

# College Catalogue


Academic Year 2025-2026



- Director of Academic Affairs



كلية فاطمة للعلوم الصحية  
FATIMA COLLEGE OF HEALTH SCIENCES

## DOCUMENT APPROVAL & REVISION HISTORY

APPROVALS				
Phase	Name	Designation	Signature	Date
Prepared By	Academic HoDs	Academic HoDs	-	27Aug2025
Prepared & Reviewed By	IE Unit	IE Unit	IE	19Sep2025
Reviewed & Approved By	Prof James Barnes	FCHS - Director	Associate Director Academic Affairs 	09 Oct 2025

REVISION HISTORY				
Rev . #	Date & Reason for Revision	Revised by	Approved by	Approval Date
1	Update to study plans and program details	IE	Associate Director Academic Affairs 	
2	19\9\2025 Annual regular Review	IE	Associate Director Academic Affairs 	

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FATIMA COLLEGE OF HEALTH SCIENCES

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## 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.

Prof. Lisa Marie Pratt

FCHS Director



## 2. ACADEMIC CALENDAR (AY 2025 – 2026)

### First Semester "Fall 2025" (Academic Year 2025-2026)

Mon-Fri	02 Jun - 01 Aug 2025	Admission Period for Fall 2025
Mon	11 Aug 2025	Faculty and academic staff report to work (returning and new)
Mon-Fri	11-15 Aug 2025	New student orientation, advising and registration
Mon-Fri	11-15 Aug 2025	Makeup Exams
Mon	18 Aug 2025	Fall classes begin
Mon-Fri	18-22 Aug 2025	Add/drop period
Fri	12 Sep 2025	Run census report (20th class day)
Mon-Fri	06-17 Oct 2025	Midterm exams (Week 8)
Mon-Fri	13 Oct - 12 Dec 2025	Admission period for Spring 2026
Fri	24 Oct 2025	Last day for course withdrawal without penalty of WF grade
Mon-Fri	03-07 Nov 2025	Advising and early registration for Spring (Week12)
Wed-Fri	03-12 Dec 2025	Fall final exams (Week 16)
Tue	16-Dec 2025	Final grades due to Registrar's Office
Mon-Fri	15 Dec 2025 - 02 Jan 2026	Winter break (3 weeks for students)

Mon-Fri	29 Dec 2025 - 02 Jan 2026	New student orientation, advising and registration
Mon-Fri	29 Dec 2025 - 02 Jan 2026	Makeup exams
Mon	05 Jan 2026	Spring classes begin
Second Semester "Spring 2026" (Academic Year 2025-2026)		
Mon-Fri	05-09 Jan 2026	Add/drop period
Fri	30 Jan 2026	Run census report (20th class day)
Mon- Fri	23 Feb - 06 Mar 2026	Midterm Exams (Week 8)
Fri	13 Mar 2026	Last day for course withdrawal without penalty of WF grade



Mon- Fri	23 Mar - 03 Apr 2026	Spring break (2 weeks for students)
Mon- Fri	23-27 Mar 2026	Spring break (1 week for faculty and academic staff)
Mon- Fri	30 Mar - 03 Apr 2026	Staff Professional Development (PD) Week
Mon-Fri	06-10 Apr 2026	Advising and early registration for Summer
Mon-Fri	04-15 May 2026	Spring final exams (Week 16)
Sun	17 May 2026	Final grades due to Registrar's Office
Mon- Fri	23 Mar - 03 Apr 2026	Spring break (2 weeks for students)

### Summer Term 1 (Academic Year 2024-2025)

Mon-Tue	18-19 May 2026	Makeup exams
Wed	20 May 2026	Summer classes begin
Wed-Fri	20-22 May 2026	Add/drop period
Mon-Fri	15-19 Jun 2026	Midterm exams (Week 5)
Wed	24 Jun 2026	Last day for course withdrawal without penalty of WF grade
Mon-Thu	29 Jun - 02 Jul 2026	Summer final exams
Sat	04 Jul 2026	Final grades due to Registrar's Office
Mon	06 Jul 2026	Summer break
Mon	10 Aug 2026	Faculty and academic staff report to work (returning and new) for Fall academic year 2026-2027

كلية فاطمة بنت محمد بن عبد الوهاب  
 Religious and public holidays: Official holidays to be confirmed (tbc) by the management.

FATIMA COLLEGE OF HEALTH SCIENCES

### 3. THE COLLEGE

#### 3.1 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
<b>H.E. Dr. Mubarak Saeed Al Shamsi</b>	<b>Chairman of the Board</b>
<b>H.E. Humaid Abdullah Al Shamsi</b>	<b>Vice Chairman</b>
<b>H.E. Mubarak Hamad Al Muhairi</b>	<b>Board Member</b>
<b>H.E. Ghanem Butti Al Mazrouei</b>	<b>Board Member</b>
<b>H.E. Badr Salim Sultan Al Ulama</b>	<b>Board Member</b>
<b>Mr.Hamad Mohammed Al Marar</b>	<b>Board Member</b>
<b>Mr.Hamad Abdullah Al Hammadi</b>	<b>Board Member</b>
<b>Mr.Yasser Saeed Al Mazrouei</b>	<b>Board Member</b>
<b>Mrs.Shaista Asif Qayoom</b>	<b>Board Member</b>
<b>Mr.Ibrahim Hussein Nasser</b>	<b>Board Member</b>

## Vision

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

## Mission

- ◆ Offer flexible, dynamic and culturally sensitive curricula that foster student-centered learning and provide skillful 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

## Core Values

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

- **Innovation:** Promote a culture of creativity that responds to the developing healthcare needs of the UAE
- **Excellence:** Embed a culture of quality to deliver outstanding teaching, research and personal performance
- **Professionalism:** Commitment to professional appearance, language and behavior  
Promote tolerance, ethical values and goal-oriented graduates
- **Sustainability:** Integrate sustainable practices into all aspects of planning and operations

### 3.3 LICENSURE AND ACCREDITATION

#### NATIONAL ACCREDITATION AND RECOGNITION



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



مفوضية الاعتماد الأكاديمي  
Commission for Academic Accreditation

Fatima College of Health Sciences (FCHS) is a governmental higher education institution licensed by the United Arab Emirates (UAE) Ministry of Education (MoE). The MoE granted FCHS a formal license to operate as a Higher Education Institution in 2009 to issue undergraduate degrees to successful students with a five-year renewal option. FCHS's license was last renewed in 2023 for the following 5 years. All undergraduate academic programs offered by the college are recognized by the MoE and have been awarded initial accreditation (IA) status by the Commission of Academic Accreditation (CAA), MoE.

- Bachelor of Science in Nursing was awarded IA in 2010 and proudly obtained reaccreditation status in 2022,
- Bachelor of Science in Emergency Health (Paramedics) was awarded IA 2014 and currently undergoing reaccreditation,
- Bachelor of Science in Physiotherapy was awarded IA in 2014 and currently undergoing reaccreditation,
- Bachelor of Science in Radiography & Medical Imaging and was awarded IA in 2016 and currently undergoing reaccreditation,
- Bachelor of Science in Pharmacy (BPharm) was awarded IA in 2016 and reaccreditation status in 2025,
- Bachelor of Science in Psychology was awarded IA in 2019,
- FCHS introduced a new degree in 2022, the Bachelor of Science in Midwifery which received the IA in 2023.

## INTERNATIONAL ACCREDITATION AND RECOGNITION

### BSC IN EMERGENCY HEALTH:

**Holder of several esteemed national and international professional certifications and endorsements**

FCHS's Emergency Health Department has obtained several esteemed professional certifications and endorsements for the Emergency Health Program. The awarding bodies include the American Heart Association, European Resuscitation Council, National Registry, National Ambulance and Dubai Corporation for Ambulance Services. These affiliations have ensured that FCHS's BSc in Emergency Health is among the best in the Middle East and North African region, attracting students of all nationalities.



### BSC IN RADIOGRAPHY AND MEDICAL IMAGING (RMI):



**Accredited by Accreditation Service for International Schools, Colleges & Universities (ASIC)**

FCHS's Department of Radiography and Medical Imaging was accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC) in 2020. The Institution has earned Premier status with ASIC for its commendable areas of operation. ASIC accreditation helps students and parents make a more informed choice and also helps colleges, universities and training providers to demonstrate to the international student body that they are a high-quality institution.

ASIC is recognized by UKVI in UK, is a member of the CHEA International Quality Group (CIQG) in USA and is listed in their International Directory, is a member of the BQF (British Quality Foundation) and are institutional members of EDEN (European Distance and E-Learning Network)."

[BSc RMI Accreditation Link](#)

## BSC IN PHYSIOTHERAPY:

### **Accredited by World Physiotherapy Accreditation Service**



Founded in 1951, The World Confederation for Physical Therapy (**WCPT**) is the sole international voice for physiotherapists, representing more than 350,000 physiotherapists worldwide through its 112-member organization. WCPT is the most prestigious and recognized accreditation body for physiotherapy career and academic programs. Member organizations are national associations for physiotherapists, which must meet strict criteria before being admitted. WCPT or World Physiotherapy is the operating name of The confederation operates as a non-profit organization and is registered as a charity in the UK. It has been in official relations with the World Health Organization (WHO) since 1952. It works with a wide range of other international bodies and is a member of the World Health Professions Alliance. It is committed to furthering the physiotherapy profession and improving global health its mission is to:

- Represent physiotherapy and physiotherapists internationally
- Promote high standards of physiotherapy practice, education and research
- Facilitate communication and information exchange among member organizations, regions, subgroups and their members
- Collaborate with national and international organizations
- Contribute to the improvement of global health.

With proud, it does worth it to mention that FCHS-Physiotherapy Program is the very first PT Program to obtain this accreditation in UAE and in the Gulf Region.

[BSc Physiotherapy Accreditation Link](#)

## BSC IN PHARMACY (BPHARM) PROGRAM



**Achieved provisional Accreditation from the Council for Pharmacy Education (ACPE)**

FCHS's Pharmacy Department is now working towards full accreditation.

[ACPE Website](#)

**Accreditation process with Accreditation Commission for Education in Nursing (ACEN)**



Effective October 7, 2024, the Bachelor of Science in Nursing (BSN) at Fatima College of Health Sciences at Abu Dhabi Campus, Al Ain Campus, Ajman Campus, and Al Dhafra Campus located in United Arab Emirates, is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing (ACEN). Candidacy status does not guarantee that initial accreditation will be granted. View the public information disclosed by the ACEN regarding this candidate program on the <https://www.acenursing.org/> . The nursing program is pursuing initial accreditation through the ACEN accreditation process Fall 2026. [Fatima College of Health SciencesBaccalaureate](#).

**Accrediting Agency Contact Information:**

Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400  
Atlanta, GA 30326, USA  
Phone: +1 (404) 975-5000

## VOCATIONAL EDUCATION ACCREDITATION

# ACTVET

Abu Dhabi Centre for  
Technical and Vocational  
Education and Training | مركز أبوظبي  
للتعليم والتدريب  
التقني والمهني



FCHS-ATP is a Registered Training Provider that was awarded its license by ACTVET and accredited by the NQC to deliver vocational programs in 2021. FCHS-ATP currently offers the Diploma in Health Care Assistant to meet the UAE's growing healthcare workforce needs, and a Diploma for Combat Medical Technician to bolster the UAE's Armed Forces.

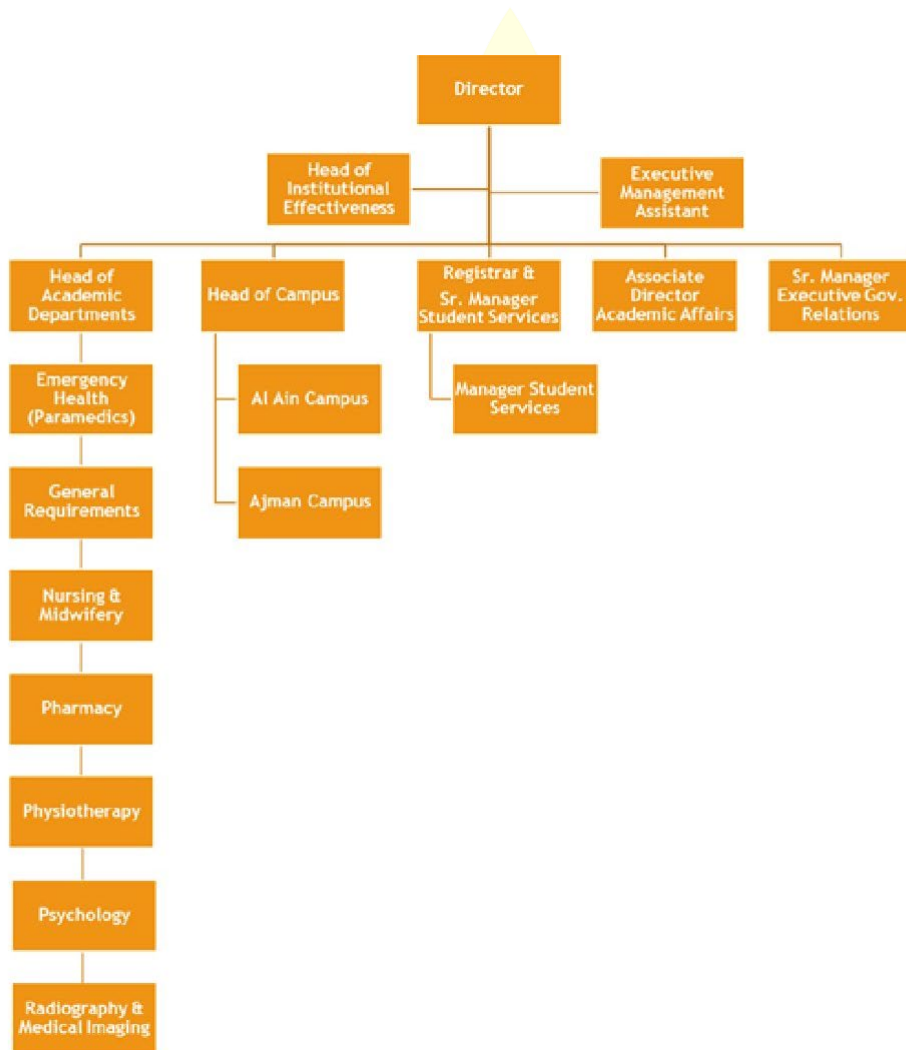
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### 3.4 FINANCIAL RESOURCES

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

### 3.5 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.





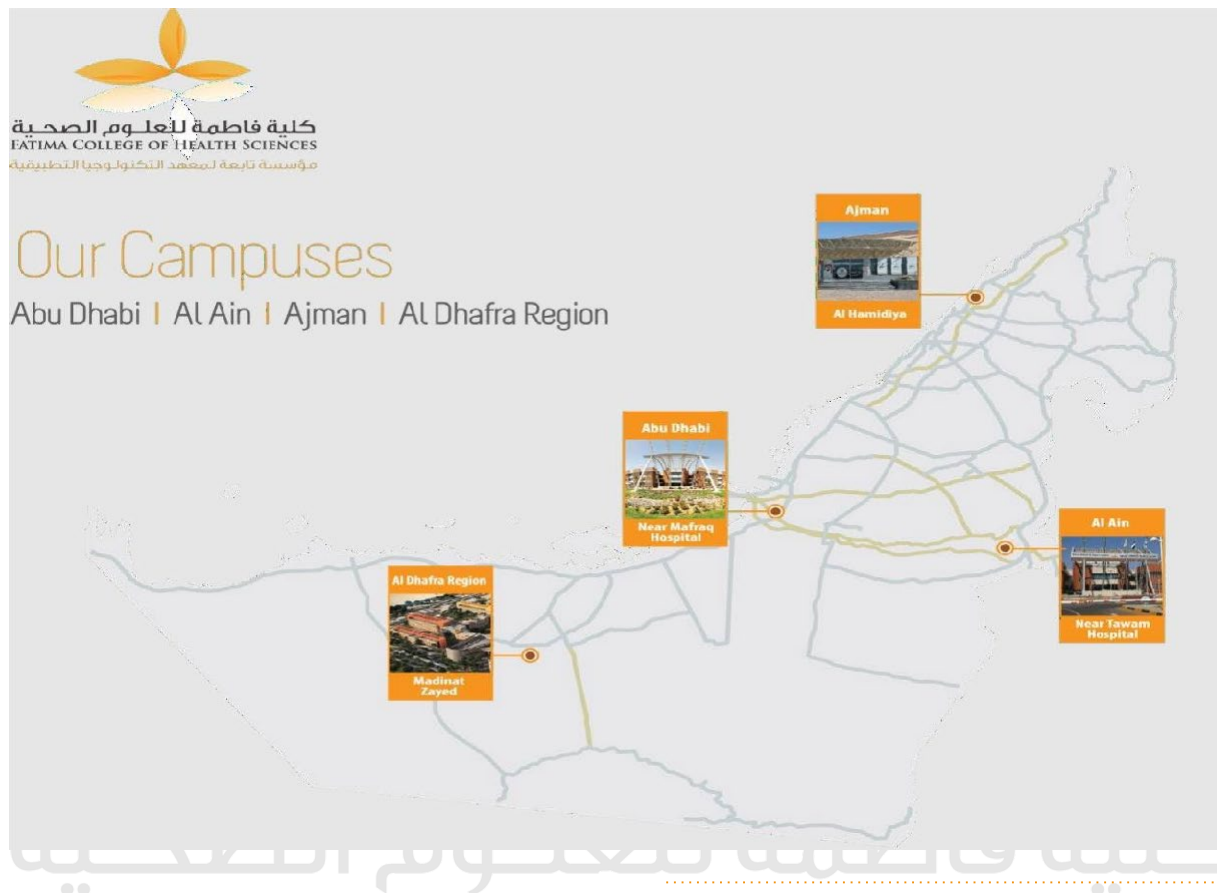
The college's senior team is responsible for the management and proper execution of its academic programs, as well as ensuring the optimal organizational performance of the entity.

Senior Management	Position
Prof. Lisa Marie Pratt	<b>Director</b>
Prof. James Barnes	<b>Associate Director of Academic Affairs</b>
Mr. Mohamed Albisher	<b>Registrar &amp; Snr. Manager Student Services</b>
Mr Abdulla Aljneibi	<b>Manager Student Services</b>
Dr.Emma Burnett	<b>Head of Ajman Campus &amp; Head of Nursing</b>
Dr. Ahmed Abouelnasr	<b>Head of Emergency Health (Paramedics)</b>
Dr Georgina Sosa	<b>Head of Midwifery</b>
Dr Manal Buabeid	<b>Head of Pharmacy</b>
Prof. Muhammad Al Jarrah	<b>Head of Physiotherapy</b>
Dr Saher Al Sabbah	<b>Head of Psychology</b>
Dr John James Totman	<b>Head of Radiography &amp; Medical Imaging</b>

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### 3.6 COLLEGE FACILITIES\CAMPUSES

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.

#### 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 in a 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.

#### 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. DEFINITIONS OF ACADEMIC TERMINOLOGY

### **Academic Program**

A coherent group of credit courses that lead to an academic credential (e.g., degree and academic major tied to the degree, academic minor, certificate).

### **Major**

Also known as academic major. The academic major represents a cohesive and extensive program of study in a designated subject area in which a student commits to gaining in-depth knowledge, competence, and understanding.

### **Minor**

Also known as academic minor. The academic minor comprises a designated group of classes in a discipline that is outside the major field(s). Minors typically consist of a minimum amount of credit hours and are not required to obtain a degree.

### **Area of Concentration**

Also known as academic major concentration. The academic major concentration is a second-order component of a degree program and is represented by a coordinated group of courses that reflect a sub-specialization or emphasis within a major field for currently enrolled students in the major. Courses and credit hours earned toward the major concentration also apply towards the completion of the major. While a major concentration is not required for a degree to be awarded, a major concentration must be declared by the student if it is required to complete the major's requirements. An area of concentration is a focused subset of courses

within a major that allows students to specialize in a particular aspect of their field.

### **Degree**

The formal distinction or recognition conferred upon successful completion of a unified, institutionally preordained program of study (curriculum).

### **Core Courses**

Core courses are required courses that provide a foundation in the essential areas of a degree program. They ensure that all students gain a broad base of knowledge in their field. Core courses are mandatory courses students must study to meet the requirements of a program.

### **Electives**

Electives are courses that students select based on their interests, offering flexibility and the chance to explore subjects beyond their major. By choosing electives, students can study topics that captivate them. When combined with core courses, electives contribute to the total number of units required to complete a degree.

### **Contact Hour**

A contact hour is defined as 50 minutes of scheduled instruction presented to students.

### **Credit Hour**

Also known as semester credit hour which is the amount of credit awarded for successful completion of one contact hour of classroom instruction per week for a semester of not less than 14 weeks.

## 5. UNDERGRADUATE ADMISSIONS

Fatima College of Health Sciences (FCHS) is committed to graduate healthcare professionals with the highest standards of knowledge, skills, and professionalism and who are competitive both locally and internationally. It, therefore, sets high standards in its admission criteria in order to attract, train and graduate the best candidates. FCHS admissions policy is based on the core principles of fairness, transparency and consistency. Application shall be open for UAE nationals and other nationalities in all FCHS campuses. All students applying for undergraduate admission to the College need to have one of the secondary school certificates recognized below. Applicants shall be accepted in one major according to the student's preference, secondary school score and depending on the capacity of the college and/or the program. Applicants shall satisfy the following basic admission requirements:

### High School Certificate:

- Applicants should have graduated from high school no later than (three years for nationals and two years for expats) prior to the current year.
- Applicants maximum age is 25 years old.
- Applicants must hold a UAE High School Certificate with the following minimum averages for all bachelor's degrees (not including pharmacy):
  - 75% ATHS ASP
  - 80% ATHS Advanced
  - 85% ATHS General
  - 75% ESE Elite
  - 80% ESE Advanced
  - 85% ESE General
  - 80% or its equivalent, from all other curricula

### For Pharmacy:

- 80% ATHS ASP
- 85% ATHS Advanced
- 80% ESE Elite
- 85% ESE Advanced
- 85% or its equivalent (from all other curricula)
- A minimum score of achievement in each of the following EMSAT subjects (Validity of EmSAT scores: 18 months), or, the below indicated new EmSAT alternatives/replacements:
  - EmSAT English 1100.

- OR, IELTS (Academic): 5.0 OR TOEFL score of 500 (or 61 in TOEFL iBT or 173 in TOEFL CBT) (Note: TOEFL and IELTS scores are valid for two calendar years).
- EmSAT Math 900.
- One science subject in EmSAT Physics 900 OR EmSAT Chemistry 900 OR EmSAT Biology 900.
- For Pharmacy 900 in two science EmSAT subjects (Physics, Chemistry or Biology)

**Conditional admission:** Applicants who meet the admission English requirements but do not meet the required admission EmSAT scores for Mathematics and one science subject (Biology, Chemistry, Physics) can be considered for conditional admission if they score  $\geq 700$  in Math, and/or in any 1 science subjects, or an 80% high school score in (Math, and one science subject) or its equivalent. They will also be required to take preparatory zero credit courses (remedial courses) in these subjects.

**Conditional admission (for Pharmacy):** Applicants who meet the admission English requirements but do not meet the required admission EmSAT scores for Mathematics and two science subjects (Biology, Chemistry, Physics) can be considered for conditional

admission if they score  $\geq 700$  in Math, and/or in any 2 science subjects, or an 80% high school score in (Math, and two science subject) or its equivalent. They will also be required to take preparatory zero credit courses (remedial courses) in these subjects.

**For NQC Diploma/Higher Diploma Programs only for UAE nationals:**

- High School Certificate:
  - Applicants should have graduated from high school no later than (six years) prior to the current year.
  - Applicants maximum age is 26 years old.

- Applicants must hold a UAE High School Certificate (with a passing grade).
- A minimum score of achievement in each of the following EMSAT subjects (Validity of EmSAT scores: 18 months), or, the below indicated new EmSAT alternatives/replacements:
  - EmSAT English 800 or its equivalent.
  - EmSAT Math 700 (or Highschool Math score 70%).

**Conditional admission:** Applicants who meet the admission English requirements but do not meet the required admission EmSAT scores for Mathematics can be considered for a conditional admission if they score  $\geq 600$  in Math EmSAT. They will also be required to take preparatory zero credit courses (remedial courses).

**Direct Admission Criteria High School Requirement:**

High School Certificate:		
FCHS Programs	Track/Curriculum	Requirement
Bachelor Programs (except Pharmacy)	ATHS – ASP	Minimum 75%
	ATHS – Advanced	Minimum 80%
	ATHS – General	Minimum 85%
	ESE – Elite	Minimum 75%
	ESE – Advanced	Minimum 80%
	ESE – General	Minimum 85%
	IB	Minimum 24 points, Math is mandatory with minimum score of 4
	IGES, GCES, GCE	Minimum C Grade in 3 courses (or A Grade in 2 courses) A level – Math mandatory



High School Certificate:		
FCHS Programs	Track/Curriculum	Requirement
	All other curricula	Minimum 80% or its equivalent
Bachelor of Pharmacy	ATHS – ASP	Minimum 80%
	ATHS – Advanced	Minimum 85%
	ESE – Elite	Minimum 80%
	ESE – Advanced	Minimum 85%
	IB	Minimum 24 points, Math is mandatory with minimum score of 4
	IGES, GCES, GCE	Minimum C Grade in 3 courses (or A Grade in 2 courses) A level – Math mandatory
	All other curricula	85% or its equivalent
NQC Diploma/Higher Diploma	ATHS – ASP	Passing grade
	ATHS – Advanced	
	ATHS – General	
	ESE – Elite	
	ESE – Advanced	
	ESE – General	
	IB	
	IGES, GCES, GCE	
	All other curricula	

**Direct Admission for NQC Diploma/Higher Diploma EmSAT Requirements and/or Alternatives:**

EmSAT Requirements	EmSAT Alternatives/Replacements
EmSAT English 800	Or its equivalent
EmSAT Math 700	High school Math score 70%
EmSAT Arabic 600 (For Non-Arabic speakers: EmSAT Arabic can be waived)	Take preparatory zero credit Arabic course

**Direct Admission for Bachelor EmSAT Requirements and/or Alternatives:**





EmSAT Requirements		EmSAT Alternatives/Replacements
EmSAT English 1100		IELTS (Academic): 5.0. TOEFL score of 500 (or 61 in TOEFL iBT or 173 in TOEFL CBT)
EmSAT Math 900		High school Math score 85%
One science subject in the form of EmSAT or its alternative	EmSAT Physics 900	High school Physics score 85%
	EmSAT Chemistry 900	High school Chemistry score 85%
	EmSAT Biology 900	High school Biology score 85%
Two science subjects in the form of EmSAT or its alternative ( <u>for Bachelor of Pharmacy</u> )		
EmSAT Arabic 600 (For Non-Arabic speakers: EmSAT Arabic can be waived)		Take preparatory zero credit Arabic course

## Conditional Admission EmSAT Requirements and/or Alternatives:

EmSAT Requirements		EmSAT Alternatives/Replacements
<b><i>For Bachelor</i></b>		
EmSAT English 1100		IELTS (Academic): 5.0.
		TOEFL score of 500 (or 61 in TOEFL iBT or 173 in TOEFL CBT)
EmSAT Math 700		High school Math score 80%
	EmSAT Physics 700	High school Physics score 80%
One science subject in the form of EmSAT or its alternative		
Two science subjects in the form of EmSAT or its alternative ( <u>for Bachelor of Pharmacy</u> )		
	EmSAT Chemistry 700	High school Chemistry score 80%
	EmSAT Biology 700	High school Biology score 80%
EmSAT Arabic 600 (For Non-Arabic speakers: EmSAT Arabic can be waived)		Take preparatory zero credit Arabic course
<b><i>For NQC Diploma/Higher Diploma</i></b>		
EmSAT English 800		Or its equivalent
EmSAT Math 600		
EmSAT Arabic 600 (For Non-Arabic speakers: EmSAT Arabic can be waived)		Take preparatory zero credit Arabic course



## 6. TUITION FEES, FINANCIAL REGULATIONS AND SCHOLARSHIPS

FCHS operates on a credit-based fee system in addition to charging other college related expenses. FCHS reserves the right to adjust fees and associated costs when deemed necessary. The fee structure for the academic year is based on the credit hours taken, with each credit hour costing AED 2,500 per semester. In case a course needs to be repeated, the student will be charged AED 2,500 per credit hour. If a student drops a course during the first semester, the fee will not be refunded but transferred to the next semester. Note that the fee structure for the Al Dhafra campus may be subject to change depending on management approval.

### 6.1 UAE NATIONALS

UAE national students have access to external sponsorship which are subject to contracts signed between the granting entity, the student, and the college. It is the responsibility of the students to adhere to the terms and conditions set out in these contracts. These entities guarantee employment to students upon completion of their academic degree. Some examples include, but are not limited to, Cleveland Clinic Abu Dhabi and Abu Dhabi Police.

any other expenses such as transportation, lab coats, uniforms, laptops, internships, etc.

### 6.2 NON-UAE NATIONALS

All non-UAE national students are financially responsible for their enrollment and are expected to cover any related expenses incurred by the college. However, students must settle all outstanding financial obligations before they can apply for the following semester.

Admission fees for undergraduate programs at FCHS are AED 1,000 payable in cash as a one-time installment upon admission and is included in the overall student fees. In case the application is declined, the balance of AED 1,000 will be refunded.

Tuition fees include books only and exclude



The following table summarizes of the fees applicable to non-UAE national students at FCHS:

Admission Fees (AED)	Tuition Fees /Crd. (AED)	Other Expenses (AED)
1,000	2,500	Bus Fees (2000 AED in 1 <sup>st</sup> & 2 <sup>nd</sup> Sem.) (1,000 AED Summer Sem.)

#### Procedures for Tuition Payments:

To fulfill their tuition payment obligations, students must complete the following steps:

- Register for tuition fees, transportation, and installment form (if required) within the first week of the academic term.
- Make tuition fee payments through direct deposit or bank transfer to FAB. The account details are to be obtained from the Admissions Office.
- Submit the payment receipt and installment plan (if applicable), along with the tuition fee form, to the IAT Finance Office.
- Return all copies of financial documents to the FCHS Registration Office.
- Upon admission, students have two weeks from the completion of the Add/drop period to pay the full tuition fees. Failure to resolve the due balance may result in

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suspension of enrollment and ineligibility to attend exam sessions.

- Students may choose to pay their school fees in two installments. However, they need to obtain approval from the student service manager in case an extension is needed.

### 6.3 INTERNATIONAL STUDENTS

International students are required to pay tuition to offset the cost of their education including textbooks and any software that is provided to all students.

Tuition fees do not cover any devices required for the study in the program accommodation, or transportation.

All full-time international students shall be charged Program Tuition at the rate approved by the IAT Board of Trustees and may be amended from time to time.

The rate of tuition at FCHS for all degree programs is AED 2,500 per Credit Hour registered each semester, which is included in the total annual tuition fee. Once the annual tuition fee is paid, no further fees per credit hour are charged.

Tuition fees shall be paid by the international students or their sponsor in total or by prior agreement in instalments at the beginning of each academic semester at the time of registration.

The tuition fees are fully refundable if the student withdraws before start of classes.

Students shall be credited up to 75% of tuition in the following semester if they withdraw in the "Add-Drop" period, and up to 50% of tuition if they withdraw before the end of the withdrawal period.

### 6.4 INSURANCE

Subject to eligibility requirements of FCHS, international students admitted to a program shall arrange their health insurance on their own. A plan for student medical insurance may be provided by Student Services.

### 6.5 LATE PAYMENT

Students who fail to pay their tuition fee on time may not register in the next semester unless all previous semester payments are cleared.

### 6.6 SCHOLARSHIPS/STIPEND

#### 6.6.1 UAE NATIONAL STUDENTS

Fatima College of Health Sciences (FCHS) provides a monthly stipend for all UAE National students enrolled in academic programs to encourage and assist them in their commitment to achieving high-quality education. Students' monthly stipends are awarded based on their previous semester's cGPA and will be deposited into their bank accounts at the end of each calendar month. The stipend is payable for eight calendar months every academic year, starting in September. Students will receive four payments per semester, as per the below schedule:

- First Semester: September, October, November, and December
- Second Semester: February, March, April, and May
- No stipend is provided during the summer term.
- New students will receive AED 1,000 per month for their first semester.
- Students who exit with a Diploma of Higher Diploma and return for a bachelor's degree are not eligible for the stipend.
- The stipend is typically limited to students who are not sponsored.

- To start receiving the stipend, students need to provide their IBAN by the 30th of September (for Semester 1 joiners) or 31st of January (for Semester 2 joiners) of that academic year.
- No payment will be made until the IBAN is provided, and the previous months' stipend will be forfeited.

### Stipend Amounts:

Grade	% Grade	GPA Points	Student Performance	Stipend FCHS (Nursing only)	All Other FCHS Stipend except Nursing programs
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

The following conditions apply to the stipend:

Students must adhere to the standard study plan and meet the specific criteria below to be eligible:

- passing all courses with no more than one "FA" in the previous semester,
- maintaining a cGPA of 2.0 or higher,
- being a full-time registered student enrolled in at least 12 credit hours per semester (excluding graduating students),
- and graduating within the standard study period.

### Deductions from stipends

A deduction will be applied to the stipend for absenteeism, with a maximum of one month deduction per course, as follows:

- 10% absences result in a 2nd warning and AED 500 deducted for each course concerned.
- 15% absences lead to failure due to absenteeism (FA) and AED 1,000 deducted for each course concerned.

### 6.6.2 NON-UAE NATIONAL STUDENTS

Non-UAE national students can avail one of the two concession options listed below. However, students cannot avail more than one of the two concessions.

- Academic concession: FCHS recognizes academic achievement for non-UAE national students by awarding tuition concession commensurate with the student's cumulative grade point average (cGPA) in the regular program study years. 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 concession rates given in the table below.

- Staff Family concession: children of staff working in IAT, ADVETI, or ACTVET are eligible for a 50% concession.
- Special concession rates exist for Al Dhafrah campus. (Please contact student services for additional information). Fees for the Al Dhafrah campus will be based on college policy, which is subject to change depending on management approval.

Concession Rates		
Academic concession		Staff Family Concession
cGPA $\geq$ 3.6	50%	50%
cGPA (3.0 to 3.59)	30%	

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## 7. REGISTRATION

The process of enrolling in classes is known as registration. Upon admission, students will receive a student handbook and college catalog containing all necessary information for their chosen program. The office of the registrar is responsible for overseeing the registration process, and all students must register for their courses within the designated time frame listed in the academic calendar. Before online registration, students must meet with their academic advisor for educational guidance and to receive recommendations on courses and appropriate education solutions based on their background, competence level, and academic progress. It is crucial to obtain approval from the academic advisor for the registration plan.

FCHS provides an early enrollment period for students to select their courses in consultation with their academic advisors, as indicated in the academic calendar. Students who have not benefited from early registration or have been warned can register during the registration week, also noted in the academic calendar.

### 7.1 REGISTRATION PROCEDURES

- The college academic calendar will indicate the registration dates.
- Prior to registration periods, class schedules will be posted on the College banner system.
- Students must consult with their academic advisors before registering for courses.
- The registration process will be conducted online by the students themselves.
- Students with registration inquiries should direct their questions to the Registrar's Office.
- Academic advisors are available to assist students with their academic pursuits and ensure that they fulfill the requirements in their study plan.
- Students with poor academic achievements require their academic advisor's signature on the registration form to register.
- Unless it is the last semester and determines their graduation status, students must complete the prerequisite for a course before enrolling in it.

evaluate their courses following the regular registration process, as notified by the Registrar's Office. The process permits the addition or removal of courses after the registration week. The addition of new courses not included in the regular registration is known as "add," while the removal of a course included in the regular registration is known as "drop."

Students may add or drop courses only with the approval of their academic advisors. If courses are added and dropped within the accepted time, students would not lose the fees charged for the cancelled courses. However, students should keep in mind that the minimum credit hours for enrollment are twelve (12) credits per semester and six (6) credit hours in the summer term, to be considered a full-time student.

The academic calendar determines the period in which students can drop classes without impacting their academic record or paying any fees.

The academic calendar also specifies the last date for withdrawal from a class without a refund of tuition. In such cases, the course appears in the transcript with the letter "WW" ("withdrawn late without penalty") without affecting the measurement of the Grade Point Average (GPA) or the Cumulative Grade Point Average (cGPA).

### 7.2 ADD/DROP COURSES

During the drop and add period, the add/drop process allows students to review and

### 7.3 CONDITIONS TO ADD/DROP A COURSE AND COURSE WITHDRAWAL

The following are the conditions for adding/dropping a course and withdrawing from it:

- During the first week of each semester, students can add/drop courses online.
- Students can withdraw from courses without penalty during the period specified in the academic calendar (typically before the 3rd week of the regular semester and the 2nd week of the summer term), with the approval of their academic advisor. The withdrawal will be considered non-punitive and the student's transcript will show "Withdrawn Late without Penalty" (WW).
- If a student withdraws from a course during the 9th week of the regular semester or the penultimate week of the summer term, a financial penalty of 50% of the course fees will be applied, and the transcript will show "Withdrawn with Penalty" (WP). The withdrawal procedure must be initiated with a request to the Student Services Office and the approval of the academic advisor.
- If a student withdraws from a course between week 9 and 11 of the regular semester or last 2 weeks of the summer semester, a financial penalty of 100% of the course fees will be applied, and the transcript will show "Withdrawn with Penalty" (WP). The withdrawal procedure must be initiated with a request to the Student Services Office and the approval of the academic advisor.
- If a student drops a course after week 11 of the regular semester or last week of the summer term, they will receive a grade of "Withdrawn with Fail" (WF).

A student may not be accepted for registration for the following reasons:

- Academic dismissal, which includes academic transfer or having failed a course three times.

- Incomplete admission documents.
- Incomplete fee payment (if applicable).
- Academic misconduct.
- Disciplinary action.
- If all academic and/or administrative requirements have not been fulfilled prior to the start of a semester.

### 7.4 REPEATING COURSES

- The following guidelines apply to students who wish to repeat a course:
- To improve their cGPA or remove a probation status, students may repeat a course they have already passed with an average of no more than C-. Both the original grade and the new grade will appear on the transcript, but only the highest grade will be used in calculating the new cGPA.
- A course may only be repeated once if a student has obtained a passing grade in it.
- Students must repeat all courses in which they received a failing grade.
- All courses taken and grades obtained by a student will be included in the academic record. Courses that are failed or repeated and do not count for calculating the cGPA will be indicated in the academic record with a special mark, either Include (I) or Exclude (E).
- When a course is repeated, the credit hours allocated to it are calculated only once for graduation purposes.
- Students are not allowed to repeat courses after completing the graduation requirements.

### 7.5 STUDY LOAD

The study load refers to the number of credit hours a student is enrolled in during a semester. A student is considered to be on a full-time study load if their registration ranges from 12 to 18 credit hours per regular semester. During the summer term, the

normal study load ranges from 3 to 6 credit hours.

However, if a student's cGPA is below 2.0 or they are on probation, their study load is limited to 12 credits or less for semesters 1 and 2, and 3 credit hours in the summer term. In special cases, students may be allowed to increase their study load to a maximum of 21 credit hours in semesters 1 and/or 2, or to 9 credit hours in the summer term, subject to the approval of the Director.

To be eligible for approval, the following criteria must be met:


- The student's CGPA is above 3.7 on a 4.0 scale.
- The registered load will lead to graduation in the same semester of registration.
- Or the student will graduate in the following semester of registration and the required courses are only available in the current semester.
- Part-time students are expected to take no more than 12 credit hours.

## 7.6 STUDENT ACADEMIC STANDING

- The academic standing status of FCHS students shall be evaluated at the end of each semester, excluding the summer term.
- At the end of each academic semester, each student's academic standing status shall be determined on the basis of the student's term and/or Cumulative Grade Point Average (CGPA) as one of the following: Academic Honors, Good Academic Standing, Academic Probation, Academic Dismissal, or Administrative dismissal.
- A student's academic standing status shall determine the student's eligibility to continue enrollment in a subsequent semester and/or to progress within the FCHS program.
- 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 and eligible to graduate. NQC qualifications can be marked and articulated to the CAA accredited programs grades.

- A student whose cumulative CGPA falls below 2.0 is placed on Academic Probation and will not be able to graduate.
- Academic honors standing is a recognition for a student and shall be recorded on his/her academic transcript.
- The CGPA is rounded to two decimal places.
- The semester GPA is rounded to two decimal places.
- Decimals are rounded up if the third decimal is 5 or higher and down if the third decimal is 4 or lower.
- The Registrar's Office shall provide to students accurate and timely information about their academic standing status.
- The Registrar's Office shall update the student's academic standing status after all grades including incomplete grades or grade corrections are posted.
- A student can follow their academic standing at the end of each semester by using the students-self services portal and the student's transcript.
- The first time an undergraduate student ends an academic semester with a CGPA below 2.0 after studying more than 15 credit hours, shall be placed on First Academic Probation.
- A student who receives an academic probation shall meet with his/her academic advisor and the social counselor to discuss the probation and complete a development plan to ensure academic improvement and success. Students placed on academic probation shall be allowed to register in a minimum of nine (9) credit hours and a maximum of twelve (12) credit hours in a regular semester and a maximum of three (3) credit hours in the summer term. Deviation from the stipulated maximum credits requires approval from the student's advisor, head of the




academic department (HoD) and the College Director and/or the Senior Manager of the Student Services Department (the Registrar).

- If a student has a CGPA less than 2.0, he/she shall repeat the courses in which his/her final grade is F or D before attempting to register for new courses as advised by his/her academic advisor so that he/she can raise his/her CGPA to 2.0 or higher within the next semester to maintain a good academic standing.
- While on academic probation, a student shall not take any course on Pass/Fail basis.
- A student who is placed on probation may be required to enroll in developmental courses or workshops in subjects including, but not limited to, academic goal setting, study skills, and time management.
- The academic advisor shall monitor the academic progress of his/her advisees during the semester and at the end of each semester to provide proper academic advising so that students maintain a good academic standing.
- If, at the end of the semester, the student has attained a CGPA of 2.0 or above he/she shall return to good academic standing.
- A student whose CGPA is still below 2.0 at the end of the semester following the First Academic Probation, excluding summer term, shall be placed on Second Academic Probation and shall be advised to transfer to another program within FCHS. The Registrar's Office shall notify the student of the second probation and the risk of the academic dismissal if not maintaining a minimum of CGPA 2.0.
- A student whose CGPA remains below 2.0 at the end of the semester following the second academic probation, excluding summer term, will be academically dismissed.
- If a grade exclusion is applied to a course, the quality points and credit hours attempted and earned will be removed from only the calculation of the College

courses and cumulative GPAs. Past semester GPAs will not be recalculated.

- Grade exclusions do not retroactively change the status of the student's semester academic standing or result in a refund of tuition or fees.
- Grade exclusions do not result in a recalculation of a student's academic standing at the end of a previous semester or term.
- If a student receives an academic dismissal with a CGPA not less than 1.80 and expected to finish the graduation requirements within two semesters may be given another chance according to the recommendation from the College Academic Affairs Committee, advisor, Head of Academic Department, the Registrar, and the College Director to raise the CGPA to 2.0; otherwise he/she will be academically dismissed.
- Upon recommendation from the academic advisor, head of academic department, the Registrar, and the College Director, an academically dismissed student with a CGPA not less than 1.80 shall be given an exceptional chance for one semester to raise the CGPA to 2.0; otherwise he/she will be academically dismissed with no further exceptions.
- A student who is on second academic probation and obtains a term GPA of 3.00 and above may be given a chance for an extra semester.
- An academic probation and/or dismissal shall be noted on the student's academic records.
- The summer term shall not be counted when evaluating a student's academic probation standing.
- Academic probation decisions shall be officially communicated by the Registrar's Office to the student who is on academic probation, student's guardian, academic advisor, head of academic department and FCHS Director at the end of each regular semester.
- A student who is on academic probation shall sign a declaration of acknowledgment



that he/she understands the consequences of the academic probation status. Without signing the declaration, the student cannot register for courses.

- The Registrar's Office shall register students who are on academic probation for courses. They cannot register by themselves through the student-self services portal.
- A student shall be academically dismissed from FCHS under the following circumstances:
  - Failing a course three times.
  - Failing to achieve the minimum CGPA 2.0 requirement for "Good Standing" by the end of three consecutive semesters (summer term not included) after she/he placed on Second Academic Probation and/or Academic Dismissal.
  - Failing to meet graduation requirements within the appropriate period of study under the following circumstances (refer to the registration policy):
  - The maximum period of study for full-time study in the Higher Diploma programs is  $N*1.5$  years, where N is the number of years needed to complete the program on a regular study plan.
  - The maximum period of study for full-time study in the Bachelor programs is  $N*1.5$  years, where N is the number of years needed to complete the program on a regular study plan.
  - The semester that a student was registered for zero credit courses (preparatory program) is not counted.
- Academically dismissed students may apply for transfer and/or admitted to another NQC program or CAA diploma/higher diploma in FCHS upon the College Director's approval. Transferred courses that are part of the student's new study plan/degree program shall not be included in the student's CGPA calculation. Courses that are out of the

new study plan/degree program shall be excluded.

- A student may appeal the academic dismissal decision to the Registrar's Office within 5 working days of the official notification of the decision.
- A student seeking to appeal an academic dismissal shall submit a signed written appeal form to the Registrar's Office. The appeal shall be reviewed by the academic advisor, head of academic department, Registrar, and FCHS Director within 5 working days from the receipt of the request. Health/family reasons may be considered.
- The Registrar's Office shall inform the student about the final decision within 2 working days from the recipient of the approved decision.
- Once the dismissal is confirmed, the student shall not be readmitted to any FCHS program. Moving from a bachelor's degree to a diploma/higher diploma may be considered.
- The students are administratively dismissed in the following reasons:
  - If the student exceeded the allowed postponing period (two (2) consecutive or three (3) intermittent semesters not including the summer term).
  - Failing to achieve the required EmSAT score in a certain period (one year), after failing the remedial course (refer to the conditional admission policy).
  - Any misconduct that harms the reputation of the institution directly or indirectly, as per the list of misconducts/penalties.
  - Failing to meet the conditional admission requirements.

### 7.7 ACADEMIC STANDING PROCEDURE

- The first time a student ends an academic semester with a CGPA below 2.0 after studying fifteen (15) credit hours or more, she/he will be placed on “First Academic Probation”.
- A student on academic probation must raise his/her CGPA to at least 2.0 within a semester following receipt of the academic probation notice (not including the summer term).
- A student on First Academic Probation whose CGPA is still below 2.0 at the end of the semester following the “First Academic Probation” will be placed on “Second Academic Probation.”
- A student on Second Academic Probation whose CGPA is still below 2.0 at the end of the semester will be dismissed from FCHS.
- A student may appeal the academic dismissal decision to the Registrar’s Office

within 5 working days of the official notification of the decision.

### 7.8 READMISSION

Students who opt to stop their education for personal reasons after studying one semester or more can request for readmission by filing the appropriate request form, in which they will need to explain the reason(s) for quitting the college and why they are requesting for readmission. Students service manager may approve the request after checking the student’s record and ensuring that he/she was in a good academic standing previously. The student can only be readmitted in the same program where he/she was accepted in previously. Request for readmission can occur only once.



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## 8. STUDENTS RIGHTS AND RESPONSIBILITIES

### 8.1 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 way.
3. Experience freedom from discrimination based on disability.
4. Experience personal security on FCHS campuses.
5. Experience confidentiality concerning their academic records, personal and disciplinary records expressed during instruction, advising, or counselling, unless disclosure is authorized by a written consent.
6. 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.

### 8.2 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. Provide regular feedback on their courses, and the ability to inquire about 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 during interactions with College staff and visitors.
11. 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. Free access to the College's support mechanisms and policies.
14. A safe and healthy study environment.

### 8.3 FCHS EXPECTATIONS OF STUDENTS

FCHS expects students to:

1. Work to the best of their ability.
2. Participate actively and positively in teaching, learning and research activities and provide constructive feedback on these activities.
3. Respect and comply appropriately with academic and professional standards in courses and programs.
4. Treat college staff and visitors with courtesy at all times.
5. Commit themselves to the deadlines of the academic calendar with respect to admission and registration rules.
6. Respect and conserve university facilities.
7. Refrain from harassment or discrimination against other students and staff including any form of sexual harassment or assault.
8. Adhere to the highest ethical academic standards including abstaining from



- cheating, plagiarizing, fabricating or falsifying data or infringing copyrights.
9. Abide by the conditions of FCHS Student Handbook and policies, and accept sanctions applied for failing to do so.
  10. Follow the proper lines of communication in the College with regard to complaints and appeals.
  11. Abstain from any activity that may harm the College's reputation.
  12. Act as role models at all times.



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## 9. MISCONDUCT

### 9.1 ACADEMIC MISCONDUCT

Below is a list of what is considered academic misconduct/cheating:

- 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.
- Submit work which has been produced by someone else on the student's behalf as if it was the work of the student.

Cheating and plagiarism can occur in a number of situations listed below:

- In a homework assignment
- As part of an individual or group project assignment, students are to report instances in group work by others
- In an informal assessment activity
- In a formal testing situation.

### 9.2 PLAGIARISM

Plagiarism is defined as the act of deliberately presenting another person's work as your own without acknowledgement. A student should therefore ensure that they acknowledge and appropriately reference all sources of

information presented in their homework, presentations or projects. Students are expected to ask their instructor if there are any questions regarding what is or is not considered plagiarism.

**Examples of Plagiarism include:**

- Word for word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, thesis, unpublished works, working papers, seminar and conference papers, internal reports, lecture notes or tapes) without clearly identifying their origin by appropriate referencing. Even with adding the reference, in these cases where words were copied exactly, quotation marks must be placed on the beginning and the end of the copied sentence.
- Closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works.
- Using another person's ideas, work or research data without appropriate acknowledgment.
- Copying electronic resources in whole or in part without indicating their origin.
- Resubmitting own work already submitted during a previous semester or course (**self-plagiarism**)

**Detection of Plagiarism**

Plagiarism is easily detected by electronic plagiarism detection tools. Experienced teachers are ever vigilant to this activity.

### 9.3 EXAM MISCONDUCT

Examples of exam misconduct include the following behaviors:

- Using any unauthorized items such as mobiles, electronic devices, books, manuscripts, papers or other articles during a test or examination.
- Giving or obtaining directly, or indirectly, assistance in their work.
- Impersonating another student or allowing themselves to be impersonated by someone else.
- Writing on any paper other than the answer booklet or question papers provided.
- Leaking exam questions or participating in the leaking of exam questions in any way.
- Communicating or share any information with each other in the examination room.
- Bringing food or drinks to the examination room. Water is considered as acceptable.
- Indulging in any behavior which, in the opinion of the proctor, may disturb other students.

#### Procedure if student is suspected of misconduct during examination

1. Where a proctor suspects that a student is not following the examination rules and regulations, they should:
  - a. Ask the student to stop the misbehavior. If the student does so, no further action will be taken. However, if the student keeps violating the exam rules and regulations, the senior proctor will be informed.
2. The student should not be physically touched by the staff.
3. If the senior proctor shares the suspicion of the proctor, they shall:
  - a. Confiscate and retain any unauthorized material
  - b. Expel the student from the examination room if necessary.

4. The student under suspicion could appeal by submitting a petition to the students services.
5. At the conclusion of the examination, the proctor should prepare a joint report of all the incidents and forward this report to the Student Disciplinary Committee (SDC)
6. Based on the report, students services shall notify the student of the penalty.

### 9.4 BEHAVIORAL MISCONDUCT.

Examples of behavioral misconduct include:

- threatening or abusing other students, staff or college property;
- possessing or carrying any weapon or explosive on FCHS campus or disturbing the college environment by false alarm;
- engaging in behavior that may be considered as sexual harassment of another or others, whether or not of the same sex;
- knowingly and without proper consent or authorization having in his possession the property of the FCHS, another student or staff member;
- knowingly and without proper consent or authorization removing, using, misappropriating, or selling the property of the FCHS, another student, a staff member, or other persons;
- Misusing, damaging or altering any firefighting or other safety equipment on FCHS campus;
- Entering the facilities or uses the property of the FCHS or property of another person without proper consent or authorization;
- Committing theft of electronic information, or gaining or attempting to gain unauthorized access to computer and other electronic resources.
- Intentionally causing or attempting to cause disruption or obstruction of teaching or other activities.
- Knowingly furnishing false or misleading information.
- Forging, altering, falsifying, fabricating, misrepresenting or misusing documents,

recording of the FCHS or instruments of identification of the FCHS.

- Interfering with, attempting to or improperly influencing the student discipline.
- Engaging in activities to propagate political, religious or cultural views in any manner or medium that are incompatible with the values of the UAE.

#### 9.5 DEALING WITH ADDITIONAL COMPLAINTS OF ACADEMIC MISCONDUCT

During the course of consideration of a complaint of academic misconduct, if an additional complaint of academic misconduct is received, that complaint shall be dealt with along with the previous one.

#### 9.6 STUDENT DISCIPLINARY COMMITTEE (SDC)

FCHS students' services manager will convene and chair a committee to investigate allegations of behavioral misconduct. The committee shall consist of:

- Manager of Student Services / Registrar (Chair)
- Supervisor Student Services
- Counsellor (Secretary)
- Two Faculty Members

The committee shall investigate all minor and major non-academic offenses including recommendation for dismissal. The timescale from allegation to committee hearings shall not exceed 10 working days. The Chair may request the presence of any relevant witnesses or faculty member who may provide evidence as required. The Misconduct penalty is decided based on the FCHS student misconduct list and penalties (Attached on website). The Manager of Student Services will inform the student in writing of the decision and their right to appeal. All decisions for dismissal will be approved by FCHS Director.

كلية فاطمة للعلوم الصحية  
FATIMA COLLEGE OF HEALTH SCIENCES

## 10. GRADUATION REQUIREMENTS

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

- A. Community Service: 100 hours
- B. Minimum CGPA of 2.0.
- C. Completion of the required credit hours as specified by each program study plan.



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## 11. UNDERGRADUATE PROGRAM DESCRIPTION

### 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:

- A. General Education Requirements (GER)
- B. College Core Requirements (CCR)
- C. College Elective Requirements (CER)
- D. Major Core Requirements (MCR)
- E. Major Elective Requirements (MER)

#### A. 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**.

### FATIMA COLLEGE OF HEALTH SCIENCES

#### GER COURSE MATRIX

#	Requirement	Course Name	Credit Hours
1.	English, Arabic, or Other Languages	Academic writing 1	2
		Academic Writing 2	2
		Research Methodology	3
		English Language	3
		Arabic Studies	3
2.	Humanities or Arts	Foundations of Health	3
		Innovation & Entrepreneurship	3
		Fitness to Practice	3

#	Requirement	Course Name	Credit Hours
3.	Natural Sciences	Biology + Biology lab	3 + 1
		Chemistry + Chemistry lab	3 + 1
		Physics + Physics lab	3 + 1
		Anatomy & Physiology + Lab	3+ 1
		Anatomy & Physiology A + Lab	3+1
		Anatomy & Physiology B + Lab	3+ 1
		Biochemistry	3
4.	IT or Mathematics	Calculus	3
		Introduction to Biostatistics	3
5.	Social or Behavioral Sciences	Psychology	3
6.	Islamic, History, or Culture	Islamic Studies	3
		UAE Studies	3

GER PROGRAM LEARNING OUTCOMES (PLO):

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

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



## GER COURSE DESCRIPTION

### **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 formatting 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**

Course Co-Requisite: None

Course 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 students required 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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 properties, heat thermal properties, electricity and electric fields; DC and AC currents and voltages; magnetism; light, optics and human vision. The treatment is necessarily introductory.

### **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**

Course Co-Requisite: GRD102

Course 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 will 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**

Course Co-Requisite: GRD101

Course 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 inorganic 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 matter. In addition, it reviews important algebraic concepts and introduces the use of these concepts in chemistry.

#### **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 subjects, 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

يهدف هذا المساق إلى تعزيز الهوية الإسلامية بوقوف الطلبة على معنى الثقافة وأهميتها وبيان خصائصها وحدودها ، من أجل غرس منهج الاعتدال والوسطية وفق منهج إسلامي متزن ، إلى جانب

تحصين الطالبة من التيارات الفكرية المخالفة للعقيدة الإسلامية .  
ويتناول المساق موضوعات ثقافية رئيسية ، من أهم محاورها :

مفهوم الثقافة ، وعلاقته بالمصطلحات الإسلامية الأخرى، الدين الإسلامي، الشريعة الإسلامية ، الفكر الإسلامي ، الحضارة الإسلامية

مصادر التشريع الإسلامي ومقاصده.

النظام العقدي في الإسلام ، وكذلك الاجتماعي والاقتصادي والقضائي والأخلاقي .

تناول الشخصية الإسلامية، والعلاقات الدولية ، وما يدعو إلى توثيقها .

وضح إسهامات المسلمين الحضارية في مجالات الثقافة المتنوعة .

عرض المساق على ما يعترض الثقافة الإسلامية من تحديات فكرية ، وأخرى طبية ، واجتماعية واقتصادية ...إلخ

### **GRD111 - Anatomy & Physiology A**

Course Co-Requisite: GRD112

Course 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 the structure 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**

Course Co-Requisite: GRD111

Course 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**

Course Co-Requisite: GRD122

Course 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**

Course Co-Requisite: GRD121

Course 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**

Course Co-Requisite: None

Course Pre-Requisite: None

Advising involves both the development and communication of accurate information regarding degree programs, courses, resources, 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 - 105 Communication Skills for HCP**

Course Co-Requisite: None

Course Pre-Requisite: None

The course focuses on skills necessary to equip students with basic interpersonal and communication skills required in order to therapeutically engage with patients and effectively collaborate with peers and other health professionals. Emphasis is on understanding and applying core concepts such as communication processes, active listening, assertion, empathy, ethics, engagement, interviewing and therapeutic communication. Students will develop communication skills necessary for professional practice as a healthcare professional.

### **GRD106 - Happiness and Well-being**

Course Co-Requisite: None

Course Pre-Requisite: None

This course aims to introduce students at FCHS to the Science of Happiness and well-being. It offers students strategies for promoting their

own happiness, well-being measurement, sources of happiness, outcomes of happiness, and activities to promote happiness. The course aims to help students understand key concepts in positive psychology and to create stronger habits of happiness and wellbeing. It provides an opportunity for students to understand and appreciate the character, strengths, and virtues of human life, including those relevant to the concepts of happiness, mindfulness, resilience, gratitude and compassion, all of which enable them to succeed, while contributing to their health and well-being of as well as that of society.

This is a skill-building where students are expected to engage in exercises, apply concepts, and reflect on the impact of this implementation to their daily life. As a result, students learn how to improve responses to challenges and create opportunities to build gratitude and connection with others to enjoy life.

### **GRD113 - Anatomy and Physiology**

Course Pre-Requisites: GRD101

Course Co-Requisites: GRD114

Anatomy and Physiology is a system-based approach to the study of the structure and function of the human body, and it represents an ascending series of knowledge gained in biology. Topics include the study of the integumentary system, skeletal system, muscular system, nervous system, special senses, endocrine system, circulatory system, cardiac system, respiratory system, digestive system, urinary system, and reproductive system. Emphasis is placed on the integration of systems as they relate to normal health. Again, students will be expected to demonstrate oral communication skills through class discussion, tutorials, and utilize their reading to extend their depth of understanding, do problem-solving and make critical analyses.

### **GRD114 - Anatomy and Physiology Lab**

Course Pre-Requisites: GRD102

### Course Co-Requisites: GRD113

The Anatomy and Physiology Lab is designed to complement the theory course. It consists of practical components of anatomy and physiology topics including the study of the integumentary system, the skeletal system, the muscular system, the nervous system, the endocrine system, the circulatory system, the respiratory system, the digestive system, the urinary system, and the reproductive systems. The practical laboratory component of the course will allow students to enhance their understanding of concepts covered in the theory through Lab activities and even capitalize on a broader and more exciting approach to appreciate the reasons behind studying the human body. This will be aided through the use of microscope pre/stained blood slides, models, virtual or augmented reality videos, an anatomage table, and dissections on various bio-specimens, hence the anatomical systems of the human body's structures and functions will be explained.

### GRD272 - UAE studies

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

مساق الدراسات الإماراتية يعرض الجوانب المتعلقة بدولة الإمارات العربية المتحدة من خلال تعريف الطالب بملامح التنمية الاقتصادية

والاجتماعية للمجتمع الإماراتي وبيان قيمه الأساسية ، وتقديم

دراسات تتعلق بتاريخ الإمارات وجغرافيتها ، وسياساتها الداخلية والخارجية ، ونظمها الاجتماعية والتنمية الاجتماعية والبشرية ، ودور الإنسان الإماراتي التنموي والمسؤولية الاجتماعية ، وتمكين المرأة في المجتمع ، وتوجه الدولة نحو الطاقة المستدامة ، والتطورات الاقتصادية والمؤشرات التنموية ، وموقع دولة الإمارات في التنافسية العالمية ، كما يعرض المساق رؤية الحكومة الاتحادية ، ورؤية أبوظبي 2030 ، والرؤية المنوية 2071 وقضايا مستقبلية لخطط الاستراتيجية التنموية والتحديات التي تواجهها.

التعريف بالجوانب الاجتماعية الرئيسية لمجتمع الإمارات.

ترسيخ مفهوم الاتحاد وأهمية الوحدة الوطنية.

التعريف بجوانب التنمية الشاملة في دولة الإمارات.

إبراز جهود القيادة الرشيدة في تطور الدولة ونهضتها.

عرض دور المواطن الإماراتي في التنمية.

التأكيد على الدور الريادي للدولة وموقعها المتميز في التنافسية العالمية.

### GRD273 - Arabic studies

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

يهدف مساق اللغة العربية إلى تطوير مهارات الطلاب اللغوية وتعزيز كفاءتهم في اللغة العربية المعاصرة ، وقد قمت بتصميم هذا المساق لتنمية مهارات الطلاب الأساسية في القراءة ، الكتابة ، التحدث والاستماع ، من أجل تلبية احتياجاتهم الأكاديمية و المهنية ، كما أننا نسعى من خلال هذا المساق إلى اكساب الطلاب المعرفة الدقيقة لكتابة المقالات والتقارير وأوراق البحث ، وذلك من خلال المشاركة الناقدة والفعالة وباستخدام مواد تدريبية ورقية وإلكترونية متنوعة ومبسطة ، ومختارة بعناية لتغطي تخصصات متعددة. كما يعزز هذا المساق التعلم ضمن فريق ، والتعلم مع الأقران ، والتعلم الذاتي ، والمبادرات العملية ، وذلك من خلال تزويد الطلاب بالكتابات الأكاديمية والوظيفية ، ومنحهم الفرص الفعلية المناسبة لإجراء الحوارات وإدارة المناقشات والمناظرات ، وتمكينهم من المهارات اللازمة للقيام بعروض تقديمية ابتكارية ، والمشاركة في إنجاز معارض أنشطة مصاحبة للمنهج إبداعية وفعالة.

من أهم محاورها :

دعم مهارات الطلاب التواصلية باللغة العربية الفصحى من خلال الاستماع والتحدث و القراءة ، والكتابة.

توظيف مهارات القرن الواحد والعشرين ؛ من خلال عمليتي التعلم والتطبيق .

دعم توجهات الدولة وجهودها في المحافظة على اللغة العربية .



يهدف هذا المساق إلى تحقيق الأهداف التالية:  
تعزيز الهوية الإماراتية والانتماء الوطني وتقدير الإنجازات  
الوطنية.

## B. COLLEGE ELECTIVE REQUIREMENTS (CER)

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
9.	Happiness and Well-being	3
10.	Communication for Healthcare Professionals	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.

### 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 Co-**

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

### 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

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#### C. 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 11*

#### D. MAJOR ELECTIVE REQUIREMENTS (MER):

These are elective 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.



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## 11.1 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: English writing and academic skills, basic science and technology, as well as humanities.

### 11.1.1. 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.

### 11.1.2. 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.

## 11.2 EMERGENCY HEALTH PROGRAM

### 11.2.1 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 paramedic's main goal 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 provides 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 be a team leader in delivering 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.

#### DEGREE (S):

Emergency Health currently offers the following degrees:

1. Diploma – 73 credit hours
2. Higher Diploma – 109 Credits
3. Bachelor of Emergency Health (Paramedic) – 134 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 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 behaviors, 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.

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#### 11.2.2 CURRICULUM DESCRIPTION

The **FCHS bachelor's in science: in Emergency Health (Paramedics)** has been re-designed with a new four-year program and 134 credit hours (CH) curriculum approved in 2019. The EHS program courses are categorized as the following:

Course category	Credits
General Education Requirement (GER)	25
Major Core Requirements (MCR)	102
College Elective Requirements (CER)	3
Major Elective Requirements (MER)	4
<b>Total</b>	<b>134</b>

**It is important to note that completion of:**

- The first two years of the study plan provides an exit point for the award of diploma.
- The first three years of the study plan provides an exit point for higher diploma.
- All Four years of the study plan may exit with an award of bachelor.

### 11.2.3 STUDY PLAN

Year 1 - Semester 1				
Course Code	Course Title	Credits	prerequisite(s)	corequisite(s)
GRD 100	First Year Seminar	0		
GRD 101	Biology	3		GRD 102
GRD 102	Biology Lab	1		GRD 101
GRD 111	Anatomay and Physiology A	3		GRD 112
GRD 112	Anatomay and Physiology A Lab	1		GRD 111
GRD 161	Academic Writing 1	2		
GRD 171	Introduction to Psychology	3		
EHS 131	Medical Terminology	2		
Year 1 - Semester 2				
Course Code	Course Title	Credits	prerequisite(s)	corequisite(s)
GRD 121	Anatomay and Physiology B	3	GRD 111, GRD 112	GRD 122
GRD 122	Anatomay and Physiology B Lab	1	GRD 111, GRD 112	GRD 121
GRD 251	Introduction to Biostatistics	3		
GRD 261	Academic Writing 2	2	GRD 161	
GRD 271	Islamic Studies	3		
EHS 104	Health and Wellbeing of the Paramedic	3		
Year 1 - Semester 3				
Course Code	Course Title	Credits	prerequisite(s)	corequisite(s)
EHS 101	Introduction to Paramedic Practice	2		
EHS 102	Patient Assessment	2	GRD 111, GRD 112, GRD 121, GRD 122	
EHS 103	Communication Skills for HCP	2		
Year 2 - Semester 1				
Course Code	Course Title	Credits	prerequisite(s)	corequisite(s)
EHS 201	Introduction to Trauma	3		
EHS 202	Pharmacology for EMS	3		
EHS 203	Emergency Medical Technician 1	2		
EHS 232	Law, Ethics, and Professionalism	3		
EHS 233	Human Development and Health Across the Lifespan	3		
Year 2 - Semester 2				
Course Code	Course Title	Credits	prerequisite(s)	corequisite(s)
EHS 204	Mental Health	3		
EHS 205	Medical Emergencies	3	EHS 102	
EHS 206	Toxicology	3	EHS 102	
EHS 207	Maternal and Neonatal Care	4	EHS 102	
EHS 234	Evidence-based Practice	3	GRD 161	
Year 2 - Semester 3				
Course Code	Course Title	Credits	prerequisite(s)	corequisite(s)
EHS 208	Emergency Medical Technician 2	2	EHS 101, EHS 102, EHS 203	

EHS 271	Clinical Practice 1	4	EHS 102, EHS 201, EHS 207	
<b>Year 3 - Semester 1</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>prerequisite(s)</b>	<b>corequisite(s)</b>
EHS 301	Medical Conditions	3	EHS 102	
EHS 302	Trauma Resuscitation	4	EHS 201	
EHS 303	Pediatric Emergencies and Special Populations	4	EHS 102	
EHS 335	Research Methodology	3	GRD 261	
EHS 336	Innovation and Entrepreneurship for Paramedics	3		
<b>Year 3 - Semester 2</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>prerequisite(s)</b>	<b>corequisite(s)</b>
EHS 304	Critical Care	3	EHS 102	
EHS 305	Cardiovascular Emergencies and Conditions	4	EHS 102	
EHS 306	Disaster Mangement	2		
EHS 337	Leadership and Management for Healthcare Professionals	2		
EHS 381	Clinical Simulation 1	2	EHS 301, EHS 302, EHS 303	
<b>Year 3 - Semester 3</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>prerequisite(s)</b>	<b>corequisite(s)</b>
EHS 372	Clinical Practice 2	4	EHS 301, EHS 302	
EHS 373	Clinical Practice 3	2	EHS 301, EHS 302	
<b>Year 4 - Semester 1</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>prerequisite(s)</b>	<b>corequisite(s)</b>
EHS 474	Clinical Practice 4	4	EHS 301, EHS 302, EHS 304, EHS 305	
EHS 475	Clinical Practice 5	4	EHS 301, EHS 302, EHS 304, EHS 305	
EHS 482	Clinical Simulation 2	2	EHS 304, EHS 305	
<b>Year 4 - Semester 2</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>prerequisite(s)</b>	<b>corequisite(s)</b>
EHS 461	Capstone Research Project	3	EHS 474, EHS 475, EHS 482	
EHS 491	Advanced Resuscitation 1 (ACLS/PALS)	2	4th Year Only	
EHS 492	Advanced Resuscitation 2 (PHTLS/AHDR)	2	4th Year Only	
EHS 493	Advanced Resuscitation 3 (AMLS/GEMS)	2	4th Year Only	
<b>Year 4 - Semester 2 (EMS Specialty Elective - only one is required)</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>prerequisite(s)</b>	<b>corequisite(s)</b>
EHS 451	Tactical EMS Specialty Elective	4	EHS 474, EHS 475, EHS 482	
EHS 452	Critical Care EMS Specialty Elective	4	EHS 474, EHS 475, EHS 482	
EHS453	Community EMS Specialty Elective	4	EHS 474, EHS 475, EHS 482	

Expat students are required to complete internships after graduation.





#### 11.2.4 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 physiotherapy.

*Refer study plan and section 11 General Education Requirements (GER) for course description.*

B. Major Core Requirement (MCR):

Students must complete all courses (102 credits) mentioned in the study plan.

C. College Elective Requirements (CER):

Students will select one course from another discipline to complete at least 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 11 College Elective Requirements (CER) for course description*

D. Major Elective Requirements (MER):

Students must complete one major elective course (4 credits) mentioned in the study plan.

**EHS 101 Introduction to Paramedic Practice**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course Pre-Requisite: GRD 113

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 HCP**

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 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; types of communication; communication models; barriers to communication; health information technology & systems of healthcare care; conflict and conflict resolution; A consistent theme of patient-centered communications will be threaded through each lesson.

### **EHS 104 Health and Wellbeing of the Paramedic**

Course Co-Requisite: None

Course Pre-Requisite: None

This is a foundational course that explores the personal components of duty performance employed throughout the allied health profession of paramedicine. Using a combination of discussion-based learning, clinical laboratory work and simulation, this course will develop the essential personal skills employed throughout your career as a paramedic. In this course you will learn about the health and wellness of the paramedic and strategies for maintaining quality of life and work.

The major themes of study are the maintenance of physical and mental wellness over the course of the practitioner's career. The course introduces the students to physical fitness and its benefits to overall job performance and quality of life; injury prevention by employing proper body mechanics; stress management; healthy dietary choices; and preventive medicine used to reduce the potential for illness.


The course will be physically demanding and will help you develop a life-long habit for a healthy lifestyle.

### **EHS 201 Introduction to Trauma**

Course Co-Requisite: None

Course 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 course's scope includes the development of skills needed to provide general health care at the basic life support level.

### **EHS 202 Pharmacology for EMS**

Course Co-Requisite: None

Course 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. The course is designed to help students develop foundational knowledge, skills and judgments regarding pharmacotherapy. It will cover medications used in paramedic practice as well as familiarization with commonly 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 course's scope includes developing skills needed to provide general health care at the advanced life support level.

### **EHS 203 Emergency Medical Technician 1**

Course Co-Requisite: None

Course Pre-Requisite: None

This is the first course in a sequence of two biomedical science courses that provide the foundation knowledge of pre-hospital emergency medical care relevant to the allied health profession of paramedicine.

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.

Upon Completion of these two courses the student may be eligible to test for the internationally recognized U.S. certification through the National Registry of Emergency Medical Technicians as an Emergency Medical Technician.

### **EHS 209 Emergency Medical Technician**

Course Co-Requisite: None

Course Pre-Requisite: EHS 102

This course provides the foundational knowledge required of an emergency medical technician to safely manage a pre-hospital emergency - involving both medical and trauma patients. This course will develop understanding of how to treat and manage a range of conditions and presentations in patients across the life span.


The major themes of study are the assessment and management of traumatic and medical conditions; ambulance operations and air medical evacuation; patient extrication principles; hazardous materials awareness training; multiple casualty and incident management.

### **EHS 232 Law, Ethics, and Professionalism**

Course Co-Requisite: None

Course 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 on 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 204 Mental Health**

Course Co-Requisite: None

Course Pre-Requisite: EHS 102, EHS 202

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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 102, EHS 202

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 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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 102, EHS 202

The course covers commonly encountered toxicological emergencies. It will continue to develop the paramedic's role as a clinician, extending clinical examination and decision-making skills introduced in previous clinical courses to the management of patients in 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 course's scope includes developing skills needed to provide effective out-of-hospital care for patients experiencing health emergencies related to toxicological exposure.

### **EHS 207 Maternal and Neonatal Care**

Course Co-Requisite: None

Course Pre-Requisite: EHS 102, EHS 202

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 208 Emergency Medical Technician 2**

Course Co-Requisite: None

Course Pre-Requisite: EHS 203

This is the second course in a sequence of two biomedical science courses that provide the foundation knowledge of pre-hospital emergency medical care relevant to the allied health profession of paramedicine. The major themes of study are management of cardiovascular and medical emergencies.

### **EHS 233 Human Development across the Lifespan**

Course Co-Requisite: None

Course 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 and allied health professionals in assessing human development and maintaining health across the lifespan and will explore issues relating to death and grieving. Included in this course will be clinical visits to selected agencies to provide clinical context to the theoretical background.

### **EHS 234 Evidence-based Research**

Course Co-Requisite: None

Course 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 271 Clinical Practice 1**

Course Co-Requisite: None

Course 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 chance to practice and develop their clinical skills in managing patients with acute health conditions during clinical placements with ambulance service providers and other health 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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 202, EHS 205

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 emergency medical care employed by paramedics in the field.

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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 201, EHS 202

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 course's scope expands on existing skills needed to provide general health care and care at the advanced life support level.

### **EHS 303 Pediatric Emergencies and Special Populations**

Course Co-Requisite: None

Course Pre-Requisite: EHS 102, EHS 202

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 paramedic's role as a clinician by extending clinical examination and decision-making skills 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 scope of the course expands on existing skills needed to provide general health care as well as care at an advanced life support level to special populations.

### **EHS 304 Critical Care**

Course Co-Requisite: None

Course Pre-Requisite: EHS 202, 205, 302

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**

Course Co-Requisite: None

Course 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 paramedic's role 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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 271

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 335 Research Methodology**

Course Co-Requisite: None

Course Pre-Requisite: GRD 261

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.

### **EHS336 Innovation and Entrepreneurship for Paramedics**

Course Co-Requisites: None

Course Pre-Requisites: 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 be 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 recognizing 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 look into the processes of innovation from discovery to delivery, and to identify suitable pathways in order to bring students' ideas to fruition.



### **EHS 337 Leadership & Management for Healthcare Professionals**

Course Co-Requisite: None

Course Pre-Requisite: EHS 271

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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 205, 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 chance to practice and develop their clinical skills in managing patients with acute injuries and illness in a simulated setting and 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**

Course Co-Requisite: EHS 373

Course Pre-Requisite: EHS 205,207,302 305, 307

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 other health 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**

Course Co-Requisite: EHS 372

Course Pre-Requisite: EHS 205,303,305,307,381

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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 304,375,

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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 304,375,376

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 chance to practice and develop their clinical skills in managing patients with acute health conditions during clinical placements with ambulance service providers and other health 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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 302, 303,304, 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 chance to practice and develop their clinical skills in managing patients with acute injuries and illness in a simulated setting and 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**

Course Co-Requisite: None

Course Pre-Requisite: All previous modules

The Capstone Research Project gives students 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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 303, 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 and PALS certification valid for two years.

### **EHS 492 Advanced Resuscitation 2**

Course Co-Requisite: None

Course Pre-Requisite: EHS 302

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**

Course Co-Requisite: None

Course Pre-Requisite: EHS 205, 301, 303

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 Emergency Patients (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 must select 1 course with 4 credit hours from the major elective courses offered by the Emergency Health and Paramedics department.

### **EHS 451 Tactical EMS Specialty Elective**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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 the Flight Paramedic (FP-C), Critical Care (CCP-C) certification examination after successful completion. 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**

Course Co-Requisite: None

Course 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 paramedics 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 also increasing. 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. (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**

Course Co-Requisite: None

Course 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.


#### **EHS453 Community EMS Specialty Elective**

Course Co-Requisite: None

Course 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.

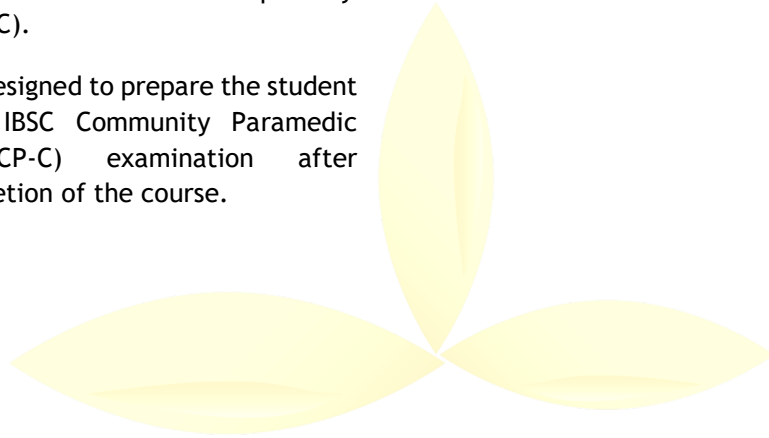
The Community Paramedic is an organic part of Public Health, It exists for the sole purpose of serving the needs of identified communities. Its success relies heavily on collaboration among local stakeholders: The people who live or travel in medically underserved rural and remote locales; Elected officials 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.



كلية فاطمة للعلوم الصحية  
FATIMA COLLEGE OF HEALTH SCIENCES

### 11.3.1 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 that leads to the award of Bachelor of Science in Midwifery. The midwifery training commences with the normal physiology of pregnancy, labour and postpartum in relation to the woman, fetus and baby in years 1 and 2. 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 preparation for becoming a competent midwife practitioner. This program will develop student midwives to practice the full scope of midwifery as globally recognized by the International Confederation of Midwives ICM (2024). Student midwives will care for women as early as possible in pregnancy and then continue throughout the pregnancy, labor 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 11.3.3). 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 placements.

The Bachelor of Science in Midwifery program is aligned with the International Confederation of midwives' competencies (ICM 2024) and Baby Friendly initiatives (UNICEF 2022). The program also prepares students to practice as a midwife in accordance with the Qualifications Framework Emirates (QFE) (2024) and HAAD Professional Qualification Requirements. The goals and outcomes are consistent and aligned with the 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 and simulations within labs, tutorials and clinical placements, or implicitly through role modelling, discussion, readings and reflecting on clinical experiences.



#### DEGREE (S):

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)
- Specialized 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.

## Year 2:

### 11.3.2 CURRICULUM DESCRIPTION

The BSM program comprises of 21 theoretical and 6 lab courses and 12 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)	18
College Core Requirements (CCR)	0
College Elective Requirement (CER)	0
Major Core Requirements (MCR)	102
Major Elective Requirements (MER)	0
<b>Total</b>	<b>120</b>

### 11.3.3 STUDY PLAN

## Year 1:

Semester	Course Code	Course Title	Credits
1	GEC 102	UEA Studies	3
	GEC 104	Health and Well Being	3
	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
	<b>Total Credits</b>		<b>12</b>
2	GEC 103	English Language	3
	BSM 216	Health Promotion	3
	BSM 210	Clinical Health Assessment in Midwifery – Theory	3
	BSM 211	Clinical Health Assessment in Midwifery – Lab	3
	<b>Total Credits</b>		<b>12</b>
3	GEC 107	BLS/First Aid	0
	BSM 102	Personal and Professional Development Theory	3
	BSM 103	Introduction to research /evidence based practice -Theory	3
	<b>Total Credits</b>		<b>6</b>

## Year 2:

Semester	Course Code	Course Title	Credits
1	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	3
	<b>Total Credits</b>		
2	BSM 231	Fundamentals of Midwifery – Clinical	3
	BSM 331	Midwifery Led Care - Clinical	6
	GEC 105	Technology and AI in healthcare Theory	3
	<b>Total Credits</b>		
3	BSM 217	Women's Health -Theory	3
	BSM 232	Women's Health -Clinical	3
	<b>Total Credits</b>		

Year 3:

Semester	Course Code	Course Title	Credits
1	BSM 309	Understanding Pathophysiology and women with Complex needs -Theory	3
	BSM 311	Understanding Pathophysiology and women with Complex needs Lab	3
	BSM 332	Understanding Pathophysiology and women with Complex needs - Clinical	6
	<b>Total Credits</b>		
2	BSM 312	Care of the newborn with complex needs - Theory	3
	BSM 333	Care of the newborn with complex needs -Clinical	3
	BSM 313	Obstetric Emergency care – Lab HIFI simulation	3
	BSM 334	Obstetric Emergency care – Clinical	3
	<b>Total Credits</b>		
3	BSM 410	Sociology applied to midwifery - Theory	3
	BSM 431	Sociology applied to midwifery - Clinical	3
	<b>Total Credits</b>		



**Year 2:**

## Year 4:

Semester	Course Code	Course Title	Credits
1	BSM 411	Research and Innovation for Midwives– Theory	3
	BSM 437	Consolidated Clinical Practice- 1	3
	GEC 101	Innovation and Entrepreneurship Theory	3
	GEC 106	Interpersonal Skills - Theory	3
	<b>Total Credits</b>		
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
	<b>Total Credits</b>		
3	BSM 435	Consolidated Clinical Practice- 3	3
	BSM 436	Consolidated Clinical Practice- 4	3
	<b>Total Credits</b>		

### 11.3.4 COURSE DESCRIPTION

#### A. General Education Courses (GEC):

Students must complete all courses (18 credits) mentioned in the study plan.

#### B. College Core Requirement (CCR):

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

#### C. College Elective Requirements (CER):

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

#### D. Major Core Requirements (MCR):

Students must complete all courses (102 credits) mentioned in the study plan.

##### **GEC 102- UAE Studies**

Course Co-Requisite: BSM 201, BSM 202, GEC 104.

Course Pre-Requisite: None

The course covers a range of topics related to the United Arab Emirates in the contemporary era, focusing on introducing the student to the theoretical and empirical aspects that define political life in the country. It also sheds light on the country's position in the international arena and its performance in global competitiveness. The course also delves into Emirati society's values, essential heritage, and efforts to develop the Emirati people and foster their contributions to the betterment of the society, emphasizing their crucial role in shaping the country's future. The course also highlights significant achievements in vital national fields, showcasing the UAE's efforts in furthering human competencies and striving towards the future, the goals of empowering women and achieving development, and the unique features of the UAE's cultural and literary richness. The course also addresses issues of priority for the prudent leadership, including meeting food security requirements and ensuring community safety and prosperity through efforts to enhance community health, improve wellbeing practices, the country's pioneering pursuits in environmental sustainability, and efforts to achieve technical development and employ its achievements in various fields.

##### **GEC 104- Health and Well being**

Course Co-Requisite: BSM 201, BSM 202, GEC 102.

Course Pre-Requisite: None

This course introduces students to the principles of health, and well-being, with a focus on its application within healthcare practice and delivery. You will explore principles of health and wellness designed for

all healthcare providers, emphasizing holistic strategies to maintain a high quality of life and effective work performance.

Key areas of study include promoting physical and mental wellness throughout a healthcare provider's career, aligned with the UAE's vision for advancing societal wellbeing. Students will learn about physical fitness and its role in enhancing job performance, quality of life, and career longevity. The course covers essential topics such as injury prevention through proper body mechanics, stress management techniques, healthy nutrition, and preventive healthcare practices to minimize illness risk.

This engaging course promotes lifelong habits for a balanced and healthy lifestyle, supporting the UAE's commitment to fostering health and wellbeing across the nation.

##### **BSM 201- Understanding the Normal Physiology in pregnancy, labor and postpartum - Theory part 1**

Course Co-Requisite: BSM 202, GEC 102, GEC 104.

Course Pre-Requisite: None

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 labor 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, labor and postpartum - Theory part 2**

Course Co-Requisite: B S M 210, GEC 102, GEC 104.

Course Pre-Requisite: None

In this course student midwives will gain knowledge of what constitutes the normal physiological changes that occur in pregnancy and labor 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 recognize when care has deviated from the normal parameters.

**BSM 103- English Language**

Course Co-Requisite: BSM 216, BSM 210, BSM 211.

Course Pre-Requisite: None.

The course will provide comprehensive instruction in the fundamentals of academic reading and writing, with particular attention to grammar, syntax, argumentative structure, scholarly norms, style and contextual vocabulary. Using a student-centred practical learning methodology, the course aims to develop a transferable textual analysis, writing and presentation toolkit. During the course students will use these tools to integrate the writing process, rhetorical modes, and basic research skills into written texts and oral presentations related to health sciences. The assignments focus on developing skills in academic inquiry, professional and academic style including revision, organization, drafting and editing written work for multiple audiences and mediums. These tools underlie higher-level communication and research skills for students who are expected to excel in an academic and professional English environment.

**BSM 216 Health Promotion - Theory**

Course Co-Requisite: BSM 210, BSM 211, GEC 103, 202

Course Pre-Requisite: None.


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 and referral is necessary.

**BSM 210 - Clinical Health Assessment for Midwives - Theory**

Course Co-Requisite: BSM 216, BSM 211, GEC 103.

Course Pre-Requisite: BSM 201, BSM 202.

This course is designed to develop student midwives' knowledge and skills necessary to perform a comprehensive health assessment during pregnancy, labor 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**

Course Co-Requisite: BSM 210, BSM 201, BSM 202.

Course Pre-Requisite: BSM 201, BSM 202.

This course is designed to develop student midwives' knowledge and skills necessary to perform a comprehensive health assessment during pregnancy, labor 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. frequently seen variations from normal, deviations from the norm and cultural differences are also explored.

### **BSM 102- Personal and Professional Development -Theory**

Course Co-Requisite: BSM 103

Course Pre-Requisite: None.

This course is designed to support the personal and professional growth of student midwives by deepening their understanding of the diverse competencies required in modern midwifery practice. Student midwives will explore how childbirth is both a physiological and biopsychosocial process, shaped by cultural and social contexts, and examine the impact of these factors on the role of the midwife. The course emphasizes critical self-assessment through tools like SWOT analysis, allowing students to identify their learning needs and areas for development, while encouraging a commitment to lifelong learning with eth help of SMART objectives.

Key components of the course include understanding and applying professional codes within various healthcare settings, risk assessment, and the vital role of communication in midwifery. Students will also develop the skills required to work effectively in multidisciplinary teams, honing their negotiation and collaboration abilities to

provide comprehensive and compassionate care. Throughout the course, the influence of policy changes and the evidence-to-practice gap on midwifery practice will be critically analysed, preparing students to adapt to evolving demands in healthcare environments and support women and families through pregnancy, childbirth, and early parenthood.

By the end of this course, students will be equipped with the knowledge, skills, and reflective practices necessary to excel as professional midwives in a range of hospital and community settings.

### **BSM 103- Introduction to Research -Theory**

Course Co-Requisite: BSM 102

Course Pre-Requisite: None.

This course introduces midwifery students to the principles and practices of research, with a focus on developing an understanding of how research informs and enhances clinical practice. Student midwives will explore key research concepts, methodologies, and the role of evidence-based practice in midwifery. Emphasis will be placed on understanding different types of research designs, data collection techniques, and ethical considerations in conducting research.


By the end of this course, student midwives will be equipped to critically appraise research literature and understand its application to clinical decision-making and midwifery practice. This foundation will prepare students for the more advanced research course in the 4<sup>th</sup> year and engage and equip students to use evidence-based practice throughout the midwifery program.

### **BSM 212- Fundamentals of Midwifery - Theory**

Course Co-Requisite: BSM 213, BSM 214, BSM 215

Course Pre-Requisite: BSM 201, BSM 202, BSM 210, BSM 211

This course will describe and examine essential midwifery competencies incorporating



knowledge, skills and behaviors 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**

Course Co-Requisite: BSM 212, BSM 214, BSM 215

Course 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**

Course Co-Requisite: BSM 212, BSM 213, BSM 215

Course 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 behaviors


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. Midwifery care is supportive of giving families the best start in life. UNICEF and the World Health Organization (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 behaviors 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 215 - Care of the Newborn and Infant feeding - Lab**

Course Co-Requisite: BSM 212, BSM 213, BSM 214

Course 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 behaviors 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 teamwork.



Midwifery care is supportive of giving families the best start in life. UNICEF and the World Health Organization (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 behaviors 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**

Course Co-Requisite: BSM 331, GEC 105

Course 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 AMORA 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 331- Midwifery-Led Care - Clinical**

Course Co-Requisite: BSM 231, GEC 105

Course Pre-Requisite: BSM 212, BSM 213, BSM 214, BSM 215.

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 labor 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 AMORA 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 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.

**GEC 105-Technology and AI in healthcare Theory**

Course Co-Requisite: BSM 231, BSM 331.

Course Pre-Requisite: None.

This course offers a comprehensive introduction to technology and artificial intelligence (AI) in healthcare, designed for healthcare students without a technical background. It covers foundational AI concepts and their applications in medical imaging, diagnostics, patient monitoring, and personalized medicine, with a focus on how these technologies improve healthcare delivery. Students will explore emerging technologies such as Gamification, Digital Twins, Augmented Reality (AR), Virtual Reality (VR), and Mixed Reality (MR), which are central to Education 4.0. This standard represents the integration of advanced technologies in education, preparing students for the fourth industrial revolution. Practical tutorials, interactive labs, and real-world case studies will illustrate these technologies' roles in transforming healthcare and enhancing patient



care. The course also addresses ethical considerations, data protection, regulatory frameworks, and the entrepreneurial aspects of AI and emerging technologies in healthcare. Emphasis is placed on UAE regulations to ensure local relevance. Through Education 4.0 methodologies, students will develop technological proficiency, critical thinking, problem-solving skills, and interdisciplinary collaboration. By the end of the course, they will be equipped to effectively integrate AI and emerging technologies into healthcare practices, enhancing patient outcomes and operational efficiency while adhering to ethical and legal standards

### **BSM 217- Women's Health -Theory**

Course Co-Requisite: BSM 232

Course Pre-Requisite: BSM 212, BSM 231, BSM 331.

This course offers an in-depth exploration of women's health issues across the lifespan, emphasizing a holistic approach to physical, emotional, social, and genetic well-being. Student midwives will examine a broad range of topics affecting women's health, from reproductive health to chronic conditions, integrating emerging knowledge in epigenetics and genomics to understand how these factors influence women's health across generations with reference to innovative treatments.

The course will also cover vital preventive care practices, such as cervical screening, breast health, and contraceptive management, as well as the diagnosis and management of conditions like sexually transmitted infections (STIs), endometriosis, and polycystic ovary syndrome (PCOS). Students will learn to apply evidence-based approaches to risk assessment, health promotion, and education on these topics, preparing them to effectively support women's health across all stages of life.

Through case-based learning, group discussions, and clinical scenarios, students will develop their skills in interdisciplinary collaboration, communication, and personalized care planning. The inclusion of epigenetics and genomics offers students a comprehensive understanding of how genetic

factors interact with the environment to impact women's health. By addressing the multifaceted needs of women's health, this course aims to prepare midwives to work as advocates, educators, and care providers, ensuring positive health outcomes for women within a culturally sensitive framework.

### **BSM 232- Women's Health Clinical**

Course Co-Requisite: BSM 217

Course Pre-Requisite: BSM 212, BSM 231, BSM 331.


The course will influence students' clinical practice in knowledge, skills and behaviors at Level 7 in accordance with the QF Emirates Framework incorporating the following aspects of competence: autonomy, accountability, interdisciplinary collaboration, and responsibility, self-development, and role in context.

This course emphasizes clinical practice across diverse healthcare settings including fertility clinics, gynaecology wards, medical-surgical units, emergency departments, community health centers, and operating theatres. Students will integrate theoretical knowledge with practical skills to deliver holistic, evidence-based care.

Students will learn to recognize deviations from normal health, implement emergency care, and provide timely referrals. The course also emphasizes the delivery of culturally sensitive, woman/family-centered care, addressing the physical, emotional, and social dimensions of health.

By working in multidisciplinary teams, students will enhance their communication and collaboration skills, preparing them to coordinate care effectively in complex healthcare environments. They will gain expertise in promoting preventive and reproductive health, advocating for women and families, and addressing health equity within communities.

Overall, the course prepares midwifery students to meet the International Confederation of Midwives (ICM) Essential



Competencies mapped to the AMORA document, enabling them to deliver high-quality care in diverse clinical settings. This experience fosters professional confidence, adaptability, and a commitment to lifelong learning in midwifery practice.

**BSM 309 - Understanding Pathophysiology of women with complex- Theory**

Course Co-Requisite: BSM 311, BSM 332.

Course Pre-Requisite: BSM 217, BSM 232.

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**

Course Co-Requisite: BSM 309, BSM 332

Course Pre-Requisite: BSM 217, BSM 232.

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 recognizing the importance of how human factors may impact safety in maternity care.

**BSM 332 - Understanding Pathophysiology of women with complex- Clinical**

Course Co-Requisite: BSM 309, BSM 311.

Course Pre-Requisite: BSM 217, BSM 232.


In this course student midwives will be 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 AMORA handbook 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 behaviors, 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**

Course Co-Requisite: BSM 313, BSM 333. BSM 334.

Course Pre-Requisite: BSM, 309 BSM 311, BSM 332.

This course will influence students' theoretical practice in knowledge, skills and behaviors 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**

Course Co-Requisite: BSM 334, BSM 312, BSM 313.

Course Pre-Requisite: BSM, 309 BSM 311, BSM 332.

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 AMORA 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 and the assessment. In this clinical placement, students will focus on maintaining professional attitudes and behaviors, 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 be completed by the end of this placement and the student midwife should use any opportunity to participate in NLS under supervision.

**BSM 313 - Obstetric Emergency Care- Lab Hifi Simulation**

Course Co-Requisite: BSM 333, BSM 334, BSM 312.

Course Pre-Requisite: BSM, 309 BSM 311, BSM 332.

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**

Course Co-Requisite BSM 333, BSM 312, BSM 313.

Course Pre-Requisite: BSM, 309 BSM 311, BSM 332.

In the clinical areas student midwives will be able to translate what they have learned from the Obstetric emergency care lab to recognize when a situation in clinical practice is categorized 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 AMORA 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 midwives in their learning and the assessments. In this clinical placement, student midwives will also focus on developing awareness of professional attitudes and behaviors, 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**

Course Co-Requisite: BSM 431.

Course Pre-Requisite: BSM 312, BSM 313, BSM 333, 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 marginalized 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**

Course Co-Requisite: BSM 410.

Course Pre-Requisite: BSM 312, BSM 313, BSM 333, 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 their families. Student midwives will also gain an understanding and be exposed to cases including physical, psychological, political and economic factors that impact on women, their families, midwives and the maternity services. Student midwives will work closely with midwives and other health professionals to think about the ethical and legal requirements of the midwife when caring

for women and families that are marginalized within society. The AMORA 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**

Course Co-Requisite: BSM 410, BSM 437, GEC 10, GEC 106.

Course Pre-Requisite: BSM 410, BSM 431.

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)**

Course Co-Requisite: BSM 410, BSM 411, BSM 431

Course Pre-Requisite: BSM 410, BSM 431.

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 AMORA 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 utilizing professional attitudes and behaviors, 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.

**GEC 101-Innovation and Entrepreneurship Theory**

Course Co-Requisite: BSM 411, BSM 437, GEC 106.

Course Pre-Requisite: BSM 410, BSM 431.

Through this course, students will develop an understanding of the concept of innovation and how it drives entrepreneurship. Using project-based learning, the course focuses on applying

innovation concepts to real-world problems in the healthcare sector in the UAE. Key concepts covered include design thinking, creative confidence, empathy, idea generation, startups, planning, marketing, sustainability, ethics, and influencing others. The course promotes creativity, teamwork, leadership, critical thinking, and problem-solving, equipping students with the knowledge and skills to think of innovative and sustainable ways to solve complex problems ethically in the UAE healthcare sector and potentially turn these ideas into business opportunities.

**GEC 106-Interpersonal Skills - Theory**

Course Co-Requisite: BSM 411, BSM 437, GEC 101.

Course Pre-Requisite: BSM 410, BSM 431.

This course provides a comprehensive foundation in interpersonal skills essential for job acquisition and career growth. Students will develop practical abilities in CV writing, professional communication, interview and presentation skills, and teamwork, equipping them to excel in diverse professional settings.


**BSM 412 - Leadership and Management for Midwives - Theory**

Course Co-Requisite: BSM 413, BSM 433, BSM 434

Course Pre-Requisite: BSM 411, BSM 437.

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 organizational 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. 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**

Course Co-Requisite: BSM 412, BSM 413, BSM 434

Course Pre-Requisite: BSM 411, BSM 437.

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 organizational 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. 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**

Course Co-Requisite: BSM 412, BSM 433, BSM 434

Course Pre-Requisite: BSM 411, BSM 437, GEC 101, GEC 106.


This course will be the culmination of the midwifery course where students are expected to consolidate their knowledge, skills and behaviors 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 inter 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**

Course Co-Requisite: BSM 412, BSM 413, BSM 433

Course Pre-Requisite: BSM 411, BSM 437, GEC 101, GEC 106.

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 and practice with a focus on 'becoming a competent midwife'. 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 AMORA 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 utilizing



professional attitudes and behaviors, 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**

Course Co-Requisite: BSM 436

Course Pre-Requisite: BSM 412, 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 AMORA 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 utilizing professional attitudes and behaviors, 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 respectful 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 from student midwife to becoming a competent, autonomous, accountable and evidence-based graduate midwife.

**BSM 436 Consolidated Clinical Practice - 4**

Course Co-Requisite: Course Co-Requisite: BSM 435

Course 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 AMORA 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 utilizing professional attitudes and behaviors, 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.

### PROGRAM DESCRIPTION

Nursing is in high demand in the UAE, as recognized by relevant stakeholders such as the education, community, and health services sectors. The FCHS Department of Nursing is dedicated to improving the health and wellbeing of the UAE community. This would be achieved by educating professional nurses and contributing to advances in health care through innovative research, scholarships, and service. Since its inception in 2006, FCHS has developed a nationally recognized reputation for excellence in nursing education, which makes the 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 preparing 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. The curriculum is built based on a liberal arts foundation and complements nursing science with knowledge from the biomedical and social sciences to ensure academic excellence. Through an inter-professional educational process, the Department of Nursing engages students and prepares them to be empathic, competent, ethical clinicians and future leaders in healthcare.

### VISION

To be a Pre-eminent Leading Nurse Education Provider of Qualified Graduates, Regionally and Globally, Delivering Excellence in Service, Innovation and Research.

### MISSION

- Provide flexible, dynamic, and culturally sensitive, student-centered Nursing curricula that fosters qualified Nursing graduates.
- Develop Graduates who are Independent Critical Thinkers, Patient-Centered, Competent evidence-based Nursing Care Providers, Technologically Savvy, and able to work across Diverse health care settings.
- Conduct clinically relevant applied nursing research that promotes innovation, and industrial impact, in collaboration with Industry partners.
- Enhance the Nursing Profession Regionally and Globally, in alignment with National and International standards.

### VALUES

In addition to FCHS values, the student nurse in the Nursing program at FCHS will foster the following values:

- **Caring:** Fundamental to nursing, it permits the nurse to connect to clients, appreciate human dignity, increase empathy, and respond with compassion.
- **Teamwork:** The ability to work with nursing and inter-disciplinary teams, through open communication, mutual respect, and shared decision-making to achieve



quality client care.

- Leadership: To develop the ability to inspire, influence and motivate; to achieve highest potential and collective organizational goals.
- Life - long Learning: A dynamic learning process involving both formal and informal, personal and professional life - including reflecting, questioning and seeking new learning opportunities.

### GRADUATE ATTRIBUTES

The graduate of FCHS nursing program will be able to: Uphold and contribute to professional nursing standards of practice. • Promote optimum patient health, safety, and wellbeing. • Demonstrate professional behavior and inter-collegial relationships when working in the health-care system. • Actively contribute to evidence-based practice, and promoting research, in their area of practice. • Maintain a competitive edge, and further the nursing profession, locally and internationally.

### DEGREE (S):

The Nursing program delivers the Bachelor of Science in Nursing (BSN) degree, with a mandatory credit requirement of 127 hours, according to the BSN Study Plan of 2019. However, this has been revised to 120 credit hours under the BSN Study Plan 2024. The program is available for students who have completed high school. The BSN program integrates theoretical knowledge, laboratory work, and clinical training to equip nurses with the necessary skills to function effectively in diverse healthcare environments such as hospitals, clinics, schools, and communities.

### CAREER OPPORTUNITIES:

In United Arab Emirates, employment opportunities for Bachelor of Science in Nursing (BSN) graduates are in high demand. The Nursing Program graduates are employed as general nurses who deliver direct healthcare services to patients, families, and communities. Graduates can take diverse nursing positions, including roles in practice, education, leadership, management, and research. The Emirate of Abu Dhabi alone will need an extra 16,158 nurses by 2025, according to the Department of Health (DoH) 2018 statement. Consequently, graduates of FCHS will have abundance employment prospects in governmental and private healthcare facilities. The Department of Nursing aims to establish itself as a prominent and esteemed program by focusing on education, scholarly endeavors, and research that propel the nursing profession forward and enhance the community's well-being. The following are the career opportunities for Nursing graduates:

- Medical/Surgical: care for a range of sick or injured individuals as well as those with surgical or medical conditions
- 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 cardiovascular system.
- Gerontology: 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 is often responsible for staff nurses' continuing education.
- 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 (BSN 2024 STUDY PLAN)

*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.

### PROGRAM LEARNING OUTCOMES (BSN 2024 STUDY PLAN)

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

- **PLO 01.** Upon graduation, the BSN graduate will apply the nursing process as a framework to deliver person-centered, holistic care for individuals and families across diverse healthcare settings.
- **PLO 02.** Upon graduation, the BSN graduate will provide culturally tailored nursing care within agreed professional, ethical and legal standards.
- **PLO 03.** Upon graduation, the BSN graduate will utilize nursing knowledge, skills and practice to optimize the provision of care to patients, families and wider communities, with an emphasis on health education, health promotion and disease prevention.
- **PLO 04.** Upon graduation, the BSN graduate will demonstrate leadership skills that drive safe, coordinated care, and in partnership with other healthcare professionals.
- **PLO 05.** Upon graduation, the BSN graduate will appraise scientific inquiry approaches and critical thinking, to promote and apply evidence-based nursing practice.
- **PLO 06.** Upon graduation, the BSN graduate will demonstrate relevant digital skills to assess and manage patient care, using health informatics and technology.

#### 11.4.1 CURRICULUM DESCRIPTION

#### BSN 2019:

The FCHS BSN 2019 is a four-year degree program with 127 credit hours (CH), approved in June 2019 by the CAA. 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
<b>Total</b>	<b>127</b>



### BSN 2024:

The FCHS BSN 2024 was re-designed as a four-year degree program with 120 credit hours (CH) approved in March 2025 by CAA. The Nursing program courses are categorized as the following:

Course category	Credits
General Education Requirement (GRD) compulsory courses	15
Healthcare discipline-focused courses with labs (taught by GRD)	6
College Elective Requirement (CER)	6
Major Core Requirements (MCR)	90
Major Elective Requirements (MER)	3
<b>Total</b>	<b>120</b>

Level	Sem	Course Code	Course Title	Grading Process	Credit Hours	Lecture (Theory)	Lab.	Clinical	
	1	GRD151	Calculus for life sciences	Default	3	3	0	0	
		GRD100	First Year Seminar	Pass/fail	0	0	0	0	
		GRD171	Psychology	Default	3	3	0	0	
		GRD101	Biology	Default	3	3	0	0	
		GRD102	Biology Lab	Default	1	0	1	0	
		GRD133	Foundations of Health	Default	3	3	0	0	
		GRD161	Academic Writing 1	Default	2	2	0	0	
		<b>Total</b>				<b>15</b>	<b>14</b>	<b>1</b>	<b>0</b>
	2	GRD211	Applied Biochemistry	Default	3	3	0	0	
		GRD261	Academic Writing 2	Default	2	2	0	0	
		GRD111	Anatomy and Physiology A	Default	3	3	0	0	
		GRD112	Anatomy and Physiology A Lab	Default	1	0	1	0	
		BSN112	Applied Microbiology and Infection Control Practices	Default	3	3	0	0	
		GRD25	Introduction to Biostatistics	Default	3	3	0	0	
		<b>Total</b>				<b>15</b>	<b>14</b>	<b>1</b>	<b>0</b>
				GRD121	Anatomy and Physiology B	Default	3	3	0
GRD122	Anatomy and Physiology B Lab			Default	1	0	1	0	
<b>Total</b>					<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	
BSN 2	1	BSN111	Applied Nutrition for Nurses	Default	3	3	0	0	
		BSN211	Clinical Health Assessment in Nursing – Theory	Default	3	3	0	0	
		BSN220	Clinical Health Assessment in Nursing – Lab	Default	3	0	3	0	
		BSN212	Fundamentals of Nursing – Theory	Default	3	3	0	0	

Level	Sem	Course Code	Course Title	Grading Process	Credit Hours	Lecture (Theory)	Lab.	Clinical
		BSN221	Fundamentals of Nursing – Lab	Default	3	0	3	0
		<b>Total</b>			<b>15</b>	<b>9</b>	<b>6</b>	<b>0</b>
	<b>2</b>	BSN213	Pathophysiology	Default	3	3	0	0
		BSN214	Adult Medical Surgical Nursing 1 – Theory	Default	3	3	0	0
		BSN231	Adult Medical Surgical Nursing 1 – Clinical	Default	3	0	0	3
		BSN215	Maternity Nursing – Theory	Default	3	3	0	0
		BSN232	Maternity Nursing – Clinical	Default	3	0	0	3
		BSN210	Clinical Pharmacology	Default	3	3	0	0
		<b>Total</b>			<b>18</b>	<b>12</b>	<b>0</b>	<b>6</b>
		TBC	Elective (Nursing) – 1	Default	3	3	0	0
		BSN217	Gerontology Nursing	Default	3	3	0	0
		<b>Total</b>			<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>BSN 3</b>	<b>1</b>	BSN310	Pediatric Nursing – Theory	Default	3	3	0	0
		BSN330	Pediatric Nursing – Clinical	Default	3	0	0	3
		BSN311	Adult Medical Surgical Nursing 2 – Theory	Default	3	3	0	0
		BSN331	Adult Medical Surgical Nursing 2 – Clinical	Default	3	0	0	3
		GRD301	Innovation and Entrepreneurship	Default	3	3	0	0
		BSN312	Research Methodology	Default	3	3	0	0
		<b>Total</b>			<b>18</b>	<b>12</b>	<b>0</b>	<b>6</b>
	<b>2</b>	BSN313	Mental Health Nursing - Theory	Default	3	3	0	0
		BSN332	Mental Health Nursing - Clinical	Default	3	0	0	3
		BSN314	Leadership Management and for	Default	3	3	0	0



Level	Sem	Course Code	Course Title	Grading Process	Credit Hours	Lecture (Theory)	Lab.	Clinical
			Health Professionals Theory	-				
		BSN411	Critical Care Nursing – Theory	Default	3	3	0	0
		BSN431	Critical Care Nursing – Clinical	Default	3	0	0	3
		<b>Total</b>			<b>15</b>	<b>9</b>	<b>0</b>	<b>6</b>
			Elective (Non-Nursing)	Default	3	3	0	0
			Elective (Nursing) – 2	Default	3	3	0	0
		<b>Total</b>			<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>BN4</b>	<b>1</b>	BSN430	Consolidated Clinical Practice	Default	3	0	0	3
		GRD271	Islamic Studies	Default	3	3	0	0
		BSN410	Research Capstone Project	Default	3	3	0	0
		BSN315	Community Nursing – Theory	Default	3	3	0	0
		BSN333	Community Nursing – Clinical	Default	3	0	0	3
		<b>Total</b>			<b>15</b>	<b>9</b>	<b>0</b>	<b>6</b>
<b>Total Credit Hours of the Curriculum</b>					<b>127</b>	<b>94</b>	<b>9</b>	<b>24</b>

BSN 2024

Level	Sem	Course Code	Course Title	Credit Hours	Lecture (Theory)	Lab.	Clinical
<b>BN1</b>	<b>1</b>	GE104	Health & Well Being (Elective)	3	3	0	0
		GE103	English language	3	3	0	0
		GRD 113	Anatomy and Physiology for Nurses	3	3	0	0
		GE102	UAE studies	3	3	0	0
		<b>Total</b>		<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>
	<b>2</b>	BNS 509	Therapeutic Communication	3	3	0	0
		BSN	Nursing Elective	3	3	0	0

Level	Sem	Course Code	Course Title	Credit Hours	Lecture (Theory)	Lab	Clinical
		BSN 112	Applied microbiology and Infection control	3	3	0	0
		GE106	Interpersonal skills	3	3	0	0
		<b>Total</b>		<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>
		<b>3</b>					
		<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>BN2</b>		BSN 211	Clinical Health Assessment in Nursing – Theory	3	3	0	0
		BSN 220	Clinical Health Assessment in Nursing – Lab	3	0	3	0
		BSN 213	Pathophysiology	3	3	0	0
		BSN 502	Health, Law and ethics in the UAE	3	3	0	0
		<b>Total</b>		<b>12</b>	<b>9</b>	<b>3</b>	<b>0</b>
		<b>2</b>					
		BSN 312	Research Methodology	3	3	0	0
		BSN 212	Fundamentals of Nursing – Theory	3	3	0	0
		BSN 221	Fundamentals of Nursing – Lab	3	0	3	0
		BSN 210	Clinical Pharmacology	3	3	0	0
		GE105	Technology and AI in Health care	3	3	0	0
		<b>Total</b>		<b>15</b>	<b>12</b>	<b>3</b>	<b>0</b>
		<b>3</b>					
<b>BN3</b>	<b>1</b>	BSN 214	Adult Medical Surgical Nursing 1 – Theory	3	3	0	0
		BSN 231	Adult Medical Surgical Nursing 1 – Clinical	3	0	0	3
		BSN 215	Maternity Nursing - Theory	3	3	0	0

Level	Sem	Course Code	Course Title	Credit Hours	Lecture (Theory)	Lab	Clinical
		BSN 232	Maternity Nursing - Clinical	3	0	0	3
		GE101	Innovation, Sustainability and Entrepreneurship	3	3	0	0
		<b>Total</b>		<b>15</b>	<b>9</b>	<b>0</b>	<b>6</b>
<b>2</b>		BSN 311	Adult Medical Surgical Nursing 2 – Theory	3	3	0	0
		BSN 331	Adult Medical Surgical Nursing 2 – Clinical	3	0	0	3
		BSN 310	Pediatric Nursing - Theory	3	3	0	0
		BSN 330	Pediatric Nursing - Clinical	3	0	0	3
		BSN 217	Adult Medical Surgical Nursing 3 - Theory (Perioperative/Oncology/Palliative/Rehabilitation)	3	3	0	0
		<b>Total</b>		<b>15</b>	<b>9</b>	<b>0</b>	<b>6</b>
<b>3</b>		BSN 224	Adult Medical Surgical Nursing 3 - Clinical	3	0	0	3
				<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>BN4</b>	<b>1</b>	BSN 313	Mental Health Nursing - Theory	3	3	0	0
		BSN 332	Mental Health Nursing - Clinical	3	0	0	3
		BSN 411	Critical Care and Emergency Nursing – Theory	3	3	0	0
		BSN 431	Critical Care and Emergency Nursing – Clinical	3	0	0	3
		BSN 314	Leadership and Management for Health Professionals	3	3	0	0
		<b>Total</b>		<b>15</b>	<b>9</b>	<b>0</b>	<b>6</b>
<b>2</b>		BSN 315	Community Nursing – Theory	3	3	0	0
		BSN 333	Community Nursing – Clinical	3	0	0	3
		BSN 416	Consolidated Clinical Practice-1 (with HAAD)	4	0	0	4
		BSN 417	Consolidated Clinical Practice-2	3	0	0	3

Level	Sem	Course Code	Course Title	Credit Hours	Lecture (Theory)	Lab	Clinical
		BSN410	Research Capstone Project	2	2	0	0
		<b>Total</b>		<b>15</b>	<b>5</b>	<b>0</b>	<b>10</b>
	<b>3</b>	BSN 418	Consolidated Clinical Practice- 3 (with DOCEE)	3	0	0	3
		BSN 419	Consolidated Clinical Practice- 4 ( with Interview)	3	0	0	3
		<b>Total</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Total Credit Hours of the Curriculum</b>				<b>120</b>	<b>77</b>	<b>6</b>	<b>37</b>
<b>Total Contact Hours of Clinical</b>							<b>1665</b>

#### 11.4.4 COURSE DESCRIPTION (BSN 2024)

##### 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 Nursing.

*Refer study plan and section 11 General Education Requirements (GER) for course description*

##### B. College Core Requirement (CCR):

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

*Refer study plan and section 11 College Core Requirement (CCR) for course description*

##### C. College Elective Requirements (CER):

Students will select one course from another discipline to complete at least 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 11 College Elective Requirements (CER) for course description.*

**BSN112 Applied Microbiology and Infection Control Practices**

Course Co-Requisite: None  
 Course 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.

**BSN210 Clinical Pharmacology**

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

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.

**BSN221 Fundamentals of Nursing - Lab**

Course Co-Requisite: BSN212  
 Course Pre-Requisite: None

This clinical course is designed to provide the student with laboratory-guided experiences emphasizing their independent learning that will help them 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.

**BSN211 Clinical Health Assessment in Nursing - Theory**

Course Co-Requisite: BSN220  
 Course Pre-Requisite: None

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 understand 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**


Course Co-Requisite: BSN211  
 Course Pre-Requisite: None

This course focuses on normal findings and common deviation from normal of each of the major body systems. The students will be given the opportunity to practice health assessment skills in 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. The focus will be on an individual assessment.

**BSN212 Fundamentals of Nursing - Theory**

Course Co-Requisite: BSN221  
 Course Pre-Requisite: None

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 proactive, responsive and therapeutic. This course aims to develop a beginning level of understanding, practice, application and evaluation of core nursing concepts.

### **BSN213 Pathophysiology Course**

Co- Requisite: None

Course Pre-Requisite: None

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 of an individual's life.

### **BSN214 Adult Medical Surgical Nursing 1 - Theory**

Course Co-Requisite: BSN231

Course Pre-Requisite: BSN211, BSN212

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-psycho-social 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 for their families.

### **BSN231 Adult Medical Surgical Nursing 1 - Clinical**

Course Co-Requisite: BSN214

Course Pre-Requisite: GRD221,

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 can successfully fulfill all the clinical objectives included in the clinical workbook. The clinical workbook pertaining to this course contains records of evidence about students' clinical learning experiences, skills and competencies. As a self-directed lifelong adult learner, students are expected to demonstrate a high level of responsibility towards utilizing every learning opportunity available at the clinical setting.

### **BSN215 Maternity Nursing - Theory**

Course Co-Requisite: BSN 232

Course Pre-Requisite: BSN211, BSN212

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 childbearing 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**

Course Co-Requisite: BSN 215

Course Pre-Requisite: BSN221

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**

Course Co-Requisite: None

Course Pre-Requisite: BSN 214

This course will help students in developing a theoretical foundation for nursing practice and introduce the nursing process as a framework for professional nursing practice. Concepts from the humanities, social, behavioral, and natural sciences are examined for their applicability to nursing. The nursing process is applied to the care of clients who are either at risk for or are experiencing common disruptions of health. Selected alterations in health experienced by the Elderly client (i.e. principles of gerontology; safety of the elderly; effect of age on different body systems). Oncology nursing (i.e. cancer pathophysiology, cancer treatment modalities, specific types of Cancers) and Palliative care (i.e. palliative care, end of life care). Critical thinking and problem-solving approaches are utilized to be frameworks for the nursing management of patients with these alterations using the (low to high) fidelity simulation.

### **BSN310 Pediatric Nursing - Theory**

Course Co-Requisite: BSN330

Course Pre-Requisite: BSN214

This course will highlight the importance of developing skills in working with infants, children, young people and families in various 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 sick child in the Pediatrics Unit.



### **BSN330 Pediatric Nursing - Clinical**

Course Co-Requisite: BSN310

Course Pre-Requisite: BSN231

This course will highlight the importance of developing skills in working with infants, children, young people and families in various 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 sick child in the Pediatric Unit.

### **BSN311 Adult Medical Surgical Nursing 2 - Theory**

Course Co-Requisite: BSN331

Course Pre-Requisite: BSN214

This course is 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**

Course Co-Requisite: BSN311

Course 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). The 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**

Course Co-Requisite: BSN332

Course 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**

Course Co-Requisite: BSN313

Course 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**

Course Co-Requisite: None

Course Pre-Requisite: None

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 like interviewing techniques, job analysis, and performance appraisal.

### **BSN315 Community Nursing - Theory**

Course Co-Requisite: BSN333

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

### **BSN333 Community Nursing - Clinical**

Course Co-Requisite: BSN315

Course Pre-Requisite: BSN231


This course is designed to help the students gain a good broad perspective of community health nursing. The complete health appraisal learned previously guides the concepts of individuals within the family and the family within the community 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 primary health care aspects and community health will be applied during the course. A focus is working with those from diverse groups, vulnerable populations and those at risk.

### **BSN416 Consolidated Clinical Practice**

Course Co-Requisite: None

Course Pre-Requisite: BSN431

This course prepares senior nursing students to shift from academic learning to professional practice as registered nurses. Through hands-on clinical placements and reflective practice, students will develop advanced clinical judgment, decision-making, and patient-centered care skills. The course emphasizes managing complex patient cases, working effectively within multidisciplinary teams, and adhering to professional, ethical, and legal standards. The course fosters independence, critical thinking, and professional readiness,



equipping students with the confidence and competence to excel in diverse healthcare settings. Throughout the course, students will complete 11 clinical placements, each lasting 12 hours, under the guidance of an assigned nurse preceptor and with oversight from a nursing faculty member. In addition, students must attend three-hour tutorial sessions each week to pass the Comprehensive Exit Exam. This preparation is designed to enhance their knowledge, critical thinking, and clinical reasoning skills to the level expected of a graduating student.

**BSN417 Consolidated Clinical Practice - 2 (DOCEE, Quality Assurance)**

Course Co-Requisite: None  
Course Pre-Requisite: BSN431

This course is designed to prepare senior nursing students for the shift from academic learning to professional practice as registered nurses. Through hands-on clinical placements and reflective practice, students will develop advanced skills in clinical judgment, decision-making, and patient-centered care. The course emphasizes managing complex patient cases, working effectively within multidisciplinary teams, and adhering to professional, ethical, and legal standards. The course fosters independence, critical thinking, and professional readiness, equipping students with the confidence and competence to excel in diverse healthcare settings. Throughout the course, students will complete 11 clinical placements, each lasting 12 hours, under the guidance of an assigned nurse preceptor and with oversight from a nursing faculty member. Additionally, the student is expected to demonstrate competence in conducting clinical assessments and providing nursing care and to pass the Direct Observation Clinical Examination supervised by her clinical instructor and nursing preceptor.

**BSN418 Consolidated Clinical Practice - 3**


Course Co-Requisite: None  
Course Pre-Requisite: BSN431

This course is designed to prepare senior nursing students shift from academic learning to professional practice as registered nurses. Students will develop advanced clinical judgment, decision-making, and patient-centered care skills through hands-on clinical placements and reflective practice. The course emphasizes managing complex patient cases, working effectively within multidisciplinary teams, and adhering to professional, ethical, and legal standards. The course fosters independence, critical thinking, and professional readiness, equipping students with the confidence and competence to excel in diverse healthcare settings. Throughout the course, students will complete 11 clinical placements, each lasting 12 hours, under the guidance of an assigned nurse preceptor and with oversight from a nursing faculty member. Additionally, the student is required to attend 3 hours weekly of the Skills enhancement program to improve their employability after graduation.

**BSN411 Critical Care Nursing - Theory**

Course Co-Requisite: BSN431  
Course 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 patients 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**

Course Co-Requisite: BSN411

Course 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 hemodynamic monitoring, laboratory data interpretation, pharmacological treatments, related pathophysiology, and 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 with the unique opportunity to deliver patient care to critically ill patients competently under the supervision of the preceptor, and the clinical instructor.

### **BSN419 Consolidated Clinical Practice - 4 (Shift Endorsement, Interview)**

Course Co-Requisite: None

Course Pre-Requisite: BSN431

This course is designed to prepare senior nursing students for the shift from academic learning to professional practice as registered nurses. Through hands-on clinical placements and reflective practice, students will develop advanced skills in clinical judgment, decision-making, and patient-centered care. The course emphasizes managing complex patient cases, working effectively within multidisciplinary teams, and adhering to professional, ethical, and legal standards. The course fosters independence, critical thinking, and professional readiness, equipping students with

the confidence and competence to excel in diverse healthcare settings.

Throughout the course, students will complete 11 clinical placements, each lasting 12 hours, under the guidance of an assigned nurse preceptor and with oversight from a nursing faculty member. Students must attend weekly preparation which include mock interviews and resume writing to help them succeed in their Job Interviews

### **BSN312 Research Methodology (Theory)**

Course Co-Requisite: None

Course 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.

### **BSN502 Health law and ethics in UAE**

Course Co-Requisite: None

Course 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 many 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 given the opportunity to develop knowledge and skills

needed to analyze and apply legal and ethical knowledge to their practice.

### **BSN 515 Medical Terminologies**

Course Co-Requisite: None

Course Pre-Requisite: None

This course is designed to enable undergraduate nursing students to gain mastery of the language of medical terminology for their future career in nursing. Medical Terminology is the universal language used across all fields of Health Science. Professional communication among healthcare providers requires the student to know, understand, and be able to use medical terminology correctly. This course builds on the knowledge developed during the first year of study in the general requirements department courses; biology, anatomy and physiology, health and wellbeing, and communication in healthcare. It complements the student's learning and development of nursing practice knowledge and skills.

### **BSN513 Global Trends in Nursing**

Course Co-Requisite: None

Course Pre-Requisite: None

This course allows students to critically examine current issues on legal, ethical, economic, and political issues affecting nurses as well as individuals and professionals in health care delivery. Students will be encouraged to apply critical thinking strategies during classroom discussions and presentations.

### **BSN512 Nursing Informatics**

Course Co-Requisite: None

Course Pre-Requisite: None

Informatics & Digital Capabilities in Nursing is a course that provides nursing students with the knowledge and skills to use cutting-edge digital technology and informatics principles effectively in healthcare settings. This course is designed to introduce the students to basic concepts of digital capabilities and the principle of health informatics principles. It explores the use of electronic health records

(EHRs), healthcare information systems, e-portfolios, and technology-enabled patient care practices to improve patient outcomes and enhance the general effectiveness of healthcare delivery.

### **BSN509 Therapeutic Communication**

Course Co-Requisite: None

Course Pre-Requisite: None

Therapeutic Communication in Nursing is an elective course within the Bachelor of Nursing. It covers the background principles of communication and assessment, provides experiential learning opportunities and forms a basis on which to build good nursing practices. The knowledge gained from this course would help them to use different communication techniques with patients, families and peers. This course focuses on the communication skills that students require in order to therapeutically engage with patients and effectively collaborate with peers and other health professionals. During this course, the student will explore models and styles of communication and nursing discourses. In this course, there is an emphasis on understanding and applying core concepts such as communication processes, active listening, and assertiveness in communication, 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.

### **BSN 105 Anatomy and Physiology for Nurses**

Course Co-Requisite: Non

Course Pre-Requisite: None

Anatomy and Physiology is a system-based approach to the study of the structure and function of the human body, and it represents an ascending series of knowledge gained in biology. This course aims to provide in-depth knowledge of the cellular, physiological, anatomical, and biochemical functions of the human body which include the integumentary system, skeletal system, muscular system,

nervous system, special senses, endocrine system, circulatory system, cardiac system, respiratory system, digestive system, urinary system, and reproductive system. Emphasis is placed on the integration of systems as they relate to normal health. Again, students will be expected to demonstrate oral communication skills through class discussion, and tutorials, and utilize their reading to extend their depth of understanding, do problem-solving, and make critical analyses.

### **GE 102 UAE studies**

Course Co-Requisite: None

Course Pre-Requisite: None

مساق الدراسات الإماراتية يعرض الجوانب المتعلقة بدولة الإمارات العربية المتحدة من خلال تعريف الطالب الدولة الاتحادية والهوية الوطنية، ومكانة الإمارات في السياسة الدولية، وبيان قيمها الأساسية، وتقديم دراسات تتعلق بقيم وموروثات مجتمع الإمارات وبناء الإنسان وتطلعات المستقبل، وتمكين المرأة ودورها في المجتمع، وتوجه الدولة نحو الطاقة المستدامة، كما يعرض المساق الأدب الإماراتي وصحة المجتمع وأتمتة الخدمات والتطور التقني في دولة الإمارات العربية المتحدة.

### **GE 103 English Language**

Course Co-Requisite: None

Course Pre-Requisite: None

The course will provide comprehensive instruction in the fundamentals of academic reading and writing, with particular attention to grammar, syntax, argumentative structure, scholarly norms, style and contextual vocabulary. Using a student-centered practical learning methodology, the course aims to develop a transferable textual analysis, writing and presentation toolkit. During the course students will use these tools to integrate the writing process, rhetorical modes, and basic research skills into written texts and oral presentations related to health sciences. The assignments focus on developing skills in academic inquiry, professional and academic style including revision, organization, drafting and editing written work for multiple audiences and mediums. These tools underlie higher-level communication and research skills for students who are expected to excel in an academic and professional English environment.


### **GE 105 Technology and AI in Healthcare**

Course Co-Requisite: None

Course Pre-Requisite: None

This course offers a comprehensive introduction to technology and artificial intelligence (AI) in healthcare, designed for healthcare students without a technical background. It covers foundational AI concepts and their applications in medical imaging, diagnostics, patient monitoring, and personalized medicine, with a focus on how these technologies improve healthcare delivery. Students will explore emerging technologies such as Gamification, Digital Twins, Augmented Reality (AR), Virtual Reality (VR), and Mixed Reality (MR), which are central to Education 4.0. This standard represents the integration of advanced technologies in education, preparing students for the fourth environment.

industrial revolution. Practical tutorials, interactive labs, and real-world case studies will illustrate these technologies' roles in transforming healthcare and enhancing patient care. The course also addresses ethical considerations, data protection, regulatory frameworks, and the entrepreneurial aspects of AI and emerging technologies in healthcare. Emphasis is placed on UAE regulations to ensure local relevance. Through Education 4.0 methodologies, students will develop technological proficiency, critical thinking, problem-solving skills, and interdisciplinary collaboration. By the end of the course, they will be equipped to effectively integrate AI and emerging technologies into healthcare practices, enhancing patient outcomes and operational efficiency while adhering to ethical and legal standards



### **GE 101 Innovation and Entrepreneurship**

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

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 the application of innovation concepts to real world problems in the healthcare sector in the UAE. Key concepts covered include design thinking, creative confidence, empathy, idea generation, startups, 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

### **GE 104 Health and wellbeing**

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

This course introduces students to the principles of health, and well-being, with a focus on its application within healthcare practice and delivery. Students will explore principles of health and wellness designed for all healthcare providers, emphasizing holistic strategies to maintain a high quality of life and effective work performance. Key areas of study include promoting physical and mental wellness throughout a healthcare provider's career, aligned with the UAE's vision for advancing societal wellbeing. Students will learn about physical fitness and its role in enhancing job performance, quality of life, and career longevity. The course covers essential topics such as injury prevention through proper body mechanics, stress management techniques, healthy nutrition, and preventive healthcare practices to minimize illness risk. This engaging course promotes lifelong habits for a balanced and healthy lifestyle, supporting the UAE's commitment to fostering health and wellbeing across the nation

### **BSN420 Research Capstone Project**

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

This course provides the opportunity to apply knowledge and skills of the research process gained in Research Methodology to clinical nursing practice or health service delivery. Through a combination of leading lectures, group and individual learning activities with a designated supervisor, the students will be guided to select an aspect of their clinical practice or service delivery that requires improvement and/or lacks a solid evidence base. The students will identify a problem in their area of interest, formulate a research proposal complete with background information, problem statement, literature review, methodology (study design, population, sample, inclusion and exclusion criteria, sampling, setting, ethical considerations, data collection instrument, data collection method, data analysis, presentation and dissemination of findings and the budget.

### **BSN224 Clinical practice**

Course Co-Requisite: None  
Course Pre-Requisite: BSN 231

This course builds on prior foundational knowledge and clinical skills, emphasizing the complexities of caring for populations and individuals with cancer or life-limiting illnesses. This course aims to equip nursing students with gerontology, oncology, and palliative care nursing knowledge and skills. Using the nursing process as a core framework, students will engage in comprehensive, patient-centered nursing assessments, evidence-based interventions, and interdisciplinary approaches to improve quality of life and support end-of-life care. By engaging in real-world scenarios and reflective practice, students will gain confidence in delivering compassionate, culturally sensitive care across diverse clinical settings and in making ethical, patient-centered decisions enhancing leadership and digital competencies, to support patient care

**GRD 2121 Applied Biochemistry**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course Pre-Requisite: None

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**

Course Co-Requisite: BSN220

Course Pre-Requisite: GRD111

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 understand 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**

Course Co-Requisite: BSN211

Course Pre-Requisite: GRD 101, GRD 102, GRD 111, GRD 112, GRD 121, GRD 122

This course focuses on normal findings and common deviation from normal of each of the major body systems. The students will be given the opportunity to practice health assessment skills in 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.

### **BSN212 Fundamentals of Nursing- Theory**

Course Co-Requisite: BSN221

Course Pre-Requisite: GRD 101, GRD 102, GRD 111,

GRD 112, GRD 121, GRD 122

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**

Course Co-Requisite: BSN212 and BSN230

Course Pre-Requisite: GRD 101, GRD 102, GRD 111, GRD 112, GRD 121, GRD 122

This clinical course is designed to provide the student with laboratory-guided experiences emphasizing their independent learning that will help them 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.

### **BSN213 Pathophysiology**

Course Co-Requisite: None

Course 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 of an individual's life.

### **BSN214 Adult Medical Surgical Nursing 1 - Theory**

Course Co-Requisite: BSN231

Course Pre-Requisite: BSN211, BSN212,

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 for their families.

### **BSN231 Adult Medical Surgical Nursing 1 - Clinical**

Course Co-Requisite: BSN214

Course Pre-Requisite: GRD221,

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. The clinical workbook pertaining to this course contains records of evidence about students' clinical learning experiences, skills and competencies. As a self-directed lifelong adult learner, students are expected to demonstrate a high level of responsibility towards utilizing every learning opportunity available at the clinical setting.

### **BSN215 Maternity Nursing - Theory**

Course Co-Requisite: 232

Course Pre-Requisite: BSN211, BSN212,

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 childbearing 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 and safe childbearing.

### **BSN232 Maternity Nursing - Clinical**

Course Co-Requisite: 215

Course Pre-Requisite: BSN221

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**

Course Co-Requisite: None

Course 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 require a sound knowledge base in these core nursing areas.

Healthy and normal ageing will introduce 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**

Course Co-Requisite: BSN330

Course Pre-Requisite: BSN214

This course will highlight the importance of developing skills in working with infants, children, young people and families in various 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 sick child in the Pediatrics Unit.

### **BSN330 Pediatric Nursing - Clinical**

Course Co-Requisite: BSN310

Course Pre-Requisite: BSN231

This course will highlight the importance of developing skills in working with infants, children, young people and families in various 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 sick child in the Pediatric Unit.

### **BSN311 Adult Medical Surgical Nursing 2 - Theory**

Course Co-Requisite: BSN331

Course 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**

Course Co-Requisite: BSN311

Course 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). The 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.

### **BSN313 Mental Health Nursing - Theory**

Course Co-Requisite: BSN332

Course 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**

Course Co-Requisite: BSN313

Course 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**

Course Co-Requisite: None

Course 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 like interviewing techniques, job analysis, and performance appraisal.



### **BSN315 Community Nursing - Theory**

Course Co-Requisite: BSN333

Course 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 focus is working with those from diverse groups, vulnerable populations and those at risk. Core concepts include community, social determinants of health, primary health care, health promotion, comparative views of public health, and those who are at risking the community, cultural safety, community development and community practice.

### **BSN333 Community Nursing - Clinical**

Course Co-Requisite: BSN315

Course Pre-Requisite: BSN231

This course is designed to help the students gain a good broad perspective of community health nursing. The complete health appraisal learned previously guides the concepts of individuals within the family and the family within the community 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 primary health care aspects and community health will be applied during the course. A focus is working with those from diverse groups, vulnerable populations and those at risk.

### **BSN430 Consolidated Clinical Practice**

Course Co-Requisite: BSN411, BSN431

Course 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 the 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 settings to develop and demonstrate competence in the clinical practice 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**

Course Co-Requisite: BSN431

Course 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 patients 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**

Course Co-Requisite: BSN411

Course 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 hemodynamic monitoring, laboratory data interpretation, pharmacological treatments, related pathophysiology, and 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 with the unique opportunity to deliver patient care to critically ill patients competently under the supervision of the preceptor, and the clinical instructor.

### **BSN312 Research Methodology (Theory)**

Course Co-Requisite: None

Course 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.

### **D. Major Elective Requirements (MER)**

The program offers MER courses. Each MER course carries a weightage on 3 credits. The student must select two courses with 6 credit hours from the MER.

#### **BSN500 Health Promotion in the UAE**

Course Co-Requisite: None

Course 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 to 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 health promotion and protection, environmental and community health, health management and planning.

#### **BSN501 Growth and Development**

Course Co-Requisite: None

Course 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. Students require general knowledge of lifespan development and a more specific understanding of risk and resiliency factors influencing psychosocial wellbeing and impacting upon health and human development. This course will provide students with knowledge and skills necessary to respond to these factors by examining frameworks through which resilience may be promoted with vulnerable individuals and groups. How individuals and communities experience and adapt to health transitions to facilitate health and well-being is explored.



### **BSN502 Health law and ethics in UAE**

Course Co-Requisite: None

Course 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 many 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 given the opportunity to develop knowledge and skills needed to analyze and apply legal and ethical knowledge to their practice.

### **BSN503 Nursing Informatics**

Course Co-Requisite: None

Course 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

### **E. Major Core Requirements (MCR):**

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

### **BSN504 Health Education Course**

Co- Course Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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 a system approach and problem-solving techniques to assist in developing an understanding of course concepts.



### **BSN506 Emergency Nursing**

Course Co-Requisite: None

Course Pre-Requisite: None

This course focuses on building appropriate knowledge about emergency nursing, which is an essential component of health care delivery systems. This course is designed to give students the chance to gain in-depth understanding of the nature of emergency nursing and the role of nurses in meeting the different needs of patients. This course provides the student with the advanced knowledge, attitudes, and skills needed to provide comprehensive nursing care for patients 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 settings and in disasters. Critical thinking and problem solving is emphasized.

### **BSN507 Workplace: Health and Safety**

Course Co-Requisite: None

Course 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

### **BSN509 Therapeutic Communication**

Course Co-Requisite: None

Course 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

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 incidents occur, including minimizing injury and reporting untoward events.

### **BSN508 Introduction to Healthcare systems**

Course Co-Requisite: None

Course 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 an overview of the healthcare system of the nation, the focus will be on the growth of the health care system, its demands 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.

on the communication skills students require to therapeutically engage with patients and



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. Specifically, the student will be introduced to therapeutic communication skills like reflection of content and feeling, probing, clarifying and appropriate self-disclosure

### **BSN510 Nursing Disaster**

Course Co-Requisite: None

Course Pre-Requisite: None

This course will give students a definition of disaster nursing, recognition of the community resources, utilizing disaster planning models, and recognizing nurses' role in disaster situations. This course prepares the student to understand the nature of disaster to develop

appropriate responses, resources collection, crisis management & recovery strategies. Review of real-world disasters provides the student with valuable knowledge and skills to develop habits of anticipation and response. Students will learn emergency planning and operation management principles and individual skills to improve judgment, decision making and leadership, vital skills during a disaster or crisis.

### **BSN 511 Transitions to Practice**

Course Co-Requisite: None

Course 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. NOTE- This is not a clinical course.

### **BSN420 Research Capstone Project**

Course Co-Requisite: None

Course Pre-Requisite: None

This course provides the opportunity to apply knowledge and skills of the research process gained in Research Methodology to clinical nursing practice or health service delivery. Through a combination of leading lectures, group and individual learning activities with a designated supervisor, the students will be guided to select an aspect of their clinical practice or service delivery that requires improvement and/or lacks a solid evidence base. The students will identify a problem in their area of interest, formulate a research proposal complete with background information, problem statement, literature review, methodology (study design, population, sample, inclusion and exclusion criteria, sampling, setting, ethical considerations, data collection instrument, data collection method, data analysis,

presentation and dissemination of findings and the budget.



كلية فاطمة للعلوم الصحية  
FATIMA COLLEGE OF HEALTH SCIENCES

## 11.5 PSYCHOLOGY PROGRAM

### 11.5.1 PROGRAM DESCRIPTION

FCHS's Psychology department achieved its initial accreditation from the CAA in 2019 and is now guiding its pioneer student cohort through the comprehensive four-year program. Presently, the program boasts an enrollment of 62 students, maintaining a staff-to-student ratio of approximately 12:1. This Psychology program is designed to equip students with the necessary skills to earn a Bachelor of Science degree in Psychology (BSc), empowering them to embark on diverse science and research-oriented careers at the undergraduate level, or to delve into more advanced studies of human behavior.

#### CAREER OPPORTUNITIES:

- Clinical Psychology Assistant
- School Counselor
- Counseling and Crisis Hotlines
- Family Counselor
- Applied Behavior Analyst (ABA) Therapist
- Child Welfare Case Worker
- Substance Abuse Counselor
- Research Assistant
- Data Analyst
- Health Educator
- Special Needs Educator
- Market Researcher
- Psychology Teaching Assistant
- Mental Health Support
- Juvenile and Police Educator

#### PROGRAM LEARNING OUTCOMES

- **PLO 01:** Describe key concepts, principles, and overarching themes in psychology.
- **PLO 02:** Develop a working knowledge of psychology's content domains.
- **PLO 03:** Describe applications of psychology.
- **PLO 04:** Use Scientific Reasoning to Interpret Psychological Phenomena



- **PLO 05:** Be able to demonstrate psychological information literacy
- **PLO 06:** Engage in innovative and integrative thinking and problem-solving
- **PLO 07:** Interpret, design, and conduct basic psychological research
- **PLO 08:** Incorporate sociocultural factors in Scientific Inquiry
- **PLO 09:** Apply ethical standards to evaluate psychological science and practice
- **PLO 10:** Build and enhance interpersonal relationships
- **PLO 11:** Adopt Values that build community at local, national, and global levels
- **PLO 12:** Demonstrate effective writing for different purposes
- **PLO 13:** Exhibit effective presentation skills for different purposes
- **PLO 14:** Interact effectively with others
- **PLO 15:** Apply psychological content and skills to career goals
- **PLO 16:** Exhibit self-efficacy and self-regulation
- **PLO 17:** Develop and refine project-management skills
- **PLO 18:** Enhance teamwork capacity
- **PLO 19:** Develop meaningful professional direction for life after graduation

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#### 11.5.2 CURRICULUM DESCRIPTION


The **FCHS** Bachelor of Science degree in Psychology (BSc) has been redesigned with a new four-year program and 120 credit hours (CH) curriculum approved in 2025. The Psychology program courses are categorized as follows:

Course category	Credits
General Education Requirement (GER)	18
Major Core Requirements (MCR)	84
Major Elective Requirements (MER)	18
<b>Total</b>	<b>120</b>





### 11.5.3 STUDY PLAN

		Fatima College of Health Sciences					 FATIMA COLLEGE OF HEALTH SCIENCES			
		Psychology Department								
		Note: Please highlight any changes in light orange (with row in colour palette)								
Year	Sem	Course Code	Course Title	Credit Hours	Lecture (Theory)	Lab	Clinical	Pre-requisites	Co-requisites	
1	1	GENX	English	3	3	0	0			
		PSY 133	Introduction to Social Psychology	3	3	0	0			
		GENX	Health and Wellbeing	3	3	0	0			
		PSY 111	Psychology in Everyday Life	3	3	0	0			
		PSY 100	Introduction to Psychology	3	3	0	0			
			Total		15	15	0	0		
	2	PSY 225	Educational Psychology	3	3	0	0			
		GENX	JAT Studies	3	3	0	0			
		PSY 122	Life span Developmental Psychology	3	3	0	0			
		GENX	Technology and AI in Healthcare	3	3	0	0			
PSY 214		Research Methodology	3	3	0	0		new psychology course		
		Total		15	15	0	0			
3	REC000	Program Elective Course	3	3	0	0				
			Total		3	3	0	0		
1	1	PSY 201	Psychological Assessments	3	3	0	0			
		PSY 230	Behavioral Neuroscience	3	3	0	0			
		REC000	Program Elective Course	3	3	0	0			
		PSY 211	Introduction to Counseling	3	3	0	0			
		PSY 313	Abnormal Psychology	3	3	0	0			
			Total		15	15	0	0		
	2	PSY 210	Child Psychology	3	3	0	0		New Psychology Course	
		PSY 226	Cognitive Psychology	3	3	0	0			
		GENX	Innovation, Sustainability and Entrepreneurship	3	3	0	0			
		PSY 222	Health Psychology	3	3	0	0		New Psychology Course	
PSY 227		Special Educational Needs	3	3	0	0				
		Total		15	15	0	0			
3	REC000	Program Elective Course	3	3	0	0				
			Total		3	3	0	0		
1	1	GENX	Interpersonal Skills (Skills Hub)	3	3	0	0			
		REC000	Program Elective Course	3	3	0	0			
		PSY 311	Counseling Psychology in Context	3	3	0	0		Pre-requisite PSY 211	
		PSY 312	Statistics for Psychology I	3	3	0	0		Pre-requisite PSY 210	
		PSY 214	Statistics for Psychology I Lab	1	0	2	0		new psychology course	
		PSY 213	Cultural Psychology	3	3	0	0			
				Total		16	15	2	0	
	2	PSY 325	Clinical Psychology	3	3	0	0			
		PSY 326	Emotions & Motivation	3	3	0	0			
		PSY 327	Sensation & Perception	3	3	0	0			
PSY 315		Psychological Testing and Diagnosis	3	3	0	0		New Course/Pre-requisite (PSY 301)		
REC000	Program Elective Course	3	3	0	0					
		Total		15	0	0	0			



FCHS College Catalogue 2024-2025

FCHS College Catalogue 2025-2026



		Total Credit Hours						
		120	90	4	15			
3	GRD 107	Basic life support (BLS)	0	0	0	0		
	Total							0 0 0 0
	1	PSY 423	Clinical Research Psychology	3	3	0	0	
		PSY 430	Graduation Project 1	4	4	0	0	new psychology course (Renamed)
PSY 326		Statistics for Psychology 2	3	3	0	0	PSY 312	
PSY 413		Statistics for Psychology 2 Lab	1	0	2	0	new psychology course Pre-Requirement 314	
PEXXXX		Program Elective Course	3	3	0	0		
Total							14 13 2 0	
4	PSY 425	Students Placement*	5	0	0	15	new psychology course (Renamed)	
	PSY 431	Graduation Project 2	4	4	0	0	new psychology course (Renamed) - PSY 430 pre	
	Total							9 4 0 15
3	Total							0 0 0 0
	Total							0 0 0 0
2	Total							0 0 0 0
	Total							0 0 0 0
	Total							0 0 0 0
3	Total							0 0 0 0
	Total							0 0 0 0
	Total							0 0 0 0
		Total Credit Hours						
		120	90	4	15			
		Please keep total credit hour the same as 22/23 plan						
Electives								
	PSY 15	Positive Psychology	3	0	0	0		
	PSY 14	Trauma focused Therapy	3	0	0	0		
	PSY 02	Cyber Psychology	3	0	0	0		
	PSY 03	Psychology Of Language and Miscon	3	0	0	0		
	PSY 04	Forensic Psychology	3	0	0	0		
	PSY 05	Applied Behavioural Analysis	3	0	0	0		
	PSY 06	Critical Social Psychology	3	0	0	0		
	PSY 13	Sport Psychology	3	0	0	0		
	PSY 08	Occupational Psychology	3	0	0	0		
	PSY 09	Diversity, Equity and Inclusion	3	0	0	0		
	PSY 10	Personality and Individual Differences	3	0	0	0		
	PSY 111	Child, Family, and community	3	0	0	0		
	PHAXXX	Introduction to pharmacology and addiction in the mental health	3	0	0	0		
	PSY 12	Psychology of Addiction	3	0	0	0		
		Students to choose 6 courses with a total of 18 Credit Hours from the Program Elective Courses. Sample courses are given a below. Course offerings will depend on Faculty staff area of expertise.						

Expat students are required to complete Masters after graduation.

## A. General Education Courses (GER):

Students will take general education courses in the sciences and humanities and other introductory major courses to understand basic concepts, methods, and theories in psychology. They are requested to finish 18 credit hours as per their study plan.

*Refer to the study plan and section 11 General Education Requirements (GER) for the course description.*

## B. Major Core Requirement (MCR):

Students must complete all courses (84 credits) mentioned in the study plan.

## C. Major Elective Requirements (MER):

Students must complete one major elective course (18 credits) mentioned in the study plan.

**PSY 100 Introduction to Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

This course aims to provide a basic understanding of the psychology of human behavior and explain different subjects such as learning, development, cognition, and psychological disorders. The course enhances student's knowledge and understanding of how people think and act and provide insight into the student's own personality and reactions, so they will be able to deal with stress and problems. The course is delivered with theories and some online practical activities to ensure that students know how to apply their acquired knowledge.

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 be of use to students in their personal and professional lives.

**PSY 133 Introduction to Social Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None


The purpose of this course is to introduce you 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

**PSY 111 Psychology in Every day Life**

Course Co-Requisite: None

Course Pre-Requisite: None

This course provides students with an understanding of the key theories, research methods, and discoveries of psychology, with an emphasis on developing the knowledge and



encourage thought and critical thinking about these theories and research projects, and to help you apply the concepts to everyday life. This course provides a broad overview of social psychology, both classic and current. 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 they have chosen by the class.

### **PSY 122 Lifespan Developmental Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

This course explores key concepts, theories and debates in developmental psychology and their application to aspects of everyday life. Throughout the course, you will address the question: How can developmental psychology explain individuals' change and development across the lifespan? You will gain a critical understanding of theory and research relating to biological, cognitive and social development from the prenatal stage through to old age. This course will develop the students' understanding and knowledge of development in childhood and adolescence. It will present theory and research in three main areas of child development and aging including: (i) birth and early 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.

### **PSY 225 Educational Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

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, 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 concerned. This course This module aims to provide a descriptive and critical overview of the practice of educational psychology and to highlight some of the key debates.

### **PSY 214 Research Methodology**

Course Co-Requisite: None

Course Pre-Requisite: None


This course provides an introduction to the fundamental principles and techniques of research methodology. Students will learn the basics of designing and conducting research, collecting and analysing data, and presenting research findings. Students will be learning the research process and its components. They will identify different types of research designs and their applications. Formulating research questions and hypotheses will help them later on as an introduction to the Research Project. They will demonstrate ethical considerations in research and how to overcome them.

### **PSY 211 Introduction to Counselling**

Course Co-Requisite: None

Course 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, 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-centred, cognitive-behavioural 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.

### **PSY 238 Behavioural Neuroscience**

Course Co-Requisite: None

Course Pre-Requisite: None

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 behaviour. 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 you for biological psychology and biological clinical aspects of health and disorders. The course will start by covering basic brain anatomy and neurotransmitter system and move 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.

### **PSY 313 Abnormal Psychology**

Course Co-Requisite: None

Course 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 anxiety disorders, mood disorders, substance use disorders, schizophrenia and psychosis, eating disorders, sexual and gender identity disorders, personality disorders and cognitive disorders. Ethical and legal issues relevant to the provision of mental health services will be considered.

### **PSY 501 Psychological Assessments**

Course Co-Requisite: None

Course 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 behaviour, and 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 to 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 - behavioural medicine, forensic assessment, multicultural assessment; (4) diagnostic interviewing. Opportunities for practice administration of assessment tools will be provided.



### **PSY 210 Child Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

The goal of this course is to provide students with an overview of abnormal child psychology. It covers various forms of abnormal behavior in infancy, childhood, and adolescence and how they are examined within the context of traditional and contemporary psychological theory. This course, therefore, will cover material on various psychological disorders, theories about their development; how disorders are diagnosed and assessed; their clinical course; and how they are treated. Current theory and research will be emphasized.

### **PSY 224 Cognitive Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

The 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 an 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, 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 you to cognitive models describing how we store and retrieve information and experiences (remembering), 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.

### **PSY 222 Health Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

This course provides an in-depth exploration of health psychology, focusing on the psychological, behavioral, and cultural factors that influence health and well-being. Drawing on key texts by Anisman and Gurung, the course covers a range of topics including health-promoting and compromising behaviors, stress, coping mechanisms, chronic and terminal illnesses, and the role of communication and health literacy in healthcare. Students will gain a comprehensive understanding of how psychological principles can be applied to improve health outcomes and quality of life across diverse populations.

### **PSY 227 Special Educational Needs**

Course Co-Requisite: None

Course Pre-Requisite: None


Special Educational provision, tackling discrimination and adding to the understanding of how to meet the needs of different groups across society, is not only hugely relevant in today's world but arguably also incredibly important. 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, you will complete a number of subjects which take a more thematic approach where you'll explore critical issues such as inclusion, equality and entitlement.

### **PSY 311 Counseling Psychology in Context**

Course Co-Requisite: None

Course Pre-Requisite: PSY211

This course provides an overview of Counseling Psychology in Context. Topics include, but are not limited to, Counseling Individuals through the Lifespan, the complexity of human development, life domains of human development, and counseling issues. The



course will be taught using multiple instructional methods, including lectures and group discussions. Typically, course topics will be introduced via a lecture format incorporating interpretive talks.

### **PSY 312 Statistics for Psychology 1**

Course Co-Requisite: PSY314

Course Pre-Requisite: PSY214

This course, Statistics in Psychology-I, is designed to introduce B.Sc. students to foundational concepts and practical skills in statistical analysis, specifically tailored for applications in psychology. The course provides an essential understanding of both descriptive and inferential statistics, offering students the tools to analyse, interpret, and effectively present data relevant to psychological research.

Throughout this module, students will learn the fundamentals of descriptive statistics, including measures of central tendency (mean, median, and mode), measures of variability (standard deviation, variance), and how these measures can summarize and describe datasets. These foundational skills will help students develop a basic statistical literacy essential for interpreting research findings and understanding broader psychological studies. By the end of this course, students will have a comprehensive toolkit that includes both statistical knowledge and practical skills in data analysis. They will be equipped to interpret and evaluate statistical results in psychological research and will be prepared for more advanced statistical coursework in their academic journey. This course aims to instil confidence in handling data, foster critical thinking, and promote an analytical mindset essential for future research journey in psychology.

### **PSY 314 Statistics for Psychology 1 lab**

Course Co-Requisite: PSY312

Course Pre-Requisite: none

Statistics for Psychology Lab is a fundamental course designed to equip students with the statistical tools and techniques necessary for

conducting research in psychology. This course provides students with a comprehensive understanding of statistical methods commonly used in psychological research and offers hands-on experience with statistical software, such as SPSS (Statistical Package for the Social Sciences). Emphasis is placed on understanding the underlying principles behind statistical methods and their application in psychological research contexts. Ethical considerations in statistical analysis and research design will be emphasized, ensuring that students develop a strong understanding of the ethical implications of statistical practice in psychology. Students will engage in practical exercises and lab sessions to apply statistical techniques to real-world psychological data sets. Additionally, they will learn how to interpret and present statistical findings effectively, enhancing their communication skills in the context of psychological research.

### **PSY 213 Cultural Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None


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

### **PSY 325 Clinical Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

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, present the psychological and biological models that have been developed to explain a variety of psychological disorders, and examine both the empirical foundation of these models and the treatments based upon them, such as cognitive therapy. At the end of the course, the student should be able to describe theories of the etiology of a selected range of disorders and compare treatments used across a range of disorders and client groups.

### **PSY 326 Emotions and Motivations**

Course Co-Requisite: None

Course Pre-Requisite: None

Motivation and emotion are two central concepts in psychology. Motivation is a process that affects the direction, persistence and strength of goal-oriented behaviour. Emotions are feelings or affective experiences that are shaped by a pattern of cognitive, physiological and behavioural 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 behaviour. The module starts with the classic theories of motivation and emotion, 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 behaviour, with particular attention paid to processes of subconscious goal activation and pursuing goals.

### **PSY 327 Sensation and Perception**

Course Co-Requisite: None

Course Pre-Requisite: None


This course will provide you with an overview of how people make sense of sensory input--in particular, light and sound. We will compare sensation and perception across a number of domains, including vision, audition, touch, olfaction, and taste, as well as examine some non-human sensory systems such as biosonar and electroreception. Critical to the understanding of sensation and perception is having an understanding of the methodologies and experimental procedures used to examine the issues. This course will explore these methodologies, from traditional measures like psychophysics and signal-detection analysis to newer cognitive neuroscience approaches. We will also discuss disorders and diseases of sensation and perception. Here we will examine peripheral problems (such as damage to the eyes) from central problems (such as damage to the brain) and how these problems differ. We will also consider the myriad ways in which research on sensation and perception has applications in many fields, from medicine to civil engineering to sports.

### **PSY 327 Sensation and Perception**

Course Co-Requisite: None

Course Pre-Requisite: None

This course will provide you with an overview of how people make sense of sensory input--in particular, light and sound. We will compare sensation and perception across a number of domains, including vision, audition, touch, olfaction, and taste, as well as examine some non-human sensory systems such as biosonar and electroreception. Critical to the understanding of sensation and perception is having an understanding of the methodologies and experimental procedures used to examine the issues. This course will explore these methodologies, from traditional measures like psychophysics and signal-detection analysis to newer cognitive neuroscience approaches. We will also discuss disorders and diseases of sensation and perception. Here we will examine peripheral problems (such as damage



to the eyes) from central problems (such as damage to the brain) and how these problems differ. We will also consider the myriad ways in which research on sensation and perception has applications in many fields, from medicine to civil engineering to sports.

### **PSY 315 Psychological Testing and Diagnoses**

Course Co-Requisite: None

Course Pre-Requisite: PSY501

This course aims to introduce the field of psychological assessment and testing, addressing practical, research, and theoretical information or principles with regard to psychological assessment. Throughout the course, the class will cover the cultural and legal/ethical issues involved in psychological assessment and applications of assessment in different referral settings or contexts, including administration, scoring, and interpretation of particular psychological measurements. Specifically, students will gain some knowledge of the assessment of personality, intelligence, and psychopathology. They will also become familiar with self-reported inventories, MMPI, Rorschach, WAIS, and WISC, which are among the most frequently used psychological tests. In addition, this course will provide clinical interviewing and practice skills in the context of psychological assessment. Finally, the class will learn to write reports regarding psychological assessment, integrating clinical knowledge and experience with psychological tests and assessment results.

### **PSY 423 Clinical Neuropsychology**

Course Co-Requisite: None

Course Pre-Requisite: None

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

neuropsychological assessment, and neuropsychological rehabilitation.

### **PSY 430 Graduation Project 1**

Course Co-Requisite: None

Course Pre-Requisite: PSY312


This course is culmination of the practical training and learning on the degree and allows the student to demonstrate their competencies, incorporating many of the research skills and data analysis techniques they will have developed. 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. Student will usually work with a project partner, 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 recognise their individual responsibilities. The skills students will gain in working as a member of a pair or a team add to the transferable skills valued by employers, which students will develop 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 analyse 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 324 Statistics for Psychology 2**

Course Co-Requisite: PSY413

Course Pre-Requisite: PSY312

Building on the foundational concepts covered in Statistics in Psychology-1, the Statistics in Psychology-2 is an advanced course that is designed to equip B.Sc. Psychology students with a deeper understanding and application of inferential statistical methods critical for



psychological research. The course extends beyond basic descriptive and inferential statistics to introduce advanced statistical techniques, providing students with the tools to analyse complex datasets, explore multivariate relationships, and interpret statistical findings in the context of psychological studies.

On completion of this course, students will have developed an advanced toolkit of statistical methods and analytical skills necessary for conducting psychological research. They will be well-prepared to design and execute complex studies, critically evaluate research findings, and contribute meaningfully to the field of psychology. This course aims to instil confidence in students as independent researchers, fostering critical thinking, ethical responsibility, and analytical rigor essential for their academic and professional growth.

#### **PSY 413 Statistics for Psychology 2 lab**

Course Co-Requisite: PSY324

Course Pre-Requisite: PSY314

This lab course aims to enhance students' comprehension of statistical methods and their application in psychological research. It concentrates on four primary areas: project design in relation to theory and methodology, psychological statistics and data analysis using SPSS, the practical process of submitting ethics applications in psychology, and the development of effective communication skills within the realm of psychological research. Students will receive training in SPSS for data analysis. The course facilitates students' involvement in a supervised research project,

offering training in both discipline-specific and general research skills. Competencies and understanding will be cultivated through the analysis of real psychological data to test hypotheses derived from psychological theories.

#### **PSY 431 Graduation Project 2**

Course Co-Requisite: None

Course Pre-Requisite: PSY430

This course is a continuation of Research Project 1. Students will be guided to collect and analyse 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.

#### **PSY 425 Students Placement**

Course Co-Requisite: None

Course Pre-Requisite: PSY430

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 workplace cultures, project management, CVs, interview techniques, presentation skills, and career options.



#### D. Major Elective Requirements (MER)\*

The student must select 6 courses, each with 3 credit hours, from the major elective courses offered by the Psychology department.

##### **PSY 515 Positive Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

This course provides an introduction to the field of Positive Psychology, emphasizing the scientific study of well-being, happiness, and flourishing. Students will explore key concepts such as positive emotions, strengths, and virtues, and learn how to apply these concepts to improve personal and societal well-being.

##### **PSY 514 Trauma-focused Therapy**

Course Co-Requisite: None

Course Pre-Requisite: None

This course provides an in-depth exploration of trauma-focused therapy, grounded in the principles and techniques outlined by David Read Johnson, Ph.D., and Hadar Lubin, M.D., in their seminal work "Principles and Techniques of Trauma-Centered Psychotherapy." Students will gain a comprehensive understanding of the theoretical frameworks, practical applications, and ethical considerations in trauma-centered psychotherapy. The course covers the cultural context of trauma therapy, essential techniques, and specialized approaches for working with clients with complex trauma-related conditions. By the end of the course, students will be equipped to apply trauma-focused therapeutic interventions in clinical settings effectively.

##### **PSY 502 CyberPsychology**

Course Co-Requisite: None

Course Pre-Requisite: None

Cyberpsychology can be defined as the study of human behaviour 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. This module will examine online internet behaviour, identity on the internet, social networking site use and the psychology of the internet in general.

##### **PSY 503 Psychology of Language and Vision**

Course Co-Requisite: None

Course 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: Student will examine what current research tell us about human language and visual systems. Throughout the course, students will be introduced historical research on the topic and discussed recent studies in these areas explicitly focusing on modern methodologies (for example, functional MRI research).

##### **PSY 504 Forensic Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

This course provides an overview of criminal and civil forensic psychology. Topics include, but are not limited to police and investigative psychology, legal psychology, criminal psychology, victimology and victim services, and correctional psychology. The course will be taught using multiple instructional methods. These methods will include lecture and group discussion. Typically, course topics will be introduced via lecture format incorporating interpretive discussions. The course will be taught using multiple instructional methods.



These methods will include lecture and group discussion. Typically, course topics will be introduced via lecture format incorporating interpretive discussions.

### **PSY 505 Applied Behavioural Analysis**

Course Co-Requisite: None

Course Pre-Requisite: None

This course will show students how the science of behaviour analysis can provide a unique and valuable contribution to applied psychology. The main focus of the module though will examine behaviour analysis across a wide range of clinical and educational settings. You will be encouraged to start “thinking behaviourally” about a wide area of interventions and in particular how interventions are built on the same basic principles of human behaviour. Students will also be introduced to the idea of “science of consequences”, and how this way of viewing human behaviour 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 behaviour that have informed all applied uses of the science of behaviour change. Therapeutic approaches and interventions to helping people across a wide range of clinical issues will be discussed on this course, topics include: child development and behaviour problems, educational and learning applications, the assessment and treatment is stress, depression, etc. (e.g., Acceptance & Commitment Therapy), and best practice in treatment for children with learning disabilities and autism.

### **PSY 513 Sport Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

This course introduces students to fundamental concepts and theories within sport psychology. The goal of this course is to provide students with a broad overview of major topics of interest, with a special focus on applied practice within sport and exercise settings. This course will provide students with an overview

of the theories and research related to sport and exercise behavior. Topics to be covered include the history of sport psychology, behavioral principles, anxiety, motivation, leadership, group dynamics, gender, and personality. The course will also be designed to relate these principles to exercise and sport performance.

### **PSY 505 Critical Social Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None


This course will show students how the science of behaviour analysis can provide a unique and valuable contribution to applied psychology. The main focus of the module though will examine behaviour analysis across a wide range of clinical and educational settings. You will be encouraged to start “thinking behaviourally” about a wide area of interventions and in particular how interventions are built on the same basic principles of human behaviour. Students will also be introduced to the idea of “science of consequences”, and how this way of viewing human behaviour 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 behaviour that have informed all applied uses of the science of behaviour change. Therapeutic approaches and interventions to helping people across a wide range of clinical issues will be discussed on this course, topics include: child development and behaviour problems, educational and learning applications, the assessment and treatment is stress, depression, etc. (e.g., Acceptance & Commitment Therapy), and best practice in treatment for children with learning disabilities and autism.

### **PSY 508 Occupational Psychology**

Course Co-Requisite: None

Course Pre-Requisite: None

Your success as a managerial leader depends on your ability to generate energy and commitment among people within your organization and to channel that energy and



commitment toward organizational goals. Doing so requires a thorough understanding of the root causes of human attitudes and behavior, as well as how attitudes and behaviors are influenced by leadership and the surrounding organizational and global context. This course covers the concepts of leadership, motivation, group dynamics, personality, organizational development strategies, and other behavioral aspects involved in the effective management of an organization through readings, lecture, video, discussion, and case analyses. The emphasis is on building a sound grasp of leadership practice and on developing the ability to apply such knowledge to real-life situations.

### **PSY 509 Diversity Equity and Inclusion**

Course Co-Requisite: None

Course Pre-Requisite: None

The purpose of this course is to increase understanding of how health care relates to the concepts of diversity, equity, and inclusion (DEI). It will provide an overview of how these concepts influence the health of individuals and populations, and the healthcare provider's role in supporting DEI to influence positive outcomes. We will consider diversity in its broadest meaning. However, the focus will be exploring diversity in culture, race, ethnicity, gender, ability, and socioeconomics with special attention paid to the impact on local communities. During this exploration, community strengths and capacity to promote positive change will be presented. The goals of this course are to increase our appreciation of and advocacy for DEI in health care. Learning activities will support skill development to interact in an inclusive manner with a variety of individuals and groups.

### **PSY 510 Personality and Individual Differences**

Course Co-Requisite: None

Course Pre-Requisite: None

This course offers an in-depth exploration of personality and individual differences, drawing on the foundational work of Terence Butler and

Laura Scurlock-Evans in their book *Personality and Individual Differences*. The course covers a wide range of theoretical approaches to understanding personality, including dispositional, biological, cognitive, humanistic, and psychodynamic models. Students will also examine the stability and variability of personality traits, the structure and development of intelligence, and the application of psychometric testing. By the end of the course, students will have a thorough understanding of the factors that contribute to individual differences and how these can be assessed and applied in various settings.

### **PSY 511 Child, family, and community**

Course Co-Requisite: None

Course Pre-Requisite: None

This course focuses on the dynamic interaction between children, families, and communities. Students will explore family-centred approaches, societal influences, and child development within family and community settings. The course emphasizes practical strategies for engaging families and using community resources to support child development.

### **PSY 512 Psychology of Addiction**

Course Co-Requisite: None

Course Pre-Requisite: None

This course provides a comprehensive overview of the psychology of addiction, exploring various theories, treatment approaches, and the impact of addiction on individuals, families, and society. Students will gain an understanding of the biopsychosocial aspects of addiction, including the psychological mechanisms that underlie addictive behaviours and the therapeutic interventions used in addiction treatment.



### 11.6.1 PROGRAM DESCRIPTION

The Bachelor of Pharmacy Program at Fatima College of Health Sciences is a five-year program offered at the Al Ain and Abu Dhabi campuses. To earn the Bachelor of Pharmacy degree at FCHS, students need to complete a minimum of 167 hours of credit. Beginning with a strong foundation in biomedical and pharmaceutical sciences, students smoothly transition into the pharmacy practice and clinical pharmacy phases. Professional skills labs provide opportunities for clinical simulations and role-play, preparing students for early exposure to real-world practice environments. Applied pharmaceutical sciences, therapeutics, and practice curriculum combined with professional placements rigorously prepare our graduates to work in hospital, clinical, community, and industrial pharmacy settings. In addition, research proposals and graduation research projects develop research and communication skills. The Introductory and Advanced Pharmacy Practice Experiences (IPPE & APPE) are offered in affiliated and partner healthcare facilities within the UAE and are designed to achieve targeted competencies that align with the program's learning outcomes.

#### 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 centers. Postgraduate training allows pharmacists to specialize in various areas of pharmacy specialties, for example, oncology, critical care, nutrition support, nuclear medicine, transplantation, informatics, drug information, and poison control.

Pharmacy graduates also have opportunities in the pharmaceutical industry, cosmeceuticals and nutraceuticals, regulatory bodies, governmental and non-governmental health organizations, insurance companies, or academia. Other roles where a pharmacy degree is useful include, but are not limited to, clinical research associate, medical sales representative, pharmacologist, product/process development scientist, regulatory affairs officer, research scientist (life sciences), scientific writer, medical transcription, toxicologist, software, artificial intelligence, and digital and automation developer.



## PROGRAM LEARNING OUTCOMES:

PLO Codes		PLO statements
PLO 1	1.1. Learner (learner)	Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action and interactions, solve therapeutic problems, and advance population health and patient-centered care.
PLO 2	2.1. Patient-centered care (Care provider)	Provide patient-centered care as the pharmacotherapy expert to diverse patients using the best available evidence and resources, taking into consideration patients', their families, and their caregivers' circumstances and beliefs.
PLO 3	2.2. Medication use systems management (Manager)	Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
PLO 4	2.3. Health and wellness promotion (Promoter)	Develop prevention, screening, intervention, and educational strategies for individuals and communities to maintain and improve health and wellness and to manage chronic diseases.
PLO 5	3.1. Ethical decision making and problem solving (Problem Solver)	Identify problems; explore and prioritize potential strategies and design, implement, and evaluate a viable solution.
PLO 6	3.2. Educator (Educator)	Educate healthcare providers, patients, and the general population by determining the most effective and enduring way to impart knowledge and assess understanding.
PLO 7	3.3. Patient Advocacy (Advocate)	Assure that patients' best interests are represented and consider patient experience.
PLO 8	3.4. Inter & intra professional collaboration (Collaborator)	Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
PLO 9	3.5. Cultural Sensitivity (Includer)	Recognize the social determinants of health and traditional compassion to avoid bias and inequities in access to quality care.
PLO 10	3.6. Communication (Communicator)	Effectively communicate orally and in written by identifying verbal and nonverbal cues when interacting with patients and healthcare providers.
PLO 11	3.7. professional statistics & calculation (Calculator)	Perform precise calculations in pharmacy practice and interpretation of statistical data processing and evaluation.
PLO 12	4.1. Self-Awareness (Self-Aware)	Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
PLO 13	4.2. Leadership & Management (Leader)	Demonstrate responsibility for creating and achieving shared goals, regardless of position, and able to effectively manage resources, information, and participate in organizational planning.



PLO Codes		PLO statements
PLO 14	<b>4.3. Innovation &amp; Entrepreneurship (Innovator)</b>	Engage in innovative and entrepreneurial activities by using creative thinking to envision better and productive ways of accomplishing professional goals.
PLO 15	<b>4.4. Professionalism &amp; Ethical practice (professional)</b>	Exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society.
PLO 16	<b>4.5. Research and Scholarship (Scholar)</b>	Engage scholarly activities related to the healthcare and pharmaceutical practice.

#### 11.6.2 CURRICULUM DESCRIPTION

The curriculum integrates foundational biomedical sciences with hands-on pharmacy practice, and emphasizes interprofessional collaboration, critical thinking, and the use of advanced technology in pharmacy. Through classroom learning, laboratory training, and extensive professional placements, students gain the knowledge and skills required to excel in diverse healthcare and pharmaceutical settings.

#### **Year 1: Foundations in Pharmacy and Basic Sciences**

Students begin with core scientific subjects, including chemistry, biology, biochemistry, and anatomy & physiology, along with the fundamentals of pharmacy practice and law. These courses build the essential groundwork for future studies and introduce students to the pharmacist's role in healthcare.

#### **Sample Courses:**

Chemistry  
 Pharmaceutical Organic Chemistry I & II  
 Anatomy & Physiology I & II  
 Biochemistry

## **Year 2: Pharmacological Principles and Dosage Form Design**

The second year focuses on deepening students' understanding of pharmacology, microbiology, medicinal chemistry, and drug formulation. They are introduced to manufacturing technologies and patient care principles, and begin applying their



knowledge in real-world community pharmacy settings through the first **Introductory Pharmacy Practice Experiences (IPPE 1 & 2).**

**Sample Courses:**

- Pharmacology I & II
- Medicinal Chemistry I & II
- Physical Pharmaceutics & Solution Formulations
- Microbiology & Immunology
- Pharmaceutical Care
- Pharmaceutical Manufacturing & Technology
- IPPE 1 & 2 (Community Pharmacy Practice)

**Year 3: Therapeutics, Evidence-Based Practice, and Public Health**

Students transition into therapeutics and pharmacotherapy, learning how to manage common disease states. They also explore evidence-based medicine, institutional pharmacy practice, and the development of sterile and non-prescription formulations. A third placement (IPPE 3) gives students hands-on experience in hospital pharmacy settings.

**Sample Courses:**

- Pharmacotherapy I & II
- Biopharmaceutical & Sterile Formulations
- Non-Rx Pharmacotherapy
- Public Health & Vaccination
- Pharmaceutical Calculations
- Clinical Toxicology
- Evidence-Based Medicine
- Institutional Pharmacy Practice
- IPPE 3 (Hospital Pharmacy)

**Year 4: Advanced Therapeutics and Professional Development**

This year focuses on advanced topics such as precision medicine, pharmacoepidemiology, digital pharmacy, public health, and research. Students also engage in a pharmaceutical industry experience (PIE) and select a specialized elective IPPE 4 from various fields, including education, marketing, pharmacovigilance, or drug discovery.

**Sample Courses:**

- Pharmacotherapy III & IV



## Pharmacogenomics & Precision Medicine

Pharmacoepidemiology & Pharmacovigilance

Advanced Drug Delivery & Development

Pharmacy Management & Pharmacoeconomics

Medical Biostatistics

Research Proposal & Graduation Research Project

PIE (Pharmaceutical Industry Experience)

IPPE 4 (Electives: Education, Digital Health, Regulatory Affairs, etc.)

### **Year 5: Research Project and Advanced Pharmacy Practice Experiences (APPEs)**

Students will be completing a graduation project in semester 1. In sem 2 of the final year, students undergo extensive clinical training in various healthcare settings. These rotations allow them to integrate all learned knowledge into professional practice, managing patients with complex conditions under the supervision of expert pharmacists.

#### **APPE Rotations:**

APPE 1: Internal Medicine

APPE 2: Surgery

APPE 3: Ambulatory Care

APPE 4: Critical Care

#### **Additional Modules:**

Pharmacotherapy V (Oncology & Hematology)

Clinical Pharmacokinetics & Drug Toxicity

Medication Therapy Management

Pharmacy Elective (e.g., AI Drug Discovery, Clinical Nutrition)

FATIMA COLLEGE OF HEALTH SCIENCES

Effective from AY 2024-2025 Bachelor of Pharmacy-Study Plan Total Credits = 167.00						
<b>Year 1 - Semester 1</b>						<b>Total=14.00</b>
Course	Code	Course Title	Credit Hrs	Contact Hrs	Prerequisite	Corequisite
PHB	100	Chemistry	3.00	3.00		
PHB	112	Biology	2.00	2.00		
GEC	102	UAE Studies	3.00	3.00		
PHB	104	Anatomy and Physiology 1	3.00	4.00		
PHB	110	Pharm Organic Chemistry 1	3.00	4.00		
<b>Year 1 - Semester 2</b>						<b>Total=15.00</b>
Course	Code	Course Title	Credits	Contact	Prerequisite	Corequisite
PHB	105	Anatomy and Physiology 2	2.00	3.00	PHB104	
PHB	113	Principles of Pharmacology	2.00	3.00	PHB104	
PHB	114	Biochemistry	3.00	3.00	PHB100	
GEC	103	English	3.00	3.00		
PHB	111	Pharm Organic Chemistry 2	3.00	3.00	PHB110	
PHB	120	Introduction to Pharmacy & Law	2.00	2.00		
<b>Year 1 - Semester 3</b>						<b>Total=0.00</b>
Course	Code	Course Title	Credits	Contact	Prerequisite	Corequisite
<b>Year 2 - Semester 1</b>						
Course	Code	Course Title	Credits	Contact	Prerequisite	Corequisite
PHB	214	Pharmacology 1	4.00	4.00	PHB113	
PHB	211	Medicinal Chemistry 1	3.00	4.00	PHB111	
PHB	216	Physical Pharmaceutics & Solution Formulations	3.00	4.00	PHB111	
GEC	106	Interpersonal Skills (Skills Hub)	3.00	3.00		



<b>GEC</b>	104	Health and Well-being	3.00	3.00		
<b>Year 2 - Semester 2</b>						<b>Total=15.00</b>

**Effective from AY 2024-2025 Bachelor of Pharmacy-Study Plan Total Credits = 167.00**

<b>Course</b>	<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Contact</b>	<b>Prerequisite</b>	<b>Corequisite</b>
<b>PHB</b>	215	Pharmacology 2	3.00	3.00	PHB214	
<b>PHB</b>	212	Medicinal Chemistry 2	3.00	4.00	PHB211	
<b>PHB</b>	217	Microbiology & Immunology	3.00	4.00	PHB114	
<b>PHB</b>	218	Pharmaceutical Manufacturing & Technology	3.00	4.00	PHB216	
<b>PHB</b>	222	Pharmaceutical Care	3.00	4.00	PHB120	

**Year 2 - Semester 3 Total=6.00**

<b>Course</b>	<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Contact</b>	<b>Prerequisite</b>	<b>Corequisite</b>
<b>PHB</b>	223	IPPE 1	3.00	9.00	PHB222	<b>PHB224</b>
<b>PHB</b>	224	IPPE 2	3.00	9.00		<b>PHB223</b>

**Year 3 - Semester 1 Total=15.00**

<b>Course</b>	<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Contact</b>	<b>Prerequisite</b>	<b>Corequisite</b>
<b>PHB</b>	321	Pharmacotherapy 1	3.00	4.00	PHB215	
<b>PHB</b>	318	Biopharmaceutical & Sterile Formulations	3.00	4.00	PHB217 & PHB218	
<b>PHB</b>	315	Pharmaceutical Analysis	3.00	4.00	PHB211	
<b>PHB</b>	323	Evidence-Based Medicine	3.00	4.00		<b>PHB324</b>
<b>PHB</b>	324	Institutional Pharmacy Practice	3.00	4.00	PHB222	<b>PHB323</b>

**Year 3 - Semester 2 Total=16.00**

<b>Course</b>	<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Contact</b>	<b>Prerequisite</b>	<b>Corequisite</b>
<b>PHB</b>	322	Pharmacotherapy 2	3.00	4.00	PHB321	
<b>PHB</b>	319	Biopharmaceutics & Pharmacokinetics	3.00	4.00	PHB318	
<b>PHB</b>	325	Non-RX Pharmacotherapy	3.00	4.00	PHB323	
<b>PHB</b>	327	Public Health & Vaccination	3.00	4.00	PHB217	

PHB	320	Pharmaceutical Calculations	2.00	2.00	PHB324	
PHB	328	Clinical Toxicology	2.00	2.00	PHB321	
<b>Year 3 - Semester 3</b>						<b>Total=3.00</b>
Course	Code	Course Title	Credits	Contact	Prerequisite	Corequisite

**Effective from AY 2024-2025 Bachelor of Pharmacy-Study Plan Total Credits = 167.00**

PHB	326	IPPE 3	3.00	9.00	PHB324	
<b>Year 4 - Semester 1</b>						<b>Total=17.00</b>
Course	Code	Course Title	Credits	Contact	Prerequisite	Corequisite
PHB	423	Pharmacotherapy 3	3.00	4.00	PHB322	
PHB	420	Pharmacoepidemiology & Pharmacovigilance	3.00	3.00	PHB328	PHB411
PHB	422	Pharm Management & Economics	3.00	4.00	PHB320	
PHB	410	Advanced Drug Delivery & Development	2.00	2.00	PHB319	
PHB	411	Research Proposal	3.00	4.00		PHB420
GEC	105	Technology and AI in Healthcare	3.00	3.00		
<b>Year 4 - Semester 2</b>						<b>Total=15.00</b>
Course	Code	Course Title	Credits	Contact	Prerequisite	Corequisite
PHB	424	Pharmacotherapy 4	3.00	4.00	PHB423	
PHB	425	Pharmacogenomics & Precision Medicine	3.00	3.00	PHB328	
PHB	421	Digital Pharmacy & Informatics	3.00	4.00	GEC105	
PHB	427	Phytotherapy	3.00	4.00	PHB325	
PHB	412	Medical Biostatistics	3.00	4.00	PHB411	
<b>Year 4 - Semester 3</b>						<b>Total=6.00</b>
Course	Code	Course Title	Credits	Contact	Prerequisite	Corequisite
PHB-ELE1		*IPPE 4 Elective	3.00	9.00	PHB420	
PHB	413	PIE	3.00	9.00	PHB410	
<b>Year 5 - Semester 1</b>						<b>Total=13.00</b>
Course	Code	Course Title	Credits	Contact	Prerequisite	Corequisite
PHB	526	Pharmacotherapy 5	3.00	4.00	PHB424	

<b>GEC</b>	101	Innovation, Entrepreneurship and Sustainability	3.00	3.00		
<b>PHB</b>	520	Clinical Pharmacokinetics	2.00	3.00	PHB319	<b>PHB521</b>
<b>PHB</b>	513	Graduation Research Project	3.00	4.00	PHB411	

**Effective from AY 2024-2025 Bachelor of Pharmacy-Study Plan Total Credits = 167.00**

<b>PHB-ELE2</b>		Pharmacy Elective	2.00	2.00		
<b>Year 5 - Semester 2</b>						<b>Total=16.00</b>
<b>Course</b>	<b>Code</b>	<b>Course Title</b>	<b>Credits</b>		<b>Prerequisite</b>	<b>Corequisite</b>
<b>PHB</b>	531	APPE1 Internal Medicine	4.00	12.00	PHB326	<b>PHB532</b>
<b>PHB</b>	532	APPE2 Surgery	4.00	12.00		<b>PHB531</b>
<b>PHB</b>	533	APPE3 Ambulatory Care	4.00	12.00		<b>PHB534</b>
<b>PHB</b>	534	APPE4 Critical Care	4.00	12.00		<b>PHB533</b>
		<b>Basic Life Support</b>	<b>0.00</b>			

Pharmacy Electives: Students must study 1 of these courses before graduation			Pharmacy Electives *IPPE4: Students must study 1 of these placements before graduation		
Course Code	Course Title	Credits	Course Code	Course Title	Credits
<b>PHB711</b>	Cosmetic & Cosmeceutical Formulations	2.00	<b>PHB723</b>	IPPE4 Academics & Education	3.00
<b>PHB714</b>	AI Assisted Drug Discovery	2.00	<b>PHB724</b>	IPPE4 Dig Health & Automation	3.00
<b>PHB721</b>	Complementary & Altern Medicine	2.00	<b>PHB725</b>	IPPE4 Pharmaceutical Marketing	3.00
<b>PHB722</b>	Clinical Nutrition	2.00	<b>PHB726</b>	IPPE4 Pharmacovigilance & RA	3.00
<b>PHB729</b>	Clinical Trial Management	2.00	<b>PHB727</b>	IPPE4 Drug discovery	3.00
<b>PHB701</b>	Pharmaceutical Biotechnology	2.00	<b>PHB728</b>	IPPE4 Forensic Medicine & Toxicology	3.00

## FATIMA COLLEGE OF HEALTH SCIENCES

IPPE = Introductory Pharmacy Practice Experience

APPE = Advanced Pharmacy Practice Experience

PIE = Pharmaceutical Industry Experience



1 Credit Hr/week = 1 Contact Hrs/week in Theoretical components

1 Credit Hr/week = 2 Contact Hrs/week in Laboratory components

1 Credit Hr/week = 40 Contact Hrs/week in Placement components

#	Course name and code	Description
1.	Chemistry PHB 100	This course provides fundamental knowledge of concepts and principles of chemistry essential for pharmacy students. It covers chemistry at an introductory level but with sufficient depth of understanding to facilitate a smooth transition to chemistry components in future studies. It covers chemical structure, bonding, and shapes, mass relationships in chemical reactions, reaction equilibrium, and introduction to functional groups for saturated and unsaturated hydrocarbons.
2.	Pharmaceutical Organic Chemistry 1 PHB 110	Concepts in organic chemistry that apply to pharmaceutical sciences in general and medicinal chemistry in particular are covered in this course. Pharmaceutical Organic Chemistry 1 (PHB110), This course provides a comprehensive understanding of the fundamental principles underlying organic chemistry, it will focus on functional groups physicochemical properties and reactions. Throughout the course, students will explore foundational concepts of organic chemistry, such as heterocycles, aromatic compounds, and coordination compounds, and their importance to medicines. Through lectures, laboratory experiments, and problem-solving sessions, students will develop proficiency in analyzing and predicting the behaviour of organic molecules.
3.	Pharmaceutical Organic Chemistry 2 PHB 111	Concepts in organic chemistry that apply to pharmaceutical sciences in general and medicinal chemistry in particular are covered in this course. Pharmaceutical Organic Chemistry 2 (PHB111) is a continuation of Pharmaceutical Organic Chemistry 1 (PHB110). It concentrates on a few key areas that are necessary to understand Medicinal chemistry. The first part of the course goes over stereochemistry, acid-base, and drug-receptor interactions. The second part of the course focuses on certain mechanisms of some organic reactions that are closely related to drug metabolism and the mechanisms of action of certain drugs.
4.	Introduction to Pharmacy & Law PHB 120	Introduction to Pharmacy and Law introduces students to the fundamentals of pharmacy practice, covering the history of pharmacy, Latin abbreviations, and the role of clinical pharmacists. The course focuses on developing communication skills, understanding pharmaceutical dosage forms, and mastering prescription protocols, helping students build essential competencies in patient interaction and medication management. Additionally, it provides an overview of UAE healthcare regulations, with particular attention to pharmacy legislation and the control of restricted substances. This foundation enables students to gain insights into the responsibilities and legal considerations integral to professional pharmacy practice.
5.	Principle of Pharmacology	This course imparts students with fundamental knowledge in pharmacology and clinical aspects of medications, specifically focusing on the Autonomic, respiratory system, and autacoids.

#	Course name and code	Description
	PHB 113	The objective is to enhance students' comprehension of pharmacodynamics and pharmacokinetic properties of drugs, enabling them to assess relevant factors in the management of patients with conditions related to the ANS, and respiratory systems. Additionally, the course equips students with the foundational knowledge necessary for therapy decision-making, managing individuals with, respiratory disorders, covering both the pharmacology and clinical aspects of medications
6.	Pharmacology 1 PHB 214	This course imparts students with fundamental knowledge in pharmacology and clinical aspects of medications, specifically focusing on the Central Nervous System and endocrine drugs. The objective is to enhance students' comprehension of pharmacodynamics and pharmacokinetic properties of drugs, enabling them to assess relevant factors in the management of patients with conditions related to the CNS, and endocrine disorders. Additionally, the course equips students with the foundational knowledge necessary for therapy decision-making, managing individuals with various common mental health, neurology, and endocrine disorders, covering both the pharmacology and clinical aspects of medications.
7.	Medicinal Chemistry 1 PHB 211	Medicinal Chemistry is a multidisciplinary field that integrates principles of organic chemistry, biochemistry, pharmacology, and molecular biology to discover, design, and develop therapeutic agents for the treatment of diseases. This course provides students with an in-depth understanding of the drugs pharmacokinetics (absorption and metabolism) and pharmacodynamics, as well as the influence of drugs' physicochemical properties, Structural-Activity Relationships (SAR), and Chemical mechanism of action. This course is horizontally integrated with Pharmacology 1, and therapeutics courses. Such as the Medicinal Chemistry of Autonomic and Central Nervous System, and Autacoids, the course is designed to provide pharmacy students with a comprehensive understanding of the basic chemical principles. It familiarizes the student with the organic medicinal agents chemistry, which is essential for efficient professional practice. In addition to providing pertinent information on the chemistry of drugs currently in use, enough focus is also placed on fundamental concepts to allow practitioners to stay proficient in drug chemistry throughout their professional careers.
8.	Physical Pharmaceutics & Solution Formulations PHB 216	This course builds a firm understanding of the physicochemical basis of pharmaceuticals and its impact on a drug's biopharmaceutical characteristics. This will set the foundation for students to understand the formulation of pharmaceutical dosage forms. This course subsequently covers principles and techniques involved in the formulation, preparation and evaluation of mono and biphasic liquid dosage forms.
9.	Biochemistry	This course aims to introduce pharmacy students to essential



	PHB 114	elements of biochemistry. The course covers the structure and properties of biomolecules, nucleic acid metabolism, the characterization of major metabolic pathways. In the process,
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#	Course name and code	Description
		students will develop their abilities to integrate the fundamentals of biochemical information and their application to clinical practice.
10.	Advanced Anatomy & Physiology PHB 210	<p>Advanced Anatomy and Physiology is a comprehensive course tailored to equip students with a deep understanding of the fundamental causes and mechanisms underlying diseases. Throughout this course, students delve into the intricate workings of cellular processes. Building upon foundational knowledge in anatomy and physiology, students will dissect the intricate pathways that lead to pathological conditions in the human body. Through a combination of theoretical study and practical application, students will gain insight into the dynamic interplay between physiological functions and pathological deviations.</p> <p>With a focus on integrating pathophysiological concepts across various organ systems, students will analyze and interpret the manifestations of disease within each major organ system. Through real-world examples that align with the field of pharmacy practice, students will develop the critical thinking skills necessary to recognize, diagnose, and comprehend the implications of diverse pathological conditions.</p>
11.	Pharmacology 2 PHB 215	This course explores the complex realm of cardiovascular, gastrointestinal, and endocrine drugs, equipping students with a deep understanding of the mechanisms of action, therapeutic applications, and potential adverse effects linked to medications that impact these crucial systems. Through a blend of lectures and case studies, students will cultivate a robust knowledge foundation, allowing them to critically analyze and apply pharmacological principles in authentic clinical situations. The course emphasizes evidence-based decision-making, therapeutic monitoring, and the incorporation of drug therapy within the context of holistic patient care.
12.	Medicinal Chemistry 2	This course is horizontally integrated with Pharmacology 2, in



PHB 212	<p>this course, we will provide the chemical basis for the interdisciplinary field of therapeutics, such as the Medicinal Chemistry of Cardiovascular, Chemotherapy, Antimicrobial Agents, and Endocrine Drugs course provides pharmacy students with a comprehensive exploration of the chemical properties, chemical mechanisms of action, and therapeutic applications of drugs targeting the cardiovascular, gastrointestinal, and endocrine systems. Through a blend of theoretical lectures, laboratory experiments, and case studies, students will delve into the molecular basis of drug interactions with physiological targets, including receptors, enzymes, and ion channels, relevant to these systems. Emphasis will be placed on understanding structure-activity relationships, pharmacokinetics, and pharmacodynamics of medications, as well as the integration of medicinal chemistry principles with pharmacological concepts to optimize therapeutic outcomes while minimizing adverse effects. Additionally, students will explore emerging trends in drug development and design, including novel therapeutic targets, drug delivery systems, and personalized medicine approaches for certain biological systems.</p>
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#	Course name and code	Description
13.	Microbiology & Immunology PHB 217	This course covers fundamentals of microbiology and epidemiology. Students learn bacteriology, mycology, and virology. Emphasis will be given to classification, identification, and cultivation of bacteria. Bacterial, fungal, and viral diseases, drugs and vaccines used in these diseases also covered. Later, the course introduces role of immunology and protection from various infectious diseases. Human-microbe interaction, role of innate immunity, presentation of antigen and development of adaptive immunity will be taught. An introduction to autoimmune disorders and the use of antibodies in various medical conditions will also be provided.
14.	Pharmaceutical Manufacturing & Technology PHB 218	This course covers pharmaceutical manufacturing processes and quality control for capsules and tablets. Unit operations such as size reduction, powder flow, granulation, mixing, and compression will be covered. It also covers chemical kinetics, expiry date calculations, factors influencing drug and dosage forms stability as well as pre-formulation studies. The course also includes basic formulation principles and characteristics of aerosols and semisolids dosage forms. Later, it also introduces novel drug delivery systems.
15.	Pharmaceutical Care PHB 222	This foundational course introduces students to pharmaceutical care principles to prepare them for advanced medication therapy management. Through a blend of theoretical learning and practical application, students will develop a deep understanding of patient-centered care, medication safety, effective communication and ethics guiding pharmaceutical care. The course will cover a wide range of topics, including drug therapy problems, medication therapy management, medication reconciliation, and interprofessional collaboration. Students will also gain hands-on experience with MyDispense, a pharmaceutical care software, to enhance their practical skills. By the end of the course, students will be well-prepared to contribute to the delivery of safe and effective pharmaceutical care.
16.	IPPE 1 Introductory Pharmacy Practice Experience 1 PHB223	This initial community pharmacy practice experience serves as an introductory opportunity for students to enhance their practical skills by engaging with pharmacists, pharmacy staff and patients. The primary objectives include expanding knowledge about medical reimbursement scheme in the UAE and understanding the specific policies about insurance. Trainees are expected to broaden their understanding of managing both over-the-counter (OTC) and prescription medications, as well as providing optimal care to patients through active listening to symptoms and recommending appropriate treatments or referring them to a physician when necessary. Additionally, students will learn inventory control procedures, order placement processes, and the utilization of electronic point-of-sale systems.
17.	IPPE 2 Introductory Pharmacy Practice Experience 2	This course provides students with the opportunity to apply the knowledge and skills learned in the classroom to a real-world community pharmacy setting. Students will work under the



	PHB224	supervision of experienced pharmacists to gain hands-on experience in all aspects of community pharmacy practice.
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#	Course name and code	Description
18.	Pharmacotherapy 1 PHB321	Pharmacotherapy I equips students with a comprehensive understanding of therapeutic principles related to neurological, psychiatric, and inflammatory disorders, emphasizing the integration of medication therapy into holistic patient management plans. The course focuses on developing critical thinking and decision-making skills, enabling students to evaluate patient-specific factors, apply managed care pharmacy practices, and deliver Medication Therapy Management (MTM). Through interactive discussions, case studies, and hands-on experiences, students learn to provide patient education, counseling, and evidence-based recommendations to healthcare providers, optimizing therapeutic outcomes. By combining pharmacological knowledge with practical application, this course prepares students to excel in managing medication therapy for complex medical needs, contributing to enhanced patient care and outcomes in contemporary pharmacy settings.
19.	Biopharmaceutical & Sterile Formulations PHB318	This course provides an in-depth exploration of biopharmaceutical and sterile formulations, focusing on the development of parenteral formulations while adopting appropriate sterilization, contamination control and aseptic techniques. This module covers essential methods for ensuring the contamination-free products through comprehensive sterility testing methods, disinfection and preservation. This course also focuses on understanding the unique requirements of injectable formulations and rationalizing parenteral formulation decisions. Furthermore, it also covers the advanced formulation techniques tailored to biopharmaceutical products and strategies for enhancing protein stability, optimizing drug delivery systems, and maximizing biopharmaceuticals performance.
20.	Public Health & Vaccination PHB327	This course delves into the significant role of pharmacy within the public health context and extensively covers related aspects of vaccination. Covering topics from public health principles and health promotion to the foundational theories of disease prevention, the course provides an in-depth understanding of vaccine development, administration, and safety. Students will engage in case studies, interactive lectures, and practical workshops to develop skills in patient counseling, vaccine advocacy, and managing adverse events. The course also addresses social determinants of health, national health policies, and the ethical and legal aspects of vaccination, preparing students to actively support vaccine uptake and contribute meaningfully to public health initiatives.
21.	Evidence-Based Medicine	This course is developed to improve students' knowledge regarding the following topics: introduction to evidence-based



	PHB 323	practice/medicine (EBP/EBM), basics of research and statistics (including measures, reliability, validity, and ethical concerns), assessment of clinical research proposals and reports, an overview of the FDA drug approval processes, and the five steps of EBP (identifying/formulating answerable questions, conducting information searches using active strategies, critically evaluating evidence, applying evidence in practice, and assessing EBP). Additionally, it introduces fundamental concepts related to drug information services, drug information
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#	Course name and code	Description
		requests, sources of drug information, evaluating internet health information, pharmacy information systems, drug utilization review, limitations of study designs, quality use of medicine, drug audits, continuing education for pharmacy and medical professionals, formulary management, and the utilization of micro-medics and up-to-date databases.
22.	Institutional Pharmacy Practice PHB 324	This course equips students with essential knowledge and skills in institutional pharmacy practice, focusing on the pharmacist's role in hospital pharmacy practice and services. Core topics include medication management reviews, drug information services, total parenteral nutrition (TPN), enteral and IV therapy, and palliative care. Students will develop proficiency in clinical decision-making, pharmaceutical calculations, and the preparation of extemporaneous formulations. The course underscores the principles of patient safety, therapeutic optimization, and effective collaboration within multidisciplinary healthcare teams.
23.	Pharmacotherapy 2 PHB 322	This pharmacotherapy course is specifically designed to provide pharmacy students with a comprehensive understanding of the therapeutic management of cardiovascular, respiratory, and gastrointestinal conditions. The curriculum extensively covers the pharmacological principles, mechanisms of action, and clinical applications of medications used to treat these prevalent disorders. The course adopts an interdisciplinary approach, incorporating the synthesis of pharmacotherapy with lifestyle modifications and other non-pharmacological interventions, along with collaboration with healthcare professionals to ensure comprehensive patient care. Additionally, the focus on patient-centered care emphasizes personalized therapy, considering patient-specific factors, adherence, and monitoring. Case studies and simulated patient scenarios are employed to refine clinical decision-making skills. The course also explores emerging therapies and research trends, delving into cutting-edge advancements in pharmacotherapy for cardiovascular, respiratory, and gastrointestinal disorders. Rigorous critical evaluation of evidence-based practices is emphasized. Through a dynamic blend of theoretical knowledge and practical applications, this course empowers students to navigate and contribute effectively to the evolving landscape of pharmacotherapy, enhancing their ability to improve patient outcomes in diverse healthcare settings.
24.	Pharmaceutical Analysis PHB315	The course provides fundamental knowledge of the principles and techniques of pharmaceutical analysis used for qualitative and quantitative analysis of drugs. It introduces the theoretical background, practical skills, and regulatory requirements for analysing pharmaceutical drugs and their formulations. It equips students with practical experience in a wide range of modern instrumentations and techniques.
25.	Pharmaceutical Calculation PHB320	This course focuses on developing proficiency in foundational mathematical calculations essential for pharmaceutical sciences. Students will gain an understanding of international systems of units and measurements pertinent to pharmaceutical practice. The course emphasizes the interpretation of prescription orders and the execution of precise calculations for

#	Course name and code	Description
		prescription preparation. Through practical applications, problem-solving exercises, and real-world scenarios, students will develop the skills and knowledge necessary for accurate and effective pharmaceutical calculations, ensuring their competence in pharmaceutical practice.
26.	Biopharmaceutics and Pharmacokinetics PHB319	This course covers factors influencing oral absorption of drugs and various reasons for poor absorption and reduced bioavailability. It also covers transport of drugs across the membrane and metabolic pathways. Later, students will learn drug disposition by studying compartmental and non-compartmental pharmacokinetic analysis. Effect of protein binding and metabolism on drug clearance will also be covered.
27.	Non-RX Pharmacotherapy PHB325	This course aims to acquaint students with non-prescription drugs, commonly known as over the counter (OTC) medications. When patients approach a pharmacist with a medical issue, the pharmacist's initial task is to decide if the issue can be handled through self-care. The course will focus on clinical scenarios where OTC products can be used in an evidence-based approach. It covers topics such as the causes of possible medical conditions treated with these drugs, drug pharmacology, self-administration methods, product selection considerations, and patient counseling.
28.	IPPE 3 - Introductory Pharmacy Practice Experience 3 PHB326	In this placement, Students will understand unit-based pharmacy services, drug information services, hospital drug formulary management, outpatient dispensing, distribution services, and specialized sterile and cytotoxic dispensing. The course focuses on applying theoretical knowledge to various operational units within a hospital setting.
29.	Clinical Toxicology PHB 328	This course provides an in-depth study of the mechanisms of toxicity and the toxic effects of various agents on the human body. Students will explore the clinical implications of drug overdose, identify toxic signs and symptoms, and understand the impact of drug abuse. The course covers the toxicity of substances such as alcohol, barbiturates, hypnotics, inhalants, marijuana, nicotine, amphetamines, cocaine, and hallucinogens. Key topics include understanding how toxic agents disrupt biological systems, examining the adverse effects on the body, identifying signs and symptoms of drug overdose, and studying patterns of drug abuse and their toxicological implications. The course offers a substance-specific focus, detailing the acute and chronic toxicity, metabolic effects, withdrawal symptoms, sedative effects, overdose management, potential for long-term damage, psychoactive effects, dependence potential, mechanisms of addiction, cardiovascular risks, and neurological effects. Clinical features and management aspects are also covered, including recognizing and assessing clinical manifestations of toxicity, essential laboratory investigations for diagnosing and managing toxic exposures, principles of supportive care, and targeted treatments with specific antidotes and therapeutic measures for different toxic agents

#	Course name and code	Description
30.	Pharmaceutical Industry Experience - PIE PHB413	The industrial placement provides an applied understanding of dosage form design, basic industrial processes in production, quality control and product packaging units that extends the theoretical knowledge of these operational units. The course enables to identify the main roles and responsibilities of industrial pharmacists by observing the industrial activities in research and development, quality control, production, marketing, and regulatory department.
31.	Pharmacotherapy 3 PHB423	This Pharmacotherapy course delves into the therapeutic management of Endocrine, Renal, and Urological disorders, with a strong emphasis on the integral role pharmacists play in patient care. Exploring the pharmacological principles, mechanisms of action, and clinical applications of medications specific to these conditions, the course entails an in-depth study of diseases like diabetes, thyroid disorders, and hormonal imbalances. Students examine pharmacological interventions for renal impairments, including chronic kidney disease and glomerular disorders, as well as the analysis of urological conditions such as urinary tract infections, benign prostatic hyperplasia, and erectile dysfunction. The curriculum considers the mechanisms of action of drugs used in urological disorders and the impact of medications on renal function and overall patient health. Understanding the role of medications in restoring hormonal balance and managing endocrine-related diseases is a focal point. Throughout the course, there is an emphasis on the pharmacist's pivotal role in therapeutic decision-making, patient education, and medication management, achieved through collaboration with healthcare teams. Real-life case studies and practical scenarios are incorporated to enhance critical thinking and decision-making skills. The overarching goal is to empower pharmacy students with the knowledge and skills necessary to assume a central role in the therapeutic management of endocrine, renal, and urological disorders.
32.	Pharmacoepidemiology & Pharmacovigilance PHB420	The course is designed to provide students with a comprehensive understanding of the principles and methods used in pharmacoepidemiology and pharmacovigilance. This course delves into the study of the utilization and effects of drugs in large numbers of people, focusing on the identification and assessment of drug-related problems. It also covers the systematic monitoring, detection, assessment, understanding, and prevention of adverse effects or any other drug-related problems.
33.	Pharmacy Management & Pharmacoeconomics PHB422	This course combines evidence-based management theories with practical solutions and is designed to impart crucial skills to pharmacy students for all practice settings. It covers leadership, budgeting, human resource management, inventory management, financial statements, risk management in pharmacy settings, and marketing, providing a well-rounded foundation for future pharmacy practitioners. The course emphasizes the development of analytical and decision-making skills necessary for devising basic marketing strategies within the pharmacy context. The Pharmacoeconomics component explores concepts and applications, addressing diverse evaluation methods to assess the costs, risks, and benefits of

#	Course name and code	Description
		therapies. This equips students with decision-making proficiency based on a variety of pharmacoeconomic evaluation approaches.
34.	Advanced Drug Delivery & Development PHB410	The course will address advanced oral drug delivery technologies and targeted drug delivery systems for non-oral drug delivery routes, including transdermal, pulmonary, nasal, buccal, rectal, vaginal, ocular, intramuscular and subcutaneous with a detailed understanding of the specific biopharmaceutical and formulation considerations. This course also covers new drug development process for novel therapeutic agents, bioequivalence studies for generic formulations and good manufacturing practices and quality assurance in the pharmaceutical industry.
35.	Research Proposal PHB411	This course provides a comprehensive exploration of research methodologies in pharmacy, guiding students in the development of a research proposal. Emphasizing both collaboration and independent work, students will conduct literature reviews, engage in peer learning, and critically analyse existing research. The course covers qualitative, quantitative, and mixed-method approaches, teaching students how to differentiate and apply these in pharmacy research. Students will actively participate in formulating research questions, selecting methodologies, and designing study approaches, laying the foundation for future graduation projects. By the end of the course, students will have completed a comprehensive research proposal and acquired essential methodological skills to conduct impactful research in pharmacy.
36.	Medical Biostatistics PHB412	This course is designed to provide pharmacy students with a foundational understanding of biostatistics, the application of statistics in pharmacy-related research. Students will learn the principles of statistical inference, data analysis techniques, and the interpretation of statistical results. Emphasis will be placed on applying statistical concepts to pharmacy practice and research.
37.	Pharmaceutical Compounding PHB421	The Pharmaceutical Compounding course focuses on critical aspects of pharmaceuticals through the preparation of extemporaneous compounds including solutions, suspensions, creams, emulsions, ointments, suppositories, and tablets and capsules. Students will engage in practical exercises and case studies reflective of clinical practice, enhancing their ability to prepare accurate formulations, apply pharmaceutical standards, and ensure effective patient care. This course cultivates skills in synthesizing information and implementing best practices in medication safety and quality improvement.
38.	Pharmacotherapy 4 PHB424	The Pharmacotherapy of Infectious Diseases and Dermatology Disorders course is meticulously designed to provide pharmacy students with a profound understanding of managing infectious diseases and dermatological conditions. The curriculum extensively covers the pharmacological foundation of antimicrobial agents, emphasizing mechanisms of action and clinical applications. Special attention is given to the pharmacist's pivotal role in promoting antimicrobial stewardship

#	Course name and code	Description
		and addressing challenges associated with infectious diseases. Through engaging lectures, case studies, and practical scenarios, students acquire essential knowledge and skills for navigating infectious disease intricacies. The overarching goal is to prepare students for a pivotal role within interdisciplinary healthcare teams, enabling effective contributions to infectious disease treatment and prevention while advocating for responsible antimicrobial use. Simultaneously, the course on Dermatology Disorders provides students with a comprehensive understanding of therapeutic principles related to skin health. Emphasizing the pharmacological foundation of dermatological agents, the course highlights the pharmacist's essential role in dermatological care. It explores pharmacotherapy protocols for common skin disorders, integrating evidence-based approaches and individualized patient care. With a dual focus, the course aims to prepare students to adeptly contribute to both infectious disease management and dermatological care within the healthcare landscape.
39.	Pharmacogenomics & Precision Medicine PHB425	The Pharmacogenomics & Precision Medicine course delves into the fusion of genetics, pharmacology, and healthcare, aiming to optimize drug therapy tailored to individual patients. Through a multidisciplinary approach, students explore key principles and applications, including genetic variations affecting drug response, genomic technologies like sequencing and genotyping, and how pharmacogenomic data personalizes drug therapy and informs dosage decisions. Ethical, legal, and social considerations, along with integration strategies into clinical practice, are addressed. The course also examines precision medicine's role across disease management, emphasizing patient education and counseling. Interactive lectures, case studies, and discussions facilitate a comprehensive understanding, equipping students to navigate the evolving realm of personalized medicine and enhance patient care outcomes.
40.	Digital Pharmacy & Informatics PHB426	This course is designed to introduce pharmacy students to telehealth, tele-pharmacy, and the use of artificial intelligence in pharmacy practice, with a focus on automation and robotics, driven by the COVID-19 pandemic. It aims to equip graduates with the skills needed for the changing healthcare landscape, emphasizing digital health and information technology. Students will learn to facilitate telepharmacy services within interdisciplinary teams and apply these skills in real-world settings. Topics covered include digital health tools, remote counseling, patient monitoring, electronic health records, e-prescribing, online pharmacy, telemedicine/telehealth, digital therapeutics, blockchain, ethics, innovation, data privacy, e-professionalism, reimbursement for digital health services, cybersecurity, mobile apps, wearable devices, clinical decision-making, and digital health literacy.
41.	Phytotherapy PHB427	Phytotherapy in Pharmacy Practice is a comprehensive course covering herbal medicines and marine products, offering pharmacy students a detailed understanding of their principles, applications, and evidence-based use in clinical settings. Through a blend of theory and practice, students explore pharmacology, therapeutic effects, safety considerations, and

#	Course name and code	Description
		regulatory aspects of both herbal and marine-based remedies. Key topics include an introduction to phytotherapy and marine products, pharmacognosy, evidence-based evaluation, therapeutic applications, safety considerations, regulatory standards, and patient counseling. Through case studies, practical demonstrations, and discussions, students enhance their understanding and gain the skills needed to integrate evidence-based herbal and marine medicine into pharmacy practice, ensuring safe and effective patient care.
42.	*IPPE 4 - Introductory Pharmacy Practice Experience 4 (Academic and education) PHB723	In this rotation, students will cultivate a deep comprehension of educational theories and methodologies. They will utilize this knowledge to design, implement, and assess one or more educational programs. This process will involve a thorough examination and application of relevant scholarly articles and research findings to bolster the activities undertaken during this rotation. Students will engage in critical analysis of current educational literature to inform their program planning and execution, ensuring their approaches are evidence-based and effective. Additionally, they will learn to adapt educational strategies to various learning styles and environments in addition to understanding the concepts of curriculum development & its quality assurance. This hands-on experience in educational program development and evaluation will enhance their pedagogical skills, preparing them for future roles where education and training are integral.
43.	*IPPE 4 Introductory Pharmacy Practice Experience 4 (Dig Health and automation) PHB724	The "Digital Health and automation" training is designed for pharmacy students, focusing on integrating digital health into pharmacy practice. It covers the fundamentals of digital health, telepharmacy, digital therapeutics, data privacy, patient-centered technologies, and the latest innovations like AI in pharmacy. The course employs case studies, group discussions, and presentations from industry experts for a comprehensive learning experience. Students are assessed through participation, written assignments, and a final project involving digital health solutions. Preceptors and instructors play a crucial role in mentoring and guiding students through real-world applications. Students are expected to actively participate and demonstrate their understanding of digital health principles. The training course, a crucial part of the Introductory Pharmacy Practice Experiences (IPPE), prepares students to be proficient in the rapidly evolving field of digital health in healthcare.
44.	*IPPE 4 Introductory Pharmacy Practice Experience 4 (Pharmaceutical Marketing) PHB725	The Introductory Pharmacy Practice Experience (IPPE) in Pharmaceutical Marketing equips pharmacy students with foundational knowledge of marketing within the pharmaceutical industry. Through hands-on learning and practical exposure, students explore key aspects such as market analysis, promotional strategies, and regulatory compliance. They explore into fundamental concepts, conduct market research, and study various promotional methods. Emphasis is placed on understanding regulatory frameworks and fostering professional communication and ethical practices. Practical experiences, including shadowing professionals and engaging in marketing projects, allow students to apply theoretical learning in real-world contexts. Through reflective practice, students evaluate

#	Course name and code	Description
		their experiences and develop skills for continuous improvement. By the course's conclusion, students gain a solid understanding of pharmaceutical marketing principles and practical skills applicable to future pharmacy careers, offering valuable insight into this dynamic industry.
45.	*IPPE 4 Introductory Pharmacy Practice Experience 4 (Pharmacovigilance & RA) PHB726	The Pharmacovigilance & Regulatory Affairs Placement is a specialized placement providing pharmacy students with practical experience in pharmacovigilance and regulatory affairs. The key objectives include exploring pharmacovigilance principles, hands-on experience in adverse reaction monitoring, and understanding its role in ensuring patient safety. Students will navigate regulatory frameworks, learn document compilation for drug approval, and grasp effective communication with regulatory agencies. The placement covers drug safety monitoring, risk management, quality assurance, and ethical considerations. Engaging with industry professionals and staying current on trends equips students for roles in ensuring compliant drug development and post-marketing surveillance. This experiential placement enhances students' skills for contributing to the pharmaceutical industry's safe and regulated practices.
46.	*IPPE 4 Introductory Pharmacy Practice Experience 4 (Drug Discovery and Ddevelopment) PHB727	The Drug Discovery course comprehensively examines discovering and developing new therapeutic agents. It covers the principles, methodologies, and techniques of identifying, designing, synthesizing, and testing potential drug candidates. Students will explore the interdisciplinary nature of drug discovery, incorporating elements of biology, chemistry, pharmacology, and computational science.
47.	*IPPE 4 Introductory Pharmacy Practice Experience 4 (Forensic Medicine) PHB728	Forensic medicine is the application of medical knowledge to legal issues. This interdisciplinary field combines aspects of medicine, law, and science to investigate and determine the cause, manner, time, and circumstances of a person's death. In this course, students will explore various topics essential to understanding the principles and practices involved in forensic medicine.
48.	Pharmacotherapy 5 PHB526	The Pharmacotherapy in Oncology and Haematology course is meticulously designed to provide pharmacy students with a comprehensive understanding of the principles, applications, and challenges inherent in chemotherapy, specifically tailored for the treatment of cancer and haematological disorders. This curriculum delves into the pharmacological foundations of chemotherapy agents, intricately studying their pharmacodynamics and pharmacokinetics. Special attention is given to understanding the cellular targets and mechanisms of action specific to anticancer drugs. The course places a strong emphasis on the integral role of pharmacists in supporting oncology and haematology teams. Students will learn to ensure the safe and effective utilization of medications while adeptly managing therapy-related challenges. Topics covered include a comprehensive analysis of both common and severe side effects associated with chemotherapy, accompanied by strategies for managing and mitigating adverse effects, with a particular focus on supportive care. Pharmacy students will be immersed

#	Course name and code	Description
		in the multidisciplinary nature of oncology care, understanding their pivotal role within collaborative teams. This involves integration into treatment planning, active participation in patient education, and diligent therapeutic monitoring. The curriculum delves into emerging trends in chemotherapy, discussing cutting-edge advancements, novel therapies, and targeted approaches in the dynamic field of cancer treatment. Ethical considerations in chemotherapy administration are thoroughly examined, ensuring students grasp the ethical dimensions of patient care. Principles of patient-centered care are woven into the course, enhancing communication skills and support throughout the treatment process. Through interactive discussions, case studies, and hands-on experiences, the course aims to equip pharmacy students with the knowledge and skills needed to excel in their role within oncology and haematology care, contributing significantly to improved patient outcomes in the challenging and evolving landscape of cancer therapy.
49.	Clinical Pharmacokinetics and drug Toxicity PHB520	Clinical Pharmacokinetics is an essential course within the pharmacy program, offering students a foundational understanding of the principles and practical applications of pharmacokinetics in clinical practice. This course emphasizes the quantitative aspects of drug absorption, distribution, metabolism, and excretion, providing students with the knowledge and skills necessary to optimize drug therapy in diverse patient populations. Topics covered include clinical pharmacokinetic and pharmacodynamic concepts such as linear versus nonlinear pharmacokinetics, clearance, volume of distribution, half-life, and Michaelis-Menten or saturable pharmacokinetics, along with clinical pharmacokinetic equations and calculations including one-compartment model equations for linear pharmacokinetics, designing individualized dosage regimens, multicompartment models, and calculation of pharmacokinetic parameters in research studies. Additionally, the course addresses drug dosing considerations in special populations such as patients with renal and hepatic disease, those undergoing dialysis, individuals with heart failure or obesity, and the management of drug interactions. Therapeutic drug monitoring (TDM) is also covered extensively, including TDM for antibiotics, cardiovascular agents, anticonvulsants, immunosuppressants, and other drugs, ensuring students are equipped to critically evaluate drug therapy regimens, optimize dosing strategies, and the assessment of drug toxicity in clinical settings, to ensure safe and effective pharmacotherapy for patients across various healthcare settings.
50.	Medication Therapy Management PHB521	This course is designed to provide students with an in-depth understanding of Medication Therapy Management (MTM) principles, practices, and applications in contemporary pharmacy settings. The course explores the critical role of pharmacists in medication review and optimizing patient outcomes through effective medication management.
51.	Graduation Research Project PHB513	The Graduation Research Project builds upon the foundational knowledge and skills acquired during the preceding Research Proposal course. This collaborative group project provides students with a unique opportunity to contribute new insights, address relevant research questions, and proactively solve

#	Course name and code	Description
		challenges in their chosen field. Guided by faculty supervision, students will work both independently and as a cohesive team, honing their research and critical evaluation skills, essential for future roles as pharmacists. The course places a central focus on project planning, the development of robust methodologies, data analysis, and the effective dissemination of results. Students will not only assess the significance of their findings but also craft comprehensive reports, showcasing their ability to apply research principles in a real-world context.
52.	APPE-1 Internal Medicine PHB531	During this rotation, students will acquire proficiency in internal medicine. Emphasis will be placed on developing advanced knowledge and skills necessary for delivering pharmaceutical care, particularly to patients admitted in the internal medicine wards. Learning opportunities will be facilitated through active participation in ward rounds alongside the healthcare team, engagement in student projects, presentations, and completion of tasks assigned by the preceptor.
53.	APPE-2 Surgery PHB532	The Surgery Placement for Pharmacy Students offers a hands-on program focused on integrating pharmaceutical knowledge with surgical care in the healthcare sector. Students will gain practical insights into medication management throughout the surgical process, emphasizing optimization for enhanced patient outcomes. The key objectives include preoperative assessments, intraoperative support, postoperative care, and pain management, fostering collaboration within interdisciplinary surgical teams. Participants will become proficient in pharmacy protocols, patient education, infection control, and antimicrobial stewardship. This placement aims to equip students with valuable skills and experiences for a seamless integration of pharmaceutical expertise in surgical settings, preparing them for optimal patient care.
54.	APPE-3 Ambulatory Care PHB533	This course provides students with an immersive learning experience in the field of ambulatory healthcare services through supervised clinical placement in primary care settings. Students will explore issues related to ambulatory healthcare services and will play an active role in the day-to-day activities of the pharmacy. They will work with other healthcare professionals and experience how the provision of primary care to patients is a team approach that includes pharmacy.
55.	APPE-4 Critical Care PHB534	During this rotation, students will gain expertise in critical care medicine. The focus will be on developing advanced knowledge and skills essential for delivering pharmaceutical care to critically ill patients, with a particular emphasis on those admitted to the intensive and coronary care units. Additionally, students will acquire proficiency in dosage adjustment of common medications utilized in the ICU and CCU. Learning experiences will be facilitated through active participation in ward rounds with the healthcare team, engagement in student projects, and presentations, and the completion of tasks assigned by the preceptor.
56.	Pharmacy Elective	

#	Course name and code	Description
	Cosmetic & Cosmeceutical Formulations PHB711	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.
57.	Pharmacy Elective Complementary and Alternative Medicines PHB721	This course is designed to provide students with a comprehensive understanding of various non-conventional medical practices, their historical background, and their potential applications in modern healthcare. The course aims to equip students with the knowledge required to critically evaluate the safety, efficacy, and ethical considerations of complementary and alternative medicine (CAM) practices.
58.	Pharmacy Elective Clinical Nutrition PHB722	Clinical Nutrition for the Pharmacy Program is a specialized course tailored to equip pharmacy students with comprehensive understanding and practical skills in the realm of nutrition within healthcare and pharmacy practice. Combining theoretical foundations with real-world applications, students investigate the pivotal role of nutrition in health promotion, disease prevention, and management across various medical conditions. Fundamental principles encompass macronutrients, micronutrients, dietary guidelines, and recommended dietary allowances (RDAs), alongside techniques for assessing nutritional status in patients, catering to diverse demographic groups from infants to older adults. Emphasis is placed on nutrition's impact on chronic diseases like obesity, diabetes, cardiovascular ailments, and cancer, as well as the intricate interplay between drugs and nutrients, influencing absorption, metabolism, and therapeutic outcomes. Through medical nutrition therapy (MNT), students explore enteral and parenteral nutrition support, dietary modifications, and supplementation, while honing skills in counseling, goal setting, and fostering behavioral changes in patients. Critical appraisal of scientific literature and evidence-based practice underpins the curriculum, complemented by hands-on experiences via case studies, practical exercises, and clinical simulations. By course culmination, students emerge adept at integrating nutrition interventions into their pharmacy practice, thereby enhancing patient outcomes and healthcare delivery at large.
59.	Pharmacy Elective Artificial Intelligence Assisted Drug Discovery PHB714	The Artificial Intelligence Assisted Drug Discovery course provides a comprehensive exploration of the synergy between artificial intelligence (A.I.) and pharmaceutical research. Designed to equip students with cutting-edge skills, the course delves into AI applications, historical evolution, and challenges in drug discovery. Key components include data mining and analysis, predictive modeling, virtual screening, structural bioinformatics, deep learning, cheminformatics, ethical considerations, and industry perspectives. Through a dynamic mix of lectures, hands-on exercises, case studies, and collaborative projects, participants gain the knowledge to apply AI in addressing complex challenges within drug discovery. By course completion, students possess a nuanced understanding of AI's role in advancing pharmaceutical research, ready to



#	Course name and code	Description
		contribute to this interdisciplinary field's exciting developments.
60.	Pharmacy Elective Pharmaceutical Biotechnology  PHB701	This elective course explores the role of Microbiology and Biotechnology in Pharmaceuticals with particular emphasize on pharmaceutical Industry. This elective course focuses on the development various pharmaceutical products based on microbiology and biotechnology concepts. It covers production of pharmaceuticals by fermentation, bioconversion, and DNA recombinant technology.



كلية فاطمة للعلوم الصحية  
FATIMA COLLEGE OF HEALTH SCIENCES



### 11.7.1 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 many 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 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 allows 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:*

- **PLO1:** Have a standard of knowledge, skills and technical competency appropriate for an entry level practitioner in physiotherapy
- **PLO2:** Be prepared to maintain high standards in their professional life through a commitment to lifelong learning
- **PLO3:** Be aware of the latest advances in physiotherapy practice and related fields, and be positioned to engage in the expanding knowledge base
- **PLO4:** Appreciate the value of research and be skilled at accessing, critically appraising and applying the best available evidence to their everyday practice
- **PLO5:** 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
- **PLO6:** Have the knowledge and skills to practice in a safe and ethical manner in relation to themselves, their clients and the community include the skills in using related technology.
- **PLO7:** Be able to understand and apply the latest technology related to international standards of physiotherapy practice.
- **PLO8:** Be reflective and compassionate, with a concern for issues of equity, equality, humanity and social justice
- **PLO9:** Be able to supervise, manage and take responsibility, as appropriate, when working in collaboration with other professionals, students, clients and their support networks
- **PLO10:** Be able to effectively and efficiently communicate with other professionals, clients and the public
- **PLO11:** Understand the social and ethical dimensions of physiotherapy professional activities



### 11.7.2 CURRICULUM DESCRIPTION

The **FCHS Bachelor's in Physiotherapy** was designed to be a four-year program with 138 credit hours (CH) curriculum approved in June 2019-2023 by the CAA. This curriculum will phase out in 2026. The study plan is in 5.7.3.1

The Physiotherapy program courses are categorized as the following:

Course category	Credits
General Education Requirement (GER)	30
College Elective Requirement (CER)	6
Major Core Requirements (MCR)	98
Major Elective Requirements (MER)	4
<b>Total</b>	<b>138</b>

In the academic year 2023-20, this has been re-designed to restructure some of the General Education Requirements (GER) and College Elective Requirements (CER) courses, while maintaining the total program credit hour to 138. The study plan is in 11.7.3. The redesigned physiotherapy program courses are categorized as follows:

Course category	Credits
General Education Requirement (GER)	29
College Elective Requirement (CER)	6
Major Core Requirements (MCR)	101
Major Elective Requirements (MER)	2
<b>Total</b>	<b>138</b>

**Total Credits Required for Graduation: 130**
**Year 1 Semester 1**

Course	Code	Course Title	Prerequisites	Credits
GE	103	English		3
PHY	111	Musculoskeletal Anatomy 1		2
PHY	121	Musculoskeletal PT Th 1		3
PHY	131	Musculoskeletal PT Pr 1		3
PHY	141	Anatomy & Physiology		3
PHY	151	Anatomy & Physiology Lab		1

**TOTAL CH**
**15**
**Year 1 Semester 2**

Course	Code	Course Title	Prerequisites	Credits
GE	102	UAE Studies		3
PHY	112	Musculoskeletal Anatomy 2	PHY 111, PHY 121, PHY 131	2
PHY	122	Musculoskeletal PT Theory 2	PHY 111, PHY 121, PHY 131	3
PHY	132	Musculoskeletal PT Practical 2	PHY 111, PHY 121, PHY 131	3
PHY	142	Biomechanics & Kinesiology	PHY 111, PHY 121, PHY 131	2
PHY	152	Fundamentals of Clinical P 1	PHY 131	2

**TOTAL CH**
**15**
**Year 1 Semester 3**

Course	Code	Course Title	Prerequisites	Credits
GE	104	Health & Wellbeing		3
GE	153	Basic Life Support (BLS)		0
PTY	161	Clinical Placement 1	PHY 112, PHY 122, PHY 132, PHY 152	3

**TOTAL CH**
**6**
**Year 2 Semester 1**

Course	Code	Course Title	Prerequisites	Credits
GE	106	Interpersonal Skills		3
PSY	171	Introduction to Psychology		3
PHY	213	Neuroscience	PHY 112, PHY 122, PHY 132	3

**Total Credits Required for Graduation: 130**

PHY	223	Neurological PT Theory	PHY 112, PHY 122, PHY 132	3
PHY	233	Neurological PT Lab	PHY 112, PHY 122, PHY 132	3
<b>TOTAL CH</b>				<b>15</b>

**Year 2 Semester 2**

Course	Code	Course Title	Prerequisites	Credits
PHY	214	PT in Women's Health & Peds	PHY 213, PHY 223, PHY 233	3
PHY	224	Pediatric PT Theory	PHY 213, PHY 223, PHY 233	3
PHY	234	Paediatric PT Practical	PHY 213, PHY 223, PHY 233	3
PHY	244	Research Methods & Biostats	PHY 152	3
PHY	254	Fundamentals of Clinical Pr 2	PHY 152	2
<b>TOTAL CH</b>				<b>14</b>

**Year 2 Semester 3**

Course	Code	Course Title	Prerequisites	Credits
PHY	242	PT Modalities	PHY 132	2
PHY	252	Clinical Placement 2	PHY 161, PHY 254	3
<b>TOTAL CH</b>				<b>5</b>

**Year 3 Semester 1**

Course	Code	Course Title	Prerequisites	Credits
PHY	315	Exercise Physiology	PHY 214, PHY 224, PHY 234	3
PHY	325	Cardiorespiratory PT Theory	PHY 214, PHY 224, PHY 234	3
PHY	335	Cardiorespiratory PT Practical	PHY 214, PHY 224, PHY 234	3
PHY	345	Community-Based Rehabilitation	PHY 214, PHY 224, PHY 234	3
PHY	355	Major Elective	PHY 112, PHY 122, PHY 132	1
<b>TOTAL CH</b>				<b>13</b>

**Total Credits Required for Graduation: 130**

**Year 3 Semester 2**

Course	Code	Course Title	Prerequisites	Credits
GE	101	Innovation and Entrepreneurship		3
GE	105	Technology & AI in Healthcare		3
PHY	316	Advanced PT Practice	PHY 214, PHY 224, PHY 234	3
PHY	326	PT in Med Surg Conditions Th	PHY 214, PHY 224, PHY 234	3
PHY	336	PT in Med Surg Conditions Pr	PHY 214, PHY 224, PHY 234	3
<b>TOTAL CH</b>				<b>15</b>

**Year 3 Semester 3**

Course	Code	Course Title	Prerequisites	Credits
PHY	346	Integrated EBP	PHY 315, PHY 325, PHY 335	2
PHY	363	Transition to Health Practice	PHY 252	3
<b>TOTAL CH</b>				<b>5</b>

**Year 4 Semester 1**

Course	Code	Course Title	Prerequisites	Credits
PHY	417	PT Research	PHY 244	2
PHY	427	Clinical Placement 3	PHY 252	4
PHY	437	Clinical Placement 4	PHY 252	4
PHY	447	Clinical Placement 5	PHY 252	4
<b>TOTAL CH</b>				<b>14</b>

**Year 4 Semester 2**

Course	Code	Course Title	Prerequisites	Credits
PHY	418	PT Research Project	PHY 417	4
PTY	428	Management & Leadership in PT	PHY 316	1
PTY	438	Clinical Placement 6	PHY 427	4
PTY	448	Clinical Placement 7	PHY 427	4
<b>TOTAL CH</b>				<b>13</b>
<b>PROGRAM TOTAL CH</b>				<b>130</b>



#### 11.7.4 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 physiotherapy.

*Refer to study plan and Section 11 General Education Requirements (GER) for course description.*

##### B. 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 11 for course description.*

##### C. 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 11 College Elective Requirements (CER) for course description.*

##### D. Major Core Requirements (MCR)

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

##### **PTY111- Human Biosciences 1 - Musculoskeletal**

Course Co-Requisite: PTY121, PTY131

Course Pre-Requisite: None

This course mainly comprises of the integrated 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  
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.

**PTY 113- Physics for Physiotherapy:**

Course Co- Requisite - NA,  
Course Pre - Requisite - NA

This course is designed to provide a basic understanding of Physics students for Physiotherapy. 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; mechanics and Newton’s laws of motion with applications to Biomechanics; work and energy; waves and sound; material properties, heat thermal properties, electricity and electric fields; DC and AC currents and voltages; and currents due to magnetism.

**PTY122- Physiotherapy Theory 2 - Musculoskeletal**

Course Co-Requisite: PTY112, PTY132 Course  
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. It 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.

**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 will focus 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 Clinical Practice 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. This will 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 present with neurological conditions across the human lifespan, 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 within CBL 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.

#### **PTY346 - 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.

## PTY 447 - Research Project:

Course Co- Requisite - NA,

Course Pre - Requisite - GRD 251, PTY 346

The activities related to this research project course are designed to foster development of the key skills for developing a research project. During this semester, students will complete the graduate research project that they began in physiotherapy research course. This task will allow students to gain an appreciation of the challenges and advantages associated with data collection, synthesizing information in a systematic way and research report writing. It will also benefit students by teaching them how to identify and seek out best quality information to inform their clinical decision-making process. Additionally, students will gain skills that are fundamental to good project management by conducting this research report.



## E. Major Elective Requirements (MER)

Each student will select two courses with a total of four credit hours from the major elective courses and these are designed to match the gaps and the contemporary process. The options of the MER are as below:

### **PTY06X - 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 contents are designed in such a way that the best available research evidence is incorporated. Clinical reasoning skills of assessment, management, and evaluation is emphasized.

### **PTY06X - 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 ethical practice. 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.

### **PTY06X - 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.

### **PTY06X - 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.



### **PTY06X - 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.

### **PTY06X - 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.

### **PTY06X - 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 the ability to safely and effectively evaluate and treat various sports injury cases, bone fractures and joint issues related to accidents from a physical

therapy point of view that is consistent with the needs of the patient and society.

### **PTY07X - High-technology Interventions in Physiotherapy**

Course Co- Requisite - NA,  
Course Pre - Requisite - NA

The objectives in this course are designed to build upon the higher level of knowledge that characterize high rehabilitation technology context and utilization in physiotherapy. Identifying the new technologies in rehabilitation has recently occurred with the hope of improved outcomes, better patient compliance and safety. The objectives of this course reflect knowledge appropriate for new and current demand in physiotherapy practice.

### **PTY06X - Therapeutic Electrophysical Agents:**

Course Co- Requisite - NA,  
Course Pre - Requisite - NA

This course provides the students with the knowledge and cognitive skills required to increase the range of application of electrophysical agents as a treatment modality in physiotherapy. It links between the selection of the electrophysical agent for the purpose of evaluation, treatment and prevention of impairment, activity limitation and participation restriction and comparing the choice of electrophysical agent, related therapeutic interventions used during the different stages of tissue healing. The course focuses on providing general recommendations that will promote best practices of electrophysical agents based on clinical practice and research evidence.

### **PTY06X - Management in Healthcare**

Course Co- Requisite - NA,  
Course Pre - Requisite - NA

This department's major elective course is offered in the third academic year of the program study plan. It aims to provide the students with the relevant cognitive knowledge and skills to manage practicing the



physiotherapy profession within the framework of total quality management (TQM).

#### **PTY06X - Physiotherapy in Geriatrics**

Course Co- Requisite - NA,

Course Pre - Requisite - NA

This course is one of the major elective in physiotherapy program, the course provides in-depth knowledge and skills in geriatrics physiotherapy focusing on major physiological changes related to aging. These will include the impact of aging on different systems e.g. (the Musculoskeletal, cardiovascular, gastrointestinal and nervous systems). The course will provide the student with the components of a patient medical history and principle of geriatric assessment with

physiotherapy intervention of major age-related disorders.

#### **PTY06X - Complementary Therapies**

Course Co- Requisite - NA,

Course Pre - Requisite - NA

This course covers aspects of traditional Chinese medicine focusing on acupuncture and tui-na, its regulation and application. It 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



كلية فاطمة للعلوم الصحية  
FATIMA COLLEGE OF HEALTH SCIENCES

### 11.8.1 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 122 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:

- **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.
- **Human Services Careers:** Jobs include social services as assistants or clerks, or in welfare agencies and police centers.

- **Business Careers:** Many job opportunities exist in marketing, sales, human resources and customer relationship.
- **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.
- **Other Positions:** Opportunities in the health sector include psychologist assistant, youth counselor, school counselor, case manager, research assistant, career counselor and rehabilitation assistant.
- **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 K1.** Describe key concepts, principles, and overarching themes in psychology
- **PLO K2.** Develop a working knowledge of psychology's content domains
- **PLO K3.** Describe applications of psychology

##### B. SCIENTIFIC INQUIRY & CRITICAL THINKING

- **PLO S1.** Use scientific reasoning to interpret psychological phenomena
- **PLO S2.** Demonstrate psychology information literacy
- **PLO S3.** Engage in innovative and integrative thinking and problem-solving
- **PLO S4.** Interpret, design, and conduct basic psychological research
- **PLO S5.** Incorporate sociocultural factors in scientific inquiry

##### C. ETHICAL & SOCIAL RESPONSIBILITY IN A DIVERSE WORLD

- **PLO E1.** Apply ethical standards to evaluate psychological science and practice
- **PLO E2.** Build and enhance interpersonal relationships

- **PLO E3.** Adopt values that build community at local, national, and global levels

D. COMMUNICATION

- **PLO C1.** Demonstrate effective writing for different purposes
- **PLO C2.** Exhibit effective presentation skills for different purposes
- **PLO C3.** Interact effectively with others

E. PROFESSIONAL DEVELOPMENT

- **PLO P1.** Apply psychological content and skills to career goals
- **PLO P2.** Exhibit self-efficacy and self-regulation
- **PLO P3.** Develop and refine project-management skills
- **PLO P4.** Enhance teamwork capacity
- **PLO P5.** Develop meaningful professional direction for life after graduation

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11.8.2 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
<b>Total</b>	<b>122</b>

### 11.8.3 STUDY PLAN

<input type="checkbox"/> GER	<input type="checkbox"/> CCR	<input type="checkbox"/> CER	<input type="checkbox"/> MCR	<input type="checkbox"/> MER
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## Psychology

### STUDY PLAN A

This study plan is applicable to students who enrolled in the program prior to AY 2023/2024

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
<b>Semester one</b>	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	
	<b>Total Credit Hours</b>			<b>15</b>
<b>Semester two</b>	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	
	<b>Total Credit Hours</b>			<b>15</b>
<b>Summer</b>				
	PSY 133	Introduction to Social Psychology	3	
<b>Total Credit Hours</b>			<b>3</b>	

\*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		
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		
3	PSY238	Behavioral Neuroscience	3
	Total Credits		

## 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		
2	PSY324	Statistics for Psychology 2	3
	PSY325	Clinical Psychology	3
	PSY326	Emotions and Motivations	3
	PECXXX	Program Elective	3

Term	Course Code	Course Title	Credits
	PSY327	Sensations and Perceptions	3
	<b>Total Credits</b>		<b>15</b>
<b>3</b>	PECXXX	Program Elective	3
	<b>Total Credits</b>		<b>3</b>

#### Year 4

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

#### STUDY PLAN B

This study plan is applicable to students who enrolled in the program after AY 2023/2024.

The new study plan incorporates updated course offerings, new electives, and revised core requirements to better align with current educational standards and industry trends.

#### Year 1

Semester	Course Code	Course Title	Credits
1	GRD101	Biology	3
	GRD102	Biology Lab	1
	GRD103	English language	3
	GRD273	Arabic Studies	3
	PSY100	Introduction to Psychology	3
	PSY133	Introduction to Social Psychology	3
	<b>Total Credits</b>		<b>16</b>

2	GRD105	Communication in Health care	3
	GRD301	Innovation and Entrepreneurship	3
	PSY111	Psychology in Everyday Life	3
	PSY122	Lifespan Development psychology	3
	PSY214	Research Methodology	3
	<b>Total Credits</b>		
3	Program elective		

## Year 2

Semester	Course Code	Course Title	Credits
1	GRD131	Anatomy and Physiology	3
	GRD114	Anatomy and Physiology lab	1
	PSY211	Introduction to Counselling	3
	PSY212	Health and wellbeing Psychology1	3
	PSY213	Cultural Psychology	3
		Program elective	3
	<b>Total Credits</b>		
2	GRD272	UAE studies	3
	PSY224	Cognitive Psychology	3
	PSY225	Educational Psychology	3
	PSY226	Health and Wellbeing psychology 2	3
	PSY227	Special Educational Needs	3
	<b>Total Credits</b>		
3	Program elective		

## Year 3

Semester	Course Code	Course Title	Credits
1	GRD271	Islamic Studies	3
	GRD238	Behavioral Neuroscience	3
	PSY311	Counselling Psychology in Context	3

Semester	Course Code	Course Title	Credits
	PSY312	Statistics for Psychology	3
	PSY313	Abnormal Psychology	3
	PSY314	Statistics for Psychology 1 lab	1
	<b>Total Credits</b>		<b>16</b>
2	GRD106	Health and Wellbeing	3
	PSY325	Clinical Psychology	3
	PSY326	Emotions and Motivations	3
	PSY327	Sensation and Perception	3
		Program elective	
	<b>Total Credits</b>		<b>12</b>
3	Basic Life support (BLS)		0

#### Year 4

Semester	Course Code	Course Title	Credits
1	PSY324	Statistics for Psychology 2	3
	PSY413	Behavioral Neuroscience	1
	PSY423	Clinical Neuropsychology	3
	PSY430	Graduation Project 1	4
		Program elective	
	<b>Total Credits</b>		<b>11</b>
2	PSY425	Student Placement	5
	PSY431	Graduation Project 2	4
	<b>Total Credits</b>		<b>12</b>

**Students Placement:** 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.



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 in 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.

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.

*Refer to study plan in College Elective Requirements (CER) for course description.*

D. Major Core Requirements (MCR)

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

**PSY111 - Psychology in Everyday Life**

Course Co-Requisite: None

Course 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 be of use to students in their personal and professional lives.

**PSY122 - Lifespan Developmental Psychology**

Course Co-Requisite: None

Course 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 social development 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 and early 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**

Course Co-Requisite: None

Course Pre-Requisite: PSY100

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

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introductory overview, class discussion will take place on contemporary research on the more specific, current topics chosen by the class.

### **PSY211 - Introduction to Counselling**

Course Co-Requisite: PSY311

Course 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**

Course Co-Requisite: None

Course 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 health behaviors 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**

Course Co-Requisite: None

Course Pre-Requisite: PSY111

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**

Course Co-Requisite: None

Course Pre-Requisite: GRD171, PSY213

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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: PSY225

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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 modules that 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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 etiology of a selected range of disorders, and compare treatments used across a range of disorders and client groups.

### **PSY326 - Emotions & Motivations**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: None

Course 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

### **PSY424 - Research Project 2**

Course Co-Requisite: None

Course 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.



### **PSY314 - Statistics for Psychology 1 Lab**

Course Co-Requisite: None

Course Pre-Requisite: 213

Statistics for Psychology Lab is a fundamental course designed to equip students with the statistical tools and techniques necessary for conducting research in psychology. This course provides students with a comprehensive understanding of statistical methods commonly used in psychological research and offers hands-on experience with statistical software, such as SPSS (Statistical Package for the Social Sciences). Emphasis is placed on understanding the underlying principles behind statistical methods and their application in psychological research contexts. Ethical considerations in statistical analysis and research design will be emphasized, ensuring that students develop a strong understanding of the ethical implications of statistical practice in psychology.

Students will engage in practical exercises and lab sessions to apply statistical techniques to real-world psychological data sets. Additionally, they will learn how to interpret and present statistical findings effectively,

enhancing their communication skills in the context of psychological research.

### **PSY413 - Statistics for Psychology 2 Lab**

Course Co-Requisite: None

Course Pre-Requisite: 324

This lab course aims to enhance students' comprehension of statistical methods and their application in psychological research. It concentrates on four primary areas: project design in relation to theory and methodology, psychological statistics and data analysis using SPSS, the practical process of submitting ethics applications in psychology, and the development of effective communication skills within the realm of psychological research. Students will receive training in SPSS for data analysis. The course facilitates students' involvement in a supervised research project, offering training in both discipline-specific and general research skills. Competencies and understanding will be cultivated through the analysis of real psychological data to test hypotheses derived from psychological theories.

#### **E. Major Elective Requirements (MER)**

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

### **PSY 501 - Psychological Assessments**

Course Co-Requisite: None

Course 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.

### **PSY 502 - Cyberpsychology**

Course Co-Requisite: None

Course Pre-Requisite: None

Cyberpsychology can be defined as the study of human behavior and mental processes in the context of human-technology interaction.

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

### **PSY 505 - Applied Behavioral Analysis**

Course Co-Requisite: None

Course 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

### **PSY 503 - Psychology of Language & Vision**

Course Co-Requisite: None

Course 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).

### **PSY504 - Forensic Psychology**

Course Co-Requisite: None

Course 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. 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.

### **PSY 506 - Critical Social Psychology**

Course Co-Requisite: None

Course 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.

### **PSY 507 - Abnormal Child Psychology**

Course Co-Requisite: None

Course 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.

### **PSY 508 - Occupational Psychology**

Course Co-Requisite: None

Course 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.

### **PSY 509 - Diversity, Equity, and Inclusion**

Course Co-Requisite: None

Course Pre-Requisite: 212

The purpose of this course is to increase understanding of how health care relates to the concepts of diversity, equity, and inclusion (DEI). It will provide an overview of how these concepts influence the health of individuals and populations, and the healthcare provider's role in supporting DEI to influence positive outcomes. We will consider diversity in its broadest meaning. However, the focus will be exploring diversity in culture, race, ethnicity, gender, ability, and socioeconomics with special attention paid to the impact on local communities. During this exploration, community strengths and capacity to promote positive change will be presented. The goals of this course are to increase our appreciation of and advocacy for DEI in health care. Learning activities will support skill development to interact in an inclusive manner with a variety of individuals and groups.



## 11.9 RADIOGRAPHY AND MEDICAL IMAGING PROGRAM

### 11.9.1 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

- **Bachelor of Medical Imaging**

The program consists of 133 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.

- **Higher Diploma in Radiography**

The program consists of 95 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.

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#### 11.9.2 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)	18
College Core Requirements (CCR)	0
College Elective Requirement (CER)	0
Major Core Requirements (MCR)	111
Major Elective Requirements (MER)	4
<b>Total</b>	<b>137</b>

GER   
  CCR   
  CER   
  MCR   
  MER



### Study Plan RMI2025

This study plan is applicable to students who enrolled in the program since AY 2023/2024

Program code:		RMI2025		Program:		Radiology & Medical Imaging		Total Cr:		133	
Area Code:		RMI1-Y1S1		Year 1 - Semester 1							
Course Code	Course Title	CR	Prerequisite	Corequisite							
RMI 101	Biology for RMI	3									
GEC 104	Health and Well-being	3									
GEC 102	UAE Studies	3									
GEC 103	English	3									
GEC 106	Interpersonal Skills	3									
Area Code:		RMI1-Y1S2		Year 1 - Semester 2							
Course Code	Course Title	CR	Prerequisite	Corequisite							
RMI 103	Anatomy and Physiology	3		RMI104							
RMI 104	Anatomy and Physiology Lab	1		RMI103							
RMI 215	Digital Image Analysis	2		RMI216							
RMI 216	Digital Image Analysis Lab	1		RMI215							
RMI 112	Introduction to Radiography	3									
RMI 113	Systems and Pathology	3									
Area Code:		RMI1-Y1S3		Year 1 - Semester 3							
Course Code	Course Title	CR	Prerequisite	Corequisite							
GEC 107	BLS/First Aid (Certification)	0									
Area Code:		RMI1-Y2S1		Year 2 - Semester 1							
Course Code	Course Title	CR	Prerequisite	Corequisite							
RMI 221	Radiographic anatomy position 1	3	GRD111 Or GRD113	RMI222							
RMI 222	Radiographic Positioning lab 1	1		RMI221 Or RMI228							
RMI 213	Principles of Medical Imaging	3	RMI111 Or RMI112	RMI214							
RMI 214	Principles Of Med.Imaging Lab	1		RMI213							
RMI 212	Radiobiology & protection	3	RMI111 Or RMI112								
RMI 230	Mammographic Imaging	3									
Area Code:		RMI1-Y2S2		Year 2 - Semester 2							
Course Code	Course Title	CR	Prerequisite	Corequisite							
RMI 223	Radiographic Position 2	3	GRD111 Or GRD113	RMI224							
RMI 224	Radiographic Positioning Lab2	1		RMI223 Or RMI229							
RMI 241	Patient Care In Radiography	2	RMI111 Or RMI112								
RMI 231	Radiography Contrast Imaging	3	GRD113	RMI227							
RMI 227	Radiography Contrast Imag Lab	1		RMI226 Or RMI231							
GEC 105	Technology & AI in Healthcare	3									
RMI 261	Pre-Clinical Placement1	3	RMI221 Or RMI228								
Area Code:		RMI1-Y2S3		Year 2 - Semester 3							
Course Code	Course Title	CR	Prerequisite	Corequisite							
RMI 262	Pre-Clinical Placement2	3	RMI261								
Area Code:		RMI1-Y3S1		Year 3 - Semester 1							
Course Code	Course Title	CR	Prerequisite	Corequisite							
RMI 331	Angiographic procedures	3	RMI226 Or RMI231	RMI332							
RMI 332	Angiographic procedures Lab	1		RMI331							
RMI 333	Ultrasound imaging	3	RMI223 Or RMI229	RMI334							
RMI 334	Ultrasound imaging Lab	1		RMI333							
RMI 361	Research methodology	3	GRD103								
RMI 364	CP2A	3	RMI262	RMI365							



Program code:		RMI2025	Program: Radiology & Medical Imaging		Total Cr:	133
<b>Area Code: RMI1-Y3S1 Year 3 - Semester 1</b>						
Course Code	Course Title	CR	Prerequisite	Corequisite		
RMI 365	CP2B	3	RMI262	RMI364		
<b>Area Code: RMI1-Y3S2 Year 3 - Semester 2</b>						
Course Code	Course Title	CR	Prerequisite	Corequisite		
RMI 335	Magnetic Resonance Imaging	3	RMI213	RMI336		
RMI 336	Magnetic Resonance Imaging LAB	1		RMI335		
RMI 337	computed tomography imaging	3	RMI215	RMI338		
RMI 338	CT imaging Lab	1		RMI337		
GEC 101	Innovation,Enterpren & Sustain	3				
RMI 366	CP3A	3	RMI364 And RMI365			
RMI 367	CP3B	3	RMI364 And RMI365			
<b>Area Code: RMI1-Y3S3 Year 3 - Semester 3</b>						
Course Code	Course Title	CR	Prerequisite	Corequisite		
MER	Major elective course 1					
<b>Area Code: RMI1-Y4S1 Year 4 - Semester 1</b>						
Course Code	Course Title	CR	Prerequisite	Corequisite		
RMI 444	sectional imaging anatomy	2	GRD121 Or GRD113	RMI445		
RMI 445	sectional imaging anatomy LAB	1		RMI444 Or RMI446		
RMI 417	Quality Management for Imaging	2	RMI213	RMI418		
RMI 418	Quality management LAB	1		RMI417		
RMI 344	pathology interpretation	3	RMI113	RMI343		
RMI 343	pathology interpretation Lab	1		RMI342 Or RMI344		
RMI 464	CP4A	3	RMI363 Or RMI366 And RMI367	RMI465		
RMI 465	CP4B	3	RMI363 Or RMI366 And RMI367	RMI464		
<b>Area Code: RMI1-Y4S2 Year 4 - Semester 2</b>						
Course Code	Course Title	CR	Prerequisite	Corequisite		
RMI 339	Nuclear Medicine imaging	3	RMI212			
RMI 471	Research Project	3	GRD361 Or RMI361			
RMI 466	CP5A	3	RMI465			
RMI 467	CP5B	3	RMI465			
RMI 468	CP5C	3	RMI465			
RMI 469	CP5D	3	RMI465			
<b>Area Code: RMI1-Y4S3 Year 4 - Semester 3</b>						
Course Code	Course Title	CR	Prerequisite	Corequisite		
MER	Major elective course 2					

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

FATIMA COLLEGE OF HEALTH SCIENCES



A. General Education Courses (GER)

Students are required to register for general education courses (18 credits) offered by the General Requirements department.

*Refer to study plan and Section 11 General Education Requirements (GER) for course description.*

B. College Core Requirement (CCR)

Students must take the CCR courses of 0 credits to complete the program.

*Refer to study plan and Section 11 for course description.*

C. College Elective Requirements (CER)

Students will select courses from other disciplines to complete 0 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 11 College Elective Requirements (CER) for course description.*

D. Major Core Requirements (MCR)

For RMI2025 Plan, students must complete all courses as mentioned in the study plan. The program offers these courses:

MAJOR CORE REQUIREMENTS (MCR) FOR RMI2025 (111 CREDITS)

**RMI112 - Introduction to Radiography and Medical Imaging**

Course Co-Requisite None

Course Pre-Requisite None

This course will be given for fresh students (Year 1) to introduce them to 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**

Course Co-Requisite None

Course Pre-Requisite RMI111 or RMI112

This course is designed to provide students (2<sup>nd</sup> year, 1<sup>st</sup> 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**

Course Co-Requisite RMI 222

Course Pre-Requisite GRD111 or GRD113

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**

Course Co-Requisite RMI214

Course Pre-Requisite RMI111 or RMI112

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**

Course Co-Requisite RMI224

Course Pre-Requisite GRD111 Or GRD113

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.

### **RMI230 - Mammographic Imaging**

Course Co-Requisite None

Course 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**

Course Co-Requisite RMI216

Course Pre-Requisite RMI111 or RMI112

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**

Course Co-Requisite None

Course Pre-Requisite RMI221 or RMI228

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**

Course Co-Requisite None

Course Pre-Requisite RMI111 or RMI112

This course will introduce the necessary skills needed for students to handle and manage patients professionally, as well as address health related 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 patient care will be covered.

**RMI231 - Radiography and Contrast Imaging**

Course Co-Requisite GRD113

Course Pre-Requisite RMI227

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 hepatobiliary 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**

Course Co-Requisite RMI332

Course Pre-Requisite RMI226 or RMI231

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**

Course Co-Requisite RMI334

Course Pre-Requisite RMI223 or RMI229

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 - Pre Clinical Placement 2**

Course Co-Requisite None

Course 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 placement will 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 Course**  
**Co-Requisite RMI336**

Course 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**

Course Co-Requisite RMI338

Course 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**

Course Co-Requisite None

Course 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.

### **RMI366 - Clinical Placement 3A**

Course Co-Requisite None

Course Pre-Requisite RMI364 and RMI365

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.

### **RMI367 - Clinical Placement 3B**

Course Co-Requisite None

Course Pre-Requisite RMI364 and RMI365

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.

#### **RMI344 - Radiographic Pathology Interpretation**

Course Co-Requisite RMI343

Course Pre-Requisite

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**

Course Co-Requisite RMI445

Course Pre-Requisite GRD121 or GRD113

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**

Course Co-Requisite RMI418

Course 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 students 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**

Course Co-Requisite RMI465

Course Pre-Requisite RMI363 or RMI366

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 skill development.

#### **RMI465 - Clinical Placement 4B**

Course Co-Requisite RMI464

Course Pre-Requisite RMI363 or RMI366

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**

Course Co-Requisite RMI467, RMI468, RMI 469

Course 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**

Course Co-Requisite RMI466, RMI468, RMI 469

Course Pre-Requisite RMI465

In this clinical course, students will continue to develop and refine their CT and MRI imaging skills.



### **RMI468 - Clinical Placement 5C**

Course Co-Requisite RMI466, RMI46, RMI 469  
Course 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**

Course Co-Requisite RMI466, RMI467, RMI 468  
Course Pre-Requisite RMI 465

This course will provide students with a comprehensive and final clinical placement before graduation.

For RMI2024 Plan students must complete all courses as mentioned in the study plan. The program offers these courses:

## MAJOR CORE REQUIREMENTS (MCR) FOR RMI 2024 (111 CREDITS)

### **RMI112 - Introduction to Radiography and Medical Imaging**

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

This course will be given for fresh students (Year 1) to introduce them to 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.

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**

Course Co-Requisite: RMI 222  
Course Pre-Requisite: GRD111 or GRD113

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.

### **RMI212 - Radiobiology & Protection**

Course Co-Requisite: None  
Course Pre-Requisite: RMI111 or RMI112

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

### **RMI213 - Principles of Medical Imaging Lab**

Course Co-Requisite: RMI214  
Course Pre-Requisite: RMI111 or RMI112

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**

Course Co-Requisite: RMI224

Course Pre-Requisite: GRD111 or GRD113

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.

**RMI230 - Mammographic Imaging**

Course Co-Requisite: None

Course 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**

Course Co-Requisite: RMI216

Course Pre-Requisite: RMI112

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**

Course Co-Requisite: None

Course Pre-Requisite: RMI221 or RMI228

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**

Course Co-Requisite: None

Course Pre-Requisite: RMI111 or RMI112

This course will introduce the necessary skills needed for students to handle and manage patients professionally, as well as address health related 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 patient care will be covered.

**RMI231 - Radiography and Contrast Imaging**

Course Co-Requisite: RMI227

Course Pre-Requisite: GRD113

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 hepatobiliary systems with the emphasis on digital fluoroscopic systems and the professional role of the radiographer in managing these systems and implementing the procedures.



### **RMI262 - Pre-Clinical Placement 2**

Course Co-Requisite: None

Course Pre-Requisite: RMI261

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.

### **RMI331 - Angiographic and Interventional Procedures**

Course Co-Requisite: RMI332

Course Pre-Requisite: RMI230

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**

Course Co-Requisite: RMI334

Course Pre-Requisite: RMI229

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.

### **RMI364 - Clinical Placement 2 A**

Course Co-Requisite: RMI365

Course Pre-Requisite: RMI 261, RMI 241

Clinical Placement 2 A 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 placement will 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.

### **RMI365 - Clinical Placement 2 B**

Course Co-Requisite: RMI364

Course Pre-Requisite: RMI 261, RMI 241

Clinical Placement 2 B 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 placement will 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**

Course Co-Requisite: RMI336

Course 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**

Course Co-Requisite: RMI338  
Course 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**

Course Co-Requisite: None  
Course 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.

**RMI366 - Clinical Placement 3 A**

Course Co-Requisite: RMI367  
Course Pre-Requisite: RMI 365, RMI 364

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.

**RMI367 - Clinical Placement 3 B**

Course Co-Requisite: RMI366  
Course Pre-Requisite: RMI 365, RMI 364

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.

#### **RMI344- Radiographic Pathology Interpretation**

Course Co-Requisite: RMI343  
Course Pre-Requisite: RMI229

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**

Course Co-Requisite: RMI445  
Course 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**

Course Co-Requisite: RMI418  
Course 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**

Course Co-Requisite: RMI465  
Course 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 skill development.

#### **RMI465 - Clinical Placement 4B**

Course Co-Requisite: RMI464  
Course 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**

Course Co-Requisite: RMI467, RMI468, RMI 469  
Course 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**

Course Co-Requisite: RMI466, RMI468, RMI 469  
Course Pre-Requisite: RMI465

In this clinical course, students will continue to develop and refine their CT and MRI imaging skills.



### **RMI468 - Clinical Placement 5C**

Course Co-Requisite: RMI466, RMI46, RMI 469

Course 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**

Course Co-Requisite: RMI466, RMI467, RMI 468

Course 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.

### **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.

skills and knowledge in advanced multislice

### **RMI 452 Advanced Topics in CT**

Co-Requisite: None

Pre-Requisite: RMI337

This course will provide the students with the 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 techniques

computed tomography.



## 12. 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 behaviour 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.

### 12.1 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.

### 12.2 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.

### 12.3 CLINICAL TRAINING PARTNERSHIP

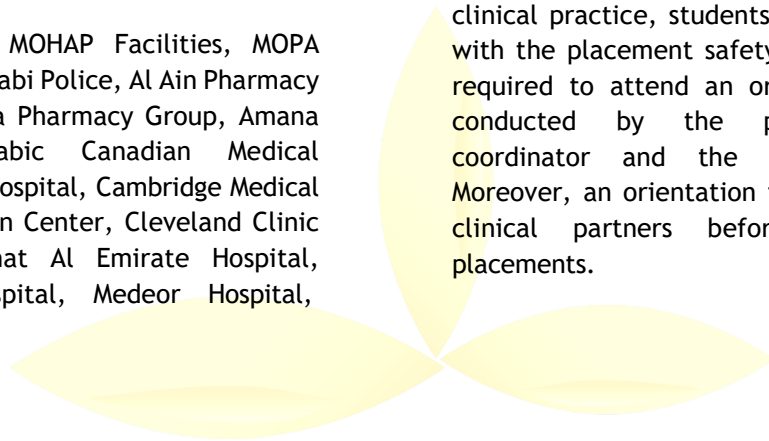
FCHS students must satisfactorily complete their prescribed placements at healthcare and community providers. Therefore, the college has signed several clinical agreements and memoranda of understanding to secure and facilitate well-structured clinical placements for students in different specialties. 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.

### 12.4 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.



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FATIMA COLLEGE OF HEALTH SCIENCES



## 13. FCHS LEARNING RESOURCE CENTRE

### 13.1 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 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.

### 13.2 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

### 13.3 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.

- **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.
- **Check in Material:** Users may return library material directly to library staff at the Circulation/Reserves Desk on or before the due date.
- **Renewal of Material:** Borrowers can renew checked-out items online, call the circulation desk or visit the library.
- **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”.
- **Group Study Room:** The library offers 4 group study rooms 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.
- **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.
- **General Orientation:** The Librarian provides a general orientation of the library policies and procedures and services for all new students attending on Orientation Day.



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

### 13.4 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.

- **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 or damaged items checked-out in their name will be subject to the lost and damaged policy set out by the LRC.
- **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.
- **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.
- **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 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.

- **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.

### 13.5 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.

- **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.
- **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.

- *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.

- *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.

### 13.6 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.

- Loan Rule for Students

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

Item Type	Loan Period	Overdue Fines – Block Point System	Lost and Damaged	Recall Fines	Max # of Items
<b>Multimedia</b>	4 hours In-Library Use Only	1-hour overdue= 5 days blocked	Replacement edition and latest	1 day blocked	<b>No limit</b>

- Loan Rule Table for Faculty

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

- Loan Rule for Staff

Item Type	Loan Period	Overdue Fines – Block Point System	Lost Damaged and	Recall Fines	Max # of Items
<b>General Collection</b>	1 week 2 renewals	1-day overdue = 5 days blocked	Replacement and latest edition	1 day blocked	<b>5 items</b>
<b>Reserve Course Materials</b> / Reference	1 week 2 renewals	1-hour overdue = 5	Replacement and latest edition	1 day blocked	<b>3 items</b>

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

- Loan Rule for Alumni and External Borrowers

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



## 14. REGISTRATION AND ACADEMIC RULES

### 14.1 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.

#### Registration Details

#### 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:

- Nursing:
  - Bachelor of Science in Nursing - 120 credit hours
  - Diploma holding students enrolled in Nursing degree - minimum 64 credit hours
- Pharmacy:
  - Bachelor in Pharmacy - 167 credit hours.
  - Higher Diploma in Pharmacy - 96 credit hours.
- Physiotherapy:
  - Bachelor in Physiotherapy - 138 credit hours.
  - Higher Diploma in Physiotherapy - 109 credit hours.
- Radiography & Medical Imaging:
  - Bachelor in Radiography & Medical Imaging - 133 credit hours.
  - Higher Diploma in RMI - 92 credit hours.
- Emergency Health (Paramedic):
  - Bachelor in Emergency Health - 133 credit hours.
  - Higher Diploma in Emergency Health- 110 credit hours.
- Psychology:

- Bachelor of Science Psychology - 122 credit hours.
- Midwifery:
  - Bachelor of Science in Midwifery - 120 credit hours.

**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.

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### 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.

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### 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 equivalent 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.

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### 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.

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### 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.

## 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 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.

## 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.

## 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.

## 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.

- *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.

- *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 3<sup>rd</sup> week of the regular semester and the 2<sup>nd</sup> 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 9<sup>th</sup> week of the regular semesters and during the 6<sup>th</sup> week of the summer term as detailed in the academic calendar.
4. 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.
5. 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.
6. 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.
7. 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).

## 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.

## 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).

## 14.2 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.

## 14.3 EXAMINATIONS AND ASSESSMENT

- 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.

- 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.


- 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.

- 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.



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• 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.

- Calculating CGPA

The grade point average (GPA) is calculated by using the formula below:

$$\text{GPA} = \frac{\text{Total (course Grade Point for this semester* course credit hour)}}{\text{total Semester Credit hours}}$$

**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.

$$\text{CGPA} = \frac{\text{Total (course Grade Point for all courses * course credit hour for all courses)}}{\text{total Credit hours for all courses}}$$

**CGPA = Total (course Grade Point for all courses \* course credit hour for**

**all courses) / total Credit hours for all courses**



## 14.4 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.

### 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.

### 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
  2. academic probation must remove the probation status within the following two semesters/trimesters.
  3. A student on academic probation must observe the following rules:
    - 3.1. 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-credit course or is a 1 credit required lab course.

- 3.2. 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 to repeat the other 2 courses.
- 3.3. The student must register through the academic advisor. Students on probation are not given access for on-line registration.
- 3.4. 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.
- 3.5. 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.
- 3.6. 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.
4. A student will be dismissed from the College upon the recommendation of the Academic Committee if the student receives two consecutive academic probations.



5. 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.

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#### 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.

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#### 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.



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## 15. 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.

### 15.1 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.

### 15.2 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.



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## 16. 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.

### 16.1 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.

### 16.2 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.

### 16.3 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 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.

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.

#### 16.4 APPEAL

A students' written request seeking an exception to a college grade, exclusion, dismissal or penalty.

- *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

- *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.

- *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.



## 17. STUDENT AFFAIRS AND SUPPORT SERVICES

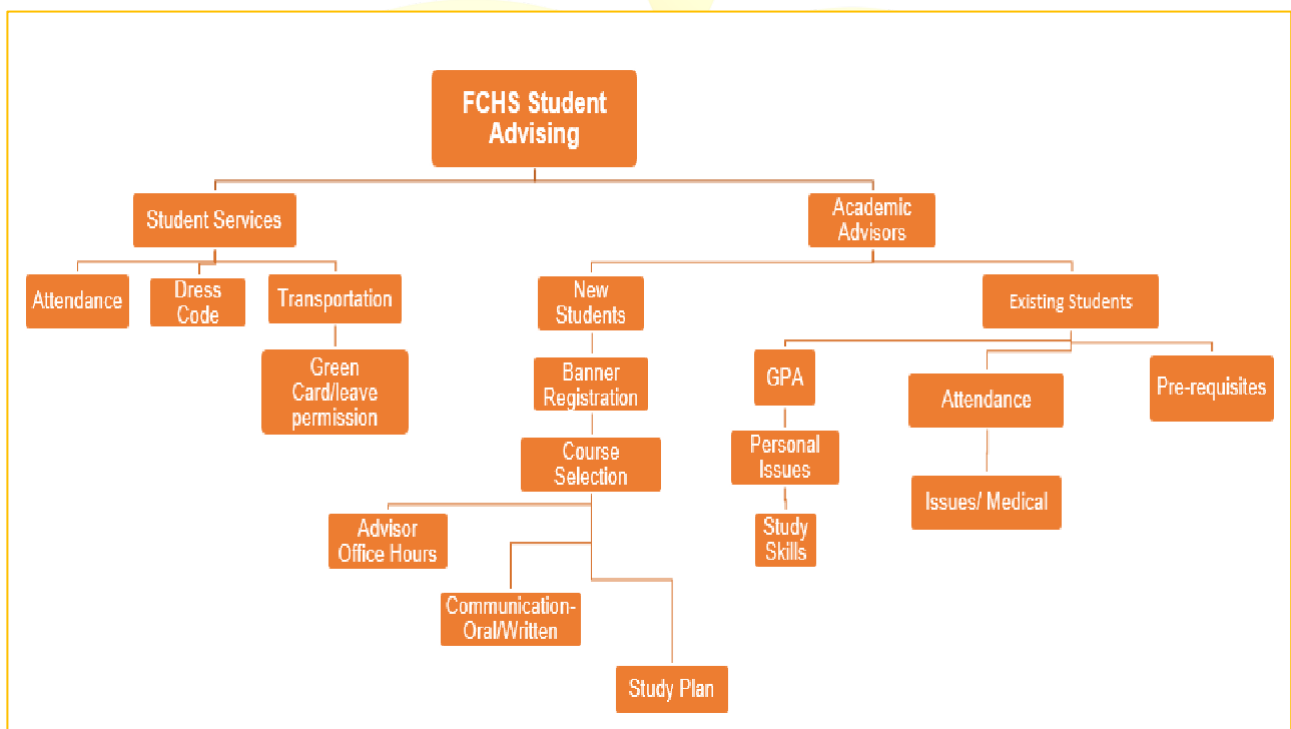
This section deals with the various aspects of support services provided to FCHS students by the academic and support staff. The college is committed to facilitating the needs of the students and providing them with the complete support required to achieve excellence. Student Services department strives to help students stay committed to their education and provide assistance in their academic well-being.

### 17.1 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.


### 17.2 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.

### 17.3 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.

### 17.4 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.

### 17.5 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.

### 17.6 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.

### 17.7 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.

### 17.8 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.

### 17.9 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.

### 17.10 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.

### 17.11 SMOKING POLICY

Smoking and usage/distribution of any kinds of drugs is prohibited on all FCHS premises.

### 17.12 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 premises.

Violation of the above rules will lead to disciplinary measures that will be given in details in the student handbook.



## 18. STUDENTS RIGHTS AND RESPONSIBILITIES

### 18.1 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.
6. 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.
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.

### 18.2 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.

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.

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.

#### 18.4 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.

#### 18.5 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.



### 18.6 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.

### 18.7 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.

### 18.9 INITIATION OF COMPLAINT/FORMAL GRIEVANCE

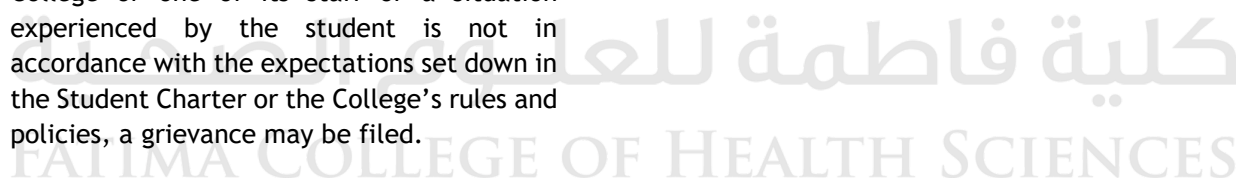
If an informal resolution does not result then the student must submit a complaint to the Student Affairs manager, to initiate a formal grievance. The grievance may be communicated orally; however, it must be in writing before any review or other action takes place. The written complaint should include 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.

will be resolved at this level.

### 18.8 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



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

## 19. FCHS STAFF

### 19.1 ACADEMIC STAFF

#### GENERAL REQUIREMENTS DEPARTMENT

GENERAL REQUIREMENTS DEPARTMENT					
Name	Campus	Position	Email	Highest Qualification	Conferring Institution
Saher Alsabbah	Abu Dhabi	Head of Department	Saher.alsabbah@actvet.gov.ae	Ph.D.	University of Science Malaysia USM
Mariam Alhammadi	Abu Dhabi	Assistant Prof.	Mariamahmed.alhammadi@actvet.gov.ae	Ph.D.	University of Glasgow, UK
Andrew Milewski	Abu Dhabi	Instructor	andrew.milewski@fchs.ac.ae	Master	The University of Nottingham, UK
Fahmi Tarmoom	Abu Dhabi	Instructor	fahmi.tarmoom@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
Najwan Milad Fares	Abu Dhabi	Instructor	najwan.fares@fchs.ac.ae	MSc.	Lebanese American University, Lebanon
Natoya Thompson	Abu Dhabi	Instructor	natoya.thompson@fchs.ac.ae	Ed.D	Nova Southeastern University, USA
Priya Breitener	Abu Dhabi	Instructor	Priya.Breitener@fchs.ac.ae	Ph.D	Cochin University of Science and Technology, India



GENERAL REQUIREMENTS DEPARTMENT					
Name	Campus	Position	Email	Highest Qualification	Conferring Institution
Israa Kamel	Abu Dhabi	Instructor	Israa.kamel@fchs.ac.ae	Master	Alexandra University, Egypt
Sharifa Alboainain	Abu Dhabi	Lab Specialist	Sharifa.boainain@fchs.ac.ae	Master	UAE University, UAE
Nuru Hassan	Al Ain	Assistant Prof	Nuru.Hassan@fchs.a.c.ae	Ph.D	Cardiff Metropolitan University, UK



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## EMERGENCY HEALTH

EMERGENCY HEALTH					
Name	Campus	Position	Email	Highest Qualification	Conferring Institution
Tanveer Yadgir	Al Ain	Instructor	Tanveer.Yadgir@fchs.ac.ae	Master in Healthcare Services	Sikkim Manipal University India
Scott Cottam	Al Ain	Senior Instructor	Scott.Cottam@fchs.ac.ae	Master of Science	University of Central Lancashire UK
Kerryn Ragan	Al Ain	Instructor	Kerryn.Ragan@fchs.ac.ae	Master of Science Healthcare Practice	University of Central Lancashire UK
Tshikani Khoza	Ajman	Senior Instructor	Tshikani.khoza@fchs.ac.ae	PhD Health Sciences	Durban University of Technology, South Africa
Reon Conning	Ajman	Senior Instructor	Reon.Conning@fchs.ac.ae	Master of Health Science	Durban University of Technology, South Africa
Khaled Abdelrazek	Ajman	Lab specialist	Khaled.Abdelrazek @fchs.ac.ae	Master of critical care and emergency nursing	Ain Shams University
Mark Che Bruce	Abu Dhabi	Senior Instructor	Mark.Bruce@fchs.ac.ae	Master of Science	Sheffield Hallam University UK
Jason Perkins	Abu Dhabi	Senior Instructor	Jason.Perkins@fchs.ac.ae	Master of Defense and Strategic Studies	University of Texas – USA
Maxine Minton	Abu Dhabi	Senior Instructor	maxine.minton@fchs.ac.ae	Master in Advanced clinical practice	Liverpool University UK
Hadeel Fawzi	Abu Dhabi	Lab Specialist	Hadeel.Hadidi@fchs.ac.ae	Master of Educational leadership	Abu Dhabi University UAE
Aysha Al Memari	Abu Dhabi	Admin Assistant	aysha.memari@fchs.ac.ae	Master of project Management	Abu Dhabi University UAE



EMERGENCY HEALTH					
Name	Campus	Position	Email	Highest Qualification	Conferring Institution
Sean Ferguson	Abu Dhabi	Senior Instructor	Sean.Ferguson@fchs.ac.ae	Master of Science Clinical Leadership and Management	St. Georges University, London
Ahmed Samir	Abu Dhabi	Head of Department	Ahmed.Abouelnasr @fchs.ac.ae	Master Cardiology and angiology - master's in management	Faculty of Medicine Alexandria university Egypt/ HULT Business School, USA



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NURSING DEPARTMENT

Nursing Department Faculty

Name	Campus	Position	Email	Highest Qualification	Conferring Institution
Dr. Nathira Abd El Qader Al Hmaimat	AUH	Deputy Head of Nursing Department	Nathira.Alhmailmat@actvet.gov.ae	PhD	The British University in Dubai
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MIDWIFERY PROGRAM FACULTY

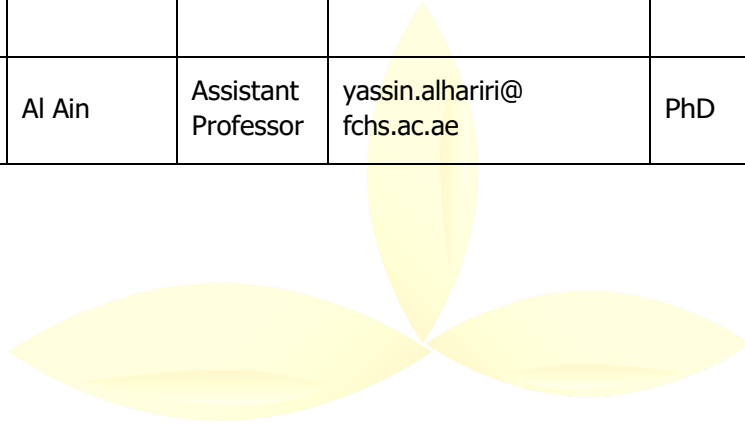
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PHARMACY DEPARTMENT			
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Prof. Muhammed Al-Jarrah	PhD	The University of Kansas Medical Center. USA. 2006	Neurological Physiotherapy
Dr. Shaik Balkhis Banu	PhD	Chandra Mohan Jha University, India, 2016 Lincoln College University, Malaysia, 2023	Physiotherapy for Neurological Physiotherapy Physiotherapy for Orthopaedics and Sports
Dr. Salwa El-Sobkey	Ph.D.	Faculty of Physical Therapy, Cairo University, Egypt. 2006.	Physiotherapy for Cardiopulmonary Disorders and Geriatrics
Dr. Emne Hammoud	PhD	Orleans University, France, 2019	Physical Activity and Sports STAPS
Ms. Alyazia Al Haj	BPT: BSC of Physiotherapy	FCHS: Fatima College of Health Sciences	NA
Ms. Raghda Elbawab	MSC	UAE University, 2013	Cardiopulmonary
Ms. Aysha Alhosani	BPT: BsC of Physiotherapy	FCHS: Fatima College of Health Sciences	N/A
Dr Cathrine Tadyanemhandu	PhD	University of the Witwatersrand, South Africa, 2019	Cardiopulmonary Physiotherapy
Dr Dragana Djuric	PhD	University of Belgrade, Serbia, 2023	Paeditric rehabilitation
Ms. Ana Alexandra Anjos	Post-Graduation Master degree Master degree	Sports Rehabilitation Instituto Ciencias Biomedicas Abel Salazar, Porto University, Portugal Cape Town University, South Africa	Musculoskeletal/ Traditional Chinese Medicine/ Acupuncture
Dr. Sunitha Bhagavathi Mysore	PhD	Oxford Brookes University, UK	Physiotherapy Clinical Education
Ms. Zaina Abu Khdair	Master degree in Physiology	Jordan University of Sciences and Technology	N/A
Ms. Amna Almansoori	BPT: BsC of Physiotherapy	FCHS: Fatima College of Health Sciences	N/A

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PSYCHOLOGY DEPARTMENT					
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