T6. Course Specification (CS) توصيف المقرر

Institution: Najran Univeristy	Date: 11 \ 8\ 1438
College : College of Nursing	Department : Supportive courses

A. Course Identification and General Information

1. Course title: Quality Management   code :255 quality-2
2. Credit hours : 2 hours \ week
3. Program(s) in which the course is offered. Nursing program
4. Name of faculty member responsible for the course: Dr.Howaida moawad ahmed
5. Level/year at which this course is offered: 3rd level   -   2nd year
6. Pre-requisites for this course : Non
7. Co-requisites for this course : Non
8. Location if not on main campus : Female main campus \ Najran university

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	√	What percentage?	90
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
f. Other	√	What percentage?	10

Comments:

B Objectives

1. What is the main purpose for this course?
At the end of this course the students will be able to acquire essential knowledge related to main definitions and concepts of quality management ,communication skills , Benefits of implementing quality in health institutions and experiments and applications of quality in the health field .

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)

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
- **Use more advanced teaching strategies to enhance student's cognitive skills**	Conduct a role-play to represent to help the student to understanding.	1st week	15th week	Course coordinator
- **More stress on the learning out comes of the course .**	- Updating the contents. - Explain why this course is necessary and important in our real life - Serve as a facilitator through office hours to help the students to enhance self-learning abilities. - Encourage group activities - Increase student's ability for active communication.	1st week	15th week	Course coordinator
. **Develop and increase learning resources**	- Supplying the library with updated books and journals. - Activating the services of electronic learning lab.	1st week	15th week	Program coordinator

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

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
1-Definitions and Concepts for TQM and correcting misconceptions about quality	1	2 hours
2-Evolution of the concept of quality and quality pioneers	1	2 hours
3-The evolution of the concept of quality in the health field	1	2 hours
4-Quality Dimensions	1	2 hours
5-Management and process management functions and management skills	1	2 hours
6-Fundamental principles of total quality management and application stages	1	2 hours
7-Communication skills and a good speakers pacifications' and commandments to improve communication with others	1	2 hours
8-Choose the quality of work and activities of the team	1	2 hours
9-Building foundations to improve the performance key to building software program	1	2 hours
10-Definition of credit and end dependence	1	2 hours
11-Dependence in the evolution of health systems	1	2 hours
12-International Organization for Standardization and the stages of application and audit process	1	2 hours
13-Total Quality Management	1	2 hours
14-Benefits of implementing quality in health institutions	1	2 hours
15-Experiments and applications of quality in the health field	1	2 hours

2. Course components (total contact hours and credits per semester): 2 hours \ week
30 hours \ semester

	Lecture	Tutorial	Laboratory	Practical	Other:	Total

Contact Hours	30 hours					30 hours
Credit	30 hours					30 hours

3. Additional private study/learning hours expected for students per week.	2 hours

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.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify the meaning of quality, quality in health car Accreditation in health institutions, management, total quality management, communication and interpersonal skills, misconceptions about quality and corrected, the application of quality in health institutions, to improve the performance of the program, choose quality team	- Lectures. - Group discussion.	MCQs Quiz –Midterm-Final Exam
2.0	**Cognitive Skills**		
2.1	clarify the application of quality in health institutions, misconceptions about quality and corrected, communication and interpersonal skills, accreditation in health institutions, improve the performance of the program, choose quality team, quality in health care, total quality management	- Lecture - Group discussion - Brain storming - Self-learning	MCQs - Quiz –Midterm-Final Exam - Class activities.
3.0	**Interpersonal Skills & Responsibility**		
3.1	Participate in class discussion and presentation	- Group discussion. - Problem solving. - Cooperative learning	-Observations -Class participation -Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	-Use modern technology in researching recent information related to the course.	- Problem solving. - Self-learning. - Group discussion. - Cooperative learning	-Written assignment -observation -Presentation
5.0	**Psychomotor**		
5.1	Non		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs

Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested *verbs not to use* when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.
Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
	5. Schedule of Assessment Tasks for Students During the Semester		
1	Quiz	5th	10 %
2	Mid Term Exam	10th	20%
3	Assignment and presentation	Continuous	5 %
4	Class Participation	Continuous	5%
7	Final Theory Exam	18th	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)
- 2 office hours every week
- Student encourage to communicate on e-mail or at office
- Exam error analysis in class
- Feedback for each student

E. Learning Resources

1. List Required Textbooks
Quality for health care.

2. List Essential References Materials (Journals, Reports, etc.)

- ضمان الجودة في الرعاية الصحية الاوليه للممرضين د\ سليمان الشهري

- ضمان الجودة في الرعاية الصحية الاوليه للصحة \ سليمان الشهري

- انجازات الجودة من خلال حل المشاكل والتطور إليني فرانكو

- ضبط الجودة ٢٠٠٢ م

الطرق الاحصائيه لتحسين الجودة ١٩٩٧ م

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
المجلة العربية لضمان الجودة -مجلة الجودة السعودية-بحث عن مفهوم الجودة ٢٠٠٨ -بحث عن إدارة الجودة الشاملة في الخدمات الصحية ٢٠١٠ م

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
الكتب الالكترونيةalguz.com|t41222|.htn- www.hrm-group.com|vb|showttread
موقع الانترنت.ahrg.gov www - www.ncqa.org- www.mrireresearch.org|ealth
www.urc-chs.com

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

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.)   -   Lecture room suitable for 30 students. -Suitable light and air condition.

2. Computing resources (AV, data show, Smart Board, software, etc.)
- Computer, data show set and smart board are available in lecture room.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
- Library is not prepared yet .

- Library is not prepared yet .
- develop and increase in learning resources.
- Supplying the library with updated books and journals.
- Activating the services of electronic learning lab.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Questionnaire about the achievement of ILOs related to the course. - University questionnaire for evaluation of the course on web site. - Final and periodic exams.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
- Peer observing teaching process. - Program coordinator evaluation.

3 Processes for Improvement of Teaching:
- Modifications of teaching strategies. - Updating the contents. - Encourage students for self –learning. - Encourage students for group discussion. - Attends more workshops related to recent teaching strategies

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)
-Exam papers and evaluation process are reviewed by the Exams' evaluation committee; - Reports are discussed in the program committee to take corrective actions.

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

- Course report is submit each semester to be evaluated .which include achievement of ILOs , result ,students questionnaire and improvement plan for next semester.
- Overall course reports are submitted to program coordinator to be reviewed.
- The improvement plan is monitoring by program coordinator.
- The percentage of achievement of course ILOs is involved in the final program report each semester.

Faculty or Teaching Staff: Dr. Howaida moawad ahmed

Signature: *Dr. Howaida moawad ahmed*   **Date Report Completed : 17 / 8/ 1438**

Name of field experience teaching staff اسم أعضاء هيئة تدريس الخبرة الميدانية:

Program coordinator منسق البرنامج: Dr. Nahid Khalil

Signature التوقيع: _____   **Date received** تاريخ الاستلام: