



Committee for the Evaluation of Physical Therapy Studies

University of Haifa

The Physical Therapy Department

Evaluation Report

December 2007

Contents

Chapter 1: Background.....2

Chapter 2: Committee Procedures.....4

Chapter 3: Evaluation of the Physical Therapy Department
at the University of Haifa.....5

Appendices: Appendix 1- Terms of Reference of the committee
Appendix 2- Schedule of the site visit

Chapter 1- Background

At its meeting on March 8, 2005 the Council for Higher Education (CHE) decided to evaluate study programs in the field of Physical Therapy during the academic year 2005-2006.

Following the decision of the CHE, the Minister of Education, who serves ex officio as the Chairperson of the CHE, appointed a committee consisting of:

- **Prof. Stuart Binder-Macleod**- Department of Physical Therapy, University of Delaware, Newark, Delaware, U.S.A, Committee Chairman
- **Prof. Ruth Dickstein**- Department of Physical Therapy, Haifa University
- **Prof. Steven H. Tepper**- Division of Physical Therapy, Shenandoah University, Winchester, Virginia, U.S.A
- **Dr. Margaret Yekutiel**- Department of Physical Therapy, Ben-Gurion University of the Negev (Emeritus).

Ms. Alisa Elon- Coordinator of the committee on behalf of the Council for Higher Education.

Within the framework of its activity, the committee was requested to:

1. Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Physical Therapy, and hold on-site visits to those institutions.
2. Present the CHE with final reports for the evaluated academic units and study programs - a separate report for each institution, including the committee's findings and recommendations, together with the response of the institutions to the reports.
3. To submit to the CHE a report regarding its opinion of the examined field of study within the Israeli system of higher education. The committee will submit a separate report to the CHE in this matter.

The committee's Terms of Reference document is attached as **Appendix 1**.

The first stage of the quality assessment process consisted of self-evaluation by the institutions. This process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Field of Physical Therapy which were compiled by the committee.

Chapter 2-Committee Procedures

The committee held its first meeting on 20.3.06 during which it discussed fundamental issues concerning Physical Therapy study programs in Israel and its quality assessment activity.

In June-July 2006 the committee members received the self-evaluation reports.

During January 2007 the committee members conducted a two or three-day visit to each of the institutions offering study programs in the field under examination as well as to their clinical training centers.

In order to prevent the appearance of a conflict of interests, committee members did not participate in visits to institutions in which they were either faculty members or held prominent positions. Therefore, Prof. Ruth Dickstein did not take part in the committee's visit to the University of Haifa.

During the visits, the committee met with the relevant officials within the organizational structure of each institution, as well as faculty and students.

In accordance with the committee's request, the institution publicized in advance details of the committee's upcoming visit and it invited academic staff members, administrative staff and students to meet with the committee in order to sound out their opinions of the Physical Therapy study programs offered at the institution.

This report deals with the Physical Therapy Department at the University of Haifa.

The committee's visit to the University of Haifa took place on January 11 and 12, 2007. The schedule of the visit, including the list of participants representing the institution, is attached as **Appendix 2**.

The committee members thank the management of the Institution and the Physical Therapy Department for their self-evaluation report and for their hospitality towards the committee during its visit.

Chapter 3- Evaluation of the Physical Therapy Department at the University of Haifa

Background

The University of Haifa was established in 1963 and in 1972 it was granted academic accreditation by the CHE

The physical therapy program (PT) began in October 2000 and in 2002 the CHE gave the institution its approval to confer a BPT degree. The Physical Therapy Department operates within the framework of the Faculty of Social Welfare and Health Sciences.

At the time that the physical therapy program was evaluated, the total number of students at the University of Haifa was about 16,000 and the overall number of students in the physical therapy program was about 200.

Following a careful review of the unit's self-study document and a productive two-day site visit on University on January 11 to 12, 2007, the committee was very impressed with the quality of the entry level (first degree) physical therapy program at Haifa University. The faculty are doing an excellent job of training the next generation physical therapists who possess the skills and abilities to enhance the quality of physical therapy care within the State of Israel. Though relatively new, this program has many strengths and no major weaknesses. Nevertheless, as noted below, the committee has made several recommendations for the improvement of this already outstanding department.

Strengths

We agree with the Department's self-study report that their **strengths** include:

1) On-going self evaluation and reflection.

We agree that a major strength of the program is the ongoing evaluation and willingness of the program to make changes in response to input from a variety of sources, including current and former students, clinical instructors, teaching assistants, and department faculty. It was very clear to the committee that this emphasis on ongoing review owes much to the strong commitment of the leadership of the Rector, Dean, and Department

Chair. The program has consistently made many major and minor modifications to the curriculum since its inception. All of the groups that we met with appreciated the willingness of the program to accept feedback, reflect, and make appropriate changes to improve the student's training. Finally, we would also like to comment on the **clarity, organization, and completeness of the self-study report**. The organization and format of the department's report can serve as a model for other programs undergoing self-study. The effort put into the preparation of the report was very apparent to the committee and much appreciated.

2) **Comprehensiveness of the program.**

We agree that the department offers a comprehensive program that provides their students with the entry level knowledge and skills needed to practice effectively in all practice setting. Students are provided with the tools and skills to be life long learners. As noted below, the comprehensive nature of the program also poses a challenge to the training of the students in that they lack time to practice what they are learning in class.

3) **Teaching quality.**

It was very clear from both the objective data collected by the department and the interviews that we conducted with the students and clinical instructors that the level of instruction throughout the curriculum is high and that the physical therapy faculty members are effective in the preparation of their students. All appropriate teaching methods are used throughout the curriculum.

4) **The relationship between the students and staff, including department chair, senior faculty, junior faculty, administrative staff and outside teachers.**

The program has done an excellent job of creating a student-friendly learning environment while fostering a professional attitude throughout the department.

Communication between students and staff is excellent. Students report that their concerns are heard and that appropriate changes are made in response to their concerns.

This has resulted in a student body that is generally very pleased with the program and accepts responsibility for the quality of their education.

5) Excellent students.

The committee was impressed with the quality and maturity of all the PT students that we met. The students, who represented all four classes, were very enthusiastic about the program and the PT profession. We were particularly impressed with their commitment to becoming good therapists and bettering the profession.

In addition to the above strengths noted by the Department's self-study report, we would like to comment on two additional strengths of the program.

6) The clinical education program.

We believe that the efforts invested in the development of each of the clinical education components of the curriculum have markedly enhanced the students' training. The inclusion of observational experiences during the first semester within the Introduction to Physical Therapy course has helped the students gain an appreciation of the scope of practice of physical therapy early in the program. Also, the sequencing and timing of the students full-time experiences are excellent.

7) Alumni communication and development.

The committee was impressed with the efforts of the department head and faculty to keep in touch with the graduates of the program. The committee applauds these efforts and encourages the department to continue with this activity.

The leadership and faculty of the University, the School of Health Professionals, and the Department of Physical Therapy should all be congratulated for each of the above strengths and for the overall development of an outstanding physical therapy educational program.

Weaknesses and Recommendations

As noted above, although we did not find any major weaknesses in the program, we noted a number of weaknesses for which we give recommendations for the enhancement of the program.

1) **Although the program is very comprehensive, it needs reorganization.** There are too many small courses, several are unclearly labeled, and there is poor sequencing of some courses. As an example, the important basic subject of clinical medicine does not appear in the curriculum, but is fragmented across multiple courses, including Physiology II, Physiology and Pathophysiology of the Respiratory System, and Rheumatology. Examples of small courses that could be integrated into other courses include: Posture (1 credit), Clinical Nutrition (1 credit), and Hand Surgery and Treatment (2 credits). An example of poor sequencing is the offering of Exercise Physiology (2 credits – spring of the third year) after Therapeutic Exercise I and II have already been taught.

Recommendations: Add a course taught by a physician covering basic clinic medicine. We appreciate that this addition will necessitate the removal of a comparably credited course or a reduction in the number of credits across several courses to avoid adding any more hours to an already full curriculum. Also, the curriculum needs to be carefully reviewed by the faculty, and courses need to be consolidated or re-sequenced as appropriate.

