



## برنامج

# فني مساعد طبيب

## دبلوم نظام ثلاث سنوات

إشراف معالي الاستاذ/ غازي أحمد علي محسن - وزير التعليم الفني والتدريب المهني  
اعداد الجهاز التنفيذي للمجلس الاعلى لكليات المجتمع

اعضاء اللجنة العلمية  
ا.د/ عبدالحميد الذيفاني  
ا.د/ عادل المتوكل

**SYLLABUS**  
**YEAR (1)**  
**SEMESTER (1)**

## I. المعلومات العامة عن المقرر:

|     |  |           |       |      |       |          |
|-----|--|-----------|-------|------|-------|----------|
| 1.  | اسم المقرر:                                | لغة عربية |       |      |       |          |
| 2.  | رمز المقرر ورقمه:                          |           |       |      |       |          |
| 3.  | الساعات المعتمدة:                          | محاضرة    | سمنار | عملي | تدريب | الإجمالي |
|     |  | 2         |       |      |       | 2        |
| 4.  | المستوى والفصل الدراسي:                    |           |       |      |       |          |
| 5.  | المتطلبات السابقة لدراسة المقرر(إن وجدت):  |           |       |      |       |          |
| 6.  | المتطلبات المصاحبة لدراسة المقرر(إن وجدت): |           |       |      |       |          |
| 7.  | البرنامج/التي يتم فيها تدريس المقرر:       |           |       |      |       |          |
| 8.  | لغة تدريس المقرر:                          |           |       |      |       |          |
| 9.  | نظام الدراسة:                              |           |       |      |       |          |
| 10. | أسلوب الدراسة في البرنامج:                 |           |       |      |       |          |
| 11. | مكان تدريس المقرر:                         |           |       |      |       |          |
| 12. | اسم معد مواصفات المقرر:                    |           |       |      |       |          |
| 13. | تاريخ اعتماد مجلس الكلية:                  |           |       |      |       |          |

## II. وصف المقرر:

دراسة اللغة العربية من خلال نصوص أدبية وتطبيقات نحوية ، يأخذ أنماط من النصوص الأدبية والشعرية والنثرية من مختلف العصور الأدبية، ثم استخراج الشواهد النحوية لغرض التطبيق.

## III. مخرجات التعلم

ملخص للمعارف والمهارات التي سيقدمها المقرر:

- الإلمام بأشهر أبواب النحو التي يستقيم بها اللسان ويعتبر من سلامة القول منطوقاً ومكتوباً أ.1.
- اكتساب الذوق الأدبي من خلال الإطلاع على أشهر النصوص الأدبية.

## تسكين مخرجات التعلم

أولاً: تسكين مخرجات تعلم المقرر (المعارف والفهم) باستراتيجية التدريس والتقييم:

| استراتيجية التقييم                         | استراتيجية التدريس                   | مخرجات المقرر / المعرفة والفهم                       |
|--|--------------------------------------|--|
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A1 . يعرف اسس وقواعد كتابة التقرير والرسالة الإدارية |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A2 . يميز طرق كتابة السيرة الذاتية                   |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A3 . يحدد القواعد النحوية للجمل الاسمية والفعلية     |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A4 . يعرف القواعد الإملائية اللازمة لضبط الكتابة     |

|  |                                      |  |
|--|--------------------------------------|--|
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A5 . يميز نصوص الشعر العربي ويحللها ويتذوقها |
|--|--------------------------------------|--|

| ثانياً: تسكين مخرجات تعلم المقرر (المهارات الذهنية) باستراتيجية التدريس و التقييم: |                                      |                                      |
|--|--------------------------------------|--------------------------------------|
| استراتيجية التقييم   | استراتيجية التدريس                   | مخرجات المقرر/ المهارات الذهنية      |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة   | المحاضرة<br>المناقشة<br>العصف الذهني | B1 . يفرق بين الجمل الاسمية والفعلية |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة   | المحاضرة<br>المناقشة<br>العصف الذهني | B2 . يحلل النصوص الأدبية ويتذوقها    |

| ثالثاً: تسكين مخرجات تعلم المقرر (المهارات المهنية والعملية) باستراتيجية التدريس و التقييم: |                                      |   |
|---|--------------------------------------|---|
| استراتيجية التقييم  | استراتيجية التدريس                   | مخرجات المقرر/ المهارات المهنية والعملية  |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة  | المحاضرة<br>المناقشة<br>العصف الذهني | C1.يلم بأهم قواعد النحو لتحسين مهارة القراءة الجهرية                                      |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة  | المحاضرة<br>المناقشة<br>العصف الذهني | C2. تستخدم القواعد النحوية والإملائية في كتابة التقارير والرسائل الإدارية والسيرة الذاتية |

| رابعاً: تسكين مخرجات تعلم المقرر (المهارات العامة) باستراتيجية التدريس و التقييم: |                    |               |
|---|--------------------|---------------|
| استراتيجية التقييم  | استراتيجية التدريس | مخرجات المقرر |
|   |                    | لا ينطبق      |

IV. تحديد وكتابة مواضيع المقرر الرئيسية والفرعية (النظرية والعملية) وربطها بمخرجات التعلم المقصودة للمساق مع تحديد الساعات المعتمدة لها.

| كتابة وحدات /مواضيع محتوى المقرر |                    |                       |   |              |                 |
|----------------------------------|--------------------|-----------------------|---|--------------|-----------------|
| أولاً: الجانب النظري             |                    |                       |   |              |                 |
| الرقم                            | مخرجات تعلم المقرر | وحدات/ موضوعات المقرر | المواضيع التفصيلية  | عدد الأسابيع | الساعات الفعلية |
| 1                                | B1, C1             | مهارة القراءة الجهرية | <ul style="list-style-type: none"> <li>▪ قراءة نصوص نثرية وشعرية</li> <li>▪ تدريبات صفية</li> </ul> | 2            | 4               |

|    |    |   |                        |                            |    |
|----|----|---|------------------------|----------------------------|----|
| 4  | 2  | <ul style="list-style-type: none"> <li>قراءة نصوص نثرية وشعرية</li> <li>تدريبات صفية</li> </ul>   | مهارة القراءة الصامتة  | B1, C1                     | 2  |
| 2  | 1  | <ul style="list-style-type: none"> <li>كتابة الرسالة الإدارية</li> <li>تدريبات صفية</li> </ul>  | مهارة الكتابة الوظيفية | A1, C2                     | 3  |
| 2  | 1  | <ul style="list-style-type: none"> <li>كتابة التقرير</li> <li>تدريبات صفية</li> </ul>   | الكتابة الوظيفية       | A1, C2                     | 4  |
| 2  | 1  | اختبار نصف الفصل  | اختبار نصف الفصل       | A1, B1, C1, C2             | 5  |
| 2  | 1  | <ul style="list-style-type: none"> <li>السيرة الذاتية</li> <li>تدريبات صفية</li> </ul>  | السيرة الذاتية         | A2, B1, C1, C2             | 6  |
| 4  | 2  | <ul style="list-style-type: none"> <li>القواعد النحوية (الجملة الاسمية ونواسخها)</li> <li>تدريبات صفية</li> </ul>                                     | مهارة ضبط الكتابة      | A3, B1, C1                 | 7  |
| 2  | 1  | <ul style="list-style-type: none"> <li>القواعد النحوية (الجملة الفعلية ومكملاتها)</li> <li>تدريبات صفية</li> </ul>                                    | مهارة ضبط الكتابة      | A3, B1, C1                 | 8  |
| 4  | 2  | <ul style="list-style-type: none"> <li>بعض القواعد الإملائية (همزتا الوصل والقطع – الهمزة المتوسطة – علامات الترقيم)</li> <li>تدريبات صفية</li> </ul> | مهارة ضبط الكتابة      | A4, C2                     | 9  |
| 2  | 1  | <ul style="list-style-type: none"> <li>دراسة نصوص من الشعر العربي وتحليلها وتدقيقها</li> <li>تدريبات صفية + تكاليف</li> </ul>                         | التذوق الادبي          | A5, B2                     | 10 |
| 2  | 1  |   | الامتحان النهائي       | A2, A3, A4, A5, B1, B2, C1 | 11 |
| 32 | 16 | إجمالي الأسابيع والساعات  |                        |                            |    |

#### ثانيا: الجانب العملي:

تكتب تجارب (مواضيع) العملي

| الرقم                    | التجارب المعملية | عدد الأسابيع | الساعات الفعلية | مخرجات التعلم |
|--------------------------|------------------|--------------|-----------------|---------------|
|                          | لا ينطبق         |              |                 |               |
| إجمالي الأسابيع والساعات |                  |              |                 |               |

#### V. استراتيجيات التدريس:

المحاضرة

المناقشة

العصف الذهني

مناقشة مجموعات صغيرة

## VI. التعيينات والتكليفات:

| الرقم | التكليف/النشاط | مخرجات التعلم  | الأسبوع | الدرجة |
|-------|----------------|----------------|---------|--------|
| 1     | كتابة التقرير  | A2, C2         | 6-8     | 2.5    |
| 2     | السيرة الذاتية | A2, B1, C1, C2 | 7-10    | 2.5    |

## VII. جدولة طرق/ أدوات التقييم خلال الفصل الدراسي

| الرقم | طرق/أدوات التقييم  | الأسبوع | الدرجة | نسبة الدرجة إلى درجة التقييم النهائي | المخرجات التي يحققها       |
|-------|--------------------|---------|--------|--------------------------------------|----------------------------|
| 1     | الحضور             | 15-1    | 5      | %5                                   | A1, A2, A3, A4, A5, B1, C1 |
| 2     | الواجبات           | 12-4    | 5      | %5                                   | A1, A2, B1, C1, C2         |
| 3     | اختبار منتصف الفصل | 7       | 20     | %20                                  | A1, B1, C1, C2             |
| 4     | الاختبار النهائي   | 17-15   | 70     | %70                                  | A2, A3, A4, A5, B1, B2, C1 |
|       |                    |         | 100    | %100                                 |                            |

## VIII. مصادر التعلم:

|   |  |
|---|--|
| (المؤلف، العام، العنوان، مكان النشر والناشر)                                    |  |
| المراجع الرئيسية: (لا تزيد عن مرجعين)   |  |
| 1 تاريخ الأدب العربي / د. أحمد حسن الزيات.                                      |  |
| المصادر الأدبية واللغوية في التراث العربي / د. عز الدين إسماعيل.                |  |
| المراجع المساندة  |  |
| 1. الأدب العربي الحديث / د. محمد صالح الشطبي.                                   |  |
| الكتب والمراجع الاثرانية (الدوريات العلمية... الخ) (يرفق قائمة بذلك):           |  |
| www.google.com  |  |
| المصادر الإلكترونية ومواقع الإنترنت... الخ                                      |  |
| مواد تعلم أخرى مثل البرامج التي تعتمد على الكمبيوتر أو الأقراص المضغوطة ... الخ |  |

## IX. الضوابط والسياسات المتبعة في المقرر.

|  |  |
|--|--|
| بعد الرجوع للوائح الجامعة يتم كتابة السياسة العامة للمساق فيما يتعلق بالاتي: |  |
| 1.   | سياسة حضور الفعاليات التعليمية: تحدد سياسة الحضور ومتى يعتمد الغياب وكيفيته ونسبته، ومتى يعد الطالب محروماً من المقرر        |
| 2.   | الحضور المتأخر: يتم تحديد السياسة المتبعة في حالات تكرار تأخر الطالب عن حضور الفعاليات التعليمية                             |
| 3.   | ضوابط الامتحان: تحديد السياسات المتبعة في حالات الغياب عن الامتحان و توصيف السياسة المتبعة في حالات تأخر الطالب عن الامتحان. |

|    |   |
|----|---|
| 4. | التعيينات والمشاريع: تحديد السياسات المتبعة في حالات تأخير تسليم التكاليف والمشاريع ومتى يجب أن تسلم إلى الأستاذ. |
| 5. | الغش: تحدد هنا السياسات المتبعة في حالات الغش إما في الامتحانات أو في التكاليف بأي طريقة من طرائق الغش.           |
| 6. | الانتحال: يحدد تعريف الانتحال وحالاته والإجراءات المتبعة في حالة حدوثه.   |
| 7. | سياسات أخرى: أي سياسات أخرى مثل استخدام الموبايل أو مواعيد تسليم التكاليفات ..... الخ                             |

## X. المعلومات العامة عن المقرر:

|     |   |  |
|-----|---|--|
| 14. | اسم المقرر:                                 | ثقافة اسلامية                            |
| 15. | رمز المقرر ورقمه:                           |  |
| 16. | الساعات المعتمدة:                           | محاضرة 2<br>عملية<br>تدريب<br>الإجمالي 2 |
| 17. | المستوى والفصل الدراسي:                     |  |
| 18. | المتطلبات السابقة لدراسة المقرر (إن وجدت):  |  |
| 19. | المتطلبات المصاحبة لدراسة المقرر (إن وجدت): |  |
| 20. | البرنامج/التي يتم فيها تدريس المقرر:        |  |
| 21. | لغة تدريس المقرر:                           |  |
| 22. | نظام الدراسة:                               |  |
| 23. | أسلوب الدراسة في البرنامج:                  |  |
| 24. | مكان تدريس المقرر:                          |  |
| 25. | اسم معد مواصفات المقرر:                     |  |
| 26. | تاريخ اعتماد مجلس الكلية:                   |  |

## X. وصف المقرر:

صمم هذا المقرر لتزويد الطالب بالمعارف، والمهارات، والاتجاهات السلوكية، اللازمة في مجال الثقافة والأخلاقيات الإسلامية المهنية، والتي تمكنه من التحلي بأخلاقيات الإسلام، والصفات التي تميزه عن غيره - في هذا المجال - ، والابتعاد عن المفسدات، ومحاولة تعزيز الثوابت، وإزالة السلبيات..

## XI. مخرجات التعلم

ملخص للمعارف والمهارات التي سيقدمها المقرر:

- 1- تعريف الطلبة برأي الإسلام في بعض القضايا المعاصرة، وكيفية التعامل معها.
- 2- تمييز مبادئ الإسلام في تأسيس الأسرة واستمرارها
- 3- إكساب الطلبة بعض المفاهيم العامة للأخلاقيات الإسلامية، وأثرها في حياة الأفراد.
- 4- تثقيف أفراد المجتمع حول العادات السيئة والضارة التي ظهرت وانتشرت فيهم.
- 5- الإلمام بالقوانين الطبية واللوائح المنظمة للمهنة.
- 6- إدراك أهمية تجنب الأخطاء في المهنة وعقوبتها في الشرع والقانون.

## تسكين مخرجات التعلم

أولاً: تسكين مخرجات تعلم المقرر (المعارف والفهم) باستراتيجية التدريس والتقويم:

| مخرجات المقرر / المعرفة والفهم    | استراتيجية التدريس                   | استراتيجية التقويم                         |
|-----------------------------------|--------------------------------------|--|
| A1. يناقش مصادر الثقافة الإسلامية | المحاضرة<br>المنافشة<br>العصف الذهني | اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة |
| A2. يشرح اركان العقيدة الاسلامية  | المحاضرة<br>المنافشة<br>العصف الذهني | اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة |



|  |                                      |  |
|--|--------------------------------------|--|
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A3 . يحدد مفهوم الأسرة وأهميتها، ومظاهر اهتمام الإسلام بالأسرة.                      |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A4 . يوضح واجبات الحاكم وحقوقه في النظام السياسي.                                    |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A5 . يناقش الأخلاق ومكانتها في الإسلام.  |
|  |                                      | A6 . يحدد مصادر وأهمية أخلاقيات المهنة   |
|  |                                      |  |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A7 يدرك الأحكام الشرعية والأخلاقية في بعض القضايا مثل الموت الرحيم . وعمليات التجميل |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A8 . يدرك رأي الإسلام حول بعض المشكلات المعاصرة، وكيفية التعامل معها.                |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | A9 . يناقش مفهوم الشورى في الإسلام   |

ثانيا: تسكين مخرجات تعلم المقرر (المهارات الذهنية) باستراتيجية التدريس و التقويم:

| استراتيجية التقويم                         | استراتيجية التدريس                   | مخرجات المقرر/ المهارات الذهنية                     |
|--|--------------------------------------|---|
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | B1 . يفرق بين الثقافة والحضارة                      |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | B2 . يناقش أثر العقيدة على الفرد والمجتمع           |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | B3 يناقش مبادئ الاسلام التي يجب ان تراعى عند الزواج |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | B4 ناقش نضرة الاسلام للصحة                          |

ثالثا: تسكين مخرجات تعلم المقرر (المهارات المهنية والعملية) باستراتيجية التدريس و التقويم:

|                    |                    |  |
|--------------------|--------------------|--|
| استراتيجية التقييم | استراتيجية التدريس | مخرجات المقرر/ المهارات المهنية والعملية |
|                    |                    | لا ينطبق                                 |

رابعاً: تسكين مخرجات تعلم المقرر (المهارات العامة) باستراتيجية التدريس والتقييم:

|  |                                      |  |
|--|--------------------------------------|--|
| استراتيجية التقييم                         | استراتيجية التدريس                   | مخرجات المقرر  |
| اسئلة مقالية<br>اسئلة قصيرة<br>اسئلة هادفة | المحاضرة<br>المناقشة<br>العصف الذهني | D1. يعتمد المفاهيم العامة للأخلاقيات الإسلامية، والاحكام الشرعية<br>اثناء التعامل مع القضايا والمشكلات المعاصرة. |

XI. تحديد وكتابة مواضع المقرر الرئيسية والفرعية (النظرية والعملية) وربطها بمخرجات التعلم المقصودة للمساق مع تحديد الساعات المعتمدة لها.

### كتابة وحدات /مواضيع محتوى المقرر

أولاً: الجانب النظري

| الرقم | مخرجات تعلم المقرر | وحدات/ موضوعات المقرر       | المواضيع التفصيلية   | عدد الأسابيع | الساعات الفعلية |
|-------|--------------------|-----------------------------|--|--------------|-----------------|
| 1     | A1, B1             | مقدمة: الثقافة والحضارة     | <ul style="list-style-type: none"> <li>تعريف الثقافة – الثقافة الإسلامية</li> <li>تعريف الحضارة ومكوناتها، ومظاهرها</li> <li>الفرق بين الثقافة والحضارة</li> <li>مصادر الثقافة الإسلامية</li> <li>خصائص الثقافة الإسلامية.</li> </ul>  | 2            | 4               |
| 2     | A2, B2             | النظام العقائدي في الإسلام  | <ul style="list-style-type: none"> <li>تعريف العقيدة</li> <li>أركان العقيدة الإسلامية</li> <li>أثر العقيدة على الفرد والمجتمع.</li> </ul>  | 1            | 2               |
| 3     | A3, B3             | النظام الاجتماعي في الإسلام | <ul style="list-style-type: none"> <li>تعريف النظام الاجتماعي</li> <li>تعريف الأسرة وأهميتها، ومظاهر اهتمام الإسلام بالأسرة</li> <li>مبادئ الإسلام في تأسيس الأسرة</li> <li>واستمرارها:</li> <li>مبادئ تراعى قبل الإقدام على - الزواج.</li> <li>مبادئ تراعى بعد الزواج -</li> <li>مبادئ تراعى عند حصول -</li> <li>زعزعة أو خلاف أسري.</li> </ul> | 1            | 2               |
| 4     | A4                 | النظام السياسي في الإسلام   | <ul style="list-style-type: none"> <li>مفهوم النظام السياسي</li> <li>أسس النظام السياسي في لإسلام</li> <li>السيادة للشرع- السلطة للأمة -1</li> </ul>   | 1            | 2               |

|    |    |  |   |  |    |
|----|----|--|---|--|----|
|    |    | - للأمة حاكم واحد -<br>الشورى<br>واجبات الحاكم وحقوقه في -<br>▪ النظام السياسي.  |   |  |    |
| 2  | 1  | ▪ تعريف الأخلاق ومكانتها في الإسلام.<br>▪ الأخلاق كما وردت في القرآن الكريم.<br>▪ الأخلاق كما وردت في السنة النبوية.                     | النظام الأخلاقي في الإسلام                | A5   | 5  |
| 2  | 1  | ▪ مفهوم أخلاقيات المهنة<br>▪ مصادر وأهمية أخلاقيات المهنة<br>▪ تصنيف القيم الأخلاقية المهنية.  | أخلاقيات المهنة                           | A6   | 6  |
| 2  | 1  | امتحان نصفي  | امتحان نصفي                               | A1, A2, A3, A4, A5, 7                                  | 7  |
| 2  | 1  | ▪ الإسلام والصحة<br>▪ الطب الوقائي في الإسلام.   | هدي الإسلام في الصحة والحفاظ عليها        | B4   | 8  |
| 4  | 2  | ▪ - الاجهاض - عمليات التجميل<br>نقل الدم<br>▪ - زراعة الأعضاء - الاستنساخ<br>▪ وسائل منع الحمل.  | أحكام شرعية وأخلاقية في بعض القضايا       | A7, D1   | 9  |
| 2  | 1  | ▪ - تشريح الجثث - الموت الرحيم<br>الدواء والصوم<br>▪ الأدوية والإدمان - التداوي<br>▪ بالأعشاب.   | تابع أحكام شرعية                          | A7, D1   | 10 |
| 2  | 1  | ▪ سوء التغذية - انتشار الأمراض المعدية<br>▪ حكم وأثر ممارسة بعض العادات الضارة:<br>□ المخدرات - المهدئات<br>اللواط - العادة -<br>السرية. | بعض المشكلات المعاصرة وكيف عالجها الإسلام | A7, A8, D1   | 11 |
| 2  | 1  | ▪ الغزو الفكري - الشورى في الإسلام - حقوق الإنسان في الإسلام.  | قضايا معاصرة                              | A9, D1   | 12 |
| 2  | 1  | امتحان نهائي   | الامتحان النهائي                          | A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B2, B3, B4, D1 | 13 |
| 32 | 16 | إجمالي الأسابيع والساعات   |   |  |    |

ثانياً: الجانب العملي:

| تكتب تجارب (مواضيع) العملي |                 |              |                 |               |
|----------------------------|-----------------|--------------|-----------------|---------------|
| الرقم                      | التجارب العملية | عدد الأسابيع | الساعات الفعلية | مخرجات التعلم |
|                            | لا ينطبق        |              |                 |               |
| إجمالي الأسابيع والساعات   |                 |              |                 |               |

| XIV. استراتيجيات التدريس: |  |
|---------------------------|--|
| ١. المحاضرة               |  |
| ٢. المناقشة               |  |
| ٣. العصف الذهني           |  |
| ٤. مناقشة مجموعات صغيرة   |  |
| ٥. تكاليف                 |  |

| XV. التقييمات والتكاليف: |                |               |         |        |
|--------------------------|----------------|---------------|---------|--------|
| الرقم                    | التكليف/النشاط | مخرجات التعلم | الأسبوع | الدرجة |
| 1                        | زراعة الاعضاء  | A7,D1         | 6-8     | 2.5    |
| 2                        | الاستنساخ      | A7,D1         | 7-10    | 2.5    |

| XVI. جدولة طرق/ أدوات التقييم خلال الفصل الدراسي |                    |         |        |                                      |  |
|--|--------------------|---------|--------|--------------------------------------|--|
| الرقم  | طرق/ أدوات التقييم | الأسبوع | الدرجة | نسبة الدرجة إلى درجة التقييم النهائي | المخرجات التي يحققها                                   |
| 1  | الحضور             | 15-1    | 5      | %5                                   | A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B2, B3         |
| 2  | الواجبات           | 12-4    | 5      | %5                                   | A7, D1   |
| 3  | اختبار منتصف الفصل | 7       | 20     | %20                                  | A1, A2, A3, A4, A5, A6, B1, B2, B3                     |
| 4  | الاختبار النهائي   | 17-15   | 70     | %70                                  | A2, A3, A4, A5, B1, B2, C1                             |
|  |                    |         | 100    | %100                                 | A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B2, B3, B4, D1 |

| XVII. مصادر التعلم:   |  |
|---|--|
| (المؤلف، العام، العنوان، مكان النشر والناشر)                                |  |
| المراجع الرئيسية: (لا تزيد عن مرجعين)                                       |  |
| ١ - الثقافة الإسلامية للدكتور / عبد الحكيم بن عبد اللطيف السروري.           |  |
| ٢ - أضواء على الثقافة الإسلامية د/ علي محمد الأهدل و د/ عبد الحكيم السروري. |  |
| المراجع المساندة  |  |
| ١ - الثقافة الإسلامية د/ عبد الغني حيدر.                                    |  |
| ٢ - الموسوعة الفقهية الطبية د/ محمد أحمد كنعان.                             |  |
| ٣ - قانون الجرائم والعقوبات اليمني د/ علي حسن الشرفي                        |  |

|   |  |
|---|--|
| الكتب والمراجع الاثرانية (الدوريات العلمية...الخ) (يرفق قائمة بذلك):            |  |
| www.google.com  |  |
| المصادر الإلكترونية ومواقع الإنترنت...الخ                                       |  |
| مواد تعلم أخرى مثل البرامج التي تعتمد على الكمبيوتر أو الأقراص المضغوطة ... الخ |  |

|  |  |
|--|--|
| <b>XV. الضوابط والسياسات المتبعة في المقرر.</b>                              |  |
| بعد الرجوع للوائح الجامعة يتم كتابة السياسة العامة للمساق فيما يتعلق بالآتي: |  |
| 8.   | سياسة حضور الفعاليات التعليمية: تحدد سياسة الحضور ومتى يعتمد الغياب وكيفيته ونسبته، ومتى يعد الطالب محروماً من المقرر        |
| 9.   | الحضور المتأخر: يتم تحديد السياسة المتبعة في حالات تكرار تأخر الطالب عن حضور الفعاليات التعليمية                             |
| 10.  | ضوابط الامتحان: تحديد السياسات المتبعة في حالات الغياب عن الامتحان و توصيف السياسة المتبعة في حالات تأخر الطالب عن الامتحان. |
| 11.  | التعيينات والمشاريع: تحديد السياسات المتبعة في حالات تأخير تسليم التكاليف والمشاريع ومتى يجب أن تسلم إلى الأستاذ.            |
| 12.  | الغش: تحدد هنا السياسات المتبعة في حالات الغش إما في الامتحانات أو في التكاليف بأي طريقة من طرائق الغش.                      |
| 13.  | الانتحال: يحدد تعريف الانتحال وحالاته والإجراءات المتبعة في حالة حدوثه.  |

## Standard II: Course Identification and General Information:

|    |  |                    |     |      |     |       |
|----|--|--------------------|-----|------|-----|-------|
| 1  | Course Title:                                      | English Language I |     |      |     |       |
| 2  | Course Number & Code:                              |                    |     |      |     |       |
| 3  | Credit hours:                                      | C.H                |     |      |     | Total |
|    |  | Th.                | Pr. | Tut. | Tr. |       |
|    |  | 2                  | NA  | NA   | NA  | 2     |
| 4  | Study level/year at which this course is offered:  |                    |     |      |     |       |
| 5  | Pre –requisite (if any):                           |                    |     |      |     |       |
| 6  | Co –requisite (if any):                            |                    |     |      |     |       |
| 7  | Name of faculty member responsible for the course: |                    |     |      |     |       |
| 8  | Program (s) in which the course is offered:        |                    |     |      |     |       |
| 9  | Language of teaching the course:                   |                    |     |      |     |       |
| 10 | Location of teaching the course:                   |                    |     |      |     |       |
| 11 | Prepared By:                                       |                    |     |      |     |       |
| 12 | Approved By:                                       |                    |     |      |     |       |

## Standard III: Course Description:

This course is designed especially for students of health sciences. It actually covers the four skills of a language: Reading, writing, listening, \ and speaking. The emphasis is, however, rather placed on reading and writing and terminology than on speaking and listening. The course deals primarily with the essential Grammar that are important for students in their health field studies such as (the passive, nouns, pronouns, adjectives and so on articles.

## Standard IV: Professional Information:

### Aims of The Course:

**Brief summary of the knowledge or skill the course is intended to develop:**

1. Grammatically correct English
2. Reading, writing, speaking and listening to English language.
3. Develop ability to read, understand and express meaningfully, the prescribed text.
4. Ability to communicate with other person.

### Intended learning outcomes (ILOs) of the course:

A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies

| Course Intended Learning                               | Outcomes Teaching strategies                                     | Assessment Strategies  |
|--|--|--|
| A1. Identify the structure of sentences and paragraphs | Lecture<br>Discussion<br>Demonstration<br>Classroom conversation | Objective type<br>Short answers<br>Fill in the blanks<br>Para Phrasing |
| A2. Describe the correct English grammar composition.  | Lecture<br>Discussion  | Objective type<br>Short answers  |

|  |  |  |
|--|--|--|
|  | Demonstration<br>Classroom conversation                          | Fill in the blanks<br>Para Phrasing                                    |
| A3. Recognize precise writing and summarizing  | Lecture<br>Discussion<br>Demonstration<br>Classroom conversation | Objective type<br>Short answers<br>Fill in the blanks<br>Para Phrasing |
| A4. Describe the composition of letter         | Lecture<br>Discussion<br>Demonstration<br>Classroom conversation | Objective type<br>Short answers<br>Fill in the blanks<br>Para Phrasing |
| A5. Discuss structures of telephone conversion | Lecture<br>Discussion<br>Demonstration<br>Classroom conversation | Objective type<br>Short answers<br>Fill in the blanks<br>Para Phrasing |

| (B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies: |  |                              |
|--|--|------------------------------|
| Course Intended Learning   | Outcomes Teaching strategies                             | Assessment Strategies        |
| B1. Develop ability to read, understand and express meaningfully, the prescribed English text.                           | Lecture Discussion<br>Exercise on: Reading & Summarizing | Short Answers<br>Essay type. |
| B2. Differentiate between formal and informal letters  | Exercise on: Writing & Summarizing                       | Short Answers<br>Essay type. |

| (C) Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies: |  |  |
|--|--|--|
| Course Intended Learning   | Outcomes Teaching strategies   | Assessment Strategies                            |
| C1. Perform reading, writing, and speaking English correctly   | Lecture Discussion<br>Class-room Conversation<br>Assignments<br>Exercise on: Reading & writing | Short Answers<br>Objective questions<br>Practice |
| C2. Practice listening to audio, and video materials   | Lecture Discussion<br>Class-room Conversation<br>Exercise on listening                         | Short Answers<br>Objective questions<br>Practice |

| (D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: |                              |                          |
|--|------------------------------|--------------------------|
| Course Intended Learning   | Outcomes Teaching strategies | Assessment Strategies    |
| D1. Use correct words and structure  | Exercise on Debating         | Assessment of the skills |

to communicate with other person.

Participating in Seminar

based on the checklist

## v: Course Content:

### 1 – Course Topics/Items:

#### a – Theoretical Aspect:

| Order | Topic List                   | Sub Topics List   | Number of Weeks | contact hours | Learning Outcomes |
|-------|------------------------------|---|-----------------|---------------|-------------------|
| 1     | Applied Grammar              | Correct usage: <ul style="list-style-type: none"> <li>▪ The structure of sentences</li> <li>▪ The structure of paragraphs</li> <li>▪ Enlargements of Vocabulary               <ul style="list-style-type: none"> <li>▪ Phonetics</li> </ul> </li> </ul>             | 4               | 8             |                   |
| 2     | Reading and comprehension    | <ul style="list-style-type: none"> <li>▪ Review of selected materials and express oneself in one's words.               <ul style="list-style-type: none"> <li>▪ Enlargement of Vocabulary.</li> </ul> </li> </ul>  | 6               | 12            |                   |
| 3     | Written Composition          | <ul style="list-style-type: none"> <li>▪ Precise writing and summarizing</li> <li>▪ Writing of bibliography</li> <li>▪ Enlargement of Vocabulary</li> </ul>   | 4               | 8             |                   |
| 4     | Midterm Exam                 | Midterm Exam  | 2               | 4             |                   |
| 5     | Various forms of composition | <ul style="list-style-type: none"> <li>▪ The study of various forms of composition               <ul style="list-style-type: none"> <li>✓ Paragraph,</li> <li>✓ Essay,</li> <li>✓ Letter,</li> <li>✓ Summary,</li> <li>✓ Practice in writing</li> </ul> </li> </ul> | 4               | 8             |                   |
| 6     | Spoken English               | <ul style="list-style-type: none"> <li>▪ Medical report</li> <li>▪ Oral report</li> <li>▪ Discussion &amp; Summarization</li> <li>▪ Debate               <ul style="list-style-type: none"> <li>▪ Telephonic conversion</li> </ul> </li> </ul>                      | 4               | 8             |                   |
| 7     | Listening Comprehension      | <ul style="list-style-type: none"> <li>▪ Media, audio, video, speeches etc.</li> </ul>  | 4               | 8             |                   |
| 8     | <b>Final Term Exam</b>       |   | 2               | 4             |                   |



**Number of Weeks /and Units Per Semester****30****60****V. Teaching strategies of the course**

1. Lecture Discussion
2. Demonstrate use of dictionary grammar
3. Class-room Conversation
4. Exercise on use of Grammar
5. Exercise on: Reading, writing, speaking and listening

**VI. Assignments**

| No       | Assignments      | Aligned CILOs (symbols) | Week Due    | Mark     |
|----------|------------------|-------------------------|-------------|----------|
| <b>1</b> | Letter writing   |                         | <b>4-10</b> | <b>5</b> |
| <b>2</b> | Medical reports. |                         | <b>8-12</b> | <b>5</b> |

**VII. Schedule of Assessment Tasks for Students During the Semester**

| No       | Assessments Methods                     | Week due                                  | Mark       | Proportion of Final Assessments | Aligned Course Learning Outcomes |
|----------|---|---|------------|---------------------------------|----------------------------------|
| <b>1</b> | Attendance and activities               | 15 <sup>th</sup> week                     | <b>5</b>   | <b>5%</b>                       |                                  |
| <b>2</b> | Student assignments                     | 5 <sup>th</sup> and 12 <sup>th</sup> week | <b>5</b>   | <b>5%</b>                       |                                  |
| <b>3</b> | Mid-term exam                           | 7 <sup>th</sup> or 8 <sup>th</sup> week   | <b>20</b>  | <b>20%</b>                      |                                  |
| <b>4</b> | Final-exam                              | 16 <sup>th</sup> -17 <sup>th</sup> week   | <b>70</b>  | <b>70%</b>                      |                                  |
|          | Number of Weeks /and Units Per Semester |   | <b>100</b> | <b>100%</b>                     |                                  |

**VII: Learning Resources:****1. Required Textbook(s) ( maximum two ).**

1. Oxford English for careers (2009). Nursing.
2. Quirk, Randolph and Jreenbaum Sidney(1987). A University Grammar of English, Hong Kong: Longman group (FE) Ltd.

**1. Essential References.**

1. Thomson A. J. and Maitüiet A. V. (1987). A licticl English Grammar, Delhi:

- Oxford University Press.
2. Gimson A. E. (1986). An Introduction to pronunciation of English. Hong kong: Wing King Tong Ca. Ltd.
  3. O' Connor J. D, (1986). Better English h'onuwiation. Cambridge:University Press.

## 2. **Electronic Materials and Web Sites *etc.***

1. WWW.encontinouear.com
2. Http: // www.google. Com

### IX. Course Policies:

|          |  |
|----------|--|
| <b>1</b> | Class Attendance: At least 75 % of the course hours should be attended by the student. Otherwise, he/she will not be allowed to attend the final exam                      |
| <b>2</b> | Tardy: any student who is late for more than 15 minutes from starting the lecture will not be allowed to attend the lecture and will be considered absent.                 |
| <b>3</b> | Exam Attendance/Punctuality: Any student who is late for more than 30 minutes from starting the exam will not be allowed to attend the exam and will be considered absent. |
| <b>4</b> | Assignments &Projects: Assignments and projects will be assessed individually unless the teacher request for group work  |
| <b>5</b> | Cheating: Cheating by any means will cause the student failure and he/she must re-study the course   |
| <b>6</b> | Plagiarism: Plagiarism by any means will cause the student failure in the course. Other disciplinary procedures will be according to the college rules.                    |

**Standard II: Course Identification and General Information:**

|    |   |                          |            |             |            |              |
|----|---|--------------------------|------------|-------------|------------|--------------|
| 1  | <b>Course Title:</b>                                      | Introduction to Computer |            |             |            |              |
| 2  | <b>Course Number &amp; Code:</b>                          |                          |            |             |            |              |
| 3  | <b>Credit hours:</b>                                      | <b>C.H</b>               |            |             |            | <b>Total</b> |
|    |   | <b>Th.</b>               | <b>Pr.</b> | <b>Tut.</b> | <b>Tr.</b> |              |
|    |   | <b>1</b>                 | <b>2</b>   | <b>NA</b>   | <b>NA</b>  |              |
| 4  | <b>Study level/year at which this course is offered:</b>  |                          |            |             |            |              |
| 5  | <b>Pre –requisite (if any):</b>                           |                          |            |             |            |              |
| 6  | <b>Co –requisite (if any):</b>                            |                          |            |             |            |              |
| 7  | <b>Name of faculty member responsible for the course:</b> |                          |            |             |            |              |
| 8  | <b>Program (s) in which the course is offered:</b>        |                          |            |             |            |              |
| 9  | <b>Language of teaching the course:</b>                   |                          |            |             |            |              |
| 10 | <b>Location of teaching the course:</b>                   |                          |            |             |            |              |
| 11 | <b>Prepared By:</b>                                       |                          |            |             |            |              |
| 12 | <b>Approved By:</b>                                       |                          |            |             |            |              |

**Standard III: Course Description:**

This course is designed for students to develop basic understanding of uses of computer and its applications in health care.

**Standard IV: Professional Information:****Aims of The Course:****Brief summary of the knowledge or skill the course is intended to develop:**

1. Discuss various concepts used in computer and the disk operating system.
2. Recognize features of computer aided teaching and testing.
3. Uses operating system, MS Office, multi-media, internet and Email.
4. Describe the use of hospital management system.

**Intended learning outcomes (ILOs) of the course:**

A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies

| Course Intended Learning                         | Outcomes Teaching strategies           | Assessment Strategies                    |
|--|--|--|
| A1. Recognize various concepts used in computer  | Lecture<br>Discussion<br>Demonstration | Short answers<br>Objective type<br>Essay |
| A2. Identify application of computer in medicine | Lecture<br>Discussion<br>Demonstration | Short answers<br>Objective type<br>Essay |
| A3. Describe the disk operating system           | Lecture<br>Discussion<br>Demonstration | Short answers<br>Objective type<br>Essay |

|  |  |  |
|--|--|--|
| A4. Discuss uses of internet and Email             | Lecture<br>Discussion<br>Demonstration | Short answers<br>Objective type<br>Essay |
| A5. Describe and use the statistical packages      | Lecture<br>Discussion<br>Demonstration | Short answers<br>Objective type<br>Essay |
| A6. Describe the use of Hospital Management System | Lecture<br>Discussion<br>Demonstration | Short answers<br>Objective type<br>Essay |

| (B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies: |   |  |
|--|---|--|
| Course Intended Learning   | Outcomes Teaching strategies                              | Assessment Strategies                    |
| B1. Discuss aided teaching and testing in computers  | Lecture<br>Discussion<br>Demonstration<br>Brain storming. | Short answers<br>Objective type<br>Essay |
| B2, Compare between two statistical packages features  | Lecture<br>Discussion<br>Demonstration<br>Brain storming. | Short answers<br>Objective type<br>Essay |

| (C) Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies: |   |   |
|--|---|---|
| Course Intended Learning   | Outcomes Teaching strategies                              | Assessment Strategies                             |
| C1. Demonstrate skill in the use of MS Office  | Lecture - Discussion<br>Demonstration<br>Group discussion | Short answers<br>Objective type<br>Practical Exam |
| C2. Demonstrate skill in using multi-media   | Lecture - Discussion<br>Demonstration<br>Group discussion | Short answers<br>Objective type<br>Practical Exam |
| C3. Demonstrate use of internet and Email  | Lecture - Discussion<br>Demonstration<br>Group discussion | Short answers<br>Objective type<br>Practical Exam |
| C4. Demonstrate use of hospital management system  | Lecture - Discussion<br>Demonstration<br>Group discussion | Short answers<br>Objective type<br>Practical Exam |

| (D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: |
|--|
|--|

| Course Intended Learning                            | Outcomes Teaching strategies                            | Assessment Strategies                                      |
|---|---|--|
| D1. Describe the use of hospital management system. | Lecture Discussion<br>Demonstration<br>Practice Session | Short answer questions<br>Objective type<br>Practical Exam |

## v: Course Content:

### 1 – Course Topics/Items:

#### a – Theoretical Aspect:

| Order | Topic List                                 | Sub Topics List   | Number of Weeks | contact hours | Learning Outcomes      |
|-------|--|---|-----------------|---------------|------------------------|
| 1     | Introduction                               | <ul style="list-style-type: none"> <li>▪ Introduction to computers</li> <li>▪ Hardware and software;</li> <li>▪ trends and technology</li> <li>▪ Application of computers in medicine and health care</li> </ul>  | 2               | 4             | A1, A2                 |
| 2     | Introduction to disk- operating system DOS | <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Windows (all version</li> <li>▪ Introduction to Microsoft word (MS-Word)</li> <li>▪ MS-Excel with pictorial presentation</li> <li>▪ MS-Access               <ul style="list-style-type: none"> <li>▪ MS-Power point</li> </ul> </li> </ul> | 4               | 8             | A3, C1                 |
| 3     | Multimedia                                 | <ul style="list-style-type: none"> <li>□ Types &amp; uses</li> <li>□ Computer aided teaching &amp; testing</li> </ul>   | 2               | 4             | B1, C2                 |
| 4     | Midterm exam                               | Midterm exam  | 1               | 2             | A1, A2, A3, B1, C1, C2 |
| 5     | Internet & E-mail                          | Use of Internet and: e-mail   | 2               | 4             | A4, C3                 |
| 6     | Statistical packages                       | Statistical packages: types and their features  | 2               | 4             | A5, B2                 |
| 7     | Oxygenation                                | <ul style="list-style-type: none"> <li>□ Physiology of (ventilation, circulation &amp; oxygenation)</li> <li>□ Factors Affecting Oxygenation</li> <li>□ Alterations in oxygenation</li> <li>□ Oxygen therapy</li> <li>□ Maintenance of patent</li> </ul>  | 1               | 2             | A4, B5                 |

|  |                            |   |           |           |  |
|--|----------------------------|---|-----------|-----------|--|
|  |                            | airway<br><input type="checkbox"/> Oxygen administration<br><input type="checkbox"/> Suction<br><input type="checkbox"/> Inhalations: dry and moist<br><input type="checkbox"/> Chest physiotherapy<br><input type="checkbox"/> Care of Chest drainage<br><input type="checkbox"/> Pulse oximetry |           |           |  |
| <b>8</b>                                       | Hospital Management System | <input type="checkbox"/> Types<br><input type="checkbox"/> Uses   | <b>1</b>  | <b>2</b>  | A6, C4, D1   |
| <b>9</b>                                       | Final exam                 | Final exam  | <b>1</b>  | <b>2</b>  | A1, A2, A3, A4, A5, A6, B1, B2, C1, C2, C3, C4, D1 |
| <b>Number of Weeks /and Units Per Semester</b> |                            |   | <b>16</b> | <b>32</b> |  |

| <b>B – Practical Aspect:</b>                   |                                   |                        |                      |                          |
|--|-----------------------------------|------------------------|----------------------|--------------------------|
| <b>Order</b>                                   | <b>Task/ Experiments</b>          | <b>Number of Weeks</b> | <b>contact hours</b> | <b>Learning Outcomes</b> |
| <b>1</b>                                       | Use of MS Office                  | <b>6</b>               | <b>12</b>            | <b>C1</b>                |
| <b>2</b>                                       | Use multi-media                   | <b>2</b>               | <b>4</b>             | <b>C2</b>                |
| <b>3</b>                                       | Use of internet and Email         | <b>2</b>               | <b>4</b>             | <b>C3</b>                |
| <b>4</b>                                       | Use of hospital management system | <b>2</b>               | <b>4</b>             | <b>C4</b>                |
| <b>Number of Weeks /and Units Per Semester</b> |                                   | <b>12</b>              | <b>24</b>            |                          |

| <b>V. Teaching strategies of the course</b>  |
|--|
| 1. Lecture - Discussion<br>2. Demonstration<br>3. Brainstorming<br>4. Case discussions / Seminar |

| <b>VI. Assignments</b> |   |                                |                 |             |
|------------------------|---|--------------------------------|-----------------|-------------|
| <b>No</b>              | <b>Assignments</b>  | <b>Aligned CILOs (symbols)</b> | <b>Week Due</b> | <b>Mark</b> |
| <b>1</b>               | Application of computers in health care<br>Write records of patient<br>Simulated - Actual | A1, A2, B1, B2, C1, C2         | <b>2-10</b>     | <b>5</b>    |

| VII. Schedule of Assessment Tasks for Students During the Semester |                           |   |      |                                 |  |
|--|---------------------------|---|------|---------------------------------|--|
| No   | Assessments Methods       | Week due                                  | Mark | Proportion of Final Assessments | Aligned Course Learning Outcomes                   |
| 1  | Attendance and activities | 15 <sup>th</sup> week                     | 5    | 5%                              | A1, A2, A3, A4, A5, A6, B1, B2, C1, C2, C3         |
| 2  | Student assignments       | 5 <sup>th</sup> and 12 <sup>th</sup> week | 5    | 5%                              | A1, A2, B1, B2, C1, C2                             |
| 3  | Mid-term exam             | 7 <sup>th</sup> or 8 <sup>th</sup> week   | 20   | 20%                             | A1, A2, A3, B1, C1, C2                             |
| 4  | Final-exam                | 16 <sup>th</sup> -17 <sup>th</sup> week   | 70   | 70%                             | A1, A2, A3, A4, A5, A6, B1, B2, C1, C2, C3, C4, D1 |

| VII: Learning Resources:  |  |
|---|--|
| <b>1. Required Textbook(s) ( maximum two ).</b>   |  |
| 1. N.K. Anand & Shikha Goel (2009). Computers for Nurses, A.I.T.B.S. Publishers ,India. |  |
| <b>2. Essential References.</b>   |  |
| 2. Thacker N (2009). Computers for Nurses, India.                                       |  |
| <b>3. Electronic Materials and Web Sites etc.</b>                                       |  |
| 1. www.google.com   |  |
| 2. www.yahoo.com  |  |

| IX. Course Policies: |  |
|----------------------|--|
| 1                    | Class Attendance: At least 75 % of the course hours should be attended by the student. Otherwise, he/she will not be allowed to attend the final exam                      |
| 2                    | Tardy: any student who is late for more than 15 minutes from starting the lecture will not be allowed to attend the lecture and will be considered absent.                 |
| 3                    | Exam Attendance/Punctuality: Any student who is late for more than 30 minutes from starting the exam will not be allowed to attend the exam and will be considered absent. |
| 4                    | Assignments &Projects: Assignments and projects will be assessed individually unless the teacher request for group work  |
| 5                    | Cheating: Cheating by any means will cause the student failure and he/she must re-study the course   |
| 6                    | Plagiarism: Plagiarism by any means will cause the student failure in the course. Other disciplinary procedures will be according to the college rules.                    |

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Medical Terminology   |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 2                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

Medical Terminology is designed to prepare the students to pronounce, define, analyze and comprehend the medical language. It introduces them to the vocabulary, abbreviations, and symbols used in health care settings. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots.

## III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

A. **Knowledge and Understanding:** Upon successful completion of the course, students will be able to:



|  |  |  |  |
|--|--|--|--|
| a1   | Identify the basic structure of medical words, including prefixes, suffixes, roots, combining forms, and plurals.    |  |  |
| a2   | Identify the rules of building medical terms and a connection between the term and its relationship to body systems. |  |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |  |  |  |
| b1   | Construct medical terms correctly using the rules of combining suffixes, prefixes, and word roots.                   |  |  |
| b2   | Analyze medical terms into their defining parts and meanings as relevant to body systems and functions.              |  |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |  |  |  |
| c1   | Use medical terms properly to report health problems, diagnosis, procedures and treatment.                           |  |  |
| c2   | Write terms for selected structures of the body systems, matching them with their descriptions.                      |  |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |  |  |  |
| d1   | Display high degree of personal commitment, self-developing and cooperation with his colleagues.                     |  |  |
| d2   | Demonstrate analytical, communicative and professional skills related to his area of interest.                       |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| <b>Course Intended Learning Outcomes</b> |   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|--|---|---|--|
| a1                                       | Identify the basic structure of medical words, including prefixes, suffixes, roots, combining forms, and plurals. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

|    |  |   |  |
|----|--|---|--|
| a2 | Identify the rules of building medical terms and a connection between the term and its relationship to body systems. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
|----|--|---|--|

Demonstrate analytical, communicative and professional skills related to his area of interest.

|    |   | <b>Teaching Strategies</b>   | <b>Assessment Strategies</b>  |
|----|---|--|---|
| b1 | Construct medical terms correctly using the rules of combining suffixes, prefixes, and word roots.      | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Analyze medical terms into their defining parts and meanings as relevant to body systems and functions. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>  | <b>Teaching Strategies</b>   | <b>Assessment Strategies</b>  |
|----|---|--|---|
| c1 | Use medical terms properly to report health problems, diagnosis, procedures and treatment.      | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2 | Write terms for selected structures of the body systems, matching them with their descriptions. | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|----|--|---|--|
| d1 | Display high degree of personal commitment, self-developing and cooperation with his colleagues. | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

|    |  |   |  |
|----|--|---|--|
| d2 | Demonstrate analytical, communicative and professional skills related to his area of interest. | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
|----|--|---|--|

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List                | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|----------------------------------|--|-----------------|---------------|--------------------------|
| 1   | <b>Introduction</b>              | <ul style="list-style-type: none"> <li>– Course objectives and design</li> <li>– What is medical terminology?</li> <li>– Features of a medical term</li> <li>– Parts of a medical term</li> </ul>  | 1               | 2             | a1, a2, b2, c1,          |
| 2   | <b>Formation of Medical Term</b> | <ul style="list-style-type: none"> <li>– Formation of a medical term</li> <li>– Pronunciation and pluralizing rules</li> <li>– Defining a medical term</li> </ul>  | 1               | 2             | a1, a2, b2, c1,          |
| 3   | <b>Suffixes</b>                  | <ul style="list-style-type: none"> <li>– Rules for linking suffixes</li> <li>– Types of suffixes               <ul style="list-style-type: none"> <li>- Surgical</li> <li>- Diagnostic</li> <li>- Pathological</li> <li>- Grammatical</li> <li>- Learning activities</li> </ul> </li> </ul>  | 1               | 2             | a1, a2, b2, c1, d1       |
| 4   | <b>Prefixes</b>                  | <ul style="list-style-type: none"> <li>– Features of prefixes</li> <li>– Rules for linking prefixes</li> <li>– Types of prefixes               <ul style="list-style-type: none"> <li>- Prefixes of position</li> <li>- Prefixes of number</li> <li>- Prefixes of measurement</li> <li>- Prefixes of direction</li> <li>- Prefixes of color</li> <li>- Prefixes of time</li> <li>- Prefixes of size and comparison</li> <li>- Prefixes of negation</li> <li>- Other common prefixes</li> </ul> </li> </ul> | 1               | 2             | a1, a2, b2, c1, d1       |

|    |                                  |  |   |   |                                |
|----|----------------------------------|--|---|---|--------------------------------|
|    |                                  | - Learning activities  |   |   |                                |
| 5  | <b>Body Structure</b>            | <ul style="list-style-type: none"> <li>- Levels of Organization and related terms</li> <li>- Anatomical Position</li> <li>- Planes of the Body</li> <li>- Body Cavities</li> <li>- Abdominopelvic Divisions</li> <li>- Quadrants</li> <li>- Regions</li> </ul>                       | 1 | 2 | a2, b1, c2, d2                 |
| 6  | <b>Body Structure</b>            | <ul style="list-style-type: none"> <li>- Directional Terms</li> <li>- Pathology Diagnostic, Symptomatic, and Related Terms,</li> <li>- Diagnostic and Therapeutic Procedures</li> <li>- Abbreviations</li> <li>- Learning Activities</li> <li>- Medical Record Activities</li> </ul> | 1 | 2 | a2, b1, c2, d2                 |
| 7  | <b>Digestive System</b>          | <ul style="list-style-type: none"> <li>- Anatomy and Physiology Key terms</li> <li>- Pathological and Diagnostic Terms</li> <li>- Surgical and Therapeutic Terms</li> <li>- Learning Activities</li> <li>- Case study Reports</li> </ul>   | 1 | 2 | a2, b1, b2, c1, c2, d1, d2     |
| 8  | <b>Mid-Term Theoretical Exam</b> | <ul style="list-style-type: none"> <li>- Mid-Term Theoretical written Exam</li> </ul>  | 1 | 2 | a1, a2, b1, b2, c1, c2, d1, d2 |
| 9  | <b>Musculoskeletal System</b>    | <ul style="list-style-type: none"> <li>- Anatomy and Physiology Key terms</li> <li>- Pathological and Diagnostic Terms</li> <li>- Surgical and Therapeutic Terms</li> <li>- Learning Activities</li> <li>- Case study Reports</li> </ul>   | 1 | 2 | a2, b1, b2, c1, c2, d1, d2     |
| 10 | <b>Cardiovascular System</b>     | <ul style="list-style-type: none"> <li>- Anatomy and Physiology Key terms</li> <li>- Pathological and Diagnostic Terms</li> </ul>  | 1 | 2 | a2, b1, b2, c1, c2, d1, d2     |

|    |                             |  |   |   |                            |
|----|-----------------------------|--|---|---|----------------------------|
|    |                             | <ul style="list-style-type: none"> <li>– Surgical and Therapeutic Terms</li> <li>– Learning Activities</li> <li>– Case study Reports</li> </ul>  |   |   |                            |
| 11 | <b>Nervous System</b>       | <ul style="list-style-type: none"> <li>– Anatomy and Physiology Key terms</li> <li>– Pathological and Diagnostic Terms</li> <li>– Surgical and Therapeutic Terms</li> <li>– Learning Activities</li> <li>– Case study Reports</li> </ul> | 1 | 2 | a2, b1, b2, c1, c2, d1, d2 |
| 12 | <b>Integumentary System</b> | <ul style="list-style-type: none"> <li>– Anatomy and Physiology Key terms</li> <li>– Pathological and Diagnostic Terms</li> <li>– Surgical and Therapeutic Terms</li> <li>– Learning Activities</li> <li>Case study Reports</li> </ul>   | 1 | 2 | a2, b1, b2, c1, c2, d1, d2 |
| 13 | <b>Reproductive System</b>  | <ul style="list-style-type: none"> <li>– Anatomy and Physiology Key terms</li> <li>– Pathological and Diagnostic Terms</li> <li>– Surgical and Therapeutic Terms</li> <li>– Learning Activities</li> <li>Case study Reports</li> </ul>   | 1 | 2 | a2, b1, b2, c1, c2, d1, d2 |
| 14 | <b>Respiratory System</b>   | <ul style="list-style-type: none"> <li>– Anatomy and Physiology Key Terms</li> <li>– Pathological and Diagnostic Terms</li> <li>– Surgical and Therapeutic Terms</li> <li>– Learning Activities</li> <li>Case study Reports</li> </ul>   | 1 | 2 | a2, b1, b2, c1, c2, d1, d2 |
| 15 | <b>Urinary System</b>       | <ul style="list-style-type: none"> <li>– Anatomy and Physiology Key Terms</li> <li>– Pathological and Diagnostic Terms</li> <li>– Surgical and Therapeutic Terms</li> <li>– Learning Activities</li> <li>Case study Reports</li> </ul>   | 1 | 2 | a2, b1, b2, c1, c2, d1, d2 |

|  |                               |                                |   |   |                                |
|--|-------------------------------|--------------------------------|---|---|--------------------------------|
| 16   | <b>Final Theoretical Exam</b> | Final Theoretical Exam Written | 1 | 2 | a1, a2, b1, b2, c1, c2, d1, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |                               |                                |   |   |                                |

### V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments  | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|--|----------|-----------|-------------------------|
| 1            | <b>Assignment 1:</b> Students are asked to finish "Identify and Define" work sheet handed to them. The work sheet is designed to check students' mastery of constructing and analyzing medical terms.        | W5       | 5         | a1, c1                  |
| 2            | <b>Assignment 2:</b> Read the case study reports and complete the charts given below. This is intended to check students comprehending faculties to communicate about a given health problem and procedures. | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |  |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2, c2,              |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2, b1, b2                   |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

- Fremgen, Bonnie F. and Frucht, Suzanne S., 2017, *Medical Terminology: A Living Language: 78<sup>th</sup> edition*, New York, Pearson.
- Gylys, Barbara A. and Wedding, Mary Ellen. 2009, *Medical Terminology Systems: A Body Systems Approach, 6<sup>th</sup> edition*, Philadelphia, F. A. Davis Company.

### 2- Essential References:

- C. Leonard, Peggy, 2014. *Quick & Easy Medical Terminology*, 7th edition, Elsevier.
- Chabner, Davi-Ellen, 1991, *Medical Terminology: A Short Course*, 6<sup>th</sup> edition, Missouri, Saunders Elsevier Inc.

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- An Online Medical Dictionary
  1. <http://www.openmd.com>
  2. <http://www.medicinenet.com> Medtems Medical Dictionary AZ list
  3. <http://www.medic8.com/MedicalDictionary.htm>. Enter a medical term; then click on "Search" to see its definition.
- Web site providing information on health care issues, medical treatments, medications, etc.
  4. <http://www.medbroadcast.com>
- An interactive human anatomy site
  - 1- [www.innerbody.com](http://www.innerbody.com). When you click on a system, be sure to scroll down to see other links and animations.

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

### 1 Class Attendance:

Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.

|   |  |
|---|--|
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |



## I. Course Identification and General Information:

|    |  |                       |              |       |            |
|----|--|-----------------------|--------------|-------|------------|
| 1  | Course Title:  | Anatomy & Physiology1 |              |       |            |
| 2  | Course Code & Number:                                  |                       |              |       |            |
| 3  | Credit Hours:  | Credit Hours          | Theory Hours |       | Lab. Hours |
|    |  |                       | Lecture      | Field |            |
|    |  | 3                     | 2            | --    | 2          |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |       |            |
| 5  | Pre –Requisite (if any):                               |                       |              |       |            |
| 6  | Co –Requisite (if any):                                |                       |              |       |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |       |            |
| 8  | Language of Teaching the Course:                       | English               |              |       |            |
| 9  | Study System:  | Semester Based System |              |       |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |       |            |
| 11 | Location of Teaching the Course:                       |                       |              |       |            |
| 12 | Prepared by:   |                       |              |       |            |
| 13 | Date of Approval:                                      |                       |              |       |            |

## II. Course Description:

The course of human anatomy and physiology is designed to prepare the students with an understanding of the structural basis of the human body both at gross and microscopic levels. The course also provides an overview of the cells, the fluids and electrolytes, and acid–base balance. It includes also the laboratory period deals with the integumentary system, the musculoskeletal system, the head, neck, the spine and thorax).

## III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

**B. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| a1 | Recognize the structure and function of the normal cell, fluids and electrolytes and acid–base balance and pH | A1 |  |
|----|---|----|--|

|  |  |    |  |
|--|--|----|--|
| a2   | Describe the anatomical significance with the physiological functions and with the clinical conditions of the integumentary system, the musculoskeletal system, the head, neck, the spine and thorax). | A3 |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |  |    |  |
| b1   | Differentiate between epithelial tissue, connective tissue, muscle tissue, and nervous tissue  | B2 |  |
| b2   | Explain the surface markings of clinically important structures  | B3 |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |  |    |  |
| c1   | Demonstration of morphology of human body on anatomical models   | C1 |  |
| c2   | List the anatomic structures of the special senses, the functions of the anatomic structures of each sense and how the structures of the senses interrelate to perform their specialized functions     | C2 |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |  |    |  |
| d1   | Communicate with the patient and his family effectively in professional manner using the principles of communication techniques  | D1 |  |
| d2   | Use the ethical and professional standards in emergency care services  | D3 |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| <u>Course Intended Learning Outcomes</u> |  | Teaching Strategies   | Assessment Strategies  |
|--|--|---|--|
| a1                                       | Recognize the structure and function of the normal cell, fluids and electrolytes and acid–base balance and pH  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2                                       | Describe the anatomical significance with the physiological functions and with the clinical conditions of the integumentary system, the musculoskeletal system, the head, neck, the spine and thorax). | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| b1                                | Differentiate between epithelial tissue, connective tissue, muscle tissue, and nervous tissue | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Explain the surface markings of clinically important structures                               | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies  |
|-----------------------------------|--|--|--|
| c1                                | Demonstration of morphology of human body on anatomical models   | <ul style="list-style-type: none"> <li>▪ Case-Based Learning</li> <li>▪ Clinical teaching &amp; learning</li> <li>▪ Laboratory work</li> <li>▪ Role plays &amp; simulation</li> <li>▪ Small group discussion</li> <li>▪ Seminar (Discussions)</li> <li>▪ Practice session</li> <li>▪ Problems solving</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Practical/Clinical examination</li> <li>▪ Reports (Lab Reports.)</li> <li>▪ Lab work</li> <li>▪ Assessment of skills with checklist</li> </ul> |
| c2                                | List the anatomic structures of the special senses, the functions of the anatomic structures of each sense and how the structures of the senses interrelate to perform their specialized functions | <ul style="list-style-type: none"> <li>▪ Case-Based Learning</li> <li>▪ Clinical teaching &amp; learning</li> <li>▪ Laboratory work</li> <li>▪ Role plays &amp; simulation</li> <li>▪ Small group discussion</li> <li>▪ Seminar (Discussions)</li> <li>▪ Practice session</li> <li>▪ Problems solving</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Practical/Clinical examination</li> <li>▪ Reports (Lab Reports.)</li> <li>▪ Lab work</li> <li>▪ Assessment of skills with checklist</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies  |
|-----------------------------------|---|--|--|
| d1                                | Communicate with the patient and his family effectively in professional | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

|    |   |   |  |
|----|---|---|--|
|    | manner using the principles of communication techniques               | <ul style="list-style-type: none"> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul>                                   |  |
| d2 | Use the ethical and professional standards in emergency care services | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List  | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|--|---|-----------------|---------------|--------------------------|
| 1   | <b>The cell and the cellular environment</b>             | <ul style="list-style-type: none"> <li>▪ <b>Introduction</b></li> <li>▪ <b>The cell and the cellular environment</b> <ul style="list-style-type: none"> <li>○ The normal cell               <ul style="list-style-type: none"> <li>✓ Cell structure                   <ul style="list-style-type: none"> <li>• The cell membrane</li> <li>• The cytoplasm</li> <li>• The organelles</li> </ul> </li> </ul> </li> <li>○ Cell function</li> <li>○ Tissues</li> <li>○ Organs, organ systems, and the organism</li> <li>○ System integration</li> </ul> </li> </ul> | 2               | 4             | a1, b1                   |
| 2   | <b>The cellular environment: fluids and electrolytes</b> | <ul style="list-style-type: none"> <li>▪ <b>The cellular environment: fluids and electrolytes</b> <ul style="list-style-type: none"> <li>○ Water               <ul style="list-style-type: none"> <li>✓ Hydration</li> </ul> </li> <li>○ Electrolytes</li> <li>○ Osmosis and diffusion               <ul style="list-style-type: none"> <li>✓ Water movement between intracellular and extracellular compartments</li> </ul> </li> <li>○ Water movement between intravascular and interstitial compartments</li> </ul> </li> </ul>                              | 2               | 4             | a1                       |
| 3   | <b>Acid–base balance</b>                                 | <ul style="list-style-type: none"> <li>▪ <b>Acid–base balance</b> <ul style="list-style-type: none"> <li>○ The ph scale</li> <li>○ Bodily regulation of acid–base balance</li> </ul> </li> </ul>  | 1               | 2             | a1                       |
| 4   | <b>Body systems</b>                                      | <ul style="list-style-type: none"> <li>▪ <b>The integumentary system</b> <ul style="list-style-type: none"> <li>○ <b>The skin</b> <ul style="list-style-type: none"> <li>✓ Epidermis</li> <li>✓ Dermis</li> <li>✓ Subcutaneous tissue</li> </ul> </li> </ul> </li> </ul>  | 2               | 4             | a1, b1, c1, d1           |

|   |                                   |   |   |   |                    |
|---|-----------------------------------|---|---|---|--------------------|
|   |                                   | <ul style="list-style-type: none"> <li>○ The hair</li> <li>○ The nails</li> <li>▪ <b>The blood</b> <ul style="list-style-type: none"> <li>○ Components of blood <ul style="list-style-type: none"> <li>✓ Plasma</li> <li>✓ Red blood cells</li> <li>✓ White blood cells</li> <li>✓ Platelets</li> </ul> </li> <li>○ Hemostasis</li> </ul> </li> </ul>   |   |   |                    |
| 5 | <b>Midterm exam</b>               | <b>Midterm exam</b>   | 1 | 2 | a1, b1, c1, d1     |
| 6 | <b>The musculoskeletal system</b> | <ul style="list-style-type: none"> <li>▪ <b>The musculoskeletal system</b> <ul style="list-style-type: none"> <li>○ <b>Skeletal tissue and structure</b> <ul style="list-style-type: none"> <li>✓ Bone structure <ul style="list-style-type: none"> <li>• The diaphysis</li> <li>• The epiphysis</li> <li>• The metaphysis</li> <li>• The medullary canal</li> <li>• The periosteum</li> <li>• Cartilage</li> </ul> </li> <li>✓ Joint structure <ul style="list-style-type: none"> <li>• Types of joints</li> <li>• Ligaments</li> <li>• Joint capsule</li> </ul> </li> </ul> </li> <li>○ <b>Skeletal organization</b> <ul style="list-style-type: none"> <li>✓ The extremities <ul style="list-style-type: none"> <li>• Wrists and hands</li> <li>• Elbows</li> <li>• Shoulders</li> <li>• Ankles and feet</li> <li>• Knees</li> <li>• Hips and pelvis</li> </ul> </li> </ul> </li> <li>○ <b>Bone aging</b></li> <li>○ <b>Muscular tissue &amp; structure</b> <ul style="list-style-type: none"> <li>✓ Definition</li> <li>✓ Type of muscles movement.</li> <li>✓ Muscles of abdominal wall</li> <li>✓ Muscles of respiration</li> <li>✓ Pelvic diaphragm</li> </ul> </li> </ul> </li> </ul> | 3 | 6 | a2, b1, b2, c2, d2 |
| 7 | <b>The head, face, and neck</b>   | <ul style="list-style-type: none"> <li>▪ <b>The head, face, and neck</b> <ul style="list-style-type: none"> <li>○ <b>The head</b> <ul style="list-style-type: none"> <li>✓ The scalp</li> <li>✓ The cranium</li> <li>✓ The meninges</li> <li>✓ Cerebrospinal fluid</li> <li>✓ The brain</li> <li>✓ CNS circulation</li> <li>✓ Blood–brain barrier</li> <li>✓ Cerebral perfusion pressure</li> <li>✓ Cranial nerves</li> </ul> </li> </ul> </li> </ul>   | 2 | 4 | a2, b2, c2, d2     |

|  |                             |  |           |           |                    |
|--|-----------------------------|--|-----------|-----------|--------------------|
|  |                             | <ul style="list-style-type: none"> <li>✓ Ascending reticular activating system</li> <li>○ <b>The face</b> <ul style="list-style-type: none"> <li>✓ The ear</li> <li>✓ The eye</li> <li>✓ The mouth</li> </ul> </li> <li>○ <b>The neck</b> <ul style="list-style-type: none"> <li>✓ Vasculature of the neck</li> <li>✓ Airway structures</li> <li>✓ Other structures of the neck</li> </ul> </li> </ul>   |           |           |                    |
| 8  | <b>The spine and thorax</b> | <ul style="list-style-type: none"> <li>▪ <b>The spine and thorax</b> <ul style="list-style-type: none"> <li>○ The spine <ul style="list-style-type: none"> <li>✓ The vertebral column</li> <li>✓ Divisions of the vertebral column</li> </ul> </li> <li>○ The spinal meninges</li> <li>○ The thorax <ul style="list-style-type: none"> <li>✓ The thoracic cage</li> <li>✓ The diaphragm</li> <li>✓ Associated musculature</li> <li>✓ Trachea, bronchi, and lungs</li> <li>✓ Mediastinum and heart</li> <li>✓ Great vessels</li> <li>✓ Esophagus</li> </ul> </li> </ul> </li> </ul> | 2         | 4         | a2, c2, d2         |
| 9  | <b>Final exam</b>           | <b>Final exam</b>  | <b>1</b>  | <b>2</b>  | a2, b1, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |                             |  | <b>16</b> | <b>32</b> |                    |

### B. Case Studies and Practical Aspect:

| No. | Tasks/ Experiments   | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|-----|--|-----------------|---------------|---------------------------|
| 1   | <b>Body Cells</b> <ul style="list-style-type: none"> <li>• Cell &amp; Tissues</li> </ul>   | 2               | 4             | <b>c1</b>                 |
| 2   | <b>Integumentary system</b> <ul style="list-style-type: none"> <li>• Demonstration of the skin</li> <li>• Demonstration of the Epidermis</li> <li>• Demonstration of the Subcutaneous tissue</li> </ul>                            | 2               | 4             | <b>c1</b>                 |
| 3   | <b>The musculoskeletal system</b> <ul style="list-style-type: none"> <li>• Human skeleton, Muscular system and Joints</li> </ul>   | 2               | 4             | <b>c1</b>                 |
| 4   | <b>Midterm exam</b>  | 1               | 2             | <b>c1</b>                 |
| 5   | <b>The head, and neck</b> <ul style="list-style-type: none"> <li>• Demonstration of skull, maxilla, and mandible</li> </ul>  | 2               | 4             | <b>c1</b>                 |
| 6   | <b>The spine and thorax</b> <ul style="list-style-type: none"> <li>• Demonstration of vertebral column</li> <li>• Demonstration of rib cage</li> <li>• Demonstration of the heart</li> <li>• Demonstration of the lungs</li> </ul> | 2               | 4             | <b>c2</b>                 |

|  |   |   |   |           |
|--|---|---|---|-----------|
| 7  | <b>Sensory organs</b><br>• Demonstration of the eyes, ears, nose & tongue | 2 | 4 | <b>c2</b> |
| 8  | <b>Final exam</b>   | 1 | 2 | <b>c2</b> |
| <b>Number of Weeks /and Units Per Semester</b> |   |   |   |           |

### V. Teaching Strategies of the Course:

1. Interactive lecture
2. Seminars and student presentations
3. Brain storming
4. Role-play and simulation
5. Small group discussion
6. Learning tasks and activities
7. Problems solving
8. Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments                                   | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|---|----------|-----------|-------------------------|
| 1            | <b>Assignment 1:</b> Regulation of body fluid | W5       | 5         | a1, b1                  |
| 2            | <b>Assignment 2:</b> Type of joints           | W11      | 5         | a2, b2,                 |
| <b>Total</b> |   |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method                | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|----------------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | <b>Assignments</b>               | W5,11    | 10         | 10%                            | a1, b1, a2, b2                   |
| 2            | <b>Quizzes 1 &amp; 2</b>         | W3, 9    | 10         | 10%                            | a1, a2                           |
| 3            | <b>Mid-Term Theoretical Exam</b> | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | <b>Final Theoretical Exam</b>    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                                  |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

1. Heylings D., Leinster S., Carmichael S., Saada J., Logan B., and Hutchings R., (2018). McMinn's Concise Human Anatomy. 2<sup>nd</sup> Ed.; Taylor & Francis Group, LLC
2. Jones S., (2017). Pocket Anatomy & Physiology. 3<sup>rd</sup> Ed. F. A. Davis Company, Philadelphia
3. Bledsoe B., Porter, R., & Cherry, R., (2014). Pearson New International Edition, Essentials of Paramedic Care Update, 2<sup>nd</sup> Ed., Pearson Education Limited

### 2- Essential References:

1. Sanders, M., & McKenna k., Tan, D., Pollak A., and Mejia A., (2019). Sanders' Paramedic Textbook 5<sup>th</sup> Ed., USA.
2. LaPres J., Kersten ., and Tang Y., (2016). Gunstream's Anatomy & Physiology With Integrated Study Guide. 6<sup>th</sup> Ed. McGraw-Hill

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- 

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

### 1 **Class Attendance:**

Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.

### 2 **Tardiness:**

A student will be considered late if he/she is not in class after 10 minutes of the start time of class.

### 3 **Exam Attendance/Punctuality:**

No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.

### 4 **Assignments & Projects:**

Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.

### 5 **Cheating:**

Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.

### 6 **Forgery and Impersonation:**

Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.



| <b>I. Course Identification and General Information:</b> |  |                          |              |       |            |
|--|--|--------------------------|--------------|-------|------------|
| 1  | Course Title:  | Fundamental of Nursing I |              |       |            |
| 2  | Course Code & Number:                                  |                          |              |       |            |
| 3  | Credit Hours:  | Credit Hours             | Theory Hours |       | Lab. Hours |
|  |  |                          | Lecture      | Field |            |
|  |  | 2                        | 2            | --    | 2          |
| 4  | Study Level/ Semester at which this Course is offered: | 3\2                      |              |       |            |
| 5  | Pre –Requisite (if any):                               | None                     |              |       |            |
| 6  | Co –Requisite (if any):                                | None                     |              |       |            |
| 7  | Program (s) in which the Course is Offered:            |                          |              |       |            |
| 8  | Language of Teaching the Course:                       | English                  |              |       |            |
| 9  | Study System:  | Semester Based System    |              |       |            |
| 10   | Mode of Delivery:                                      | Full Time                |              |       |            |
| 11   | Location of Teaching the Course:                       |                          |              |       |            |
| 12   | Prepared by:   |                          |              |       |            |
| 13   | Date of Approval:                                      |                          |              |       |            |

| <b>II. Course Description:</b>  |
|---|
| In this course the student will acquire basic concepts and principles of fundamental skills of nursing and apply various nursing measures into practice. Introduce students to nursing, nursing education, health care delivery system, nursing process, health assessment and vital signs. It will cover also safety protection, asepsis, hygiene, activity and exercise |

| <b>III. Course Intended Learning Outcomes (CILOs) :</b><br>(مخرجات تعلم المقرر)                                  | <b>Referenced PILOs</b><br>(مخرجات تعلم البرنامج) |
|--|---|
| <b>C. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to:       |   |
| a1 Describes nursing education, health care delivery system, nursing process, health assessment and vital signs. | A1  |

|  |  |    |  |
|--|--|----|--|
| a2   | Recognize the principle of safety protection, asepsis, hygiene, activity and exercise  | A3 |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |  |    |  |
| b1   | Analyze the concept of health, illness and factors affecting them and health care agencies   | B2 |  |
| b2   | Synthesize assessment, plan, implement and evaluate the care for meeting patients' needs as safety, hygiene, activity and exercise | B3 |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |  |    |  |
| c1   | Perform health assessment and vital signs for the patients using nursing process   | C1 |  |
| c2   | Performs infection control procedures and safety protection for all patients   | C2 |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |  |    |  |
| d1   | Employ effective communication and accurate documentation while providing and/or managing for client needs.                        | D1 |  |
| d2   | Engage in educational activities related to professional issues  | D3 |  |

| <b>(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:</b> |   |  |
|--|---|--|
| <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
| a1   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| <b>(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:</b>         |   |  |
| <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |

|    |  |  |   |
|----|--|--|---|
| b1 | Analyze the concept of health, illness and factors affecting them and health care agencies   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Synthesize assessment, plan, implement and evaluate the care for meeting patients' needs as safety, hygiene, activity and exercise | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies  |
|-----------------------------------|--|--|--|
| c1                                | Perform health assessment and vital signs for the patients using nursing process | <ul style="list-style-type: none"> <li>▪ Case-Based Learning</li> <li>▪ Clinical teaching &amp; learning</li> <li>▪ Laboratory work</li> <li>▪ Role plays &amp; simulation</li> <li>▪ Small group discussion</li> <li>▪ Seminar (Discussions)</li> <li>▪ Practice session</li> <li>▪ Problems solving</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Practical/Clinical examination</li> <li>▪ Reports (Lab Reports.)</li> <li>▪ Lab work</li> <li>▪ Assessment of skills with checklist</li> </ul> |
| c2                                | Apply infection control procedures and safety protection for all patients        | <ul style="list-style-type: none"> <li>▪ Case-Based Learning</li> <li>▪ Clinical teaching &amp; learning</li> <li>▪ Laboratory work</li> <li>▪ Role plays &amp; simulation</li> <li>▪ Small group discussion</li> <li>▪ Seminar (Discussions)</li> <li>▪ Practice session</li> <li>▪ Problems solving</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Practical/Clinical examination</li> <li>▪ Reports (Lab Reports.)</li> <li>▪ Lab work</li> <li>▪ Assessment of skills with checklist</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Employ effective communication and accurate documentation while providing and/or managing for client needs. | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Engage in educational activities related to professional issues   | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> </ul>                                |

|  |  |   |   |
|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Learning activities</li> </ul> |
|--|--|---|---|

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List           | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|-----|-----------------------------|--|-----------------|---------------|---------------------------|
| 1   | Introduction to nursing     | <ul style="list-style-type: none"> <li>▪ Definition of nursing, client environment and other related concepts.</li> <li>▪ Nursing in early civilization</li> <li>▪ Nursing today</li> <li>▪ Present and old roles</li> <li>▪ The health-illness continuum</li> <li>▪ Variables influencing health.</li> <li>▪ Nursing organizations (ICN and Yemeni Joint for Nurses and Midwives YJNMC).</li> </ul> | 2               | 4             | a1, d1                    |
|     |                             | <ul style="list-style-type: none"> <li>▪ Admission and discharge reporting and recording referral</li> </ul>   | 1               | 2             | a1, d1                    |
| 2   | Nursing Education           | <ul style="list-style-type: none"> <li>▪ History background</li> <li>▪ Levels of nursing education</li> <li>▪ Professionalism.</li> <li>▪ Nursing position in the occupation continuum</li> </ul>  | 1               | 2             | a1, d1                    |
| 3   | Health care delivery system | <ul style="list-style-type: none"> <li>▪ Health care institutions.</li> <li>▪ Health care teams.</li> <li>▪ Methods of assigning nursing activities.</li> <li>▪ Nurse's roles in institutions and in the community.</li> </ul>   | 1               | 2             | a1, b1, d1                |
| 4   | Nursing process.            | <ul style="list-style-type: none"> <li>▪ Overview of the nursing process.</li> <li>▪ Characteristics of nursing process.               <ul style="list-style-type: none"> <li>A) Assessment.</li> <li>B) Diagnosis: -</li> <li>C) Planning (setting goal, expected outcomes)</li> <li>D) Implementation</li> <li>E) Evaluation</li> </ul> </li> </ul>  | 2               | 4             | a1, c1, d1                |
| 5   | Health assessment           | <p><b><u>A. Body Health Assessment.</u></b></p> <ul style="list-style-type: none"> <li>▪ Preparing the client and environment.</li> <li>▪ General survey.</li> <li>▪ Head and necks</li> </ul>   | 1               | 2             | a1, c1, d1                |

|   |                    |  |   |   |                |
|---|--------------------|--|---|---|----------------|
|   |                    | <ul style="list-style-type: none"> <li>▪ Upper extremities.</li> <li>▪ Chest and back.</li> <li>▪ Abdomen.</li> <li>▪ Genitalia exam</li> <li>▪ Lower extremities).</li> </ul>   |   |   |                |
| 6 | Vital signs        | <p><b>B. Vital signs.</b> ( Time to assess vital signs.-Variations in normal vital signs by age.</p> <p>1)Body temperature.</p> <ul style="list-style-type: none"> <li>▪ Factors affecting body <b>temperature</b></li> <li>▪ Alterations in body temperature</li> <li>▪ Advantages and disadvantages of four sites for body temperature measurement</li> <li>▪ Types of thermometers, and Temperature scales – Celsius and Fahrenheit)</li> </ul> <p>2)<b>Pulse</b></p> <ul style="list-style-type: none"> <li>▪ Factors affecting pulse rate.</li> <li>▪ Pulse sites.</li> <li>▪ Measurement of pulse</li> <li>▪ Documenting pulse</li> </ul> <p>3)<b>Respiration</b></p> <ul style="list-style-type: none"> <li>▪ Review the physiology of breathing.</li> <li>▪ Assessing respiration.</li> <li>▪ Factors affecting respiratory rate.</li> <li>▪ Altered breathing patterns and sounds.</li> </ul> <p>4)<b>Blood pressure</b></p> <ul style="list-style-type: none"> <li>▪ Factors affecting blood pressure.</li> <li>▪ Assessing blood pressure (equipment, sites, methods).</li> <li>▪ Common errors in assessing blood Pressure)</li> </ul> | 4 | 8 | A1, c1, d1     |
| 7 |                    | <b>Midterm exam</b>  | 1 | 2 | a1, b1, c1, d1 |
| 8 | Safety protection. | <ul style="list-style-type: none"> <li>▪ Factors affecting safety</li> <li>▪ Safety hazards throughout the life span.</li> </ul>   | 1 | 2 | a2, b2, c2, d2 |

|    |                       |  |   |   |                |
|----|-----------------------|--|---|---|----------------|
|    |                       | <ul style="list-style-type: none"> <li>▪ Preventing specific hazards (Scalds and burn, Fires, Falls, Poisoning, Suffocation or choking, Electrical hazards).</li> <li>▪ Restraining client. - Kinds of restraints.</li> </ul>  |   |   |                |
| 9  | Asepsis.              | <ul style="list-style-type: none"> <li>▪ Chain of infection</li> <li>▪ Nosocomial infection.</li> <li>▪ Factors increasing susceptibility to infection.</li> <li>▪ Cleaning, disinfecting and sterilization.</li> <li>▪ Isolation precautions. - Isolation practices.</li> <li>▪ Principles of medical asepsis</li> <li>▪ Sterile techniques.</li> <li>▪ Principles of surgical asepsis</li> <li>▪ Sterile field.</li> <li>▪ Infection control for health care workers.</li> <li>▪ Role of infection control nurse.</li> </ul> | 2 | 4 | a2, b2, c2, d2 |
| 10 | Hygiene               | <ul style="list-style-type: none"> <li>▪ Factors influencing personal hygiene.</li> <li>▪ Agents commonly used on the skin.</li> <li>▪ Purpose of bathing, oral hygiene, skin, feet, nails, hair, eyes ears and nose care.</li> <li>▪ Hygienic environment. –</li> <li>▪ Hospital beds. - Mattresses. - Side rails. - Foot board. - Bed cradles.</li> <li>▪ Making beds (Occupied, unoccupied, post-operative beds).</li> </ul>  | 1 | 2 | a2, b2, c2, d2 |
| 11 | Activity and Exercise | <ul style="list-style-type: none"> <li>▪ Basic elements of normal movement.</li> <li>▪ Factors affecting body alignment and activity.</li> <li>▪ Joint movement.</li> <li>▪ Types of exercise (Isotonic, isometric, isokinetic, aerobic, anaerobic exercise).</li> <li>▪ Benefits of exercise</li> <li>▪ Effect of immobility.</li> </ul>  | 1 | 2 | a2, b2, c2, d2 |

|  |                   |  |           |           |                |
|--|-------------------|--|-----------|-----------|----------------|
|  |                   | <ul style="list-style-type: none"> <li>▪ Using body mechanics.</li> <li>▪ Positioning</li> <li>▪ Moving and turning clients in bed.</li> <li>▪ Transferring clients.</li> <li>▪ Providing range of motion exercise.</li> </ul> |           |           |                |
| 12   | <b>Final exam</b> | Final term exam  | 1         | 2         | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |                   |  | <b>16</b> | <b>32</b> |                |

### B. Case Studies and Practical Aspect:

| No. | Tasks/ Experiments   | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|-----|--|-----------------|---------------|---------------------------|
|     | <ul style="list-style-type: none"> <li>▪ Admission and discharge</li> </ul>  | 1               | 2             | c1, d1                    |
| 1   | <b>Vital signs</b> <ul style="list-style-type: none"> <li>▪ Body temperature</li> <li>▪ Pulse</li> <li>▪ Respiration</li> <li>▪ Blood pressure</li> </ul>  | 2               | 4             | c1, d1                    |
| 2   | <b>Physical examination</b>  | 1               | 2             | c1, d1                    |
| 3   | <b>Safety protection</b> <ul style="list-style-type: none"> <li>▪ Restraining client</li> </ul>  | 1               | 2             | c2, d2                    |
| 4   | <b>Asepsis</b> <ul style="list-style-type: none"> <li>▪ Cleaning, disinfecting and sterilization</li> <li>▪ Sterile field</li> <li>▪ Hand washing and hand antiseptic</li> <li>▪ Don sterile gloves</li> <li>▪ Don sterile gown</li> </ul> | 2               | 4             | c2                        |
| 5   | Midterm exam   | 1               | 2             | c1, c2                    |
| 6   | <b>Hygiene</b> <ul style="list-style-type: none"> <li>▪ Oral hygiene</li> <li>▪ Bed bath</li> <li>▪ Hair shampoo</li> <li>▪ Foot care</li> <li>▪ Perineal care</li> </ul>  | 2               | 4             | c2                        |

|  |  |   |   |            |
|--|--|---|---|------------|
|  | <ul style="list-style-type: none"> <li>▪ Applying heat and cold application</li> </ul>   |   |   |            |
| 7  | <p>Making beds</p> <ul style="list-style-type: none"> <li>▪ Occupied bed</li> <li>▪ Unoccupied bed</li> <li>▪ Surgical beds</li> </ul>   | 1 | 2 | c2, d2     |
| 8  | <p><b>Activity and Exercise</b></p> <ul style="list-style-type: none"> <li>▪ Range of motion exercise</li> <li>▪ Passive &amp; active exercises</li> <li>▪ Transferring</li> <li>▪ Moving and turning clients in bed</li> <li>▪ Positioning</li> <li>▪ Using body mechanics</li> </ul> | 2 | 4 | c2         |
|  | Final exam   | 1 | 2 | c1, c2, d1 |
| <b>Number of Weeks /and Units Per Semester</b> |  |   |   |            |

## V. Teaching Strategies of the Course:

1. Interactive lecture & discussion
2. Laboratory work
3. Role-play and simulation
4. Small group discussion
5. Learning tasks and activities
6. Brain storming
7. Seminars and student presentations
8. Active learning
9. Problems solving

## VI. Assessment Methods of the Course:

- Assignment
- Practical/Clinical examination
- Reports (Lab Reports)
- Assessment of skills with checklist
- Written reports about lab training
- Case presentation
- Log book
- Midterm exam
- Final exam (Oral & Practical)



## VII. Assignments:

| No.          | Assignments  | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|--|----------|-----------|-------------------------|
| 1            | Assignments 1: Presentation on (infectious diseases) | W5       | 5         | a1, b1                  |
| 2            | Assignments 2: Visits CSSD write observation report  | W11      | 5         | a2, b2,                 |
| <b>Total</b> |  |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due   | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|------------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | Weeks 5-11 | 10         | 10%                            | a1, b1, a2, b2                   |
| 2            | Quizzes 1                 | Week 6     | 5          | 5%                             | a1                               |
| 3            | Mid-Term Theoretical Exam | Week 7     | 10         | 10%                            | a1, b1, c1, d1                   |
| 4            | Mid-Term Practical Exam   | Week 7     | 10         | 10%                            | b1, c1                           |
|              | Quizzes 2                 | Week 12    | 5          | 5%                             | a2                               |
|              | Final Practical Exam      | Week 15    | 20         | 20%                            | b2, c2                           |
|              | Final Theoretical Exam    | Week 16    | 40         | 40%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |            | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

1. Kozier and Erb's (2018) FUNDAMENTALS OF NURSING Concepts, Process and Practice 4<sup>th</sup> Ed Australian, New York, Addison Wesley Longman
2. Taylor's (2019). Clinical Nursing Skills A Nursing Process Approach 4<sup>th</sup> Ed. LWW

### 2- Essential References:

1. Brunner & Suddarth's (2018). Textbook of Medical-Surgical Nursing 14<sup>th</sup> Ed 2018. Philadelphia, Lippincott – Wilkins & Wilkins.
2. Perry & Potter (2020). Fundamentals of Nursing-Elsevier 10<sup>th</sup> Ed
3. Lippincott (2019). Manual Of Nursing Practice 11<sup>th</sup> Ed
4. Concept Based Clinical Nursing Skills (2020). Fundamental to Advanced 1<sup>st</sup> Ed

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- [www.ANA.com](http://www.ANA.com)
- [www.ASCO.com](http://www.ASCO.com)

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |  |   |              |          |            |
|----|--|---|--------------|----------|------------|
| 1  | Course Title:  | Medical Physics                                 |              |          |            |
| 2  | Course Code & Number:                                  |   |              |          |            |
| 3  | Credit Hours: 2hr                                      | Credit Hours                                    | Theory Hours |          | Lab. Hours |
|    |  |   | Lecture      | Exercise |            |
|    |  | 2hr   | 2hr          | ---      |            |
| 4  | Study Level/ Semester at which this Course is offered: | 2 <sup>nd</sup> year / 1 <sup>st</sup> semester |              |          |            |
| 5  | Pre –Requisite (if any):                               | Non   |              |          |            |
| 6  | Co –Requisite (if any):                                | No found  |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |   |              |          |            |
| 8  | Language of Teaching the Course:                       | English   |              |          |            |
| 9  | Study System:  | Semester  |              |          |            |
| 10 | Mode of Delivery:                                      | Full time                                       |              |          |            |
| 11 | Location of Teaching the Course:                       | Class   |              |          |            |
| 12 | Prepared by:   |   |              |          |            |
| 13 | Date of Approval:                                      | 2021-2022                                       |              |          |            |

## II. Course Description:

Providing the student with the basic knowledge and understand the concepts, laws physics which related to medicine such as measurement and units, work, energy, heat and temperature, properties of liquids and gases, blood pressure, electricity, light and lenses, elasticity, motion, introduction of physics of hearing and vision, introduction of nuclear and the instruments which based on the physics concepts.

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

**D. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

a1 Define physics quantities, medical physics, electric charge, electric field, fluid, light, light, radiation physics....

A1

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

b1 Explain the physics concepts that related in medicine

B1

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |           |  |
|----|---|-----------|--|
| c1 | Able to use equations to solve problems | <b>C1</b> |  |
| c2 |   | <b>C2</b> |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |                                       |           |  |
|----|---------------------------------------|-----------|--|
| d1 | Present scientific topics in seminar. | <b>D1</b> |  |
| d2 | work as team.                         | <b>D2</b> |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| <u>Course</u> Intended Learning Outcomes |   | Teaching Strategies           | Assessment Strategies                    |
|--|---|-------------------------------|--|
| a1                                       | Define the physic concepts                    | Lectures<br>Group discussion. | Quiz<br>Mid-term exam<br>Final term exam |
| a2                                       | Identify the matter state                     | Lectures<br>Group discussion. | Quiz<br>Mid-term exam<br>Final term exam |
|  | Recognize the side effects of electricity .   | Lectures<br>Group discussion. | Quiz<br>Mid-term exam<br>Final term exam |
|  | Explain Mechanism of electricity in the body. | Lectures<br>Group discussion. | Quiz<br>Mid-term exam<br>Final term exam |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies           | Assessment Strategies     |
|-----------------------------------|---|-------------------------------|---------------------------|
| b1                                | list the eye defect.                              | Lectures<br>Group discussion. | Written test<br>Oral exam |
| b2                                | Explain the side effect of radiation on the body. | Lectures<br>Group discussion. | Written test<br>Oral exam |
|                                   | Identify the role of radiation in medicine.       | Lectures<br>Group discussion. | Written test<br>Oral exam |

| <b>(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:</b> |                                       |                            |                                  |
|--|---------------------------------------|----------------------------|----------------------------------|
| <b>Course Intended Learning Outcomes</b>   |                                       | <b>Teaching Strategies</b> | <b>Assessment Strategies</b>     |
|  |                                       |                            |                                  |
|  |                                       |                            |                                  |
| <b>(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:</b>               |                                       |                            |                                  |
| <b>Course Intended Learning Outcomes</b>   |                                       | <b>Teaching Strategies</b> | <b>Assessment Strategies</b>     |
| d1   | Present scientific topics in seminar. | Seminar Group discussion.  | Mid-term exam<br>Final term exam |
| d2   | work as team.                         | Seminar Group discussion.  | Mid-term exam<br>Final term exam |

| <b>IV. Course Contents:</b>   |                              |  |                        |                      |                                 |
|-------------------------------|------------------------------|--|------------------------|----------------------|---------------------------------|
| <b>A. Theoretical Aspect:</b> |                              |  |                        |                      |                                 |
| <b>No.</b>                    | <b>Units/Topics List</b>     | <b>Sub Topics List</b>   | <b>Number of Weeks</b> | <b>Contact Hours</b> | <b>Learning Outcomes (CLOs)</b> |
| 1                             | <b>Measurement and units</b> | <ul style="list-style-type: none"> <li>• Introduction on physics and medical physics. Physical quantity Measurements</li> <li>• Vectors</li> </ul>                                     | 2                      | 2                    |                                 |
| 2                             | <b>Motion</b>                | <ul style="list-style-type: none"> <li>• Motion in straight lines</li> <li>• Newton's laws.</li> </ul>   | 1                      | 2                    |                                 |
|                               |                              | <ul style="list-style-type: none"> <li>• Work</li> <li>• Energy and its transfer</li> <li>• Power</li> </ul>   | 1                      | 2                    |                                 |
| 4                             | <b>Electricity</b>           | <ul style="list-style-type: none"> <li>• Electric Charge</li> <li>• Electric field</li> <li>• Electric force and capacitor</li> <li>• Electric current</li> <li>• Ohm's law</li> </ul> | 1                      | 2                    |                                 |
| 5                             |                              | <ul style="list-style-type: none"> <li>• Electricity in the body</li> </ul>  | 1                      | 2                    |                                 |

|  |                                   |   |           |           |  |
|--|-----------------------------------|---|-----------|-----------|--|
|  |                                   | <ul style="list-style-type: none"> <li>• ECG</li> <li>• EEG</li> <li>• EMG</li> </ul>   |           |           |  |
| 6  | <b>Mechanic of fluids</b>         | <ul style="list-style-type: none"> <li>• Fluid properties</li> <li>• Pressure and blood pressure</li> <li>• Density</li> </ul>  | 1         | 2         |  |
| 7  |                                   | <ul style="list-style-type: none"> <li>• Flow of fluid</li> <li>• Continuity equation</li> <li>• Bernoulli equation</li> <li>• Application of Bernoulli's equation</li> </ul>   | 2         | 2         |  |
| 8  |                                   | <b>Mid Exam</b>   | 1         | 2         |  |
| 9  | <b>Heat and temperature</b>       | <ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• <b>Thermometer</b></li> <li>• <b>Gas law</b></li> <li>• <b>Internal energy</b></li> <li>• <b>Heat, Heat capacity, specific heat</b></li> <li>• <b>Mechanisms of Energy Transfer in thermal Processes</b></li> </ul> | 1         | 2         |  |
| 10   | <b>Radiation and Radiotherapy</b> | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Type of radiation</li> <li>• radiobiology</li> <li>• Principle of radioprotection</li> <li>• Radiotherapy</li> <li>• Nuclear Medicine</li> </ul>   | 2         | 2         |  |
| 11   | <b>Light and optics</b>           | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Mirror and lenses</li> <li>• Eye</li> <li>• Microscopes</li> </ul>   | 2         | 2         |  |
| 16   |                                   | <b>Final exam</b>   | 1         | 2         |  |
| <b>Number of Weeks /and Units Per Semester</b> |                                   |   | <b>16</b> | <b>24</b> |  |

## V. Teaching Strategies of the Course:

- 1- lecture.
- 2- Discussion in groups.
- 3- Researching in groups for different topics as assignments.
- 4-Seminar Group discussion.

## VI. Assessment Methods of the Course:

|                                 |  |
|---------------------------------|--|
| 1- Participation& semester work | to assess intellectual skills                  |
| 2- Mid-term exam                | to assess the knowledge & understanding        |
| 3-Final term exam               | to assess the knowledge & understanding        |
| 4- Quizzes                      | to assess the knowledge & understanding        |
| 6- Workbook Assignments         | to assess the general and transferable skills. |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method      | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Semester work          |          | 20         | 20%                            |                                  |
| 2            | Mid-Term Examination   |          | 20         | 20%                            |                                  |
| 4            | Final-term Examination |          | 60         | 60%                            |                                  |
| <b>Total</b> |                        |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ):

1. Hassan Maridi, Medical physics for medicines

### 2- Essential References:

1. Hafez A. Radi, John O. Rasmussen( 2013 ) Principles of Physics For Scientists and Engineers, Springer
- 2.

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- An Online Medical Physics

## X. Course Policies: (Based on the Uniform Students' By law (2007)

|   |   |
|---|---|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes. |
| 2 | <b>Tardiness:</b>   |

|          |  |
|----------|--|
|          | A student will be considered late if he/she is not in class after 10 minutes of the start time of class.   |
| <b>3</b> | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| <b>4</b> | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| <b>5</b> | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' By law (2007) shall apply.                                       |
| <b>6</b> | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |



**SYLLABUS**  
**YEAR (1)**  
**SEMESTER (2)**

**Standard II: Course Identification and General Information:**

|    |   |                     |            |             |            |              |
|----|---|---------------------|------------|-------------|------------|--------------|
| 1  | <b>Course Title:</b>                                      | English Language II |            |             |            |              |
| 2  | <b>Course Number &amp; Code:</b>                          |                     |            |             |            |              |
| 3  | <b>Credit hours:</b>                                      | <b>C.H</b>          |            |             |            | <b>Total</b> |
|    |   | <b>Th.</b>          | <b>Pr.</b> | <b>Tut.</b> | <b>Tr.</b> |              |
|    |   | <b>2</b>            | <b>NA</b>  | <b>NA</b>   | <b>NA</b>  | <b>2</b>     |
| 4  | <b>Study level/year at which this course is offered:</b>  |                     |            |             |            |              |
| 5  | <b>Pre –requisite (if any):</b>                           |                     |            |             |            |              |
| 6  | <b>Co –requisite (if any):</b>                            |                     |            |             |            |              |
| 7  | <b>Name of faculty member responsible for the course:</b> |                     |            |             |            |              |
| 8  | <b>Program (s) in which the course is offered:</b>        |                     |            |             |            |              |
| 9  | <b>Language of teaching the course:</b>                   |                     |            |             |            |              |
| 10 | <b>Location of teaching the course:</b>                   |                     |            |             |            |              |
| 11 | <b>Prepared By:</b>                                       |                     |            |             |            |              |
| 12 | <b>Approved By:</b>                                       |                     |            |             |            |              |

**Standard III: Course Description:**

This course is designed to help the student acquire a good command and comprehension of the Medical English terminology through individual, papers and conferences. Students will practice their skills in verbal and written English during clinical and classroom experience.

**Standard IV: Professional Information:****Aims of The Course:****Brief summary of the knowledge or skill the course is intended to develop:**

1. Identifies basic structures and components of medical terms and names of health problems and how to deal with long Latin of Greek terms and their meanings.
2. Divides the English articles into paragraphs and ideas and memorize and recall information from English articles.
3. Write properly an easy in English.

**Intended learning outcomes (ILOs) of the course:**

A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies

| Course Intended Learning  | Outcomes Teaching strategies   | Assessment Strategies           |
|---|--|---------------------------------|
| A1. Identifies basic structures and components of medical terms and names of health problems and how to deal with long Latin of Greek terms and their meanings. | Lecture -Discussion<br>Demonstrate use of dictionary grammar<br>Class-room<br>Conversation<br>Exercise on use of terminology | Short<br>Answers<br>Essay type. |

| (B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies: |   |                              |
|--|---|------------------------------|
| Course Intended Learning   | Outcomes Teaching strategies                  | Assessment Strategies        |
| B1. Divides the English articles into paragraphs and ideas and memorize and recall information from English articles.    | Lecture<br>Discussion<br>Exercise on articles | Short Answers<br>Essay type. |
| B2. Write properly an essay in English.  | Lecture<br>Discussion<br>Exercise on articles | Short Answers<br>Essay type. |

| (C) Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies: |                              |                       |
|--|------------------------------|-----------------------|
| Course Intended Learning   | Outcomes Teaching strategies | Assessment Strategies |
| Not Applicable   |                              |                       |

| (D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: |                              |                       |
|--|------------------------------|-----------------------|
| Course Intended Learning   | Outcomes Teaching strategies | Assessment Strategies |
| Not Applicable   |                              |                       |

| v: Course Content:       |                     |  |                 |               |                   |
|--------------------------|---------------------|--|-----------------|---------------|-------------------|
| 1 – Course Topics/Items: |                     |  |                 |               |                   |
| a – Theoretical Aspect:  |                     |  |                 |               |                   |
| Order                    | Topic List          | Sub Topics List  | Number of Weeks | contact hours | Learning Outcomes |
| 1                        | Medical terminology | <ul style="list-style-type: none"> <li>▪ Origin of medical terms</li> <li>▪ Parts of a medical term: prefix, suffix, root</li> <li>▪ Prefixes related adjectives e.g. numeric (e.g. mono) , size" large and small" (e.g. micro, macro) , dimension "short (e.g. brachy) , speed" slow, fast (e.g. brady, tachy), location (intra, exter, per, ante, post) increased and decreased</li> </ul> | 6               | 24            | A1,B1             |

|   |                        |  |   |    |       |
|---|------------------------|--|---|----|-------|
|   |                        | <p>(e.g. hypo, hyper , mal, olig, a, an), different (e.g. dis, pseud, meta,) , colors (e.g. leuco, erytho)</p> <ul style="list-style-type: none"> <li>▪ Suffixes related to science (e.g. -logy, -logist), tests (-scope, -scopy, -----</li> <li>▪ -graph, -graphy, , measurement (e.g. -meter), case (-ia, -iasis, -osis,) , diseases (e.g.- pathy, -oma, -neoplsm), operations( e.g. –ectomy)</li> <li>▪ Roots related to body cells (e.g. cyte, cyto) tissues(hist) , organs (vaso, card), chemical names (glyc, hydr, chlor, proteo), sciences (patho, physio, bio)</li> <li>▪ Multi-roots terms e.g. hyperglycemia</li> <li>▪ Terms without suffix e.g. erythrocytes</li> <li>▪ Terms without prefix e.g. cardiology</li> </ul> |   |    |       |
| 2 | Midterm exam           | Midterm exam   | 1 | 2  | A1,B1 |
| 3 | Articles understanding | <ul style="list-style-type: none"> <li>▪ Basic skills</li> <li>- Comprehensive reading</li> <li>- Overall topic of the article</li> <li>- Paragraphing</li> <li>- Memorizing</li> <li>- Recalling</li> <li>- Answering questions</li> <li>- Making questions</li> <li>▪ Experimentation of basic skills on a number of Medical articles</li> <li>- Human anatomy (skeletal system)</li> <li>- Infectious diseases</li> <li>- Prevention of disease</li> <li>- Disease treatment</li> <li>- Hypertension</li> <li>- Diabetes</li> <li>- Depression</li> <li>- Cancer</li> <li>- Blood</li> <li>- Burn</li> <li>- Digestive orders</li> </ul>  | 5 | 20 | B1    |
| 4 | Essay                  | <ul style="list-style-type: none"> <li>▪ Basic skills-Body system – Body cavities</li> <li>- Making a correct sentence.</li> <li>- Flow and compatibility of ideas.</li> <li>- Topics (medical and Health sciences)</li> </ul>   | 3 | 12 | B2    |

|  |                        |           |           |                 |
|--|------------------------|-----------|-----------|-----------------|
| <b>5</b>                                       | <b>Final Term Exam</b> | <b>1</b>  | <b>2</b>  | <b>A1,B1,B2</b> |
| <b>Number of Weeks /and Units Per Semester</b> |                        | <b>16</b> | <b>60</b> |                 |

|  |  |
|--|--|
| <b>V. Teaching strategies of the course</b>  |  |
| 1. Lecture - Discussion<br>2. Demonstration<br>3. Brainstorming<br>4. Case discussions / Seminar |  |

| <b>VI. Assignments</b> |                     |                         |             |          |
|------------------------|---------------------|-------------------------|-------------|----------|
| No                     | Assignments         | Aligned CILOs (symbols) | Week Due    | Mark     |
| <b>1</b>               | Medical terminology | A1,B1                   | <b>5-10</b> | <b>5</b> |

| <b>VII. Schedule of Assessment Tasks for Students During the Semester</b> |   |   |            |                                 |                                  |
|---|---|---|------------|---------------------------------|----------------------------------|
| No  | Assessments Methods                     | Week due                                  | Mark       | Proportion of Final Assessments | Aligned Course Learning Outcomes |
| <b>1</b>  | Attendance and activities               | 15 <sup>th</sup> week                     | <b>5</b>   | <b>5%</b>                       | a1,b1,b2                         |
| <b>2</b>  | Student assignments                     | 5 <sup>th</sup> and 12 <sup>th</sup> week | <b>5</b>   | <b>5%</b>                       | a1,b1                            |
| <b>3</b>  | Mid-term exam                           | 7 <sup>th</sup> or 8 <sup>th</sup> week   | <b>20</b>  | <b>20%</b>                      | a1,b1,b2                         |
| <b>4</b>  | Final-exam                              | 16 <sup>th</sup> -17 <sup>th</sup> week   | <b>70</b>  | <b>70%</b>                      | a1,b1,b2                         |
|   | Number of Weeks /and Units Per Semester |   | <b>100</b> | <b>100%</b>                     |                                  |

|   |
|---|
| <b>vii: Learning Resources:</b>   |
| <b>2. Required Textbook(s) ( maximum two ).</b>   |
| 1. Selva Rose. (1997), Career English for Nurses. Cheiu;ai: OientLongrnanLtd.<br>2. Quirk, Randolph and Jreenbaum Sidney(1987). A University Grammar of English, Hong Kong: Longman group (FE) Ltd. |
| <b>3. Essential References.</b>   |
| 1. Thomson A. J. and Maitüiet A. V. (1987). A icticl English Grammar, Delhi:  |

- Oxford University Press.
2. Gimson A. E. (1986). An Introduction to pronunciation of English. Hong kong: Wing King Tong Ca. Ltd.
  3. O' Connor J. D, (1986). Better English h'onuwiation. Cambridge:University Press.

#### 4. **Electronic Materials and Web Sites *etc.***

1. WWW.encontinouear.com
2. Http: // www.google. Com

### IX. Course Policies:

|          |  |
|----------|--|
| <b>1</b> | Class Attendance: At least 75 % of the course hours should be attended by the student. Otherwise, he/she will not be allowed to attend the final exam                      |
| <b>2</b> | Tardy: any student who is late for more than 15 minutes from starting the lecture will not be allowed to attend the lecture and will be considered absent.                 |
| <b>3</b> | Exam Attendance/Punctuality: Any student who is late for more than 30 minutes from starting the exam will not be allowed to attend the exam and will be considered absent. |
| <b>4</b> | Assignments &Projects: Assignments and projects will be assessed individually unless the teacher request for group work  |
| <b>5</b> | Cheating: Cheating by any means will cause the student failure and he/she must re-study the course   |
| <b>6</b> | Plagiarism: Plagiarism by any means will cause the student failure in the course. Other disciplinary procedures will be according to the college rules.                    |

## I. Course Identification and General Information:

|    |  |                        |              |       |            |
|----|--|------------------------|--------------|-------|------------|
| 1  | Course Title:  | Anatomy & Physiology 2 |              |       |            |
| 2  | Course Code & Number:                                  |                        |              |       |            |
| 3  | Credit Hours:  | Credit Hours           | Theory Hours |       | Lab. Hours |
|    |  |                        | Lecture      | Field |            |
|    |  | 3                      | 2            | --    | 2          |
| 4  | Study Level/ Semester at which this Course is offered: |                        |              |       |            |
| 5  | Pre –Requisite (if any):                               |                        |              |       |            |
| 6  | Co –Requisite (if any):                                |                        |              |       |            |
| 7  | Program (s) in which the Course is Offered:            |                        |              |       |            |
| 8  | Language of Teaching the Course:                       | English                |              |       |            |
| 9  | Study System:  | Semester Based System  |              |       |            |
| 10 | Mode of Delivery:                                      | Full Time              |              |       |            |
| 11 | Location of Teaching the Course:                       |                        |              |       |            |
| 12 | Prepared by:   |                        |              |       |            |
| 13 | Date of Approval:                                      |                        |              |       |            |

## II. Course Description:

The anatomy and physiology course is designed to provide the students with an understanding of the basics of the human body structures and functions both at gross and microscopic levels. The course provides an overview of the anatomy and physiology of the nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system and reproductive system.

## III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

E. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| a1 | Define terminology, anatomical position, planes, sections, regions of the nervous system and endocrine system  | A1 |  |
| a2 | Identify the anatomical significance with the physiological functions and with the clinical conditions of the cardiovascular system, respiratory system, digestive system, urinary system and reproductive system. | A3 |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| b1 | Differentiate the surface markings of clinically important structures                 | B2 |  |
| b2 | Compare between the sympathetic nervous system and the parasympathetic nervous system | B3 |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| c1 | Demonstrate the morphology of the nervous system, endocrine system, cardiovascular system and respiratory system on anatomical models | C1 |  |
| c2 | Label a diagram of the anatomic structures of the special organs and the functions of the anatomic structures of each organs          | C2 |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| d1 | Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with patients and their families | D1 |  |
| d2 | Apply the principle of professional ethics when dealing with patients and at the end of life care  | D3 |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| <b>Course Intended Learning Outcomes</b> |  | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|--|--|---|--|
| a1                                       | Define terminology, anatomical position, planes, sections, regions of the nervous system and endocrine system                                    | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2                                       | Identify the anatomical significance with the physiological functions and with the clinical conditions of the cardiovascular system, respiratory | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul>                          |



|   |  |   |
|---|--|---|
| system, digestive system, urinary system and reproductive system. | <ul style="list-style-type: none"> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> </ul> |
|---|--|---|

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| b1                                | Differentiate the surface markings of clinically important structures                 | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Compare between the sympathetic nervous system and the parasympathetic nervous system | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies  |
|-----------------------------------|---|--|--|
| c1                                | Demonstrate the morphology of the nervous system, endocrine system, cardiovascular system and respiratory system on anatomical models | <ul style="list-style-type: none"> <li>▪ Case-Based Learning</li> <li>▪ Clinical teaching &amp; learning</li> <li>▪ Laboratory work</li> <li>▪ Role plays &amp; simulation</li> <li>▪ Small group discussion</li> <li>▪ Seminar (Discussions)</li> <li>▪ Practice session</li> <li>▪ Problems solving</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Practical/Clinical examination</li> <li>▪ Reports (Lab Reports.)</li> <li>▪ Lab work</li> <li>▪ Assessment of skills with checklist</li> </ul> |
| c2                                | Label a diagram of the anatomic structures of the special organs and the functions of the anatomic structures of each organs          | <ul style="list-style-type: none"> <li>▪ Case-Based Learning</li> <li>▪ Clinical teaching &amp; learning</li> <li>▪ Laboratory work</li> <li>▪ Role plays &amp; simulation</li> <li>▪ Small group discussion</li> <li>▪ Seminar (Discussions)</li> <li>▪ Practice session</li> <li>▪ Problems solving</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Practical/Clinical examination</li> <li>▪ Reports (Lab Reports.)</li> <li>▪ Lab work</li> <li>▪ Assessment of skills with checklist</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes | Teaching Strategies | Assessment Strategies |
|-----------------------------------|---------------------|-----------------------|
|-----------------------------------|---------------------|-----------------------|

|    |  |   |  |
|----|--|---|--|
| d1 | Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with patients and their families | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2 | Apply the principle of professional ethics when dealing with patients and at the end of life care  | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List  | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|--------------------|--|-----------------|---------------|--------------------------|
| 1   | The nervous system | <ul style="list-style-type: none"> <li>▪ <b>The nervous system</b> <ul style="list-style-type: none"> <li>○ <b>The central nervous system</b> <ul style="list-style-type: none"> <li>• <b>Brain</b> <ul style="list-style-type: none"> <li>✓ Development</li> <li>✓ Protective structures               <ul style="list-style-type: none"> <li>• Divisions of the brain</li> <li>• Areas of specialization</li> <li>• Vascular supply</li> </ul> </li> <li>✓ The meninges</li> <li>✓ Cerebrospinal fluid</li> <li>✓ Cns circulation</li> </ul> </li> <li>• <b>The spinal cord</b> <ul style="list-style-type: none"> <li>✓ Development</li> <li>✓ Protective structures</li> <li>✓ Divisions</li> </ul> </li> </ul> </li> <li>○ <b>The peripheral nervous system</b> <ul style="list-style-type: none"> <li>• <b>Cranial nerves</b> <ul style="list-style-type: none"> <li>✓ The somatic (voluntary) nervous system</li> <li>✓ The autonomic (involuntary) nervous system</li> </ul> </li> <li>• <b>Spinal nerve</b></li> </ul> </li> </ul> </li> <li><b>Nervous system physiology</b> <ul style="list-style-type: none"> <li>✓ Sensory receptors</li> <li>✓ Pain pathway</li> <li>✓ pain control system</li> <li>✓ Ascending sensory</li> <li>✓ Descending motor pathways</li> <li>✓ Motor function</li> <li>✓ Synaptic junction</li> </ul> </li> </ul> | 4               | 8             | a1, b1, c1, d1           |

|   |                                  |   |   |   |                |
|---|----------------------------------|---|---|---|----------------|
| 2 | <b>The endocrine system</b>      | <ul style="list-style-type: none"> <li>▪ <b>The endocrine system</b> <ul style="list-style-type: none"> <li>○ Hypothalamus</li> <li>○ Pituitary gland <ul style="list-style-type: none"> <li>✓ Posterior pituitary</li> <li>✓ Anterior pituitary</li> </ul> </li> <li>○ Thyroid gland</li> <li>○ Parathyroid glands</li> <li>○ Thymus gland</li> <li>○ Pancreas</li> <li>○ Adrenal glands</li> <li>○ Gonads <ul style="list-style-type: none"> <li>✓ Ovaries</li> <li>✓ Testes</li> </ul> </li> <li>○ Pineal gland</li> </ul> </li> <li><b>Endocrine physiology</b> <ul style="list-style-type: none"> <li>✓ Chemical structure and synthesis of hormones, secretion, transport, and clearance.</li> <li>✓ Mechanisms of action of hormones, feedback control of hormone secretion.</li> <li>✓ The pituitary hormones and their control by the hypothalamus</li> <li>✓ The thyroid metabolic hormones.</li> <li>✓ The adrenocortical hormones.</li> <li>✓ Insulin, glucagons, and diabetes mellitus.</li> </ul> </li> </ul> | 2 | 4 | a1, c1,d1      |
| 3 | <b>Midterm exam</b>              | <b>Midterm exam</b>   | 1 | 2 | a1, b1, c1, d1 |
| 4 | <b>The cardiovascular system</b> | <ul style="list-style-type: none"> <li>▪ <b>The cardiovascular system</b> <ul style="list-style-type: none"> <li>○ <b>Anatomy of the heart</b> <ul style="list-style-type: none"> <li>✓ Tissue layers</li> <li>✓ Chambers</li> <li>✓ Valves</li> <li>✓ Blood flow</li> <li>✓ Coronary circulation</li> </ul> </li> <li>○ <b>Cardiac physiology</b> <ul style="list-style-type: none"> <li>✓ The cardiac cycle</li> <li>✓ Nervous control of the heart</li> <li>✓ Electrophysiology</li> <li>✓ Cardiac depolarization</li> <li>✓ Cardiac conductive system</li> </ul> </li> <li>○ <b>Anatomy of the peripheral circulation</b> <ul style="list-style-type: none"> <li>✓ The arterial system</li> <li>✓ The venous system</li> <li>✓ The lymphatic system</li> </ul> </li> <li>○ <b>The physiology of perfusion</b></li> </ul> </li> </ul>  | 3 | 6 | a2, b2, c2, d2 |

|   |   |   |   |   |                |
|---|---|---|---|---|----------------|
|   |   | <ul style="list-style-type: none"> <li>✓ Components of the circulatory system</li> <li>✓ Oxygen transport</li> <li>✓ Waste removal</li> </ul>   |   |   |                |
| 5 | <b>The respiratory system</b>               | <ul style="list-style-type: none"> <li>▪ <b>The respiratory system</b> <ul style="list-style-type: none"> <li>○ <b>Upper airway anatomy</b> <ul style="list-style-type: none"> <li>✓ The nasal cavity</li> <li>✓ The oral cavity</li> <li>✓ The pharynx</li> <li>✓ The larynx</li> </ul> </li> <li>○ <b>Lower airway anatomy</b> <ul style="list-style-type: none"> <li>✓ The trachea</li> <li>✓ The bronchi</li> <li>✓ The alveoli</li> <li>✓ The lung parenchyma</li> <li>✓ The pleura</li> </ul> </li> <li>○ <b>The pediatric airway</b></li> <li>○ <b>Physiology of the respiratory system</b> <ul style="list-style-type: none"> <li>✓ Respiration and ventilation <ul style="list-style-type: none"> <li>• The respiratory cycle</li> <li>• Pulmonary circulation</li> </ul> </li> <li>✓ Measuring oxygen and carbon dioxide levels <ul style="list-style-type: none"> <li>• Diffusion</li> <li>• Oxygen concentration in the blood</li> <li>• Carbon dioxide concentration in the blood</li> </ul> </li> <li>✓ <b>Regulation of respiration</b> <ul style="list-style-type: none"> <li>• Voluntary and involuntary respiratory controls</li> <li>• Nervous impulses from the respiratory center</li> <li>• Stretch receptors</li> <li>• Chemoreceptors</li> <li>• Hypoxic drive</li> </ul> </li> </ul> </li> <li>○ Measures of respiratory function</li> </ul> </li> </ul> | 2 | 4 | a2, b2, c2, d2 |
| 5 | <b>The abdomen and the digestive system</b> | <ul style="list-style-type: none"> <li>▪ <b>The abdomen</b> <ul style="list-style-type: none"> <li>○ Abdominal vasculature</li> <li>○ The peritoneum</li> </ul> </li> <li>▪ <b>The digestive system</b> <ul style="list-style-type: none"> <li>○ The digestive tract <ul style="list-style-type: none"> <li>✓ Stomach</li> <li>✓ Pancreas.</li> <li>✓ Duodenum</li> <li>✓ Small intestine and its mesentery</li> <li>✓ Large intestine</li> <li>✓ Caecum and appendix</li> <li>✓ A T D Colon</li> </ul> </li> </ul> </li> </ul>   | 2 | 4 | a2, b2, c2, d2 |

|   |                                |   |   |   |                |
|---|--------------------------------|---|---|---|----------------|
|   |                                | <ul style="list-style-type: none"> <li>✓ Pelvic colon</li> <li>✓ Rectum</li> <li>✓ Anal canal</li> <li>○ Accessory organs of digestion <ul style="list-style-type: none"> <li>✓ Liver</li> <li>✓ Pancreas</li> <li>✓ Gall bleeder</li> <li>✓ Salivary gland</li> </ul> </li> <li>▪ <b>The spleen</b></li> <li>▪ <b>The urinary system</b> <ul style="list-style-type: none"> <li>○ The kidneys <ul style="list-style-type: none"> <li>✓ Gross and microscopic anatomy of the kidney</li> <li>✓ Kidney physiology <ul style="list-style-type: none"> <li>• Overview of nephron physiology</li> <li>• Tubular handling of water and electrolytes</li> <li>• Tubular handling of glucose and urea</li> <li>• Control of arterial blood pressure</li> <li>• Control of erythrocyte development</li> </ul> </li> </ul> </li> <li>○ The ureters</li> <li>○ The urinary bladder</li> <li>○ The urethra</li> </ul> </li> </ul>  |   |   |                |
| 6 | <b>The reproductive system</b> | <ul style="list-style-type: none"> <li>▪ <b>The reproductive system</b> <ul style="list-style-type: none"> <li>○ The female reproductive system <ul style="list-style-type: none"> <li>✓ The external genitalia <ul style="list-style-type: none"> <li>• Perineum</li> <li>• Mons pubis</li> <li>• Labia</li> <li>• Clitoris</li> </ul> </li> <li>✓ <b>The internal genitalia</b> <ul style="list-style-type: none"> <li>• Vagina</li> <li>• Uterus</li> <li>• Fallopian tubes</li> <li>• Ovaries</li> </ul> </li> <li>✓ <b>The menstrual cycle</b> <ul style="list-style-type: none"> <li>• The proliferative phase</li> <li>• The secretory phase</li> <li>• The ischemic phase</li> <li>• The menstrual phase</li> </ul> </li> <li>✓ The pregnant uterus</li> </ul> </li> <li>○ <b>The male reproductive system</b> <ul style="list-style-type: none"> <li>✓ Testes</li> <li>✓ Epididymis and vas deferens</li> <li>✓ Prostate gland</li> <li>✓ Penis</li> </ul> </li> </ul> </li> </ul> | 1 | 2 | a2, b2, c2, d2 |

|   |            |            |    |    |                |
|---|------------|------------|----|----|----------------|
| 7                                       | Final exam | Final exam | 1  | 2  | a2, b2, c2, d2 |
| Number of Weeks /and Units Per Semester |            |            | 16 | 32 |                |

### B. Case Studies and Practical Aspect:

| No.                                     | Tasks/ Experiments    | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|---|-----------------------|-----------------|---------------|---------------------------|
| 1                                       | The nervous system,   | 2               | 4             | c2                        |
| 2                                       | Endocrine system      | 1               | 2             | c2                        |
| 3                                       | Cardiovascular system | 2               | 4             | c2                        |
| 4                                       | Respiratory system    | 2               | 4             | c2                        |
| 5                                       | Midterm exam          | 1               | 2             | c1                        |
| 6                                       | Digestive system      | 2               | 4             | c1                        |
| 7                                       | Urinary system        | 2               | 4             | c1, c2                    |
| 8                                       | Reproductive system   | 2               | 4             | c1, c2                    |
| 9                                       | Final exam            | 1               | 2             | c1, c2                    |
| Number of Weeks /and Units Per Semester |                       | 15              | 30            |                           |

### V. Teaching Strategies of the Course:

1. Interactive lecture
2. Seminars and student presentations
3. Brain storming
4. Role-play and simulation
5. Small group discussion
6. Learning tasks and activities
7. Problems solving
8. Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam

- Final term exam

## VII. Assignments:

| No.          | Assignments                      | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|----------------------------------|----------|-----------|-------------------------|
| 1            | Assignment 1: Endocrine hormones | W5       | 5         | a1, d1                  |
| 2            | Assignment 2: Menstrual cycle    | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |                                  |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due   | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|------------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | Weeks 5-11 | 10         | 10%                            | a1, a2, b2, c2, d1               |
| 2            | Quizzes 1                 | Week 6     | 5          | 5%                             | a1, b1, c1, d1                   |
| 3            | Mid-Term Theoretical Exam | Week 7     | 10         | 10%                            | a1, b1, c1, d1                   |
| 4            | Mid-Term Practical Exam   | Week 7     | 10         | 10%                            | b1, c1,                          |
|              | Quizzes 2                 | Week 12    | 5          | 5%                             | a2, b2,                          |
|              | Final Practical Exam      | Week 15    | 20         | 20%                            | b2, c2, d2                       |
|              | Final Theoretical Exam    | Week 16    | 40         | 40%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |            | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

1. Heylings D., Leinster S., Carmichael S., Saada J., Logan B., and Hutchings R., (2018). McMinn's Concise Human Anatomy. 2<sup>nd</sup> Ed.; Taylor & Francis Group, LLC
2. Jones S., (2017). Pocket Anatomy & Physiology. 3<sup>rd</sup> Ed. F. A. Davis Company, Philadelphia
3. Bledsoe B., Porter, R., & Cherry, R., (2014). Pearson New International Edition, Essentials of Paramedic Care Update, 2<sup>nd</sup> Ed., Pearson Education Limited

### 2- Essential References:

1. Sanders, M., & McKenna k., Tan, D., Pollak A., and Mejia A., (2019). Sanders' Paramedic Textbook 5<sup>th</sup> Ed., USA.
2. LaPres J., Kersten ., and Tang Y., (2016). Gunstream's Anatomy & Physiology With Integrated Study Guide. 6<sup>th</sup> Ed. McGraw-Hill

