

**المركز الوطني للتقويم والاعتماد الاكاديمي**

**National Center for Academic Accreditation and Evaluation**

**ATTACHMENT 5.**

**T6. COURSE SPECIFICATIONS**

**ANATOMY THEORY**

**(ANTN201)**

**Course Specifications**

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| Institution: **University of Tabuk** Date of Report : **1/ 01/1441** |
| College/Department: **University College of Umluj / Department of Nursing** |

# A. Course Identification and General Information

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| 1. Course title and code**: Anatomy theory (ANTN 201)** |
| 2. Credit hours: **3credit hours** |
| 3. Program(s) in which the course is offered: **Bachelor of Science in Nursing** |
| 4. Names of faculty member responsible for the course: **Associate Prof. Azza Abdalla Ghoneim** |
| 5. Level/year at which this course is offered: 3rd **Level, 1st Semester** |
| 6. Pre-requisites for this course: None |
| 7. Co-requisites for this course: None |
| 8. Location if not on main campus**: Building C** |
| 9. Mode of Instruction (tick (**🗸)** the appropriate box):  **🗸**  a. Traditional classroom What percentage?  100%    b. Blended (traditional and online) What percentage?  c. E-learning What percentage?  d. Correspondence What percentage?  f. Other What percentage?  **Comments:** |

**B Objectives**

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| 1. **What is the main purpose for this course?**  The main purpose of this course is to introduce to the students the normal structure of human body and be able to identify the location of the different body parts. Further, this will also ensure understanding of the alteration in anatomical structure in disease, as related to the practice of Nursing. |
| 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)   * Changes in the content from the previous course specifications as needed by the students of Nursing. * Eventually, an increased use of e-learning- Moodle, and video presentation during discussion |

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

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| **Course Description:**  This course is designed to assist the students to acquire the knowledge of the normal structure of human body and to ensure understanding of the alteration in anatomical structure of the different diseases related to the practice of Nursing. |

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| 1. Topics to be covered |  |  |
| **List of Topics** | **No of**  **Weeks** | **Contact**  **Hours** |
| **Orientation**   * Expectations from the Course * Course Outline * Classroom Policies * Grading System   **I. Introduction to Anatomy**   * Definition * Types of Study * Systematic Anatomy * Regional Anatomy * Surface Anatomy   **II -Structural and Functional Organization**   * Seven Structural Levels * Chemical * Organelle * Cell d. * Tissues * Organ * Organ System * Organism   **III. Terminology and the Body Plan**   * Directional Terms * Planes/Sections * Body Regions * Body Cavities * Serous Membranes   **IV - Structures of Cells, Tissues, Glands and Membranes**  **A. Cells**   * Cell Structure * Cell Membrane Transport Mechanisms   **B. Tissues**   * Basic Tissue Types * Epithelial tissue * . Connective tissue * Muscle tissue * Nervous tissue * Membranes | **1**  **2** | **3 Hours**  **6 Hours** |
| **V. The Integumentary System**   * Structure of the Skin * Accessory Skin Structures | **1** | **3 hours** |
| **VI. The Skeletal System**   * Major Components * Connective Tissue * General Feature of Bone * General Classification of Bone Anatomy | **1** | 3 hours |
| **VII. The Muscular System**   * Different muscles in the body * Characteristics of Smooth Muscle, Skeletal Muscle, Cardiac Muscle. | **1** | 3 hours |
| **VIII. The Cardiovascular System**   1. **The Heart and the blood vessels**  * Structure of the heart * Structure of the blood vessels * Structure * Blood Vessels of the Pulmonary Circulation * Blood Vessels of the Systemic Circulation * Blood Vessels of the Hepatic Portal Circulation | 1  1  1 | 3 hours  3  3 |
| **VIII B. The Blood**   * Composition of Blood * Plasma * Formed Elements * Cellular Content * Erythrocytes or Red Blood Cells * Leukocytes or White Blood Cells * Thrombocytes or Platelets   **IX. The Nervous System**   * Division of the Nervous System CNS   a) Brain  b) Spinal Cord PNS  a) Cranial nerves  b) Spinal nerves |

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| **Midterm Examination** |  |  |
| **X. The Endocrine System**   * **Hormones and hormonal effects** * **Balance of glucose, calcium, sodium**   **XI - The Respiratory System**   * Nose and Nasal cavities * Pharynx * Larynx * Trachea * Bronchi and smaller air passages * Lungs * Pleural cavities | **1**  **1** | 3 hours  3 hours |
| **XII - The Digestive System**   * Trunk or layers of the Digestive Tract * Organs of the Digestive System * Different Secretions of the Digestive System   **XIII - The Urinary System and Fluid Balance**   * Description and Structures   a. Kidney  b. Ureters  c. Urinary Bladder  d. Urethra  **XIV - The Reproductive System**   * Organs of the male reproductive system * Organs of the female reproductive system   **.** | **1**  **2** | 3 hours  **6 hours** |
| **Final Examination** | 16th |  |

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| 2-. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 45 hours | N\A | N\A | N\A | N\A | 45 hours |
| Credit | 45 units | N\A | N\A | N\A | N\A | 45 units |
| 2. Additional private study/learning hours expected for students per week.  None  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 is not required to include learning outcomes from each domain.) | | | | | | |

