BPT1222, BPT1322, BPT1422.*

This unit integrates elements from all previous and concurrent units in the development of clinical competencies integral to physiotherapy practice. It focuses on the incorporation of the best available research evidence with the clinical reasoning skills of assessment, management and evaluation for clients across the lifespan with conditions of the neurological system.

This theme also focuses on child development, and extends previously acquired skills in manual handling, postural assessment, electro physical agents, and clinical learning.

### **BPT 2231 Integrated Evidence Based Practice 3**

*Prerequisites: BPT1222, BPT1322, BPT1422*

This unit focuses on effective communication with clients with cardiorespiratory conditions across the lifespan, their carers and other health care professionals.

It continues to support the development of clinical effectiveness and inter-professional functioning through reflective practice and skills in teamwork. This unit also focuses on the issues which relate primarily to healthcare policy development and implementation.

### **BPT2142 Investigative Methods in Physiotherapy 2**

*Prerequisites: BPT2131*

In this unit, you will complete the review that you began in BPT 2131. You will also learn more about statistics and this will help you read the methods and results sections of papers that you have included in your systematic review. Weekly tasks will help you to gain additional research skills.

### **BPT2331 Human Biosciences – Cardiorespiratory**

*Prerequisites: BPT1222, BPT1322, BPT1422*

This unit continues to provide the knowledge and skills which underpin physiotherapy clinical practice. It includes a systems approach to Human Biosciences such as anatomy, physiology, pharmacology, pathology and psychology as well as physiotherapy clinical skills; and focuses on the cardiorespiratory system and trunk.

### **BPT2431 Physiotherapy Practice – Cardiorespiratory**

*Prerequisites: BPT1222, BPT1322, BPT1422*

This unit integrates elements from all prior and concurrent units in the development of clinical competencies integral to physiotherapy practice. It focuses on the incorporation of the best available research evidence with the clinical reasoning skills of assessment, management and evaluation for clients across the lifespan with conditions of the cardiorespiratory system and vertebral column. This unit also focuses on manual handling skills, posture, relevant electro physical agents, advanced first aid and clinical learning.

### **Fourth Year**

#### ***BPT3251 Integrated Evidence Based Practice 5***

*Prerequisites: BPT2242, BPT2142, BPT2342, BPT 2442*

This unit extends the student's skills in written and verbal communication, in a range of advanced practice settings. It also builds on their knowledge of the influence of culture on health care and health practice.

#### ***BPT3151 Investigative Methods in Physiotherapy 3***

*Prerequisites: BPT2142*

This unit extends the student's knowledge of research practice, particularly with respect to qualitative research.

#### ***BPT3351 Human Biosciences– Advanced Practice***

*Prerequisites: BPT2242, BPT2142, BPT2342, BPT 2442*

This unit continues to provide the knowledge and skills which underpin physiotherapy clinical practice. It includes a systems approach to Human Biosciences such as anatomy, physiology, pharmacology, pathology and psychology as well as physiotherapy clinical skills; and focuses on advanced practice.

### *BPT3451 Physiotherapy Practice – Advanced Practice*

*Prerequisites: BPT2242, BPT2142, BPT2342, BPT 2442*

This unit integrates elements from all previous and concurrent units in the development of clinical competencies integral to physiotherapy practice. It focuses on the incorporation of the best available research evidence with the clinical reasoning skills of assessment, management and evaluation for clients across the lifespan with complex conditions. This theme extends previously acquired skills in manual handling, postural assessment, electro physical agents, and clinical learning.

### *BPT3512 Clinical Placement 1*

*Prerequisites: BPT3251, BPT3351, BPT3451*

Students need to complete 3 basic placements in musculoskeletal, cardiorespiratory and neurological physiotherapy, and these can theoretically be done in any order to fit in with the hosting organisations' circumstances. Objectives are outlined for each individual clinical practice experience in the instrument used for assessment of that experience.

### *BPT3522 Clinical Placement 2*

*Prerequisites: BPT3251, BPT3351, BPT3451*

Students need to complete 3 basic placements in musculoskeletal, cardiorespiratory and neurological physiotherapy, and these can theoretically be done in any order to fit in with the hosting organisations' circumstances. Objectives are outlined for each individual clinical practice experience in the instrument used for assessment of that experience.

### *BPT3532 Clinical Placement 3*

*Prerequisites: BPT3251, BPT3351, BPT3451*

Students need to complete 3 basic placements in musculoskeletal, cardiorespiratory and neurological physiotherapy, and these can theoretically be done in any order to fit in with the hosting organisations' circumstances. Objectives are outlined for each individual clinical practice experience in the instrument used for assessment of that experience.

### *BPT3462 Transition to Health Practice 1*

*Prerequisites: BPT2131, BPT2142*

*Co-requisite: BPT3151*

This unit develops skills in reflective practice within the clinical environment and knowledge regarding application of clinical practice guidelines.

## **Fifth Year**

### ***BPT4541 Advanced Clinical Placement 1***

*Prerequisites: BPT 3512, BPT 3522, BPT 3532*

Objectives are designed to build upon the novice/lower level knowledge and skills that characterize the earlier years of the BPT course. In Semester 1 units, objectives reflect higher order knowledge and skills appropriate to more complex teaching input and increasing challenges in clinical education.

### ***BPT4551 Advanced Clinical Placement 2***

*Prerequisites: BPT 3512, BPT 3522, BPT3532.*

Objectives are designed to build upon the novice/lower level knowledge and skills that characterize the earlier years of the BPT course. In Semester 1 units, objectives reflect higher order knowledge and skills appropriate to more complex teaching input and increasing challenges in clinical education.

### ***BPT4561 Advanced Clinical Placement 3***

*Prerequisites: BPT 3512, BPT 3522, BPT 3532.*

Objectives are designed to build upon the novice/lower level knowledge and skills that characterize the earlier years of the BPT course. In Semester 1 units, objectives reflect higher order knowledge and skills appropriate to more complex teaching input and increasing challenges in clinical education.

### ***BPT4572 Paediatric Clinical Placement***

*Prerequisites: BPT 3512, BPT 3522, BPT 3532*

This unit will enable students to further develop their research skills, their presentation and public speaking skills, and prepare for professional registration and entry into the workforce.

### ***BPT4582 Elective Clinical Placement 1***

*Prerequisites: BPT 3512, BPT 3522, BPT 3532*

In this unit students will have an opportunity to extend their clinical skills in an area of clinical practice of interest to them.

### ***BPT4592 Elective Clinical Placement 2***

*Prerequisites: BPT 3512, BPT 3522, BPT 3532*

In this unit students will have an opportunity to extend their clinical skills in an area of clinical practice of interest to them.

This unit will enable students to further develop their research skills, their presentation and public speaking skills, and prepare for professional registration and entry into the workforce.

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## EMERGENCY HEALTH (PARAMEDIC)

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### **Bachelor of Emergency Health**

The Bachelor of Emergency Health (Paramedic) degree provides the graduate with the practical skills and knowledge required of an Emergency Medical Technician-Advanced (Paramedic) at a beginning practitioner level. (Common Year + 3 years of study).

All courses in Year 1 (Common Year) provide an introduction to the generic competencies expected of university studies, e.g. accessing information, critical analysis and essay preparation, etc. Students will also be introduced to biomedical sciences, social sciences, human development and biological concepts that underpin clinical paramedic practice.

Year 2 aims to provide students with the adequate preparatory coursework to enter the professional phase of the degree.

Year 3 is part of the two-year professional phase. Students study concepts of professionalism and core clinical skills, including clinical problem-solving and decision-making. In this year students will begin to explore common emergency medical conditions and conditions related to trauma.

In Year 4 students study the paramedic management of patients with conditions affecting mental health and health conditions at various life stages. Students begin to explore the concepts of leadership and clinical mentoring, research and evaluation, and the broader scope of emergency preparedness and multi-casualty situations.

### **Higher Diploma of Emergency Health**

The Higher Diploma of Emergency Health is a three-year, full time undergraduate program (Common Year + Second and Third Years of the Bachelor program).

### **Learning Outcomes and Alignment with UAE Qualifications Framework**

The Bachelor of Emergency Health outcomes are aligned with level 7 of the Australian Qualifications Framework which is equivalent to level 7 of the QF Emirates Framework (NQA). The Higher Diploma award (HD) is matched to Level 6 NQA (there is no equivalent in Monash University for these credentials and the work role places training in the VET sector in Australia).

These learning outcomes will address the need within the UAE for skilled Paramedics.

# PARAMEDIC – YEAR 2 STUDY PLAN

Year 2 – Sem. 1				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW Course Code	Course	Lecture/ Week	Lab/ Week	Tutorial/ Week	Clinical Hours Total				
2	1	BEH1222	Pharmacology in Community Based Emergency Health	4	2	2	0	5	25	Nil	Nil
2	1	BPT1111	Foundations of health	2	2	0	0	3	25	Nil	Nil
2	1	BEH1121	Human structure and function 1	4	2	0	0	5	25	Nil	BEH1211
2	1	BEH1211	Clinical concepts of paramedic practice 1	4	2	0	3	5	25	Nil	BEH1121
TOTAL				14	8	2	3	18	25		

Year 2 – Sem. 2				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW Course Code	Course	Lecture/ Week	Lab/ Week	Tutorial/ Week	Clinical Hours Total				
2	2	BEH1312	Law and ethics	4		2	0	4	25	Nil	Nil
2	2	BEH1132	Human structure and function 2	3	4	0	0	5	25	BEH1121	BEH1232
2	2	BEH1111	Human development and health across the lifespan	4	2	0	0	5	25	Nil	Nil
TOTAL				11	6	2	0	14	25		

Year 2 – Sem. 3				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW Course Code	Course	Lecture/ Week	Lab/ Week	Tutorial/ Week	Clinical Hours Total				
2	3	BEH1232	Clinical concepts of paramedic practice 2	3	2	2	3	5	25	BEH1211	Nil
TOTAL				3	2	2	3	5	25		

# PARAMEDIC – YEAR 3 STUDY PLAN

Year 3 – Sem. 1				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW	Course	Lecture/ Week	Lab/ Week	Tutorial/ Week	Clinical Hours Total				
3	1	BEH2321	Professionalism and community based emergency health systems	3	2	2	0	4	25	Nil	Nil
3	1	BEH2331	Evidenced based practice, Research and population health in CBEH services	3	2	2	0	4	25	Nil	Nil
3	1	BEH2411	Paramedic Management of cardiovascular conditions	3	4	0	0	5	25	BEH1132	Nil
3	1	BEH2421	Paramedic management of maternal and neonatal health	3	4	0	0	4	25	Nil	0
TOTAL				12	12	4	0	17	25		

Year 3 – Sem. 2				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW	Course	Lecture/ Week	Lab/ Week	Tutorial/ Week	Clinical Hours Total				
3	2	BEH2432	Paramedic management of respiratory conditions	3	2	2	0	4	25	BEH2411 BEH1132	0
3	2	BEH2442	Paramedic management of trauma	3	2	2		4	25	BEH2411	0
3	2	BEH2342	The paramedic in the community	3	0	0	45	4	25	Nil	Nil
3	2	BEH3471	Paramedic Management of Mental Health	3	4	0	0	5	25	Nil	Nil
TOTAL				12	8	4	45	17	25		

Year 3 – Sem. 3				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW	Course	Lecture/ Week	Lab/ Week	Tutorial/ Week	Clinical Hours Total				
3	3	BEH2242	Paramedic clinical practice 1	0	0	0	30	5	25	BEH1211, BEH2432, BEH2442	0
TOTAL				0	0	0	30	5	25		

# PARAMEDIC – YEAR 4 STUDY PLAN

Year 4 – Sem. 1				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW Course Code	Course	Lecture/Week	Lab/Week	Tutorial/Week	Clinical Hours Total				
4	1	BEH3461	Paramedic management of medical conditions	3	4	0	0	5	25	BEH1132	Nil
4	1	BEH3451	Paramedic management of toxicological and environmental conditions	3	4	0	0	5	25	BEH1222	Nil
4	1	BEH3471	Paramedic management of mental health	4	4	0	0	5	25	Nil	Nil
<b>TOTAL</b>				10	12	0	0	15	25		

Year 4 – Sem. 2				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW Course Code	Course	Lecture/Week	Lab/Week	Tutorial/Week	Clinical Hours Total				
4	2	BEH3482	Paramedic Management of Critical care Specialty situations	3	4	0	0	5	25	BEH3461, BEH2432, BEH1132	Nil
4	2	BEH3352	Clinical Leadership and emergency preparedness	4	2	0	0	5	25	Nil	Nil
4	2	BEH3362	Research and Contemporary challenges in CBEH	4	2	0	0	5	25	BEH2331	Nil
4	2	BEH3251	Paramedic clinical practice 2	0	0	0	15	5	25	BEH2242	Nil
<b>TOTAL</b>				11	8	0	15	20	25	Nil	Nil

Year 4 – Sem 3				Contact Hours/Week				Credit	Cap	Pre-Requisite	Co-Requisite
Yr.	Sem.	NEW	Course	Lecture/	Lab/	Tutorial/	Clinical Hours				
		Course Code		Week	Week	Week	Total				
4	3	BEH3522	Advanced Paramedic Clinical Practice 3	0	0	0	30	5	25	BEH3482, BEH3251	Nil
TOTAL				0	0	0	30	5	25		

# EMERGENCY HEALTH PROGRAM CURRICULUM

## Emergency Health (Paramedic) Program Year 2

Year ID	Semester	Course ID	Course Title	Credit Hours
2	1	BEH1222	Pharmacology in Community Based Emergency Health	5
2	1	BPT1111	Foundations of health	3
2	1	BEH1121	Human structure and function 1	5
2	1	BEH1211	Clinical concepts of paramedic practice 1	5
2	2	BEH1312	Law and ethics	4
2	2	BEH1232	Clinical concepts of paramedic practice 2	5
2	2	BEH1132	Human structure and function 2	5
2	2	BEH1111	Human development and health across the lifespan	5
<b>Total Credit Hours for Year 2</b>				<b>37</b>

## Emergency Health (Paramedic) Program Year 3

Year ID	Semester	Course ID	Course Title	Credit Hours
3	1	BEH2321	Professionalism and community based emergency health systems	4
3	1	BEH2331	Evidenced based practice, Research and population health in CBEH services	4
3	1	BEH2411	Paramedic Management of cardiovascular conditions	5
3	1	BEH2421	Paramedic management of maternal and neonatal health	4
3	2	BEH2432	Paramedic management of respiratory conditions	4
3	2	BEH3471	Paramedic Management of Mental Health (also offered this year in Year 4 – will be year 3 module from 2018 onwards)	5
3	2	BEH2442	Paramedic management of trauma	4
3	2	BEH2342	The paramedic in the community	4
3	3	BEH2242	Paramedic clinical practice 1	5
<b>Total Credit Hours for Year 3</b>				<b>39</b>

## Emergency Health (Paramedic) Program Year 4

Year ID	Semester	Course ID	Course Title	Credit Hours
4	1	BEH3461	Paramedic management of medical conditions	5
4	1	BEH3451	Paramedic management of toxicological and environmental conditions	5
4	1	BEH3471	Paramedic management of mental health	5
4	2	BEH3482	Paramedic Management of Critical care Specialty situations	5
4	2	BEH3352	Clinical Leadership and emergency preparedness	5
4	2	BEH3362	Research and Contemporary challenges in CBEH	5
4	2	BEH3251	Paramedic clinical practice 2	5
4	3	BEH3522	Advanced Paramedic Clinical Practice 3	5
<b>Total Credit Hours for Year 4</b>				<b>40</b>

## EMERGENCY HEALTH (PARAMEDIC) COURSE DESCRIPTION

### **Second Year – First Semester**

#### **BPT1111 Foundations of Health**

*Prerequisites: Nil*

This course provides the basic understanding of the concept of health particularly in the primary care clinical settings. This exploration will begin at a personal level and expand to clinical settings with the broader health environment. Varied definitions and models of health will be introduced to allow a detailed exploration of illness, health risks and how individuals, families and communities use limited resources. Differences between health of the individual and the broader population will be examined using the clinical environment as the focal point. The factors that impact the dimensions of health will be critically explored to better understand the roles of government policies, the private sector and communities. Current inequalities in resources and other factors affecting health in clinical settings will be identified.

#### **BEH1222 Pharmacotherapy in Community-Based Emergency Health**

*Prerequisites: NIL*

*Co-requisites: Nil*

Paramedics encounter an abundance of pharmaceutical agents within their practice. This course is designed to assist students to develop foundational knowledge, skills and judgments regarding pharmacotherapy within community-based emergency health. The social, political, legal and ethical

implications of drug use and abuse within the individual, family and community will also be examined. These concepts will be developed further in second and third year. Three of the course themes will be integrated throughout the course: population health and illness in society; foundations of the paramedic clinician; and science knowledge and evidence.

### **BEH1121 Human Structure and Function 1**

*Prerequisites: Nil*

*Co-requisites: BEH1211*

The major themes of study are levels of body organization, body support and movement, and cardiovascular physiology. The course introduces students to the scientific methods of thought; it encourages the critical evaluation of evidence, and promotes an awareness of the changing nature of medical knowledge. Topics include the chemical and cellular basis of human life; integration of body functions and homeostasis; the structure and function of the integumentary system; an introduction to the nervous system and the endocrine system, the structure and function of the musculoskeletal system; the structure and function of the cardiovascular system and the lymphatic system and host-microbe interactions.

### **BEH1211 Clinical Concepts of Paramedic Practice 1**

*Prerequisites: Nil*

*Co-requisites: BEH 1121*

This course explores the foundation of the paramedic clinician and introduces the roles expected of paramedics as clinicians. The course will utilize a model of paramedic clinical competence as a framework to develop the foundations and skills of clinical approach, clinical problem solving, and clinical decision-making. The essential clinical skills will be developed in the clinical laboratory and simulation settings. A satisfactory level in all these essential clinical skills will be required before students can proceed with their course. The context of paramedic clinical practice will be provided by supervised clinical experience with emergency ambulance services.

## **Second Year – Second Semester**

### **BEH1111 Human Development and Health across the Lifespan**

*Prerequisites: Nil*

This course uses the framework of human development throughout the lifespan to identify health and, specifically, emergency health issues at various stages of the lifespan. Students will investigate the roles of paramedics and allied health professionals in assessing human development and maintaining health across the lifespan and will explore issues relating to death and grieving. Included in this course will be clinical visits to selected agencies to provide clinical context to the theoretical background.

### **BEH1312 Law Ethics and Professionalism**

*Prerequisites: Nil*

This course will introduce students to the legal system including the processes and institutions that impact on professional practice. Students will identify the law as it relates to the delivery of health services including professional standards and regulation, complaint mechanisms and relevant legal forums including the coroner's court. Students will be encouraged to explore the health professional's relationship and obligations owed to patients, patient families and professional colleagues in the various health care environments.

### **BEH1132 Human Structure and Function 2**

*Prerequisites: BEH1121*

*Co-requisites: BEH1232*

The major themes of study are nervous control and regulation of body functions, maintenance systems of the body, and reproduction and early development. The course develops further the critical evaluation of evidence and an awareness of the changing nature of knowledge in the health sciences. Topics include the structure and functions of the nervous system; the autonomic functions of the nervous system; the structure and function of the respiratory system the structure and function of the urinary system; the structure and function of the digestive system; the structure and function of the reproductive system; and the major changes in embryonic development in early pregnancy.

### **Second Year – Third Semester**

#### **BEH1232 Clinical Concepts of Paramedic Practice 2**

*Prerequisites: BEH1211*

*Co-requisites: Nil*

This course builds on the foundation of the paramedic clinician and expands the roles expected of paramedics as clinicians. The course will utilize a model of paramedic clinical competence as a framework to develop the foundations and skills of clinical approach, clinical problem solving, clinical decision-making, and scene management. The course will develop scientific knowledge and understanding of selected concepts of disease/injury and require students to integrate this knowledge in the clinical laboratory and simulation settings. The course uses a patient-centred safety framework as a foundation and is designed to assist students to understand the scope of practice and clinical pathways available in community based emergency healthcare.

### **Third Year – First Semester**

#### **BEH2321 – Professionalism and Community-Based Emergency Health Systems**

*Prerequisites: Nil*

This course explores at an introductory level the 'professional self' and contemporary professional models including principles of ethical practice standards, legal issues and models for helping

culturally and linguistically diverse populations. This course considers the practice context examining the history, milestones and influences on Australian CBEH systems. Frameworks and attributes of effective CBEH systems will be explored together with future directions. Of specific interest will be national and international perspectives. This course may include student visits to selected components of the emergency health systems.

### **BEH2331 – Evidence Based Practice, Research & Population Health within Community- Based Emergency Health Services**

*Prerequisites: Nil*

This course introduces population health, public health and primary health care principles to the analysis of community-based emergency health (CBEH). Population health principles are applied to illness prevention and health promotion. The use of health datasets in population and public health is also discussed. The basis of science, knowledge and evidence is explored along with the principles and use of evidence-based practice in the CBEH setting. Students will be encouraged to develop their capacity for enquiry, research, critical thought, critical appraisal and analysis through the semester. Information technology is used to access and interrogate the multitude of health datasets.

### **BEH2411 – Paramedic Management of Cardiovascular Conditions**

*Prerequisites: BEH1132*

This course continues to develop the role of the paramedic as a clinician by extending clinical examination and decision making skills that were introduced in previous clinical courses. The course covers commonly encountered chronic, acute, and life threatening cardiovascular problems across the lifespan. The course will be case based, and will include clinical skills laboratories and simulation to develop essential clinical skills, clinical problem solving and decision making competencies. The scope of the course includes the development of skills needed to provide general health care as well as care at an advanced life support level.

### **BEH2421 – Paramedic Management of Maternal and Neonatal Health**

*Prerequisites: Nil*

This course continues to develop the role of the paramedic as a clinician by developing knowledge and skills needed to care for birthing women and neonates in the community. The course will be case based, and will include clinical skills laboratories and simulation to develop essential clinical skills, clinical problem solving and decision making competencies.

### **Third Year – Second Semester**

#### **BEH2342 – The Paramedic in the Community**

*Prerequisites: Nil*

The major aims of the course are to strengthen paramedic students' community engagement and communication skills, in culturally and linguistically diverse communities. The course investigates specific emergency health issues and explores how community education might increase the capacity of the community to better manage emergencies prior to an ambulance arriving. Students will be provided with theoretical perspectives of inter-professional collaborative practice in community-based emergency health and apply these to exploring a specific emergency health issue and identifying what resources are available within the local community.

#### **BEH3471 – Paramedic Management of Mental Health**

*Prerequisites: Nil*

This course continues to develop the role of the paramedic as a clinician who is able to assess and care for patients with mental health problems in the community. The course addresses the epidemiology and history of mental health in UAE, and the features of care systems with particular emphasis on community-based care. Acute and chronic medical mental health problems commonly encountered by paramedics are investigated. The special needs of Indigenous persons and those from non-English speaking backgrounds are investigated. The course is case-based, integrating material from the five themes and the underpinning biomedical, social and clinical sciences, and including clinical skills, laboratory and simulation scenarios to develop essential communication, assessment and management clinical skills, and clinical problem solving and decision making competencies.

#### **BEH2432 – Paramedic Management of Respiratory Conditions**

*Prerequisites: BEH1132*

This course continues to develop the role of the paramedic as a clinician by extending clinical examination and decision making skills that were introduced in previous clinical courses. The course covers commonly encountered chronic, acute, and life threatening respiratory-related clinical problems across the lifespan. The course will be case based, and will include clinical skills laboratories and simulation to develop essential clinical skills, clinical problem solving and decision making competencies. The scope of the course includes the development of skills needed to provide general health care as well as care at an advanced life support level.

#### **BEH2442 – Paramedic Management of Trauma**

*Prerequisites: BEH1132*

This course continues to develop the role of the paramedic as a clinician by extending clinical examination and decision making skills that were introduced in previous clinical courses.

The course addresses injury and injury prevention across the lifespan, with specific reference to commonly encountered acute and chronic musculoskeletal conditions, injury associated with environmental exposure, and poisoning. The course will be case based, and will include clinical skills laboratories and simulation to develop essential clinical skills, clinical problem solving and decision making competencies. The scope of the course includes developing the skills needed to provide general health care as well as care at an advanced life support level.

### **Third Year – Third Semester**

#### ***BEH2242 – Paramedic Clinical Practice 1***

*Prerequisites:* BEH 1211, 2432, 2442

This course continues to develop the role of the paramedic as a clinician. It will build on a model of paramedic clinical competence developed in prerequisite courses and will provide the context to support the implementation of knowledge and skills necessary for effective patient care. Students will have the opportunity to practice and develop their clinical skills in the management of patients with acute health conditions in the setting of clinical skills laboratories and simulation scenarios that develop core paramedic and nursing competencies, supervised clinical simulation scenarios, and clinical placements with ambulance service providers and other health agencies.

### **Fourth Year – First Semester**

#### ***BEH3461 – Paramedic Management of Medical Conditions***

*Prerequisites:* BEH1132

This course continues to develop the role of the paramedic as a clinician by extending clinical examination and decision making skills that were introduced in previous clinical courses. The course explores commonly encountered acute and chronic health emergencies, with a focus on pain management. Using a combination of case-based learning, clinical laboratory work and simulation, this course will develop the essential clinical skills, clinical problem solving and decision-making competencies in managing common health emergencies. The course will be supplemented by the clinical placement course [BEH3031](#) where students will integrate theory with practice.

#### ***BEH3451 – Paramedic Management of Toxicological and Environmental Conditions***

*Prerequisites:* BEH1222

This course continues to develop the role of the paramedic as a clinician by extending clinical examination and decision making skills that were introduced in previous clinical courses. The course covers commonly encountered toxicological and environmental emergencies across the lifespan. The course will be case based, and will include clinical skills laboratories and simulation to develop essential clinical skills, clinical problem solving and decision making competencies. The scope of the course includes the development of skills needed to provide effective out-of-hospital care for patients experiencing health emergencies related to toxicological or environmental exposure.

### **BEH3471 – Paramedic Management of Mental Health**

*Prerequisites: Nil*

This course continues to develop the role of the paramedic as a clinician who is able to assess and care for patients with mental health problems in the community. The course addresses the epidemiology and history of mental health in UAE, and the features of care systems with particular emphasis on community-based care. Acute and chronic medical mental health problems commonly encountered by paramedics are investigated. The special needs of Indigenous persons and those from non-English speaking backgrounds are investigated. The course is case-based, integrating material from the five themes and the underpinning biomedical, social and clinical sciences, and including clinical skills, laboratory and simulation scenarios to develop essential communication, assessment and management clinical skills, and clinical problem solving and decision making competencies.

### **Fourth Year – Second Semester**

#### **BEH3352 – Clinical Leadership and Emergency Preparedness**

*Prerequisites: Nil*

This course develops the role of the paramedic as a clinical leader in the community with the focus on major incidents and disasters. The course reviews key leadership theories, styles and responsibilities of a leader in a community-based emergency health setting. Further the course will explore disaster planning, response and recovery, and the roles and responsibilities of the paramedic during a major health emergency or humanitarian disaster.

#### **BEH3362 – Research and Contemporary Challenges in Community-Based Emergency Health**

*Prerequisites: BEH2331*

The course examines the principles of quality improvement, error and risk reduction, and clinical audit specifically relevant to CBEH. Contemporary challenges in community-based emergency health needs are discussed in the context of the UAE health care system.

The impact of politics, funding, and changing demography on future population health needs are explored. Students will investigate alternative methods of delivering community-based emergency health and discuss the future role of paramedics in meeting the health needs of an aging population. The students will also apply research methods to the development of a research proposal that investigates a contemporary community-based emergency health challenge.

#### **BEH3482 – Paramedic Management of Critical Care Specialty Situations**

*Prerequisites: BEH3461,2432, 1132*

The course addresses the paramedic management of patients with critical care conditions at the Advanced Life Support level. It will also introduce students to specialty situations, including extended

care due to entrapment or environmental barriers, medical retrieval and inter-hospital transfers. The course will include clinical skills laboratory and simulation scenarios to develop essential communication, assessment clinical problem solving, decision-making and management skills.

### **BEH3251 – Paramedic Clinical Practice 2**

*Prerequisites: BEH2242*

This course continues to develop the role of the paramedic as a clinician. It will build on a model of paramedic clinical competence developed in prerequisite courses and will provide the context to support the implementation of knowledge and skills necessary for effective patient care. Students will have the opportunity to practice and develop their clinical skills in the management of patients with acute and chronic health conditions during supervised clinical placements with health services providing specialist services that including obstetric, pediatric and mental health care in hospital and community settings

### **Fourth Year – Third Semester**

### **BEH3522 – Advanced Paramedic Clinical Practice 3**

*Prerequisites: BEH3482, BEH3251*

This course continues to develop the role of the paramedic as a clinician. It will build on a model of paramedic clinical reasoning and decision-making developed in prerequisite courses and will provide the context to support the implementation of knowledge and skills necessary for effective patient care. Simulation will be used to develop competencies needed to manage common health emergencies in the community. The course also includes a supervised clinical practicum with an emergency medical service.

## FACULTY & ACADEMIC STAFF PROFILES

GENERAL REQUIREMENTS UNIT				
Name	Nationality	Position	Qualification	Place of Issuance
Dr. Alexandra Dimitri	French	Head of GRU	MS in Chemistry  PhD in Biology	St Johns, University, NY  New York University, NY
Haitham Sleiman	Lebanese	Lecturer, English	Masters in Education	UAE University
Lama Chihada	Syrian	Lecturer, English	Masters in Education	Al Hosn University, UAE
Najwan Fares	Australian	Lecturer, Biology	Masters Degree in Cell & Molecular Biology	Lebanese American University, Lebanon
Abdulqader Darouzy	Syrian	Lecturer, English	BA in English Language & Literature	University of Aleppo, Syria
Diana Yaghmour	Jordanian	Senior Lecturer, English	Masters in English Language and Teaching Methodologies	Jordan University
Dr. Mustafa Alsaad	Jordanian	Lecturer, Mathematics	PhD in Mathematics	Aligarh Muslim University, India
Luay Janem	Jordanian	Lecturer, Islamic Studies	Masters In Islamic Studies	University of Al Albait, Jordan
Bashaer Kilani	Jordanian	Lecturer, IC3	Masters in Education Leadership	University of Abu Dhabi
Tareq Oweinat	Jordanian	Lecturer, IC3	Masters in Science & Engineering	Kharkiv Polytechnic University, Ukraine
Dr. Saher Ali Alsabbah	Jordanian	Faculty	PhD in Psychometrics	Science University of Malaysia
Nada Abou Hassanein	Canadian	Lecturer, Basic Health Skills	Masters in Nursing Education	University of Natal, South Africa

GENERAL REQUIREMENT UNIT (CONTINUED)				
Name	Nationality	Position	Qualification	Place of Issuance
Emma Omaima El Hams	Swedish	Lecturer Chemistry	Master of Science in Engineering Biotechnology	Royal Institute of Technology, Sweden
Dr. Samar Abdulkhalek	Canadian	Senior Lecturer Biology	PhD in Microbiology and Immunology	Queen's University at Kingston, Canada
Abdullah Altal	Jordanian	Lecturer	Master in Physics	Jordan University of Science & Technology
Dr. Sheela Benedict	Indian	Lecturer	PhD Biochemistry	Bangalore University, India
Lalitha Jawahar	India	Lecturer, English	Masters degree in English Language and Literature	University of Kerala, India
Wissam Al Hag	Sudanese	Lab Technician	Masters in Health Administration	University of Atlanta, Dubai
Fatima Ahmed Abazar	Egyptian	Lab Technician	Masters in Medical Physics	Cairo University, Egypt
Rex Dean Cozzens	American	Lecturer	Masters in English	River College, USA
Rowaida Alkhalil	Lebanese	Lecturer	Bachelor in Nursing; Master of Human Resource Management	Makassed Hiher Institute of Nursing; Abu Dhabi University
Teena Thomas	Indian	Lab Technician	Masters in Clinical Research	Cranfield University, UK
Mahmoud Baitaineh	Jordanian	Lecturer	Masters in Mathematics	Malaysia "Universiti Utara Malaysia"
Elaine Carney	Irish	Lecturer, English	Masters in Communications	NUIG, Ireland/Independent Colleges Dublin, Ireland
Dr. Mahaboob Khan Sulaiman	Indian	Senior Lecturer	PhD in Biochemistry	University of Madras, India
Alaa Azziz	British	Lecturer	Masters of Science in Biology	University College London, UK
Dr. Amina Gaye	Sengalese	Lecturer	PhD in English	University of Memphis, US

## NURSING

Name	Nationality	Position	Qualification	Place of Issue
Dr. Corrien van Belkum	South African	Head of Department	PhD in Didactics	University of Stellenbosch, South Africa
Dr. Ibrahim Khattab	American	Faculty	PhD of Philosophy	New Mexico State University, USA
Dr. Ian Holt	British	Senior Lecturer	PhD in Role Transitions in Nursing	Anglia Ruskin University
Dr. Briliya R. Devadas	Indian	Senior Lecturer	PhD in Philosophy in Education Management, Leadership and Policy	British University in Dubai, UAE
Dr. Ahmad Saifan	Jordanian	Senior Lecturer	PhD in Nursing	The University of Nottingham, UK
Dr. Keith Ford	British	Senior Lecturer	PhD in Mental Health Nursing	Northumbria University England, UK
Dr. Omar Melham	Irish	Senior Lecturer	Doctorate in Nursing	Ireland; University College Cork, Ireland
Dr. Kavitha Parthasarathy	Indian	Senior Lecturer	MSc Ob-Gyn Nursing & PhD Nursing	Tamilnadu Dr. MGR Medical University, India, CMJ University, India
Mohamad El Najm	Palestinian	Senior Lecturer	Masters in Healthcare Management	Royal College of Surgeons in Ireland - RCSI (Dubai Campus)
Mohammed Mikkawi	Lebanese	Senior Lecturer	Masters in Public Health	UAE University
Stephen Ward	New Zealand	Senior Lecturer	Masters in Education	University of Auckland,
Nathira Al Hmamat	Jordanian	Senior Lecturer	Masters in Nursing	Hashemite University, Jordan
Edel Mattocks	Irish	Senior Lecturer	Masters in Clinical Education	New Castle University, UK
Nabeela Sharif	Jordanian	Senior Lecturer	Masters in Clinical Nursing	University of Jordan
Hussam Al Amoor	Jordanian	Senior Lecturer	Masters in Nursing	Jordan University of Science & Technology
Hadya Abboud Abdul Fattah	Jordanian	Senior Lecturer	Master's in Education	Abu Dhabi University
Aruna Samuel	Indian	Senior Lecturer	Masters in Nursing, Specialized in Community Health Nursing	University of Madras, India
Sura Al Halalmeh	Jordanian	Lecturer	Masters in Critical Care Nursing	University of Jordan
Fares Daradkeh	Jordanian	Senior Lecturer	Masters in Healthcare Management	Royal College of Surgeons, Ireland
Bassam Al Ayed	Jordanian	Senior Lecturer	MSc in Quality and Safety in Healthcare	Royal College of Surgeons in Ireland - Dubai

Patricia Matizha	Zimbabwe	Senior Lecturer	Master's Degree in Nursing Science	Zimbabwe /University of Zimbabwe
Nesreen Al Alfi	Jordanian	Lecturer	Masters in Clinical Nursing	Jordan University
Nelson Lebogo	South African	Lecturer Morocco	Masters in Nursing	Royal College of Surgeons, Ireland
Annie Rosita Arul Raj	Indian	Lecturer	Masters in Nursing	The Tamil Nadu Dr. M.G.R. Medical
Firas Qatouni	Jordanian	Lecturer	Master of Science Degree in Education	UAE University
Imad Maalouf	Lebanese	Lecturer	Master's in Public Health	UAE University
Joemol James	Indian	Lecturer	Paediatric Nursing	University of Kerala, India
Malek Hmaidi	Jordanian	Lecturer	Master of Science in Nursing	Jordan/ Jordan University of Science & Technology
Jeffery De Jesus	Filipino	Lecturer	Masters of Arts in Nursing	Philippine / University of La Salette
Manju Varghese	Indian	Lecturer	Masters in Medical Surgical Nursing	India / Rajiv Gandhi University for Health Sciences
Amer Batta	Jordanian	Nursing lab Technician	Bachelor in Nursing	Zaytonah University, Jordan
Dania Abu Hantash	Jordanian	Teaching Assistant	Masters in Health Care Administration	Zayed University
Francis Coteng	Filipino	Nursing lab Technician	Bachelors in Nursing	Saint Louis University, Philippines
Samia Khan	Pakistani	Nursing lab Technician	BSc in Nursing	Dow University of Health Science, Pakistan
Ymaleen Cabrales	Filipino	Nursing lab Technician	Master of Arts in Nursing	Philippine Women's University, Philippines
Jayson Natividad	Filipino	Nursing lab Technician	Master in Nursing	Philippine / Western Mindanao State University
Maribeth Tabay	Filipino	Nursing lab Technician	Master in Nursing	Philippines / Silliman University
Smitha Joseph	Indian	Nursing lab Technician	Masters in Medical Surgical Nursing	India / St. John's National Academy of Health Sciences
Mrs. Ruqaya Al Qatawneh	Jordanian	Nursing lab Technician	Master in Oncology Nursing	Hashemite University, Jordan

## NURSING (CONTINUED)

Nursing (English)				
Name	Nationality	Position	Qualification	Place of Issuance
Anass Moussa	Moroccan	Lecturer (English)	Master degree in Linguistics and Advanced English Studies	Morocco
Moutali Abderrahmane	Mauritanian	Lecturer (English)	MA in Applied Linguistics	Morocco
Houda Sedraoui	Moroccan	Lecturer (English)	MBA	Morocco
El Hassan Ed-Dahmani	Moroccan	Lecturer (English)	MA in English Language and Linguistics	Morocco
Youssef Bouallag	Moroccan	Lecturer (English)	Master's degree obtained in 2011 in cross-cultural and literary studies	Morocco
Nursing (Morocco)				
Name	Nationality	Position	Qualification	Place of Issuance
Lizelle Potgieter	South African	Senior Lecturer, Academic Lead	MSc Nursing	South Africa
Gracila U. Decena	Filipino	Lecturer (Nursing)	PhD	Philippines
Shridevi Shantinath. Sajane	Indian	Lecturer (Nursing)	MSc Nursing	India
Louel Bornie Bagoio	Filipino	Lecturer (Nursing)	Master of Arts in Nursing	Philippines

## PHARMACY

Name	Nationality	Position	Qualification	Place of Issuance
Dr Dhayaneethie Perumal	British	Head of Department	PhD in Vaccine development	Imperial College, London, UK
Dr Asim Ahmed Elnour	Sudanese	Faculty	PhD in Clinical Pharmacy	Queen's University Belfast, UK
Dr Majd Dameh	New Zealand	Senior Lecturer	PhD in Pharmacy Practice	University of Otago, New Zealand
Dr Muniyandy Saravanan	Indian	Senior Lecturer	PhD in Pharmaceutical Sciences	Sri Ramachandra medical College and Research institute, India
Dr. Tomader Ali	British	Senior Lecturer	PhD in Cellular & Molecular Biology	University of Brighton, UK
Dr. Mona Aburahma	Egyptian	Senior Lecturer	PhD in Pharmaceutical Sciences	Cairo University, Egypt

Dr. Monika Sachdeva	Indian	Senior Lecturer	PhD in Pharmaceutical Sciences	Dr. H.S. Gour University, Sagar, M.P, India
Dr. Aisha Nasser Meskiri	British	Senior Lecturer	PhD in Medical Biosciences	University of Bradford, UK
Dr. Heba Moustafa Mohamed	Egyptian	Senior Lecturer	PhD in Pharmaceutical Sciences	Cairo University, Egypt
Nortan Hashad	Egyptian	Lecturer, Pharmacy	Master in Clinical Pharmacy	Faculty of Pharmacy, Alexandria University, Egypt
Noon Abu Baker Kamil	Sudanese	Lecturer	Masters in Pharmaceutical Chemistry	University of Khartoum, Sudan
Shenaaz Saley	South African	Lab Technician	Masters in Pharmacy; Master in Business Administration	North West University, South Africa
Mahadevi Karunanidhi	Indian	Lab Technician	Masters in Pharmaceutical Chemistry	VIT University, India
Shery Henen	Egyptian	Lab Technician	Masters in Pharmaceutical Sciences	Alexandria University, Egypt
Memona Abuzar	Pakistan	Lab Technician	PharmD; Master of Philosophy, Pharmaceutics	University of Lahore, Lahore, Pakistan; Hajvery University, Lahore, Pakistan

## PHYSIOTHERAPY

Name	Nationality	Position	Qualification	Place of Issuance
Dr. Pedro S. Borrego Jimenez	Spanish	Head of Department	PhD in Physiotherapy MSc HealthCare Management MSc in Sports Physiotherapy	University of Salamanca Open Univ. of Madrid Autonomous University of Barcelona
Dr. Unaise Abdul Hameed	Indian	Senior Lecturer	PhD in Physiotherapy	Jamia Millia Islamia (Central University), New Delhi.
Sunitha Mysore	British	Senior Lecturer	Masters in Physiotherapy. Post Graduate Certificate in Education. Doctorate in Education (Write up stage)	Mahatma Gandhi University, India. University of West of England (UK)  Oxford Brookes University (UK)
Marian Grace Gabor	Filipino	Senior Lecturer	Masters in Physical Therapy	University of Santo Tomas Graduate School, The Philippines
Dr. Fahad Alanazi	Saudi Arabian	Senior Lecturer	PhD Physical Therapy. MSc. Musculoskeletal Physical Therapy and Rehabilitation	Texas Woman's University. University of Pittsburgh
Dragana Djuric	Serbian	Lecturer	Masters in Special Education and Rehabilitation	Faculty of Special Education and Rehabilitation, University of Belgrade, Serbia
Senthilnathan Ramakrishnan	Indian	Lecturer	Masters in Physiotherapy –	The Tamilnadu Dr. MGR Medical

			Advanced PT in Neurology	University, India
Neha Singhal	Indian	Lecturer	Master of Physiotherapy (Musculoskeletal Conditions)	SVNIRTAR, Utkal University, India
Ana Anjos	Portuguese	Lecturer	Master in TCM (Traditional Chinese Medicine)  Postgraduate in Sports Physiotherapy	Instituto Ciencias Biomedicas Abel Salazar. Porto University, Portugal. University of Vigo, Spain
Dr. Balkhis Banu	Indian	Lecturer	PhD in Physiotherapy  Masters in Musculoskeletal and Sports Physiotherapy  PG Diploma in Hospital Administration	Chandra Mohan Jha University, India. Rajiv Gandhi University of Health Sciences, India. Medvarsity, India
Melody Cordero	Filipino	Lab Technician	Physical Therapist Technician	Lipa Adventist College, Philippines
Raghda El Bawab	Jordanian	Lab Technician	Master in Environmental Health	United Arab Emirates University
Chithira Nair	Indian	Lab Technician	Masters in Musculoskeletal physiotherapy	Manchester metropolitan university, UK.
Mariam Eletr	Egyptian	Lab Technician	Masters in Cardiovascular/respiratory and geriatrics disorders	Cairo University, Egypt

## RMI

Name	Nationality	Position	Qualification	Place of Issue
Dr. Mustafa Alhasan	Jordanian	Head of department	PhD Radiological Sciences	University of Texas Southwestern Medical Center
Dr. Mohamed Ayasrah	Jordanian	Senior Lecturer	Ph.D. Health Services / Radiologic, Technology Environmental Radiation	Walden University, USA
Fatima Omer	Sudanese	Senior Lecturer	MSc Ultrasound	Sudan University of Sciences & Technology
Dr. Fahmi Tarmoum	Emirati	Lecturer	Medical Degree and Masters in Strategic Human Resources Management	UAEU and Wollongong University, Dubai
Qays Al Horani	Jordanian	Lecturer	Masters in Medical Physics	University of Science in Malaysia
Blucy M. Samson	Indian	Lecturer	Masters in Physics	University of Kerala, India
Dr. Lakshmi Kesari	Indian	Senior Lecturer	PhD Molecular Biology	University of Kerala, India

Abubakar Bello Abubakar	Australian	Lecturer	Master of Health (Medical Radiation Science)	University of Sydney, Australia
Sahana Kotian	Indian	Lecturer	Master in Medical Imaging Technology	MANIPAL UNIVERSITY,
Abir Ben Hassan	Tunisia	Lab Technician/Clinical Tutor	BSc in Medical Diagnostic Imaging	Sharjah University/UAE
Eman Al Nemrawi	Jordanian	Lab Technician/Clinical Tutor	BSc in Radiologic Technology	Jordan University of Science and Technology
Rania Mosa	Jordanian	Lab Technician/Clinical Tutor	BSc in Radiologic Technology	Jordan University of Science and Technology
Hafida Benahmadi	Moroccan	Lab Technician	BSc in Medical Physics	UAEU Al-Ain
Hebah Abushash	Jordanian	Lab Technician/Clinical Tutor	BSc in Radiologic Technology	Jordan University of Science and Technology
Noorhan AIMhaseass	Jordanian	Lab Technician	BSc in Biomedical Physics	Yarmouk University /Jordan