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- 

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|          |  |
|----------|--|
| <b>1</b> | <p><b>Class Attendance:</b><br/>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>  |
| <b>2</b> | <p><b>Tardiness:</b><br/>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>  |
| <b>3</b> | <p><b>Exam Attendance/Punctuality:</b><br/>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>  |
| <b>4</b> | <p><b>Assignments &amp; Projects:</b><br/>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.</p>   |
| <b>5</b> | <p><b>Cheating:</b><br/>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>  |
| <b>6</b> | <p><b>Forgery and Impersonation:</b><br/>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p> |



| I. Course Identification and General Information: |  |  |              |          |            |
|---|--|--|--------------|----------|------------|
| 1   | Course Title:  | Biochemistry1                                    |              |          |            |
| 2   | Course Code & Number:                                  | BC 1204  |              |          |            |
| 3   | Credit Hours:  | Credit Hours                                     | Theory Hours |          |            |
|   |  |  | Lecture      | Exercise | Lab. Hours |
|   |  | 3  | 2            | 0        | 2          |
| 4   | Study Level/ Semester at which this Course is offered: | First Year: Second Semester                      |              |          |            |
| 5   | Pre –Requisite (if any):                               | Biology  |              |          |            |
| 6   | Co –Requisite (if any):                                | None   |              |          |            |
| 7   | Program (s) in which the Course is Offered:            | Diploma in Medical Laboratory Technology (DMLT)  |              |          |            |
| 8   | Language of Teaching the Course:                       | English and Arabic                               |              |          |            |
| 9   | Study System:  | Credit Hour System- Semester                     |              |          |            |
| 10  | Mode of Delivery:                                      | Full Time  |              |          |            |
| 11  | Location of Teaching the Course:                       | CC Campus(Public and private community colleges) |              |          |            |
| 12  | Prepared by:   | Prof. Ali Al-Miri                                |              |          |            |
| 13  | Date of Approval:                                      |  |              |          |            |

| II. Course Description:  |
|--|
| <p>This course provides an overview of the main aspects about structural formula, digestions, absorption metabolism of carbohydrate, lipids, proteins, nucleic acid, body fluids and diseases of metabolic abnormalities. The practical part includes studying blood collection, anticoagulants, and separation of serum and plasma. Perform some basic chemical testes to identify different sugars, lipids and proteins.</p> |

| III. Course Intended Learning Outcomes (CILOs) :<br>(مخرجات تعلم المقرر)                                   | Referenced PILOs<br>(مخرجات تعلم البرنامج)                       |
|--|--|
| <b>F. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to: |  |
| a1 Understand the important of biochemistry in field of laboratory techniques                              | A1 Know all the fundamental information in medical laboratories. |

|    |  |    |  |
|----|--|----|--|
| a2 | Understand diseases of metabolic abnormalities.                    | A4 | Understand the specialized laboratory materials, theoretically and practically, in line with advanced scientific progress.                           |
| a3 | Identify the chemical structure of carbohydrate, lipids, proteins. | A5 | Know and understand all laboratory tests, their abbreviations, their importance, the method of taking them, and the interpretation of their results. |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |   |
|----|---|----|---|
| b1 | Describe carbohydrate, lipids, proteins metabolism.               | B2 | Review and critique manual laboratory processes that include patient preparation, sample requirements, solutions preparation, examination procedures, calculation of results and quality assurance. |
| b2 | Discuss important of vitamins enzyme and mineral in biochemistry. | B6 | Collect, treat, and analyze samples and interpret the results with high efficiency.   |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| c1 | Collect, transport, preserve and store blood samples according to Standard Operating Procedures (SOPs). | C1 | Collect samples from patients in a safe professional manner.   |
| c2 | Use the instrument and devices in biochemistry lab.   | C3 | Use advanced laboratory equipment effectively and responsibly with the application of quality systems. |
| c3 | Perform some basic chemical testes to identify different sugars, lipids and proteins.                   | C4 | Perform laboratory experiments and scientific interpretation of the results of laboratory tests.       |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| d1 | Work independently or as a team member and effectively communicate with the teaching hematology staff and colleagues to identify, analyze and understand emerging issues. | D1 | Work as a team.  |
|    |   | D2 | Respect patients, colleagues, and superiors and maintain the privacy of patient information. |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| a1                                | Understand the important of biochemistry in field of laboratory techniques | -Interactive Lectures<br>- Group Discussion<br>- Self study   | - Quizzes<br>- Assignments & Homework<br>- Mid-semester exam<br>-Final exams |
| a2                                | Understand diseases of metabolic abnormalities.                            | -Interactive Lectures<br>- Presentation<br>- Group Discussion | -Quizzes<br>-Assignments & Homework<br>-Mid-semester exam<br>-Final exams    |
| a3                                | Identify the chemical structure of carbohydrate, lipids, proteins.         | -Interactive Lectures<br>- Presentation<br>- Group Discussion | -Quizzes<br>-Assignments & Homework<br>-Mid-semester exam<br>-Final exams    |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies   |
|-----------------------------------|---|---|---|
| b1                                | Describe carbohydrate, lipids, proteins metabolism.               | - Interactive Lectures<br>- Seminars<br>-Oral presentations   | - Quizzes<br>- Assignments<br>- Mid semester exam<br>-Final exams |
| b2                                | Discuss important of vitamins enzyme and mineral in biochemistry. | - Interactive Lectures<br>- Self-learning<br>- Brain storming | - Quizzes<br>- Assignments<br>-Midterm Exam<br>-Final Exam        |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| c1                                | Collect, transport, preserve and store blood samples according to Standard Operating Procedures (SOPs). | - Demonstrations<br>-Group discussion                                 | -Quizzes<br>- Mid semester exam<br>-Final exams                  |
| c2                                | Use the instrument and devices in biochemistry lab.   | - Group discussion<br>- Animations<br>- Scenarios and Problem Solving | - Quizzes<br>- Assignments<br>- Mid semester exam<br>-Final exam |
| c3                                | Perform some basic chemical testes to identify different sugars, lipids and proteins.                   | - Group discussion<br>- Animations                                    | - Quizzes<br>- Assignments<br>- Mid semester exam                |

|  |   |  |  |
|--|---|--|--|
|  |   | - Scenarios and Problem Solving  | - -Final exam  |
| <b>(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:</b> |   |  |  |
|  | <b>Course Intended Learning Outcomes</b>  | <b>Teaching Strategies</b>   | <b>Assessment Strategies</b>   |
| d1   | Work independently or as a team member and effectively communicate with the teaching hematology staff and colleagues to identify, analyze and understand emerging issues. | - Presentations<br>- Group discussions & seminars<br>-Self-study modules | - Write reports<br>-Write Exercises & solving it.<br>- Assignments &Homework |

| <b>IV. Course Contents:</b>   |                                     |   |                 |               |                                     |
|-------------------------------|-------------------------------------|---|-----------------|---------------|-------------------------------------|
| <b>A. Theoretical Aspect:</b> |                                     |   |                 |               |                                     |
| No.                           | Units/Topics List                   | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CLOs)            |
| 1                             | <b>Introduction to biochemistry</b> | -Definition<br>-Classification of carbohydrates<br>-biomolecule<br>-biochemistry in medicine  | 1               | 2             | a1,<br>a2,b1,b2                     |
| 2                             | <b>Carbohydrates</b>                | -Definition<br>-important of carbohydrate<br>-classification of carbohydrate-types of isomer<br>-cyclic form of carbohydrates<br>-properties of carbohydrates<br>-sugar derivatives<br>-structure of monosaccharide disaccharides , poly saccharides. | 3               | 6             | a1-a3, b1<br>,b2,c1-<br>c3,d1       |
| 3                             | <b>Proteins</b>                     | -Definition of Protein<br>-Amino acids ,classification<br>-Protein function (important)<br>-Peptide bond and polypeptide<br>-protein structure<br>-protein classification   | 2               | 4             | a1,a2,<br>a3,b1<br>,b2,c1-<br>c3,d1 |
| 4                             | <b>Enzyme</b>                       | -Definition<br>-Classification of enzyme-mode of enzyme action<br>-Factors affecting enzyme activity  | 2               | 4             | a1,a2,<br>a3,b1<br>,b2,c1-<br>c3,d1 |

|  |                      |   |           |           |                                     |
|--|----------------------|---|-----------|-----------|-------------------------------------|
|  |                      | -Definition of Km and cofactor  |           |           |                                     |
| 5  | <b>Midterm exam</b>  | MCQs, matching, short-answer,...etc.  | 1         | 2         | a1,a2,a3<br>b1,b2                   |
| 6  | <b>Nucleic acids</b> | -Important of nucleic acid<br>-Types of nucleic acid (DNA and RNA)<br>-structure(nucleotide, nucleoside)  | 2         | 4         | a1,a2,<br>a3,b1<br>,b2,c1-<br>c3,d1 |
| 7  | <b>Lipids</b>        | -Definition ,important<br>-Classification of lipids<br>-Fatty acids<br>- Classification of fatty acids<br>-Essential ,non essential<br>-saturated ,unsaturated<br>-cholesterol structure, function<br>-classification of lipoprotein<br>Function of lipoprotein | 2         | 4         | a1,a2,<br>a3,b1<br>,b2,c1-<br>c3,d1 |
| 8  | <b>Vitamins</b>      | -Definition, Classification of vitamins(water soluble, fat soluble ) and Deficiencies of vitamins   | 2         | 4         | a1,a2,<br>a3,b1<br>,b2,c1-<br>c3,d1 |
| 9  | <b>Minerals</b>      | <b>Minerals :</b><br>Calcium ,phosphate ,magnesium<br>Water and minerals (Na <sup>+</sup> ,K <sup>+</sup> ,HCO <sub>3</sub> Cl)   | 1         | 2         | a1,a2,<br>a3,b1<br>,b2,c1-<br>c3,d1 |
| 10   | <b>Final exam</b>    | -Fill in the blank, MCQs, matching, short-answer and short essay questions.   | 1         | 2         | a1-a3, b1<br>,b2,c1-c3,             |
| <b>Number of Weeks /and Units Per Semester</b> |                      |   | <b>16</b> | <b>32</b> |                                     |

### B. Case Studies and Practical Aspect:

| No. | Tasks/ Experiments   | Number of Weeks | Contact Hours | Learning Outcomes (CILOs)     |
|-----|--|-----------------|---------------|-------------------------------|
| 1   | -Biosafety procedures in laboratory practice<br>-Anticoagulants preparation, use, mode of action<br>- Instruments and equipment in biochemistry lab. | 1               | 2             | a1, a2,<br>b1,b2 c1-<br>c3,d1 |
| 2   | -Venous and capillary blood collection<br>- Blood separation, plasma and serum preparation   | 1               | 2             | a1, a2,<br>b1,b2 c1-<br>c3,d1 |
| 3   | <b>Carbohydrate</b><br>Molish test<br>Iodine test<br>Benedict test   | 3               | 6             | a1, a2,<br>b1,b2 c1-<br>c3,d1 |

|  |   |    |    |                                     |
|--|---|----|----|-------------------------------------|
|  | Bara food test<br>Selwanof test   |    |    |                                     |
| 4  | <b>- Med-Term Exam.</b>   | 1  | 2  | c1-c3,d1                            |
| 5  | <b>Protein</b><br>- Biurret test<br>- Iso electric test<br>- Heat and acetic acid test<br>- Glycoxylic and test | 3  | 6  | a1, a2,<br>b1,b2 c1-<br>c3,d1       |
| 6  | <b>Lipids identification</b><br>Cholesterol, Triglycerides, HDL,LDL   | 3  | 6  |                                     |
| 6  | <b>Enzymes kinetics</b>   | 1  | 2  | a1,a2,<br>a3,b1<br>,b2,c1-<br>c3,d1 |
| 7  | <b>Review</b>   | 1  | 2  | a1, a2,<br>b1,b2 c1-<br>c3,d1       |
| 8  | <b>Final Exam</b>   | 1  | 2  | a1, a2,a3<br>b1,b2 c1-c3            |
| <b>Number of Weeks /and Units Per Semester</b> |   | 15 | 30 |                                     |

## V. Teaching strategies of the course:

- Interactive Lectures
- Dialogue and Discussion
- Self-Learning
- Presentation
- Seminars
- Brain storming
- Group discussion
- Analyzing , Reporting the results
- Lab. logbook and report
- Practical Training

## VI. Assessment Methods of the Course:

- Quizzes
- Midterm Exam
- Final Written Exam
- Final Practical Exam
- Lab. logbook and reports
- Assignments & Homework
- Group work
- Oral discussion

## VII. Assignments:

| No    | Assignments  | Aligned CILOs(symbols) | Week Due           | Mark     |
|-------|--|------------------------|--------------------|----------|
| 1     | <b>Assignment</b> : Searching information about related subjects of <b>fundamentals of biochemistry</b> in Medical Laboratory Technology | d1                     | 3-13 <sup>th</sup> | 5        |
| TOTAL |  |                        |                    | <b>5</b> |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.   | Assessment Method          | Week Due           | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-------|----------------------------|--------------------|------------|--------------------------------|----------------------------------|
| 1     | Assignments                | 3-13 <sup>th</sup> | 5          | 5 %                            | d1                               |
| 2     | Quiz                       | 6 <sup>th</sup>    | 5          | 5 %                            | a1,a2, a3<br>b1,b2               |
|       | Mid-Term Practical Exam    | 6 <sup>th</sup>    | 10         | 10 %                           | c1-c3,d1                         |
| 3     | Mid-Term Theoretical Exam  | 7 <sup>th</sup>    | 10         | 10 %                           | a1,a2, a3<br>b1,b2               |
| 4     | Logbook(Practical report ) | weekly             | 10         | 10%                            | c1-c3                            |
| 5     | Final Practical Exam       | 15 <sup>th</sup>   | 20         | 20%                            | a1,a2, a3,b1 ,b2,c1-<br>c3       |
| 6     | Final Theoretical Exam     | 16 <sup>th</sup>   | 40         | 40 %                           | a1,a2, a3,b1 ,b2,c1-<br>c3       |
| Total |                            |                    | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, Title, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ):

- 1 -Victor W. Rodwell, David A. Bender, Kathleen M. Botham, Peter J. Kennelly, P. Anthony Weil, (2018), **Harper's Illustrated Biochemistry 31th** edition, New York : Mcgraw-Hill Education,
- 2- R. A. Harvey PhD, D. R. Ferrier P. C. Champe (2018), **Biochemistry** (Lippincott's Illustrated Reviews Series), 8<sup>th</sup> edition, Lippincott Williams & Wilkins, USA.

### 2- Essential References:

- 1- Rifai, Nader, Andrea R. Horvath and Carl T. Wittwer(2019). **Tietz Fundamentals of Clinical Chemistry and Molecular Diagnostics**. 8<sup>th</sup> ed. St. Louis, Elsevier,. (NEW EDITION)
- 2- MN Chatterjea, Rana shinde (2013), **Medical Biochemistry**, 8<sup>th</sup> edition, Jitendra P Vij, Panama.

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- 1--<https://www.biochemistrv.org/>
2. [www.biochemi.org/bi/default.htm](http://www.biochemi.org/bi/default.htm)

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' By law (2007) shall apply.                                       |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |



## Standard II: Course Identification and General Information:

|    |  |            |     |      |     |       |
|----|--|------------|-----|------|-----|-------|
| 1  | Course Title:                                      | Psychology |     |      |     |       |
| 2  | Course Number & Code:                              |            |     |      |     |       |
| 3  | Credit hours:                                      | C.H        |     |      |     | Total |
|    |  | Th.        | Pr. | Tut. | Tr. |       |
|    |  | 1          | NA  | NA   | NA  | 1     |
| 4  | Study level/year at which this course is offered:  |            |     |      |     |       |
| 5  | Pre –requisite (if any):                           |            |     |      |     |       |
| 6  | Co –requisite (if any):                            |            |     |      |     |       |
| 7  | Name of faculty member responsible for the course: |            |     |      |     |       |
| 8  | Program (s) in which the course is offered:        |            |     |      |     |       |
| 9  | Language of teaching the course:                   |            |     |      |     |       |
| 10 | Location of teaching the course:                   |            |     |      |     |       |
| 11 | Prepared By:                                       |            |     |      |     |       |
| 12 | Approved By:                                       |            |     |      |     |       |

## Standard III: Course Description:

In this course the learners will acquire understanding of the behavior of individuals. This course in psychology will expose the learners to the theories, perceptions and the explanations for patients and clients behavior and enable them to respond appropriately.

## Standard IV: Professional Information:

### Aims of The Course:

#### Brief summary of the knowledge or skill the course is intended to develop:

1. Demonstrate understanding of the uniqueness of individuals and its effect on their behavior.
2. Analyze methods of psychology, various cognitive processes, determinants and their applications.
3. Recognize motivation, emotions, stress, attitudes, personality and their influence on behavior.
4. Explain the psychological assessments and test.
5. Recognize the development stage of human according to various psychological theories.
6. Establish and maintain effective and appropriate therapeutic relationships.
7. Assist and support clients during stressful events and aid them in making informed decisions.

### Intended learning outcomes (ILOs) of the course:

A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies

| Course Intended Learning                   | Outcomes Teaching strategies         | Assessment Strategies      |
|--|--------------------------------------|----------------------------|
| A1. Explain the biology of Human behavior. | Lecture discussion<br>Brain storming | Essay type<br>Short answer |

|  |                                      |                            |
|--|--------------------------------------|----------------------------|
| A2. Describe the psychometric assessments of cognitive processes                       | Lecture discussion<br>Brain storming | Essay type<br>Short answer |
| A3. Describe the concepts of behavior, conflicts, frustration, and conflict resolution | Lecture discussion<br>Brain storming | Essay type<br>Short answer |
| A4. Recognize the alterations in emotions  | Lecture discussion<br>Brain storming | Essay type<br>Short answer |
| A5. Discuss the personality alterations according to various psychological theories.   | Lecture discussion<br>Brain storming | Essay type<br>Short answer |
| A6. Identify the principles of growth and development                                  | Lecture discussion<br>Brain storming | Essay type<br>Short answer |
| A7. Explain the psychological assessments tests  | Lecture discussion<br>Brain storming | Essay type<br>Short answer |

| (B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies: |   |                            |
|--|---|----------------------------|
| Course Intended Learning   | Outcomes Teaching strategies  | Assessment Strategies      |
| B1. Recognize motivation, emotions, stress, attitudes, personality and their influence on behavior.                      | Lecture discussion<br>Role plays<br>Case discussion<br>Demonstration. | Essay type<br>Short answer |
| B2. Analyze methods of psychology, various cognitive processes, determinants and their applications.                     | Lecture discussion<br>Role plays<br>Case discussion<br>Demonstration. | Essay type<br>Short answer |
| B3. Discuss the role of medical assistant in supporting and maintaining of client's psychological state.                 | Lecture discussion<br>Role plays<br>Case discussion<br>Demonstration. | Essay type<br>Short answer |

| (C) Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies: |                              |                       |
|--|------------------------------|-----------------------|
| Course Intended Learning   | Outcomes Teaching strategies | Assessment Strategies |
| Not Applicable   |                              |                       |

| (D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: |
|--|
|--|

| Course Intended Learning | Outcomes Teaching strategies | Assessment Strategies |
|--------------------------|------------------------------|-----------------------|
| Not Applicable           |                              |                       |

## V: Course Content:

### 1 – Course Topics/Items:

#### a – Theoretical Aspect:

| Order | Topic List                 | Sub Topics List   | Number of Weeks | contact hours | Learning Outcomes |
|-------|----------------------------|---|-----------------|---------------|-------------------|
| 1     | Introduction to psychology | <ul style="list-style-type: none"> <li>▪ History and origin of science of psychology</li> <li>▪ Definitions &amp; Scope of Psychology</li> <li>▪ Relevance to medical assistant, Methods of Psychology</li> </ul>   | 1               | 2             | B3                |
| 2     | Biology of behavior        | <ul style="list-style-type: none"> <li>▪ Body mind relationship modulation process in health and illness</li> <li>▪ Genetics and behavior:</li> <li>▪ Heredity and environment</li> <li>▪ Brain and behavior: Nervous System, Neurons and synapse, <ul style="list-style-type: none"> <li>▪ Association Cortex, Rt and Lt Hemispheres</li> </ul> </li> <li>▪ Psychology of Sensations</li> <li>▪ Muscular and glandular controls of behavior</li> <li>▪ Nature of behavior of an organism/Integrated responses</li> </ul>                             | 1               | 2             | A1                |
| 3     | Cognitive processes        | <ul style="list-style-type: none"> <li>▪ Attention: Types, determinants, Duration &amp; degree, alterations</li> <li>▪ Perception: Meaning, Principles, factors affecting, Errors,</li> <li>▪ Learning: Nature, Types, learner and learning, Factors influencing, laws and theories, process, transfer, study habits</li> <li>▪ Memory: Meaning, Types, Nature Factors influencing, Development Theories and methods of memorizing and Forgetting</li> <li>▪ Thinking: Types and levels, stages of development, Relationship with language</li> </ul> | 4               | 8             | A2, B2            |

|   |  |   |   |   |            |
|---|--|---|---|---|------------|
|   |  | <p>and communication</p> <ul style="list-style-type: none"> <li>▪ Intelligence: Meaning, classification, uses, theories</li> <li>▪ Aptitude: Concept, types, Individual differences and variability</li> <li>▪ Psychometric assessments of cognitive processes</li> <li>▪ Alterations in cognitive processes <ul style="list-style-type: none"> <li>▪ Applications</li> </ul> </li> </ul>   |   |   |            |
| 4 | Midterm exam                                       | Midterm exam  | 2 | 4 | A5         |
| 5 | Motivation and Emotional Processes                 | <ul style="list-style-type: none"> <li>▪ Motivation: Meaning, Concepts, Types, Theories, Motives and behavior, Conflicts and frustration, conflict resolution</li> <li>▪ Emotions &amp; stress <ul style="list-style-type: none"> <li>○ Emotion: Definition, components, Changes in emotions, theories emotional adjustments, emotions in health and illness</li> <li>○ Stress: stressors, cycle, effect, adaptation &amp; coping</li> </ul> </li> <li>▪ Attitude: Meaning, nature, development, factors affecting, Behaviour and attitudes</li> <li>▪ Attitudinal change</li> <li>Psychometric assessments of emotions and attitudes</li> <li>▪ Alterations in emotions <ul style="list-style-type: none"> <li>▪ Applications</li> </ul> </li> </ul> | 2 | 4 | A3, A4, B1 |
| 6 | Developmental and Personality Theories (ISTS)      | <p>- Freud, Jung, Sullivan, Piaget, Rogers, Erikson, Others</p> <ul style="list-style-type: none"> <li>▪ Psychometric assessments of personality</li> <li>▪ Alterations in personality</li> <li>▪ Applications</li> </ul>   | 1 | 2 | A5, B1     |
| 7 | Principles of Growth and Development<br>Life-Cycle | <ul style="list-style-type: none"> <li>▪ Pre-Natal, neo-natal, infant, toddler, pre-school child, school child, adolescent, <ul style="list-style-type: none"> <li>▪ Psychology of groups</li> </ul> </li> </ul>  | 3 | 6 | A6         |
| 8 | Psychological assessment & tests                   | <ul style="list-style-type: none"> <li>▪ Types, development, Characteristics, Principles,</li> </ul>  | 1 | 2 | A7, B3     |

|  |            |  |           |           |                                    |
|--|------------|--|-----------|-----------|------------------------------------|
|  |            | Uses, Interpretations.<br>▪ Role of nurse in psychological assessment and in the supporting and maintaining of client's psychological state. |           |           |                                    |
| <b>11</b>                                      | Final exam | Final exam   | <b>1</b>  | <b>2</b>  | A1, A2, A3, A4, A5, A6, A7, B1, B3 |
| <b>Number of Weeks /and Units Per Semester</b> |            |  | <b>15</b> | <b>30</b> |                                    |

| <b>B – Practical Aspect:</b>                   |                   |                 |               |                   |
|--|-------------------|-----------------|---------------|-------------------|
| Order  | Task/ Experiments | Number of Weeks | contact hours | Learning Outcomes |
|  | Not Applicable    |                 |               |                   |
| <b>Number of Weeks /and Units Per Semester</b> |                   |                 |               |                   |

| V. Teaching strategies of the course                                   |
|--|
| 1. Lecture<br>2. Discussion<br>3. Brainstorming<br>4. Case discussions |

| VI. Assignments |  |                         |             |           |
|-----------------|--|-------------------------|-------------|-----------|
| No              | Assignments  | Aligned CILOs (symbols) | Week Due    | Mark      |
| <b>1</b>        | Role of medical assistant in the supporting and maintaining of client's psychological state. | A3, A4, A7, B3          | <b>2-10</b> | <b>10</b> |

| VII. Schedule of Assessment Tasks for Students During the Semester |                           |   |          |                                 |                                  |
|--|---------------------------|---|----------|---------------------------------|----------------------------------|
| No   | Assessments Methods       | Week due                                  | Mark     | Proportion of Final Assessments | Aligned Course Learning Outcomes |
| <b>1</b>   | Attendance and activities | 15 <sup>th</sup> week                     | <b>5</b> | <b>5%</b>                       | A1, A2,A3, A5, B1,B2             |
| <b>2</b>   | Student assignments       | 5 <sup>th</sup> and 12 <sup>th</sup> week | <b>5</b> | <b>5%</b>                       | A3, A4, A7, B3                   |

|   |               |   |    |     |                                    |
|---|---------------|---|----|-----|------------------------------------|
| 3 | Mid-term exam | 7 <sup>th</sup> or 8 <sup>th</sup> week | 20 | 20% | A1, A2, B2, B3                     |
| 4 | Final-exam    | 16 <sup>th</sup> -17 <sup>th</sup> week | 70 | 70% | A1, A2, A3, A4, A5, A6, A7, B1, B3 |

| Clinical Part |                       |          |      |                                 |                                  |
|---------------|-----------------------|----------|------|---------------------------------|----------------------------------|
| No            | Assessments Methods   | Week due | Mark | Proportion of Final Assessments | Aligned Course Learning Outcomes |
|               | <b>Not Applicable</b> |          |      |                                 |                                  |

## VII: Learning Resources:

### 1. Required Textbook(s) ( maximum two ).

1. Feldman. R. H (1996). Understanding Psychology. New Delhi: Tata McGraw hill.  
Morgan et al (2003). Introduction to Psychology. New Delhi: Tata McGraw hill.

### 1. Essential References.

1. Lefton( 2009). Psychology. Boston: Alwin & Bacot Company.  
Mangal, S.K (2002). Advanced Educational Psychology. New Delhi: prentice hall.

### 2. Electronic Materials and Web Sites etc.

1. www.PSYCHOLOGY .com  
2. Encyclopedia of psychology, www.psychology .org  
3. American Psychological Association, www.apa.org  
4. Guides to resources, library.ust.hk  
5. http://www.google.com

## IX. Course Policies:

|   |  |
|---|--|
| 1 | Class Attendance: At least 75 % of the course hours should be attended by the student. Otherwise, he/she will not be allowed to attend the final exam                      |
| 2 | Tardy: any student who is late for more than 15 minutes from starting the lecture will not be allowed to attend the lecture and will be considered absent.                 |
| 3 | Exam Attendance/Punctuality: Any student who is late for more than 30 minutes from starting the exam will not be allowed to attend the exam and will be considered absent. |
| 4 | Assignments &Projects: Assignments and projects will be assessed individually unless the teacher request for group work  |
| 5 | Cheating: Cheating by any means will cause the student failure and he/she must re-study the course   |
| 6 | Plagiarism: Plagiarism by any means will cause the student failure in the course. Other disciplinary procedures will be according to the college rules.                    |

## Standard II: Course Identification and General Information:

|    |  |               |     |      |     |       |
|----|--|---------------|-----|------|-----|-------|
| 1  | Course Title:                                      | Public Health |     |      |     |       |
| 2  | Course Number & Code:                              |               |     |      |     |       |
| 3  | Credit hours:                                      | C.H           |     |      |     | Total |
|    |  | Th.           | Pr. | Tut. | Tr. |       |
|    |  | 2             | NA  | NA   | NA  | 2     |
| 4  | Study level/year at which this course is offered:  |               |     |      |     |       |
| 5  | Pre –requisite (if any):                           |               |     |      |     |       |
| 6  | Co –requisite (if any):                            |               |     |      |     |       |
| 7  | Name of faculty member responsible for the course: |               |     |      |     |       |
| 8  | Program (s) in which the course is offered:        |               |     |      |     |       |
| 9  | Language of teaching the course:                   |               |     |      |     |       |
| 10 | Location of teaching the course:                   |               |     |      |     |       |
| 11 | Prepared By:                                       |               |     |      |     |       |
| 12 | Approved By:                                       |               |     |      |     |       |

## Standard III: Course Description:

This course is designed to help students acquire the concept of health, understanding of the principles of environmental health and education of community members about health, personal health and proper sanitation.

## Standard IV: Professional Information:

### Aims of The Course:

#### Brief summary of the knowledge or skill the course is intended to develop:

1. Describe the concept of environmental health
2. Describe the principles of environmental health
3. Demonstrate skills to apply these principles in the pursuing care of the patients/clients as well as in their own healthy living.
4. Describe the environmental health hazards and health problems of the country and services available to meet these.

### Intended learning outcomes (ILOs) of the course:

#### A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies

| Course Intended Learning                                 | Outcomes Teaching strategies                           | Assessment Strategies                                     |
|--|--|---|
| A1. Discuss the basic principles of environmental health | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |
| A2. Recognize water borne diseases                       | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |

|   |  |   |
|---|--|---|
| A3. Methods of controlling pollutions                                     | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |
| A4. Determine the requirements of healthy housing conditions              | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |
| A5. Discuss the importance of proper sanitation                           | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |
| A6. Identify the components of personal health                            | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |
| A7. Recognize methods of insects control                                  | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |
| A8. List of diseases transported by insects                               | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |
| A9. Describe the components of school health program.                     | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |
| A10. Advice appropriate balance diet and suggest any dietary modification | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type |

| (B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies: |  |  |
|--|--|--|
| Course Intended Learning   | Outcomes Teaching strategies                           | Assessment Strategies                                      |
| B1. Compare between methods of water purification  | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type. |
| B2. Differentiate between natural and artificial lighting  | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type. |
| B3. Discuss methods used to control cholera in your community  | Lecture - Discussion<br>Demonstration<br>Brainstorming | Essay question<br>Short answer question<br>Objective type. |

| (C) Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies: |  |   |
|--|--|---|
| Course Intended Learning   | Outcomes Teaching strategies                                 | Assessment Strategies                                     |
| C1. Perform water purification using chlorine or solar   | Lecture Discussion<br>Class-room Conversation<br>Assignments | Essay question<br>Short answer question<br>Objective type |



|  |  |   |
|--|--|---|
|  |  |   |
| C2. Design a health teaching program to maintain proper sanitation | Lecture Discussion<br>Class-room Conversation<br>Assignments | Essay question<br>Short answer question<br>Objective type |

| (D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: |   |  |
|--|---|--|
| Course Intended Learning   | Outcomes Teaching strategies                                  | Assessment Strategies  |
| D1. Engage in educational activities related to environmental health issues.   | Role play<br>Practice session<br>Supervised clinical practice | Assess role plays with check- list on teaching techniques<br>Assess health talk with checklist<br>Assess performance with rating scale |
| D2. Employ effective communication and accurate documentation while dealing and/or managing environmental problems       | Role play<br>Practice session<br>Supervised clinical practice | Assess role plays with check- list on teaching techniques<br>Assess health talk with checklist<br>Assess performance with rating scale |

| v: Course Content:       |              |   |                 |               |                   |
|--------------------------|--------------|---|-----------------|---------------|-------------------|
| 1 – Course Topics/Items: |              |   |                 |               |                   |
| a – Theoretical Aspect:  |              |   |                 |               |                   |
| Order                    | Topic List   | Sub Topics List   | Number of Weeks | contact hours | Learning Outcomes |
| 1                        | Introduction | <ul style="list-style-type: none"> <li>▪ Components of environment</li> <li>▪ Importance of environmental health.</li> <li>▪ Concepts of environmental health</li> <li>▪ Principles of environmental health <ul style="list-style-type: none"> <li>▪ Personal health</li> </ul> </li> </ul> | 2               | 4             | A1, A6            |
| 2                        | Water supply | <ul style="list-style-type: none"> <li>▪ Safe and wholesome water</li> <li>▪ Uses of Water</li> <li>▪ Water pollution</li> <li>▪ Water borne diseases.</li> <li>▪ Water purification</li> </ul>   | 2               | 4             | A2, A3, B1, C1    |

|   |                             |   |   |   |                            |
|---|-----------------------------|---|---|---|----------------------------|
|   |                             |   |   |   |                            |
| 3 | Air & Noise Pollution       | <ul style="list-style-type: none"> <li>▪ Air</li> <li>▪ Air pollution</li> <li>▪ Prevention and control of air Pollution Noise</li> <li>▪ Source of noise</li> <li>▪ Community noise levels</li> <li>▪ Effects of noise</li> <li>▪ Noise control</li> </ul>   | 1 | 2 | A3                         |
| 4 | Housing condition           | <ul style="list-style-type: none"> <li>▪ Site</li> <li>▪ Basic amenities</li> <li>▪ Types &amp; standard of ventilation</li> <li>▪ Requirements of good lighting. <ul style="list-style-type: none"> <li>▪ Natural and artificial lighting.</li> </ul> </li> </ul>  | 2 | 4 | A4, B2                     |
| 5 | Mid Term Exam               | Mid Term Exam   | 1 | 2 | A1, A2, A3, A4, B1, B2, C1 |
| 6 | Environmental sanitation    | <ul style="list-style-type: none"> <li>▪ Refuse</li> <li>▪ Excreta</li> <li>▪ Sewage</li> <li>▪ Health hazards of these wastes</li> <li>▪ Collection removal and disposal of these wastes</li> </ul>  | 2 | 4 | A5                         |
| 7 | Arthropods of Public Health | <ul style="list-style-type: none"> <li>▪ Mosquitoes, Housefly</li> <li>▪ Sand fly, human louse, etc.</li> <li>▪ Rodents.</li> <li>▪ Control measures for arthropods</li> </ul>  | 2 | 4 | A7, A8                     |
| 8 | School health               | <ul style="list-style-type: none"> <li>▪ Periodic medical examination of the children and teachers.</li> <li>▪ Immunization of the children in the school.</li> <li>▪ Health promotion &amp; education</li> <li>▪ Mid-day meals.</li> <li>▪ Requirements for school health</li> <li>▪ Facilities for school health</li> </ul> | 2 | 4 | A9                         |
| 9 | Food                        | <ul style="list-style-type: none"> <li>▪ Common sources of various nutrients and special nutritional requirements</li> <li>▪ Nutritional assessment</li> </ul>  | 1 | 2 | A10                        |

|  |                        |  |           |           |                      |
|--|------------------------|--|-----------|-----------|----------------------|
|  |                        | (clinical, anthropometric and diet survey tools). <ul style="list-style-type: none"> <li>▪ Appropriate balance diet and suggested dietary modification</li> <li>▪ Common nutrition related health disorders (like protein energy malnutrition, obesity, anemia, iodine deficiency, fluorosis, food toxin diseases) and their control and management.</li> <li>▪ Nutritional promotion and education.</li> <li>▪ Elements of healthy foods</li> </ul> |           |           |                      |
| <b>8</b>                                       | <b>Final Term Exam</b> |  | <b>1</b>  | <b>2</b>  | A5, A7, A8, A9, A10, |
| <b>Number of Weeks /and Units Per Semester</b> |                        |  | <b>16</b> | <b>32</b> |                      |

|   |  |
|---|--|
| <b>V. Teaching strategies of the course</b>   |  |
| 1. Lecture - Discussion<br>2. Demonstration;<br>3. Brainstorming<br>4. Case discussions / Seminar |  |

| <b>VI. Assignments</b> |                    |                         |             |            |
|------------------------|--------------------|-------------------------|-------------|------------|
| No                     | Assignments        | Aligned CILOs (symbols) | Week Due    | Mark       |
| <b>1</b>               | Water purification | A2, A3, B1, C1          | <b>4-7</b>  | <b>2.5</b> |
| <b>2</b>               | Mosquitoes control | A7, A8                  | <b>8-12</b> | <b>2.5</b> |

| <b>VII. Schedule of Assessment Tasks for Students During the Semester</b> |                           |   |          |                                 |   |
|---|---------------------------|---|----------|---------------------------------|---|
| No  | Assessments Methods       | Week due                                  | Mark     | Proportion of Final Assessments | Aligned Course Learning Outcomes                |
| <b>1</b>  | Attendance and activities | 15 <sup>th</sup> week                     | <b>5</b> | <b>5%</b>                       | A1, A2, A3, A4, A5, A7, A8, A9, A10, B1, B2, C1 |
| <b>2</b>  | Student assignments       | 5 <sup>th</sup> and 12 <sup>th</sup> week | <b>5</b> | <b>5%</b>                       | A2, A3, A7, A8, B1, C1                          |

|   |   |   |     |      |                            |
|---|---|---|-----|------|----------------------------|
| 3 | Mid-term exam                           | 7 <sup>th</sup> or 8 <sup>th</sup> week | 20  | 20%  | A1, A2, A3, A4, B1, B2, C1 |
| 4 | Final-exam                              | 16 <sup>th</sup> -17 <sup>th</sup> week | 70  | 70%  | A5, A7, A8, A9, A10        |
|   | Number of Weeks /and Units Per Semester |   | 100 | 100% |                            |

## VII: Learning Resources:

### 3. Required Textbook(s) ( maximum two ).

1. James F, Robert R. Pinger & Jerome E. KotEcli, (2002), An Introduction to Community Health 4th edition.
2. Lundy K. and Jons S., (2009): Community Health Nursing, Caring for Public Health. 2nd ed Jones and Barllett Comp.

### 5. Essential References.

3. Basavanthappa. BT., (2008): Community and public Health Nursing, 2nd ed., Mosby An Affiliate of Elsevier Co., United States of America.
4. Maurer F. and Smith C. (2009): Community / Public Health Nursing Practice , Health for all Families and pupulations. Sunders, Elsever.

### 6. Electronic Materials and Web Sites *etc.*

1. <http://www.mohp.gov.eg>
2. <http://www.google.com>

## IX. Course Policies:

|   |  |
|---|--|
| 1 | Class Attendance: At least 75 % of the course hours should be attended by the student. Otherwise, he/she will not be allowed to attend the final exam                      |
| 2 | Tardy: any student who is late for more than 15 minutes from starting the lecture will not be allowed to attend the lecture and will be considered absent.                 |
| 3 | Exam Attendance/Punctuality: Any student who is late for more than 30 minutes from starting the exam will not be allowed to attend the exam and will be considered absent. |
| 4 | Assignments & Projects: Assignments and projects will be assessed individually unless the teacher request for group work   |
| 5 | Cheating: Cheating by any means will cause the student failure and he/she must re-study the course   |
| 6 | Plagiarism: Plagiarism by any means will cause the student failure in the course. Other disciplinary procedures will be according to the college rules.                    |

## I. Course Identification and General Information:

|    |  |                        |              |       |            |
|----|--|------------------------|--------------|-------|------------|
| 1  | Course Title:  | Fundamental of Nursing |              |       |            |
| 2  | Course Code & Number:                                  |                        |              |       |            |
| 3  | Credit Hours:  | Credit Hours           | Theory Hours |       | Lab. Hours |
|    |  |                        | Lecture      | Field |            |
|    |  | 2                      | 2            | --    | --         |
| 4  | Study Level/ Semester at which this Course is offered: | 3\2                    |              |       |            |
| 5  | Pre –Requisite (if any):                               | None                   |              |       |            |
| 6  | Co –Requisite (if any):                                | None                   |              |       |            |
| 7  | Program (s) in which the Course is Offered:            |                        |              |       |            |
| 8  | Language of Teaching the Course:                       | English                |              |       |            |
| 9  | Study System:  | Semester Based System  |              |       |            |
| 10 | Mode of Delivery:                                      | Full Time              |              |       |            |
| 11 | Location of Teaching the Course:                       |                        |              |       |            |
| 12 | Prepared by:   |                        |              |       |            |
| 13 | Date of Approval:                                      |                        |              |       |            |

## II. Course Description:

The course concerns on the development of student's skills and practices needed in hospital setting, such as admission and discharge, vital signs, physical examination and mobility and immobility. In clinical training the course teaches infection control, hygienic measures, medication administration and wound care.

## III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

G. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| a1 | Explain the principles of admission and discharge, infection control and procedures and techniques of wound care.                    | A1 |  |
| a2 | Demonstrate understanding of health assessment, vital signs, personal hygiene, mobility and immobility and medication administration | A3 |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| b1 | Differentiate between medical and surgical asepsis  | B2 |  |
| b2 | Recognize the difference between normal and abnormal assessment data, normal and abnormal vital signs through the process of critical thinking. | B3 |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| c1 | Apply appropriate infection prevention practices during dressing, hygiene, admission, physical examination and medication administration                      | C1 |  |
| c2 | Implement special nursing therapy and measures in clinical setting such as: medication administration, wound care, infection control, vital signs and hygiene | C2 |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| d1 | Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with colleagues |  |  |
| d2 | Display high degree of personal commitment, self-developing and cooperation with his colleagues.  |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| a1                                | Explain the principles of admission and discharge, infection control and procedures and techniques of wound care. | <ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminar (discussion)</li> <li>▪ Role play</li> </ul> | <ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Midterm &amp; Final written examination</li> <li>▪ Case &amp; topic presentation</li> </ul> |
| a2                                | Demonstrate understanding of health assessment, vital signs, personal   | <ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminar (discussion)</li> </ul>                      | <ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Oral examination (Viva)</li> </ul>  |

|  |  |  |  |
|--|--|--|--|
|  | hygiene, mobility and immobility and medication administration |  | <ul style="list-style-type: none"> <li>▪ Midterm &amp; Final written examination</li> <li>▪ Case &amp; topic presentation</li> </ul> |
|--|--|--|--|

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| b1                                | Differentiate between medical and surgical asepsis  | <ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminar (discussion)</li> <li>▪ Group work (cooperative Learning)</li> <li>▪ Individual work</li> </ul> | <ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Oral examination (Viva)</li> <li>▪ Midterm &amp; Final written examination</li> <li>▪ Case &amp; topic presentation</li> </ul> |
| b2                                | Recognize the difference between normal and abnormal assessment data, normal and abnormal vital signs through the process of critical thinking. | <ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminar (discussion)</li> <li>▪ Group work (cooperative Learning)</li> <li>▪ Individual work</li> </ul> | <ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Oral examination (Viva)</li> <li>▪ Midterm &amp; Final written examination</li> <li>▪ Case &amp; topic presentation</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Apply appropriate infection prevention practices during dressing, hygiene, admission, physical examination and medication administration                      | <ul style="list-style-type: none"> <li>▪ Seminar (discussion)</li> <li>▪ Individual and group work</li> <li>▪ Role play</li> </ul> | <ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Midterm &amp; Final clinical exams</li> </ul> |
| c2                                | Implement special nursing therapy and measures in clinical setting such as: medication administration, wound care, infection control, vital signs and hygiene | <ul style="list-style-type: none"> <li>▪ Seminar (discussion)</li> <li>▪ Individual and group work</li> <li>▪ Role play</li> </ul> | <ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Midterm &amp; Final clinical exams</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Utilizes the value of inter-professional collaborative practice, coordination and interpersonal | <ul style="list-style-type: none"> <li>▪ Group work</li> <li>▪ Case Study</li> <li>▪ Role play</li> </ul> | <ul style="list-style-type: none"> <li>▪ Evaluation of group work</li> </ul> |

|    |  |   |  |
|----|--|---|--|
|    | communication skills when dealing with colleagues  |   | <ul style="list-style-type: none"> <li>▪ Evaluation of student works</li> <li>▪ Observation</li> </ul>                   |
| d2 | Display high degree of personal commitment, self-developing and cooperation with his colleagues. | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List  | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|--|--|-----------------|---------------|--------------------------|
| 1   | Hospital admission and discharge and Health protection and asepsis | <b>Hospital admission and discharge</b> <ul style="list-style-type: none"> <li>▪ Admission to the hospital</li> <li>▪ Unit and its preparation</li> <li>▪ Admission procedure</li> <li>▪ Special considerations</li> <li>▪ Medico-legal issues</li> <li>▪ Roles &amp; responsibilities</li> <li>▪ Common response to admission</li> <li>▪ Discharge from the hospital</li> <li>▪ Types: Planned discharge,</li> <li>▪ LAMA and abscond, Referrals and transfers</li> <li>▪ Discharge Planning</li> <li>▪ Discharge procedure</li> <li>▪ Care of the unit after discharge</li> </ul>  | 1               | 2             | a1, c1, d1               |
| 2   |  | <b>Health protection and asepsis Infection control</b> <ul style="list-style-type: none"> <li>▪ Nature of infection</li> <li>▪ Chain of infection transmission</li> <li>▪ Defenses against infection: natural and acquired hospital acquired infection (Nosocomial infection)</li> <li>▪ Concept of asepsis</li> <li>▪ Medical asepsis <ul style="list-style-type: none"> <li>- Hand washing: simple, hand antisepsis</li> <li>- Personal protecting equipment (PPE): types, uses and technique of wearing and removing</li> <li>- Standard safety precautions (Universal precautions)</li> </ul> </li> <li>▪ Surgical asepsis <ul style="list-style-type: none"> <li>- Definition</li> <li>- Principles of surgical asepsis</li> <li>- Method of sterilization</li> </ul> </li> </ul> | 2               | 4             | a1, b1, c1, c2, d1       |



|   |  |  |   |   |                |
|---|--|--|---|---|----------------|
|   |  | <ul style="list-style-type: none"> <li>▪ Biomedical waste management: <ul style="list-style-type: none"> <li>- Decontamination of hospital waste</li> </ul> </li> </ul>  |   |   |                |
| 3 | <b>Vital signs and Health assessment</b> | <p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>○ Guidelines for taking vital signs:</li> </ul> <p><b>Body temperature:</b></p> <ul style="list-style-type: none"> <li>○ Physiology, Regulation, Factors affecting body temperature,</li> <li>○ Assessment of body temperature: sites, equipments and technique, special considerations</li> <li>○ Temperature alterations: hyperthermia, Hypothermia</li> </ul> <p><b>Pulse:</b></p> <ul style="list-style-type: none"> <li>✓ Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse</li> <li>✓ Assessment of pulse: sites, location, equipments and technique, special considerations</li> <li>✓ Alterations in pulse:</li> </ul> <p><b>Respiration:</b></p> <ul style="list-style-type: none"> <li>✓ Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, Factors affecting respiration</li> <li>✓ Assessment of respirations: technique, special considerations</li> <li>✓ Alterations in respiration</li> </ul> <p><b>Blood pressure:</b></p> <ul style="list-style-type: none"> <li>✓ Assessment of blood pressure: sites, equipments and technique, special considerations</li> <li>✓ Alterations in blood pressure</li> </ul> <p><b>Recording of vital signs</b></p> | 2 | 4 | a2, b2, c2, d1 |
| 4 |  | <p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>○ Purposes</li> <li>○ Process of Health assessment <ul style="list-style-type: none"> <li>▪ Health history</li> <li>▪ Physical examination:</li> </ul> </li> </ul>  | 2 | 4 | a2, b2, d1     |

|   |  |  |   |   |                            |
|---|--|--|---|---|----------------------------|
|   |  | <ul style="list-style-type: none"> <li>▪ Methods- inspection, Palpation, Percussion, Auscultation,</li> <li>▪ Preparation for examination: patient and unit.</li> <li>▪ General assessment</li> <li>▪ Assessment of each body system</li> <li>▪ Recording of health assessment.</li> </ul>   |   |   |                            |
| 5 |  | <b>Midterm exam</b>  | 1 | 2 | a1, a2, b1, b2, c1, c2, d1 |
| 6 | <b>Administration of Medications</b>   | <b>Administration of Medications:</b> <ul style="list-style-type: none"> <li>•General Principles/ consideration Principles: 10 rights of Medication</li> <li>▪ Administration; special consideration; Prescriptions;</li> <li>▪ Routes of administration</li> <li>▪ Storage and maintenance of drugs</li> <li>▪ Toxic Effects, Idiosyncratic Reactions, Allergic Reactions, Drug Tolerance, Drug Interactions,</li> <li>▪ Errors in Medication administration</li> <li>▪ Dosage Calculation, Terminologies and abbreviations used in prescriptions of medications</li> <li>▪ Storage and maintenance of drugs and Nurses responsibility</li> <li>▪ Oral Drugs Administration: Sub lingual and Buccal:</li> <li>▪ Parenteral therapies: ID, SC, IM, IV</li> <li>▪ Types of syringes, needles, canula, and infusion sets</li> <li>▪ Recording and reporting of medications administered</li> </ul> | 2 | 4 | a2, c1, c2, d1             |
| 7 | Supporting physiologic health patterns | <b>Hygiene:</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Factors Influencing Hygienic Practice</li> </ul>  | 1 | 2 | a2, c1, c2, d1             |

|    |                 |   |   |   |                |
|----|-----------------|---|---|---|----------------|
|    |                 | <ul style="list-style-type: none"> <li>▪ Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears, and Nose</li> <li>▪ Bathing : types and purposes</li> <li>▪ The nursing interventions that promote a client's personal hygiene.</li> </ul>  |   |   |                |
| 8  |                 | <p>Mobility and immobility</p> <ul style="list-style-type: none"> <li>▪ Physiology of mobility and immobility. <ul style="list-style-type: none"> <li>- Principles of Body Mechanics</li> <li>- Maintenance of normal body alignment</li> <li>- Nursing interventions for impaired body Alignment and Mobility: assessment, types</li> </ul> </li> <li>▪ Measures toward preventing problems of immobility.</li> <li>▪ Positioning a client in bed</li> <li>▪ Body mechanics</li> <li>▪ Maintaining body alignment: positioning</li> <li>▪ Guides to move and turn and to transfer a client.</li> <li>▪ Maintaining body alignment</li> </ul> | 1 | 2 | a2, c2, d1     |
| 9  |                 | <p><b>Wounds care:</b></p> <ul style="list-style-type: none"> <li>▪ Types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing</li> <li>▪ Care of wound: types, equipments, procedure and special considerations</li> <li>▪ Dressings, Suture Care,</li> <li>▪ Care of Drainage</li> <li>▪ Application of Bandages, Binders, Splints &amp; Slings</li> </ul>  | 2 | 4 | a1, c1, c2, d1 |
| 10 | Rest and Sleep. | <ul style="list-style-type: none"> <li>- physiology of sleep. - Stages of sleep. - Sleep cycle.</li> <li>- Function of sleep. - Normal sleep patterns and requirements</li> <li>- Factors affecting sleep. - Common sleep disorders.</li> </ul>   | 1 | 2 | a2, b2, c2 d2  |

|  |                   |           |           |  |
|--|-------------------|-----------|-----------|--|
|  | <b>Final exam</b> | 1         | 2         |  |
| <b>Number of Weeks /and Units Per Semester</b> |                   | <b>16</b> | <b>32</b> |  |

