

T6. Course Specification (CS) توصيف المقرر

Institution Najran University	Date : 27/8/1438
College/Department Nursing College/Nursing Department	

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

1. Course title and code : Medical Terminology - 143 Term-2			
2. Credit hours : 2 credit hours/week /semester			
3. Program(s) in which the course is offered./ Nursing Program (If general elective available in many programs indicate this rather than list programs) none			
4. Name of faculty member responsible for the course : Majdolin Mohammed Eltayeb			
5. Level/year at which this course is offered : 1st year 2nd level			
6. Pre-requisites for this course (if any) : according to the bylaws			
7. Co-requisites for this course (if any) :None			
8. Location if not on main campus :Main Campus Female medical sciences			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage ?	<input type="text" value="90"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage ?	<input type="text" value="10"/>
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: Self- learning and internet search for some topics , students active participation			

B. Objectives الأهداف

1. What is the main purpose for this course

This course will provide the student with knowledge about how to use the new given medical terms in all four skills of language .and how to use the medical term in professional communication. It also provide the student with knowledge all body systems with their names and medical courses . It was also provide them about how to comprehend and write short medical situation using the medical term .and understand, read and write short medical reports

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)

- Continuous updating of the information, knowledge and skills included in the course through the continuous search for new knowledge and skills available in recent publications (books, researches, internet and others).
- Continuous improvements in teaching methods to encourage the students to participate effectively in the various academic activities.
- Continuous evaluation of the course contents, student level and establishing improvement plans accordingly

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

Course Description وصف المقرر :

This course will focus on the many components of a medical term and how to break down a medical term by simply knowing the meaning of the prefix or suffix. By learning the individual parts of a medical word, you will not need to memorize hundreds of complex medical terms and their definitions.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Basic word structure	3	6
Organization of the body	3	6
suffixes	3	6
prefixes	3	6
Medical specialist and case report	3	6

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

3. Additional private study/learning hours expected for students per week.	2ho
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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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	. Define common medical term and divide it	Lecture	Short written exam

	to: combining forms, suffixes, and prefixes	Presentation Small group work	(Quiz) Midterm exam (Written) Final written exam
1.2	List the body systems and their functions	Lecture Presentation Small group work	Short written exam (Quiz) Midterm exam (Written) Final written exam
1.3	Recognize the medical specialist and describe their specialties	Lecture Presentation Small group work	Short written exam (Quiz) Midterm exam (Written) Final written exam
2.0	Cognitive Skills		
2.1	To identify and define useful diagnostic and procedural suffixes	Lecture Presentation Small group work	Short written exam (Quiz) Midterm exam (Written) Final written exam
2.2	Decipher medical terminology as written in case report	Lecture Presentation Small group work	Short written exam (Quiz) Midterm exam (Written) Final written exam
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate the efficient health career and work in a team	Seminars, group discussion.	Observations (presentation, class participation)

3.2	Use new knowledge and skills	Small group work Group discussion	Observations (presentation, participation) class
4.0	Communication, Information Technology, Numerical		
4.1	Illustrate the different knowledge recourses including the library and websites	Small group work Presentation	Participation (presentation, class participation)
4.2	Demonstrate knowledge using computers, projectors, and build up power point presentation	Small group work Presentation	Participation (presentation, class participation)
5.0	Psychomotor :not applicable (no practical class)		
5.1			
5.2			

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	Short written exam (Quiz)	5th	10%
2	Midterm exam (Written)	9th	20%
4	Participation (presentation, class participation,documentation)	Weekly	10%
6	Final written exam	16	60%

D. Student Academic Counseling and Support الإرشاد الأكاديمي والدعم الطلابي

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
- 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

- List Required Textbooks:
 - Medical terminology: a short course
 - Author: Davi- Ellen Chabner- Edition: Fifth Edition

- List Essential References Materials (Journals, Reports, etc.)
 - I. Harrison's Principles of Internal Medicine
Author: Dennis L. Kasper
 - II. Cecil Textbook of Medicine
Author: Lee Goldman

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Medical Terminology
- Author: Peggy C. Leonard

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- *Resources on the Web:*

- www.elsevierhealth.com
- www.bestwebbuys.com/Medical-books.html

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Library supplied with reference text books, electronic resources

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Facilities Required for Teaching and Learning.

- Adequate infrastructure includes teaching places (teaching class ,teaching halls,

<p>teaching laboratory) comfortable desks, good source of aeration, bathrooms, good illumination and safety and security tools.</p> <ul style="list-style-type: none"> • 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 • Internet
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Video recording apparatus and facility • Conviction mirror • Magmatic teaching board • PowerPoint/ transparency projector
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>Library references and services</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • 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 .
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none"> • Peer observing teaching • Questionnaire • Reciprocal classroom visits • Assessment by other faculty member in the same or related specialty • Departmental assessment • Individual assessment
<p>6. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - Keeping a Teaching portfolio - Integrating the remarks of the peer observer in the process of teaching - Workshops - Update the references books

<ul style="list-style-type: none"> - Maintenance of the accessory equipment - Considering the recommendations of department committee of subject
<ul style="list-style-type: none"> • 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) • Annual course review- report • 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 department. • Periodic review and evaluation- external personal involved • Peer teaching observation • Visiting examiner report • Accreditation report.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement</p> <ul style="list-style-type: none"> • Studying of the questioners and staff remarks and student marks to obtain improvement plan. • Collecting all reports and evaluations at the end of the year for a reviewing purpose. • Conducting a workshop to presents finding of reports and evaluation to share knowledge. • Reviewing results of reports and evaluations with outside reviewers. • Periodic review and updating the syllabus

Name of instructor :Majdolin Mohammed Eltayeb

Signature : *Majdolin Mohammed Eltayeb*

Date Specification Completed:27/8/1438

Name of field experience teaching staff

Program coordinator : Dr. Nahid Elfaki

Signature: _____ Date received: _____