2) **Available placements for clinical practice** – This is a problem that challenges physical therapy education throughout the country. There are not enough high-quality clinical sites to train the current number of students. This has resulted in the Department having to place students in sites that are less than optimal. This has been noted as a particular problem in acute care.

Recommendations: To answer the problem in Acute Care, pressure should be brought to bear on the local hospitals accept more students for clinical training. For the wider problem of insufficient clinical sites, the committee believes that one possible solution is to reduce the number of students in the program. A 10% reduction would markedly improve the situation and would appear to have little negative impact on the health care needs of the country. In addition, because all the PT programs in the country draw on the

same pool of clinical sites, the committee strongly believes that there should be no increase in the number of PT training programs or in the total number of the students trained within the country.

3) Lack of senior faculty members. The recruitment and retention of additional senior level faculty members to the Department is essential for the enhancement of the research mission of the unit. Unfortunately, throughout the world there is presently a dearth of senior-level, academic physical therapists capable of conducting research at a level that is consistent with the level of research of the faculty of other outstanding academic units.

Recommendations: We agree with the current strategy, which is strongly supported at all levels of the University, of only recruiting faculty members that are capable of contributing at a high level to all three missions of the department, teaching, research, and service. We endorse the current efforts of the department to support and mentor junior faculty members in their development and attainment of their PhDs. Seed money for setting up research laboratories and adequate space must be made available to all new faculty members.

4) As noted above, the comprehensive nature of the program possesses a challenge to the training of the students. The students report that they are in class 35 to 40 hours per week during the first three years of the program and approximately 25 hours per week during the fourth year. Thus, because many students must work in outside jobs to support themselves (75% of the students we surveyed), there is little time for them to prepare for class or practice much of what is learned in the classroom. Much to the surprise of the committee, when we asked the students if a choice existed between the current four-year baccalaureate degree and a five-year program resulting in a masters in physical therapy (MPT), which would they prefer, without hesitation 100% of the students (11 out of 11) said they would choose the MPT option.

Recommendations: See recommendations following the next comment.

5) The clinical instructors are very reluctant to fail students who are not performing at criteria. Although the clinical instructors find the faculty to be very supportive, the

system makes it very difficult to fail a student based on their clinical performance. In addition, the clinical instructors realize that if a student fails in their third or fourth years, the student will have invested a great deal of time and money and will not receive any degree. This has resulted in the graduation of a small number of students who both the academic and clinical faculty members believe are not suited to be physical therapists.

Recommendations: Because so many hours are involved in the training of physical therapy students compared with other baccalaureate programs within Haifa University, the committee suggests that the faculty consider restructuring the program so that students are awarded a BSc degree after three years of training and before they are sent out on their first full-time clinical experience. Students would then be required to be recommended by the faculty for continuation onto the masters program in Physical Therapy (MPT). Distributing the current work load over five year would give the student more time to study and integrate the content of their academic courses. The students would also be adequately rewarded for their educational accomplishments. This restructuring should be executed in coordination with all concerned parties, including those in charge of budgeting and accreditation, such as the PBC and the CHE.

Other comments and issues:

- 1) A strength of the program is the use of third year students to help in the first year anatomy course. This arrangement benefits both groups.
- 2) The Department of Physical Therapy is encouraged by the committee to pursue more collaborative teaching opportunities with the other programs in the Faculty of Social Welfare and Health Studies. This would benefit both the students by fostering interdisciplinary collaboration and the faculty by reducing the teaching load.
- 3) The committee suggests that the Department identify an area or areas of research in which there is particular strength and the potential for future funding and growth. Once this area is identified, the Department should, as opportunities are available, attempt to hire core faculty in this area that can collaborate with individuals either in the PT

department or outside it, in an attempt to develop a national and international reputation in this area(s).

- 4) The primary concern voiced by several of the students was the lack of opportunity to practice hands-on clinical skills prior to going out on their full-time clinical affiliations. Several of the second and third year students also noted difficulty with integration of materials across courses and the application to real patients. However, the more senior students stated that they had similar feeling earlier in their education, but it all came together once they began their full-time clinical experiences.
- 5) The clinical instructors noted that they did not like the examinations that occur at the end of each clinical affiliation. They believe that the exams often do not reflect the true abilities of the student and that it was not appropriate for such a large percentage of the grade (approximately 20%) to be determined by this evaluation.

The Self-Study Process:

The self evaluation report submitted by the Physical Therapy Department to the Council for Higher Education was prepared with input from all ranks of faculty and staff members. Reading the report, the committee got the impression that a sincere and honest attempt was made to describe all aspects of the department's activities and to use the process to enhance the educational program. As noted above, committee was most impressed with the **clarity, organization, and completeness of the self-study report**. The organization and format of the Department's report can serve as a model for other programs undergoing self-study. The considerable efforts put into the preparation of the report were very apparent to the committee and much appreciated.

Summary

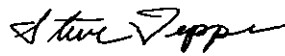
Overall this committee found Haifa University's PT Program to be excellent. The administration and faculty must be commended for offering an outstanding BSc program in Physical Therapy. The students are trained to function at a high level and are qualified to practice in all setting presently served by physical therapists.

The organization of the self-study report can serve as a model for other programs. The main weaknesses were those that were common to all PT programs in Israel, the overloading of the current physical therapy curriculum and the shortage of high-quality sites for the clinical training of students.

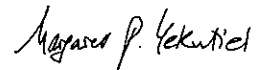
Signed By:



Prof. Stuart Binder-Macleod
Chairman



Prof. Steven H. Tepper



Dr. Margaret Yekutieli

APPENDICES

APPENDIX 1

Terms of Reference of the Committee



מדינת ישראל

STATE OF ISRAEL

Minister of Education Culture and Sports

November 7, 2005

To:

Prof. Stuart Binder-Macleod - Department of Physical Therapy, University of Delaware, Newark, Delaware, U.S.A
Prof. Ruth Dickstein - Department of Physical Therapy, Haifa University
Prof. Steven H. Tepper - Division of Physical Therapy, Shenandoah University, Winchester, Virginia, U.S.A
Dr. Margaret Yekutiel - Department of Physical Therapy, Ben-Gurion University of the Negev, Beer-sheva (Emeriti)

Esteemed Ladies and Gentlemen,

I hereby appoint you as members of the Council for Higher Education's (CHE) Committee for the Evaluation of Physical Therapy study-programs (that have already received authorization) within institutions of higher education in Israel. You are kindly requested to operate in accordance with the Appendix to the Terms of Reference of Evaluation Committees (study-programs), which is attached to this Terms of Reference document.

The Committee is requested within the framework of its activity to:

1. Examine the self-evaluation reports which shall be submitted by the institutions that provide study-programs in Physical Therapy, and hold on-site visits to those institutions.
2. Present the CHE- by January 2007- with final reports regarding the evaluated academic units and study-programs- a separate report for each institution including the Committee's findings and recommendations, together with the institutions' responses to the reports.

Within the framework of the final reports, the Committee is requested to refer to the following topics, among others, in relation to each of the study-programs:

1. The goals and aims of the evaluated academic unit and study-programs.
2. The study-program and its standard.
3. The academic staff.
4. The students.
5. The organizational structure — both academic and administrative - of the academic unit and study-program.

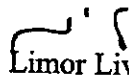
6. The broad organizational structure (school/faculty) in which the academic unit and the study-program operate.
7. Physical and administrative infrastructure available to the study-program.
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

In addition to its final report concerning each study program under examination, the committee shall submit to the CHE the following documents:

1. A report regarding its opinion as to the examined field of study within the Israeli system of higher education.
2. A proposal of standards for studies in Physiotherapy.

Professor Stuart Binder-Macleod shall preside over the Committee as Chairman.
Ms. Alisa Elon shall coordinate the Committee's activities.

Yours sincerely,



Limor Livnat
Minister of Education, Culture and Sport
Chairperson of The Council for Higher Education

cc: Mr. Naftali Weitman, Secretary of The Council for Higher Education
Ms. Alisa Elon, Committee Coordinator

Enclosure

Appendix to the Terms of Reference of Evaluation Committees (study-programs).

**Appendix to the Terms of Reference of Evaluation Committees
(Study-Programs)**

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated once in six years and institutions once in eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of this subject and to develop internal mechanisms for the evaluation of academic quality on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment activity. The evaluation committee is requested not to make comparisons between the institutions.

2. The Evaluation Committee

- 2.1 The CHE shall appoint a Committee to carry out quality assessment of the study-programs.
- 2.2 A senior academic figure in the examined field shall be appointed as Chairman.
- 2.3 The Committee shall include 3 to 5 senior academic figures in the field from leading institutions in Israel and abroad. In exceptional cases, and in cooperation with the committee chairman, an authoritative figure who is not on the academic staff of an institution of higher education may be appointed as a committee member.
- 2.4 In the event that a member of the committee is also a faculty member in an institution being evaluated, he will not take part in discussions regarding that institution.

3. The work of the Evaluation Committee

- 3.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 3.2 The committee shall visit the institution and the academic unit being evaluated within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-study report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit the committee will meet with the heads of the

institution, faculty members, students, the administrative staff, and any other persons it considers necessary.

- 3.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the head of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end of the visit, the committee will summarize its findings, and formulate its recommendations.
- 3.4 The duration of the visits will be coordinated with the Chairman of the Committee according to the issue, and in any event will not be less than one day.
- 3.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response. The institution's and the academic unit's response will not result in changes to the content of the Committee's report, unless they point out errors in the data or typographical errors in the Committee's report. In such cases, the committee will be able to make the required corrections in its final report.

4. The Evaluation Committee's Report

- 4.1 The final report of the evaluation committee shall address every institution separately.
- 4.2 The final report shall include recommendations on the subjects listed in the guidelines for self-evaluation, and in accordance with the Committee's Terms of Reference.
- 4.3 The recommendations can be classed as one of the five following alternatives:
 - 4.3.1 *Congratulatory remarks and minimal changes recommended, if any.*
 - 4.3.2 *Desirable changes recommended* at the institution's convenience and follow-up in the next cycle of evaluation.
 - 4.3.3 *Important/needed changes requested for ensuring appropriate academic quality* within a reasonable time, in coordination with the institution (1-3 years).
 - 4.3.4 *Essential and urgent changes required, on which continued authorization will be contingent* (immediately or up to one year).
 - 4.3.5 *A combination of any of the above.*
- 4.4 The committee's report shall include the following:
 - 4.4.1 **Part A — General background and an executive summary:**
 - 4.4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
 - 4.4.1.2 An executive summary which will include a description of the strengths and weaknesses of the academic unit and program being evaluated, according to the subjects listed in the body of the report and a list of recommendations for action.
 - 4.4.2 **Part B — In depth description of subjects examined:**
 - 4.4.2.1 This part will be composed according to the topics examined by the evaluation committee, in accordance with the committee's Terms of Reference and the report submitted by the institution, and at the discretion of the committee.
 - 4.4.2.2 For each topic examined - the report will present a summary of the findings, the relevant information and an analysis thereof, and conclusions and recommended actions.
 - 4.4.3 **Part C — Summary and recommendations:**

- 4.4.3.1 A short summary of every one of the topics described in detail in Part B, including the committee's recommendations.
- 4.4.3.2 Comprehensive conclusion/s and recommendation/s regarding the evaluated academic unit and the study-programs.
- 4.4.4 **Part D- Appendices:**
 - The appendices shall contain the committee's Terms of Reference, relevant information about the institution and the evaluated academic unit, the schedule of the on-site visit.
- 4.5 The final report will be delivered to the institution, with the deadline for its and the academic unit's response noted.
- 4.6 The Committee's final report together with the response of the institution and the academic unit will be brought before the CHE.
- 4.7 The CHE will discuss these documents and formulate its decisions within (approximately) a year from the time the guidelines for self-evaluation were sent to the institutions.

APPENDIX 2

The schedule of the visit



Department of Physical Therapy

החוג לפיזיותרפיה

Schedule of visit for the Assessment Committee – January 11, 2007

דר יום - ביקור ועדת ההערכה מטעם המל"ג - 11.01.2007

Meeting with	Participants	שעות Time	מיקום Location	משתתפים	פגישה עם
Opening session with the heads of the institution and the senior staff appointed to deal with the quality assessment	Prof. Yossi Ben-Artzi, Rector Prof. David Faraggi, Vice-Rector (tentative) Prof. Perla Werner, Dean of faculty Prof. Avner Halevy, Head of the Department of Statistics and chair of its MA program in Quality Studies Mrs. Ruchama Elad-Yarum, Assistant to the Vice-Rector Mrs. Michal Daloya, Office of the Rector Prof. Perla Werner	09:00-09:20		פרופ' יוסי בן ארצי, רקטור פרופ' דוד פארגגי, נציג-התפקיד (למטעם המל"ג) פרופ' פרלה ורנר, דיקן הפקולטה פרופ' אבנר הלוי, ראש החוג למטעם המל"ג רחאש מגמת לימודי האיכות גב' רחומה אלעד-ירום, עוזר הפענה לקפטור גב' מיכל דלויא, לשכת הרקטור	הנהלת האוניברסיטה
Meeting with the Dean	Prof. Perla Werner	09:20-09:40		פרופ' פרלה ורנר	ישיבה עם דיקנית הפקולטה
Meeting with the academic head and the administrative head of the department	Ms. Gozlan Ofra, Administrative Director Dr. Laufer Yocheved, Head of department	09:40-10:45		גב' גוזלן עופרה, עוזר מנהל לראש החוג ד"ר לויפר יוכבד, ראש החוג	הנהלה אקדמית ומנהלית של החוג
Meeting with the junior academic staff * (also constitute departmental committees)	Ms. Atun-Einy Osnat Ms. Dar Gali Ms. Elboim-Gabizon Michal Ms. Kafri Michal Ms. Gale-Benzor Maya Ms. Sarig-Bahat Hilla Mr. Sela Gahl Dr. Weissman-Fogel Irit.	10:45-12:45		גב' עטני-עיני אסנת גב' דר גלי גב' אלבוים-גבזון מיכל גב' כפרי מיכל גב' קלה-בנזור מיה גב' שריג - הילא הילה מר סלע גל ד"ר וייסמן-פוגל אירית	ישיבה עם סגל החוג (וועדות החוג)
Lunch		12:45-13:30			ארוחת צהריים
Meeting with Academic Coordinator of Clinical Education*	Ms. Davidow Zahava	13:30-14:15		גב' דודוב זבה	ישיבה עם מתאמת אקדמית ללימודים קליניים
Meeting with clinical instructors	Ms. Alkobi Mer Ms. Pilar Mia Ms. Kadera Na'ama Ms. Miller Loti Mr. Rubin Haim Ms. Segiv Febrana Ms. Sivan Dalia	14:15-15:15		מר אלקובי מר גב' פילאר מיה גב' קדם נעמה גב' מילר לוטי מר רובין חיים גב' שגייב פביאנה גב' סיוון דליה	ישיבה עם מדריכים קליניים



Meeting with:	Participants	שעות Time	מיקום Location	משתתפים	פגישה עם
Meeting with teaching assistants	<p>Mr. Boulos Spiro Ms. Bloom-Draat Saskia Ms. Chinoser Zivta Ms. Labau-Miri Ms. Naamnih Badra Ms. Yogev Dafna.</p>	15:15-16:00		<p>מר בלוס ספירו גב בלום-דראט ססקיה גב גיטסר זיוה גב לוח מירי גב נאעמה באדרה גב יונג דפנה</p>	פגישה עם עוזרי הוראה
Meeting with faculty members who lecturer to Physical Therapy students, but are not member of the PT Department (e.g., physicians, statisticians etc.)	<p>Ms. Ashknazi Tal Dr. David Hanan Mr. German Vladimир Prof. Nahir Menahem Dr. Revay Edita Ms. Rotem- Lerer Nirit Ms. Yeget-Eitona Ms. Zilberstein Ilana</p>	16:00-17:00		<p>גב אשכנזי טל ד"ר דוד חנון מר גרמן ולדימיר פרופ' נהיר מנחם ד"ר רואי אדיטה גב רוטם - לרר נירית גב יצר אילונה גב דלברשטיין אילנה</p>	פגישה עם עמיתי הוראה
Students in the 1 st , 2 nd , 3 rd 4 th years and graduates of the BPT	<p>1st year Students Mr. Antopollesky Geva Ms. Levin Tal Mr. Mirhav Maoz Ms. Segal Yeara 2nd year Students Ms. Naser Hiba Mr. Segal Noam Ms. Fredman Yasmin Ms. Shukar-Yehena 3rd year Students Ms. Goldik Avigail Mr. Blutrach Ofer Mr. Megarashvily Robi Ms. Mantelnot Maly 4th year Students Ms. Gaist Efrat Mr. Moran Uziya Mr. Maman Tomer Graduates Mr. Zornitz-Yevginya /Ms. Katz Min</p>	17:00-18:00		<p>תלמידי שנה א' מר אנטופולסקי גבע גב לזין טל מר מרהב מאוז גב סגל יערה תלמידי שנה ב' גב נאסר היבה מר סגל נועם גב פרידמן יסמין גב שנקר ילנה תלמידי שנה ג' מר בלוטריך עופר גב גולדיק אביגיל מר מרשוילי רובי גב מנטלנות מלי תלמידי שנה ד' גב גאיסט אפרת מר מורן אוזייה מר ממן תומר בוגרים גב זורניץ יבגניה גב קץ מירי</p>	פגישה עם נציגי סטודנטים



Department of Physical Therapy

החוג לפיזיותרפיה

Schedule of visit for the Assessment Committee – January 12, 2007

סדר יום - ביקור ועדת ההערכה מטעם המל"ג - 12.01.2007

Meeting with	Participants	שעות Time	מיקום Location	משתתפים	מגישה עם
A general tour in the campus – Visiting library, Classes, Students laboratories and Research laboratories	Dr. Laufer Yocheved, Head of department Ms. Gozlan ofra, Administrative Director Mr. Weinberg Oren, Library manager	08:30-10:00 (9:30 Library)		גב' עוזל עופרה, עוזר מנהל לראש החוג ד"ר לויפר יוכבד, ראש החוג מר וינברג אורן, מנהל הספרייה	סיור בקמפוס- סיור בספרייה, בכמות הלימוד, מעבדת סטודנטים ומעבדת מחקר
Lunch and closed door working meeting for site visit team	Site visit team	10:00-14:00			ארוחת צהריים + ישיבה סגורה של הצוות המבקר
Summation meeting with heads of the academic unit	Prof. Yossi Ben-Artzi, Rector Prof. David Faraggi, Vice Rector Prof. Perla Werner, Dean of faculty Dr. Laufer Yocheved, Head of department Prof. Avner Halevy, Head of the Department of Statistics and chair of its MA program in Quality Studies Mrs. Ruchama Elad-Yatum, Assistant to the Vice-Rector Mrs. Michal Daloya, Office of the Rector	14:00-14:30		פרופ' יוסי בן ארצי, רקטור פרופ' דוד פראגי, המשנה לרקטור פרופ' פרלה ורנר, דקנית הפקולטה ד"ר לויפר יוכבד, ראש החוג פרופ' אבנר הלוי, ראש החוג לסטטיסטיקה וראש מגמת לימודי האיכות גב' רוחמה אלעד-יטום, עוזר המשנה לרקטור גב' מיכל דלויה, לשכת הרקטור	ישיבת סיום עם ראשי היחידה האקדמית

Notes :

הערות:

* Meeting without representations from University's administration

* ישיבות אלו יתקיימו ללא נוכחות אנשי הנחלת המוסד ואו הפקולטה.

