

## Course Specification

### Anatomy And Physiology -1

### Course Specification of anatomy and physiology -1

Institution Najran University 15/5/1438	Date
College/Department Nursing College/Nursing Department	

#### A. Course Identification and General Information: التعريف بالمقرر الدراسي ومعلومات عامة عنه:

1. Course title and code : anatomy and physiology -1(112- ANT-4)	
2. Credit hours: 4 (3+1)	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	
4. Name of faculty member responsible for the course <b>Dr. Shaza Mahmoud Elhaj Yahia</b>	
5. Level/year at which this course is offered : 2 <sup>nd</sup> level-2 <sup>nd</sup> Semester 1437/1438 H	
6. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any) Medical Terminology	
8. Location if not on main campus : Faculty Of Nursing	
9. Mode of Instruction (mark all that apply) (ضع علامة على كل ما ينطبق)	
a. Traditional classroom الدراسي التقليدي <input checked="" type="checkbox"/>	What percentage ثبوتية <input type="text" value="80"/> ?
b. Blended (traditional and online) التعليم المدمج ( التقليدي + عبر الانترنت) <input type="checkbox"/>	What percentage المئوية <input type="text"/> ?
c. e-learning التعليم الالكتروني <input type="checkbox"/>	What percentage ثبوتية <input type="text"/> ?
d. Correspondence بالمراسلة (عن بعد) <input type="checkbox"/>	What percentage المئوية <input type="text"/> ?
f. Other طرق أخرى <input type="checkbox"/>	What percentage ثبوتية <input type="text"/> ?
Comments التعليق:	

## B. Objectives الأهداف

1. What is the main purpose for this course
This course provides an introduction to the structure and function of human cells, tissues and organs. An emphasis on human anatomy with an associated introduction to physiology provides the foundation knowledge for subsequent studies in physiology and other health related courses.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

## C. Course Description (Note: General description in the form used in the Bulletin or handbook should be attached).

<b>Course Description وصف المقرر :</b>
Anatomy and physiology-1 course will cover the essential knowledge in the structure and functions of all human organ systems which will be presented in a practical and comprehensive manner. The course primarily focuses on basic facts in human anatomy and physiology that must be understood by the students in order to pursue their healthcare career related to nursing. The learning materials will be easy to follow and ideal for anyone requiring a solid understanding of how the human body works.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
General body organization and anatomical terminology	2	(6 theory +4 practical)
Cells, Tissues & Homeostasis	2	(6 theory +4 practical)
Integumentary System: The structure and function of skin.	1	(3 theory +2 practical)
Skeletal System: The structure of bone and cartilage, the axial and appendicular skeleton, classification of joints and movement	3	(9 theory +6 practical)

Muscular System: Major muscle groups, muscle structure.	2	(6 theory +4 practical)
Blood and Immune System: Major components of blood, Functions and Formation of blood, Lymphatic system and immunity.	2	(6 theory +4 practical)
Cardiovascular and lymphatic systems: Anatomy and physiology of the heart and blood vessels, Maintenance of blood pressure.	3	(9 theory +6 practical)

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45		30			75
Credit	45		15			60

3. Additional private study/learning hours expected for students per week.	18
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table)

**Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes.

**Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain).

Code	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Describe the general body organization and anatomical terminology.	Lecture Debate Small group work Group discussion Research activities Lab demonstrations	Short written exam (Quiz) Midterm exam (Written) Midterm exam (practical) Final practical exam Final written exam
1.2	Describe the structure and function of cell, tissues, skin, skeletal system, muscular system, blood and cardiovascular system	Lecture Debate Small group work Group discussion Research activities Lab demonstrations	Short written exam (Quiz) Midterm exam (Written) Midterm exam (practical) Final practical exam Final written exam
<b>2.0</b>	<b>Cognitive Skills</b>		

2.1	Explain in-depth understanding the principles of anatomy and physiology and their interrelationships.	Lecture Debate Small group work Group discussion Research activities Lab demonstrations	Short written exam (Quiz) Midterm exam (Written) Midterm exam (practical) Final practical exam Final written exam
2.2	Interpret a basic understanding of the integration of organ systems to maintain homeostasis	Lecture Debate Small group work Group discussion Research activities Lab demonstrations	Short written exam (Quiz) Midterm exam (Written) Midterm exam (practical) Final practical exam Final written exam
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Work dynamically as a team member and be effective in sharing ideas and engaging in fruitful discussion.	Small group work Group discussion Lab demonstrations	- Practical exams - <i>Individual assessment</i> Observations (presentation, class participation)
3.2	Behave in an ethical and respectable manner towards the staff, colleagues, and show respect towards others.	Small group work Group discussion Lab demonstrations	Individual assessment Observations
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Find information using information technology way	Giving activities, reports and duties Students guided to search and work independently	Assessment the duties and activities Assignment assessment
4.2	- Competent in structure and communicate ideas orally and in writing and Build up		Effective presentation

	effective presentation	Assignments	Attitude assessments
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Use appropriate lab equipment and tools to experiments within proper technical , safety and ethical framework	Giving activities, reports and duties Practical work	-Practical exams -Individual assessment -Observations
5.2	Illustrate and identify the different parts of the body		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<b>Short written exam (Quiz)</b>	2,4,6,8,10,12,14.	10%
2	<b>Midterm exam (Written)</b>		15%
3	<b>Midterm exam (practical)</b>		10%
4	<b>Participation (presentation, class participation,documentation)</b>		5%
6	<b>Final written exam</b>		35%
7	<b>Final practical exam</b>		25%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Office hours arranged to the time table (each sunday 8-10)
- Student encourage to communicate on e-mail or at office
- Teacher's web page.
- Exam error analysis in class
- Feedback for each student

### E. Learning Resources مصادر التعلم

<p>1. List Required Textbooks: Ross and Wilson Anatomy and physiology in Health and Illness by Anne Waugh and Allison Grant, 10th ed</p>
<p>2. List Essential References Materials (Journals, Reports, etc.) Tortora, G.J., &amp; Derrickson, B.H. (2012). Essentials of anatomy and physiology (8<sup>th</sup> ed., ISV.) Hoboken, NJ: Wiley. Elaine N. Marieb (2003). Essentials of Human Anatomy &amp; Physiology (7th edition).</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <ul style="list-style-type: none"> <li>- Elaine N. Marieb (2003). Essentials of Human Anatomy &amp; Physiology (7th edition).</li> <li>- Ross and Wilson Anatomy and physiology in Health and Illness by Anne Waugh and Allison Grant, 10<sup>th</sup> ed</li> </ul>
<p>3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</p> <p>- <i>Resources on the Web:</i></p> <ul style="list-style-type: none"> <li>• www . inner body .com</li> <li>• www.blangenberg.com/protected/pal2</li> <li>• <a href="http://www.en.wikipedia.org/wiki/Anatomy">www.en.wikipedia.org/wiki/Anatomy</a></li> <li>• Google search; www.google.com</li> <li>• Yahoo search; www.yahoo.com</li> <li>• www.ncbi.nlm.nih.gov</li> <li>• www.sihs.edu.sa</li> </ul>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p>

### F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Facilities Required for Teaching and Learning.</p> <ul style="list-style-type: none"> <li>• Adequate infrastructure includes teaching places (teaching class ,teaching halls, teaching laboratory) comfortable desks, good source of aeration, bathrooms, good illumination and safety and security tools.</li> <li>• Teaching tools: includes screens, computers CD ( r-w) data shows ,projectors, flip charts, white boards, video players, digital video scanners, copier, colored and laser printers</li> <li>• Internet</li> <li>• membership in web based mental health nursing</li> </ul>



- membership in evidence-based mental health nursing sites

#### 2. Computing resources (AV, data show, Smart Board, software, etc.)

- Video recording apparatus and facility
- Conviction mirror
- Magmatic teaching board
- PowerPoint/ transparency projector
- Teaching lab dolls and equipment relevant to nursing procedure included in course

#### 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- Blood analysis equipment

### G Course Evaluation and Improvement Processes

#### 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Student evaluation (questionnaire for the achievement of ILOS of the subject )
- Meeting with student to take their notes on the teaching strategies and difficulties they faced during study
- University questionnaire evaluation of the course.
- Evaluation by group discussions .

#### 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Peer observing teaching
- Questionnaire
- Reciprocal classroom visits
- Assessment by other faculty member in the same or related specialty
- Departmental assessment
- Individual assessment

#### 4. Processes for Improvement of Teaching

- Keeping a Teaching portfolio
- Integrating the remarks of the peer observer in the process of teaching
- Workshops
- Update the references books
- Maintenance of the accessory equipment
- Considering the recommendations of department committee of subject

<ul style="list-style-type: none"> <li>• Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</li> <li>• Annual course review- report</li> <li>• check marking by an independent member teaching staff of a sample of student work,</li> <li>• periodic exchange and remarking of tests or a sample of assignments with staff at another department.</li> <li>• Periodic review and evaluation- external personal involved</li> <li>• Peer teaching observation</li> <li>• Visiting examiner report</li> <li>• Accreditation report.</li> </ul>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement</p> <ul style="list-style-type: none"> <li>• Studying of the questioners and staff remarks and student marks to obtain improvement plan.</li> <li>• Collecting all reports and evaluations at the end of the year for a reviewing purpose.</li> <li>• Conducting a workshop to presents finding of reports and evaluation to share knowledge.</li> <li>• Reviewing results of reports and evaluations with outside reviewers.</li> <li>• Periodic review and updating the syllabus</li> </ul>

**Name of instructor :Shaza Mahmoud Elhaj Yahia Musa**

**Signature :**        **shaza**

**Date Specification Completed:7/4/1438**

**Name of field experience teaching staff**

**Program coordinator : Dr. Nahid Elfaki**

**Signature:** \_\_\_\_\_ **Date received:** \_\_\_\_\_