

T6. Course Specification (CS)

Institution: Najran University	Date: 10/8/1438
College/Department: Nursing college	

A. Course Identification and General Information:

1. Course title and code: Anatomy and physiology (2) 213 ANA-3			
2. Credit hours :4 hr. (theory+ practical) (2-1)			
3. Program(s) in which the course is offered. (Nursing Program) (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course : Dr. Itedal Abdelraheem Mohamed Ahmed.			
5. Level/year at which this course is offered: 3th level 2nd year			
6. Pre-requisites for this course (if any) : Anatomy & Physiology 1 (ANT 112) CHT 141			
7. Co-requisites for this course (if any): (None)			
8. Location if not on main campus: Faculty of nursing (Female campus)			
9. Mode of Instruction (mark all that apply):			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage	<input type="text"/>
Comments :			

B. Objectives

<p>1. What is the main purpose for this course? Recognize the meaning & importance of anatomy and physiology and its impact & complementary for other health related sciences.</p> <p>2. By the end of this course the students are expected to understand the normal functions and the anatomical structures of body organs and systems.</p> <p>3. In addition students will acquire skill to deal with the common lab problems and situations facing them along their practical life followers of the physiological bases.</p>
<p>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)</p> <ul style="list-style-type: none"> ✚ Continuous updating of course content through available references, web, and latest researches. ✚ Increased use of IT or web-based reference material. ✚ Include e-books.

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

<p>Course Description: This course called anatomy & physiology -2 (213 ANA-3). The students are expected to understand the normal functions and the anatomical structures of body organs and systems. upon which they will be able to build the further knowledge they will learn in later years so as to make them better nurse for tomorrow.</p>

1. Topics to be Covered:		
List of Topics	No. of Weeks	Contact Hours
Respiratory passages structure and function Practical : 1- Anatomy of the respiratory system. 2- Breath sounds .	2 1	4 (2 hours)

Digestive System Practical : 1- Anatomy of the GIT (Salivary glands , liver , pancreas) 2- Measurement of the body temperature .	2 1	4 (2 hours)
Urinary System Practical : 1- Anatomy of the urinary system . 2- Detection of glucose and acetone in urine. 3- Measurement of PH in urine.	1 1	2 (1 hours)
Nervous System Practical : 1- Brain and spinal cord. 2- Peripheral nervous system. 3- Superficial and deep reflexes.	1 1	2 (3 hours)
Special Senses Practical : 1- Anatomy of the ear, hearing test. 2- Anatomy of the eye , visual acuity.	2 1	4 (2 hours)
Endocrine System Practical : Endocrine glands.	3 1	7 (1 hours)
Female genital system Practical : Female Genital System	2 1	4 (1 hours)
Male genital system Practical : Male Genital System	1 1	1 (1 hour)
Intrauterine development Practical : 1- Stages of intrauterine development. 2- Placenta.	1 1	2 (2 hours)

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

3-Additional private study/learning hours expected for students per week

2/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy:

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

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
1.0	Knowledge		
1.1	<ul style="list-style-type: none"> ✚ Describe the structure and classes of the different systemic organs of the body: Respiratory passages structure, Gastrointestinal tract, Renal system, Special senses, Endocrine system, Nervous system, Female genital system, 	<ul style="list-style-type: none"> ✚ Introductory lecture gives an overview of the content and significance of the course and of its relationship to students' existing knowledge. ✚ Lectures ✚ Seminars 	<ul style="list-style-type: none"> ✚ Quizzes ✚ Mid-term written exam ✚ Final written exam ✚ Check list for presentation ✚ Seminars demonstration

Code	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	male genital system, Intrauterine development.	<ul style="list-style-type: none"> ✚ Tutorials sessions ✚ Presentation 	
1.2	<ul style="list-style-type: none"> ✚ Remember and understand the structures and functions of the different systemic organs of the body: Respiratory passages structure, Gastrointestinal tract, Renal system, Special senses, Endocrine system, Nervous system, Female genital system, male genital system, Intrauterine development. 	<ul style="list-style-type: none"> ✚ written assignments on selected integrated topics. ✚ Formative quizzes 	
2.0	Cognitive Skills		

Code	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
2.1	<ul style="list-style-type: none"> ✚ Ability to evaluate and compare between the structures and functions of the different systemic organs of the body : Respiratory passages structure, Gastrointestinal tract, Renal system, Special senses, Endocrine system, Nervous system, Female genital system, male genital system, Intrauterine development and connect it with clinical disorders. 	<ul style="list-style-type: none"> ✚ Lectures. ✚ Illustrated diagrams ✚ Discussion. ✚ Demonstration ✚ Self-learning ✚ quizzes homework -exam ✚ ask students to do written assignments on selected integrated topics search on net ✚ Seminars 	<ul style="list-style-type: none"> ✚ Quizzes ✚ Assignments ✚ Mid-term written exam ✚ Class activities
3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> ✚ Work independently and as part of team, Develop team-working skills and Show responsibility 	<ul style="list-style-type: none"> ✚ Group discussion ✚ Individual assignment ✚ Group assignment ✚ Brain storming. 	

Code	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	toward class environment and assignment dates, Manage resources time and other members of the group and Communicate results of work to other	<ul style="list-style-type: none"> ✚ Self-learning ✚ Dead line assignments ✚ Attendance and behaviour assessment (4 %) ✚ Presentation. ✚ Use internet and used different libraries. ✚ Write reports and – summarized lectures and cover missed lectures. 	
3.2	<ul style="list-style-type: none"> ✚ Active participation in presentation and Apply self-directed learning in specific assignment and show attention and respect staff and colleagues.		
4.0	Communication, Information Technology, Numerical		
4.1	<ul style="list-style-type: none"> ✚ The student to be able interpret English language orally and writing, operate Report written and Follow instructions accurately and 	Ask students to use computer and internet in the course requirements and some related interesting topics – writing reports on the computer	<ul style="list-style-type: none"> ✚ Assignments. ✚ OSPE Exam ✚ Attendance

Code	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	consistently.		
4.2	✚ Should able to search on internet and use computer and data show		
5.0	Psychomotor		
5.1	✚ Prepare skills to handle equipment effectively and examine the different parts of the body and its function.	✚ Demonstration. ✚ Discussion. ✚ Lab work.	✚ Presentation. ✚ Practical exam.
5.2			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, Quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes	4	5.0%
2	Presentation	5	5.0%
3	Midterm exam	6	25%
4	Participation	15	5.0%
5	Final exam	15	60 %

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: 4 hours per week 10-12 am.

- Student are encouraged to communicate on e-mail.
- Direct feedback on results of the exams are given to the students

E. Learning Resources

List Required Textbooks :

1. List Essential References Materials (Journals, Reports, etc.):
 - ✚ Medical physiology Guyton and Hall
 - ✚ Clinical anatomy Richard Snell
 - ✚ Anatomy and physiology for nurse Roger Watson
2. List Electronic Materials Web Sites, Facebook, Twitter, etc.
 - ✚ www.pubmed.com
 - ✚ <http://www.innerbody.com>
 - ✚ [www.inner body.com](http://www.innerbody.com)
 - ✚ www.Bartleby.com
 - ✚ www.en.wikipedia.org/wiki/anatomy
 - ✚ www.mic.ki.se/anatomy
3. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - ✚ Multimedia associated with the text books and the relevant websites
 - ✚ Lecture notes
 - ✚ Acland's video

F. Facilities Required

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.)

Facilities Required for Teaching and Learning: 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.

- ✚ **Teaching tools:** includes screens, computers cd (r-w) data shows, projectors, flip charts, white boards, video players, digital videoscanners, copier, colour and laser printers.
- ✚ **Computer programs:** for designing and evaluating MCQSG Course Evaluation and Improvement Processes.

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

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

- ✚ Computers, projectors and smart board in lecture room

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

- ✚ Adequate infrastructure another lab

G. Course Evaluation and Improvement Processes:

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- ✚ University questionnaire evaluation of the course.
- ✚ Student questionnaire for achievement of course ILOs

2. Other Strategies for Evaluation of Teaching by the Instructor or by the department.

- ✚ Peer observing teaching

2. Processes for Improvement of Teaching:

By the end of each semester teachers are evaluated via:

- Peer observation.
- Program coordinator.
- Teacher portfolio.
- Student evaluation of the course and performance of the teacher.
- ✚ The course coordinator is required to integrate the points mentioned in all these reports, in addition to his own interpretations, into the course improvement plan in the course report.
- ✚ Course coordinator must keep a copy from all the evaluation reports and a copy from the course improvement plan, including improvement of teaching, in his own portfolio.
- ✚ Course improvement plan must be executed during the next semester.
- ✚ Program coordinator is responsible for monitoring the commitment of the course coordinator to the improvement plan.

Any changes in the course specifications must be discussed at the level of the program committee and approved.

4. 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)

3. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement:

Course effectiveness is reviewed by the end of each semester on the light of the following reports and documents:

- ✚ Student evaluation for the course and teaching performance.
- ✚ Results and distribution of students' grades.
- ✚ Student evaluation for their own achievement to course ILOs.
- ✚ Report of the exam committee.
- ✚ Self-evaluation by the course coordinator.
- ✚ All the new decisions of the program committee regarding teaching and learning.
- ✚ Course report, including improvement plan, must be submitted to program.
- ✚ Subject comparison to one's in the same departments in other schools.
- ✚ Periodic review and updating the syllabus.
- ✚ Statistical analysis to the students marks to evaluate and development the Syllabus.
- ✚ Learning to evaluate x-rays, CT scans, MR images and integrating these.
- ✚ Radiological techniques with anatomical structure.

Name of instructor : Dr. Itedal Abdelraheem Mohamed Ahmed

Signature _____ *Itedal* _____ **Date Report Completed: 19/8/1438**

Name of field experience teaching staff: _____

Program coordinator : _____

Signature: _____ **Date received:** _____