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|  | **NQF Learning Domains And Course Learning Outcomes** | **Course Teaching Strategies** | **Course Assessment Methods** |
| **1.0** | **Knowledge**  At the end of the course the student should be able to | | |
| 1.1 | Outline the general structure of the human body, its macroscopic and microscopic structure as exhibited by obtaining a mark of 60% and above for all the components of the grading criteria  - Quizzes - Term Examinations - Assignments - Individual and | Lecture-Discussion  Video presentation | Periodic Exams.  Quizzes |
| 1.2 | Identify the different organ systems of the human body, their attachments and locations as exhibited by obtaining a mark of 60% and above for all the components of the grading criteria. | Lecture-Discussion   * Video presentation | Periodic Exams.  Quizzes |
| 1.3 | Describe the different parts of the human body utilizing appropriate terminologies related to anatomy as exhibited by obtaining a mark of 60% and above for all the components of the grading criteria . | Lecture-Discussion   * Video presentation | Periodic Exams.  Quizzes |

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| **2.0** | **Cognitive Skills**  At the end of the course the student should be able to | | |
| 2.1 | Summarize and explain the interrelationships within and between anatomical systems of the human body as exhibited by obtaining a mark of 60% and above for all the components of the grading criteria. | Lecture-Discussion   * Video presentation | Periodic Exams.  Quizzes |
| 2.2 | Develop the correct assessment method utilizing the acquired knowledge in anatomy as exhibited by obtaining a mark of 60% and above for all the components of the grading criteria. | Lecture-Discussion   * Video presentation | Periodic Exams.  Quizzes |
| **2.3** | Analyze the effects of alteration in the body structures and its impact in the management of Nursing practice as exhibited by obtaining a mark of 60% and above for all the components of the grading criteria. | Lecture-Discussion   * Video presentation | Periodic Exams.  Quizzes |
| 3.0 | **Interpersonal Skills & Responsibility** | N/A | N/A |

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| **4.0** | **Communication, Information Technology, Numerical** |  |  |
| 4.1 | Demonstrate effective communication through oral presentation of reports on the topics related  to the course as exhibited by obtaining a mark of I presentation in the 60% and above for all the components of the  class grading criteria. | Lecture discussion Research activity  Presentation in the class | Rubrics for written and oral research  Assignments/ presentation |
| 4.2 | Illustrate sufficient knowledge in the course Lecture discussion which will enable the students to present written Research activity research output with correct information and presentation in the ideas as exhibited by obtaining a mark of 60% | Lecture discussion Research activity  Presentation in the class | Rubrics for written and oral research  Assignments/ presentation |
| **5.0** | **Psychomotor** |  |  |
| 5.1 | N/A | N/A | N/A |
| 5.2 |  |  |  |

# Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

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| **NQF Learning Domains** | **Suggested Verbs** |
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| **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** | demonstrate, calculate, illustrate, interpret, research, question, operate, |

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| **Technology, Numerical** | appraise, evaluate, assess, and criticize |
| **Psychomotor** | demonstrate, show, illustrate, perform, dramatize, employ, manipulate,  operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct |

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
| Assessment | Assessment task (e.g. essay, test, group project,  examination etc.) | Week due | Proportion of Final  Assessment |
| 1 | Quizzes | **3,6,9,12,14** | **20 %** |
| 2 | MIDTERM Examination | **8th Week** | **30%** |
| 3 | Final Examination | **16th Week** | **40%** |
| 4 | REQUIRMETS | **10TH** | **5%** |
| 5 | ATTENDENCE |  | **5%** |

1. **Student Academic Counseling and Support**
2. Arrangements for availability of teaching staff for individual student consultations and academic advice. (E. dr. Azza Ghoneim : Mondays 11-12 pm
3. **Learning Resources**

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| 1. Required Text(s)  * Marieb, Elaine N. and Hoehn Katja (2012). Human Anatomy & Physiology. 9th Edition * Rizzo, Donald C. (2012). Anatomy and Physiology, The Fundamentals. 3rd Edition. Cengage   Learning Asia Pte. Ltd. |
| 1. Essential References   List Essential References Materials (Journals, Reports, etc.)  Snell, Richard MD, PhD. (2011). Clinical Anatomy by Regions |

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| * Fox, Stuart Ira. (2008). Human Physiology. Eleventh Edition. The McGraw-Hill Companies |
| 1. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)   3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  [https://highered.mcgraw-hill.com](http://?) [http://midwestcentral.schoolwires.com/Page/414](http://?)  [http://www.highlands.edu](http://?)  [http://www.merriam-webster.com](http://?)  [http://campus.udayton.edu](http://?)  [http://www.highlands.edu](http://?) |
| 4-.Electronic Materials, Web Sites etc  • journals   * Research articles |
| 1. Other learning material such as computer-based programs/CD, professional standards/regulations    * **References includes companion CDs** |

1. **Facilities Required**

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| 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 (Lecture rooms, laboratories, etc.)  * Lecture room that would be able to accommodate at least 25- 30 students for 2 hours a week with sufficient equ1. * Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) * Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) * \* Classroom that would accommodate at least 20 students for 3 hrs per week with sufficient equipment.   Lecture room equipped with instructional aides. |
| . **Technology resources (AV, data show, Smart Board, software, etc.)**  • Laptop with data show to allow students watch video clips related to Anatomy course.  • Smart board or Built-in LCD Projector  • Web-based resources . |
| 1. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)    * **Non** |

**G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

* Online course evaluation survey
* One-on-one conference with the student during advising.
* student-teacher focus group

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| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  **By Instructor:**  **• Analysis of student's performance**  **Self-evaluation**  **By Department:**  **• Classroom observation by the Supervisor 3. Processes for Improvement of Teaching**  **Staff development** |
| 3 Processes for Improvement of Teaching   * **Staff development.** * **Continuous education.** * **Feedback from peer review of the course content and evaluation of teaching effectiveness** |

**Faculty or Teaching Staff: Associate Prof. AZZA ABDALLA GHONEIM**

**Signature: Date Report completed: \_01/ 1/1441**

**Received by: Dean/Department Head**

**Signature: Date:**

Date Received: