CATALOGUE

2022-2023

Fatima College of Health Sciences
Abu Dhabi (UAE) - January 2023

Document Approval & Revision Form

APPROVALS				
	Name	**Designation**	**Signature**	**Date**
Prepared By	Response Team	Response Team		Jan 2023
Prepared & Reviewed By	IE unit	IE unit		Jan 2023
Reviewed & Approved By	FCHS Director	FCHS Director		Jan 2023

REVISION HISTORY				
Rev. #	**Date & Reason for Revision**	**Revised by**	**Approved by**	**Approval Date**

Table of Contents

1. Director's message

Welcome to Fatima College of Health Sciences (FCHS); an institution where students are supported and encouraged to reach their potential.

Students encounter teaching staff and academic advisors who will encourage and support them to explore the disciplines offered. Time that students spend at FCHS should be a time of discovery, a time for intellectual, creative, and social challenges. The FCHS passion is to enable graduates to gain a depth and breadth of education at the bachelor's level to ensure that graduates are well prepared to enter the workforce and are highly sought after as employees. Courses focus on specific healthcare programs required in the UAE whilst also deepening and expanding students' knowledge, pursue interdisciplinary connections and build relationships with peers in other programs to enrich your studies and enhance academic culture in FCHS.

Academic quality assurance is vital in keeping FCHS programs at the forefront of international developments, whilst ensuring a local contextualization to the curricula. FCHS continues to develop both local and international collaborative efforts through partnerships with relevant entities. FCHS is committed to local development and social responsibility and encourages students and staff to participate in community service through volunteer work where relevant. Your journey at FCHS will be both educationally rewarding and fun. You will develop lifelong friendships as you pursue your studies ensuring that health promotion and healthcare in the UAE is of the highest quality.

I look forward to meeting you as you undertake your tertiary studies. I believe you will find FCHS to be an exciting, stimulating and supportive environment in which to shape your future. Make the most of your time with us and when you leave as a graduate ensure that you have achieved all the goals you set yourself before undertaking your studies at FCHS.

Dr. Ali Al Naqbi, PhD
Director

2. Academic Calendar (AY 2021 - 2022)

First Semester (AY2021-2022)

Sun	15 Aug 21	Staff report to work (returning and new)
Sun-Thu	15-19 Aug 2021	New Student Orientation, Advising and Registration
Sun	22 Aug 2021	Semester 1 Classes Begin
Sun-Thu	22-26 Aug 2021	Makeup Exams
Sun-Thu	22-26 Aug 2021	Add/drop period
Thu	9 Sep 2021	Last Day for withdrawal without penalty
Sun-Thu	10-21 Oct 2021	Midterm Exams (Week 8)
Sun-Thu	7-11 Nov 2021	Early Registration for Semester 2 (Week12)
Sun-Thu	5-16 Dec 2021	Semester 1 Final Exams (Week 16)
Sun-Thu	19 Dec 2021 - 6 Jan 2022	Winter Break (3 Weeks for Students)
Sun-Thu	19-30 Dec 2021	Winter Break (2 Weeks for Staff)

Second Semester (AY2021-2022)

Mon-Fri	3-7 Jan 2022	New Student Orientation, Advising and Registration
Mon	10 Jan 2022	Semester 2 Classes Begin
Mon-Fri	10-14 Jan 2022	Makeup Exams
Mon-Fri	10-14 Jan 2022	Add/drop period
Fri	28 Jan 2022	Last Day for withdrawal without penalty
Mon-Fri	28 Feb 2022 - 11 Mar 2022	Midterm Exams (Week 8)
Mon-Fri	28 Mar 2022 - 08 Apr 2022	Spring Break (2 Weeks for students)
Mon-Fri	28 Mar 2022 - 01 Apr 2022	Spring Break (1 Week for faculty)
Mon-Fri	4-8 Apr 2022	Staff PD Week
Mon-Fri	11-15 Apr 2022	Early Registration for Summer Semester (1)
Mon-Fri	9-20 May 2022	Semester 2 Final Exams (Week 16)

Summer 1 Term (AY2021-2022)

Tue	24 May 2022	Summer 1 Classes Begin
Tue-Thu	24-26 May 2022	Add/ drop period
Fri	03 Jun 22	Last Day for withdrawal without penalty
Mon-Fri	20-24 Jun 2022	Midterm Exams (Week 5)
Mon-Thu	4-7 Jul 2022	Summer 1 Final Exams
Mon	11 Jul 2022	Summer (1) Break

Summer (2) Term (AY2021-2022)

Mon	11 Jul 2022	Summer 2 Classes Begin
Mon-Tue	11-12 Jul 2022	Add/drop period
Fri	22 Jul 2022	Last Day for withdrawal without penalty
Mon-Fri	01 Aug 2022-05 Aug 2022	Midterm Exams (Week 4)
Fri	19 Aug 2022	Summer 2 Final Exams (week 6)

3. The College

3.1 History

Fatima College of Health Sciences (FCHS) was founded in 2006 with a vision to be the leading provider for health education in the United Arab Emirates (UAE). Initially, the only degree offered by the college was a Bachelor of Science (BSc) in Nursing. The program was designed to graduate Emirati students in nursing and to provide continuous improvement for existing diploma holder nurses in the health sector.

Due to an increasing demand in the UAE for allied healthcare workers, FCHS in 2011 commenced four new programs leading to a bachelor's degree. Pharmacy, Physiotherapy, Radiography and Medical Imaging and Emergency Health (Paramedics). FCHS programs have been expanded with the introduction of Psychology in 2019 and Midwifery in 2022.

FCHS is lead from the Abu Dhabi campus in Mafraq, with additional campuses in Al Ain, Al Dhafra and Ajman (not all programs are offered on all campuses). In these environments, the College constantly strives to provide a supportive environment for students, enabling a maximization of potential Innovative programs and working with exceptional academics and healthcare professionals to enrich the learning experience.

In addition to bachelor's degrees, FCHS offers bridging program in nursing for diploma-holding practitioners, allowing national students to upgrade their education level during employment. FCHS programs are contextualized to the UAE and impart the requisite knowledge, skills, and values to empower graduates to thrive and advance in the healthcare profession. FCHS graduates meet the UAE's healthcare delivery demands and effectively work in a variety of settings with diverse patients, families and communities. Equipped with exceptional training facilities and relevant work experience, FCHS graduates are well positioned to make substantial contributions to national life by assuming supervisory roles and developing leadership skills for the UAE healthcare sector.

The college is currently seeking to expand beyond its bachelor programs by developing postgraduate diploma and master's degree programs in specialized Health Science disciplines.

3.2 Governance

FCHS being an educational entity is an integral part of the Institute of Applied Technology (IAT) and is governed by the same. IAT was founded in 2005 through the Royal decree of His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the United Arab Emirates and Ruler of Abu Dhabi as a corporate body with complete 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 the IAT as a world class career and 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 that includes secondary schools, vocational education and training establishments, colleges, academies and other learning institutions. To achieve the objectives handed down to it by the Abu Dhabi Executive Council, IAT relies on best practice teaching and learning processes that are underpinned by a modern curriculum supported by state-of-the-art facilities.

FCHS is under the purview of the IAT Managing Director His Excellency Dr. Ahmad Abdulmanan Alawar, and the IAT Board of Trustees, consists of prominent individuals with extensive experience in government, academia and industry.

The Chairman of the Board is His Excellency Engineer Hussain Al Hammadi, Cabinet member and Minister of Education. The Vice Chairman of the Board is His Excellency Dr. Abdullatif Al Shamsi and the members of the Board of Trustees are:

Board of Trustees members	Position
H.E Engineer Hussain Ibrahim Al Hammadi	Chairman of the Board
Dr. Abdullatif Al Shamsi	Vice Chairman
Dr. Abdulla Al Suwaidi	Board Member
Dr. Reyadh Abdullatif Al Mehaideb	Board Member
Dr. Yousef Ebrahim Al Akraf	Board Member
Eng. Faisal Mohamed Albakery	Board Member
Mr. Ibrahim Hassan Abdullah Nassir	Board Member
Mr. Rabea Salem Al Junaibi	Board Member
Eng. Dhafir Ayed Al-Ahbadi	Board Member

3.3 Vision, Mission and Values

3.3.1 Vision

To be the leading provider of health sciences education and research in the region.

3.3.2 Mission

Offer flexible, dynamic, and culturally sensitive curricula that foster student centered learning and provide skilful and ethical healthcare graduates.

Conduct clinically relevant health research that promotes innovation, creativity, critical thinking and industrial impact.

Promote services that empower the population to make informed health decisions.

FCHS is committed to:

- ❖ Prepare knowledgeable and skilful health professionals, which will deliver evidence-based practice in different healthcare setting.
- ❖ Provide flexible, dynamic and culturally sensitive curricula that are responsive to the changing healthcare needs in the UAE.
- ❖ Nurture a culture of applied and operational research.
- ❖ Foster community-oriented services in collaboration with external health care providers and the public at large.
- ❖ Provide high quality student-centred learning environments utilizing technological innovation while promoting critical thinking.
- ❖ Create supportive and productive teaching-learning environments that foster lifelong learning.

3.3.3 Values

In pursuit of its mission, FCHS 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 respond proactively 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.

3.4 Licensure and Accreditation

The UAE's Ministry of Education (MoE) has granted Fatima College of Health Sciences a higher education institution license in 2009 to issue undergraduate degrees to successful students. FCHS license was last renewed in 2018 for the next 5 years. All six undergraduate academic programs offered by the college are recognized by the MoE and have been awarded initial accreditation (IA) status by the Commission on Academic Accreditation (CAA), MoE. Nursing IA was awarded in 2010, while Emergency Health (Paramedics) and Physiotherapy received CAA IA award in 2014. This was followed by IA awards for Radiography & Medical Imaging and Pharmacy in 2016, and then subsequently Psychology in 2019. FCHS has a new degree Bachelor in Midwifery that will be accredited for the academic year 2022/2023. All FCHS academic programs are in alignment with the Qualifications Framework Emirates.

المركـز الوطنــي للمؤهـــلات
NATIONAL QUALIFICATIONS CENTRE

Fatima College of Health Sciences (FCHS) is a Registered Training Provider, awarded by the UAE's National Qualifications Centre (NQC) in 2021. FCHS was accredited to deliver NQC vocational degrees in 2022. FCHS provides Diploma in Health Care Assistant for the UAE's workforce needs, and a Diploma for Combat Medical Technician for the UAE Armed Forces.

3.5   Financial Resources

FCHS is a not-for-profit institution and is financially supported by the Government of Abu Dhabi.

3.6   Operating Structure

The college administrative body consists mainly of the Director, Academic Heads of Department, Government Relations Office and Student Support Services, which are committed to offer efficient and effective support to the students during their journey at FCHS. Below is the structure of all operating departments at FCHS.
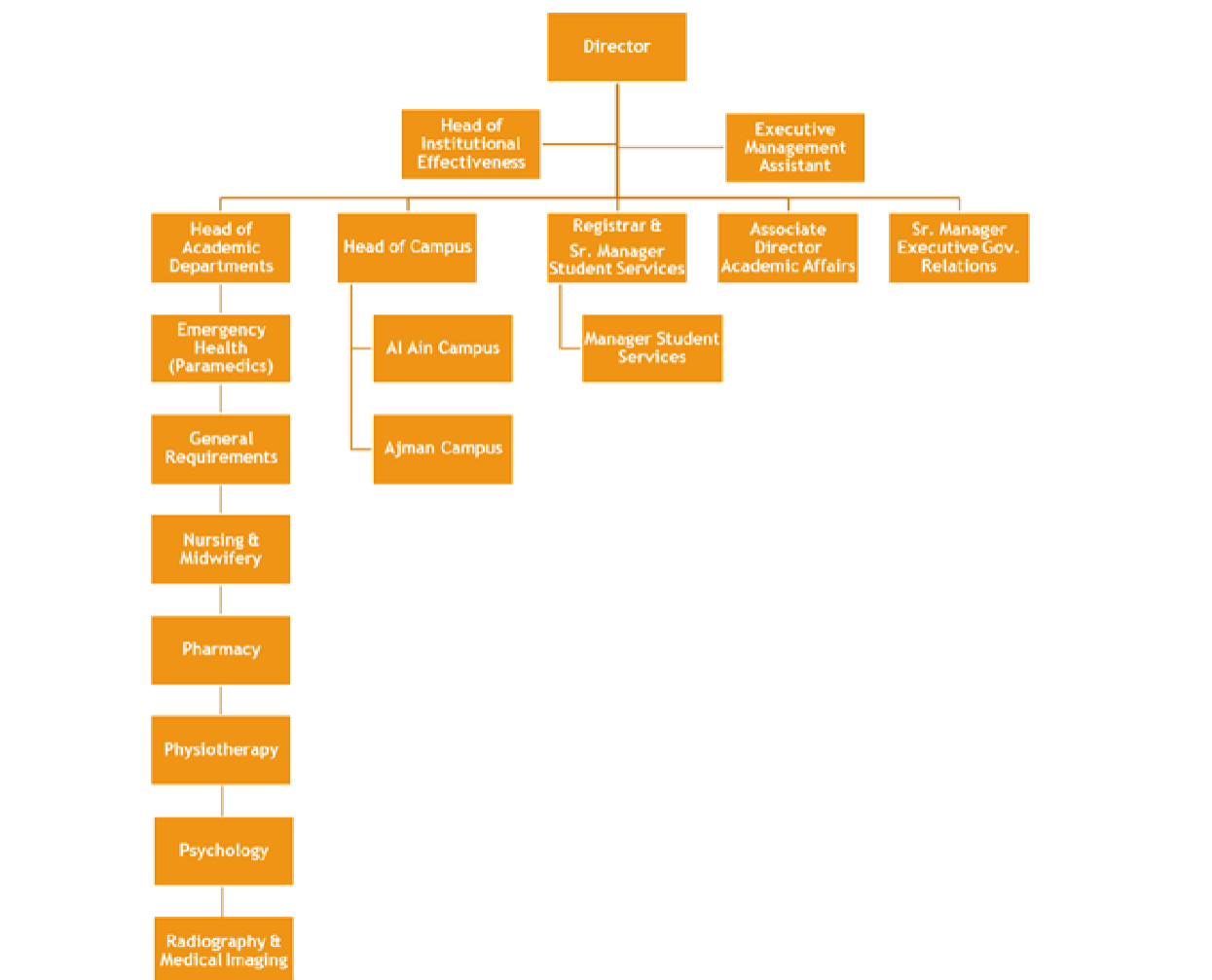
The college's senior team is responsible for the management and proper execution of its academic programs, as well as ensuring the optimal organizational performance of the entity.

Fatima College of Health Sciences Senior Management	Position
Dr. Ali Al Naqbi	Interim Director
Mr. Mohamed Albisher	Registrar & Snr. Manager Student Services
Ms. Maha Al Shamsi	Manager Student Services
Dr. Hamed Alneyadi	Snr. Manager Executive Gov. Relations
Asst. Prof. Amro Widaa	Head of Institutional Effectiveness
Asst. Prof. Emma Burnett	Head of Ajman Campus
Dr. Ahmed Abouelnasr	Head of Emergency Health (Paramedics)
Dr. Alexandra Dimitri	Head of General Requirements
Dr. Alexander Gleason	Head of Nursing / Head of Midwifery
Assoc. Prof. Saravanan Muniyandy	Head of Pharmacy
Assoc. Prof. Muhammad Al Jarrah	Head of Physiotherapy

| Prof. James Barnes | Head of Psychology |
| Assoc. Prof. Mustafa Alhasan | Head of Radiography & Medical Imaging |

3.7   College Facilities

FCHS headquarters is located at the Abu Dhabi campus in Al Mafraq (UAE). The other three campuses in the UAE are in Al Ain, Ajman and Al Dhafra.

Food Outlet

Each campus has a cafeteria, which is operated by external providers. The cafeteria offers a range of high-quality food with choices that meet the demographics and lifestyle of the students at FCHS and provide good value for their money. The cafeteria is located on the ground floor of each campus and is operational from 8:00am-4:00pm. A café style service that provides coffee, tea, pastries and sandwiches are also available.

Banking Services

ATMs are located in the lobby of each campus for the convenience of the students, faculty and staff.

Safety & Security

The campus main buildings are well lit and receptionists and uniformed security personnel are present at the lobby. Access to the building requires presenting an Emirates ID or prior notification. Access to the campus parking is only allowed to staff and faculty.

Students are requested to park in the parking area in front of the campus. Drop-offs and pick-ups should be at the main entrance. After-hours access is limited to staff and faculty only.

Security staff are present on all campuses, 24 hours daily and they are located at the main gates as well as on all the floors. They are responsible for the safety of students and staff. Additionally, they ensure the safe entry, exit and orderly movement of visitors and other personnel on campus

When off-campus activities are required as part of a student's academic program, the student's guardian will be notified, and written permission needs to be received before a female student will be permitted to leave campus.

Additionally, female students wishing to leave the campus before the close of operating hours will need to produce parental approval in a signed consent form to the student services department at the beginning of the academic year. In absence of the form, students will not be permitted to leave campus.

Prayer Rooms
Prayer rooms available in each campus. This includes separate areas for ablution in the restrooms.

Student Lounge
A student lounge is available at all FCHS campuses. The facility is open during operational hours and is designed to provide a space for social/academic gathering, where students can meet, rest and interact ina lively environment.

Recreational Facilities
All FCHS campuses are well equipped with a sports facility and a sizable gym that is available for the students and female staff during operational hours. Male staff can access the gym on particular days of the week, however after working hours.

3.8   Partners

FCHS would not be in a position to achieve its mission without the tremendous support of trusted partners. The college has proudly collaborated with a diverse group of public and private entities, which are captured by the logos displayed below:

4. Undergraduate Admissions

4.1 Language of Instruction

English is the official language of instruction at FCHS, and mastery of English is expected for admission and graduation. All courses are taught and examined in English with the exception of non-English content courses such as Islamic Studies. However, this course is taught in English for non-Arabic students.

4.2 Degrees

FCHS offers seven undergraduate bachelor's degrees as illustrated below:

Nursing

Emergency Health

Pharmacy

Physiotherapy

Radiography and Medical Imaging

Midwifery
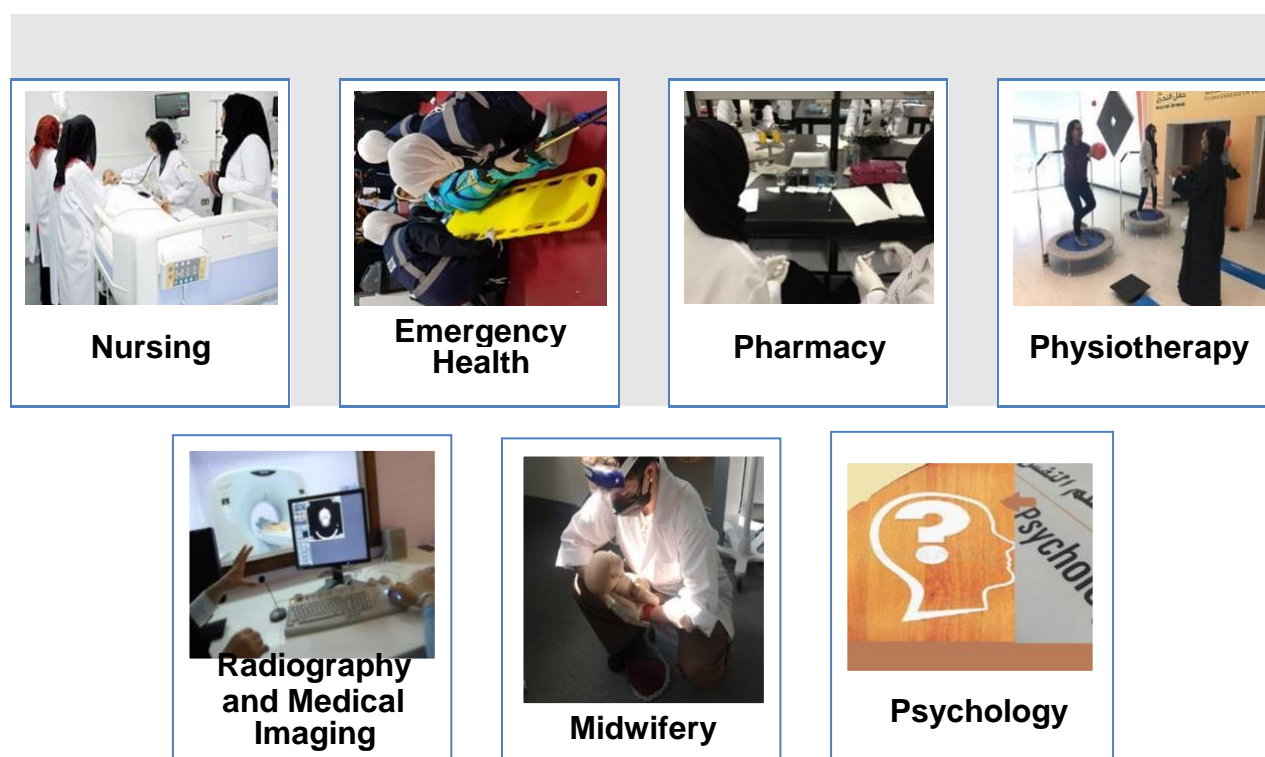
Psychology

A Bachelor of Psychology degree was introduced in the 2019-2020 academic year. A bachelor of Midwifery will be introduced for academic year 2022-2023.

FCHS has exit points where students can obtain a Higher Diploma/Diploma in the below-mentioned disciplines:
1. Emergency Health and Paramedics.
2. Pharmacy.
3. Physiotherapy.
4. Radiography and Medical imaging.

4.3 Admission Requirements

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 school education or will complete it by the time she plans to enrol in FCHS, may apply with an official transcript. Applications are accepted from the month of May onwards from both UAE nationals and expatriates, upon completion of their secondary school, in order to allow time for entrance examinations and admission interviews.

Admission consideration shall depend upon availability of seats, program offerings, and students' ability to academically meet the admission criteria. Offers of admission are only valid for the semester for which a student is accepted. If an applicant is admitted but is unable to attend, the applicant may request postponing the admission for the next admission cycle.

4.3.1 Application Documentation Required

- NAPO application form. For all applicants, a filled-out college application form
- An original or attested High School certificate from Ministry of Education. If the secondary high school curricula studied is an international one, then an equivalency must be obtained from the Ministry of Education in UAE and submitted along with the transcript. The High School Certificate should not be more than 3 years old for Emiratis and for the same year for international students.
- A Medical Fitness Certificate (To be submitted upon enrolment)
- A Copy of Identity Card and Passport issued by the United Arab Emirates for Emiratis or valid Passport with Residence Visas of the international students, and their parents
- A copy of Birth Certificate
- Six recent colour photographs
- Copy of English EmSAT score, or an IELTS overall score or equivalent certificate, as pertinent to program/degree applied for.
- Copy of Science (Math, Physics, Chemistry and Biology) EmSAT score.

  - Applicants who have a diploma in Nursing must have the following: A minimum EmSAT English score of 1400, or a minimum IELTS 2. Academic overall of 6.0, or equivalent A certificate of experience for no less than 2 years
  - A no objection letter from the workplace
- A copy of EmSAT score, or an IELTS overall score or equivalent certificate, as pertinent to program/degree applied for. The average score required from the UAE and Non-UAE secondary school certificate holders is listed in table 1 and table 2, respectively.

Table 1: FCHS Minimum Average Score for the UAE secondary school certificate holders

	Program	Secondary school stream - MOE and ATHS, Minimum Average Score			
		Elite	Advanced	General	EmSAT Scores
1	**Nursing**	70	70	80	➢ EmSAT $\geq$ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➢ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course.

#	Program				Requirements
					➤ Taking EmSAT Arabic.
2	Pharmacy	85	85	NA	➤ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➤ An EmSAT of 900 - 1100 in any Math and Science subjects requires the student to undertake a zero-level course. ➤ EmSAT Arabic ≥ 800
3	Physiotherapy	75	80	90	➤ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➤ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. ➤ Taking EmSAT Arabic.
4	RMI	75	80	85	➤ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➤ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. ➤ Taking EmSAT Arabic.
5	Emergency Health	75	75	80	➤ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➤ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. ➤ Taking EmSAT Arabic.
6	Psychology	75	80	85	➤ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➤ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. ➤ Taking EmSAT Arabic.
7	Midwifery	70	70	80	➤ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➤ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. ➤ Taking EmSAT Arabic.
8	Diploma in Health Care Assistant (HCA)	Passing HS certificate	Passing HS certificate	Passing HS certificate	➤ EmSAT ≥ 600 in Math, and in any 2 of 3 subjects (Physics, Biology, and Chemistry).

Table 2:

FCHS Minimum Average Score for Other secondary school certificate holders

Program		Other Secondary Certificates, Minimum Average Score					
		GCC	IB	IGCSE,GCSE, GCE	American System	ADNOC Schools	EmSAT Scores
1	Nursing	90	5	C	70	80.	➢ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➢ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. ➢ Taking EmSAT Arabic.
2	Pharmacy	90	5	C	85	85	➢ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➢ An EmSAT of 900 - 1100 in any Math and Science subjects requires the student to undertake a zero-level course. ➢ EmSAT Arabic ≥ 800

3	Physioth erap y	90	5	C	80	80	- EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). - An EmSAT of 800 - 1100 in Math, and of 700- 1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. - Taking EmSAT Arabic.
4	RMI	90	5	C	80	80	- EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). - An EmSAT of 800 - 1100 in Math, and of 700- 1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. - Taking EmSAT Arabic.
5	Emergen cy Health	90	5	C	75	80	EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology,

							Chemistry).
							➢ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. ➢ Taking EmSAT Arabic.
6	Psychology	90	5	C	80	80	➢ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➢ An EmSAT of 800 - 1100 in Math, and of 700-1100 in any of the 3 Science subjects requires the student to undertake a zero-level course. ➢ Taking EmSAT Arabic.
7	Midwifery	90	5	C	70	80	➢ EmSAT ≥ 1100 in Math, and in any 2 of 3 subjects (Physics, Biology, Chemistry). ➢ An EmSAT of 800 - 1100 in Math, and of 700-1100 in

							any of the 3 Science subjects requires the student to undertake a zero-level course. ➢ Taking EmSAT Arabic.
8	Diploma in Healthcare Assistant (HCA)	Passing HS certificate	Passing HS certificate	Passing HS certificate	Passing HS certificate	Passing HS certificate	➢ EmSAT ≥ 600 in Math, and in any 2 of 3 subjects (Physics, Biol

							ogy, and Chemistry).

4.4 Graduation Requirements

Any student at FCHS will have to fulfil the below requirements in order to be eligible for graduation from the College.

- A. Community Service: 25 hours/Year.
- B. EmSAT English score of **1400** or its equivalent score in Academic IELTS, band 6.0.
- C. Minimum CGPA of 2.0.
- D. Completion of a minimum of 120 credits for Bachelor and 90 for Higher Diploma and/or (as specified by each program study plan).
- E. Pass the HAAD exam

4.5 Tuition and Scholarships

4.5.1 College Fee

The rate of tuition fees for all degree programs is 2500 AED per credit hour registered each semester. However, FCHS tuition fees policy recognizes academic achievement for international students by awarding tuition concession commensurate with the student's cumulative grade point average (CGPA) during the program study years at a competitive level for up to 10% of the pool of tuition fees to be collected from international students registered at a time.

The maximum tuition concessions are indicated in the below table:

Student Cumulative GPA	Concession Rate
CGPA ≥ 3.6	50%
CGPA - 3.0 to 3.59	30%

Children of staff working in IAT, ADVETI or ACTVET are eligible for a 50% discount.

Students cannot avail themselves of a discount in more than one category.

Application Fee
All applicants shall be charged a non-refundable Application Fee at the rate approved bythe Board of Trustees and may be amended from time to time.

An application Fee of AED 1,000 is due when an application for admission is submitted. If an applicant is admitted, then this amount will be credited towards their first semester tuition fees.

4.5.2 Scholarships

4.5.2.1 Internal Scholarship

UAE nationals:

- All UAE National students enrolled in Academic Programs at Fatima College of Health Sciences (FCHS) are entitled for a monthly stipend during the academic year. Stipends are to encourage and assist students in their commitment towards achieving high quality education.

- Student's stipend will be for 8 calendar months starting from September, every academic year. Emirati students will be paid a stipend for four monthsper semester:
A. First Semester: September, October, November, and December.
B. Second Semester: February, March, April, and May.

STIPEND AMOUNT:

STIPEND
EXCEPTIONS
- Students should follow the standard study plan and perform well to be eligible. This requires:
A. Passing all courses with no more than one "FA" in the previous semester.

Grade	% Grade	GPA Points	Student Performance	Stipend FCHS (Nursing)	All FCHS Stipend programs except Nursing
A+	95-100	4.0	Exceptional	5,000	3,000
A	90-94	4.0	Excellent	5,000	3,000
A-	87-89	3.7 - 3.99	Excellent-	4,500	2,600
B+	84-86	3.3 3.69	V. Good+	4,000	2,300
B	80-83	3.0-3.29	V. Good	3,500	2,000
B-	77-79	2.7 - 2.99	V. Good-	3,000	1,600
C+	74-76	2.3 - 2.69	Good+	2,500	1,300
C	70-73	2.0 - 2.29	Good	2,000	1,000

B. Maintaining cGPA equal to or higher than 2.0
C. Being a full-time registered student, normally enrolled in no less than 30 credit hours per academic year, except graduating students

D. Graduate within the normal study period for the program so that semesters beyond the normal duration will be without a stipend. This applies only for the class of 2019/2020 onwards.
- All new students will receive AED 1,000 per month for their first Semester.
- Students who exit with the Diploma or Higher Diploma and return for the Applied Bachelor are not eligible for the stipend.
- This stipend is normally limited to students who are not sponsored. If the students is sponsored and receives a scholarship that is less than FCHS stipend, he/she would only receive the difference in the stipend FINA 10 E amount.
- Diploma holding Nursing students enrolled in the Nursing bridging Program do not qualify for Stipend.

DEDUCTION FOR ABSENTEEISM

A monthly deduction shall be applied to student's stipend due to absenteeism for each course and not exceed one-month deduction as follows:
- 10% Absences: 2nd Warning - AED 500/- deducted for each course.
- 15% Absences: Fail Absent - AED 1,000/- deducted for each course up to the stipend amount.

Non-UAE Nationals:

FCHS recognizes academic achievement for non-UAE national students by awarding tuition concession commensurate with the student's cumulative grade point average (CGPA) during the regular program study years. Children of staff working in IAT, ADVETI or ACTVET are eligible for a 50% discount.

Scholarships are provided for the total degree credits of the program in which students are enrolled. Credits beyond the total credits of the program will not count towards the rates given in the table below:

Student Cumulative GPA	Concession Rate
CGPA ≥ 3.6	50%
CGPA - 3.0 to 3.59	30%

Tuition fees include books only and exclude any other expenses such as transportation, lab coats, uniforms, laptops, internship abroad, etc.

4.5.2.2 External Scholarships

External scholarships are available to UAE national students. External scholarships are governed by contracts signed between the scholarships granting entity, the student and the college. Students need to abide by the terms of the contracts.
- ❖ Entities granting external scholarship guarantee employment of the student after conferral of the academic degree.
- ❖ Examples of entities offering scholarships include but are not limited to Cleveland Clinic Abu Dhabi and Abu Dhabi Police.
- ❖ Students receiving external scholarship will no longer receive stipend from FCHS.

4.5.3 Procedures for Tuition Payments:

In order to pay tuition, students are required to:

- ❖ Sign a tuition fee form.
- ❖ Sign up for tuition fees, transportation & instalment form if needed by the first week of the term.
- ❖ Direct deposit and bank transfer to **FAB.** Account details to be obtained in admissions office.
- ❖ Submit the payment receipt to the IAT Finance office with a copy of the installment if any, as well as the tuition fee form.
- ❖ Return all copies of the financial documents to FCHS Registration office.

4.5.4 Tuition Refund:

Tuition fee refunds shall be granted to students who apply in writing to withdraw from a course or a program within the timeframe determined and communicated by the Office of the Registrar according to the following policy:

- ❖ 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"
- ❖ No refund will be granted after the "withdrawal without penalty" period.

4.5.5 Credit Transfer from Other Institutions Fee

An applicant requesting to transfer to FCHS from a recognized institution by the Ministry of Education (UAE) and has a minimum CGPA of 2.00 out of 4.00 is required to submit a transfer request to Student services office. A non-refundable transfer fee of AED 500 needs to be paid along with the submission of the transfer request. Further details on the transfer mechanism can be found in **section 8** of the FCHS catalogue.

5. Undergraduate Program Description

5.1 Curriculum Structure

The Revised 2019 Curriculum at FCHS is designed to provide depth in the discipline and breadth of knowledge. Therefore, all FCHS programs follow a common structure that satisfies the requirement of modern-day curricula.

The structure is divided into 5 main categories:
1. General Education Requirements (GER)
2. College Core Requirements (CCR)
3. College Elective Requirements (CER)
4. Major Core Requirements (MCR)
5. Major Elective Requirements (MER).

5.1.1 General Education Requirements (GER)

General education requirements are courses designed to equip students with strong analytical and writing skills and a foundational knowledge of sciences and humanities.
The General Requirements department offers all the GER courses.

Each student will select a minimum of one course from each category as indicated by the department study plan in order to complete a minimum of **18 Credit Hours**.

5.1.1.1. GER Course Matrix

#	Requirement	Course Name	Credit Hours
1.	English, Arabic, or Other Languages	Academic writing 1 Academic Writing 2 Research Methodology	2 2 3
2.	Humanities or Arts	Foundations of Health Innovation & Entrepreneurship Fitness to Practice	3 3 3
3.	Natural Sciences	Biology + Biology lab Chemistry + Chemistry lab Physics + Physics lab Anatomy & Physiology A + Lab Anatomy & Physiology B + Lab Biochemistry	3 + 1 3 + 1 3 + 1 3+ 1 3+ 1 3
4.	IT or Mathematics	Calculus Introduction to Research & Biostatistics	3 3
5.	Social or Behavioral Sciences	Psychology	3
6.	Islamic, History, or Culture	Islamic Studies UAE Studies	3 3

5.1.1.2 GER Program Learning Outcomes (PLO):

After completing the FCHS General Education Requirements, students will be able to:

#	Skills	Learning Outcome
1.	Critical Thinking	Define, analyze and solve problems.
2.	Quantitative Reasoning	Explain information presented in various mathematical forms. Apply quantitative methods to solve problems and develop informed opinions.
3.	Information and Technological Literacy	Access appropriate information from multiple sources, evaluate and share information for the problem at hand while using technology effectively
4.	Language Communication	Communicate effectively in English or Arabic in written and oral forms
5.	Basic Sciences Competency	Explain introductory concepts and processes in the basic sciences.
6.	Team Work	Work effectively in teams
7.	Cultural Awareness	Understand, respect, and interact constructively with others of similar and diverse cultures, values, and perspectives.

GRD161 – Academic Writing 1

Course Co-Requisite: None
Course Pre-Requisite: IELTS 5 / EmSAT1100

Academic Writing 1 is designed to provide students with the basic academic skills required to perform successfully in degree courses taught in English. Students will be introduced to basic writing skills including notetaking, information literacy, paraphrasing, summarizing, and quoting to avoid plagiarism and show evidence of research, as well as APA 7 style forformatting and citation. In addition, students will do a substantial amount of reading as preparation for writing and will be exposed to different types of texts. The primary goal of this course is to help students become more effective writers, capable of recognizing the challenges and opportunities of writing in different situations for different readers.

GRD261- Academic Writing 2

Co-Requisite: None
Pre-Requisite: GRD161

This course builds on GRD161 by developing critical reading and more advanced writing skills. It works closely with the college prescribed academic writing and reading books, *University Success* (Pearson) and makes use of the supplementary online resources (My English lab) that accompany these books. The first part of the course focuses on reading: students will be introduced to various components of academic texts, asked to read with understanding and to evaluate these texts according to specific criteria. They will then learn to use and integrate sources in their own writing according to academic conventions. They will undertake academic writing tasks that build to an expository essay. Communication skills are also developed in GRD261, with studentsrequired to give an oral presentation at the culmination of the course. Periodic quizzes will assess students' knowledge & skills of the module. These will use a mixture of MCQs and SAQs.

GRD361 - Research Methodology

Co-Requisite: None
Pre-Requisite: GRD261

The purpose of this course is to provide an overview of research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies.

GRD133 – Foundations of Health

Course Co-Requisite: None
Course Pre-Requisite: None

This course is designed to equip students with basic knowledge related to medical terminology, patient assessment, infection control, and safety measures of healthcare workers, as well as the basic ethical principles that guide the health practice.
The course also focuses on health education and promotion skills stressing on the new technologies for the prevention of diseases (vaccinations, screening, diagnostic tests, and new concepts in genetic engineering and biotechnology). Students will have the opportunity to learn about contemporary health issues and critical issues in global health including women's health, environmental health, the nutritional crisis to come, and violence.

GRD301 - Innovation & Entrepreneurship -

Co-Requisite: None
Pre-Requisite: GRD 261

Through this course, students will develop an understanding of the concept of innovation and how it drives entrepreneurship. Using project-based learning, the course will focus on applying innovation and entrepreneurship concepts to real world problems in the healthcare sector in the UAE. Key concepts covered include design thinking, creative confidence, empathy, idea generation, start-ups, planning, marketing and influencing others. The course design promotes creativity, teamwork, leadership, critical

thinking and problem solving, equipping students with the knowledge and skills to think of innovative ways to solve complex problems in the UAE healthcare sector and potentially turn these ideas into business opportunities.

GRD144 – Physics (Theory)
Course Co-Requisite: GRD145
Course Pre-Requisite: None
This course is designed to provide a basic understanding of Physics students wishing to continue their studies in the allied health fields. The course delivers important applications related to the health sector in which FCHS graduates will continue their career after graduation. 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 proper- ties, heat thermal properties, electricity and electric fields; DC and AC currents and volt- ages; magnetism; light, optics and human vision. The treatment is necessarily introductory.

GRD145 – Physics (Laboratory)
Course Co-Requisite: GRD144
Course Pre-Requisite: None
GRD 145 is a co-requisite course to GRD 144, providing the practical laboratory component to an introduction to the Physicals principles. The course is designed to provide a basic understanding of the physics for those students wishing to continue their studies in Radiography and Physiotherapy. The material includes 9 experimental laboratory sessions that provide -an introduction to physics and measurement units; 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.

GRD101 - Biology
Co-Requisite: GRD102
Pre-Requisite: None
This course covers the fundamentals of biology, such as biochemistry, molecular and cellular biology, genetics, and microbiology. The course begins with an overview of the basic biochemistry of biological molecules such as carbohydrates, proteins, lipids, and nucleic acids, and then moves on to cellular structure and function with an emphasis on genetic control. The concept of cell growth and division is introduced, along with the understanding of gene inheritance, expression, and regulation. Fundamental principles of microbiology with be discussed with a focus on infectious diseases affecting human health and wellbeing. Finally,students will be acquainted with genetic engineering techniques, with a focus on their use in prognosis and treatment.

GRD102 - Biology Lab
Co-Requisite: GRD101
Pre-Requisite: None
The Biology Lab course consists of practical aspects of biology. The lab will cover several topics such as understanding microscopes, structure, and function of organic compounds such as Carbohydrates and Proteins, types of cells (Prokaryotes and Eukaryotes), cellular transport via osmosis, Mitosis on onion root tip, ABO blood grouping, Gram staining, DNA extraction, PCR and Gel Electrophoresis technique. After completion of biology lab course, students would develop lab skills such as teamwork, knowledge on safe handling of chemicals, reagents and equipment's, time management, problem solving and critical analysis of results. The skills and knowledge gained through this lab course will be assessed on weekly basis through problems solving submission and practical lab based final examination.

GRD141 - Chemistry
Course Co-Requisite: GRD142
Course Pre-Requisite: None
This course covers fundamental knowledge of chemistry. It covers chemistry at an introductory level but with sufficient depth of understanding to facilitate a smooth transition to chemistry components in future studies. The principles of chemistry include elements and their symbols, the periodic table, names and formulas of compounds, chemical reactions, balancing chemical equations, stoichiometry, and other major principles of organic and in-organic substances. Laws and applications will also be described in this course. This course gives the students a full idea about the basic

definitions of chemistry, chemical interactions and laws, and characteristics of mater. In addition, it reviews important algebraic concepts and introduces the use of these concepts in chemistry.

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GRD142 – Chemistry (Laboratory)
Course Co-Requisite: GRD141
Course Pre-Requisite: None
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 GRD141– Chemistry. Lab is intended to make the students capable of analysis measurement with respect to different units, understand the principles of chemical reaction utilizing the mole concept relation in various reaction like combustion precipitation and neutralization.

GRD151- Calculus for Health Sciences
Course Co-Requisite: None
Course Pre-Requisite: None
This course focuses on basic mathematical concepts and discusses the following sub-jects, review of linear, quadratic, power, polynomial, algebraic, rational, trigonometric, exponential, hyperbolic, and logarithmic functions. Limits and continuity. Differential and integral calculus with applications to the biological sciences. Examples, exercises and applications to emphasize problems in Health sciences.

GRD251 – Introduction to Research and Biostatistics
Course Co-Requisite: None
Course Pre-Requisite: None
This course aims to introduce students to research, and statistical methods used in health sciences. It covers elementary topics such as basic concepts of quantitative and qualitative methods, organization and presentation of data, measures of central tendency and variability, standard scores and normal distributions, correlation, probability and confidence intervals and hypothesis testing: selection and use of statistical tests. These topics enable students to identify and conduct the appropriate statistical techniques in advanced research settings and emphasis on applications to medical problems.

GRD271 – Islamic Studies (Arabic)
Course Co-Requisite: None
Course Pre-Requisite: None

وتهدف الثقافة الإسلامية الى نشر الوعي لدى الطلبة، من خلال غرس منهج العدل والوسطية ونبذ منهج إسلامي متزن، إلى جانب تخصيص بين الطلبة من المهارات الفكرية المختلفة :محتوى المادة **أولاً: وتشمل المقدمة** والإسلامية، **المحاور الرئيسة المساق**
مفهوم الثقافة، علاقة الثقافة بالمصطلحات الشرعية الأخرى (الدين الإسلامي، الشريعة الإسلامية، الفكر الإسلامي، الحضارة الإسلامية) وبتناول خصائص الثقافة، لكما يدرس مفهوم وأركان وآثار العقيدة والبيان.

كما يتضمن مساق الثقافة الإسلامية:
مفهوم الشريعة الإسلامية، ويتناول مبدأ الشريعة وخصائص ومقاصد الشريعة، وآثار الشريعة الإسلامية في حياة الفرد والمجتمع. كذلك يتناول المساق مبدأ الأخلاق وأثرها على الفرد والمجتمع وبيناقش المساق سمات المسلمين الحضارية والإبداعية في الحضارة العالمية. وبربط في ضوء على أحوال الشخصية. وأهم مبادئ حياة الأسرة من ناحية أحكام الزواج وأحكام الطلاق.

GRD111 - Anatomy & Physiology A
Co-Requisite: GRD112
Pre-Requisite: None
Anatomy and Physiology A is the first of a two-course sequence. In this course, system-based approach is used to study thestructure and function of human body including, tissues and organs. Emphasis is on understanding the mechanism for maintaining homeostasis and the use of anatomical terminology. Structural and functional concepts enforced each organ and organ systems. Topics include the study of tissues, the integumentary system, the musculoskeletal system, the nervous system and the endocrine system. Students are expected to utilize their reading to extend their depth of understanding, participate effectively in class, practice problem solving and critical analysis.

GRD112 - Anatomy & Physiology A Lab
Co-Requisite: GRD111
Pre-Requisite: None
It is the first of two lab courses in Anatomy and Physiology A. Among the practical components are Body positions and regions, Maintaining Homeostasis, Physiology, and Anatomy of Body tissues, in addition to the Integumentary System, Skeletal System, Muscular System, Nervous System, and special sense organs. The structure and function of the tissues, organs and systems

of the human body will be studied by demonstrating Tissue mounted microscopic slides, Models, Virtual or Augmented Reality videos, Anatomage and by performing dissections and labelling on various bio specimens.

GRD121 - Anatomy & Physiology B
Co-Requisite: GRD122
Pre-Requisite: GRD111

Anatomy and Physiology B is the second of the two-course sequence. The course is a continuation of the knowledge gained in Anatomy and Physiology A. System based approach is used to study the structure and explore the function of human body including the body organ and organ systems. Topics include the study of cardiovascular system, blood, lymphatic system, immune system, respiratory system, digestive system, urinary system and electrolyte and fluid balance and pH, and finally male and female reproductive systems with a look through the embryonic development. Emphasis is placed on the integration of systems as they relate to normal health. Again, students will be expected to utilize their reading to extend their depth of understanding, communicate effectively, do problem solving and make critical analysis.

GRD122 - Anatomy & Physiology B Lab
Co-Requisite: GRD121
Pre-Requisite: GRD112

The Anatomy and Physiology B Lab is the second of two lab courses. It consists of practical components of anatomy and physiology. The cardiovascular, lymphatic, immune, respiratory, digestive, urinary, male and female reproductive systems and electrolyte and fluid balance of the human body will be examined by laboratory experiments, inspection of human models, the Anatomage table, animal organ dissections and observation of histological slides.

GRD100 - First Year Seminar
Co-Requisite: None
Pre-Requisite: None

Advising involves both the development and communication of accurate information regarding degree programs, courses, re-sources, College policies and career opportunities intended to help students in

attaining their educational goals. Academic advising, effectively delivered, can be a powerful influence on students' development and learning and, as such, can be a potent retention force on campus (Crockett, 1996). FCHS first year seminar will provide guidance for students, influence their development, promote retention, build relationships within the College and identify services that can guide students clarify both their career and life goals. The seminar series are centered on instructional services that go beyond academic interests and thus we promote a caring attitude and helping students adjust to college life.

GRD540 – Health Informatics
Course Co-Requisite: None
Course Pre-Requisite: None

This course aims to introduce students to basic information in health informatics concepts: the study of how health data are collected, stored, processed, and used to support the process of health care delivery. The course offers an overview of the field of health informatics by providing students with the fundamental knowledge of the concepts of health informatics and how technology is used in the delivery of effective health care. Student will also gain an understanding of the challenges encountered in Healthcare Informatics.

GRD550 – Health and Nutrition
Course Co-Requisite: None
Course Pre-Requisite: None

This course will introduce students to essentials of human nutrition and its relationship with health. Students will learn in this course about the different nutrients important for health, and dietary guidelines towards good health. Finally, the course draws on global health promotion that will enable students to apply the underpinning of a healthy and active lifestyle within a middle east context.

GRD560 – Astronomy
Course Co-Requisite: None
Course Pre-Requisite: None

This course is designed to emphasize the important fundamental concepts in astronomy. It offers mainly an overview of the structure, formation, and evolution of planets, stars, galaxies, and the Universe. The

students will learn about the Solar System which contains the Sun, the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. With over 400 billion stars burning steadily, students will get to know that we are in the Milky Way which is just a typical Galaxy in one of the universes in the space. Moreover, they will be updated on the dark matter mainly composed of dark energy that is causing the universe to expand and to accelerate. In this elective course, students will have hands on large-scale systems from the astrophysics field. For example, they will be able to work with big standard scientific notations and estimate relative scales. This would have a great impact on their carrier and would give them the chance to discover other healthcare professional profiles.

GRD570 – Science and Technology Evolution
Course Co-Requisite: None
Course Pre-Requisite: None
This course will be useful for health care students to provide them with basic knowledge about how science and technology have evolved over time. Scientists' accomplishments will be presented to students with a focus on the importance of their discoveries and its impact on civilization especially in the health sector. Additionally, the course will highlight the contribution of Arab and Muslim scientists especially in the health field which provided the foundation for current health knowledge.

GRD510 – Narrative Medicine
Course Co-Requisite: None
Course Pre-requisite: AW 1
This is a course that introduces students to the importance of patient narratives in the field of health care. Students will engage in an interdisciplinary study of health care by exploring poetry, short stories, and memoirs on the theme of medicine and/or illness and will relate the elements of literary narrative (plot, setting, dialogue, point-of-view) to the concept of narrative in the medical encounter. Students will be encouraged to use narrative frameworks to reflect on their own understanding of their role in the field of health care and to give feedback and respond to peer reflections.

GRD 110 Introduction to Nursing and Midwifery - Theory
Course Pre-Requisite:
FYS 100
Course Co-Requisite:
None
In this course, students will develop an understanding of the role of the nurse and the role of the midwife. This course will introduce the history of nursing and midwifery to students at this stage in the program. Different guest speakers will be invited to share their experience of working as a nurse or midwife in various specialty roles. Students will have the opportunity to ask questions and learn more about many different areas of work. Towards the end of the course students will perform a self-reflection and SWOT analysis for personal development. The Belbin Roles will be explained in support of this exercise. Throughout the course, the concept of team-working will be woven through

College Elective courses are designed to broaden students' perspectives, enhance students' learning skills and enrich their interdisciplinary learning experiences. Each student will select a minimum of one course from another discipline in order to complete a minimum of **3 Credit Hours**. Each department will determine the maximum allowed number of College Elective Courses for the students of their discipline.

At the beginning of every academic year, the list of the college electives will be indicated in the course catalogue. Below is the list of elective courses available for FCHS students

#	Course Name	Credit Hours
1	Personal and Professional Development	3
2	Principles of Clinical Imaging	3
3	First Aid and Safety	3
4	Communication Skills for Healthcare Professionals	3
5	Health Informatics	3
6	Health and Nutrition	3
7	Astronomy	3
8	Science and Technology	3

New College electives could be offered as per the availability of faculty and their specialty.
College electives will be announced at the beginning of the term.

5.1.2.1. CER Course Description

PTY500 – Personal and Professional Development
Course Co-Requisite: None
Course Pre-Requisite: None
In this course, students will develop personal attributes and related skills to foster transition from student to practice. Students will be introduced to the concept of self-care, personal ethics, healthy lifestyle, communication skills and skills in teamwork. The development of clinical effectiveness and inter-professional functioning is supported through reflective practice, stress management, relaxation training and coping skills.
In addition, students will explore broad society and population issues that affect health care and the practice of health care professions. This includes developing an understanding of the legal, ethical and regulatory framework in which health professionals work and the concepts of professional self-regulation. Students will also be introduced to and have direct experience (through the clinical placement) of the role of each of the various health professionals within the UAE Healthcare System.

RMI510 – Principles of Clinical Imaging
Course Co-Requisite: None
Course Pre-Requisite: None
This is an elective course for health science disciplines to introduce them to medical radiation sciences. This course will cover topics related to the types of radiations used in hospitals to diagnose different types of diseases. Basic mechanism of radiation production, imaging procedures and image visualization will be covered. At the end of this course, student is expected to have a general and basic knowledge of imaging science.

NUR520 – First Aid and Safety
Course Co-Requisite: None
Course Pre-Requisite: None
The importance of this course lies in preparation and supplying the students with the information required to start doing the first aid procedures to maintain human life in proper ways. This course deals with the theoretical study of basic principles and concepts of first aid with some practical applications of certain paramedical procedures for critical situations. The course also includes other important subjects, such as, the first aider's features and duties, the materials, equipment and medicines of the first aid; the causes and types of injuries, and how to deal with them until the completion of the advanced measures according to medical principles and principles and foundations of first aid to achieve the desired goals.

HP530 – Communication Skills for Healthcare Professionals
Course Co-Requisite: None
Course Pre-Requisite: None
This course will provide the foundation of knowledge specific to communication techniques relevant to the allied health profession. In this course you will learn about the communication principles and practices that healthcare providers need to effectively communicate with patients, family members, health care providers and other professions. The major themes of study are the basic principles of communication, therapeutic communications, communication patterns, ethics and healthcare communications and advanced issues in communication. Topics include health communications; therapeutic communications; cultural considerations; principles of human connection; reflections and interpretations; patient-centered communications; family dynamics; systems of care; and ethics.

GRD540 – Health Informatics
Course Co-Requisite: None
Course Pre-Requisite: None
This course aims to introduce common first year students to basic information in health informatics concepts: the study of how health data are collected, stored, processed, and used to support the process of health care delivery. It prepares students to
The course offers an overview of the field of health informatics by providing students with the fundamental knowledge of the concepts of health informatics and how technology is used in the delivery of effective health care. Student will also gain an understanding of the challenges encountered in Healthcare Informatics

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Course Co-Requisite: None
Course Pre-Requisite: None
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GRD560 – Astronomy
Course Co-Requisite: None
Course Pre-Requisite: None
This course is designed to emphasize the important fundamental concepts in astronomy. It offers mainly an *overview of the structure, formation, and evolution of planets, stars, galaxies, and the Universe.* The students will learn about the Solar System which contains the Sun, the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. With over 400 billion stars burning steadily, students will get to know that we are in the Milky Way which is just a typical Galaxy in one of the universes in the space. Moreover, they will be updated on the dark matter mainly composed of dark energy that is causing the universe to expand and to accelerate.
In this elective course, students will have hands on large-scale systems from the astrophysics field. For example, they will be able to work with big standard scientific notations and estimate relative scales. This would have a great impact on their carrier and would give them the chance to discover other healthcare professional profiles.

GRD570 – Science and Technology Evolution

Course Co-Requisite: None
Course Pre-Requisite: None
This course will be useful for health care students to provide them with basic knowledge about how science and technology have evolved over time. Scientists' accomplishments will be presented to students with a focus on the importance of their discoveries and its impact on civilization especially in the health sector. Additionally, the course will highlight the contribution of Arab and Muslim scientists especially in the health field which provided the foundation for current health knowledge.

5.1.3 Major Core Requirements (MCR):

Each major at FCHS is designed to ensure that students are able to explore the subject area in considerable depth. As such, Major Core Requirements are mandatory courses to be taken by each student in their specific discipline.
For more details, refer study plan descriptions in section 5.3-5.8

5.1.5 Major Elective Requirements (MER):

These are electives courses within a specific discipline and are specialized courses generally taken in the third and fourth year depending on the interest of the student in specific specialty. Each student will select a minimum of one Major Elective course in order to complete a minimum of two Credit Hours. Each department will determine the maximum allowed number of Major Elective courses for the students of their discipline. Each department will annually provide a list of available Major Elective courses.

5.2 General Requirements Department

General Requirements Department, known as GRD, offers a number of courses required by all programs at FCHS. GRD consists of highly qualified teaching professionals who provide teaching and advising assistance for the holistic development of students. Student-centered teaching approaches that promote technology usage, demonstrations, discussions, and any other featured activity in the classroom. The department specializes in the following categories: advising and academic support, English writing and academic skills, basic science and technology, as well as humanities.

5.2.1 Scope

GRD offers mandatory courses that help students strengthen their basic knowledge in subjects that are required by all healthcare programs at FCHS. These courses are Emergency Health and Paramedics, Nursing and midwifery, Pharmacy, Physiotherapy, Psychology and Radiography & Medical Imaging. Various modules for the new Health Care Assistant Diploma are also offered by GRD.
The department also offers elective courses that have been crafted to supplement, extend and develop the students' knowledge and understanding of their major courses. These electives are designed to broaden students' perspectives, enhance their learning ability and enrich their interdisciplinary learning experiences.

The department also oversees advising and support for students by offering:

- *First Year Seminars* (FYS) that provide orientation and support for new students when they first join FCHS. It helps them to make a smooth transition from high school to FCHS. FYS include pre-major advising sessions, workshops, creation of e-portfolio and activities to help the student with the college culture.

- *Academic advising and support* by assigning each student joining FCHS to a GRD advisor. The advisor guides the student in the selection of appropriate courses recommended by the program's study plan during registration week. The advisor is a primary contact point for any academic assistance required by the students and is responsible for facilitating their acclimatization to the college learning environment. He or she follows up on students in need of additional academic support and helps them develop personalized study plans.

- *Peer mentorship* **program** that gives consistently high performing students in their second year and above the opportunity to provide mentorship and academic assistance to first-year students. This is under the supervision of a full-time member of staff who ensures that the mentee is supported by the mentor as well as the faculty teaching that subject.

- *Education Support* *that delivers* one-to-one and small group tutorials and workshops led by a teaching assistant, which help students improve their academic performance and develop effective communication skills.

5.2.2 Goals

The goal of the GRD is to build students' understanding of their relationship to the world and equip them with tools to be successful at the college and in their professional/personal lives. GRD also assists them in making informed choices that positively impact UAE society. The general education lessons play an important role in improving the abilities of students to understand natural science concepts, which is essential to being a healthcare professional. These lessons

also build their capacity to study human anatomy, to accurately articulate their learning outcomes in English and mature as young adults in the preliminary years of their college career. The students are prepared to work in their field of study by systematically improving their critical thinking skills, IT literacy and English language knowledge.

Basic science courses such as Anatomy and Physiology, Biology, Chemistry and Physics are offered with a laboratory component to increase psychomotor skills. This facilitates the practical application of knowledge gained from the theory lessons, which increases retention capacity of concepts learned in class. Laboratories at FCHS allow students to conduct experiments individually while maintaining the highest standards of safety.

5.3 Emergency Health Program

5.3.1 Program Description

The Emergency Health Program offers a curriculum leading to a Bachelor of Emergency Health and Paramedics. Students will have various opportunities to receive extra certifications and training in Emergency Medical Service (EMS) areas. Students will receive instruction through three components: didactic classroom instruction, laboratory practical and simulation sessions, clinical instruction at hospitals and medical facilities on appropriately staffed ambulances.

The primary goal of the paramedic is to serve those in need of immediate pre-hospital medical interventions or transportation. The Emergency Health faculty believe that this system provides graduates with the required levels of knowledge, compassion and professionalism Graduates of our program will possess the required medical and communication skills as well as professionalism required to serve the community. The Emergency Health faculty believes that the paramedic should be thoroughly trained to function in the capacity of a team leader in critical pre-hospital situations. This program is dedicated to providing the education and clinical experiences required to equip the paramedic to be competent in rapidly changing medical environments.
The Emergency Health Program is dedicated to:
- ❖ Prepare the graduate to fill the role of a team leader in the delivery of quality pre-hospital health care.
- ❖ Prepare the graduate to be a productive, responsible, and professional employee.
- ❖ Promote ethical behaviors, social diversity, empathetic patient care and professionalism.
- ❖ Provide a learning environment, which places extreme emphasis on effective education and professionalism.

Degrees:

Emergency Health currently offers the following degrees:
1. Higher Diploma – 110 credit hours
2. Bachelor of Emergency Health (Paramedic) – 133 credit hours

Career Opportunities:

Those completing the Emergency Health Program have the following employment options:
- ❖ Emergency Medical Technician Basic (DoH) with Higher Diploma
- ❖ Paramedic (DoH) with Bachelor of Emergency Health (Paramedic)
- ❖ Paramedic (DCAS) with Higher Diploma
- ❖ Advanced Paramedic with Bachelor of Emergency Health (Paramedic)
- ❖ Paramedic in SEHA facilities
- ❖ Paramedic in private facility

Program Learning Outcomes

Outcome descriptions for specific attributes of Bachelor of Emergency Health graduates:

PLO A1. Have a standard of knowledge, skills and technical competency appropriate for an entry-level practitioner in emergency health (Emergency Medical Technician - Advanced (Paramedics).
PLO A2. Be prepared to maintain high standards in their professional life through a commitment to lifelong learning.
PLO A3. Communicate effectively within a multidisciplinary health environment.

PLO A4. Understand and demonstrate contemporary Paramedics practice and the professional roles and responsibilities of a Paramedics.

PLO A5. Understand trends in the provision of community-based emergency healthcare.

PLO A6. Be reflective practitioners who are equipped to undertake current and future roles as health professionals responsible for the provision of community-based emergency healthcare.

PLO A7. Be life-long learners with the ability to adapt to community health needs and changes in health systems and provision of appropriate health care.

PLO A8. Have the knowledge and skills to practice in a safe and ethical manner in relation to themselves, their clients and the community.

PLO A9. Be client-centered in their approach, respecting the right of clients and their support networks to participate in decision-making.

PLO A10. Demonstrate awareness that people's health encompasses their activities and participation as well as their body structures and functions, personal and environmental factors.

PLO A11. Be able to supervise, manage and take responsibility, as appropriate, when working in collaboration with other professionals, students, clients and their support networks.

PLO A12. Achieve a breadth of education with a tolerance for ambiguity and differing views.

PLO A13. Be reflective and compassionate, with a concern for issues of equity, equality, humanity and social justice.

PLO A14. Have the ability to learn independently and be innovative in their approach to analysis, critical thinking, problem solving and evaluation.

PLO A15. Be able to effectively and efficiently communicate with other professionals, clients and the public.

PLO A16 - Possess appropriate oral, written and IT skills, including the ability to present coherent argument, negotiate effectively and manage conflict.

PLO A17. Demonstrate awareness of the social, ethical, economic, political and environmental context of illness, health and wellbeing.

PLO A18. Be committed to the health of populations as well as individuals and be proactive in prevention-oriented Pharmacy practice and health promotion.

PLO A19. Understand the social and ethical dimensions of Paramedics professional activities.

PLO A20. Integrate knowledge of relevant public policy and health and social care systems into their practice.

Outcome descriptions for specific attributes of Higher Diploma graduates:

PLO B1. The relevant skills to practice as an Emergency Medical Technician (Basic), defined by the current competencies and requirements of future practice.

PLO B2. The relevant generic skills, such as oral and written communication, critical thinking, learning for life, numeracy and information literacy and leadership.

PLO B3. The relevant professional and social values, attitudes, and behaviours, necessary for practice.

PLO B4. Abilities that would provide potential employment opportunities in a range of associated areas such as research assistant or EMT assistant.

5.3.2 Curriculum Description

The **FCHS bachelor's in science of Emergency Health and Paramedics** has been re-designed with a new four-year program and 133 credit hours (CH) curriculum approved in June 2019 by CAA. The EHS program courses are categorized as the following:

Course category	Credits
General Education Requirement (GER)	18
College Core Requirements (CCR)	16
College Elective Requirement (CER)	3
Major Core Requirements (MCR)	92
Major Elective Requirements (MER)	4
Total	**133**

5.3.3 Study Plan

☐ GER	■ CCR	■ CER	☐ MCR	☐ MER

Emergency Health	Emergency Health (Paramedic) (EHS2019)		Total Credits	133.00

Year 1 - Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
EHS	131	Medical terminology	2.00		
GRD	100	First Year Seminar	0.00		
GRD	101	Biology	3.00		GRD 102
GRD	102	Biology Lab	1.00		GRD 101
GRD	111	Anatomy and Physiology A	3.00		GRD 112
GRD	112	Anatomy and Physiology Lab A	1.00		GRD 111
GRD	161	Academic Writing 1	2.00		
GRD	171	Introduction to Psychology	3.00		

Year 1 - Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	121	Anatomy and Physiology B	3.00	GRD 111, GRD 112	GRD 122, GRD 122
GRD	122	Anatomy and Physiology Lab B	1.00	GRD 111, GRD 112	GRD 121
GRD	131				
GRD	251	Introduction to Biostatistics	3.00		
GRD	261	Academic Writing 2	2.00	GRD 161	
GRD	271	Islamic Studies	3.00		

Year 1 - Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
EHS	101	Introduction to Paramedic	2.00		
EHS	102	Patient Assessment	2.00	EHS 131, GRD 111, GRD 112, GRD 121, GRD 122	
EHS	103	Communication Skills	2.00		

Year 2 - Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
EHS	201	Introduction to Trauma	3.00	EHS 102	
EHS	202	Pharmacology for EMS	3.00	EHS 102	
EHS	203	Emergency Medical Technician 1	2.00	EHS 101, EHS 102	
EHS	232	Law, Ethics & Professionalism	3.00		
EHS	233	Human Development & Health	3.00		
EHS	204	Mental Health	3.00		
EHS	205	Medical Emergencies	3.00	EHS 102, EHS 202	
EHS	206	Toxicology	3.00	EHS 102, EHS 202	
EHS	207	Maternal and Neonatal Care	4.00	EHS 102	
EHS	234	Evidence-based Practice	3.00		

Year 2 - Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
EHS	208	Emergency Medical Technician 2	2.00		
EHS	271	Clinical Practice 1	4.00		

Year 3 - Semester 1					
Course Code		Course Title	Credits	prerequisite	corequisite
EHS	301	Medical Conditions	3.00		
EHS	302	Trauma Resuscitation	4.00		
EHS	303	Pediatric Emergencies	4.00		
EHS	335	Research Methodology	3.00		
EHS	336	Innovation & Entrepreneurship	3.00		

Year 3 - Semester 2					
Course Code		Course Title	Credits	prerequisite	corequisite
EHS	304	Critical Care	3.00		
EHS	305	Cardiovascular Emergencies	4.00		
EHS	306	Disaster Management	2.00		
EHS	337	Leadership & Management	2.00		
EHS	381	Clinical Simulation 1	2.00		
	ELE				

Year 3 - Semester 3					
Course Code		Course Title	Credits	prerequisite	corequisite
EHS	372	Clinical Practice 2	4.00		
EHS	373	Clinical Practice 3	2.00		

Year 4 - Semester 1					
Course Code		Course Title	Credits	prerequisite	corequisite
EHS	474	Clinical Practice 4	4.00		
EHS	475	Clinical Practice 5	4.00		
EHS	482	Clinical Simulation 2	2.00		

Year 4 - Semester 2					
Course Code		Course Title	Credits	prerequisite	corequisite
EHS	461	Capstone Research Project	3.00		
EHS	491	Advanced Resuscitation 1	2.00		
EHS	492	Advanced Resuscitation 2	2.00		
EHS	493	Advanced Resuscitation 3	2.00		
	MELE				

Expat students are required to complete internship after graduation.

5.3.4 Course Description

A.   General Education Courses (GER):

Students will take general education courses in the sciences and humanities in addition to, other introductory major course to gain an understanding of basic concepts, methods and theories in physiotherapy.
Refer study plan and section 5.1.1 General Education Requirements (GER) for course description

B. College Core Requirement (CCR):

Students are required to take the CCR courses of 16 credits to complete the program.
Refer study plan and section **Error! Reference source not found.** *for course description*

C. College Elective Requirements (CER):

Students will select one course from another discipline to complete a minimum of 3 credit hours. Students will choose from a variety of College Elective Courses (CER) offered by all the programs at FCHS.
Refer study plan and section 5.1.2 College Elective Requirements (CER) for course description

D. Major Core Requirements (MCR):

Students must complete all courses (92 credits) mentioned in the study plan.

MCR Course Description

EHS 131 Medical Terminology

Co-Requisite: None
Pre-Requisite: GRD 111, GDR 112

This is an introductory course needed by all future paramedics. The course is designed to introduce students to the new language of medical terminology that help them to prepare their coursework in anatomy and physiology, biology, and core EMS courses.

EHS 101 Introduction to Paramedic Practice

Co-Requisite: None
Pre-Requisite: None

This foundational course introduces the student to the field of paramedicine and how the paramedic is integrated into the public and emergency medical system.

The major themes of study are the introduction to the field of paramedicine and the entry-level skills required to function as a competent paramedic. The course introduces the students to EMS systems; roles and responsibilities of EMS practitioners; and basic lifesaving (BLS) techniques.

EHS 102 Patient Assessment

Co-Requisite: None
Pre-Requisite: GRD 111, 112, 121, 122, EHS 131

As a paramedic, one of the most important skills you will develop is the ability to assess a patient. Assessment combines several steps – assessing the scene, obtaining the patient's chief complaint and medical history, and performing a physical exam.

This foundational course introduces the student to the trauma, medical, and pediatric patient assessments. Using a combination of didactic lecture, clinical laboratory work and simulation, this course will develop the essential technical skills required to competently assess patients across their lifespans.

The major themes of study are the entry-level skills required to function as a competent paramedic. The course introduces the students to the scene survey, primary assessment, secondary assessment, reassessment, and diagnostic equipment used by the paramedic.

EHS 103 Communication Skills for Healthcare Professionals (Emergency Health)

Co-Requisite: None
Pre-Requisite: None

This course will provide the foundation of knowledge specific to communication techniques relevant to the allied health profession of paramedicine. In this course, you will learn about the communication principles and practices required by the paramedic and other health care providers. The major themes of study are the basic principles of communication, therapeutic communications, communication patterns, ethics and healthcare communications and advanced issues in communication. Topics include health communications; therapeutic communications; cultural considerations; principles of human connection; reflections and interpretations; patient-centered communications; family dynamics; systems of care; and ethics.

EHS 201 Introduction to Trauma

Co-Requisite: None
Pre-Requisite: EHS 102

This course introduces students to the epidemiology and pathophysiology of trauma and shock. It will continue to develop the role of the paramedic as a clinician; enabling students to integrate assessment findings with principles of epidemiology and pathophysiology to form a field diagnosis leading to a comprehensive management plan for an injured patient. The course will cover commonly encountered life-threatening, acute and chronic injuries associated with patients across the lifespan. The course will be case-based and includes 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 at the basic life support level.

EHS 202 Pharmacology for EMS

Co-Requisite: None
Pre-Requisite: EHS 102

Paramedics encounter an abundance of pharmaceutical agents within their practice. Understanding of these agents and their application is critical for the paramedic. This

course is designed to assist students with the development of foundational knowledge, skills and judgments regarding pharmacotherapy. It will cover medications used in paramedic practice as well as familiarization with common prescribed and over-the-counter medications taken by patients. Students will develop essential clinical skills for the administration of medications through various routes.

The course includes clinical skills laboratories that will enable the student to administer medications in a simulated environment. The scope of the course includes the development of skills needed to provide general health care at the advanced life support level.

EHS 203 Emergency Medical Technician 1
Co-Requisite: None
Pre-Requisite: EHS 102
This is the first course in a sequence of two emergency health courses that provides the foundational knowledge of pre-hospital emergency medical care.

The major themes of study are management of trauma, mass-casualty incident management, disaster management, ambulance operations, and extrication. Topics include the assessment and management of traumatic conditions; ambulance operations and air medical evacuation; patient extrication principles; hazardous materials awareness training; multiple casualty and incident management; principles of triage; and the EMS response to terrorism.

EHS 232 Law, Ethics, and Professionalism
Co-Requisite: None
Pre-Requisite: None
Law, Ethics and Professionalism provides students with a sound basis for legal and ethical practice within a healthcare setting. The course is divided into three distinct themes which blend together to assist in their understanding of legal principles, the application of legal standards, assessment and application of ethical practices while analyzing the overarching concepts of professionalism in a challenging and continually developing area of health practice.

The course will offer a broad range of teaching and learning strategies to accommodate the variety of participants in a non-clinical setting with an emphasis in supporting students in these activities. A particularly important area of activity within the course will be applying the principles in contextualized scenarios that relate directly to paramedic practice to ensure students consider and reflect upon areas of their professional practice, beyond the purely clinical.

EHS 233 Human Development and Health across the Lifespan
Co-Requisite: None
Pre-Requisite: None
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 in assessing human development and maintaining health across the lifespan and will explore issues relating to death and grieving.

EHS 204 Mental Health
Co-Requisite: None
Pre-Requisite: None
The course addresses the epidemiology and history of mental health in the United Arab Emirates, and the features of care systems with emphasis on community-based care. Acute and chronic medical mental health problems commonly encountered by paramedics are investigated. The course will continue to develop the role of the paramedic as a clinician who can assess and care for patients with mental health issues.

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.

EHS 205 Medical Emergencies
Co-Requisite: None
Pre-Requisite: EHS 102
This is the first course in a series of two medical specific courses that explores commonly encountered acute and chronic health emergencies. The course will provide the foundational knowledge of pre-hospital

emergency medical care employed by paramedics in the field.

The major themes of study are management of medical emergencies throughout the lifespan. Topics include the assessment and management of respiratory emergencies; endocrine emergencies; neurologic emergencies; environmental emergencies; allergies and anaphylaxis; and abdominal emergencies.

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 used to manage common medical emergencies.

EHS 206 Toxicology
Co-Requisite: None
Pre-Requisite: EHS 102
The course covers commonly encountered toxicological emergencies. It will continue to develop the role of the paramedic as a clinician; extending clinical examination and decision-making skills that were introduced in previous clinical courses to the management of patients experiencing a toxicological emergency.

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 exposure.

EHS 207 Maternal and Neonatal Care
Co-Requisite: None
Pre-Requisite: EHS 102
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.

EHS 234 Evidence-based Practice
Co-Requisite: None
Pre-Requisite: None

This course introduces population health, public health and primary health care principles to the analysis of pre-hospital emergency medical services (EMS). 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 prehospital setting. Students are 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.

EHS 208 Emergency Medical Technician 2
Co-Requisite: None
Pre-Requisite: EHS 203
This is the second course in a sequence of two emergency health courses that provides the foundational knowledge of pre-hospital emergency medical care.

The major themes of study are management of medical emergencies, pediatric emergencies, geriatric emergencies, obstetric emergencies, and patients with special challenges. Topics include the assessment and management of cardiac emergencies; respiratory emergencies; endocrine emergencies; GI/GU emergencies; pediatric emergencies; geriatric emergencies; obstetric emergencies; care of the newborn; and management of patients with special healthcare needs. Students will be eligible to take national registry- USA exam for EMT after successfully passing this semester.

EHS 271 Clinical Practice 1
Co-Requisite: None
Pre-Requisite: EHS 201,202, 205, 206, 207
This course continues to develop the role of the paramedic as a clinician by allowing students to operate in a supervised "real world" pre-hospital environment. It builds on pre-hospital clinical competences developed in earlier 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 during clinical placements with ambulance service providers and otherhealth agencies. Students will operate as a member of a basic life support (BLS)ambulance crew responding to ill or injured patients.

EHS 301 Medical Conditions
Co-Requisite: None
Pre-Requisite: EHS 202,
This is the second course in a sequence of two medical courses that explores acute and chronic health conditions encountered by paramedics and provides the foundational knowledge of prehospital emergencymedical care employed by paramedics in thefield.
The major themes of study are management of medical conditions throughout the lifespan. Topics include the assessment and management of cancer; lymphatic system disorders; pain and pain management; infectious and communicable diseases; antimicrobial therapy; genitourinary disorders; and reproductive disorders.
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 health conditions encountered in the prehospital setting.

EHS 302 Trauma Resuscitation
Co-Requisite: None
Pre-Requisite: EHS 201
This is the second course in a sequence of two trauma courses that explores trauma management and exposes the student to the resuscitation techniques employed by paramedics in the field. It continues to develop the role of the paramedic as a clinician by extending clinical examination and decision-making skills introduced in previous courses.
The course expands on commonly encountered life-threatening, acute and chronic injuries and the advanced management of shock in the pre-hospital setting.
The course is 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 expands on existing skills needed to provide general health care as well as care at the advanced life support level.

EHS 303 Pediatric Emergencies and Special Populations
Co-Requisite: None
Pre-Requisite: EHS 102
Patients across the lifespan pose unique challenges for the paramedic in practice. The age development and size of the pediatric patient has special considerations that must be correctly addressed so that the patient can be competently managed. On the other end of the spectrum, geriatric patients may present with multiple ailments that must be addressed.
This course develops the role of the paramedic as a clinician by extending clinical examination and decision-making skills that were introduced in previous clinical courses to the assessment and management of patients within special populations. It covers commonly encountered life-threatening, acute and chronic illnesses in these special populations.
The course is case-based and includes clinical skills laboratories and simulation to develop essential skills, problem-solving and decision-making competencies. The scopeof the course expands on existing skills needed to provide general health care as wellas care at an advanced life support level to special populations.

EHS 335 Research Methodology
Co-Requisite: None
Pre-Requisite: None
Research Methodology will provide an opportunity for students to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to their field and determine how research findings are useful in forming their understanding of their work, social, local and global environment.

clinical problem solving and decision-making competencies.

EHS 336 Innovation and Entrepreneurship for Paramedics
Co-Requisite: None
Pre-Requisite: None
Recent advances in medical research, basic sciences, agricultural and nutritional sciences, information technology, communication and transportation have created a wealth of new information that can use used to improve human health outcomes. The challenge for society now is to learn how to use all this information and propose solutions to improve human health. Many changes and improvements come from creativity, innovation and entrepreneurship.

Through real world examples and research from experts in the field, students will learn how to incorporate design thinking, entrepreneurship, and growth and leadership into the UAE health system as well as their own personal and professional development. This course is designed to provide students with essential skills needed to be competitive in today's growing economy. It will challenge students to innovate, overcome obstacles, and grow rapidly; with the goal of recognize opportunities to improve health care; and creating a business that will provide innovative solutions that can have a positive impact on the health of the UAE population and the gulf region. Overall, this course will investigate the processes of innovation from discovery to delivery, and to identify suitable pathways in order to bring students' ideas to fruition.

EHS 304 Critical Care
Co-Requisite: None
Pre-Requisite: EHS 102
This course addresses the management of patients with critical care conditions at the advanced life support (ALS) level. It introduces students to specialty situations, including extended care due to entrapment or environmental barriers, medical retrieval and inter-hospital transfers.

The course will be case-based and will include clinical skills laboratories and simulation to develop essential clinical skills,

EHS 305 Cardiovascular Emergencies & Conditions
Co-Requisite: None
Pre-Requisite: EHS 102
This course covers commonly encountered chronic, acute, and life-threatening cardiovascular emergencies and conditions across the lifespan. It continues to develop the role of the paramedic as a clinician by extending clinical examination and decision-making skills to the management of cardiovascular emergencies and conditions. 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.

EHS 306 Disaster Management
Co-Requisite: None
Pre-Requisite: None
This course introduces students to the paramedic's role when encountering a major incident or disaster. It will explore an all-hazards approach to mass casualty management and population-based care across a broad range of disasters.

Topics include basic types of disasters; workforce readiness; mass casualty and fatality management; public and population health; disaster triage; health system surge capacity; personal protective equipment and decontamination; legal and ethical issues in disaster management; incident management and emergency operations center; and community health emergency response operations.

EHS 337 Leadership & Management for Healthcare Professionals
Co-Requisite: None
Pre-Requisite: None
This course develops the role of the paramedic as a clinical leader. The course reviews key leadership theories, styles and responsibilities of a leader in prehospital emergency medical services (EMS). Topics include ethics in leadership; mentoring and subordinate development; performance

improvement; team building; and the future of leadership in EMS.

EHS 381 Clinical Simulation 1
Co-Requisite: None
Pre-Requisite: EHS 301, 302, 303
This course continues to develop the role of the paramedic as a clinician. It builds on a model of clinical competences developed in earlier 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 injuries and illness in a simulated setting and simulated scenarios that develop core paramedic competencies. The major theme during this course will be the management of ill and injured patients.

EHS 372 Clinical Practice 2
Co-Requisite: EHS 373
Pre-Requisite: EHS 305, 381
This course continues to develop the role of the paramedic as a clinician by allowing students to operate in a supervised "real world" prehospital environment. It builds on prehospital clinical competences developed in earlier 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 during clinical placements with ambulance service providers and otherhealth agencies. Students will operate as a member of an advanced life support (ALS) ambulance crew responding to ill or injured patients.

EHS 373 Clinical Practice 3
Co-Requisite: EHS 372
Pre-Requisite: EHS 381
This course continues to develop the role of the paramedic as a clinician by allowing students to operate in a supervised "real world" prehospital environment. It builds on prehospital clinical competences developed in earlier 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 within special populations with acute health conditions during clinical placements within designated hospitals. Students will operate as a member of an advanced life support (ALS) team.

EHS 474 Clinical Practice 4
Co-Requisite: None
Pre-Requisite: EHS 304
This course continues to develop the role of the paramedic as a clinician by allowing students to operate in a supervised "real world" prehospital environment. It builds on prehospital clinical competences developed in earlier 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 advanced clinical skills in the management of patients during clinical placements within designated hospitals. Students will operate as a member of an advanced life support (ALS) team.

EHS 475 Clinical Practice 5
Co-Requisite: None
Pre-Requisite: EHS 304
This course continues to develop the role of the paramedic as a clinician by allowing students to operate in a supervised "real world" prehospital environment. It builds on prehospital clinical competences developed in earlier 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 during clinical placements with ambulance service providers and otherhealth agencies. Students will operate as a member of an advanced life support (ALS) ambulance crew responding to ill or injured patients.

EHS 482 Clinical Simulation 2
Co-Requisite: None
Pre-Requisite: EHS 304, 305

This course continues to develop the role of the paramedic as a clinician. It builds on a model of clinical competences developed in earlier 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 injuries and illness in a simulated setting and simulated scenarios that develop core paramedic competencies. The major theme during this course will be the management of the critically ill patient.

EHS 461 Capstone Research Project
Co-Requisite: None
Pre-Requisite: All previous capstone research project

The Capstone Research Project provides students with the opportunity to integrate and apply skills, knowledge, concepts, and principles developed throughout the program. Students will explore a topical issue in emergency medical services (EMS) through research, analysis, and evaluation. They will develop an outline and project plan, conduct a review of relevant literature, apply relevant methodology, interpret information, and develop and present their conclusions in a formal paper.

EHS 491 Advanced Resuscitation 1

Co-Requisite: None
Pre-Requisite: EHS 304, 305

This course will cover American Heart Association Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS). Students that successfully complete this course will be eligible for ACLS andPALS certification valid for two years.

EHS 492 Advanced Resuscitation 2
Co-Requisite: None
Pre-Requisite: EHS 201

This course will cover National Association of Emergency Medical Technicians (NAEMT) Pre-hospital Trauma Life Support (PHTLS), All Hazards Disaster Response (AHDR). Students that successfully complete this course will be eligible for PHTLS and AHDR certification valid for four years.

EHS 493 Advanced Resuscitation 3
Co-Requisite: None
Pre-Requisite: EHS 205, 301

This course will cover National Association of Emergency Medical Technicians (NAEMT) Advanced Medical Life Support (AMLS), Geriatric Education for EMS (GEMS), and Psychological Trauma in EmergencyPatients (PTEP). Students that successfully complete this course will be eligible for AMLS, GEMS, and PTEP certification valid for four years.

E. Major Elective Requirements (MER)*

The student is required to select 1 course with a total of 4 credit hours from the major elective courses offered by the Emergency Health and Paramedics department.

MER Course Description

EHS 451 Tactical EMS Specialty Elective
Co-Requisite: None
Pre-Requisite: All previous Major Electives

As threats continue to become more prevalent in the new millennium, the utilization of Tactical Paramedics as members of a Tactical Emergency Medical Services (TEMS) unit is also increasing.

TEMS applies a team approach to dealing with casualties resulting from acts of terrorism or hostile threats. The tactical environment with multiple casualties with various injuries dictates the need for more highly qualified individuals with the increased knowledge and skills required to manage them.

The skills set of the Tactical Paramedic (TP) is above that received during initial Paramedic Training. Therefore, these Tactical Paramedic (TP) Modules have been established to create continuity and ensure consistency with the Scope of Practice of the TP as recognized by the Board of Critical Care Transport Paramedic Certification

(BCCTPC), the International Board of Specialty Certification (IBSC).

This program is designed to prepare the student to sit for the IBSC Tactical Paramedic Certification (TP-C) examination after successful completion of the course.

EHS 452 Critical Care EMS Specialty Elective

Co-Requisite: None

Pre-Requisite: All previous Major Electives

As health care changes continue in the new millennium, the utilization of Critical Care Transport (CCT) services is also increasing. CCT's are used to primarily transport critically ill and injured patients from one health care facility to another. The higher acuity of these patients during transport dictates the need for more highly qualified individuals with the increased knowledge and skills required to manage them.

The skills set of the Critical Care Paramedic (CCP) is above that received during initial Paramedic Training. Therefore, these Critical Care Transport Paramedic (CCTP) Modules have been established to create continuity and ensure consistency with the Scope of Practice of the CCP as recognized by the Board of Critical Care Transport Paramedic Certification (BCCTPC), the International Board of Specialty Certification (IBSC), and the International Association of Flight and Critical Care Paramedics (IAFCCP).

This program is designed to prepare the student to sit for either the Flight Paramedic (FP-C), Critical Care (CCP-C) certification examination after successful completion of the program. This program will also prepare the nursing candidate to sit for the Critical Care Flight Nurse (CCRN) certification examination.

EHS 453 Community EMS Specialty Elective

Co-Requisite: None

Pre-Requisite: All previous Major Electives

The goal of community-based paramedicine is to connect underutilized resources to underserved populations. In this case, it expands the role of EMS workers to provide health services where access to physicians, clinics and/or hospitals is difficult or may not exist.

The Community Paramedic is an organic part of Public Health, It exists for the sole purpose of serving the needs of identified communities. Its success relies heavily on collaboration among local stakeholders: The people who live or travel in medically underserved rural and remote locales; Elected officials whose charge it is to maintain the physical and fiscal health of a community; and Health department officials, clinic and hospital administrators, who assess needs and manage resources to provide the range of services to meet those needs.

This curriculum focuses on the needs of these communities and enables toparamedic to serve as an independent EMS provider under the guidance of medical direction. As health care changes continue in the new millennium, the utilization of Community Paramedic (CP) services is alsoincreasing.

The skills set of the Community Paramedic (CP) is above that received during initial Paramedic Training. Therefore, these Community Paramedic (CP) Modules have been established to create continuity and ensure consistency with the Scope of Practice of the CP as recognized by the International Board of Specialty Certification (IBSC).

This program is designed to prepare the student to sit for the IBSC Community Paramedic Certification (CP-C) examination after successful completion of the course.

5.4 Midwifery Program

5.4.1 Program Description

The National Strategy for Nursing and Midwifery -2025 in the UAE highlighted the need to raise the quality of nursing and midwifery in the country. Furthermore, the first National Strategy for Maternity and Childhood, launched by our patron at Fatima College of Health Sciences, Her Highness Shaikha Fatima bint Mubarak in 2017, prioritized the rights of children and mothers to get comprehensive healthcare. Thus, midwifery is a key component of this.

The Midwifery program is a 120 credit hours full time 4-year program (Common Year with nursing students + 3 years of midwifery study) that leads to the award of Bachelor of Science in Midwifery. Following the Common Year—GRU Program, the students will commence the midwifery education in year 2. The midwifery training will commence with the normal physiology of pregnancy, labour and postpartum in relation to the woman, fetus and baby. The third year will focus on complexities and obstetric emergencies concerning the woman, fetus and baby. The fourth year will then include leadership, research, education and a preparation for becoming a competent midwifery practitioner. This program will develop student midwives to practice the full scope of midwifery as globally recognised by the International Confederation of Midwives ICM (2019). Student midwives will care for women as early as possible in pregnancy and then continue throughout the pregnancy, labour and six weeks postpartum. All BSM courses are mandatory and must be completed in the order stipulated in the study plan (please refer to section 5.4.3). To facilitate immersion into each course and to ensure that the EU Directives are met, the program will follow a 'block' system of theory/lab and placement.

The Bachelor of Science in Midwifery program is aligned with the International Confederation of midwives' competencies (ICM 2019) and Baby Friendly initiatives (UNICEF 2022). The program also prepares students to practice as a midwife in accordance with the Qualifications Framework Emirates (QFE) (2012) and HAAD Professional Qualification Requirements. The goals and outcomes are consistent and aligned with Level 7 Bachelor qualification awarded as defined in the Qualifications Framework Emirates (QFE) .

All the courses in the BSM program have been organized to include a focus on cognitive and metacognitive knowledge, skills, and attributes to be developed and learned either explicitly in lectures, seminars, role play, skills practice within labs, tutorials and clinical placements, or implicitly through role modelling, discussion, readings and reflecting on clinical experiences.

Degrees:

The midwifery program leads to a Bachelor of Science degree in Midwifery

Career Opportunities:

The Midwifery BSc program will provide the following career opportunities:
❖ Clinical midwife working in a variety of settings in the community and hospital
❖ Practice development midwife (trains qualified midwives)
❖ Specialised midwife (e.g diabetic, mental health, bereavement midwife)
❖ Midwife Manager
❖ Research Midwife
❖ Academic midwife (teaching in colleges and universities)
❖ MSc, PhD

Program learning outcomes:

The outcomes of the program are to develop graduates who will be able to:
PLO 01. Demonstrate autonomous practice within the full scope of midwifery practice and in community and hospital settings
PLO 02. Apply problem solving and decision-making strategies as experts to support physiology and promote normal birth, reducing unnecessary interventions and providing emergency care.
PLO 03. Combine/Examine/debate clinical knowledge and skills with interpersonal and cultural competence, human rights, informed consent, and decision making for women
PLO 04. Formulate plans of care using evidence-based practice that respects and tailors to the needs of all childbearing women and infants.
PLO 05. Recognise deviations outside the scope of midwifery practice and refer appropriately to the multidisciplinary team.
PLO 06. Appraise mother-infant attachment and the impact on health and emotional well-being.

5.4.2 Curriculum Description

The BSM program comprises of 11 theoretical and 5 lab courses and 11 clinical placements within a variety of health care settings. A total of 120 credit hours are required to complete this degree including the Common Year (GRU) credits. The Midwifery program courses are categorized as the following:

Course category	Credits
General Education Requirement (GER)	27
College Core Requirements (CCR)	0
College Elective Requirement (CER)	3
Major Core Requirements (MCR)	90
Major Elective Requirements (MER)	0
Total	**120**

5.4.3 Study Plan

Year 1

Semester	Course Code	Course Title	Credits
	GRD 273	Arabic Studies	3
	GRD 271	Islamic Studies	3
	GRD 161 /261	Academic Writing/English Language	3
	GRD 111	Anatomy and Physiology A Theory	3
	GRD 112	Anatomy and Physiology A Lab	1
	GRD 100	First Year Seminar	0
	GRD 272	UEA Studies	3
	Total Credits		**16**
2	GRD 301	Innovation, Entrepreneurship and Sustainability	3
	BSN 101	Introduction to Nursing and Midwifery	0
	GRD 121	Anatomy and Physiology B Theory	3
	GRD 122	Anatomy and Physiology B Lab	1
		Elective	3
	GRD 101	Biology Theory	3
	GRD 102	Biology Lab	1
	Total Credits		**14**
3			
	Total Credits		30

Year 2

Semester	Course Code	Course Title	Credits
1	BSM 201	Understanding the Normal physiology in pregnancy, labour and postpartum – Theory Part 1	3
	BSM 202	Understanding the Normal physiology in pregnancy, labour and postpartum – Theory Part 2	3
	BSM 210	Clinical Health Assessment in Midwifery – Theory	3
	BSM 211	Clinical Health Assessment in Midwifery – Lab	3
	Total Credits		**12**
2	BSM 212	Fundamentals of Midwifery – Theory	3
	BSM 213	Fundamentals of Midwifery – Lab	3
	BSM 214	Care of the newborn and infant feeding -Theory	3
	BSM 215	Care of the newborn and infant feeding -Lab	3
	Total Credits		**12**

Semester	Course Code	Course Title	Credits
3	BSM 231	Fundamentals of Midwifery – Clinical	3
	BSM 216	Health Promotion Theory	3
		Total Credits	**6**

Year 3

Semester	Course Code	Course Title	Credits
1	BSM 331	Midwifery Led Care - Clinical	6
	BSM 3310	Understanding Pathophysiology and women with Complex needs -Theory	3
	BSM 311	Understanding Pathophysiology and women with Complex needs Lab	3
		Total Credits	**12**
2	BSM 332	Understanding Pathophysiology and women with Complex needs - Clinical	6
	BSM 312	Care of the newborn with complex needs - Theory	3
	BSM 333	Care of the newborn with complex needs -Clinical	3
		Total Credits	**12**
3	BSM 313	Obstetric Emergency care – Lab HIFI simulation	3
	BSM 334	Obstetric Emergency care – Clinical	3
		Total Credits	**6**

Year 4

Semester	Course Code	Course Title	Credits
1	BSM 410	Sociology applied to midwifery - Theory	3
	BSM 431	Sociology applied to midwifery - Clinical	3
	BSM 411	Research and Innovation for Midwives– Theory	3
	BSM 432	Consolidated Clinical Practice- 1	3
		Total Credits	**12**
2	BSM 412	Leadership and Management for midwives - Theory	3
	BSM 433	Leadership and Management for midwives - Clinical	3
	BSM 413	Becoming a competent midwife - Theory	3
	BSM 434	Consolidated Clinical Practice- 2	3
		Total Credits	**12**
3	BSM 435	Consolidated Clinical Practice- 3	3
	BSM 436	Consolidated Clinical Practice- 4	3
		Total Credits	**6**

5.4.4 Course Description

A. General Education Courses (GER):

Students will take general education courses in the sciences and humanities in addition to, other introductory major course to gain an understanding of basic concepts, methods and theories in Nursing.
Refer study plan and section 5.1.1 General Education Requirements (GER) for course description

A. College Core Requirement (CCR):

There are no CCR in the midwifery program. All BSM courses are mandatory MCR.

B. College Elective Requirements (CER):

There are no CER in the midwifery program. All BSM course are mandatory MCR.

C. Major Core Requirements (MCR):

Students must complete all courses (91 credits) mentioned in the study plan.

MCR Course Description

BSM 201- Understanding the Normal Physiology in pregnancy, labour and postpartum – Theory part 1
Co-Requisite: BSM 202 BSM 210, BSM 211
Pre-Requisite: GRD 111, GRD 112, GRD 121, GRD 122, GRD 161
In this course student midwives will review all the structures and systems of the human body so that they will understand the changes that occur when pregnancy starts. This will enable student midwives to work towards gaining an understanding of what constitutes the normal physiological changes that occur in pregnancy and labour and how the body recovers in the postpartum. Student midwives will be introduced into how to do a basic search to find evidence about topics using websites, books, global and local guidelines, primary research, secondary research and discussion papers.

BSM 202- Understanding the Normal Physiology in pregnancy, labour and postpartum – Theory part 2
Co-Requisite: BSM 201, BSM 210, BSM 211
Pre-Requisite: GRD 111, GRD 112, GRD 121, GRD 122, GRD 161

In this course student midwives will gain knowledge of what constitutes the normal physiological changes that occur in pregnancy and labour and how the body recovers in the postpartum. The knowledge will equip student midwives to effectively care for women within the 'normal' scope of midwifery practice. The knowledge and skills gained in this course will also enable student midwives to recognise when care has deviated from the norm and referral is necessary.

BSM 210 - Clinical Health Assessment for Midwives - Theory
Co-Requisite: BSM 211, BSM 201, BSM 202
Pre-Requisite: GRD 111, GRD 112, GRD 121, GRD 122, GRD 161
This course is designed to develop student midwives' knowledge and skills necessary to perform a comprehensive health assessment during pregnancy, labour and postpartum. The student midwives will be utilizing their knowledge of history taking, inspection, palpation, and auscultation. Using a systematic approach, the student midwives will develop an understanding of the core concepts that underpin a health assessment. Normal assessment findings,

frequently seen variations from normal, deviations from the norm and cultural differences are also explored.

BSM 211 - Clinical Health Assessment for Midwives - Lab

Co-Requisite: BSM 210, BSM 201, BSM 202
Pre-Requisite: GRD 111, GRD 112, GRD 121, GRD 122, GRD 161

This course is designed to develop student midwives' knowledge and skills necessary to perform a comprehensive health assessment during pregnancy, labour and postpartum. The student midwives will be utilizing their skills of history taking, inspection, palpation, and auscultation. Using a systematic approach, the student midwives will perform health assessments in simulated situations in the lab, including normal assessment findings, frequently seen variations from normal, deviations from the norm and cultural differences are also explored.

BSM 212- Fundamentals of Midwifery – Theory

Co-Requisite: BSM 213, BSM 214, BSM 215
Pre-Requisite: BSM 201, BSM 202, BSM 210, BSM 211

This course will describe and examine essential midwifery competencies incorporating knowledge, skills and behaviours which are vital for graduate midwives. Students will begin to understand key concepts of midwifery which will facilitate the delivery of appropriate, dignified and respectful care to women depending on where they are in their pregnancy journey. Through this course, the development of professional attitudes, as well as, psychomotor, communication and decision-making skills which will allow the student to become proficient in holistic fundamental midwifery skills will be learned. Moreover, a salutogenic approach where the individual psychosocial, emotional, cultural and spiritual needs of the woman are recognized and valued as well as the physical.

BSM 213 - Fundamentals of Midwifery - Lab

Co-Requisite: BSM 212, BSM 214, BSM 215
Pre-Requisite: BSM 201, BSM 202, BSM 210, BSM 211

This course will give students the opportunity to build on the knowledge and understanding of key concepts in midwifery learned in the Fundamentals Midwifery Theory. Student midwives will practice fundamental midwifery skills using clinical simulation which will prepare them for clinical placement opportunities as part of the maternity healthcare team. This course is underpinned by the principles of respect,dignity, compassion and a human rights approach to midwifery practice. The emphasis is on providing woman-centred, culturally sensitive, safe and high-quality midwifery care.

BSM 214 - Care of the Newborn and Infant feeding - Theory

Co-Requisite: BSM 212, BSM 213, BSM 215
Pre-Requisite: BSM 201, BSM 202, BSM 210, BSM 211

In this course, student midwives will develop an understanding of holistic midwifery care for healthy, term newborn infants. By the end of this course, the student midwife will have fundamental knowledge, skills and behaviours which are essential for newborn care. All holistic aspects of midwifery care of the newborn e.g. physical, emotional, psychological, cultural and spiritual will be explored in this course. A human rights approach will underpin this course with relevant ethical principles adhered to and discussed in relation to the care of the newborn. The importance of respectful communication, professionalism and confidentiality will be central to midwifery practice in thiscourse. Midwifery care is supportive of giving families the best start in life. UNICEF and the World Health Organisation (WHO) recommend breastfeeding for the first six months of life, with continued breastfeeding alongside complementary foods to 2 years of age. Thus, in addition, this course will include the knowledge, skills and behaviours whichpromote and support breastfeeding which are integral to the role of the midwife in all settings.The importance of the inclusion of partners in providing newborn care and support will be highlighted.

BSM 215 - Care of the Newborn and Infant feeding - Lab

Co-Requisite: BSM 212, BSM 213, BSM 214
Pre-Requisite: BSM 201, BSM 202, BSM 210, BSM 211

In this course, students will develop an understanding of holistic midwifery care for healthy, term newborn infants. By the end of this course, the student midwife will have fundamental knowledge, skills and behaviours which are essential for newborn care. All holistic aspects of midwifery care of the newborn e.g. physical, emotional, psychological, cultural and spiritual will be explored in this course. A human rights approach will underpin This course with relevant ethical principles adhered to and discussed in relation to the care of the newborn. The importance of respectful communication, professionalism and confidentiality will be central to midwifery practice in this course in preparation for interprofessional team working.

Midwifery care is supportive of giving families the best start in life. UNICEF and the World Health Organisation (WHO) recommend breastfeeding for the first six months of life, with continued breastfeeding alongside complementary foods to 2 years of age. Thus, in addition, this course will include the knowledge, skills and behaviours which promote and support breastfeeding which are integral to the role of the midwife in all settings. The importance of the inclusion of partners in providing newborn care and support will be highlighted.

BSM 231 - Fundamentals of Midwifery – Clinical
Co-Requisite: BSM 216
Pre-Requisite: BSM 212, BSM 213, BSM 214, BSM 215
This course will be the first clinical exposure for student midwives. Student midwives will be assigned to various clinical areas with the aim of exposure to fundamental midwifery practices. Students will work closely with midwives and other health professionals and be directly supervised in undertaking practice. The ADORA handbook will be used to guide the student in setting their personal goals for the placement. The Academic assessor will work with the practice assessor to guide the student in learning and the assessment. In this first clinical placement, students will focus on developing awareness of professional attitudes and behaviours, compassionate

and respectful relationships (both intercollegiate and with women and their families), effective communication and exposure to and practicing key aspects of woman-centred midwifery practice. A human rights approach and understanding of ethical principles will underpin midwifery practice.

BSM 216 - Health Promotion - Theory
Co-Requisite: BSM 231
Pre-Requisite: BSM 212, BSM 213, BSM 214, BSM 215
Health promotion is integral to the role of the midwife working with women and families. Pregnancy may be a vital opportunity to implement well-being and lifestyle changes since this may be the woman's first contact with a health professional in her life if she has always been well. This course is aimed at reducing the incidence of preventable conditions and using midwifery interventions which promote health and well-being and understanding of factors which may cause ill health. In this course, the student midwife will be introduced to the theoretical concept of health promotion underpinned by the principle of health for all. Key concepts in health promotion will be delineated and students will develop an awareness of practical issues which may be faced. Student midwives will develop critical thinking skills in appraising the best available evidence in relation to health promotion and midwifery and applying this knowledge to advise women. Contemporary topical debates around health promotion will be explored and practical examples will be given to support the student's learning.

BSM 331- Midwifery-Led Care – Clinical
Co-Requisite: BSM 310, BSM 311
Pre-Requisite: BSM 216, BSM 231
Midwives care for women as early as possible in pregnancy and then continue throughout the pregnancy, labour and up to two weeks postpartum. In the clinical areas student midwives will be able to translate what they have learned from theory and labs regarding recognising normal physiology for women, the fetus and babies and what constitute the parameters of normal midwifery care when providing antenatal screening, antenatal assessment, care in labour and postpartum care to the woman and newborn. Student midwives

will work closely with midwives and other health professionals and be directly supervised in undertaking practice. The ADORA handbookwill be used to guide the student midwives in setting their personal goals for the placement. The Academic mentor will work with the clinical mentor to guide the student midwives in their learning and the assessments. In this clinical placement, student midwives will also focus on recognising when care has deviated from the normal and referral is necessary. The knowledge and skills gained will enable student midwives to effectively care for women, their babies and family within the 'normal' scope of midwifery practice.

BSM 310 - Understanding Pathophysiology of women with complex- Theory
Co-Requisite: BSM 311, BSM 331
Pre-Requisite: BSM 216, BSM 231
In this course, student midwives will gain knowledge and understanding of the concept of pathophysiology and illness throughout the lifespan. Through scaffolding, students will be supported to build on their prior knowledge to learn about the role of the midwife in caring for women with medical conditions or who develop perinatal complications. This will be examined and appraised in a global and then local context. Student midwives will further their midwifery expertise in providing woman-centred care for women with complexities. Effective communication and interprofessional teamworking is a central aspect of this. In this course, the student midwife will expand critical thinking skills through applying their knowledge of evidence-based practice and policies to complex case scenarios to aid decision-making. Students will build their confidence in having the underpinning knowledge as preparation for the pathophysiology and women with complex needs clinical placement.

BSM 311 - Understanding Pathophysiology of women with complex- Lab
Co-Requisite: BSM 310, BSM 331
Pre-Requisite: BSM 216, BSM 231
In this course student midwives will be introduced to woman-centred, compassionate and respectful care of the

woman with complex needs. Simulated cases will help the student midwife to make sense of emerging complex scenarios and how to assess, investigate and manage various medical conditions and concerns. The student midwife will have the opportunity to practice their skills in care of women with complex needs.Communication skills will be an integral aspect of this module, working as part of the multidisciplinary team, escalating care appropriately and communicating urgent medical needs as well as a focus on excellent interpersonal skills to support the woman and her family and recognising the importance of how human factors may impact safety in maternity care.

BSM 332 - Understanding Pathophysiology of women with complex- Clinical
Co-Requisite: BSM 312, BSM 333
Pre-Requisite: BSM 331, BSM 310, BSM 311
In this course student midwives will be introduced to woman-centred, compassionate and respectful care of the woman with complex needs. Students will work closely with midwives and other health professionals and be directly supervised in undertaking practice. The ADORAhandbook will be used to guide the student midwives in setting their personal goals for the placement. The Academic mentor will work with the mentor to guide the student in learning and the assessment. In this clinical placement, students will focus on how to make sense of emerging complex scenarios and how to assess, investigate and manage various medical conditions and concerns. The student midwife will have the opportunity to practice and hone their skills in care of women with complex needs. Students will also focus on maintaining professional attitudes and behaviours, compassionate and respectful relationships (both intercollegiate and with women and their families), effective communication when caring for women and their families with complex medical needs.

BSM 312 - Care of the newborn with complex needs -Theory
Co-Requisite: BSM 332, BSM 333
Pre-Requisite: BSM 331, BSM, 310 BSM 311,

This course will influence students' theoretical practice in knowledge, skills and behaviours at Level 7 in accordance with the QF Emirates Framework incorporating the following aspects of competence: autonomy and responsibility, self-development, and role in context. In this course, midwifery students will develop their understanding of the newborn with complex needs. Various congenital disorders and medical conditions will be identified and the role of the midwife in providing holistic care for the mother and infant with complex needs examined

BSM 333 - Care of the newborn with complex needs - Clinical
Co-Requisite: BSM 332, BSM 312
Pre-Requisite: BSM 331, BSM 310, BSM 311
This course will be the first clinical exposure to caring for the newborn with complex needs for student midwives. Student midwives will be assigned to neonatal care clinical areas with the aim of exposure to midwifery practices in caring for the newborn with complex needs. Students will work closely with midwives and other health professionals and be directly supervised in undertaking practice. The ADORA handbookwill be used to guide the student midwives in setting their personal goals for the placement. The Academic mentor will work with the Clinical mentor to guide the student in learning and the assessment. In this clinical placement, students will focus on maintaining professional attitudes and behaviours, compassionate and respectful relationships (both intercollegiate and with women and their families), effective communication and exposure to and practicing key aspects of neonatal care. A human rights approach and understanding of ethical principles will underpin midwifery practice. Students will be expected to have completed the mandatory staff Neonatal Life Support prior to or during this placement. NLS should becompleted by the end of this placement and thestudent midwife should use any opportunity to participate in NLS under supervision.

BSM 313 - Obstetric Emergency Care- Lab Hifi Simulation
Co-Requisite: BSM 334
Pre-Requisite: BSM 312, BSM 332, BSM 333
This course is designed to develop student midwives' understanding of their scope of practice when caring for women and their

families during obstetric emergencies. Student midwives will build on their knowledge from the 'Understanding pathophysiology of women with complex' course to focus on their practical skills required during obstetric emergencies and the communication skills required with the multidisciplinary team. The teaching will be based on the PROMPT Manual.

BSM 334 - Obstetric Emergency Care- Clinical
Co-Requisite BSM 313
Pre-Requisite: BSM 312, BSM 332, BSM 333
In the clinical areas student midwives will be able to translate what they have learned from the Obstetric emergency care lab to recognise when a situation in clinical practice is categorised as an obstetric emergency. Through scaffolding, student midwives will also be supported to build on their prior knowledge learned regarding women with complex needs to manage an obstetric emergency. Student midwives will work closely with midwives and other health professionals and be directly supervised in undertaking practice. The ADORAhandbook will be used to guide the student midwives in setting their personal goals for the placement. The Academic mentor will work with the clinical mentor to guide the student midwives in their learning and the assessments. In this clinical placement, student midwives will also focus on developing awareness of professional attitudes and behaviours, compassionate and respectful relationships (both intercollegiate and with women and their families), effective communication and exposure to and practicing key aspects of woman-centred midwifery practice during an obstetric emergency. A human rights approach and understanding of ethical principles will underpin midwifery practice.

BSM 410- Sociology applied to Midwifery – Theory
Co-Requisite: BSM 411, BSM 431, BSM 432
Pre-Requisite: BSM 313, BSM 334
This course is designed to explore the social context of the changing status of midwives and the health service and the context in which women live and bring up their

families. Student midwives will also gain an understanding of the physical, psychological, political and economic factors that impact on women, their families, midwives and the maternity services. Ethical and legal requirements of the midwife when caring for women and families that are marginalised within society will be explored. The student midwives will also critically think how models of care influence the understanding of concepts such as pre-pregnancy, pregnancy, birth, midwifery, and risk. Additionally, the student midwives will build on their knowledge gained concerning pathophysiology and women with complex needs to also understand social complex issues that create vulnerability and discriminations.

BSM 431 - Sociology applied to Midwifery - Clinical

Co-Requisite: BSM 410, BSM 411, BSM 432
Pre-Requisite: BSM 313, BSM 334

This course is designed to translate the theory into practice concerning the social context of the changing status of midwives and the health service and the context in which women live and bring up theirfamilies. Student midwives will also gain an understanding and be exposed tocases including physical, psychological, political and economic factors that impact onwomen, their families, midwives and the maternity services. Student midwives willwork closely with midwives and other healthprofessionals to think about the ethical and legal requirements of the midwife when caring for women and families that are marginalised within society. The ADORA handbook will be used to guide the student in setting their personal goals for the placement. The Academic mentor will work with the clinical mentor to guide the student midwife in learning and the assessment.

In this course, student midwives will also critically think how models of care influence the understanding of concepts such as pregnancy, birth, midwifery and risk. Additionally, the student midwives will build on their knowledge gained concerning pathophysiology and women with complex needs to also understand social complex issues that create vulnerability and discriminations within society.

BSM 411 – Research and Innovation for Midwives- Theory

Co-Requisite: BSM 410, BSM 431, BSM 432
Pre-Requisite: BSM 313, BSM 334

This research and innovation course aims to enable the student midwife to develop the knowledge and skills required to undertake and present a research proposal relevant to the development of evidence-based practice. The course will guide student midwives to select an aspect of their clinical practice that requires improvement and or lacks a solid evidence base. This will require a review of the related literature and formulation of a scientific research proposal to investigate the chosen phenomenon. Additionally, the course provides an opportunity for students to advance their understanding of research language, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approach. Students will use these theoretical underpinnings to begin to critically review the literature relevant to their field and determine how research findings are useful in forming their understanding and translating the relevance of their findings locally and globally into clinical practice.

BSM 432 – Consolidated Clinical (Practice -1)

Co-Requisite: BSM 410, BSM 411, BSM 431
Pre-Requisite: BSM 313, BSM 334

This course will be the first of four final clinical exposures for student midwives. Student midwives will be assigned to various clinical areas with the aim of consolidating their midwifery knowledge and practice with a focus on evidence-based practice and translational research. Students will work closely with midwives and other health professionals and be expected to require minimal supervision or take the lead in undertaking practice. The ADORA handbook will be used to guide the student midwife in setting their personal goals for the placement. The Academic mentor will work with the clinical mentor to guide the student in learning and the assessment. In this first consolidated clinical placement, students will focus on evaluating clinical practices and assessing the research evidence to guide these clinical practices. Student midwives will also be utilising professional attitudes and behaviours, compassionate and respectful relationships (both intercollegiate and with women and their

families), effective communication and practicing key aspects of woman-centred midwifery practice. A human rights approach and understanding of ethical principles will underpin midwifery practice. Students will demonstrate problem-solving and critical thinking skills which facilitate women's individual needs at any given point of care. This course will scaffold the journey to prepare the student midwife to be a competent, autonomous, accountable and evidence-based graduate midwife.

BSM 412 - Leadership and Management for Midwives - Theory

Co-Requisite: BSM 413, BSM 433, BSM 434
Pre-Requisite: BSM 410, BSM 411, BSM 431, BSM 432

This course is designed to develop student midwives' knowledge and skills necessary to lead as competent autonomous practitioners. The course will enable student midwives to reflect on their current knowledge and increase their critical thinking to explore how leadership and management decisions are made. Student midwives will use evidence-based research to explore how local and global organisational cultures, resources, policy formation, monitoring and evaluations of services influence leadership and management decision making.

Student midwives will also explore leadership and management theories, models, and principles. Emphasis is on understanding and critiquing core concepts such as organizational structure and culture, organizational change, and conflict resolution, as well as managing budgets in a healthcare environment. Student midwives will be introduced to human resource management skills such as interviewing techniques, job analysis, and performance appraisal. in This course is designed to increase student midwives' academic and professional skills in the application of theoretical concepts to analytically undertake critical evaluation.

BSM 433 - Leadership and Management for Midwives– Clinical

Co-Requisite: BSM 412, BSM 413, BSM 434
Pre-Requisite: BSM 410, BSM 411, BSM 431, BSM 432

This course is designed to develop student midwives' knowledge and skills necessary to lead as competent autonomous practitioners. The course will enable student midwives to reflect on their current knowledge and increase their critical thinking to explore how leadership and management decisions aremade. Student midwives will use evidence- based research to explore how local and global organisational cultures, resources, policy formation, monitoring and evaluations of services influence leadership and managementdecision making.

Student midwives will also explore leadership and management theories, models, and principles. Emphasis is on understanding and critiquing core concepts such as organizational structure and culture, organizational change, and conflict resolution, as well as managing budgets in a healthcare environment. Student midwives will be introduced to human resource management skills such as interviewing techniques, job analysis, and performance appraisal. in This course is designed to increase student midwives' academic and professional skills in the application of theoretical concepts to analytically undertake critical evaluation.

BSM 413 - Becoming a competent practitioner- Theory

Co-Requisite: BSM 412, BSM 433, BSM 434
Pre-Requisite: BSM 410, BSM 411, BSM 431, BSM 432

This course will be the culmination of the midwifery course where students are expected to consolidate their knowledge, skills and behaviours in providing woman-centred care prior to their final clinical placement. Students will be encouraged to critically reflect on their personal midwifery practice and think about how they would like to be as graduate midwives. Develop skills in difficult conversations and challenging culture to build respectful maternity care practices. Students will build their competence and confidence through supervision of other students and interprofessional learning opportunities. Students will go beyond their personal practice to translating knowledge bridging the theory-practice gap to improve and strengthen healthcare systems. This course will guide students to close the gap between

common practice and best practice by rapidly sharing new innovations and ideas.

BSM 434 - Consolidated Clinical Practice – 2

Co-Requisite: BSM 412, BSM 413, BSM 433
Pre-Requisite: BSM 410, BSM 411, BSM 431, BSM 432

This course will be the second of four final clinical exposures for student midwives. Student midwives will be assigned to various clinical areas with the aim of consolidating their midwifery knowledge andpractice with a focus on 'becoming a competent midwife'. Students will workclosely with midwives and other health professionals and be expected to require minimal supervision or take the lead in undertaking practice. The ADORA handbook will be used to guide the student midwife in setting their relevant personal goals for the placement. The Academic mentor will work with the clinical mentor to guide the student midwives in learning, feedback and assessment. In this second consolidated clinical placement, students will focus on utilising professional attitudes and behaviours, compassionate and respectful relationships (both intercollegiate and with women and their families), effective communication and practicing key aspects of woman-centred midwifery practice. A human rights approach and understanding of ethical principles will underpin midwifery practice. Students will demonstrate problem-solving and critical thinking skills which facilitate women's individual needs at any given point of care. This course will prepare the student midwife to be a competent, autonomous, accountable and evidence-based midwife.

BSM 435 - Consolidated Clinical Practice – 3

Co-Requisite: BSM 436
Pre-Requisite: BSM 412, B BSM 413, BSM 433, BSM 434

This course will be the third of four final clinical exposures for student midwives. Student midwives will be assigned to various clinical areas with the aim of consolidating their midwifery knowledge and practice. Students will work closely with midwives and other health professionals and be expected to require minimal

supervision or take the lead in undertaking practice. The ADORA handbook will be used to guide the student midwives in setting their personal goals for the placement. The Academic mentor will work with the clinical mentor to guide the student in learning, feedback and assessment. In this third consolidated clinical placement,students will focus on utilising professional attitudes and behaviours, compassionate and respectful relationships (both intercollegiate and with women and their families), effective communication and practicing key aspects of woman-centred midwifery practice. A human rights approach and understanding of ethicalprinciples will underpin respectful midwifery practice. Students will demonstrate problem-solving and critical thinking skills which facilitate women's individual needs atany given point of care. This course will scaffold the journey from student midwife tobecoming a competent, autonomous, accountable and evidence-based graduate midwife.

BSM 436 Consolidated Clinical Practice – 4

Co-Requisite: Co-Requisite: BSM 436
Pre-Requisite: BSM 412, BSM 413, BSM 433, BSM 434

This course will be the final clinical exposure for student midwives. Student midwives will be assigned to various clinical areas with the aim of consolidating their midwifery knowledge and practice. Students will work alongside midwives and other health professionals and be expected to require minimal supervision in leading evidence-based midwifery practice. The ADORA handbook will be used to guide the student midwives in setting their personal goals for the placement. The academic mentor will work with the clinical mentor to guide the student in learning, feedback and assessment. In this final consolidated clinical placement, students will focus on utilising professional attitudes and behaviours, compassionate and respectful relationships (both intercollegiate and with women and their families), effective communication and practicing key aspects of woman-centred midwifery practice. A human rights approach and understanding of ethical principles will underpin midwifery

practice. Students will demonstrate problem-solving and critical thinking skills which facilitate women's individual needs at any given point of care. This course will

prepare the student midwife to be a competent, autonomous, accountable, compassionate, and evidence-based midwife.

5.5 Nursing Program

5.5.1 Program Description

In the UAE, there is a growing need for nursing as recognized by the relevant stakeholders, which include the Education sector, Community and Health services. The FCHS Department of Nursing is dedicated to improve the health of the UAE community. This would be achieved by educating professional nurses and contributing to advances in health care through innovative research, scholarship and service. Since its foundation in 2006, FCHS has developed a nationally recognized reputation for excellence in nursing education, which makes Bachelor of Science in Nursing highly competitive. The Nursing program is a well-established and recognized program embedding the art and science of health promotion and prepares the students to work in diverse settings where they provide holistic care and manage a broad spectrum of acute and chronic health conditions grounded on evidence-based practice. To ensure academic excellence, the curriculum is built based on a liberal arts foundation and complements nursing science with knowledge from the biomedical and social sciences. Through an inter-professional educational process, we engage students and prepare them to be empathic, competent, ethical clinicians and future leaders in healthcare.

Degrees:

The Nursing program offers the undergraduate stream Bachelor of science in Nursing-127 credit hours , which is open to high school graduates. The BSN program combines theory, labs and practice to prepare nurses to work in a wide variety of settings, including hospitals, clinics, schools and communities. The curriculum is composed of different types of courses:

Career Opportunities:

Employment opportunities for graduates with a Bachelor of Science in Nursing (BSN) are in high demand in the UAE. Graduates from the program are employed as general nurses providing direct healthcare to patients, families, and communities. Graduates may assume various roles in nursing practice, education, leadership, management, and research. An additional 16,158 nurses will be required by 2025 in the Emirate of Abu Dhabi alone (Department of Health (DoH), 2018). As a result of this, FCHS graduates will have ample employment opportunities in both government and private hospitals. The vision of the Department of Nursing is to become an influential and distinguished program through education, scholarly activity and research that advances the nursing profession and promotes the health of the community.

The following are the career opportunities for Nursing graduates:
- ❖ Medical/Surgical - Care for a variety of ill or injured patients and patients who have undergone surgery.
- ❖ Critical Care - Care for critically ill or injured patients of all ages.
- ❖ Labor and Delivery - Care for mothers and babies before, during, and after delivery.
- ❖ Pediatrics - Care for ill or injured children.
- ❖ Cardiac Care - Care for patients with issues involving their hearts.
- ❖ Geriatrics - Care for elderly ill or injured patients.
- ❖ Neurology - Care for patients with illnesses or injuries involving the nervous system.
- ❖ Dermatology - Care for patients with skin conditions.
- ❖ Orthopedic - Care for patients with illnesses or injuries to muscles and bones.

- ❖ Same Day Surgery/Post Anesthesia Care Unit Recovery Room - Care for patients immediately before or after surgery.
- ❖ O.R. - Care for patients in the operating room during surgical procedures.
- ❖ Clinical Nurse Specialist - Provides care to patients with complex illnesses or injuries and often responsible for the continuing education of staff nurses.
- ❖ Nurse Practitioner - Diagnoses and treats a wide variety of patients.
- ❖ Research - Involved with research studies to increase the knowledge base of the nursing profession.
- ❖ Nurse Midwives - Care for women during pregnancy and deliver their babies.
- ❖ Nursing Professor - Teaches nursing students in nursing schools.

Program learning outcomes:

The outcomes of the program are to develop graduates who will be able to:

PLO 01. Develop insights into the sciences and humanities in order to apply this knowledge to a range of health professional programs.

PLO 02. Critically reflect upon historical, philosophical, social, political, economic, ecological, ethical, legal, structural, institutional and other factors which have affected nursing and health care practices.

PLO 03. Employ a reflective and evidence-based decision-making approach in order to make sound, independent clinical judgments in relation to client care.

PLO 04. Recognize and respect the diversity and multi-cultural nature of society and be responsible to the needs and rights of individuals and groups in relation to the achievement of their level of optimal health.

PLO 05. Develop and maintain collaborative and supportive relationships with colleagues, health team members and other sectors of the community.

PLO 06. Practice within a value system that is consumer centered and which reflects and maintains the highest ethical, legal and professional ideals and standards.

PLO 07. Participate in providing nursing care based on a synthesis of research, knowledge and principles derived from the discipline of nursing and other relevant discourses in order to facilitate the sustainable health of individuals, groups and communities.

PLO 08. Contribute to the development of nursing as a discipline.

5.5.2 Curriculum Description

The FCHS bachelor's in science of Nursing has been re-designed with a four-year program and 127 credit hours (CH) curriculum approved in June 2019 by CAA. A new Plan of Study will start in August of 2022 for 120 credit hours (once given CAA approval). The Nursing program courses are categorized as the following:

Course category	Credits
General Education Requirement (GER)	21
College Core Requirements (CCR)	16
College Elective Requirement (CER)	3
Major Core Requirements (MCR)	81
Major Elective Requirements (MER)	6
Total	**127**

5.5.3 Study Plan

GER	CCR	CER	MCR	MER

Nursing	BSc in Nursing (NRS2019)		Total Credits	127.00

Year 1 - Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	100	First Year Seminar	0.00		
GRD	101	Biology	3.00		GRD 102
GRD	102	Biology Lab	1.00		GRD 101
GRD	133	Foundations of Health	3.00		
GRD	151	Calculus for Health Sciences	3.00		
GRD	161	Academic Writing 1	2.00		
GRD	171	Introduction to Psychology	3.00		

Year 1 - Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
BSN	112	Applied Microbilogy & infectio	3.00		
GRD	111	Anatomy and Physiology A	3.00		GRD 112
GRD	112	Anatomy and Physiology Lab A	1.00		GRD 111
GRD	221	Applied Biochemistry	3.00	GRD 101	
GRD	251	Introduction to Biostatistics	3.00		
GRD	261	Academic Writing 2	2.00	GRD 161	

Year 1 - Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	121	Anatomy and Physiology B	3.00	GRD 111, GRD 112	GRD 122, GRD 122
GRD	122	Anatomy and Physiology Lab B	1.00	GRD 111, GRD 112	GRD 121

Year 2 - Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
BSN	111	Applied Nutrition for Nurses	3.00		
BSN	211	Clinical Health Assessment	3.00	GRD 111	
BSN	212	Fundamentals of Nursing Theory	3.00	GRD 111	
BSN	220	Clinical Health Assessment Lab	3.00	GRD 111	
BSN	221	Fundamentals of Nursing Lab	3.00	GRD 111	

Year 2 - Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
BSN	210	Clinical Pharmacology	3.00		
BSN	213	Pathophysiology	3.00	GRD 111	
BSN	214	Adult Medical Surgical 1 Th	3.00	BSN 211, BSN 212	
BSN	215	Maternity Nursing Theory	3.00	BSN 211, BSN 212	
BSN	231	Adult Medical Surgical 1 Clini	3.00	BSN 221	
BSN	232	Maternity Nursing Clinical	3.00	BSN 221	

Year 2 - Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
BSN	217	Gerontology Nursing	3.00		
		ELE1			

Year 3 - Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
BSN	310	Pediatric Nursing – Theory	3.00	BSN 211, BSN 212	
BSN	311	Adult Medical Surgical 2 Theo	3.00	BSN 211, BSN 212	
BSN	312	Research Methodology	3.00		
BSN	330	Pediatric Nursing – Clinical	3.00	BSN 221	
BSN	331	Adult Medical Surgical 2 Clini	3.00	BSN 221	
GRD	301	Innovation & Entrepreneurship	3.00	GRD 261	

Year 3 - Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
BSN	313	Mental Health Nursing - Theory	3.00	BSN 214	
BSN	314	Leadership and Management	3.00	BSN 214	
BSN	332	Mental Health Nursing - Clinic	3.00	BSN 231	
BSN	411	Critical Care Nursing–Theory	3.00	BSN 311	
BSN	431	Critical Care Nursing - Clinic	3.00	BSN 331	

Year 3 - Semester 3				
Course Code	Course Title	Credits	prerequisite	corequisite
	ELE-NRS-2			
	NON-NRS			

Year 4 - Semester 1				
Course Code	Course Title	Credits	prerequisite	corequisite
BSN 315	Community Nursing – Theory	3.00	BSN 214	
BSN 333	Community Nursing – Clinical	3.00	BSN 231	
BSN 410	Research Capstone Project	3.00	BSN 312	
BSN 430	Consolidated Clinical Practice	3.00	BSN 331	
GRD 271	Islamic Studies	3.00		

5.5.4 Course Description

A. General Education Courses (GER):

Students will take general education courses in the sciences and humanities in addition to, other introductory major course to gain an understanding of basic concepts, methods and theories in Nursing.
Refer study plan and section 5.1.1 General Education Requirements (GER) for course description

D. College Core Requirement (CCR):

Students are required to take the CCR courses of 16 credits to complete the program.
Refer study plan and section **Error! Reference source not found.** *for course description.*

E. College Elective Requirements (CER):

Students will select one course from another discipline to complete a minimum of 3 credit hours. Students will choose from a variety of College Elective Courses (CER) offered by all the programs at FCHS.
Refer study plan and section 5.1.2 College Elective Requirements (CER) for course description.

F. Major Core Requirements (MCR):

Students must complete all courses (81 credits) mentioned in the study plan.

Note that GRD211 and GRD221 are offered by General Requirements Department and the rest of the MCR courses are offered by nursing department.

MCR Course Description

GRD 211 Applied Biochemistry
Co-Requisite: None
Pre-Requisite: None
This three-credit hour course is mandatory for nursing students. The course is designed to introduce nursing students to biochemistry by reviewing general and organic chemistry. The course covers the basic concepts of structures and functions of macromolecules, discussing basic information of enzymes including their mechanisms of action and regulation, the critical cofactor critical for enzyme function, and their use in the clinic, describing major metabolic pathways, and presenting main concepts of molecular biology and its technologies.

BSN112 Applied Microbiology and Infection Control Practices

Co-Requisite: None
Pre-Requisite: None

This course introduces students to basic microbiology and immunology with a focus on biomedical aspects and human health appropriate for students in fields of allied health. Topics covered include an introduction to the classification, morphology and physiology of microorganisms, primarily organisms that can cause human pathology, such as bacteria, viruses, fungi, protozoans, parasites, and worms; the body's immune response and mechanisms of defense at the cellular and humoral (molecular) level will be covered in the context of pathogenic organisms, tissue transplants, and autoimmune disease.

BSN111 Applied Nutrition for Nurses

Co-Requisite: None
Pre-Requisite: None

This course introduces nursing students to the interrelationships between nutrition, food and the environment as they affect health status. Emphasis is placed on the multiple factors that influence food intake. The role and function of nutrients in health promotion and wellness throughout the life cycle (maternal and infant nutrition) will be discussed. Fundamentals related to nutrients & energy with respect to digestion, absorption, metabolism, functions, dietary sources, diseases of malnutrition and requirements throughout the life cycle; assessment of nutritional status, formulation and planning diets, nutrition, counseling, and use of therapeutic diets in the management of common diseases of different body systems & selected chronic diseases of affluence.

BSN210 Clinical Pharmacology

Co-Requisite: None
Pre-Requisite: GRD211

This course will focus on the basic principles of pharmacology including pharmacokinetics and pharmacodynamics and will discuss all drugs affecting different systems of the body, their pharmacological actions, mechanisms of action, clinical uses, major side effects and important drug-drug interaction with emphasis on nursing applications of such drugs.

BSN211 Clinical Health Assessment in Nursing – Theory

Co-Requisite: BSN220
Pre-Requisite: GRD121 and GRD122

This course is designed to develop students' knowledge and skills necessary to perform a comprehensive health assessment utilizing the skills of history taking, inspection, palpation, percussion, and auscultation. Using a system approach will help students to develop an understanding of the core concepts that underpin a health assessment. Normal assessment findings, frequently seen variations from normal and cultural differences are discussed.

BSN220 Clinical Health Assessment in Nursing – Lab

Co-Requisite: BSN211
Pre-Requisite: GRD121 and GRD122

This course focuses on normal findings and common deviation from normal of each of the major body systems. The students will be provided opportunity to practice health assessment skills in the faculty of nursing laboratories. This course helps students to develop the skills and techniques required to perform health assessment as a first step of the nursing process and the ability to recognize the normal findings and the deviation from normal. Students will undertake three laboratory hours per week, for 15 weeks. The focus will be on an individual assessment.

BSN212 Fundamentals of Nursing – Theory

Co-Requisite: BSN221 and BSN230
Pre-Requisite: GRD121 and GRD122

This course shall provide the students with the necessary knowledge and competencies to meet the needs of individuals throughout their lifespan using the nursing process. Emphasis is placed on physiological, psychological, social, cultural and spiritual factors contributing to the well-being of the individual and family, Students will identify the need for fundamentals of nursing to be pro-active, responsive and therapeutic. This course aims to develop a beginning level of understanding, practice, application and evaluation of core nursing concepts.

BSN221 Fundamentals of Nursing – Lab

Co-Requisite: BSN212 and BSN230
Pre-Requisite: GRD121 and GRD122
This clinical course is designed to provide the student with laboratory guided experiences with emphasis on the student's independent learning that will assist her/him to master the basic nursing skills. These skills are presented according to the functional health patterns in parallel with knowledge provided to the students in the theory course, in order to prepare the students to implement holistic care modalities in the clinical settings.

BSN230 Fundamentals of Nursing – Clinical

Co-Requisite: BSN212 and BSN221
Pre-Requisite: GRD121 and GRD122
This course introduces classic nursing principles that underpin future clinical practice. Principles include such things as comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, medication administration, intrusive therapies and use of the nursing process with particular emphasis on the intervention component. The clinical settings will afford practical experience in application of the principles and skills taught in the theory portion of this class. Students will be expected to demonstrate beginning competency in application of the nursing process.

BSN213 Pathophysiology

Co-Requisite: BSN214
Pre-Requisite: GRD121 and GRD122
This course focuses on the physiological changes that occur as a result of internal and external environmental stressors and pathological responses of the body that lead to the appearance of the signs and symptoms of the disease in response to these changes. This course reviews the concepts and fundamentals of the most common health problems. The content focuses on the special health needs over individual's life.

BSN214 Adult Medical Surgical Nursing 1 – Theory

Co-Requisite: BSN231
Pre-Requisite: GRD221, BSN210, BSN211, BSN220, BSN212, BSN221, BSN230

This course is continuation to the "Introduction to Adult Medical Surgical Nursing" course. It introduces students to the conditions that affect the functional health patterns of an adult patient. It focuses on the bio-psychosocial responses of adults to actual and high risk conditions that affect their functional health patterns. The nursing process will be used as a framework to formulate nursing diagnoses and identify nursing interventions directed towards promoting, maintaining and restoring the health of adults and their families.

BSN231 Adult Medical Surgical Nursing 1 – Clinical

Co-Requisite: BSN214
Pre-Requisite: GRD221, BSN210, BSN211, BSN220, BSN212, BSN221, BSN230
This course is an introductory course that introduces nursing students to the basic concepts and practices of Adult Medical surgical nursing 1. This course is aimed at enabling the student to implement the skills and knowledge gained, and keeps track of their performance throughout the clinical posting. By the end of this course, the students are able to successfully fulfill all the clinical objectives included in the clinical workbook. The clinical workbook pertaining to this course contains records of evidences about students' clinical learning experiences, skills and competencies. As a self- directed lifelong adult learner, students are expected to demonstrate high level of responsibility towards utilizing every learning opportunity available at the clinical setting.

BSN215 Maternity Nursing – Theory

Co-Requisite: None
Pre-Requisite: BSN210, BSN211, BSN220, BSN212, BSN221, BSN230
This course is designed to enable undergraduate nursing students to gain knowledge competency relating to the concepts, principles and nursing care of childbearing women and maternity clients in the UAE. It complements the student's learning in the development of nursing practice knowledge and skills in child bearing and maternity settings. 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. 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 families in the areas of reproductive health, safe childbearing and effective nursing partnership with the childbearing women and their families.

BSN232 Maternity Nursing – Clinical
Co-Requisite: None
Pre-Requisite: BSN210, BSN211, BSN220, BSN212, BSN221, BSN230
This course provides the clinical component of the Maternity Nursing Course. The course introduces nursing students to the practical aspects of maternity nursing. The course will enable the student to meet the physiological, psychological, cultural and developmental needs of the maternity client. The course content includes normal antenatal, intranatal and postnatal care including care of the newborn. Minor disorders of pregnancy, infertility and family planning will be covered. Nutrition, pharmacology, cultural diversity, critical thinking and health assessment and the application of the nursing process are integrated throughout this course. During the clinical placement, the student will be provided with an opportunity to observe normal delivery, minor obstetric procedures and participate in the provision of care to maternity clients and their newborn babies. This course provides the student with the skills and attitudes needed to provide comprehensive maternity nursing. The course focuses on preparing the student to assist the woman and her family to adapt to parenthood. The course helps the student to explore scientific literature and utilize research findings in planning and providing comprehensive nursing care for patients in maternity care units.

BSN217 Gerontology Nursing
Co-Requisite: None
Pre-Requisite: None
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.

BSN310 Pediatric Nursing – Theory
Co-Requisite: BSN330
Pre-Requisite: BSN214
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. It complements the students' learning in research principles and develops their nursing practice and skills for providing evidence based care to children and their families. In addition to infection control practices and building on the prior skills obtained, students will focus on competencies related to caring for a sickchild in the Paediatric Unit.

BSN330 Pediatric Nursing – Clinical
Co-Requisite: BSN310
Pre-Requisite: BSN231
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. It complements the students' learning in research principles and develops their nursing practice and skills for providing evidence-based care to children and their families. In addition to infection control practices and building on the prior skills obtained, students will focus on competencies related to caring for a sickchild in the Pediatric Unit.

BSN311 Adult Medical Surgical Nursing 2 – Theory

Co-Requisite: BSN331
Pre-Requisite: BSN214
This course, a sequel to Adult Health Nursing I course. It introduces students to conditions that affect the functional health patterns of adult patients. Emphasis will be placed on the impact of these conditions on an individual's functioning. Students are expected to have skills and knowledge in the process of decision making when providing care for adult clients experiencing critical conditions. The nursing process provides a framework for selected independent, interdependent and dependent nursing interventions including health promotion and lifestyle changes.

BSN331 Adult Medical Surgical Nursing 2 – Clinical
Co-Requisite: BSN311
Pre-Requisite: BSN231
This course aims to expand the students' cognitive, psychomotor, and communicative skills. The students are guided to build on their past experience in the care of adult clients who are experiencing alterations in (metabolic, endocrine, renal, musculoskeletal, infectious diseases, nervous, immunology system, special senses & dermatology). Nursing process will be used to explore the role of the professional nurse in assisting clients to meet the biophysiological and psychosocial needs in different clinical settings. Communication skills, critical thinking, decision making, psychomotor skills, teaching-learning principles, keeping updated with current literature, and moral principles are emphasized in dealing with selected clients in clinical settings.

BSN313 Mental Health Nursing – Theory
Co-Requisite: BSN332
Pre-Requisite: BSN214
In this course, the student is introduced to basic concepts of psychiatric mental health. The course provides the student with the knowledge base to apply selected theories, concepts and research in the nursing management of mental disorders in service users throughout the life span and in a variety of settings. Continuing themes of growth and development across the life span, therapeutic communications, socio- cultural dimensions, pharmacology, teaching,

service user advocacy, and ethical standards are explored. Traditional psychotherapeutic and integrative health therapies are addressed.

BSN332 Mental Health Nursing – Clinical
Co-Requisite: BSN313
Pre-Requisite: BSN231
This course provides the opportunity for students to enhance identifications mental health and mental illness increase and to integrate and apply theory, concepts, and skills relevant to mental health nursing while doing their mental health clinical practicum. United Arab Emirates, cultural contexts, concepts of client, and treatment settings are examined using mental health nursing frameworks. Utilizing clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings.

BSN314 Leadership and Management for Health Professionals – Theory
Co-Requisite: None
Pre-Requisite: BSN214
The course focuses on leadership and management concepts within the UAE healthcare systems. Students will explore the social forces within Emirati healthcare systems, leadership and management 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.

BSN315 Community Nursing – Theory
Co-Requisite: BSN333
Pre-Requisite: BSN214
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, healthpromotion, comparative views of public health, vulnerability and those who are at riskin the community, cultural safety, community development, empowerment and community practice.

BSN333 Community Nursing – Clinical
Co-Requisite: BSN315
Pre-Requisite: BSN231
This course is designed to help the students to gain good broad perspective of community health nursing. The complete health appraisal learned previously is used to guide the concepts of the individuals within the family and the family within the community either in illness or wellness. All concepts of the nursing process within the family and self-care framework are applied. Analysis of roles and interactions of the community health nurse with individual, family and community is to be worked upon. Related topics to the primary health care aspects and community health will be applied during the course. A particular focus is working with those from diverse groups, vulnerable populations and those who are at risk.

BSN430 Consolidated Clinical Practice
Co-Requisite: BSN411, BSN431
Pre-Requisite: BSN331
This course draws together theoretical and clinical concepts related to legal and ethical responsibilities, quality and safety measures, and decision-making abilities based on knowledge and evidence in care of individuals and families. Under the guidance of a preceptor nurse who works in the clinical area, and in coordination with members from the Faculty of Nursing. In this course, the student will practice nursing to achieve 320 hours of clinical training, in various clinical settings to develop and demonstrate competence in the clinical practice that is congruent with a graduate student level. It is considered a preparatory course that will facilitate the transition from a student to a graduate nurse entering the workplace environment, with focus on nursing concepts that are required to successfully pass the licensure exam of the United Arab Emirates.

BSN411 Critical Care Nursing – Theory
Co-Requisite: BSN431
Pre-Requisite: BSN311

This course is an introductory course that introduces nursing students to the basic concepts and practices of Critical Care Nursing. During presentation of the core critical care knowledge, students will be provided with a strong knowledge base about the critically ill patient. This course provides the student with the advanced knowledge, attitudes, and skills needed to provide comprehensive nursing care for the patient with critical health conditions. The course focuses on preparing students to assist the patient and his family to adapt to their conditions and achieve the optimal level of care with the minimum disabilities. The nursing process provides a framework in providing nursing care for individuals within physiological health patterns. The course helps the student to explore scientific literature and utilize research findings in planning and providing comprehensive nursing care for patients in critical care units.

BSN431 Critical Care Nursing – Clinical
Co-Requisite: BSN411
Pre-Requisite: BSN331
The course focuses on preparing students to assist the patient and his family to adapt to their conditions and achieve the optimal level of care with the minimum disabilities. The nursing process provides a framework in providing nursing care for individuals within physiological health patterns. 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. 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.

BSN312 Research Methodology (Theory)
Co-Requisite: None
Pre-Requisite: GRD251
Research Methodology will provide an opportunity for students to establish or

advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to their field and determine how research findings are useful in forming their understanding of their work, social, local and global environment.

G. Major Elective Requirements (MER)

The program offers MER courses. Each MER course carries a weightage on 3 credits. The student is required to select two courses with a total of 6 credit hours from the MER.

MER Course Description

BSN500 Health Promotion in the UAE
Co-Requisite: None
Pre-requisite: None
This course explores the concepts of health promotion and their practical applications. The course discusses an introduction into the social, cultural, and ethical foundations of health promotion. It examines these foundations in relation to settings, populations and health issues including national and international developments. The course contributes in broadening students understanding of health, the determinants of population health and practice to promote community health. The knowledge and skills gained through completing the course will be of value in other courses in the degree programs and be directly transferable to employment and work settings oriented upon population health and, in particular, health promotion and protection, environmental and community health, health management and planning.

BSN501 Growth and Development
Co-Requisite: None
Pre-requisite: None
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. Studentsrequire general knowledge of lifespan development and a more specific understanding of risk and resiliency factors influencing psychosocial wellbeing and impacting upon health and humandevelopment. 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.

BSN502 Health law and ethics in UAE
Co-Requisite: None
Pre-requisite: None
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 comprised of the legal principles and legislative provisions that underpin day-to-day work and control safe and competent practice. Health professionals confront a multitude of ethically challenging situations and decisions within the boundaries of the law. This 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.

BSN503 Nursing Informatics
Co-Requisite: None
Pre-requisite: None
This course introduces nursing informatics as an integration of nursing, computer, and information sciences for the support of nursing practice. It will acquaint student

nurses with the effective utilization of technology and its applications throughout all aspects of health delivery.

BSN504 Health Education
Co-Requisite: None
Pre-requisite: None

This course is an introductory course that introduces nursing students to the basic concepts and practices of Health Education. The core expectation of this course is that students will learn about physical, mental, emotional and social health. It builds students' knowledge, skills, and positive attitudes about health, and motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors. In addition to that, the course objectives are designed to prepare our students with essential life management skills needed to make decisions, enhance the quality of personal and family life, become efficient citizens of society, and learn basic life skills and knowledge about monitoring and improving their health.

BSN505 Medical Terminologies
Co-Requisite: None
Pre-requisite: None

This course is designed to prepare the student to analyze, define, pronounce, and comprehend medical vocabulary and terminology. Students will gain understanding on basic medical terms through the study of root words, prefixes and suffixes. The course consists of learning the correct pronunciation, spelling, and correct use of medical terms relating to structure and function of body system, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition, common abbreviations applicable to each system will be carefully interpreted. Students will use system-approach and problem-solving techniques to assist in developing an understanding of course concepts.

BSN506 Emergency Nursing
Co-Requisite: None
Pre-requisite: None

This course focuses to build appropriate knowledge about emergency nursing which is an essential component of health care delivery system. This course is designed to give students the chance to gain in depth understanding of nature of emergency nursing and role of nurse in meeting different needs of patient. This course provides the student with the advanced knowledge, attitudes, and skills needed to provide comprehensive nursing care for the patient with emergency conditions. The course focuses on preparing students to assist the patient and his family to adapt to their conditions and achieve the optimal level of care with the minimum disabilities. It provides the students with knowledge that will help them to provide efficient nursing care during emergency and disaster situations either in pre-hospital settings or in hospital setting and also in disasters. Critical thinking and problem solving is emphasized.

BSN507 Workplace: Health and Safety
Co-Requisite: None
Pre-requisite: None

This course introduces students to the importance of health and safety at work, what staff and employer's duties are, the risks they may face, the arrangements and procedures employers should have in place including risk assessment. With this requisite knowledge, students will be prepared to recognize hazards and risks at work and do all they can to uphold health and safety control measures. The course looks at reducing the risk of injury or harm for all employees. Students should know what to do when accidents or incident occur including minimizing injury and reporting untoward events.

BSN508 Introduction to Healthcare systems
Co-Requisite: None
Pre-requisite: None

This course is an introductory course that provides an orientation to the students about the health care system of UAE .In the conduct of the course, apart from providing the overview of the healthcare system the nation, the focus will be on the growth of the health care system, its demand and challenges. The student will be introduced to the foundations of health care delivery system its organization, health insurance, public health, health care finance, current challenges to the system and different regulatory bodies in the health care systems in both federal level and the emirate level.

The course will also provide a careful oversight of the health care provision both from public sector and the private sector institutions, concurrently placing importance on the UAE's rapidly expanding pharmaceutical, medical equipment, health care IT and medical education sectors. The student will be oriented on the various affiliations and partnerships internationally to strengthen and enhance the health care delivery system of UAE.

BSN509 Therapeutic Communication
Co-Requisite: None
Pre-requisite: None
Effective Communication in Nursing is an elective course within the Bachelor of Nursing program. It covers the background principles of communication, provides experiential learning opportunities and forms a basis on which to build good nursing practice. 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. There is also 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.

BSN510 Nursing Disaster
Co-Requisite: None
Pre-requisite: None
This course will provide students with definition of disaster nursing; recognition of the community resources, utilizing disaster planning models; and recognizing the role of nurses in disaster situations. This course prepares the student to understand the nature of disaster in order to develop appropriate response, resources collection, crisis management & recovery strategies. Review of real-world disaster provides the student with valuable knowledge and skills to develop habits of anticipation and response. Students will learn principles for emergency planning and operation management, as well as individual skills to improve judgment, decision making and leadership which are vital skills during a disaster or crisis.

BSN511 Transition to practice
Co-Requisite: None
Pre-requisite: None
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.

5.6 Pharmacy Program

5.6.1 Program Description

Pharmacists are medicine experts. Their key role is to improve patient health outcomes through responsible use and optimization of selected medicines. They have a unique set of skills and knowledge; they train as scientists and clinicians. They use this scientific knowledge to counsel patients on how to take their medicine and make recommendations on the best medicines to cure, control or prevent diseases.

FCHS Pharmacy program was approved by the Commission for Academic Accreditation (CAA) for initial accreditation in August 2016 for delivery in both Abu Dhabi and Al Ain campuses. The program aims to enrich students with the knowledge, skills, and values to advance in the health profession, to meet the health care delivery demands, and work in a variety of settings with diverse patients, families and communities. The program is delivered by the Department of Pharmacy in partnership with SEHA Abu Dhabi Health Services Company and private clinical facilities. Students benefit from the scientific expertise of staff at FCHS and the clinical practice from our partners. This link allows our Pharmacy students to interact, learn and engage in inter-professional education (IPE) with other trainee healthcare professionals.

The Bachelor of Pharmacy Program at Fatima College of Health Sciences (FCHS) is a five-year program offered in Al Ain and Abu Dhabi campuses. To earn the Bachelor of Pharmacy degree at FCHS, students need to complete a minimum of 166 hours of credit.

Higher Diploma in Pharmacy is a 3 years program, and students need to complete a minimum of 94 hours of credit to graduate.

Career Opportunities:

Pharmacy graduates work in a number of different settings. Most graduates choose to undergo internship training and professional licensing to practice as pharmacists in private pharmacies, hospitals and primary health care centres. Postgraduate training allows pharmacists to specialize in various areas of pharmacy specialties for example paediatrics, oncology, critical care, nutrition support, nuclear medicine, transplantation, informatics, drug information and poison-control.

Pharmacy graduates can also have opportunities in other roles including the pharmaceutical industry, regulatory bodies governmental and non-governmental health organizations, insurance companies or academia. Other careers where a pharmacy degree is useful include; clinical research associate, medical sales representative, pharmacologist, product/process development scientist, regulatory affairs officer, research scientist (life sciences), science writer, and toxicologist.

Program Learning Outcomes (Under CAA Review):

PLO1. Develop and apply theoretical and factual in-depth core pharmaceutical, mathematical and allied scientific knowledge to address needs in drug development, pharmaceutical formulation, supply of medications, and patient care.
PLO2. Integrate comprehensive knowledge in sociology, economics, psychology, informatics, legal regulations, and pharmaceutical sciences with pharmacotherapy to provide patient care in the Community, Hospital, and Clinical Pharmacy.
PLO3. Formulate solutions for problems in disease management based on knowledge obtained through systematic analysis, evidence-based approaches, and research.
PLO4. Generate new knowledge and concepts for the pharmacy profession based on literature review and research.

PLO5. Communicate and explain complex information using advanced technology for a better health outcome.

PLO6. Design required research tools and construct appropriate patient care strategies.

PLO7. Display professional behavior, empathy, accountability, ethical standards, and respect socio-cultural norms in practice.

PLO8. Achieve desired outcomes independently or as a team member and a leader.

PLO9. Learn complex and advanced information continuously and independently, and apply it in professional practice.

5.6.2 Curriculum Description

The FCHS Bachelor of Pharmacy has been re-designed with a new five-year program and 166 credit hours (CH) curriculum that is currently under review by the CAA. Higher Diploma in Pharmacy has 94 credit courses in three year duration. Courses offered in later years of the programme integrate scientific and mathematical knowledge acquired in the initial years of the study. Applied pharmaceuticals sciences, integrated therapeutics and practice curriculum combined with professional placements rigorously prepare our graduates to work in the hospital, clinical, community and industrial pharmacy settings. In addition, critical literature review and graduation research project in degree program develop research and communication skills.

Bachelor of Pharmacy -Curriculum Design
The curriculum has six streams of study:

1. **Enabling Sciences** (Chemistry, Anatomy, Physiology, Biochemistry, Molecular Biology, Microbiology and Pharmacology) integrated with body systems and drug action.

2. **Pharmacy Practice** - the Clinical Application of the Enabling Sciences.

3. **Applied Pharmaceutical Sciences** - focuses on Pharmaceutical Formulations, Manufacture of Medicines, Oral absorption and Pharmacokinetics of Drugs.

4. **Integrated Therapeutics** - Clinical and Therapeutic Sciences, which deals with major Disease states, Epidemiology, their Diagnosis, the Chemistry, Pharmaceutics and Pharmacology of Medicines used to treat these conditions.

5. **Professional placements** - students undertake practical training in Community Pharmacy, Hospital, Ambulatory Health Service and Pharmaceutical Industry through the professional experience placements. The placements provide an understanding of the processes involved in, for example, providing primary health care, drug information, pharmaceutical manufacturing and clinical pharmacy services.

6. **Inquiry and Innovation** – critical evaluation of literature and graduation project.

5.5.3 Study Plan
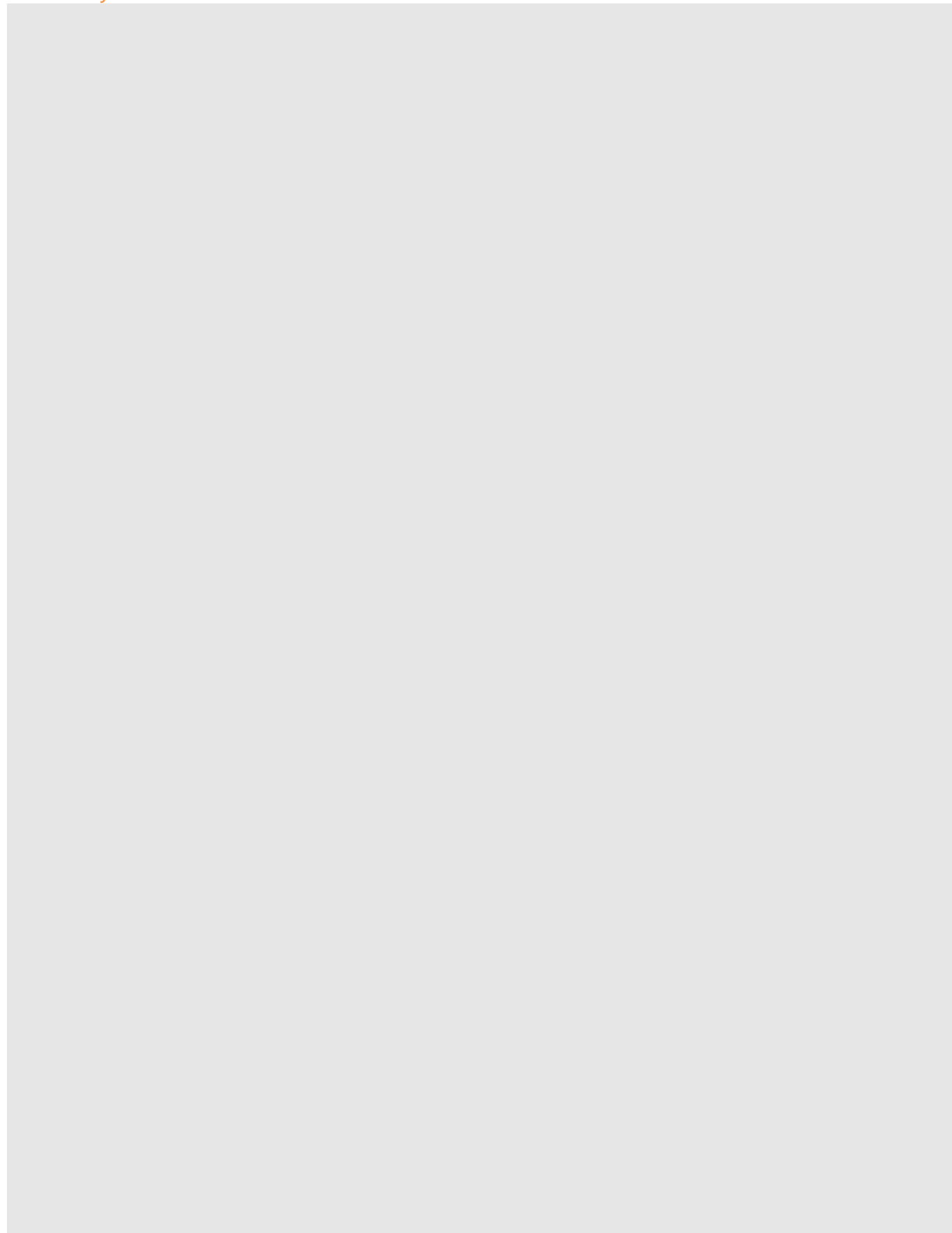
Effective from 2019-2020		Pharmacy-Study Plan		Total Credits = 166.00	
Year 3 - Semester 2					
Course	Code	Course Title	Credits	Prerequisite	Corequisite
PHA	324	Drug Deliv Disp & Dynamics	3.00	PHA 323	
PHA	335	Pharm Public Health Context	3.00	PHA 334	
PHA	342	Int Endocrinology & Nephrology	4.00	PHA 341	PHA 343
PHA	343	Int Cardiology & Pulmonology	4.00	PHA 341	PHA 342
Year 3 - Semester 3					
Course	Code	Course Title	Credits	Prerequisite	Corequisite
PHA	353	Hospital 1 PEP A	3.00	PHA 342, PHA 343	
PHA	354	Hospital 1 PEP B	3.00	PHA 342, PHA 343	
Year 4 - Semester 1					
Course	Code	Course Title	Credits	Prerequisite	Corequisite
PHA	425	Pharm Stab & Sterile Forms	3.00	PHA 324	
PHA	436	Context for Practice II	3.00	PHA 334, PHA 335	
PHA	444	Int GI Disease & PN	3.00	PHA 342, PHA 343	
PHA	445	Int Dermatol & Infect Disease	4.00	PHA 342, PHA 343	
Year 4 - Semester 2					
Course	Code	Course Title	Credits	Prerequisite	Corequisite
PHA	426	Advanced Drug Del & Dev	3.00	PHA 324, PHA 425	
PHA	446	IntegrativeToxicology	2.00	PHA 323	
PHA	447	Int Neurology and Psychiatry	4.00	PHA 444, PHA 445	
PHA	461	Pharm Research Critical Review	2.00	PHA 425, PHA 436, PHA 445	
PHARMACY ELECTIVE 2			2.00		
Year 4 - Semester 3					
Course	Code	Course Title	Credits	Prerequisite	Corequisite
PHA	455	AHS PEP A	3.00	PHA 436, PHA252	
PHA	456	AHS PEP B	3.00	PHA 436, PHA252	
Year 5 - Semester 1					
Course	Code	Course Title	Credits	Prerequisite	Corequisite
GRD	301	Innovation & Entrepreneurship	3.00	GRD 261	
GRD	361	Research Methodology	3.00	GRD 251, GRD 261	
PHA	537	Context for Practice III	3.00	PHA 436	
PHA	557	Industry PEP	1.00	PHA 425, PHA 426	
PHA	562	Pharm Research Data Analysis	2.00	PHA 461	GRD 361
Year 5 - Semester 2					
Course	Code	Course Title	Credits	Prerequisite	Corequisite
PHA	538	Transition to Practice	2.00	PHA 131, PHA 537	
PHA	548	Int Haematology & Oncology	4.00	PHA 215	
PHA	549	Advanced Therapeutics	3.00	PHA 342, PHA 343, PHA 447	
PHA	563	Pharmacy Research Project	4.00	GRD 361, PHA 461, PHA 562	
Year 5 - Semester 3					
Course	Code	Course Title	Credits	Prerequisite	Corequisite
PHA	558	Hospital 2 PEP A	3.00	PHA 548, PHA 549	
PHA	559	Hospital 2 PEP B	3.00	PHA 548, PHA 549	

Pharmacy Electives					
Course	Code	Course Title	Credits	Prerequisite	
PHA	022	Cosmeceutical and Cosmetic Formulations for Pharmacists	2.00		
PHA	023	Applied Pharmaceutical Microbiology and Biotechnology for Pharmacists	2.00	PHA215	
PHA	032	Applied Communication Skills for Pharmacists	2.00		
PHA	033	Applied Ethical Principles in Pharmacy Practice	2.00		
PHA	041	Clinical Trial Management for Pharmacists	2.00		

5.6.4 Course Description

A. General Education Courses

Students will take general education courses in the sciences and humanities in addition to other introductory major courses to gain an understanding of basic concepts, methods and theories in Pharmacy.

Refer to study plan and Section 5.1.1 General Education Requirements (GER) for course description.

B. College Elective Requirements

Students will select one course from another discipline to complete a minimum of 3 credit hours. Students will choose from a variety of College Elective Courses (CER) offered by all the programs at FCHS.

Refer to study plan and Section 5.1.2 College Elective Requirements (CER) for course description.

C. Major Core Courses

PHA130 - Introduction to Pharmacy
Co-requisite: None
Pre-requisites: None
This introductory course presents you with an overview of the science and practice of pharmacy, the disciplines that comprise the profession and areas of practice, including the history of pharmacy, systems of medicine, medicinal chemistry, development of pharmaceutical dosage forms, pharmaceutical calculations, and the underpinning principles of effective communication. You will be presented with the scope of pharmacy practice enabling you to start choosing your career direction early in the pharmacy curriculum at Fatima College of Health Sciences as well as being introduced to the Latin abbreviations used in prescription writing.

PHA112 - Bioorganic and Medicinal Chemistry
Co-requisite: PHA113
Pre-requisites: GRD141, GRD142
This course introduces chemistry as a central and underpinning science in pharmacy, describing how aspects of organic and inorganic chemistry are essential to an understanding of the structure, properties and mechanisms of action of therapeutic agents. You will investigate the structure, bonding and chemical reactivity of important classes of organic molecules. You will also study the chemistry of inorganic compounds, particularly the complexes of transition metal ions that have important applications in medicine.

PHA131 - Pharmacy Health and Society
Co-requisite: None
Pre-requisites: None
This course introduces the foundations in Pharmacy, Health and Society required for underpinning pharmacy practice in later levels of study. Students will learn about culture and how it influences health beliefs. Students will learn further applied mathematical techniques and be introduced to the concepts of pharmacoepidemiology. The UAE healthcare system, local and global pharmacy organizations their contribution to the profession are introduced. Students will undertake self-directed learning and participate in taught classes to enhance your learning experience.

PHA213 - Basis of Drug Action
Co-requisite: None
Pre-requisites: PHA112
This course provides basic knowledge about the molecular structure of drugs and relates molecular structure to pharmacokinetic and pharmacodynamic properties. You will learn

about the drug discovery and design process, the methods used to establish the structure of drug molecules and the techniques used to synthesize them. The principles you will learn in this course provide a foundation for the integrated therapeutics courses which focus on the treatment of diseases in specific therapeutic areas.

PHA221 - Principles of Pharmacology
Co-requisite: None
Pre-requisites: PHA130, PHA112, PHA113
This course introduces students to the fundamental principles of pharmacology with a focus on basis of drug action. The consequences of drug binding to cell-surface receptors, proteins and enzymes learned at molecular, cellular and organ level. The course further delves into the principles of the autonomic and peripheral nervous system pharmacology emphasizing on chemical mediators.

PHA232 - Non-Prescription Medication for Self-Care
Co-requisite: None
Pre-requisites: PHA131
This course provides students with a mix of pharmaceutical care knowledge and skills in non-prescription therapeutics of minor ailments encountered in the community pharmacy setting. Student will learn to respond to symptoms and requests for non-prescription medicines pertaining to minor ailments. Student will undertake self-directed learning, submit assigned tasks and participate in learning labs virtual/practical all of which will enhance their learning experience.

PHA233 - Pharmacy Law and Ethics
Co-requisite: None
Pre-requisites: PHA131
This course will introduce you to the regulatory and ethical framework of the practice of pharmacy in the UAE. You will learn about the legal and professional requirements for pharmacists andpharmacies, competency standards and scopeof practice, pharmacist licensing and registration, the regulation pharmaceutical

establishments and ownership, manufacturing, imports and the distribution of medicinal products including the supply of narcotic drugs and psychotropic substances. You will also learn about the regulation of the use of information and communication in the provision of healthcare services and the regulation of the advertisement and promotion of medical products.

PHA214 - Physicochemical Basis of Pharmacy
Co-requisite: None
Pre-requisites: GRD141
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 courses available in the second, third and fourth years of the program. The understanding of these principles will also assist students in their understanding in some areas of chemistry, physiology and biology.

PHA215 - Microbiology and Immunology
Co-requisite: None
Pre-requisites: GRD101, PHA221
This course introduces the principles of essential microbiology and immunology, emphasizing the human host interaction with an environment full of microbes and pathogens. The course further details microbes and microbial physiology, diseases caused by these microbes and their control, immune response to disease and preventative strategies, and the immune system's role in vaccination, hypersensitivity, and autoimmune disorders. The course also introduces mechanisms of organ rejection and its prevention.

PHA222 - Drug Delivery & Physical Pharmaceutics
Co-requisite: PHA214
Pre-requisites: None
This course will provide you with a comprehensive background of the physical

chemistry that underpins pharmaceutical solutions and the impact of solution properties upon the biopharmaceutical characteristics of the drug. You will learn about the physicochemical properties of pharmaceutical solids (drugs and excipients), transfer into solution and how the properties of those solutions relate to the biopharmaceutical characteristics of the drug. This course provides a foundation for you to build upon in further drug delivery courses where you will learn about more advanced dosage forms. Appreciating these principles will help you in to understand other areas of chemistry, physiology and biology.

PHA151 - Community Professional Experience Placement (PEP) A
Co-requisite: None
Pre-requisites: PHA131
This course is the first of nine professional experience placements embedded in the Bachelor of Pharmacy Program and embeds 120 hours of placement experience in the community pharmacy and/or pharmaceutical wholesaler setting. This course provides you with a practical overview of the pharmaceutical supply chain. You will learn about the relationship between pharmaceutical manufacturers, wholesalers, distributors, customers, and regulatory agencies. The focus of this placement is to highlight the practical importance of quantity and quality of supply of medicine and their delivery to the accurate place and customers and at the correct time

PHA252 - Community PEP B
Co-requisite: None
Pre-requisites: PHA151, PHA232, PHA233
This professional experience placement course embeds 120 hours of experiential learning experience in the community pharmacy setting. This course is designed to enhance your knowledge and understanding of a range of topics relevant to the practice of pharmacy in the community setting, to further develop skills in communication and problem solving and to provide the opportunity for you to apply your knowledge and skills learned from theory courses. The primary focus of this Community PEP B is to provide you with an introduction to the activities of community

pharmacy with the focus on the management of minor ailments most commonly seen in community pharmacy setting.

PHA334 - Context for Practice I
Co-requisite: None
Pre-requisites: PHA131, PHA232
This course builds on the knowledge and understanding of a range of topics apposite to the practice of pharmacy introduced in PHA131 and PHA232.
You will be introduced to the principles of pharmaceutical care, pharmacy management, pharmacovigilance and harm reduction. You will learn about the principles of medication safety and managing poisoning and overdose. You will also learn to apply a systematic approach to patient- centered pharmaceutical care, including patient assessment, problem-solving and communication.

PHA323 - Drug Delivery and Disposition
Co-requisite: None
Pre-requisites: PHA222, PHA214
This course builds upon the fundamental concepts of drug formulation and development introduced in PHA214 and PHA222. The context of drug delivery is expanded with an emphasis on oral drug absorption and pharmacokinetics. You will apply numerical techniques to optimize formulations and study the absorption of drugs into the body and the removal of drugs from the body. You will relate the processing of drugs and excipients and the formulation of medicines to therapeutic efficacy. You will also learn about non-linear pharmacokinetics and its relationship to clinical toxicology.

PHA341 - Integrated Therapeutics: Pain, Inflammation & Rheumatology
Co-requisite: None
Pre-requisites: PHA113
This course provides a foundation in the pathology, diagnosis and management of wide array of autoimmune, inflammatory and degenerative diseases that affect diverse organ systems, together with the management of pain arising from a variety of sources. You will learn about the diagnosis and management of immune diseases including rheumatoid arthritis, osteoarthritis

and gout, and apply your knowledge of the immune system, chemistry and pharmacology to the treatment of disease.

PHA343 - Integrated Therapeutics: Cardiology & Pulmonology
Co-requisite: PHA342
Pre-requisites: PHA341
This course will provide you with an understanding of the etiology, pathophysiology, pharmacotherapy and management of cardiovascular and pulmonary diseases. You will develop your skills in patient assessment and monitoring in these therapeutic areas and develop and effectively communicate a care plan. You will apply your knowledge of chemistry, pharmacology and pharmaceutics to the diagnosis and management of cardiovascular and pulmonary diseases, including geriatric patients and special populations. You will develop of critical thinking applied to clinical information and employ your oral and written communication skills to convey your understanding and advice to patients and healthcare professionals.

PHA342 - Integrated Therapeutics: Endocrinology and Nephrology
Co-requisite: PHA343
Pre-requisites: PHA341
This course will provide you with an understanding of the etiology, pathophysiology, pharmacotherapy and management of endocrine conditions and renal disease, including socioeconomic considerations. You will develop your skills in patient assessment and monitoring in these therapeutic areas and develop and effectively communicate a care plan. You will apply your knowledge of chemistry, pharmacology and pharmaceutics to the diagnosis and management of hypothalamic-pituitary-adrenal (HPA) axis, thyroid and parathyroid disorders, adrenocortical dysfunction, diabetes and acute, chronic and drug-induced renal disease. You will develop of critical thinking applied to clinical information and employ your oral and written communication skills to convey your understanding and advice to patients and healthcare professionals.

PHA335 - Pharmacy in Public Health Context
Co-requisite: None
Pre-requisites: PHA334
This course puts the practice of pharmacy and delivery of pharmacy services in a public health context. You will learn about how public health policy is designed, implemented and analyzed and about the impact upon the health of both the individualpatient that of the whole population. You will learn how pharmacists and other health professionals contribute to public health policy and develop an understanding of the economic implications. You will apply your knowledge to integrated solutions to clinical problems and further develop your skills in performing clinical calculations and dispensing.

PHA324 - Drug Delivery, Disposition and Dynamics
Co-requisite: None
Pre-requisites: PHA323
This course expands upon the pharmacokinetic principles introduced in PHA323. You will learn about the key concepts of clinical pharmacokinetics, drug metabolism and disposition, and how these are applied to therapeutic drug monitoring (TDM). You will learn how pharmacokinetic considerations impact upon the clinical care of patients and the effects of disease states, other conditions and medicines. You will build upon your knowledge of surface properties and learn about the formulation of heterogeneous systems, including dispersions, semi-solids, suppositories, pessaries, aerosols and modified release products.

PHA353 - Hospital 1 PEP A (3CH) & PHA354 - Hospital 1 PEP B (3CH)
Co-requisite: None
Pre-requisites: PHA342, PHA343
The primary focus of these courses are to introduce core activities of the practice of hospital pharmacy; providing you with the foundation needed to effectively engage in more advanced clinical experience placements later in the Program. The course focuses on a number of key servicesprovided by hospital pharmacists and hospital pharmacy departments: The practice of providing unit-based pharmacy

services, drug information services, hospital drug formulary services, management of a hospital pharmacy department, outpatient dispensing, distribution services and specialized sterile and cytotoxic dispensing are introduced. You will develop practice skills in a range of settings by applying the knowledge and understanding you have learned from theoretical courses. The emphasis of all activities is on process, rather than focusing on the management of individual diseases or specific situations.

PHA444 - Integrated Therapeutics: GI Disease & Parenteral Nutrition
Co-requisite: None
Pre-requisites: PHA342, PHA343
This course provides a foundation of basic knowledge required for the diagnosis and management of different patient groups with gastrointestinal diseases (GI). This course will relate the pathophysiology of these disorders with the rational design, pharmaceutics, and clinical use of drugs in an integrated fashion. The course also offers an overview of the fundamental principles of parenteral nutrition; indications for use, composition, administration, monitoring and complications.

PHA445 - Integrated Therapeutics: Dermatology & Infectious Disease
Co-requisite: None
Pre-requisites: PHA342, PHA343
The course involves the pathophysiology and pharmacotherapy of infectious diseases and dermatological conditions in various patient groups with emphasis on integrated learning that draws together the chemical and biological basis of disease, drug discovery of medicinal agents, pharmaceutical formulations and therapy. Drug therapy principles for conditions and patient groups will be emphasized enabling students to acquire the skills necessary to provide clinical pharmacy services within these areas.

PHA425 - Pharmaceutical Stability and Sterile Formulations
Co-requisite: None
Pre-requisites: PHA324
This course builds upon your fundamental knowledge of physicochemical principles and chemistry and your applied knowledge of

pharmaceuticals to develop an applied understanding of pharmaceutical preformulation, formulation and the sterilization and packaging of parenteral products. You will learn to apply a fundamental understanding of drugs and excipients from preformulation studies to the rational design medicines and to apply your knowledge of degradation mechanisms and kinetics to calculate the shelf lives of medicines. You will learn about aseptic processing, disinfection and preservation.

PHA436 - Context for Practice II
Co-requisite: None
Pre-requisites: PHA334, PHA335
The course will provide students with knowledge about different aspects of hospital pharmacy and the role of pharmacists in aged-care facilities. The course will focus on medication management reviews, drug information, clinical pharmacy methods, and optimization of drug treatment for the individual patient. The aim of this course is to provide the foundation necessary for students to enter a hospital practice environment and have a clear understanding of the different departments and roles a pharmacist may participate in patient- centered pharmaceutical care.

PHA447 - Integrated Therapeutics: Neurology and Psychiatry
Co-requisite: None
Pre-requisites: PHA444, PHA445
This course provides the basic knowledge required for the management of patients with a range of common mental health and neurology disorders. The 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 emphasized, enabling students to acquire the skills necessary to provide clinical pharmacy services within these areas. Students will perform a number of tasks, which will foster the development of critical thinking and oral and written communication skills.

PHA446 - Integrative Toxicology
Co-requisite: None
Pre-requisites: PHA323

This course builds on the concepts and drugs of clinical toxicology introduced in PHA323 Drug Delivery and Disposition. The course will focus on the biochemical, molecular, and physiological mechanisms of toxicology and the resulting responses, both functional and pathological, to this insult in some organ systems. Also, regulation of body systems and use of drugs in Pharmacy practice to overcome toxicity will be covered. Students will be given the opportunity to explore toxicology topics that have received recent attention in scientific or societal arenas.

PHA426 - Advanced Drug Delivery and Development
Co-requisite: None
Pre-requisites: PHA324, PHA425
This course will provide students with 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 course will also address advanced oral drug delivery technologies and targeted drug delivery systems. The drug development process for novel therapeutic agents and generic drugs will be explained. The importance of good manufacturing practices and quality assurance in the pharmaceutical industry will also be taught.

PHA461 - Pharmacy Research Critical Review
Co-requisite: None
Pre-requisites: PHA 425, PHA 436, and PHA 445
This course builds on student understanding and experience of the literature review process, focusing on several components, including 'Searching for Pharmacy related literature', 'Evaluating literature' and 'Writing up a review'. These will occur within the context of a Pharmaceutical science or practice or clinical research topic. This course will help students to delve scientifically into the current literature base to provide a critical overview of a chosen research topic to identify gaps and problems and then provide solutions to those problems. The preparation of the review article is teamwork involving 3 or 4 students in a chosen research topic.

PHA455 - AHS PEP A Professional Experience Placement (PEP) (3CH)
And PHA456- AHS PEP B Professional Experience Placement (PEP) (3CH)
Co-requisite: None
Pre-requisites: PHA252, PHA436
These courses are designed to enhance your knowledge and understanding of a range of topics and give, you practice experience of pharmacy in the AHS setting. You will further develop skills in communication and problem solving and apply your clinical knowledge under the supervision of a pharmacist preceptor. You will explore issues related to AHS services and to play an active role in the day-to-day activities of the pharmacy. You will work with other healthcare professionals and experience how the provision of primary care to patients is a team approach that includes pharmacy.

PHA537 - Context for Practice III
Co-requisite: None
Pre-requisites: PHA436
The aim of this course is to further prepare students for practice as pharmacists. This course builds particularly on the previous courses of the Pharmacy Practice stream (PHA436). Students will build on their knowledge of pharmacy management and medication safety. In addition, complementary and alternative medicines, wound management and drug-drug interactions will be discussed.

PHA557 - Industrial Professional Experience Placement
Co-requisite: None
Pre-requisites: PHA425, PHA426
This course is the seventh of nine professional experience placements embedded in the Bachelor of Pharmacy Program and stands alone from the other placement experiences. The course embeds 40 hours of placement experience in the industrial pharmacy (manufacturing) setting. You will be experiencing the roles of the industrial pharmacist through a mixture of expert lectures/briefings and direct experience of the industrial work environment. The industrial placement provides an applied understanding of dosage form design, basic industrial processes (drying, mixing, filtration and granulation) and

product packaging that extends your theoretical knowledge of these topics. You will identify the main roles and responsibilities of industrial pharmacists by observing their activities in research and development department, quality control and production.

PHA562 - Pharm Research Data Analysis
Co-requisite: None
Pre-requisites: PHA461
This course builds on student understanding and experience on Pharmacy research, which is a cornerstone of modern health care and professional practice. Having previously been exposed to Academic writing, Research methodology, and Critical research reviews, students will now build on their skills to understand data management and analysis for later application inPharmacy research graduate project. This course provides information and understanding about data generation, handling, extraction, analysis and presentation.

PHA548 - Integrated Haematology and Oncology
Co-requisite: None
Pre-requisites: PHA215
The course involves the pharmacotherapy of haematology and oncology disorders and provides the relationship between pathophysiology and the rational drug design and use of drugs in the management of conditions of this type. There is emphasis on the biological, chemical, and immunologic basis of disease and therapy, pharmaceutical and biotechnology applications, socioeconomic considerations, and in developing patient assessment, patient care plans with monitoring and communication skills. Drug therapy principles and current guidelines for particular conditions and patient groups will be emphasized enabling students to acquire the skills necessary to provide clinical pharmacy services within these areas.

PHA538 - Transition to Practice
Co-requisite: None
Pre-requisites: PHA131, PHA537
The Transition to Practice course is designed to consolidate and apply knowledge, skills and behaviours acquired throughout the

curriculum in preparation for employment e.g. residency, internship, entry-level job opportunities in practice, clinical and industrial pharmacy settings. The focus of this course is on professional preparation; development of curriculum vitae, letters of intent, personal statements, and presentation and interviewing skills. Development of other pertinent professional attitudes will be covered. Preparation for Professional Licensing Examination will also be covered in this course.

PHA549 - Advanced Therapeutics
Co-requisite: None
Pre-requisites: PHA342, PHA343, PHA447
This PHA549 Advanced Therapeutics Course builds on the knowledge and skills developed throughout the Pharmacy program. A blend of pharmacy knowledge application and skills development is utilized in the course to guide students towards becoming effective entry level Pharmacy professionals working with diverse patient populations and health care team members. These skill-set areas are structured to compliment the knowledge and skills obtained in the other courses of the Integrated Therapeutic stream covering disease states (i.e. cardiology, infectious diseases, dermatology, endocrinology, oncology and neurology, nephrology, etc.) to best prepare students to handle complex, clinical cases in a range of pharmacy environments.

PHA563 - Pharmacy Research Project
Co-requisite: None
Pre-requisites: GRD361, PHA461, PHA562
This course is a group project that builds on prior knowledge and skills obtained from Pharmaceutical Sciences, Pharmacy Practice and Integrated therapeutics to produce new information, address research questions and solve problems in the chosen field. It provides students with an opportunity to work independently and as a team in a research project to develop research and critical evaluation skills used routinely by professional pharmacists. The emphasis will be on planning a project, developing a methodology, analysing the data and disseminating the results. Students will subsequently evaluate the significance of the

findings and provide a comprehensive report on their project.

PHA558 - Hospital 2 PEP A (3CH) and PHA559 - Hospital 2 PEP B (3 CH)

Co-requisite: None
Pre-requisites: PHA548, PHA549

These courses are designed to further enhance your knowledge, understanding and application of skills to the practice of pharmacy in the hospital pharmacy setting (introduced in PHA353 and PHA354). You will further develop skills in communication and problem solving as a member of a multidisciplinary healthcare team under the guidance of a pharmacist preceptor. PHA558 and PHA559 build on the skills introduced in PHA353 and PHA354 by combining the individual clinical skills into overall patient care and introducing you to specialized hospital pharmacy practice including clinical trials and drug utilization and evaluation studies. You will follow patients from admission to discharge, identifying each aspect of their stay and evaluating the pharmaceutical care provided. Your preceptor will then guide you through the development and presentation of a case study to the pharmacy team.

Major Elective Requirements (MER):

Higher Diploma students must complete ONE (2 credit hours) Pharmacy Program Major Elective course and Bachelor of Pharmacy students are required complete TWO (2 credit hours) Pharmacy Program Major Elective courses.

PHA022 - Cosmeceutical and Cosmetic Formulations for Pharmacists

Co-requisite: None
Pre-requisites: None

The course is designed to enable the student to be familiar with specific ingredients used in cosmeceutical and cosmetic formulations and their technical aspects especially related to skin, hair and nail cosmeceuticals. This module includes the application of sophisticated methodologies for evaluation of cosmeceuticals and emphasizes the importance of utilizing advance techniques to evaluate safety of cosmetics and cosmeceuticals.

PHA023 - Applied Pharmaceutical Microbiology and Biotechnology for Pharmacists

Co-requisite: None
Pre-requisites: PHA215

This course explores the roles of microbiology, biotechnology and biosimilars in the development of pharmaceuticals with particular emphasis on industrial production. You will study the development of pharmaceutical products based on microbiological and biotechnological concepts. The production of pharmaceuticals by fermentation, bioconversion, and DNA recombinant technology are considered.

PHA032 - Applied Communication Skills for Pharmacists

Co-requisite: None
Pre-requisites: None

This course aims to provide students with effective communication techniques to interact with patients and other health professionals to affect positive therapeutic outcomes. The course focuses on application and refinement of communication skills for pharmacists in all aspects of professional practice.

PHA033 - Applied Ethical Principles in Pharmacy Practice

Co-requisite: None

Pre-requisites: None

In this course, you will extend your knowledge of the ethical frameworks appropriate to pharmacists in the UAE and relate appropriate ethical behavior to the scope practice of the professional and the patient's health. You will apply adopted ethical values in case-based scenarios in different areas of therapeutics and pharmacy practice to optimize skills in ethical decision-making.

PHA041 - Clinical Trial Management for Pharmacists

Co-requisite: None

Pre-requisites: None

This course provides the detailed knowledge to design, conduct, and audit clinical trials. The course emphasizes on volunteer informed consent, management of clinical trials, and the roles and responsibilities of various parties and regulatory in clinical trials.

5.7 Physiotherapy Program

5.7.1 Program Description

Physiotherapy is a service provided by physiotherapists to individuals and populations to develop, maintain and restore maximum movement and functional ability throughout the lifespan. The service is provided in circumstances where movement and function are threatened by ageing, injury, pain, diseases, disorders, conditions or environmental factors and with the understanding that functional movement is central to what it means to be healthy. Physiotherapy involves the interaction between the physiotherapist, patients/clients, other health professionals, families, care givers and communities in a process where movement potential is examined/assessed and goals are agreed upon, using knowledge and skills unique to physiotherapists.

Physiotherapists are concerned with identifying and maximizing quality of life and movement potential within the spheres of promotion, prevention, treatment/intervention, habilitation and rehabilitation. These spheres encompass physical, psychological, emotional, and social wellbeing.

Physiotherapy is a practical profession and FCHS is aware of this. For this purpose, the new program includes innovative features from first year clinical placements to advanced physiotherapy practice in surgical and medical conditions, and up to seven Major Elective Courses to be chosen in Years 3 and 4 for students to start building their specialty, from Manual Therapy, Sports Physiotherapy, Complementary Therapies to Physiotherapy in Primary Care aligned with *The Primary Care Family Medicine Model in Abu Dhabi* released in 2018 by DoH. The program also includes one College Elective Course from eight current options to extend the area of knowledge to other FCHS disciplines. The program includes a majority of practical courses and clinical placements from Year 1 in and off campus with a reduced number of students and facilities equipped with all the necessary means results as complete learning, a good training and a quality education.

During the four-year program, the student will be able to practice in person since the first academic year, in a system based on rotation so that the student will get to practice and try most fields within physiotherapy at the most relevant private and public hospitals within the Emirate of Abu Dhabi, and currently expanding the scope.

Degrees:

1. Bachelor in Physiotherapy - 138 credit hours
2. Higher Diploma in Physiotherapy - 109 credit hours

Career Opportunities:

The physiotherapist's extensive knowledge of the body, its movement needs, and potential is central to determining strategies for diagnosis and intervention. The practice settings will vary according to whether the physical therapy is concerned with health promotion, prevention, treatment/intervention, habilitation or rehabilitation.

The scope of physical therapist practice is not limited to direct patient/client care, but also includes:

❖ Public health strategies
❖ Advocating for patients/clients and for health
❖ Supervising and delegating to others
❖ Leading
❖ Managing
❖ Teaching

- ❖ Research
- ❖ Developing and implementing health policy at the local, national and international levels

Most physiotherapists work in public institutions with an internship that allow them to be part of SEHA. Both public and private sectors of this profession are a rising career option for Physiotherapy graduates in the fields of clinical practice, management, research and education.

The following are some of the areas in which Physiotherapy students can work once they finish their degree:

- ❖ Private physiotherapy clinics
- ❖ Physiotherapy units within hospitals
- ❖ Pediatric units
- ❖ Geriatric hospitals and centers
- ❖ Leisure and sport companies
- ❖ Neuro rehabilitation centers
- ❖ Aquatic treatments in spas and clinics
- ❖ Universities
- ❖ Governmental services
- ❖ Companies and enterprises

Program Learning Outcomes (PLOs)

Upon graduation, Physiotherapy students are expected to be able to:

PLO 01. Have a standard of knowledge, skills and technical competency appropriate for an entry level practitioner in physiotherapy
PLO 02. Be prepared to maintain high standards in their professional life through a commitment to lifelong learning.
PLO 03. Be aware of the latest advances in physiotherapy and related fields, and be positioned to engage in the expanding knowledge base.
PLO 04. Appreciate the value of research and be skilled at accessing, critically appraising and applying the best available evidence to their everyday practice.
PLO 05. Understand and show respect for the roles of other professionals and be able to work collaboratively within the discipline of physiotherapy and as part of a multidisciplinary team.
PLO 06. Have the knowledge and skills to practice in a safe and ethical manner in relation to themselves, their clients and the community.
PLO 07. Demonstrate awareness that people's health encompasses their activities and participation as well as their body structures and functions, personal and environmental factors.
PLO 08. Be effective users of relevant technology.
PLO 09. Be reflective and compassionate, with a concern for issues of equity, equality, humanity and social justice.
PLO 10. Have the ability to learn independently and be innovative in their approach to analysis, critical thinking, problem solving and evaluation.
PLO 11. Demonstrate awareness of the social, ethical, economic, political and environmental context of illness, health and wellbeing.
PLO 12. Be client-centered in their approach, respecting the right of clients and their support networks to participate in decision-making.
PLO 13. Be able to supervise, manage and take responsibility, as appropriate, when working in collaboration with other professionals, students, clients and their support networks.\
PLO 14. Achieve a breadth of education with a tolerance for ambiguity and differing views.
PLO 15. Be able to communicate effectively and efficiently with other professionals, clients and the public.
PLO 16. Possess appropriate oral, written and IT skills, including the ability to present coherent argument, negotiate effectively and manage conflict.

PLO 17. Be committed to the health of populations as well as individuals and be proactive in prevention-oriented physiotherapy practice and health promotion.
PLO 18. Understand the social and ethical dimensions of physiotherapy professional activities.
PLO 19. Integrate knowledge of relevant public policy and health and social care systems into their practice.
PLO 20. Be able to work effectively with a diverse range of people and settings

5.7.2 Curriculum Description

The **FCHS Bachelor's in Physiotherapy** has been re-designed with a new four-year program and 138 credit hours (CH) curriculum approved in June 2019 by CAA, divided in 95 CH for Major Core requirements (MCR), 4 CH for Major Elective Requirements (MER), 12 CH for College Core courses (CCR) and 6 CH for College Elective courses (CER).

The Physiotherapy program courses are categorized as the following:

Course category	Credits
General Education Requirement (GER)	21
College Core Requirements (CCR)	12
College Elective Requirement (CER)	6
Major Core Requirements (MCR)	95
Major Elective Requirements (MER)	4
Total	**138**

5.7.3 Study Plan

GER	CCR	CER	MCR	MER

Physiotherapy		Physiotherapy (PTY2019)		Total Credits	138.00

Year 1 Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	100	First Year Seminar	0.00		
GRD	111	Anatomy and Physiology A	3.00		GRD 112
GRD	112	Anatomy and Physiology Lab A	1.00		GRD 111
GRD	161	Academic Writing 1	2.00		
PTY	111	Human Biosciences 1 MSK	3.00		
PTY	121	Physiotherapy Theory 1 MSK	3.00		
PTY	131	Physiotherapy Practical 1 MSK	4.00		

Year 1 Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	144	Physics	3.00		GRD 145
GRD	145	Physics Lab	1.00		GRD 144
GRD	261	Academic Writing 2	2.00	GRD 161	
PTY	112	Human Biosciences 2 MSK	3.00	PTY 111, PTY 121, PTY 131	
PTY	122	Physiotherapy Theory 2 MSK	3.00	PTY 111, PTY 121, PTY 131	
PTY	132	Physiotherapy Practical 2 MSK	4.00	PTY 111, PTY 121, PTY 131	

Year 1 Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
PTY	141	Evidence-Based Practice 1	2.00	PTY 111, PTY 112, PTY 121, PTY 122, PTY 131, PTY 132	
PTY	151	Clinical Placement 1	3.00	PTY 111, PTY 112, PTY 121, PTY 122, PTY 131, PTY 132	

Year 2 Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	133	Foundations of Health	3.00		
GRD	171	Introduction to Psychology	3.00		
PTY	213	Human Biosciences 3 NP	2.00	PTY 112, PTY 122, PTY 132	
PTY	223	Physiotherapy Theory 3 NP	3.00	PTY 112, PTY 122, PTY 132	
PTY	233	Physiotherapy Practical 3 NP	4.00	PTY 112, PTY 122, PTY 132	

Year 2 Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	133	Foundations of Health	3.00		
GRD	171	Introduction to Psychology	3.00		
PTY	213	Human Biosciences 3 NP	2.00	PTY 112, PTY 122, PTY 132	
PTY	223	Physiotherapy Theory 3 NP	3.00	PTY 112, PTY 122, PTY 132	
PTY	233	Physiotherapy Practical 3 NP	4.00	PTY 112, PTY 122, PTY 132	

Year 2 Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	251	Introduction to Biostatistics	3.00		
GRD	271	Islamic Studies	3.00		
PTY	214	Human Biosciences 4 NP	2.00	PTY 213, PTY 223, PTY 233	
PTY	224	Physiotherapy Theory 4 NP	3.00	PTY 213, PTY 223, PTY 233	
PTY	234	Physiotherapy Practical 4 NP	4.00	PTY 213, PTY 223, PTY 233	

Year 2 Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
PTY	242	Evidence-Based Practice 2	2.00	PTY 213, PTY 214, PTY 223, PTY 224, PTY 233, PTY 234	
PTY	252	Clinical Placement 2	3.00	PTY 213, PTY 214, PTY 223, PTY 224, PTY 233, PTY 234	

Year 3 Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	361	Research Methodology	3.00	GRD 251, GRD 261	
PTY	315	Human Biosciences 5	3.00	PTY 214, PTY 224, PTY 234	
PTY	325	Physiotherapy Theory 5 MSC	3.00	PTY 214, PTY 224, PTY 234	
PTY	335	Physiotherapy Practical 5 MSC	4.00	PTY 214, PTY 224, PTY 234	
CER					

Year 3 Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
PTY	316	Human Biosciences 6	3.00	PTY 315, PTY 325, PTY 335	
PTY	326	Physiotherapy Thepry 6 MSC	3.00	PTY 251, PTY 325, PTY 335, PTY 443	
PTY	336	Physiotherapy Practical 6 MSC	4.00	PTY 251, PTY 325, PTY 335, PTY 443	
PTY	346	Physiotherapy Research	3.00	GRD 251	
MELE					

Year 3 Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
PTY	353	Clinical Placement 3	3.00	PTY 315, PTY 316, PTY 325, PTY 326, PTY 335, PTY 336	
COL_ELE					

Year 4 Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	301	Innovation & Entrepreneurship	3.00	GRD 261	
PTY	443	Integrated Evidence-Based 3	2.00	PTY 316, PTY 326, PTY 336, PTY 353	
PTY	454	Clinical Placement 4	4.00	PTY 151, PTY 252, PTY 353	
PTY	455	Clinical Placement 5	4.00	PTY 151, PTY 252, PTY 353	
MAJOR_ELE					

Year 4 Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
PTY	437	Transition to Health Practice	3.00		
PTY	447	Research Project	3.00	GRD 251, PTY 346	
PTY	456	Clinical Placement 6	4.00	PTY 151, PTY 252, PTY 353	
PTY	457	Clinical Placement 7	4.00	PTY 151, PTY 252, PTY 353	

5.7.4 Course Description

D. General Education Courses (GER)

Students will take general education courses in the sciences and humanities in addition to other introductory major courses to gain an understanding of basic concepts, methods and theories in physiotherapy.

Refer to study plan and Section 5.1.1 General Education Requirements (GER) for course description.

E. College Core Requirement (CCR)

Students are required to complete CCR courses, which are compulsory for all programs.
This amounts to 12 credits.

Refer to study plan and Section **Error! Reference source not found.** *for course description.*

F. College Elective Requirements (CER)

Students will select one course from another discipline to complete a minimum of 6 credit hours. Students will choose from a variety of College Elective Courses (CER) offered by all the programs at FCHS.

Refer to study plan and Section 5.1.2 College Elective Requirements (CER) for course description.

G. Major Core Requirements (MCR)

Students must complete all courses as mentioned in the study plan.

MCR Course Description

PTY111 – Human Biosciences 1 – Musculoskeletal
Course Co-Requisite: PTY121, PTY131
Course Pre-Requisite: None
This course mainly comprises of theintegrated content areas of anatomy, physiology, biomechanics and kinesiology. The first half of the course will deal with general concepts related to the above- mentioned areas as foundations for lower limb anatomy, biomechanics and kinesiology.

Objectives and detailed study points for each session of Human Biosciences 1 MSK will be supplied as lecture notes. The PTY11111 (MCR) 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.

PTY121 – Physiotherapy Theory 1 – Musculoskeletal
Course Co-Requisite: PTY111, PTY131
Course Pre-Requisite: None
This theoretical course examines the foundational concepts in the practice of physiotherapy. Two one-and-a-half-hour lectures are scheduled each week on the theoretical concepts underlying the practice of physiotherapy. The content of this course initially explores the fundamentals of lower limb conditions, assessment, therapeutic exercises and electro physical agents.

PTY131 – Physiotherapy Practical 1 – Musculoskeletal
Course Co-Requisite: PTY111, PTY121
Course Pre-Requisite: None
In this practical course, students will learn about the surface anatomy of the pelvis and lower limb by identifying the key features of these regions and palpating bones, joints, muscles and skin. The sessions include practice of assessment and treatment techniques in order to move the joints of the lower limb carefully and effectively. Students will also learn how to determine normal and abnormal movements, muscle length and strength, pelvis and limb characteristics and function. Additionally, the students will also learn to safely handle and apply electro physical agents.

PTY112 – Human Biosciences 2 – Musculoskeletal
Course Co-Requisite: PTY122, PTY132
Course Pre-Requisite: PTY 111, PTY 121, PTY131
This course continues to provide the knowledge and skills that underpin physiotherapy practice. Two one-and-a-half-hour lecture sessions are scheduled each week to cover integrated content areas of anatomy of bones, joints, muscles and connective tissues of the spine and upper limbs. It also covers radiographic, clinical and surface anatomy of spine and upper limbs relevant to physiotherapy practice. The course also gives emphasis to the physiology of sensorimotor function and autonomic nervous system of the human body.

PTY122 – Physiotherapy Theory 2 - Musculoskeletal
Course Co-Requisite: PTY112, PTY132
Course Pre-Requisite: PTY111, PTY121, PTY131
This theoretical course advances student understanding of foundational concepts in the practice of physiotherapy. Two one-and-a-half-hour lectures are scheduled each week on the theoretical concepts underlying the practice of physiotherapy. The course content initially explores the fundamentals of physiotherapy assessment, therapeutic exercises and electro physical agents, and subsequently expands to the assessment and management of musculoskeletal conditions, particularly of the upper limb and spine.

PTY132 – Physiotherapy Practical 2 - Musculoskeletal
Course Co-Requisite: PTY112, PTY122
Course Pre-Requisite: PTY111, PTY121, PTY131
In this practical course, students will learn the surface anatomy of the spine and upper limbs by indicating the key features of these regions and palpating bones, joints, muscles and skin. Neurophysiological applications related to sensory and motor functions of the human body are also covered. The sessions also include practice of assessment and treatment techniques to move the spine and joints of the upper limbs carefully and effectively. Students, therefore, will also learn how to determine normal and abnormal movements, muscle length and strength, spine and upper limb characteristics and function. Additionally, the students will continue to learn how to safely handle and apply electrophysical agents.

PTY151 – Clinical Placement 1
Course Co-Requisite: PTY141
Course Pre-Requisite: PTY111, PTY121, PTY131, PTY112, PTY122, PTY132
The clinical course at the end of the first year is primarily comprised of 18 hours of clinical placement per week in musculoskeletal stream. Students undertake clinical attachments during this course, providing them with the opportunity to observe physiotherapy practice in clinical settings and link knowledge and skills developed from the first-year courses. The PTY CP1 Course Guide provides an outline of the objectives to be undertaken for each week. It also refers students to excellent resources that further enhance the learning process.

PTY141 – Integrated Evidence-Based Practice 1
Course Co-Requisite: PTY151
Course Pre-Requisite: PTY111, PTY121, PTY131, PTY112, PTY122, PTY132
Physiotherapists in musculoskeletal practice see a diverse range of patients with acute and chronic orthopedic conditions. The course will form a basis to address realistic narrative scenarios of clients in clinical situations focusing on case-based learning (CBL), particularly in musculoskeletal conditions. The learning approach is student-centered, which gives them the opportunity to learn interactively with their peers in a small group setting.

Prior to case-based learning sessions, students will undergo intensive two-week introductory sessions to develop research literacy skills, which are prerequisites to applying evidence-based practices. Concurrently, the students will have an opportunity to see musculoskeletal clinical practice in their Clinical Placement 1 course, which will be run as a co-requisite. This will provide an opportunity to link commonly seen musculoskeletal pathologies in different age groups with assessment tools, clinical reasoning and physiotherapy treatments.

PTY213 – Human Biosciences 3 – Neurology & Pediatrics
Course Co-Requisite: PTY223, PTY233
Course Pre-Requisite: PTY112, PTY122 PTY132
This course equips the students with the knowledge and skills that underpin the clinical practice of physiotherapy and focuses on the structure, function and physiology of both the adult and pediatric nervous systems. This theoretical course includes detailed neuro anatomy and neurophysiology as well as pharmacology and pathology related to nervous system.

PTY223 – Physiotherapy Theory 3 – Neurology & Pediatrics
Course Co-Requisite: PTY213, PTY233
Course Pre-Requisite: PTY112, PTY122, PTY132
This theoretical course continues to provide the knowledge and skills that underpin the clinical practice of physiotherapy and deals

primarily with the neurological system. This course integrates the structure, function, and pathophysiology of the neurological system to present a deeper understanding of the various pathologies related to genetics and the central nervous system.

This course aims to develop clinical competencies that are integral to physiotherapy practice. It will focus on the incorporation of the best available research evidence with the clinical reasoning skills of assessment, management, and evaluation for clients across the human lifespan with conditions of the neurological system. The course expands on previously acquired skills in manual handling, postural assessment, and clinical skills.

PTY233 – Physiotherapy Practical 3 – Neurology & Pediatrics
Course Co-Requisite: PTY213, PTY223
Course Pre-Requisite: PTY112, PTY122, PTY132
This practical course continues to provide the knowledge and skills that underpin the clinical practice of physiotherapy and deals primarily with the neurological system. The aim of this practical course is to develop clinical competencies that are integral to physiotherapy practice. The course will focus on the practical skills including human biosciences, assessment, treatment and patient education covering a range of neurological conditions in both children and adults. The course will also address the conditions related to brain injury and genetic conditions. It will incorporate the best available research evidence to develop neurological physiotherapy techniques.

This course builds on previously acquired skills in manual handling, postural assessment and electro-physical agents. Itaims to develop clinical competencies that are integral to physiotherapy practice. It will focus on the incorporation of the best available research evidence with the clinical reasoning skills of assessment, management, and evaluation for clients across the human lifespan with conditions of the neurological system. The course expands on previously acquired skills in manual handling, postural assessment, and clinical skills.

PTY214 – Human Biosciences 4 – Neurology & Pediatrics
Course Co-Requisite: PTY224, PTY234.
Course Pre-Requisite: PTY213, PTY223, PTY233
This theoretical course is a continuation of the Human Biosciences 3 (neurology and pediatrics) course, and focuses on the structure, function and physiology of the neurological system, with specific emphasis on the spinal cord and peripheral nervous system. It also includes relevant human biosciences concepts that are applicable to both orthopedic and neurological pediatric physiotherapy. The contents are designed to provide the knowledge and skills that underpin the clinical practice of physiotherapy. It includes a systems approach to human biosciences such as anatomy, physiology, pharmacology, pathology and psychology as well as physiotherapy clinical skills.

PTY224 – Physiotherapy Theory 4 – Neurology & Pediatrics
Course Co-Requisite: PTY214, PTY234
Course Pre-Requisite: PTY213, PTY223, PTY233
This theoretical course continues to provide the knowledge and skills that underpin physiotherapy clinical practice and deals primarily with the neurological system. This course integrates the structure, function, and pathophysiology of the neurological system and cultivates a deeper understanding of the various pathologies related to the peripheral nervous system and spinal cord. Applied practice will focus on a range of pathologies of the neurological system and their physiotherapy, medical and pharmacological management. The main aim of this course is to prepare students with basic knowledge and clinical reasoning skills in various clinical conditions.

This course aims to develop clinical competencies that are integral to physiotherapy practice. It will focus on the incorporation of the best available research evidence with the clinical reasoning skills of assessment, management, and evaluation for clients across the human lifespan with conditions of the neurological system. The course expands on previously acquired skills in manual handling, postural assessment, and clinical skills.

PTY234 – Physiotherapy Practical 4 – Neurology & Pediatrics

Course Co-Requisite: PTY214, PTY224
Course Pre-Requisite: PTY213, PTY223, PTY233

This practical course continues to provide the knowledge and skills that underpin physiotherapy clinical practice and deals primarily with the neurological system. This course integrates the structure, function, and pathophysiology of the neurological system and cultivates a deeper understanding of the various pathologies that mainly relate to the spinal cord, peripheral nervous system, musculoskeletal conditions and congenital pediatric conditions. Applied practice willfocus on a range of pathologies of the neurological system and their physiotherapy and medical management for both adult and children. This course aims to develop clinical competencies integral to physiotherapy practice.

This course will focus on the incorporation of the best available research evidence with the clinical reasoning skills of assessment, management, and evaluation for clients across the human lifespan with neurological and related pediatric orthopedic conditions.

PTY252 – Clinical Placement 2

Course Co-Requisite: PTY242
Course Pre-Requisite: PTY213, PTY223, PTY233, PTY214, PTY224, PTY234

This eight-week summer course at the end of the second year is primarily comprised of 18 hours of clinical placement per week in a neuro-pediatric stream. This course also continues to build on the clinical skills developed in musculoskeletal practice during Clinical Placement 1. Students undertake fully-supervised clinical attachments during this course, providing them with the opportunity to develop basic skills in physiotherapy practice in clinical settings and link knowledge and skills developed from first and second-year courses.

PTY242 – Integrated Evidence Based Practice 2

Course Co-Requisite: PTY252
Course Pre-Requisite: PTY213, PTY223, PTY233, PTY214, PTY224, PTY234.

Physiotherapists in neurological practice see a diverse range of patients with acute, chronic or progressive neurological conditions. In this semester, Integrated Evidence Based Practice 2 (IEBP) will use Case-based Learning (CBL) scenarios and ClinicalPractice Guidelines (CPG) to provide the basis for several key concepts in the curriculum. The student will have the opportunity to link commonly seen neurological pathologies in both children and adults with assessment tools, clinical reasoning and physiotherapy treatments. Thiswill enable the integration of neurological physiotherapy skills into the overall medical, pharmacological and psychosocial management of the patient. This course will focus on further developing effective communication skills with clients who presentwith neurological conditions across the humanlifespan, their careers and other health care professionals. It will continue to support the development of clinical effectiveness and inter-professional functioning through reflective practice and skills in teamwork. Examinable objectives will be found withinCBL materials. The Weekly Study Guide provides an outline of the objectives to be undertaken for each week. It also refers students to excellent resources to further enhance the learning process.

PTY315 – Human Biosciences 5

Course Co-Requisite: PTY325, PTY335, GRD251
Course Pre-Requisite: PTY214, PTY224, PTY234

This course aims to provide the knowledge and skills that underpin physiotherapy practice in cardiovascular and respiratory conditions. It includes a systems approach to human biosciences that focusses on the anatomy and physiology and the pathophysiology of the cardiovascular and respiratory system, including the applied anatomy. Additionally, this course will provide an overview of the pharmacological management of people with cardiovascular and respiratory problems. The curriculum content delivered throughout the Human Biosciences 5: Medical and surgical conditions 1 is intended to support Physiotherapy Practice 5 and Physiotherapy Theory 5 that will be delivered concurrently during the first semester of Year 3 of the physiotherapy program.

PTY325 – Physiotherapy Theory 5 – Medical & Surgical Conditions

Course Co-Requisite: PTY315, PTY335, GRD251

Course Pre-Requisite: PTY214, PTY224, PTY234

This course continues to provide and further develop the knowledge and skills that underpin physiotherapy clinical practice. Applied practice will consolidate core areas across a range of pathologies including the relevant physiotherapy, medical and pharmacological management. The semester will also introduce several specialty areas of clinical practice.

This course aims to strengthen 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 human lifespan. This course also focuses on 'specialty areas' such as orthopedic surgeries, ergonomics, chronic pain, medical and surgical cases, and rheumatology, and builds on previously acquired skills in manual handling, postural assessment, electro physical agents, and clinical learning.

PTY335 – Physiotherapy Practical 5 – Medical & Surgical Conditions
Course Co-Requisite: PTY315, PTY325, GRD251
Course Pre-Requisite: PTY214, PTY224, PTY234

This course continues to provide learning opportunities in the application of theoretical concepts to the practice of physiotherapy.

The objectives in this course are designed to build on the novice/lower level knowledge and skills that characterize the earlier years of the physiotherapy program. The course objectives reflect higher order knowledge and skills appropriate to more complex teaching input and an extended clinical attachment.
The curriculum content delivered throughout the Physiotherapy Practice 5: Medical and Surgical Conditions Practical 1 is intended to complement other Medical and Surgical Conditions Practical 2 course curricula that will be delivered concurrently throughout the second semester of Year 3 of the physiotherapy program.

PTY316 – Human Biosciences 6
Course Co-Requisite: PTY326, PTY336
Course Pre-Requisite: PTY315, PTY325, PTY335

This course aims to provide the knowledge and skills that underpin physiotherapy practice in medical and surgical conditions. It includes a systems approach to human biosciences that focuses on the anatomy and physiology and the pathophysiology of the medical and surgical conditions including the applied anatomy. The objective of the discipline of Human Anatomy and Physiology is to give concrete knowledge ("hands-on") about the architecture of the human body and how this structural arrangement relates to the functions performed by each organ or organic system. In its anatomical aspect, the discipline involves observation and manipulation through models; in its physiological aspect, it is intended that the student understands physiological concepts of the human body.

The curriculum content delivered throughout the Human Biosciences 6: Medical and Surgical Conditions 2 is intended to support Physiotherapy Practice 6 and Physiotherapy Theory 6 that will be delivered concurrently during the second semester of Year 3 of the physiotherapy program.

PTY326 – Physiotherapy Theory 6 – Medical & Surgical Conditions
Course Co-Requisite: PTY316, PTY336
Course Pre-Requisite: PTY315, PTY325, PTY335, GRD251
This course continues to provide and further develop the knowledge and skills that underpin physiotherapy clinical practice. Applied practice will consolidate core areas across a range of pathologies including the relevant physiotherapy and medical management. The semester will also introduce several specialty areas of clinical practice.

This course aims to further develop 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 human lifespan. This course also focuses on 'specialty areas' such as women's health, abdominal surgeries, medical and surgical cases, upper and lower limb amputations, aquatic concepts etc. and expands on previously acquired skills in manual handling, postural assessment, electro physical agents, and clinical learning.

PTY336 – Physiotherapy Practical 6 – Medical & Surgical Conditions

Course Co-Requisite: PTY316, PTY326
Course Pre-Requisite: PTY315, PTY325, PTY335, GRD251

This practical course provides learning opportunities in application of theoretical concepts to the practice of physiotherapy. Therefore, students will put their knowledge and skills into practice in core areas across a range of pathologies, including the relevant physiotherapy and medical management.

This course aims to further develop 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 human lifespan. This course also focuses on 'specialty areas' such as women's health, abdominal surgeries, medical and surgical cases, upper and lower limb amputations, aquatic concepts etc. and expands on previously acquired skills in manual handling, postural assessment, electro physical agents, and clinical learning.

The curriculum content delivered throughout the Physiotherapy Practice: Medical and Surgical Conditions Practical 2 course is intended to complement other clinical practice/clinical visits/clinical training course curricula that provide students with the opportunity to explore different hospitals for training concurrently throughout Year 4 of the physiotherapy program.

PTY316 – Physiotherapy Research

Course Co-Requisite: None
Course Pre-Requisite: GRD251

The lectures and activities of this theoretical course are designed to foster development of the key skills and behaviors for appraising information relevant to clinical practice and learning how to read and interpret literature about physiotherapy practices. In this semester, there will be an opportunity for students to learn how to systematically review literature about the effects of physiotherapy interventions. Students will identify the focus of the systematic review and clarify the methods that will be used to gather, appraise and synthesize the relevant information. The review will be completed in the following semester where the review findings will be assembled and presented and graduate research project. The course will also equip the students to read and interpret qualitative research in physiotherapy, conduct surveys, understand the audit process and interpret clinical practice guidelines as applicable to physiotherapy practice.

PTY353 – Clinical Placement 3

Course Co-Requisite: PTY443
Course Pre-Requisite: PTY315, PTY325, PTY335, PTY316, PTY326, PTY336

This eight-week summer course is primarily comprised of 18 hours of clinical placement per week with the aim of providing students with the opportunity to apply their knowledge and skills in medical and surgical conditions gained during the first and second semester of third year. Students will be under semi-supervision during this course, which also offers continuity of scope to apply the knowledge and skills gained from Clinical Placements 1 and 2.

PTY454 – Clinical Placement 4

Course Co-Requisite: PTY454 or PTY455 or PTY456
Course Pre-Requisite: PTY151, PTY252, PTY353

This 16-week clinical course in the final year is primarily comprised of 12 hours of clinical placement covering the core areas of physiotherapy practice predominantly in the area of advanced musculoskeletal practice. As a full-time placement, this course will run alongside one of the other advanced clinical placement courses in the corresponding semester. Students undertake semi-supervised clinical attachments during this course, providing them with the opportunity to practice physiotherapy in clinical settings and apply knowledge and skills developed from courses in the previous year.

PTY455 - Clinical Placement 5

Course Co-Requisite: PTY454 or PTY455 or PTY456
Course Pre-Requisite: PTY151, PTY252, PTY353

This 16-week clinical course in the final year is primarily comprised of 12 hours of clinical placement covering the core areas of physiotherapy practice predominantly in the area of advanced neurological physiotherapy practice. As a full-time placement, this course will run alongside one of the other advanced clinical placement courses in the corresponding semester. Students undertake semi-supervised clinical attachments during

this course, providing them with the opportunity to practice physiotherapy in clinical settings and apply knowledge and skills developed from courses in the previous year.

PTY456 - Clinical Placement 6
Course Co-Requisite: PTY454 or PTY455 or PTY456
Course Pre-Requisite: PTY151, PTY252, PTY353
This 16-week clinical course in the final year is primarily comprised of 12 hours of clinical placement covering the core areas of physiotherapy practice predominantly in the area of pediatric physiotherapy practice. As a full-time placement, this course will run concurrently with one of the other advanced clinical placement courses in the corresponding semester. Students undertake semi-supervised clinical attachments during this course, providing them with the opportunity to practice physiotherapy in clinical settings and apply knowledge and skills developed from courses in the previous year.

PTY457 - Clinical Placement 7
Course Co-Requisite: PTY454 or PTY455 or PTY456
Course Pre-Requisite: PTY151, PTY252, PTY353
This 16-week clinical course in the final year of the physiotherapy program is primarily comprised of 12 hours of clinical placement per week predominantly in the areas of medical and surgical specialties, including cardiovascular and respiratory conditions. Students undertake clinical attachments during this course, providing them with the opportunity to practice physiotherapy in acute clinical settings and apply knowledge and skills acquired from courses in the previous year.

PTY443 – Integrated Evidenced Based Practice 3
Course Co-Requisite: Any 2 clinical placement courses offered in SEM 1/Year 4
Course Pre-Requisite: PTY316, PTY326, PTY336, PTY353
This course serves as a capstone for Integrated Evidence Based Practice 1 and 2. The students will continue to develop research

literacy skills and integrated knowledge in specialized areas of physiotherapy practice. The course will build on the novice/lower level knowledge and skills that characterize the earlier years of the Bachelor of Physiotherapy curriculum. Case-based learning (CBL) scenarios remain the cornerstone for integration. These skills developed will form a basis to address realistic narrative scenarios of clients in clinical situations focusing on case-based learning (CBL), particularly in Medical and Surgical Condition 1 and 2. The aim with each scenario is to understand the condition, reflect on it, and consolidate content of the week by identifying learning issues arising from the case. The learning approach is student-centered, and this provides the students with the opportunity to learn interactively with their peers in a small group setting. This course will focus on further developing students' communication skills with clients with impairment, cultural and linguistic diversity and end of life issues, their careers and other healthcare professionals. It will also continue to support the development of clinical effectiveness and inter-professional functioning through reflective practice and skills in teamwork. Additionally, students will integrate elements from all courses in this semester to develop clinical competencies integral to physiotherapy practice by incorporating best available research evidence with clinical reasoning skills.

The lectures and activities of this course are designed to foster development of the key skills and behaviors for research such as database searching, developing research questions, and appraising evidence related to physiotherapy scenarios.

PTY437 - Transition to Health Practice
Course Co-Requisite: None
Course Pre-Requisite: Any two clinical placement courses offered in SEM 1/Year 4
The objectives in this course are designed to build on the skills and competencies that characterize the final stage of the BSc in Physiotherapy program. The course objectives reflect higher order knowledge and skills appropriate to more complex teaching input and an extended clinical attachment.

H. Major Elective Requirements (MER)

Each student will select two courses with a total of four credit hours from the major elective courses as described in the course description below.

MER Course Description

PTY061 – Manual Therapy
Course Co-Requisite: None
Course Pre-Requisite: PTY242
This course is designed to develop the knowledge and skills that underpin physiotherapy clinical practice concerning manual therapy. The knowledge and skills gained in this course will help the students to choose the evaluation and treatment of musculoskeletal disorders of extremities and spine, within the scope of the manual therapy specialty area of clinical practice. This course is designed as a theoretical and practical course comprising of lectures, practical demonstrations, and skills mastery sessions. The content will cover manual therapy of all regions of the body including upper extremity, lower extremity, cervical spine, lumbar spine, and temporomandibular joint. The contentsare designed in such a way that the bestavailable research evidence is incorporated. Clinical reasoning skills of assessment, management, and evaluation is emphasized.

PTY062 – Massage Therapy
Course Co-Requisite: None
Course Pre-Requisite: PTY242
This elective course in massage therapy will provide the students with information on the basic concepts of massage therapy. This 2 CH course is composed of theoretical lectures within the classroom and practical demonstration, and hands-on practice in the physiotherapy laboratory. Topics that will be covered in this module include the fundamentals of massage including the applied anatomy, pathophysiology, palpation skills, and code of conduct and ethicalpractice. It is expected that this course will help the physiotherapy students to determine the appropriateness of massage therapy as a treatment choice for their clients in their future practice.

PTY063 – Physiotherapy in Primary Care
Course Co-Requisite: None
Course Pre-Requisite: PTY242
Physiotherapy in Primary Care is part of the elective training courses that students must overcome in the development of their curriculum.
The physiotherapy practice in Primary Care requires a high degree of professional competence and problem-solving capacity, since at this level the physiotherapist is the only one responsible for his/her work, his/her service manager and advise to the rest of the team in the field of physiotherapy. The course is intended to help future physiotherapists to improve these skills, which will be also very useful in private practice or at any other institution.

PTY064 – Educational opportunities for Physiotherapists
Course Co-Requisite: PTY437
Course Pre-Requisite: PTY242
This elective course in education provides students with the opportunity to explore post-graduate career pathways in physiotherapy within the UAE as well as abroad. This course functions as a complementary component and extension of Transition to Health Practice (THP). Using a blended learning approach, this course prepares students for their future studies and work beyond the UAE.
The course helps students to gain an understanding of physiotherapy practice in an international context. Topics explored in this course will help students to prepare for their future career pathway and generate a personal development portfolio. This course is helpful for those students who are looking to pursue their higher degree in physiotherapy and/or work beyond the UAE. This course is suitable for those in the final year of their degree program.

PTY065 – Complementary Therapies
Course Co-Requisite: None
Course Pre-Requisite: PTY242
This course covers aspects of traditional Chinese medicine, focusing on acupuncture, tui-na, cupping, moxibustion and auriculotherapy. It explores the regulation and application of Chinese medicine and reviews Eastern millennial knowledge, including a simplified approach to leading theories of Chinese medicine like Yin and Yang, Five Movements, and the Channels or Meridian

System. It discusses recent studies relating the practice of this complementary therapy with the pain and the treatment of several western pathologies.

PTY066 – Orthotics and Prosthetics
Course Co-Requisite: None
Course Pre-Requisite: PTY242
This elective course will deliver relevant information to physiotherapy students regarding management of patients with orthoses and amputees prescribed with prosthetic devices. This course aims to introduce physiotherapy students to spinal orthoses, upper limb prosthetics and orthotics, and lower limb prosthetics and orthotics. As it relates to the devices that students will encounter in clinical practice, students will also learn about appropriate fitting, care of

devices and exercise prescription. A revision of gait assessment and gait training will be done so students can conduct a conceptual application for patients with lower limb prosthesis.

PTY067 – Sports Physiotherapy
Course Co-Requisite: None
Course Pre-Requisite: PTY242
This course focuses on the basic concepts, knowledge, and skills that provide the scientific base for treating sports injuries with physiotherapy. Students will develop theability to safely and effectively evaluate and treat various sports injury cases, bone fractures and joint issues related to accidentsfrom a physical therapy point of view that is consistent with the needs of the patient and society.

5.8 Psychology Program

5.8.1 Program Description

The Psychology program at FCHS prepares students to obtain a Bachelor of science (BSc) degree in psychology, which positions them to pursue a wide range of science- and research-related careers.

Students will gain theoretical and practical knowledge in most areas of psychology in order to become qualified to actively intervene in the treatment of individuals with mental and psychological disorders. As a scientific discipline, the study of psychology requires competence in research methodology and critical thinking, two important skills that will be at the core of the program. FCHS students will also attain a high-quality scientific degree focused on knowledge in the discipline of psychology, integrity in the application of that knowledge, effective program management, and excellent communication skills.

Degrees
BSc in Psychology - Four-year, full-time undergraduate program requiring 128 credit hours for completion. The program is designed to meet international standards of academic design, teaching delivery and assessment with an innovative approach.

FCHS will evaluate and continually improve the program to ensure that courses are delivered at a high standard, and that student-learning outcomes are aligned with FCHS outcomes as well as the UAE requirement.

Career Opportunities

Students pursuing the BSc in Psychology with a focus on human well-being can explore the following career options upon graduation:

1. **Careers in Education:** Many public schools, daycare centers, head start programs, and preschools hire individuals with a psychology background to work with students. Positions

include, paraprofessional or teacher's assistants, or jobs working with special needs students.

2. **Human Services Careers**: Jobs include social services as assistants or clerks, or in welfare agencies and police centers.
3. **Business Careers:** Many job opportunities exist in marketing, sales, human resources and customer relationship.
4. **Mental Health Careers**: Jobs include mental health technician in a treatment center, counselor assistant, operator for a crisis hotline, and medical record keeper in a medical facility.
5. **Other Positions**: Opportunities in the health sector include psychiatric nursing assistant, youth counselor, case technician, home care aide, and rehabilitation assistant.
6. **Further Study (Postgraduate Level):** Graduates will be encouraged to enroll in a master's program that, in the future, will be developed specifically for FCHS students with an emphasis on clear career pathways in psychology subspecialties. FCHS aspires to partner with a reputable international university to further this program.

Program Learning Outcomes (PLOs)

Below are the program learning outcomes achieved on completing the bachelor's degree in psychology. Students will gain expertise in five main areas:

A. KNOWLEDGE BASE
    PLO A1. Describe key concepts, principles, and overarching themes in psychology
    PLO A2. Develop a working knowledge of psychology's content domains
    PLO A3. Describe applications of psychology

B. SCIENTIFIC INQUIRY & CRITICAL THINKING
    PLO B1. Use scientific reasoning to interpret psychological phenomena
    PLO B2. Demonstrate psychology information literacy
    PLO B3. Engage in innovative and integrative thinking and problem-solving
    PLO B4. Interpret, design, and conduct basic psychological research
    PLO B5. Incorporate sociocultural factors in scientific inquiry

C. ETHICAL & SOCIAL RESPONSIBILITY IN A DIVERSE WORLD
    PLO C1. Apply ethical standards to evaluate psychological science and practice
    PLO C2. Build and enhance interpersonal relationships
    PLO C3. Adopt values that build community at local, national, and global levels

D. COMMUNICATION
    PLO D1. Demonstrate effective writing for different purposes
    PLO D2. Exhibit effective presentation skills for different purposes
    PLO D3. Interact effectively with others

E. PROFESSIONAL DEVELOPMENT
    PLO E1. Apply psychological content and skills to career goals
    PLO E2. Exhibit self-efficacy and self-regulation
    PLO E3. Develop and refine project-management skills
    PLO E4. Enhance teamwork capacity
    PLO E5. Develop meaningful professional direction for life after graduation

5.8.2 Curriculum Description

Students will need to complete a certain number of courses with a total of 122 credit hours. Some of these courses are electives, while others are mandatory. In order to continue to offer a standardized and updated program, this list is subject to change. The psychology program courses

are categorized as follows:

Course category	Credits
General Education Requirement (GER)	21
College Core Requirements (CCR)	12
College Elective Requirements (CER)	3
Major Core Requirements (MCR)	68
Major Elective Requirements (MER)	18
Total	**122**

GER	CCR	CER	MCR	MER

Psychology

The Study Plan for First Year Students.

Year 1 Study Plan (34 credit hours) primarily from College Core Requirements (CCR), General Education Requirements (GER) and Major Requirements (PSY)				
Semester	**Course Code**	**Course Title**	**Credit Hours**	**Notes**
Semester one	GRD 271	Islamic Studies	3	
	GRD 171	Introduction to Psychology	3	
	GRD 101	Biology	3	
	GRD 102	Biology Lab	1	
	PSY 111	Psychology in Everyday Life	3	
	GRD 161	Academic Writing 1	2	
	GRD 100	First Year Seminar	0	
Total Credit Hours			**15**	
Semester two	GRD 111	Anatomy and Physiology A	3	
	GRD 112	Anatomy and Physiology A Lab	1	
	PSY 122	Lifespan Developmental Psychology	3	
	GRD 251	Introduction to Research & Biostatistics	3	
	GRD 133	Foundations of Health	3	
	GRD 261	Academic Writing 2	2	
Total Credit Hours			**15**	
Summer				
	PSY 133	Introduction to Social Psychology	3	
Total Credit Hours			**3**	

*Note, modules are reviewed on a regular basis, in order to continue innovate and update the program and this list is therefore subject to change.

Year 2

Term	Course Code	Course Title	Credits
1	PSY211	Introduction to Counselling	3
	GRD121	Anatomy and Physiology B	3
	GRD122	Anatomy and Physiology B- Lab	1
	GRD361	Research Methodology	2
	PSY212	Health and Well-being Psychology-1	3
	PSY213	Cultural Psychology	3
	Total Credits		**15**
2	PSY224	Cognitive Psychology	3
	GRD301	Innovation and Entrepreneurship	3
	PSY225	Educational Psychology	3
	PSY226	Health and Wellbeing Psychology 2	3
	PSY227	Psychology of Special Education Needs	3
	Total Credits		**15**
3	PSY238	Behavioral Neuroscience	3
	Total Credits		**3**

Year 3

Term	Course Code	Course Title	Credits
1	PSY311	Counselling Psychology in Context	3
	PSY312	Statistics for Psychology 1	3
	PSY313	Abnormal Psychology	3
	PECXXX	Program Elective	3
	CER	Elective	3
	Total Credits		**15**
2	PSY324	Statistics for Psychology 2	3
	PSY325	Clinical Psychology	3
	PSY326	Emotions and Motivations	3
	PECXXX	Program Elective	3
	PSY327	Sensations and Perceptions	3
	Total Credits		**15**
3	PECXXX	Program Elective	3
	Total Credits		**3**

Year 4

Term	Course Code	Course Title	Credits
1	PSY411	Internship	5
	PSY412	Research Project 1	3
	Total Credits		**8**
2	PSY423	Clinical Neuro-psychology	3
	PSY434	Research Project 2	3
	PECXXX	Program Elective	3
	PECXXX	Program Elective	3
	PECXXX	Program Elective	3
	Total Credits		**15**

Internship: Students will have the opportunity to apply for an undergraduate educational placement for one semester of study at a local institution or an overseas partner institution.

5.7.4 Course Description

A. General Education Courses (GER)

Students will take general education courses in the sciences and humanities in addition to other introductory major courses to gain an understanding of basic concepts, methods and theories in psychology.

Refer to study plan and Section 5.1.1 General Education Requirements (GER) for course description.

B. College Core Requirements (CCR)

Students are required to take CCR courses totaling 12 credits to complete the program.

Refer to study plan and Section **Error! Reference source not found.** *for course description.*

C. College Elective Requirements (CER)

Students will select one course from another discipline to complete a minimum of three credit hours. Students will choose from a variety of CER courses offered by all the programs at FCHS such as Innovation in Health Sciences, Health Care Management, Epidemiology, and Transition to Health Practice among others.

Refer to study plan and Section 5.1.2 College Elective Requirements (CER) for course description.

D. Major Core Requirements (MCR)

Students must complete all MCR courses mentioned in the study plan.

Major Core Requirements (MCR)

PSY111 - Psychology in Everyday Life
Co-Requisite: None
Pre-Requisite: None
This course provides students with an understanding of the key theories, research methods, and discoveries in psychology, with an emphasis on developing the knowledge and skills necessary to be effective consumers of psychological theory and research. Through a focus on issues that arise in everyday life, this course will demonstrate some of the ways in which psychology can beof use to students in their personal and professional lives.

PSY122 - Lifespan Developmental Psychology
Co-Requisite: None
Pre-Requisite: None
This course explores key concepts, theories and debates in developmental
psychology and their application to aspects of everyday life. Throughout the unit, students will address the question: How can developmental psychology explain an individual's change and development across the lifespan? Students will gain a critical understanding of theory and research relating to biological, cognitive and socialdevelopment from the prenatal stage through to old age. This course will develop student understanding and knowledge of development in childhood and adolescence. It will present theory and research in three main areas of child development and aging: (i) birth andearly infancy (early experiences); (ii) social-emotional development (development of emotion understanding and regulation, development in the context of relationships with parents and peers, development of self and gender); and (iii) cognitive development (development of perception, language, cognition, developing minds, intelligence). The course will also explore age-related changes to the above areas.

PSY133 - Introduction to Social Psychology

Co-Requisite: None
Pre-Requisite: None

The purpose of this course is to introduce students to the field of social psychology. There are three main goals: (1) To introduce the ways in which social psychologists think about and approach the social world. How do an individual's thoughts and behaviors change when other people are around? Social psychology is not about action; it's about interactions between people, including anything from only two people (e.g. friends) to interactions within groups (e.g. juries, work teams) to interactions between groups (e.g. stereotypes and prejudice). (2) To introduce the theories and research that currently exist in the field of social psychology. (3) To encourage thought and critical thinking about these theories and research projects, and to help students apply the concepts to everyday life. This course provides a broad overview of social psychology that captures both classic and current perspectives. The field is far too broad for meaningful comprehensive coverage, so selected topics will be addressed in a two-tiered format. First, foundational material will address such basic topics as the processes of attitude change; social influences on conformity, compliance, and obedience; the self and the pursuit of self-esteem; person perception and attribution; stereotyping and prejudice; attraction and mate selection; and group influences on performance. After an introductory overview, class discussion will take place on contemporary research on the more specific, current topics chosen by the class.

PSY211 - Introduction to Counselling

Co-Requisite: None
Pre-Requisite: None

This course aims to introduce students to the concepts of counselling, psychotherapy, coaching and psychological therapies. The students will be introduced to major theoretical approaches, the developmental theories that inform them and the relevant therapeutic interventions. An overview of the most commonly presented psychological difficulties, such as anxiety and depression, will be introduced as well as a short overview of the relevant interventions. It also aims to offer an experiential approach to the

application of counselling skills. This module looks at prominent approaches in counselling including psychodynamic, person-centered, cognitive-behavioral and transactional and reveals the psychological framework behind the techniques. By way of case studies, the course will illustrate the essential techniques and processes in counselling that claim to restore psychological well-being.

PSY212 - Health & Well-being Psychology

Co-Requisite: None
Pre-Requisite: None

This course provides you with an introduction to the core themes in Health and Well-being Psychology. In this unit, students will critically examine the ways in which psychological, biological and social knowledge combine to offer explanations of health, illness and psychological well-being. The student will also examine the prominent theories and models in the field and study key aspects of health psychology such as stress, pain, chronic illness and traumatic injury, with a focus on health promotion strategies and ways in which quality of life might be improved. The course aims to enable the student to gain a breadth of understanding across the discipline of health psychology, which will allow them to identify its application to a wide range of healthbehaviors and develop an awareness of the theoretical approach that underpins the discipline. Throughout the course, discussions will take place on established ideas in health psychology and draw on areas such as social psychology, individual differences and biological psychology to expand on the initial theory and develop the student's understanding

PSY213 - Cultural Psychology

Co-Requisite: None
Pre-Requisite: None

This course explores how culture influences human experience, including behavior, thoughts and emotions, by introducing general theories related to culture and diversity. It provides students with a short history of cultural psychology and covers many topical areas such as motivation, human development, and cognition from a cultural perspective while exploring the methodology used by cultural psychologists. The module also aims to stimulate critical thinking and analytic skills generally, and help students to think about their own values and norms from a cultural perspective.

PSY224 - Cognitive Psychology
Co-Requisite: None
Pre-Requisite: None
This course gives a grounding in methods, techniques and issues of cognitive psychology and allied disciplines. Focusing on vision, memory, higher levels of cognition concerned with language and cognitive control, and methodology, it examines how cognitive processes are instantiated in mind and brain. It also provides a historical overview of the schools of thought that led to the inception of cognitive psychology as a distinct academic discipline. This course introduces and reviews the scientific study of the mental processes that underlie cognitive activity and the acquisition, retention, and use of knowledge. Topics covered include human learning, attention, memory, and language. The vision lectures will introduce students to the main theories of how we see objects and briefly consider its neural basis. The course will cover how we use attention to (sometimes) successfully filter out that information which is irrelevant to our current goals. The memory lectures will introduce students to cognitive models describing how we store and retrieve information and experiences (remembering), and why this can sometimes fail (forgetting). In terms of language, this course will introduce students to models of reading, speech perception, language comprehension and language production

PSY225 - Educational Psychology
Co-Requisite: None
Pre-Requisite: PSY122
Educational psychology is concerned with children and young people in educational and early years settings. Psychologists that work in this field tackle challenges such as learning difficulties, social and emotional problems, and issues around disability as well as more complex developmental disorders. They work in a variety of ways, including observations, interviews and assessments, and offer consultation, advice and support to teachers, parents, the wider community as well as the young people faced with particular problems. This module aims to provide a descriptive and critical overview of the practice of educational psychology and highlight some of the key debates

PSY226 - Health & Well-being Psychology 2
Co-Requisite: None
Pre-Requisite: PSY212
This module takes a further look at the psychological approaches to health and well-being. It begins by outlining definitions of public health and how policy and practice have changed over time from incarceration in large institutions to present-day community care. Psychological and sociological perspectives of health are considered alongside psychological approaches to health management. The module then looks at social inequalities in relation to opportunities to recover, including gender and race, as well as other 'actors' within the field such as carers.

PSY 227 - Psychology of Special Needs Education
Co-Requisite: PSY225
Pre-Requisite: None
The provision of special education, tackling discrimination and meeting the needs of different groups across society are relevant and important topics in today's world. In this course, students will be encouraged to increase their understanding of competing theories in relation to inclusion, and study hidden inequalities in depth. Throughout the course, students will take a thematic approach to exploring critical issues such as inclusion, equality and entitlement.

PSY238 - Behavioral Neuroscience
Co-Requisite: None
Pre-Requisite: PSY224
This course introduces students to essential concepts in the field of neuroscience. The course will begin with a basic introduction to the brain and history of neuroscience. Later modules will explore the cellular composition of the nervous system, the process of neuronal communication, basic gross neuroanatomy, the neural basis of sensation and perception and the relationship between the brain and human behavior. This course will provide students with the basic language and concepts for the field of neuroscience. The foundational knowledge students will gain in this course will prepare them for biological psychology and biological clinical aspects of health and disorders. The course will start by covering basic brain anatomy and neurotransmitter system before moving on to gross neural pathway within the body such as

motor and sensory pathways as well as introducing the neural basis of learning and memory.

PSY311 - Counselling Psychology in Context
Co-Requisite: None
Pre-Requisite: PSY211

This course builds on the learning outcomes from the Introduction to Counselling Psychology course and provides a breadth of contemporary knowledge about how counselling and psychotherapy are applied in different contexts. It aims to offer students specific applications of counselling and psychotherapy to deal with different contexts and settings. Students will also continue to develop basic counselling skills through lecture activities. They will also learn to critically evaluate the theory and practice of counselling and psychotherapies in the field. The course also enables students to consider the role of factors such as culture, gender and age when delivering counselling and psychotherapies. As a research-informed teaching program, the course will provide a range of research-based evidence in order to examine empirical foundations of interventions in the field of counselling and psychotherapy. During lectures, students will have the opportunity to understand how to apply different therapeutic models, skills and techniques in various settings.

PSY 312 - Statistics for Psychology 1
Co-Requisite: None
Pre-Requisite: None

The purpose of this course is to introduce students to statistics and data analysis, which they will use to complete a supervised project based on an independent piece of psychological research. The module will involve a number of research methods workshops. The course also provides core skills required for more advanced modulesthat will be taken during the degree. The course will provide students with knowledge of the theoretical principles underlying the statistical tests as well as the ability to independently select the appropriate test and apply it correctly.

PSY 313 - Abnormal Psychology
Co-Requisite: None
Pre-Requisite: None

The subject matter of this course is psychopathology, specifically the history, classification, causes and treatment of psychological disorders. Students will critically examine the contribution of psychological, biological, and socio-cultural factors to the expression of psychopathology across the lifespan. The unit considers the historical context of psychopathology and of the Diagnostic and Statistical Manual of Mental Disorders (DSM), currently in its 5th edition, before considering, in detail, disorders related to anxiety, mood, substance use, schizophrenia and psychosis, eating, sexual and gender identity, personality and cognitive issues. Ethical and legal issues relevant to the provision of mental health services will also be considered.

PSY 324 - Statistics for Psychology 2
Co-Requisite: None
Pre-Requisite: PSY 312

This course is designed to further develop students' knowledge and understanding of psychological research and to give methodological skill to complete empirical projects in psychology. The course focuses on four major domains: project design in relation to theory and method; psychological statistics and data analysis, with the use of SPSS software; the practical process of applying for ethics in psychology; and the development of effective communication skills in the context of psychological research. Topics addressed include use of SPSS, qualitative data analysis, questionnaire design and validation and ethical issues in research.

PSY325 - Clinical Psychology
Co-Requisite: None
Pre-Requisite: PSY313

This course will give the student an insight into etiology, assessment, treatment, and theories within clinical psychology. Selected topics include adult psychological disorders, the neuropsychology of psychological disorders, and mental illness. It provides opportunities for exploring ways in which specific problems such as anxiety, depression and psychosis are understood from medical, cognitive behavioral and systemic orientations, and encourages students to compare and contrast these approaches. The course will cover adult psychopathology and present the psychological and biological models that have been developed to explain a variety of psychological disorders. It will also examine both the empirical foundation of these models and the treatments based on them, such as

cognitive therapy. At the end of the course, students should be able to describe theories of the aetiology of a selected range of disorders, and compare treatments used across a range of disorders and client groups.

PSY326 - Emotions & Motivations
Co-Requisite: None
Pre-Requisite: PSY224

Motivation and emotion are two central concepts in psychology. Motivation is a process that affects the direction, persistence and strength of goal-oriented behavior. Emotions are feelings or affective experiences that are shaped by a pattern of cognitive, physiological and behavioral responses to specific stimuli. Motivation and emotion are closely related to attitudes humans display: emotions are the result of situations in which our motives and goals are satisfied, threatened or frustrated. These concepts are studied from different perceptions within psychology and the ultimate goal is to understand their role in explaining human behavior. The module starts with the classic theories of motivation and emotion, and continues with the cognitive aspects of expectancies and rewards, their impact on intrinsic and extrinsic motivation, and the disorder apathy. Students will focus on the role of motivation in social behavior, with particular attention paid to processes of subconscious goal activation and pursuing goals.

PSY327 - Sensation & Perception
Co-Requisite: None
Pre-Requisite: PSY224

This course introduces the physiological and psychological basis of perception across the different sensory modalities in humans and lower animals, with an emphasis on vision. Students will explore visual perception such as shape and objects, scenes, color, space, and motion as well as auditory perception of simple and complex sounds, and location. Further topics may include touch, including perception of temperature, pain and body posture, the chemical senses, and cross- modal influences of the senses on one another.

PSY411 - Internship
Co-Requisite: None
Pre-Requisite: None

This course is designed to provide students with valuable work experience through an internship placement that fits around their studies. Students will be supported in choosing an internship with an organization in the public, private or charity sector, or they can source their own internship. Alongside the internship, students will be supported on topics including work place cultures, project management, CVs, interview techniques, presentation skills and career options.

PSY412 - Research Project 1
Co-Requisite: None
Pre-Requisite: PSY324

This course is a culmination of the practical training and learning in the degree program. It allows the students to demonstrate their competencies, incorporating many of the research skills and data analysis techniques they have acquired. Students will negotiate the project topic through a structured process and be closely supervised throughout the duration of their research project by an academic member of staff whose personal research focus aligns with the topic. A student will usually partner with another student engaged in the same piece of research, though groups of up to six are possible depending on the nature of the project. The supervisor will carefully manage this aspect, in order to ensure that students recognize their individual responsibilities. The skills students will gain from working as a pair or group will enhance their value to prospective employers and provide invaluable experience. The module follows an apprenticeship model of research training, involving regular meetings with the supervisor throughout the module. Students gain ethical clearance, conduct the research project, collect and analyze relevant data and report the findings in a scientific report. This process continues in Research Project 2. Whether the student is working in a group or not, each student will individually produce a final 6,000-word report.

PSY 423 - Clinical Neuropsychology
Co-Requisite: None
Pre-Requisite: PSY 325

This course on clinical neuropsychology addresses the link between the brain and behavior. Neuropsychological assessments provide a scientific way of quantifying and describing the cognitive, behavioral and emotional sequelae of changes in brain function caused by damage or disease. This module introduces students to neuroanatomy,

neuropsychological assessment, and neuropsychological rehabilitation.

PSY424 - Research Project 2
Co-Requisite: None
Pre-Requisite: PSY412
This course is a continuation of Research Project 1. Students will be guided to collect and analyze data from their study and produce a 6000-word research report. Student have already established their research project and submitted ethical clearance. In this course, they will complete their experimental work with supervision. Students may submit an early draft of the final report (excluding the Discussion section) to the supervisor and will receive written feedback on the method and results section.

E. Major Elective Requirements (MER)

Each student will select six courses with 18 credit hours from the major elective courses, which are described below:

MER Course Description

PEC 501 - Psychological Assessments
Co-Requisite: None
Pre-Requisite: None
This course aims to introduce students to the principles and practice of psychological assessment. The course will focus on a small number of widely used norm-referenced tests of intellectual ability, personality, forensic assessment, attitudes, values and risky behavior, and examine how these tests are used individually and in combination as part of psychological assessment. Consideration will also be given to interviewing as an assessment tool and tests in the forensic setting when considering the risk a person poses. Students will become familiar with the strengths, limitations, interpretation and presentation of findings from a variety of assessment instruments and will learn skills in both assessment planning and report writing. Students will learn about the ethical and social implications of assessment in a variety of contexts. The course is organized around six content domains relevant for psychological assessment: (1) reliability, validity, standardization, prediction; (2) objective assessment of personality and psychopathology; (3) special topics - behavioral medicine, forensic assessment, multicultural assessment; (4) diagnostic interviewing. Opportunities for practice administration of assessment tools will be provided.

PEC 502 - Cyberpsychology
Co-Requisite: None
Pre-Requisite: None
Cyberpsychology can be defined as the study of human behavior and mental processes in the context of human-technology interaction.

The focus of this particular course is the impact of the internet and virtual environments on the psychology of individuals and groups. The topics of video gaming, social networking, the use of technology for learning and teaching will also be covered in this module. It will also examine online behavior, identity on the internet, social networking site use and the psychology of the internet in general.

PEC 503 - Psychology of Language & Vision
Co-Requisite: None
Pre-Requisite: None
The aim of this course is for students to gain a detailed understanding of theoretical and experimental debates within language and vision. Students will examine what current research tells us about human language and visual systems. Throughout the course, students will be introduced to historical research on the topic and examine recent research in these areas, specifically focusing on modern methodologies (for example research using functional MRI).

PEC 504 - Forensic Psychology
Co-Requisite: None
Pre-Requisite: None
This module will introduce students to key topics in Forensic Psychology including theories of offending, the development of offending, the rehabilitation of offenders, the criminal justice system, criminal statistics, policing, and the public's response to crime. In particular, this course will focus on (1) fundamental applications of psychology, as a science, for understanding important forensic issues, and (2) key research methods common in forensic psychological research.

Throughout the course, students will be encouraged to apply contemporary psychological concepts and methods to understand the important forensic psychological issues outlined.

PEC 505 - Applied Behavioral Analysis
Co-Requisite: None
Pre-Requisite: None
This course will show students how the science of behavior analysis can provide a unique and valuable contribution to applied psychology. The main focus of the module though will examine behavior analysis across a wide range of clinical and educational settings. Students will be encouraged to start "thinking behaviorally" about a wide area of interventions and, in particular, how interventions are built on the same basic principles of human behavior. Students will also be introduced to the idea of a 'science of consequences', and how this way of viewing human behavior can give us a conceptual framework that has huge scope in helping us explain what we do. Initially, the module will cover some of the fundamental conceptual and methodological issues in the study of complex human behavior that have informed all applied uses of the science of behavior change. Therapeutic approaches and interventions to help people across a wide range of clinical issues will be discussed in this course. The topics include: child development and behavior problems, educational and learning applications, the assessment and treatment of challenging and self-injurious behavior, the use of contemporary behavior therapies in stress, depression, etc. (e.g., Acceptance & Commitment Therapy), and best practice in treatment for children with learning disabilities and autism.

PEC 506 - Critical Social Psychology
Co-Requisite: None
Pre-Requisite: None
Social psychology has traditionally been an experimental discipline, largely informed by the assumptions of cognitivist psychology. However, in the past three decades, critiques of the experimental method and cognitivist focus have been increasing within social psychology. The aim of this module is to introduce students to the range of critiques, explore the diverse theoretical and methodological influences that have informed them, and show how they have informed new approaches to empirical work in social psychology.

PEC 507 - Abnormal Child Psychology
Co-Requisite: None
Pre-Requisite: None
This course aims to give students an overview of the various theoretical approaches to child psychopathology and a holistic understanding of the (i) possible cause, (ii) progression, (iii) symptoms & diagnosis and (iv) treatment of mental disorders specific to the development of children and adolescents and age specific onset. The course will emphasize critical thinking about causes, assessment, symptoms, treatment, and current research in the field. Given the landmark changes occurring in the Diagnostic and Statistical Manual of Mental Disorders (DSM), specific attention will be provided to reviewing the paradigm shift in the field of psychology assessment and the implication for current diagnostic labels.

PEC 508 - Occupational Psychology
Co-Requisite: None
Pre-Requisite: None
Students will gain a detailed understanding of the nature of evidence-based practice in occupational psychology and the principles of the discipline. The course will be taught via a series of lectures, practical work and seminars where lecture topics will be examined in greater depth. This module will provide students with an insight into professional practices of work and occupational psychology. Students will learn about evidence-based practice, including how psychologists utilize theory and methods to inform practice. Students will be introduced to a variety of pertinent organizational topics and will explore these at an individual, group and system level.

5.9 Radiography and Medical Imaging Program

5.9.1 Program Description

The Radiography and Medical Imaging program at FCHS was established to provide healthcare service providers and communities with qualified radiographers recognized by local and international radiographic standards.

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. More specifically, radiographers 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.

Degrees

1. Bachelor of Medical Imaging
   The program consists of 137 credits that must be successfully completed. This includes comprehensive knowledge regarding different imaging modalities such as CT, MRI and US imaging. Additionally, clinical training is provided in clinical settings to enhance and improve the practical skills of students in dealing with patients.

2. Higher Diploma in Radiography
   The program consists of 100 credits that must be successfully completed. This includes comprehensive knowledge regarding different imaging modalities such as general X-ray and contrast imaging. Additionally, clinical training is provided in clinical settings to enhance and improve the practical skills of students in dealing with patients.

Career Opportunities
❖ Radiographer in different areas such as general X-ray, CT scan and MRI
❖ Medical imaging representative
❖ Research in different radiology fields

Program Learning Outcomes (PLOs)

PLO 01. Develop and apply a range of relevant principles and theoretical knowledge of health sciences concepts necessary for successful employment in the medical imaging specialist profession.
PLO 02. Demonstrate mastery of current methods, materials, supplies and equipment to meet occupational requirements and needs.
PLO 03. Demonstrate how to apply their knowledge and understanding in careers in medical diagnostic imaging to produce high quality diagnostic images with less radiation risks.
PLO 04. Demonstrate a knowledge of medical physics and information technology and their application to RMI contexts.
PLO 05. Demonstrate ability to use radiographic equipment, medical imaging instrumentation and positioning methodology in order to develop efficient RMI practice.
PLO 06. Select and deploy a range of factors that can be used to promote patient/client adherence to disease prevention.
PLO 07. Develop a range of communication skills within healthcare settings, including knowledge of information technology, critical thinking, problem-solving, verbal and written communication, time management, presentation skills and teamwork.
PLO 08. Demonstrate competent RMI skills in various aspects of RMI specialties.
PLO 09. Efficient participation in research activities in the community as well as part of a healthcare team in a range of contexts.
PLO 10. Take and defend positions to patient education and radiation protection.
PLO 11. Demonstrate ethical and social values important to the healthcare and medical imaging professional.
PLO 12. Take responsibility for team performance and leadership on latest knowledge and changing needs of the medical imaging community.
PLO 13. Interact with other healthcare professionals/colleagues in a range of settings.
PLO 14. Demonstrate the ability to comprehend multiple perspectives and formulate effective actions.

5.9.2 Curriculum Description

Students will need to complete a certain number of courses with a total of 137 credit hours; some are elective courses while others are mandatory courses. The RMI program courses are categorized as the following:

Course category	Credits
General Education Requirement (GER)	29
College Core Requirements (CCR)	16
College Elective Requirement (CER)	6
Major Core Requirements (MCR)	82
Major Elective Requirements (MER)	4
Total	**137**

5.9.3 Study Plan

GER		CCR		CER		MCR		MER

| Radiography & Medical Imaging | Radiography & Medical Imaging (RMI2019) | | | Total Credits | 137.00 |

Year 1 - Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	101	Biology	3.00		GRD 102
GRD	102	Biology Lab	1.00		GRD 101
GRD	144	Physics	3.00		GRD 145
GRD	145	Physics Lab	1.00		GRD 144
GRD	161	Academic Writing 1	2.00		
GRD	271	Islamic Studies	3.00		
		ELECTIVE			

Year 1 - Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	100	First Year Seminar	0.00		
GRD	111	Anatomy and Physiology A	3.00		GRD 112
GRD	112	Anatomy and Physiology Lab A	1.00		GRD 111
GRD	151	Calculus for Health Sciences	3.00		
GRD	171	Introduction to Psychology	3.00		
GRD	251	Introduction to Biostatistics	3.00		
GRD	261	Academic Writing 2	2.00	GRD 161	

Year 1 - Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	141	Chemistry	3.00		GRD 142
GRD	142	Chemistry Lab	1.00		GRD 141
RMI	111	Introduction to Radiography	2.00		

Year 2 - Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	121	Anatomy and Physiology B	3.00	GRD 111, GRD 112	GRD 122, GRD 122
GRD	122	Anatomy and Physiology Lab B	1.00	GRD 111, GRD 112	GRD 121
RMI	212	Radiobiology & protection	3.00	RMI 111	
RMI	213	Principles of Medical Imaging	3.00	RMI 111	RMI 214
RMI	214	Principles Of Med.Imaging Lab	1.00		RMI 213
RMI	221	Radiograpic anatomy position 1	3.00	GRD 111	RMI 222
RMI	222	Radiographic Positioning lab 1	1.00		RMI 221

Year 2 - Semester 2

Course Code		Course Title	Credits	prerequisite	corequisite
RMI	215	Digital Image Analysis	2.00	RMI 213	RMI 216
RMI	216	Digital Image Analysis Lab	1.00		RMI 215
RMI	223	Radiographic Position 2	3.00	RMI 221	RMI 224
RMI	224	Radiographic Positioning Lab2	1.00		RMI 223
RMI	225	Mammographic Imaging	2.00		
RMI	241	Patient Care In Radiography	2.00	RMI 212	
RMI	261	Pre-Clinical Placement1	3.00	RMI 221	

Year 2 - Semester 3

Course Code		Course Title	Credits	prerequisite	corequisite
RMI	226	Radiography Contrast Imaging	2.00	RMI 223	RMI 227
RMI	227	Radiography Contrast Imag Lab	1.00		RMI 226
		ELE			

Year 3 - Semester 1

Course Code		Course Title	Credits	prerequisite	corequisite
GRD	361	Research Methodology	3.00	GRD 251, GRD 261	
RMI	331	Angiographic procedures	3.00	RMI 226	RMI 332
RMI	332	Angiographic procedures Lab	1.00		RMI 331
RMI	333	Ultrasound imaging	3.00	RMI 223	RMI 334
RMI	334	Ultrasound imaging Lab	1.00		RMI 333
RMI	362	CP2	3.00	RMI 261	

Year 3 - Semester 2				
Course Code	Course Title	Credits	prerequisite	corequisite
RMI 335	Magnetic Resonance Imaging	3.00	RMI 213	RMI 336
RMI 336	Magnetic Resonance Imaging LAB	1.00		RMI 335
RMI 337	computed tomography imaging	3.00	RMI 215	RMI 338
RMI 338	CT imaging Lab	1.00		RMI 337
RMI 339	Nuclear Medicine imaging	3.00	RMI 212	
RMI 363	CP3	3.00	RMI 362	

Year 3 - Semester 3				
Course Code	Course Title	Credits	prerequisite	corequisite
GRD 301	Innovation & Entrepreneurship	3.00	GRD 261	
RMI 342	pathology interpretation	2.00	RMI 223	RMI 343
RMI 343	pathology interpretation Lab	1.00		RMI 342

Year 4 - Semester 1				
Course Code	Course Title	Credits	prerequisite	corequisite
RMI 417	Quality Management for Imaging	2.00	RMI 213	RMI 418
RMI 418	Quality management LAB	1.00		RMI 417
RMI 444	sectional imaging anatomy	2.00	RMI 337	RMI 445
RMI 445	sectional imaging anatomy LAB	1.00		RMI 444
RMI 464	CP4A	3.00	RMI 363	RMI 465
RMI 465	CP4B	3.00	RMI 363	RMI 464
	ELM			

Year 4 - Semester 2				
Course Code	Course Title	Credits	prerequisite	corequisite
RMI 466	CP5A	3.00	RMI 465	
RMI 467	CP5B	3.00	RMI 465	
RMI 468	CP5C	3.00	RMI 465	
RMI 469	CP5D	3.00	RMI 465	
	ELM			

Year 4 - Semester 3				
Course Code	Course Title	Credits	prerequisite	corequisite
RMI 471	Research Project	3.00	GRD 361	

Internship: Clinical placement (CP1-CP5) is a part of the degree completion requirements. Graduate students, especially expat students, are required to complete internship after graduation.

5.9.4 Course Description

A. General Education Courses (GER)

Students are required to register general education courses (29 credits) offered by General Requirements department.

Refer to study plan and Section 5.1.1 General Education Requirements (GER) for course description.

B. College Core Requirement (CCR)

Students are required to take the CCR courses of 16 credits to complete the program.

Refer to study plan and Section **Error! Reference source not found.** *for course description.*

C. College Elective Requirements (CER)

Students will select courses from other disciplines to complete a minimum of six credit hours. Students will choose from a variety of College Elective Courses offered by all the programs at FCHS.

Refer to study plan and Section 5.1.2 College Elective Requirements (CER) for course description.

D. Major Core Requirements (MCR)

Students must complete all courses (82 credits) as mentioned in the study plan. The program offers these courses:

Major Core Requirements (MCR)

RMI111 - Introduction to Radiography and Medical Imaging
Co-Requisite: None
Pre-Requisite: None
This course will be given for fresh students (Year 1) to introduce them to the imaging science. Medical imaging terminology, types of radiation and different imaging modalities used in hospitals with basic description will be covered. Students will be introduced to the imaging services in the UAE. At the end of this course, students will be expected to have a general and basic knowledge of imaging science before progressing to advanced years.

RMI212 - Radiobiology & Protection
Co-Requisite: None
Pre-Requisite: RMI111
This course is designed to provide students (2nd year, 1st semester) with important information about the biological effects of ionizing radiation and radiation protection to ensure safe practice of radiography. It covers different aspects of radiation protection such as personnel and patient protection, protection methods, and acute and chronic radiation effects. Topics developed by the radiation safety department at the Federal Authority for Nuclear Regulation (FANR) in the UAE will be covered.

RMI221 - Radiographic Anatomy & Positioning 1
Co-Requisite: RMI 222
Pre-Requisite: GRD111
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.

RMI213 - Principles of Medical Imaging Lab
Co-Requisite: RMI214
Pre-Requisite: RMI111
This practical lab course will discuss the physical aspects of imaging equipment used to image patients in the hospital. Additionally, exposure factors, patient dose and image optimizations will be covered. Students will be introduced to the X-ray imaging system components, control console, x-ray tube and generator, and conduct experimental sessions to demonstrate the effect of radiation and the image formation.

RMI223 - Radiographic Anatomy & Positioning 2
Co-Requisite: RMI224
Pre-Requisite: RMI221
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 respiratory system, shoulder and pelvic girdles, the vertebral column, the bony thorax and plain abdomen.

RMI225 - Mammographic Imaging
Co-Requisite: None
Pre-Requisite: None
This course is designed to provide students with the requisite knowledge and understanding of the scientific, technological and radiographic principles associated with mammography. This course describes the key features to the imaging of the breast including physical principles and methodology and introduces newer technologies such as tomosynthesis.

RMI215 - Digital Image Processing & Analysis
Co-Requisite: RMI216
Pre-Requisite: RMI213
This course provides the students with the skills, knowledge and judgment to understand the array of technological innovations pertinent to digital imaging. This will enable students to understand the complexities of image acquisition and data manipulation.

RMI261 - Pre-Clinical Placement 1

Co-Requisite: None
Pre-Requisite: RMI221
This pre-clinical course delivers the initial professional and clinical radiographic knowledge that will be foundational in subsequent related courses as the student progresses along the novice to expert continuum of development. Lab simulation equipment using human phantoms for imaging will improve students' imaging skills including positioning, x-ray tube and couch manipulation before joining hospitals to handle patients.

RMI241 - Patient Care in Radiography
Co-Requisite: None
Pre-Requisite: RMI212
This course will introduce the necessary skills needed for students to handle and manage patients professionally, as well as address related health ethical issues in the radiography department. At the end of this course, students will be expected to understand procedures and techniques regarding patient safety and infection control and apply the code of ethics by respecting patient privacy and confidentiality. The UAE Department of Health diagnostic imaging services regulations regarding patent care will be covered.

RMI226 - Radiography and Contrast Imaging
Co-Requisite: RMI227
Pre-Requisite: RMI223
The course focuses on mobile imaging, accident and emergency imaging, pediatrics, geriatrics and radiography of the skull including dental imaging.

It also facilitates the ongoing development of broader general radiographic skills of the appendicular and axial skeleton. Additionally, it provides students with the essential elements of contrast and therapeutic imaging of the gastrointestinal genito-urinary and hepato-biliary systems with the emphasis on digital fluoroscopic systems and the professional role of the radiographer in managing these systems and implementing the procedures.

RMI331 - Angiographic and Interventional Procedures
Co-Requisite: RMI332
Pre-Requisite: RMI226
This course allows students to learn how to assess and manage different patients who are referred to radiology for a range of angiographic imaging procedures. Angiographic, vascular and interventional studies will be taught. Basic nursing concepts including surgical asepsis, venipuncture, infection control, medications and their administration will be addressed.

RMI333 - Ultrasound Imaging
Co-Requisite: RMI334
Pre-Requisite: RMI223
This course delivers theoretical knowledge in abdominal ultrasound that also forms a foundation for subsequent ultrasound studies. It 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.

RMI362 – Clinical Placement 2
Co-Requisite: None
Pre-Requisite: RMI261
Clinical Placement 2 develops the scientific, professional and clinical radiographic knowledge that will be foundational in subsequent radiographic science and practice units as the student progresses along the novice to expert continuum of development. The course will build on the earlier philosophies of professional practice and introduce the professional, legal, ethical and psychosocial components of radiography and healthcare practice. This placementwill concentrate on the radiographic positioning and radiographic image analysis of the respiratory system, shoulder and pelvic girdles, the vertebral column, the bony thorax and plain abdomen.

RMI335 - Magnetic Resonance Imaging
Co-Requisite: RMI336
Pre-Requisite: RMI213
The physics of magnetic resonance imaging (MRI) is presented in this course with particular application to clinical

diagnostic imaging. The unit covers the basic physics of magnetic dipoles and magnetic spin resonance, and gives a detailed presentation of the basic gradient and spin echo sequences that are used in medical MRI scanners. The factors that determine the contrast and spatial resolution achievable in MRI are also discussed. The free induction decay (FID) signal sampling and image reconstruction methods are reviewed, as are the signal-to-noise ratio (SNR) and image artefacts that typically occur in MRI. Patient and MRI staff safety issues are presented, as well as an overview of MRI imaging applications such as spectroscopic and dynamic imaging.

RMI337 - Computed Tomography Imaging
Co-Requisite: RMI338
Pre-Requisite: RMI215
This course provides the scientific fundamentals that underpin computed tomography (CT). It includes scientific principles and operational modes, system components and image characteristics, image reconstruction techniques, summation convolution back-projection, Fourier reconstruction, and algebraic and iterative reconstruction methods. Helical/spiral and multislice CT systems are discussed. CT artefacts and the principles of CT dosimetry and radiation protection are also covered. The professional skills element of this course aims to introduce students to a range of topics relevant to the practice of CT. Students will be introduced to protocols and the clinical application of physical principles related to the CT imaging of the major regions of the body.

RMI339 - Nuclear Medicine Imaging
Co-Requisite: None
Pre-Requisite: RMI212
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 also 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 such as computed tomography (CT), positron emission tomography (PET), and single photon emission computed tomography (SPECT). Topics regarding radiation activity and monitoring in the UAE by the Federal Authority for Nuclear Regulation (FANR) will be covered.

RMI363 – Clinical Placement 3
Co-Requisite: None
Pre-Requisite: RMI362
Clinical Placement 3 is a second semester course that builds on the scientific knowledge and clinical experiences developed through engagement during the previous semesters. The clinical component 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. Students will learn how to assess and manage different patients who are referred to radiology for a range of contrast imaging procedures. Angiographic, vascular and interventional studies, and US Imaging will be taught. Basic nursing concepts such as surgical asepsis, venepuncture, infection control, medications and their administration will be addressed.

RMI342 - Radiographic Pathology Interpretation
Co-Requisite: RMI343
Pre-Requisite: RMI223
This course provides the students with the skills, knowledge and judgment to interpret images and provide a written comment through the employment of radiographic image interpretation principles and pattern recognition.

RMI444 - Sectional Imaging Anatomy

Co-Requisite: RMI445
Pre-Requisite: RMI337
This course specifically addresses sectional anatomy of the human body. Students will learn about the anatomical representation and relationships of the bones, organs, blood vessels, nerves and muscles comprising the chest, abdomen, male and female pelvis, spine, limbs, and girdles in multiple planes as demonstrated on CT and MRI.

RMI417 - Quality Management for Medical Imaging
Co-Requisite: RMI418
Pre-Requisite: RMI213
This course will cover procedures and guidelines to monitor and calibrate imaging equipment in order to optimize patient dose and image quality. This course will guide student through laboratory and experimental sessions to understand the techniques used to maintain the imaging equipment at optimal level. At the end of this course, students will be able to diagnose the image quality in terms of artefacts and make necessary corrections for optimization.

RMI464 – Clinical Placement 4A
Co-Requisite: RMI465
Pre-Requisite: RMI363
This is a first semester course. It builds on the scientific knowledge and clinical experiences accumulated during the previous semesters. The clinical component 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, CT and MRI. The development of clinical skills in relation to the evaluation of general radiographic images in terms of the clinical question and patient management will be addressed, as well as the progression in general radiographic skills along the novice to expert model of clinical skilldevelopment.

RMI465 - Clinical Placement 4B
Co-Requisite: RMI464
Pre-Requisite: RMI363
This course focuses on CT, MRI and US Imaging. It is an ongoing development of clinical expertise that runs parallel with CP4A.

RMI466 – Clinical Placement 5A
Co-Requisite: RMI467, RMI468, RMI 469
Pre-Requisite: RMI465
This course is a final year clinical placement. The training will emphasize CT and ultrasound, but will also require work in general procedures at the level of a competent student.

RMI467 - Clinical Placement 5B
Co-Requisite: RMI466, RMI468, RMI 469
Pre-Requisite: RMI465
In this clinical course, students will continue to develop and refine their CT and MRI imaging skills.

RMI468 - Clinical Placement 5C
Co-Requisite: RMI466, RMI46, RMI 469
Pre-Requisite: RMI 465
This placement is the final period of continuous supervised practice. It will allow final year students enrolled in the Bachelor of Medical Imaging program to demonstrate that they have attained the expected level of clinical competency in general radiography and computed tomography. This will enable them to engage in independent practice as a radiographer upon graduation. Additionally, this final period provides opportunities for final year students to reflect on their professional development as health care practitioners.

RMI469 - Clinical Placement 5D
Co-Requisite: RMI466, RMI467, RMI 468
Pre-Requisite: RMI 465
This course will provide students with a comprehensive and final clinical placement before graduation.

E. Major Elective Requirements (MER)

The student is required to select two courses with a total of four credit hours from the major elective courses. MER course descriptions are given below.

MER Course Descriptions

RMI451 Advanced Topics in Ultrasound
Co-Requisite: None
Pre-Requisite: RMI333
This course focuses on the sonographic anatomy of the abdominal organs and related structures, and the sonographic representation of common abdominal pathologies. It includes the selection of appropriate ultrasound equipment and optimization of technical factors. Scanning techniques for the liver, gallbladder, biliary system, anterior abdominal wall and hernias, peritoneum and retro peritoneum, and Doppler ultrasound of the upper abdomen are covered. Students will participate in the scanning of models under supervision, which will enable them to apply these principles and develop basic practical skills in a simulated clinical environment.

RMI 452 Advanced Topics in CT
Co-Requisite: None
Pre-Requisite: RMI337
This course will provide the students with the skills and knowledge in advanced multislice computed tomography.

RMI 453 Advanced Topics in MRI
Co-Requisite: None
Pre-Requisite: RMI335
This course will provide the students with the skills and knowledge in advanced MRI techniqu

6. Placements

FCHS aspires to develop the professional attitude and identity of its students in line with the standard expected from healthcare providers in the UAE. Curricula are designed to develop an awareness of the role and importance of high-level professional attributes such as communication, respect for others, confidentiality, trustworthiness, and dependability. For these aspirations to be clear to students, professional characteristics, and behaviours need to be defined and assessed. Therefore, placement and fieldwork education has been incorporated in the curriculum and is a compulsory and formally assessed component of the professional courses.

There are two types of placements offered at FCHS: non-clinical and clinical.

Non-Clinical Placement

The Bachelor of Science (B.Sc.) degree in Psychology provides non-clinical placement. The aim of placement is to provide students with a hands-on experience of how psychological knowledge can be applied in professional practice and how such practice blends with academic work. FCHS recognizes that work placements will substantially enrich students' learning experience and increase their employability.

A non-clinical placement does not facilitate direct contact with a patient and will not provide care or support for their care. Examples include human resources professionals, finance, maintenance staff, secretaries, or administrative assistants.

Clinical Placement

Clinical placement is an authorized training time at a healthcare facility in which students join a structured pre-planned clinical training experience to achieve specific course and program learning outcomes. It is essential for students studying health science programs to have safe, high-quality clinical experiences to prepare them to be competent and professional in their respective fields.

Clinical placement is an essential component of Nursing, Pharmacy, Physiotherapy, Radiography and Medical Imaging, Emergency Health, and psychology programs at FCHS. The primary purpose of clinical placements is to provide students with 'real-life' clinical experiences to facilitate the application of knowledge explored in lectures, tutorials and clinical laboratories on campus. Clinical placements develop students' psychomotor, written and oral communication, critical thinking and problem-solving, clinical reasoning and time management skills. Students are expected to provide holistic care to a patient or group of patients within their current scope of practice rather than simply focusing on performing particular tasks.

Clinical placements are undertaken in a range of health facilities such as primary, secondary, or tertiary healthcare facilities as specified by the learning objectives of the courses. Students are supervised, taught, and guided by FCHS clinical instructors, in addition to certified preceptors/clinical educators assigned by each healthcare facility.

The purpose of these partnerships is to improve UAE national students' education opportunities to gain quality practical experiences as part of their undergraduate degree.
Students are expected to have a high standard of professional compliance and conduct while on clinical placements.

6.1 Clinical Training Partnership

FCHS students must satisfactorily complete their prescribed placements at healthcare and community providers. Therefore, the college has signed several clinical agreements and memoranda of understanding to secure and facilitate well-structured clinical placements for students in different specialties. Some of the facilities that FCHS partners with for clinical practice are listed below:

SEHA Facilities, MOHAP Facilities, MOPA Facilities, Abu Dhabi Police, Al Ain Pharmacy Group, Al Manara Pharmacy Group, Amana Healthcare, Arabic Canadian Medical Center, Burjeel Hospital, Cambridge Medical and Rehabilitation Center, Cleveland Clinic Abu Dhabi, Danat Al Emirate Hospital, Healthpoint Hospital, Medeor Hospital, Mediclinic Facilities, National Rehabilitation Center, NMC Facilities, Oasis Hospital, Orthoplus Bone and Joint Center, Zayed Higher Organization, and Zayed Military hospital.

6.2 Health and Safety during Placements

It is important that students are aware of any hazards that could occur while on placement. FCHS ensures the safety of the students while on placement and has implemented guidelines to prevent and mitigate danger. Students will be covered by malpractice insurance. Upon admission into clinical practice, students will be provided with the placement safety manual and are required to attend an orientation session conducted by the placement/course coordinator and the clinical facility. Moreover, an orientation is provided by all clinical partners before the clinical placements.

7. FCHS Learning Resource Centre

7.1 About LRC

The Fatima College of Health Sciences has four library branches in the UAE, and they are in Abu Dhabi, Al Ain, Ajman, Al Dhafra. As a fast-growing institution.

As the primary repository of bibliographic and information resources of Fatima College of Health Sciences, the library give emphasis to rapid access to needed materials and information in support to academic requirement of the institution. FCHS LRC is also home to significant special collections such as literature, history, and general information about the UAE that are all translated in Arabic and published in UAE.

The FCHS LRC portal is a one-stop-shop and called "library without walls" that creates an access to bibliographic records and full utilization of electronic resources on and off campus 24/7. The bibliographic records of materials are available through Online Public Access Catalog (OPAC) that allows patrons to access available resources. Bibliographic instruction is geared towards rapid access of existing resources and to encourage independent learning. Point-of-use instruction, personal assistance in conducting research and traditional reference services are also offered.

Policies and procedures are developed to facilitate the widest possible use of resources by FCHS patrons.

With the recent growth of the College academic programs over the years, along with the rapid expansion of electronic information resources, it has provided an avenue to improve and develop the FCHS Learning Resource Centre.

7.2 Library Hours

The library operating hours are from Monday to Thursday, 7:30 to 3:30 and Friday, 7:30 to 12:00. Hours are based on the FCHS Academic Calendar. The library is generally closed on all UAE national holidays, and official college holidays. The library may operate under reduced hours during Ramadan. Additional hours may be implemented upon request to cater the evening classes

7.3 Services

The library emphasizes various services such as, circulation and reserve desk, reference instruction, general orientation, information literacy, group study room, multimedia room and intra-library loan.

7.3.1. *Check out Material*

Users can check out material directly from library staff at the Circulation/Reserve Desk with a valid FCHS ID. Circulation policy on all types of resources is strictly implemented.

7.3.2 *Check in Material*

Users may return library material directly to library staff at the Circulation/Reserves Desk on or before the due date.

7.3.3 *Renewal of Material*

Borrowers can renew checked-out items online, call the circulation desk or visit the library.

7.3.4   Course Reserve

Faculty can place items "on reserve" in the library and they can determine loan periods for individual reserve items. All reserve collections are for "in-library use only".

7.3.5 Group Study Room

The library offers 1 group study room on a first come first served basis. Group study room is limited to 6 people or more for two (2) hours only and unattended items will be moved.

7.3.6 Multimedia / 3D Room

The library offers 1 Multimedia Room for viewing of 3D Videos. The room can be booked ahead of time and on a first come first served basis and must not be left unattended.

7.3.6 General Orientation

The Librarian provides a general orientation of the library policies and procedures and services for all new students attending on Orientation Day.

7.3.7 Information Literacy

The librarian provides an in-depth session on how to access and use electronic resources related to course assignment and research paper.

7.3.8 Reference Instruction

Reference assistance is provided to a class upon the request of the lecturer. This includes assistance with identifying appropriate material for studies/assignments and then locating the material within the library collection; accessing electronic resources such as the electronic database system as well as locating good information on the internet.

7.4 Type of Borrowers

LRC categorizes different library users such as, Student, Faculty, Staff, Alumni and External Borrowers. Each user has borrowing policies.
All borrowers shall notify the library of any change of contact details.

7.4.1 Student Borrowers

Students who are officially enrolled can borrow a maximum of five (5) books for (1) one week and can be renewed for another two (2) weeks if not on hold, on reserve or and/or on recall status. An FCHS ID and registration form must be presented at the Circulation Desk. Any lost ordamaged items checked-out in their name will be subject to the lost and damaged policy set out by the LRC.

7.4.2 Faculty Borrowers

Faculty can borrow unlimited number of materials for each academic semester and shall be responsible for all materials if damaged or lost. A lost and damage policy shall be strictly implemented.

7.4.3 Staff Borrowers

Staff can borrow up to three (3) items for one week and can be renewed if not on on-hold, reserve, or recall status. Staff shall be responsible for all materials if damaged or lost. A lost and damage policy shall be strictly implemented.

7.4.4 Alumni Borrowers

Alumni borrowers can only checkout print book for one (1) week and cannot be renewed. A deposit of 100.00 dirhams per item shall be collected. The amount will be refunded upon returningof the checked-out item. Borrower shall be responsible for all materials if damaged or lost. A lostand damage policy shall be strictly implemented.

7.4.5 External Borrowers

External borrower from affiliated institutions can only checkout print book for one (1) week and cannot be renewed. A deposit of 100.00 dirhams per item shall be collected. The amount will be refunded upon returning of the checked-out item. Borrower shall be responsible for all materials if damaged or lost. A lost and damage policy shall be strictly implemented.

7.5 Policies

LRC set a loan policy to regulate the circulation of all materials by format and by type of borrower. 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 borrower is responsible for the safe keeping and return of all items borrowed from the library.

7.5.1 Textbooks-On-Loan Policy

Students shall be officially enrolled to receive the required course textbooks. All textbooks shall be returned on or before the final exam or at the beginning of each semester. Students who have unreturned textbooks from previous semesters will not receive the new ones. Lost and damaged policy will be strictly implemented.
Textbooks issued to paying students are not to be collected as part of the tuition fee.

7.5.2 Renewals

Borrowers can renew the checked-out item for another one (1) week and can be extended for another one (1) week if not on on-hold, reserve, or recall status.
Checked-out materials shall be renewed on or before the due date written on the due date slip attached on the book or advised by the librarian. Borrowers can renew the borrowed items by either bringing the resources to the circulation desk, telephoning the library during the normal hours of operation or by logging in to the user's library account from the library portal.

7.5.3 Recall on Borrowed Items

Items that circulate for one (1) month shall be recalled after 21 days if another patron requests the item. The recalled item automatically receives a new due date, and a notice shall be sent to

user requesting for the return of the item. If the item is not returned by the new due date, it is subject to overdue fines. When the item is received, the patron who requested the item will be notified and the item shall be picked up at the circulation desk within 3 days.

7.5.4 Lost or Damaged Library Materials

Patrons are responsible for all library materials checked-out under their account from the circulating collection. Replacement of the lost or damaged item is but must be replaced by the same or latest edition.

7.6 Circulation Loan Table

Loan durations for different type of materials and borrower's category are shown in the tables below. The circulation rules are also the loan parameters being implemented in the library management system.

7.6.1 Loan Rule for Students

Item Type	Loan Period	Overdue Fines – Block Point System	Lost and Damaged	Recall Fines	Max # of Items
General Collection	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	5 items
Reserve Course Materials / Reference	2 hours 4 hours In-Library Use Only	1-hour overdue = 5 days blocked	Replacement and latest edition	1 day blocked	No limit
Print Journals / Magazines	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	3 items
Popular Reading Graded Readers Novels / Fiction	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	5 items
Multimedia	4 hours In-Library Use Only	1-hour overdue= 5 days blocked	Replacement and latest edition	1 day blocked	No limit

7.6.2 Loan Rule Table for Faculty

Item Type	Loan Period	Overdue Fines – Block Point System	Lost and Damaged	Recall Fines	Max # of Items
General Collection	One Semester	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	No limit
Reserve Course Materials / Reference	1 week 2 renewal	1-hour overdue = 5 days blocked	Replacement and latest edition	1 day blocked	3 items
Print Journals / Magazines	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	3 items
Popular Reading Graded Readers Novels / Fiction	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	5 items
Multimedia	1 week 1 renewal	1-hour overdue= 5 days blocked	Replacement and latest edition	1 day blocked	5 items

7.6.3 Loan Rule for Staff

Item Type	Loan Period	Overdue Fines – Block Point System	Lost and Damaged	Recall Fines	Max # of Items
General Collection	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	5 items
Reserve Course Materials / Reference	1 week 2 renewals	1-hour overdue = 5 days blocked	Replacement and latest edition	1 day blocked	3 items
Print Journals / Magazines	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	3 items
Popular Reading Graded Readers Novels / Fiction	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	5 items
Multimedia	1 week 2 renewals	1-hour overdue= 5 days blocked	Replacement and latest edition	1 day blocked	3 items

7.6.4 Loan Rule for Alumni and External Borrowers

Item Type	Loan Period	Overdue Fines – Block Point System	Lost and Damaged	Recall Fines	Max # of Items
General Collection	1 week No renewal	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	2 items
Print Journals / Magazines	1 week No renewal	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	2 items
Popular Reading Graded Readers Novels / Fiction	1 week 1 renewal	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	2 items

8. Registration and Academic Rules

8.1. Registration Procedure

Registration is the process of enrolling in classes. Each student admitted will receive a student handbook and the college catalogue, which includes all required information for the program of choice. The office of the registrar is responsible for overseeing the registration process. All students are expected to register for their courses in the time designated in the academic calendar. Prior to online registration, students need to meet with the academic advisor who provides educational guidance and assists by recommending courses and determining appropriate education solutions according to the student's background, level of competence, and academic progress. The approval of the academic advisor on the registration plan is essential.

During the registration period, class schedules will be posted on the internet (Student self-services portal and student emails) and on the college notice boards. Registration process is executed online by the students themselves. Any registration queries from the students should be directed to the registrar's office.

8.2. Registration Details

8.2.1. Credits Hours and Time in Class

The college's academic activities are based on the American model of education, which uses the credit hour and semester system. Each academic year consists of two regular semesters and a summer term. One semester means that duration of study is approximately equivalent to 16 weeks. The duration of study of the summer session is equivalent to 7 weeks.
The college study unit is the credit hour, which represents a course pursued for one period of one hour weekly during one semester of 16 weeks. Generally, a course valued at 1-credit hour meets for one period of 50 minutes weekly for a given semester; a 3-credit hour meets three periods a week for a semester and so forth. Furthermore, one laboratory credit hour meets two periods per week and one clinical credit hour meets three periods per week.
All courses taken by a student are entered into the student's record. All grades of credit courses attained by the student are considered while calculating the GPA and CGPA.

The minimum credit hours required to receive a Higher Diploma or bachelor's degree differs from one program to another as described below:

1. Nursing:
   Bachelor of Science in Nursing - 127 credit hours
   Diploma holding students enrolled in Nursing degree - minimum 64 credit hours

2. Pharmacy:
   Bachelor in Pharmacy - 160 credit hours.
   Higher Diploma in Pharmacy - 96 credit hours.

3. Physiotherapy:
   Bachelor in Physiotherapy - 138 credit hours.
   Higher Diploma in Physiotherapy - 109 credit hours.

4. Radiography & Medical Imaging:
   Bachelor in Radiography & Medical Imaging - 137 credit hours.
   Higher Diploma in RMI - 100 credit hours.

5. Emergency Health (Paramedic):
   Bachelor in Emergency Health - 133 credit hours.
   Higher Diploma in Emergency Health- 110 credit hours.

6. Psychology:

   Bachelor in Psychology - 125 credit hours.

8.2.2 Duration of Study

The maximum period of study for full time study in the Higher Diploma, bachelor's degree programs is equivalent to N*1.5 years, where N is the number of years needed to complete the program on regular study plan.

8.2.3 Study Load

Full-Time Status: Students are considered to be on a full-time study load when their registration status ranges from a minimum of 12 credit hours to 18 credit hours per semester, this is normally equevelant to no less than 30 credit hours per academic year.

The study load for a student may be increased to 18 credit hours or above subject to the approval of the Senior manager student service and Department Head. This increase is granted in the following circumstances:

❖ If the CGPA of the student is more than 3.7 on a scale of 4.0.
❖ If the registered load leads to graduation in the same semester of registration.
❖ If the student will graduate in the following semester of registration and the needed courses are offered only in the current semester.

If the students CGPA is below 2.0 or the student is under probation, the study load is restricted to less than 12 credits.

Summer Term –Students can register a maximum of six credit hours during the summer.

Part-time students - are expected to take no more than 12 credit hours depending on their study plan and program studied.

8.2.4 Leave of absence

The residency leave is an academic leave from studies petitioned by a student with documented evidence in support of the petition. To be eligible for a leave of absence:

❖ the student has to be a full-time active student enrolled in a degree program
❖ the student has to have completed at least one semester of studies at FCHS.

Students can petition for a maximum of three semesters in total during their course of study in which the leave does not extend more than two consecutive semesters with summer session excluded.

Students should approach their advisor as well as the student services to receive the leave of absence petition and get the appropriate approvals.

8.3 Credit Transfer

FCHS allows new students to transfer from another federal licensed and accredited undergraduate degree programs at another university, college, or equivalent educational institution in the United Arab Emirates and\or recognized foreign higher education institution. It also allows students to transfer from one FCHS programs to another. Criteria for transfer is outlined below.

8.3.1 Credit Transfer from Other Institutions to the College

Students from a federal or licensed institution in the UAE or a recognized foreign institution of higher education shall be eligible for admission by transfer if they meet the FCHS admissions criteria and the special requirements of the program to which he/she is to transferring.

- The applicant shall submit an official transcript showing all credits and grades earned along with a detailed description of the courses attended to the FCHS Office of Admissions and Registration.
- Applicant who are in good academic standing (a minimum CGPA average of 2.0 on a 4.0. scale, or equivalent) shall be eligible for transfer to FCHS.
- The maximum credit hours that shall be accepted for transfer within the framework of the study plans at the College is 50% of the total program credits.

Students who conceal prior attendance at other institutions or falsify information shall be subject to immediate suspension.

8.3.2 Transfer within FCHS Program

A student enrolled in any FCHS program may change or major transfer to another program if she has completed at least fifteen (15) credit hours and meets the conditions for admission into the new program of choice as mandated by the FCHS admissions' policy.

A course that is not required by the new department curriculum will not be accounted for in the new CGPA calculation nor in the total credit hours. Additionally, the student might be required to take on additional departmental courses to align with the new study plan.

Please refer to the student handbook for more details about the procedures of transfer.

8.3.3 The Steps of Course Equivalency

Transfer students from other educational organization/within FCHS has a provision to equalize a course, previously taken in their respective organization. Only course with the below criteria will be considered for equivalency:

- Coursework at a grade level of C (2.0 on a 4.0 scale or the grade that corresponds to "Merit/Good" for institutions using a different grading scale or equivalent) or higher and relevant to the degree shall be considered for credit(s) transfer.
- Courses shall bear the same number of credit hours as the course at FCHS; however, two or more courses can be combined to equal one FCHS course credits.
- The coursework shall be equal to approximately 75-80% of the FCHS course content.

Following is the procedure to apply for equalization of course:

- ❖ The student fill and submit the course equivalency form with course description and outline along with transcript to the Registrar office.
- ❖ Student to pay 500 AED for the Equivalency fees.
- ❖ Application will be submitted to the FCHS curriculum committee who will study the case and recommend equivalency is applicable.
- ❖ Head of Department approves courses transfer and submits it to the Registration Office in order to mark the approval on the student's record.

8.4 Add/Drop

The add/drop processes are designed to enable students to review and evaluate their courses after the completion of the regular registration process as notified by the Registrar's Office. Students are allowed to add or drop courses following the registration week. **Add** means the addition of new courses that were not included in the regular registration. **Drop** means removal of a course included in the regular registration.

8.4.1 Procedure for Add/Drop

The following points highlight the procedure to add/drop a course:
- ❖ Students interested in adding or dropping courses should refer first to their academic advisor to evaluate their present study plan as well as academic achievement and accordingly apply for the add/drop online during the designated periods for this process.
- ❖ Students who were unable to add/drop courses online due to system problems can do so through the Registrar's Office. This requires the add/drop form be completed and signed by their academic advisor.
- ❖ Maximum and minimum study load are applicable here.

8.4.2 Conditions to Add/Drop a course and course withdrawal

1. Students are allowed to add/drop courses online during the first week of each semester.
2. Students may drop courses **without penalty** in the period detailed in the academic calendar (prior the 3rd week of the regular semester and the 2nd week of the summer term). The withdrawal procedure is initiated with a request to the student services office upon the academic advisor's approval. The withdrawal is non-punitive and the course will be removed from the student's record.
3. Students may withdraw from a course **with a financial penalty**, 50% of courses fees, if withdrawal occurs in the 9th week of the regular semesters and during the 6th week of the summer term as detailed in the academic calendar.

The withdrawal procedure is initiated with a request to the Student Services Office. The withdrawal is non-punitive and the course is removed from the student's record.

4. Students may withdraw from a course with **a financial penalty, 100% of courses fees, if withdrawal occurs** between week 9 and 11 for a regular semester and weeks 6-8 of the summer semester.
   The withdrawal procedure is initiated with a request to the Student Services Office. The withdrawal is non-punitive and the course removed from the student's record.

5. If the student drops during the period after week 11 of the regular semester and week 8 of the summer term, the student will be given a grade of "WF" (withdraw and fail).

8.5 Repeating Courses

Undergraduate students are permitted to repeat courses in which they scored a grade of C‑ and below.

- ❖ Students must repeat all courses in which they have failed.
- ❖ Courses may not be repeated if a student has obtained a passing grade of C and above.
- ❖ The original grade and the new grade shall appear in the transcript, however, only the highest grade is considered in the calculation of the cGPA.
- ❖ 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.

8.6 Denial of Registration

A student may be denied registration for one or all of the following:
1. Academic dismissal (academic transfer or three times failure).
2. Incomplete admission requirements.
3. Academic misconduct.
4. Disciplinary action, incomplete fee payment (if applicable).

8.7 Class Attendance and Lateness

Students registered in FCHS are expected to attend all classes. Students are expected to be on time and prepared for class. Attendance is recorded in the classroom. Students who miss 15% of their class will be awarded a Failure due to absenteeism in their record and have to repeat the course.
If a student must leave campus during class time a letter signed by their guardian asking permission needs to be sent to the students' service department. The guardian must provide a mobile telephone number.

8.8 Examinations and Assessment

8.8.1 Examination Procedures

Most of the courses offered at the undergraduate 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 in the examination timetable and on the Examination Paper.
A student is required to have her/his Student Identification card to the exam room or will be denied entry to the exam.

8.8.2 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 is awarded by the faculty.

8.8.3 Missing an Exam

Students missing a final exam and present a legitimate reason shall be given an incomplete grade and are requested to take the make-up exam in the first week from the following semester.

The following would generally be considered acceptable grounds to approve a deferred assessment:
❖ Illness provided with a medical report
❖ Accident
❖ Temporary disability
❖ Bereavement
❖ Sporting or cultural commitment at emirate, national or international representative level with a prior approval.

The student should present an attested report for the unattended exam day. The report must be submitted to the students' service within 48 hours from the exam date. Thereafter, the student will be granted to sit the deferred exam only upon the approval of the college's student service department. This exam usually takes place during the first week of the following academic semester. A student who misses the deferred exam or not present a legitimate reason will be

given zero grade.

For the midterm exam and other exams during the semester, the student should submit the excuse for the course instructor within 48 hours from the exam date. Thereafter, the student may be granted to sit for a deferred exam only upon the approval of the head of Department.

8.8.4 Grading and Results

During the semester, individual examiners communicate their evaluations of individual assessment items with reference to the criteria against which performance has been assessed. FCHS comprises of six academic departments which include General Requirement Department, Nursing Department, Pharmacy Department, Physiotherapy Department, Radiography and Medical Imaging Department, Emergency Health Department and Psychology Department, which offer different courses to the students depending on the curriculum structure and respective study plan.

A grade is awarded by the instructor of each course, discussed and approved by the relevant course coordinator and department head. 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.

8.8.5 Grading Description

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
P	60-100		Pass Course
NP			Not Pass Course
WF			Withdrawal Fail
TR			Transfer Credit
EX			Exemption
W			Withdrawal
WW			Withdrawn without Penalty
WP			Withdrawn with Penalty

NOT INCLUDED IN CALCULATING THE GPA
LETTER GRADE
(WW) Withdrawn without Penalty
(WP) Withdrawn with Penalty
(W) Withdrawal
(IG) Incomplete Grade
(TR) Transfer Credits
(EX) Exempted
(P) Pass
(NP) Not Pass

Description of Grade:

1. Excellent (A) – has a numerical value of 4.00
Comprehensive understanding of course content; development of relevant skills to a competent level; demonstration of an extremely high level of interpretive and analytical ability; and achievement of the course objectives.

2. Very Good (B+) – has a numerical value of 3.30
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.

3. Very Good (B) – has a numerical value of 3.00
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.

4. Good (C+) – has a numerical value of 2.30
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.

5. Good (C) – has a numerical value of 2.00
Satisfactory understanding of most of the basic course content; development of some relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not achieved.

6. Satisfactory (D+) – has a numerical value of 1.30
Unsatisfactory understanding of the basic course content; lack of development of relevant skills to a satisfactory level; inadequate interpretive and analytical ability and achievement of major objectives of the course; most minor objectives not achieved.

7. Satisfactory (D) – has a numerical value of 1.00
Unsatisfactory understanding of the basic course content; lack of development of some relevant skills to a satisfactory level; inadequate interpretive and analytical ability and achievement of major objectives of the course; most minor objectives not achieved.

8. Fail (F) – has a numerical value of zero (0.00)
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.

9. Withdraw with Failure due to absence (FA) – has a numerical value of zero (0)
Reaching 15% absence rate of the total required classes in the semester/trimester or withdrawing from the course after the last day of the withdrawal period (after the 4th week of the beginning of the semester/trimester).

10. Withdraw (WF) - No numerical value is assigned
The student can withdraw from the course before the last day of the withdrawal period (before the 4th week of the beginning of the semester/trimester, otherwise a withdrawal with penalty is applied)

11. Incomplete (IG) - No numerical value is assigned
This is a temporary grade until the deferred 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/trimester.

It is the student's responsibility to follow up with the instructor concerned and to sit for any required supplementary or deferred assessment.

12. Transfer credit (TR) - Transfer courses are evaluated and accepted towards degree credit, but are not included in the GPA. Transfer credits are registered on the student's transcript as a summary of credit hours accepted at FCHS as per transfer policy and articulation policy.

13. Withdrawn without penalty (WW) - No numerical value is assigned – The student can withdraw from the course after the last day of add/drop period and before the end of 4th week of the beginning of the semester without financial penalty).

14. Withdraw (W) - No numerical value is assigned – The student can withdraw from the course based on a specific reason approved by the management.

8.8.6 Calculating CGPA

The grade point average (GPA) is calculated by using the formula below:

$$GPA = \text{Total (course Grade Point for this semester} * \text{course credit hour) / total Semester Credit hours}$$

GPA = Total (course Grade Point for this semester* course credit hour) / total Semester Credit hours. The cumulative grade point average (CGPA) is calculated by using the formula below. Courses in which a grade of IG or TR are recorded but do not impact the CGPA. The CGPA is rounded to the nearest two decimal digits.

$$CGPA = \text{Total (course Grade Point for all courses} * \text{course credit hour for all courses) / total Credit hours for all courses}$$

CGPA = Total (course Grade Point for all courses * course credit hour for all courses) / total Credit hours for all courses

8.9 Academic Standing, Progression, Probation and Dismissal

At the end of each academic semester, each student's academic standing will be determined on the basis of the student's term and/or Cumulative Grade Point Average (CGPA) as one of the following: Good Academic Standing, Academic Probation, or Academic Dismissal.
A student's academic standing at the end of an academic semester will determine the student's eligibility to continue enrolment in a subsequent semester and to progress within the degree program.

8.9.1 Good Academic Standing

An undergraduate student with a Cumulative Grade Point Average CGPA of 2.00 or higher (on a scale of 4) at the end of an academic semester is classified as in Good Academic Standing.

8.9.2 Academic Probation and Dismissal

1. An undergraduate student who has studied more than 14 Credit hours and has a cumulative GPA of less than 2.00 at the end of a semester/term will be placed on first academic probation for the following semester/term. Students who receive the first

academic probation must remove the probation status within the following two semesters/trimesters.

2. A student on academic probation must observe the following rules:
   a. The maximum study load for a student on probation is 12 credits. However, the load may be increased to 15 credit hours, upon the recommendation of the student's academic department and in coordination with the Registrar's Office, if this can lead to the graduation of the student in the same semester/trimester. The maximum study load may also be increased to 13 credit hours if one of the courses taken is a 4-creditcourse or is a 1 credit required lab course.
   b. If a student has a GPA less than 2.0, she should repeat the courses in which her final grade was a D or F before attempting to register for new courses. If a student has received a D or F in more than 1 course, she needs to repeat however many of those courses until her GPA is 2.0 or higher. For example, if a student has taken 4 courses and received 3 Ds and 1 F and she repeats 2 of the 4 courses resulting in higher final grades that pull her GPA to a 2.0 or above then she does not have repeat the other 2 courses.
   c. The student must register through the academic advisor. Students on probation are not given access for on-line registration.
   d. The student must repeat failed courses within 2 semesters/trimesters from receiving the failed grades. The student may also have to repeat courses with grade equal or below "C-", as advised by her academic advisor, to remove a probation status or to increase her CGPA.
   e. If a student fails to remove the first academic probation within the following semester/trimester, then the student is placed on a second academic probation.
   f. If the student fails to remove the second probation and her CGPA is still less than 2.00, then the student will receive a written warning that highlights the low level of academic achievement.
3. A student will be dismissed from the College upon the recommendation of the Academic Committee if the student receives two consecutive academic probations.
4. The Registrar shall inform the Student Record Officer and the concerned department of the decision to place the student on academic probation or to dismiss her from the College. The Student Record Officer will inform the student. A copy of either decision shall be kept in the student's file.

8.9.3 Summer Semester/Trimester and Academic Probation 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 CGPA and remove the probation status. During the summer semester/trimester, the student is allowed to register up to 6 credit hours only.

8.9.4 Warning to Students at Risk

FCHS 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 reported in the student's official academic transcript, student's file and college's records.

8.10 Student Records

1. All records related to academic integrity shall be kept in a confidential file in a secure area and kept with the Head of Program. The records shall be kept for a minimum of 7 years after the student leaves the college. After this time period all records will be destroyed.
2. 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. The College Director and Head of Programs

may have read-only access to the records.

3. Students Assignments are kept only for one semester/trimester if the student does not pick them up and then they are shredded.

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8.10.1 Access to Student Record

Upon admission to FCHS, the student is required to submit personal and academic data. The student has the right to notify the Registrar in case of any incorrect information recorded. The student alone has access to her respective records. Without students consent the student record will not be provided to anyone.

8.10.2 Transcript of Academic Record

Copies of the student official transcript will be issued at the student's request by the Registrar's office. An unofficial transcript can also be available to the student from the student self-service portal.

8.11 Academic Misconduct

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

8.11.1 Policy on Academic Misconduct

Cases in which an academic misconduct is considered are:
- ❖ Present copied, falsified or improperly obtained data as if it were the result of laboratory work, field trips or other investigatory work.
- ❖ Plagiarize (knowingly presenting the work (wholly or partially) or property of another person as if it were one's own).
- ❖ 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, quizzes, or any form of assessment.

8.11.2 Policy on Academic Misconduct relative to Examination

Cheating includes the following behavior:
- ❖ Take into the examination room any unauthorized items such as mobiles, electronic devices, books, manuscripts, papers or other articles.
- ❖ Make use of any of the above-mentioned items in the examination room.
- ❖ Obtain directly, or indirectly, assistance in their work.
- ❖ Give direct or indirect assistance to any other student.
- ❖ Impersonate an examination student.
- ❖ Allow themselves to be impersonated.
- ❖ Write on any paper other than the answer booklet or question papers provided.

8.11.3 Penalties

Penalty refers to the consequence faced by the student following the academic misconduct.

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

- ❖ Reduced or nil result for the assessment item affected by the academic misconduct;
- ❖ Deduction of 500 AED from the monthly stipend
- ❖ Final Warning
- ❖ A fail grade for the course in which academic misconduct occurred.
- ❖ Dismissal from enrolment in the program for a specified period.
- ❖ Dismissal from the program where readmission to the program is at the discretion of the FCHS Director based on consideration of the student's case for readmission

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 (see section **Error! Reference source not found.***8.12.2 Appeal against Dismissal/Exclusion*).

When a student has been found guilty of academic misconduct on more than one occasion and has previously been penalized as set out in above, the penalty shall normally be exclusion from the program, unless in the opinion of the relevant academic review board there are mitigating circumstances.

8.12 Appeal

A students' written request seeking an exception to a college grade, exclusion, dismissal or penalty.

8.12.1 Appeals against Award of Grade

Students are encouraged to discuss their performance in assessment items during a course with the 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.

- The appeal process starts with a student filling out the appropriate grade review form while setting the grounds for the review request and submitting it to the students services office.
- The application will be sent to the relative department.
- The Head of Department shall send the request to the departmental examination committee where review of the grade will be done by two faculty members. The committee shall submit its recommendation to within one week from its formation and the decision shall be considered final.
- 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.

8.12.2 Appeal against Dismissal/Exclusion

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 and give his/her decision within 14 days of the appeal.

8.12.3 Appeal against Penalization due to Academic Misconduct

Where any penalty for academic misconduct is imposed as provided for in the Penalties section, a student may appeal under the provisions of the Student Grievances and Appeals policy. The student shall be informed of the right of appeal in the correspondence advising of the imposition of a penalty.

9. Student Affairs and Support Services

This section deals with the various aspects of support services provided to FCHS students by the academic and support staff. The college is committed to facilitating the needs of the students and providing them with the complete support required to achieve excellence. Student Services department strives to help students stay committed to their education and provide assistance in their academic well-being.

9.1 Office Hours

FCHS operates on an 8:00 a.m. – 4:00 p.m. schedule. Students may access faculty and student services staff during usual business hours by making an appointment or dropping in during posted office hours. Staff contact will be shared with students during orientation week.

9.2 Academic Advising

FCHS provides a robust collaboration between the student service and academic advisors to provide a holistic development in the students' educational process. Student Services refer the student to advisors who provide academic advising. On the other hand, any student absenteeism or misconduct cases that require attention towards counselling are referred to the student services.
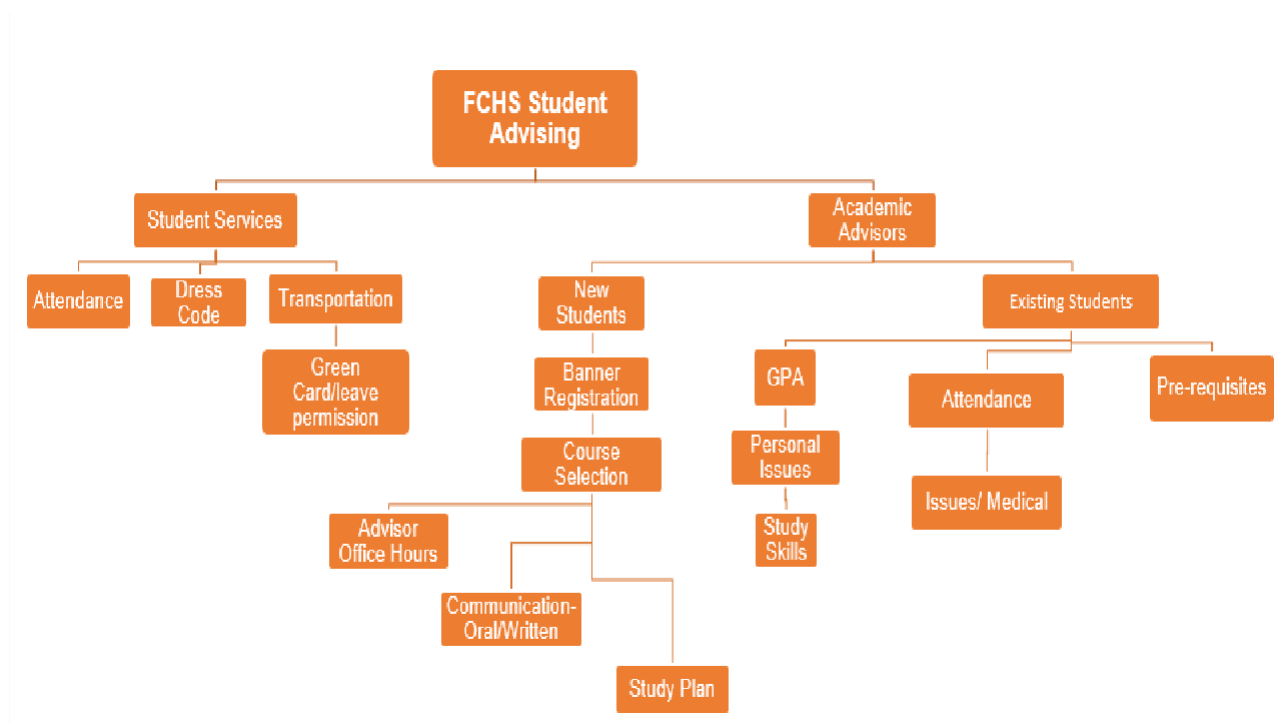
Every student joining FCHS is assigned an academic advisor in the first year. The role of the first-year advisor is to assist the student with choosing the right course, adapting to the FCHS environment and student work culture, as well as guidance on the completion of required courses as per the program study plan. The student is also assigned a departmental academic advisor for further assistance with questions regarding the major of choice. In addition, students can obtain academic advice from their course instructors.

In the first year, students enroll in a course called the first-year seminar where a group of students meet with their first-year advisors in group sessions and discuss issues related to academic writing, exam preparation, time management, and other academic skills. The focus of the FY seminar is to help students develop strategies to navigate the transition to college and to learn how to manage their study.

9.3 Personal and Career Counselling

FCHS academic advisers provide the opportunity for students to discuss issues and concerns related to personal development, stress and time management as well as other needs to achieve to their fullest academic potential.

Student Services have personal and career counselors 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.

9.4 Student Council

The Student Council is an officially recognized student organization that advises FCHS administration on the enhancement of student facilities and activities to enhance the student experience. The Student Council acts as an interface between the students and the college management.

Students are encouraged to participate in the election of their representatives to the Student Council. Elections are monitored by Student Services annually. The Student Council organizes students to work with staff to enrich FCHS academic, 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.

9.5 Extracurricular Activities and Groups

FCHS campuses possess –state-of-the-art gymnasiums and workout facilities. Gymnasiums and other recreational facilities have been purpose-built throughout the system to enrich FCHS students' experience.
Varieties of physical, social, and cultural activities are planned during the academic year. Students may organize events through the faculty and student services staff. Other activities can also be organized through the student council. Activities are planned to complement classroom activities and develop leadership skills and teamwork.

9.6 Dining

FCHS offers a wide range of food to students and staff that fit each individual lifestyle, schedule, budget, and dietary need. Each campus has a modern student lounging area, a cafe and a cafeteria.

9.7 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, under the supervision of the campus Nurse.

9.8 Transportation

Transportation is provided from the students' residence to the college and back to the residence, as well as from the college to the clinical placements and back to the college, ensuring student

safety.

Non-UAE national students requesting college transportation are required to pay an additional fee of 2000 AED for the first and second semester and 1000 AED for the third semester during the time of admission.

9.9 Privacy and Confidentiality

Student information and academic performance is confidential material and will only be disclosed to staff on the basis of need-to-know. In addition, a student's academic performance will only be discussed with the student concerned.

In the case of an emergency, parents, guardians and sponsors should contact the FCHS receptionist, who will assist with finding the student. Parents, guardians and sponsors should not enter a classroom or any other teaching area without first contacting the receptionist.

9.10 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 are not to be used in the classroom unless requested from the instructor. Otherwise, students are to turn their mobile phones off and store them out of sight.

9.11 Smoking Policy

Smoking and usage/distribution of any kinds of drugs is prohibited on all FCHS premises.

9.12 Dress Code

Students are expected to dress modestly at all times. Clothing must be clean, neat and tidy. Students are expected to wear clothes that are appropriate for the activities they will be undertaking.

The following are considered as inappropriate clothing/appearance (not exclusive):

- ❖ The National Dress of any other country than GCC
- ❖ Niquab or any facial cover
- ❖ Poor grooming
- ❖ Excessive use of strong perfume or make-up
- ❖ Visible religious symbols
- ❖ Dirty or un-ironed clothing
- ❖ Jeans or cropped/Capri pants
- ❖ Any clothing that reveals the form i.e. tight fitting or transparent
- ❖ Low cut or cropped tops
- ❖ Excessive jewelry
- ❖ Uncovered tattoos
- ❖ Obvious absence of undergarments
- ❖ High heels

For health and safety matters, lab coats are to be worn inside the labs only and not on other college promises.

Violation of the above rules will lead to disciplinary measures that will be given in details in the student handbook.

10. Students Rights and Responsibilities

10.1 Student's Rights

All FCHS students, potential students, and former students, have the right to:
1. Express their individual opinion regarding teaching performances through the process of course teaching and evaluations through feedback and surveys that are conducted every semester.
2. Convey individual concerns and grievances in a fair and equal way.
3. Experience freedom from discrimination based on disability.
4. Experience personal security on the FCHS campuses.
5. Experience confidentiality concerning their academic records, personal and disciplinary records expressed in the course of instruction, advising, or counselling, unless disclosure is authorized by a written consent.
5. Exemption from disciplinary action that affects their status as students except for academic discipline, and discipline under rules and regulations that shall be fully and clearly disclosed in advance of alleged violations.

10.2 Students' Expectations of FCHS

1. A high quality, engaging and supportive teaching, learning and research environment.
2. A clear and timely statement about course and program requirements.
3. An admission system that is fair and equitable and in accordance with published criteria.
4. Assistance in their orientation and transition to College life.
5. Fair assessment and helpful and timely feedback on their academic work.
6. Feedback on their courses will be sought regularly, and that students may inquire as to the outcomes of such reviews.
7. Not to be disadvantaged by changes to programs and courses, made during the normal period of enrolment.
8. Reasonable access to academic, general and support staff (via email, in person or by telephone).
9. Reasonable and equitable access to library, laboratory, internet, computing and general course resources.
10. Treatment with courtesy in interactions with College staff.
11. Their reasonable needs to be respectfully addressed, regardless of gender, ethnicity, religion, age, background, or disability;
12. To be able to participate fully in the College's activities free from harassment and discrimination;
13. Personal information to remain confidential and to be released only with their consent and knowledge, when legally required, or when their personal safety or the safety of others is jeopardized.
14. Free access to the College's support mechanisms and policies.
15. Grievances to be addressed in a timely and professional manner.
16. A safe and healthy study environment provided by the College.

10.3 Student Conduct

FCHS's expectations of its students:
1. Follow the proper lines of communication in the College in regard to complaints and appeals.
2. Work to the best of their ability.
3. Participate actively and positively in teaching, learning and research activities.
4. Provide constructive feedback on the conduct of these activities.
5. Respect the academic responsibility of the College to establish and maintain appropriate academic and professional standards in courses and programs.

6. Comply with program and course requirements.
7. Treat College staff with courtesy at all times.
8. Adhere to the highest ethical standards.
9. Respect the academic honesty norms and work accordingly by abstaining from cheating, plagiarizing, fabricating or falsifying data or infringing copyrights.
10. Demonstrate reasonable standards of behavior with respect to all College activities, thereby refraining from harassment or discrimination against other students and staff.
11. Commit themselves to the deadlines of the academic calendar with respect to admission and registration rules.
12. Act as role models in all functions.
13. Abstain from any activity that may harm the College's reputation.
14. 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.
15. Abide by the conditions of FCHS Student Handbook and policies, and accept sanctions applied for failing to do so.

10.4 Behavioral Misconduct

A student commits misconduct if she –
1. Threatens or abuses other students, staff or college property.
2. Possesses or carries any weapon or explosive on FCHS campus or disturbing the college environment by false alarm.
3. Engages in behavior that may be considered as sexual harassment of another or others, whether or not of the same sex.
4. Knowingly and without proper consent or authorization has in his possession the property of the FCHS, another student or staff member.
5. Knowingly and without proper consent or authorization removes, uses, misappropriates, or sells the property of the FCHS, another student, a staff member, or other persons.
6. Misuses, damages or alters any firefighting or other safety equipment on FCHS campus.
7. Enters the facilities or uses the property of the FCHS or property of another person without proper consent or authorization.
8. Commits theft of electronic information, or gains or attempts to gain unauthorized access to computer and other electronic resources.
9. Intentionally causes or attempts to cause disruption or obstruction of teaching disciplinary proceedings, or other activities.
10. Knowingly furnishes false or misleading information.
11. Forges, alters, falsifies, fabricates, misrepresents or misuses documents, records of the FCHS or instruments of identification of the FCHS.
12. Interferes with, attempts to or improperly influences the student discipline procedures of the FCHS.
13. Engages in activities to promulgate political, religious or cultural views in any manner or medium that are incompatible with the values of the UAE.

10.5 Disciplinary action in case of Misconduct

Any student, faculty or staff member who has reason to believe that a student has committed some form of behavioral misconduct may place a formal. Refer FCHS student handbook for more details.

10.6 Appeal

An appeal is a request to review and possibly change a decision that has been issued.
When any warning for behavioral misconduct is imposed, a student may appeal to the Director within 5 working days of being given notice of the decision.

The appeal will be heard by the Misconduct Appeal Committee, which is appointed by the Director, FCHS.

As soon as is practicable, after the committee has reached a decision, it must communicate in writing the decision to the student and to the Director, FCHS.

The student may request a copy of the complete appeals' policy, found in the FCHS Policy and Procedure Manual - 5F: Student Disciplinary Policy.

10.7 Student Grievance

A grievance is the lodging of a complaint originating from a perceived injustice.

If a student considers that a decision of the College or one of its staff or a situation experienced by the student is not in accordance with the expectations set down in the Student Charter or the College's rules and policies, a grievance may be filed.

10.7.1 Informal Resolution

Before initiating a formal grievance, the student should discuss the matter in dispute with the person against whom the student has a grievance and seek a mutual resolution of concerns. The student may be encouraged to return to this informal level of resolution at any time during this procedure. It is the College's belief that most grievances can and will be resolved at this level.

10.7.2 Initiation of Complaint/Formal Grievance

If an informal resolution does not result then the student must submit a complaint to the Student Affairs manager, to initiate a formal grievance. The grievance may be communicated orally; however, it must be in writing before any review or other action takes place. The written complaint should include details of the complaint, details and results of attempted informal resolution, and any relevant documents.

The written complaint should be submitted as soon as possible after the student knows of the subject problem, to the Student Affairs manager. If unable to reach the Student Affairs Manager, may submit to the Registrar who will direct it to the Student Affairs Manager.

10.7.3 Review by Student Affairs Manager

The Student Affairs Manager shall read the complaint and make one of three determinations of the grievance:

    A. Allegations Not Subject to Grievance Policy
    B. Allegations are Concerning Staff Member Misconduct (refer to HR)
    C. Allegations warrant further investigation

A written notification of the decision will be given to the student.

11. FCHS Staff

11.1 Academic Staff

General Requirements Department

Department	Name	Campus	Position	Email	Highest Qualification	Conferring Institution
General Requirements Department	Alexandra Dimitri	Abu Dhabi	Head of Department	alexandra.dimitri@fchs.ac.ae	Ph.D.	New York University, USA
	Andrew Milewski	Abu Dhabi	Instructor	andrew.milewski@fchs.ac.ae	Master	The University of Nottingham, UK
	Fahmi Tarmoom	Abu Dhabi	Instructor	fahmi.tarmoum@fchs.ac.ae	Master	University of Willongong - UAE
	Lama Chihade	Abu Dhabi	Instructor	lama.chehade@fchs.ac.ae	M.Ed.	Al Hosn University, UAE
	Mahmoud Bataineh	Abu Dhabi	Instructor	mahmoud.bataineh@fchs.ac.ae	Master	Universiti Utara Malaysia, Malaysia
	Nada Hassanain	Abu Dhabi	Instructor	nada.hassanein@fchs.ac.ae	Master	University of Kwazulu Natal
	Nadia Boutabba	Abu Dhabi	Assistant Prof.	Nadia.Boutabba@fchs.ac.ae	Ph.D.	University of Carthage, Tunisia
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	Bridget Rice	Abu Dhabi	Assistant prof.	Bridget.rice@fchs.ac.ae	PhD	Curtin University, Australia
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	Lalita Davies	Abu Dhabi	Instructor	Lalita.Davies@fchs.ac.ae	MPH	University College London, UK
	Mariam Alhammadi	Abu Dhabi	Assistant Prof.	Mariam.alhammadi@aths.ac.ae	Ph.D	University Of Glasgow, UK
	Sharifa Alboainain	Abu Dhabi	Lab Specialist	Sharifa.boanain@fchs.ac.ae	Master	UAE University, UAE
	Ayman Abdullah	Abu Dhabi	Instructor Prep program	Ayman.abdullah@fchs.ac.ae	BSc	Suez Canal university, Egypt
	Abdullah Al Tal	Al Ain	Instructor	Abdullah.altal@fchs.ac.ae	Master	Jordan University of Science and Technology, Jordan
	Diana Yaghmour	Al Ain	Senior instructor	Diana.yaghmour@fchs.ac.ae	Master	University of Jordan, Jordan
	Gehan Labib	Al Ain	Assistant Prof	Gehan.labib@fchs.ac.ae	Ph.D	Cairo University, Egypt

Name	Location	Position	Email	Qualification	University
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Mohamed Hlayel	Alain	Instructor	Mohamed.Hlayel@fchs.ac.ae	Master	Bergische University Wuppertal, Germany
Nuru Hassan	Al Ain	Assistant Prof	Nuru.Hassan@fchs.ac.ae	Ph.D	Cardiff Metropolitan University, UK
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Al Reem Al Mansoori	Al Ain	Temp Lab Specialist	Alreem.Almansoori@fchs.ac.ae	Master	UAE University, UAE
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Salama Aldhaheri	Al Ain	Instructor	Salama.Aldhaheri@fchs.ac.ae	Master	United Arab Emirates University, UAE
Tania Halldorsdottir	Al Ain	Assistant Prof	Tanya.Halldorsdottir@fchs.ac.ae	PhD	The University of Manchester, UK
Amira Alnuaimi	Al Ain	Instructor	amira.alnuaimi@fchs.ac.ae	Master	Suhar University, Oman
Abdulatif Abdulal	Al Ain	Temp Instructor	abdulatif.abdulal@fchs.ac.ae	Master	Damascus University, Syria
Alya Al Mansoori	Ajman	Lab Specialist	alyaa.almansoori@fchs.ac.ae	BSc	Higher Colleges of Technology, UAE
Asma Bashir	Ajman	Assistant Prof.	Asma.bashir@fchs.ac.ae	Ph.D.	University of Kashmir, India
Beatrice Monaco	Ajman	Assistant Prof.	Beatrice.monaco@fchs.ac.ae	PhD	University of London, UK
Charity Timberlake	Ajman	Instructor	Charity.timberlake@fchs.ac.ae	MS.Ed.	Johns Hopkins University, USA
Lalitha Jawahar	Ajman	Instructor	Lalitha.jawahar@fchs.ac.ae	Master	Kerala University, Cambridge University
Mahaboob Khan	Ajman	Assistant Prof.	Mahaboob.Khan@fchs.ac.ae	PhD	University of Madras, India
Mustafa Al Saad	Ajman	Assistant Prof.	Mustafa.alsaad@fchs.ac.ae	Ph.D	University of Aligarh, India
Salimbabu Abdulla	Ajman	Lab Specialist	salimbabu.abdulla@fchs.ac.ae	MSc.	Bangalore University, India
Salma Mahmoud	Ajman	Assistant Prof.	Salma.Mahmoud@fchs.ac.ae	PhD	University of Dundee, UK
David Vanhoutte	Ajman	Instructor	David.Vanhoutte@fchs.ac.ae	Master	London School of Economics
Mouza Omair Alghfeli	Ajman	Instructor	Mouza.Alghfeli@fchs.ac.ae	Master	University of Sharjah
Seema Panicker	Ajman	Instructor	Seema.Panicker@fchs.ac.ae	PhD	University of Kerala
Kabeer Asim	Ajman	Instructor - Preparatory	Kabeer.asim@fchs.ac.ae	PCGE	University of Brighton, UK
Vijith Chandu	Al Dhafra	Assistant Prof.	Vijith.chandu@fchs.ac.ae	Ph.D	Robert Gordon University, UK

Emergency Health

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