### B. Case Studies and Practical Aspect:

| No.  | Tasks/ Experiments  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|--|---|-----------------|---------------|---------------------------|
| 1  | - <b>Admission &amp; discharge</b>  | 1               | 2             | c1                        |
| 2  | <b>Asepsis</b><br>- Hand washing & hand antisepsis<br>- Donning sterile gloves & gown   | 2               | 4             | c2                        |
| 3  | <b>Measure VS</b><br>- <b>Temperature</b><br>- <b>Pulse</b><br>- <b>Respiration</b><br>- <b>BP</b>  | 2               | 4             | c2                        |
| 4  | - Head to toes examination  | 1               | 2             | c1                        |
| 5  | - Midterm exam  | 1               | 2             | c1, c2                    |
| 6  | <b>Hygiene</b><br>- Oral hygiene:<br>- Hair shampoo<br>- Bed bath<br>- Partial bath   | 2               | 4             | c1                        |
| 7  | <b>Medication Administration</b><br>- <b>ID Medication</b><br>- <b>SC Medication</b><br>- <b>IM Medication</b><br>- <b>Venipuncture</b><br>- <b>IV Canula</b> | 3               | 6             | c1, c2                    |
| 8  | <b>Mobility</b><br>- Maintaining body alignment:<br>- Positioning<br>- Moving<br>- Lifting  | 1               | 2             | a2                        |
| 9  | - Wound care  | 1               | 2             | c1                        |
| 10   | <b>Final exam</b>   | 1               | 2             | a2, c1, c2                |
| <b>Number of Weeks /and Units Per Semester</b> |   |                 |               |                           |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.          | Assignments                           | Week Due              | Mark      | Aligned CILOs (symbols) |
|--------------|---------------------------------------|-----------------------|-----------|-------------------------|
| 1            | Presentation on (infectious diseases) | 10 <sup>th</sup> Week | 5         | c1, c2, d1              |
| 2            | Visits CSSD write observation report  | 12 <sup>th</sup> Week | 5         | c1, c2, d1              |
| <b>Total</b> |                                       |                       | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method                          | Week Due                                | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|--|---|------------|--------------------------------|----------------------------------|
| 1            | Assignment                                 | 5 <sup>th</sup> - 12 <sup>th</sup> week | 10         | 10%                            | c1, c2, d1                       |
| 2            | First clinical exam                        | 4 <sup>th</sup> week                    | 10         | 10%                            | c1, c2, d1                       |
| 3            | Midterm exam                               | 7 <sup>th</sup> Week                    | 20         | 20%                            | c1, c2, d1                       |
| 4            | Log book                                   | 2 <sup>nd</sup> -13 <sup>th</sup> Week  | 20         | 20%                            | c1, c2, d1                       |
|              | Internal Practical Exam (Oral & Practical) | 14 <sup>th</sup> Week                   | 40         | 40%                            | c1, c2, d1                       |
| <b>Total</b> |  |   | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

1. Kozier and Erb's (2018) FUNDAMENTALS OF NURSING Concepts, Process and Practice 4<sup>th</sup> Ed Australian, New York, Addison Wesley Longman
2. Taylor's (2019). Clinical Nursing Skills A Nursing Process Approach 4<sup>th</sup> Ed. LWW

### 2- Essential References.

1. Brunner & Suddarth's (2018). Textbook of Medical-Surgical Nursing 14<sup>th</sup> Ed 2018. Philadelphia, Lippincott – Wilkins & Wilkins.
2. Perry & Potter (2020). Fundamentals of Nursing-Elsevier 10<sup>th</sup> Ed
3. Lippincott (2019). Manual Of Nursing Practice 11<sup>th</sup> Ed
4. Concept Based Clinical Nursing Skills (2020). Fundamental to Advanced 1<sup>st</sup> Ed

### 3- Electronic Materials and Web Sites etc.

1. [www.ANA.com](http://www.ANA.com)
2. [www.ASCO.com](http://www.ASCO.com)

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

**Standard II: Course Identification and General Information:**

|    |   |                             |            |             |            |              |
|----|---|-----------------------------|------------|-------------|------------|--------------|
| 1  | <b>Course Title:</b>                                      | Microbiology & Parasitology |            |             |            |              |
| 2  | <b>Course Number &amp; Code:</b>                          |                             |            |             |            |              |
| 3  | <b>Credit hours:</b>                                      | <b>C.H</b>                  |            |             |            | <b>Total</b> |
|    |   | <b>Th.</b>                  | <b>Pr.</b> | <b>Tut.</b> | <b>Tr.</b> |              |
|    |   | <b>2</b>                    | <b>NA</b>  | <b>NA</b>   | <b>NA</b>  | <b>2</b>     |
| 4  | <b>Study level/year at which this course is offered:</b>  |                             |            |             |            |              |
| 5  | <b>Pre –requisite (if any):</b>                           |                             |            |             |            |              |
| 6  | <b>Co –requisite (if any):</b>                            |                             |            |             |            |              |
| 7  | <b>Name of faculty member responsible for the course:</b> |                             |            |             |            |              |
| 8  | <b>Program (s) in which the course is offered:</b>        |                             |            |             |            |              |
| 9  | <b>Language of teaching the course:</b>                   |                             |            |             |            |              |
| 10 | <b>Location of teaching the course:</b>                   |                             |            |             |            |              |
| 11 | <b>Prepared By:</b>                                       |                             |            |             |            |              |
| 12 | <b>Approved By:</b>                                       |                             |            |             |            |              |

**Standard III: Course Description:**

This course is designed to enable students to acquire knowledge, attitude and behaviors of fundamentals of microbiology and parasitology, and its effects on human. It also provides understanding on causes of diseases, diagnosis, treatments and preventive measures.

**Standard IV: Professional Information:****Aims of The Course:**

*This course aims to acquire student:*

1. Describes structure, classification morphology and growth of bacteria
2. Identifies microorganisms and describe the different disease producing organisms
3. Explains the concept of immunity, hyper sensitivity and immunization
4. Applies staining techniques, Gram staining, Acid fast staining, Hanging drop preparation and culture various medias.
5. Collects, handle and transport of various specimens.
6. Identifies the classification, types, morphology, lifecycle, pathogenicity, transmission, diagnosis and pathology of various parasites.
7. Selects the appropriate methods of control and prevention.
8. Determines the investigation of parasites

**Intended learning outcomes (ILOs) of the course:**

A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies

| Course Intended Learning           | Outcomes Teaching strategies                             | Assessment Strategies                    |
|------------------------------------|--|--|
| A1. List the common microorganisms | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |

|  |  |  |
|--|--|--|
| A2. Identifies microorganisms and describe the different disease producing organisms | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| A3. Describe method of control for microorganisms                                    | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| A4. Explains the concept of immunity, hyper sensitivity and immunization             | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| A5. Discuss the classification of parasites  | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| A6. Identify classification of protozoa  | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| A7. Discuss the prevention and control of giardia lamblia                            | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| A8. Recognize the life cycle of malaria  | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| A9. Identify classification of helminths   | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| A10. List common parasitic diseases  | Lecture<br>Discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |

| (B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies: |   |  |
|--|---|--|
| Course Intended Learning   | Outcomes Teaching strategies                          | Assessment Strategies                    |
| B1. Compare between the growth of bacteria and viruses   | Lecture discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |



|  |   |  |
|--|---|--|
| B2. Discuss the effect of parasite on the host                         | Lecture discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| B3. Different between Entamoeba histolytica and Entamoeba coli ciliate | Lecture discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| B4. Compare between visceral & cutaneous Leishmaniasis                 | Lecture discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| B5. Discuss malaria control  | Lecture discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |

| (C) Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies: |  |  |
|--|--|--|
| Course Intended Learning   | Outcomes Teaching strategies                 | Assessment Strategies                    |
| C1. Discuss collection, handling, and transportation of various specimens  | Lab Practice<br>Supervised Clinical practice | Short answer questions<br>Objective type |
| C2. Determines the lab investigations for Common parasites.  | Lab Practice<br>Supervised Clinical practice | Short answer questions<br>Objective type |

| (D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies: |                              |                       |
|--|------------------------------|-----------------------|
| Course Intended Learning   | Outcomes Teaching strategies | Assessment Strategies |
| Not Applicable   |                              |                       |

## v: Course Content:

### 1 – Course Topics/Items:

#### a – Theoretical Aspect:

| Order | Topic List                          | Sub Topics List  | Number of Weeks | contact hours | Learning Outcomes |
|-------|-------------------------------------|--|-----------------|---------------|-------------------|
| 1     | General characteristics of microbes | <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Types (bacteria, virus, fungi, ...)</li> <li>▪ Characteristics</li> <li>▪ Structure and classification of microbes</li> <li>▪ Growth and nutrition of microbes</li> <li>▪ Multiplication</li> </ul> | 2               | 4             |                   |

|                   |                      |  |   |   |  |
|-------------------|----------------------|--|---|---|--|
|                   |                      | <ul style="list-style-type: none"> <li>▪ Lab investigation <ul style="list-style-type: none"> <li>▪ Culture &amp; sensitivity</li> </ul> </li> </ul>   |   |   |  |
| 2                 | Pathogenic organisms | <ul style="list-style-type: none"> <li>▪ Micro-organisms</li> <li>▪ Bacteria <ul style="list-style-type: none"> <li>- Cocci- gram positive and gram negative</li> <li>- Bacilli-gram positive and gram negative</li> <li>- Spirochaete</li> <li>- Mycoplasma</li> <li>- Rickettsiae</li> <li>- Chlamydiae</li> </ul> </li> <li>▪ Viruses</li> <li>▪ Fungi-superficial and deep mycoses</li> <li>▪ Rodents &amp; vectors characteristics, source, portal of entry, transmission of infection</li> <li>▪ Identification of disease producing micro-organisms</li> <li>▪ Collection, handling and transportation of various specimens</li> <li>▪ Lab investigation for microorganisms</li> <li>▪ Method of controlling micro-organisms</li> </ul> | 3 | 6 |  |
| 3                 | Immunity             | <ul style="list-style-type: none"> <li>▪ Immunity-Types, classification</li> <li>▪ Antigen and antibody Reaction</li> <li>▪ Hypersensitivity-skin test</li> <li>▪ Serological tests</li> <li>▪ Immunoprophylaxis</li> <li>✓ Vaccines &amp; sera –types, classification, storage &amp; handling</li> <li>✓ Immunization for various diseases</li> </ul>   | 1 | 2 |  |
| 4                 | Midterm Exam         | Midterm Exam   | 1 | 2 |  |
| Part II: Parasite |                      |  |   |   |  |
| 5                 | Parasites            | <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Types</li> <li>▪ Host, Types of host</li> <li>▪ Definition and example for types of parasite</li> <li>▪ Effect of parasite on the host</li> <li>▪ Types of vector</li> </ul>  |   | 2 |  |

|   |                   |   |   |   |  |
|---|-------------------|---|---|---|--|
|   |                   | <ul style="list-style-type: none"> <li>▪ Source of infection (food &amp; drink, soil and water, vector, direct contact and congenial)</li> <li>▪ Mode of infection</li> <li>▪ Classification</li> <li>✓ Protozoa</li> <li>✓ Helminthes</li> <li>✓ Arthropods</li> <li>▪ Class and example for all Protozoa</li> </ul>   | 1 |   |  |
| 6 | Protozoa          | <ul style="list-style-type: none"> <li>▪ General characteristic</li> <li>✓ Morphology</li> <li>✓ Biological feature</li> <li>✓ Multiplication</li> <li>✓ Nutrient &amp; locomotion</li> <li>▪ Classification (flagellate, ciliate, amoebae, sporozoa)</li> <li>▪ Amoebae</li> <li>▪ Entamoeba histolytica</li> <li>✓ Morphology,</li> <li>✓ life cycle,</li> <li>✓ pathogenesis</li> <li>✓ Diagnosis</li> <li>✓ Prevention &amp; control</li> <li>▪ Different between Entamoeba histolytica and Entamoeba. coli ciliate</li> <li>▪ Bantium coli</li> <li>✓ Morphology,</li> <li>✓ life cycle,</li> <li style="padding-left: 20px;">✓ pathogenesis</li> <li>✓ Diagnosis</li> <li style="padding-left: 20px;">✓ Prevention &amp; control</li> </ul> | 1 | 2 |  |
| 7 | Flagellates       | <ul style="list-style-type: none"> <li>▪ Intestine &amp; flagellates</li> <li>Giardia lamblia</li> <li>✓ Morphology,</li> <li>✓ life cycle,</li> <li>✓ pathogenesis</li> <li>✓ Diagnosis</li> <li>✓ Prevention &amp; control</li> <li>▪ Genital Trichomonas vaginalis</li> <li>✓ Morphology,</li> <li>✓ life cycle,</li> <li>✓ pathogenesis</li> <li>✓ Diagnosis</li> <li>✓ Prevention &amp; control</li> </ul>   | 1 | 2 |  |
| 8 | Blood flagellates | <ul style="list-style-type: none"> <li>▪ Leishmanias (Visceral &amp; cutaneous)</li> <li>✓ Morphology,</li> <li>✓ life cycle,</li> </ul>  | 1 | 2 |  |

|  |                        |   |           |           |  |
|--|------------------------|---|-----------|-----------|--|
|  |                        | <ul style="list-style-type: none"> <li>✓ pathogenesis</li> <li>✓ Diagnosis</li> <li>✓ Prevention &amp; control</li> </ul>   |           |           |  |
| 9  | Sporozoa               | <ul style="list-style-type: none"> <li>▪ Malaria parasites (Plasmodium Falciparum, vivax)</li> <li>✓ Morphology,</li> <li>✓ life cycle,</li> <li>✓ pathogenesis</li> <li>✓ Diagnosis</li> <li>✓ Prevention &amp; control</li> </ul> | 1         | 2         |  |
| 10   | Helminthes             | <ul style="list-style-type: none"> <li>▪ Classification</li> <li>✓ Nematodes</li> <li>✓ Cestodes</li> <li>✓ Trematodes</li> </ul>   | 1         | 2         |  |
| 11   | Schistosoma            | <ul style="list-style-type: none"> <li>▪ Schistosoma</li> <li>✓ Definition</li> <li>✓ Morphology,</li> <li>✓ life cycle,</li> <li>✓ pathogenesis</li> <li>✓ Diagnosis</li> <li>✓ Prevention &amp; control</li> </ul>                | 1         | 2         |  |
| 12   | <b>Final Term Exam</b> |   | 1         | 2         |  |
| <b>Number of Weeks /and Units Per Semester</b> |                        |   | <b>16</b> | <b>32</b> |  |

|   |  |
|---|--|
| <b>V. Teaching strategies of the course</b>   |  |
| <ol style="list-style-type: none"> <li>1. Lecture – Discussion</li> <li>2. Demonstration</li> <li>3. Brainstorming</li> </ol> |  |

| <b>VI. Assignments</b> |   |                         |          |      |
|------------------------|---|-------------------------|----------|------|
| No                     | Assignments   | Aligned CILOs (symbols) | Week Due | Mark |
| 1                      | Vaccine's sera-types, classification, storage & handling                |                         | 4-7      | 2.5  |
| 2                      | Life cycle, pathogenesis, diagnosis, prevention and control of malaria. |                         | 8-12     | 2.5  |

|   |
|---|
| <b>VII. Schedule of Assessment Tasks for Students During the Semester</b> |
|---|

| No | Assessments Methods       | Week due                                  | Mark | Proportion of Final Assessments | Aligned Course Learning Outcomes |
|----|---------------------------|---|------|---------------------------------|----------------------------------|
| 1  | Attendance and activities | 15 <sup>th</sup> week                     | 10   | 10%                             |                                  |
| 2  | Student assignments       | 5 <sup>th</sup> and 12 <sup>th</sup> week | 10   | 10%                             |                                  |
| 3  | Mid-term exam             | 7 <sup>th</sup> or 8 <sup>th</sup> week   | 20   | 20%                             |                                  |
| 4  | Final-exam                | 16 <sup>th</sup> -17 <sup>th</sup> week   | 60   | 60%                             |                                  |

## VII: Learning Resources:

### 1. Required Textbook(s) (maximum two ).

1. Greenwood E (2001). Medical Microbiology. Churchill livingstone Edinburgh, London.

### 2. Essential References.

7. Foundation of Microbiology (2003). 2<sup>nd</sup> ed. Talaro and A. Talaro, published by William Brown Publishers.

### 3. Electronic Materials and Web Sites etc.

1. [Http:// www.google. Com](http://www.google.com)
2. [Http:// www.yahoo.com](http://www.yahoo.com)

## IX. Course Policies:

|   |  |
|---|--|
| 1 | Class Attendance: At least 75 % of the course hours should be attended by the student. Otherwise, he/she will not be allowed to attend the final exam                      |
| 2 | Tardy: any student who is late for more than 15 minutes from starting the lecture will not be allowed to attend the lecture and will be considered absent.                 |
| 3 | Exam Attendance/Punctuality: Any student who is late for more than 30 minutes from starting the exam will not be allowed to attend the exam and will be considered absent. |
| 4 | Assignments & Projects: Assignments and projects will be assessed individually unless the teacher request for group work   |
| 5 | Cheating: Cheating by any means will cause the student failure and he/she must re-study the course   |
| 6 | Plagiarism: Plagiarism by any means will cause the student failure in the course. Other disciplinary procedures will be according to the college rules.                    |

## Standard II: Course Identification and General Information:

|    |  |                          |     |      |     |       |
|----|--|--------------------------|-----|------|-----|-------|
| 1  | Course Title:                                      | Infection control basics |     |      |     |       |
| 2  | Course Number & Code:                              |                          |     |      |     |       |
| 3  | Credit hours:                                      | C.H                      |     |      |     | Total |
|    |  | Th.                      | Pr. | Tut. | Tr. |       |
|    |  | 1                        | 2   | NA   | NA  | 2     |
| 4  | Study level/year at which this course is offered:  |                          |     |      |     |       |
| 5  | Pre –requisite (if any):                           |                          |     |      |     |       |
| 6  | Co –requisite (if any):                            |                          |     |      |     |       |
| 7  | Name of faculty member responsible for the course: |                          |     |      |     |       |
| 8  | Program (s) in which the course is offered:        |                          |     |      |     |       |
| 9  | Language of teaching the course:                   |                          |     |      |     |       |
| 10 | Location of teaching the course:                   |                          |     |      |     |       |
| 11 | Prepared By:                                       |                          |     |      |     |       |
| 12 | Approved By:                                       |                          |     |      |     |       |

## Standard III: Course Description:

Each year, lives are lost due to the spread of infections in hospitals and other healthcare settings. Infection control procedures are a vital part of health care and patient safety measures used by every member of the healthcare team both in the United States and globally.

## Standard IV: Professional Information:

### Aims of The Course:

#### Brief summary of the knowledge or skill the course is intended to develop:

1. Identify the role of healthcare-associated infections in patient safety.
2. List the five most common, preventable healthcare-associated infections.
3. Explain the human biome.
4. Discuss the five categories of Standard Precautions.
5. List the three elements necessary for disease transmission.
6. Explain the three categories of Transmission-Based Precautions.

### Intended learning outcomes (ILOs) of the course:

A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies

| Course Intended Learning  | Outcomes Teaching strategies                      | Assessment Strategies                        |
|---|---|--|
| A1. Knowledge and understanding of the principles of evidence-based medicine. | Lecture -discussion<br>Role play<br>Brainstorming | Essay type<br>Short answer<br>Objective type |

|   |   |  |
|---|---|--|
| A2. Knowledge and understanding of the normal structure, function and development of the human body and mind at all stages of life and body-mind interactions. Knowledge and understanding of the genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic noxious effects on the body and mind | Lecture -discussion<br>Role play<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| A3. Knowledge and understanding of the etiology, pathogenesis, pathology, symptoms and signs, natural history, and prognosis of mental and physical disorders in all age groups listed in the appendix and designed as “common”.  | Lecture -discussion<br>Role play<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| A4. Knowledge and understanding of common diagnostic procedures, indications, contraindications and limitations listed in the App. 2. Knowledge of the appropriate use of laboratory techniques and hygiene and sanitization, asepsis, infection control, transmission.   | Lecture -discussion<br>Role play<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| A5. Knowledge and understanding of the action, metabolism, and toxic effects of drugs and their therapeutic applications, indications, contraindications and side effects   | Lecture -discussion<br>Role play<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| A6. Identify of the principles of health maintenance, education, prevention and screening. Knowledge and understanding of the epidemiology of common diseases and conditions and the systematic approaches in reducing the incidence and prevalence of those diseases.  | Lecture -discussion<br>Role play<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| A7. Knowledge and understanding of the normal structure and function of the body and of each of its major organ systems   | Lecture -discussion<br>Role play<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| A8. Knowledge and understanding of molecular, biochemical, and cellular mechanisms of maintaining homeostasis   | Lecture -discussion<br>Role play<br>Brainstorming | Essay type<br>Short answer<br>Objective type |

| (B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies: |  |  |
|--|--|--|
| Course Intended Learning   | Outcomes Teaching strategies                                       | Assessment Strategies                        |
| B1. Compare between descriptive and experimental epidemiological studies and measures of risk.                           | Lecture discussion<br>Demonstration<br>Case discussions / Seminar. | Essay type<br>Short answer<br>Objective type |
| B2. Analyze determinant of health and principles of preventive and control of common health problems.                    | Lecture discussion<br>Demonstration<br>Case discussions / Seminar. | Essay type<br>Short answer<br>Objective type |

|   |  |  |
|---|--|--|
| B3. Discuss methods of control of communicable diseases | Lecture discussion<br>Demonstration<br>Case discussions / Seminar. | Essay type<br>Short answer<br>Objective type |
| B4. Compare between morbidity and mortality             | Lecture discussion<br>Demonstration<br>Case discussions / Seminar. | Essay type<br>Short answer<br>Objective type |
| B5. Design a screening program.                         | Lecture discussion<br>Demonstration<br>Case discussions / Seminar. | Essay type<br>Short answer<br>Objective type |

| (C) Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies: |  |  |
|--|--|--|
| Course Intended Learning   | Outcomes Teaching strategies                         | Assessment Strategies                        |
| C1. Provides preventive and therapeutic approaches taken towards the major endemic diseases.   | Lecture discussion<br>Demonstration<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| C2. Implement epidemiological studies based on observation   | Lecture discussion<br>Demonstration<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| C3. Provide safe, effective care to patient in different age & groups.   | Lecture discussion<br>Demonstration<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| C4. Apply infection control measures.  | Lecture discussion<br>Demonstration<br>Brainstorming | Essay type<br>Short answer<br>Objective type |
| C5. Design a screening program.  | Lecture discussion<br>Demonstration<br>Brainstorming | Essay type<br>Short answer<br>Objective type |

| (D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:  |  |                                |
|---|--|--------------------------------|
| Course Intended Learning  | Outcomes Teaching strategies                     | Assessment Strategies          |
| D1. Communicates effectively with individuals, families, and communities.   | Lecture discussion<br>Demonstration<br>Role play | Short answer<br>Objective Type |
| D2. Employ effective communication and accurate documentation while providing methods of control of communicable diseases | Lecture discussion<br>Demonstration<br>Role play | Short answer<br>Objective Type |
| D3. Use an internet and computer while  | Lecture  | Short answer                   |



|   |  |                |
|---|--|----------------|
| studying observational and experimental studies | discussion<br>Demonstration<br>Role play | Objective Type |
|---|--|----------------|

## V: Course Content:

### 1 – Course Topics/Items:

#### a – Theoretical Aspect:

| Order | Topic List                                  | Sub Topics List  | Number of Weeks | contact hours | Learning Outcomes |
|-------|---|--|-----------------|---------------|-------------------|
| 1     | Introduction To epidemiology                | <ul style="list-style-type: none"> <li>▪ The historical context.</li> <li>▪ Definition of epidemiology</li> <li>▪ Objectives of epidemiology.</li> <li>▪ Uses of epidemiology</li> </ul>   | 1               | 2             | A1                |
| 2     | Concepts of Disease Occurrence              | <ul style="list-style-type: none"> <li>▪ Epidemiologic Triangle (Triad) <ul style="list-style-type: none"> <li>▪ Epidemiologic Concepts</li> </ul> </li> </ul>   | 1               | 2             | A2, A3            |
| 3     | Chain of Infection                          | <ul style="list-style-type: none"> <li>▪ Reservoir</li> <li>▪ Portal of exit</li> <li>▪ Modes of transmission</li> <li>▪ Portal of entry</li> <li>▪ Host</li> </ul>  | 1               | 2             | A4                |
| 4     | Levels of prevention                        | <ul style="list-style-type: none"> <li>▪ Definition of prevention</li> <li>▪ Levels of prevention: <ul style="list-style-type: none"> <li>- Primary prevention</li> <li>- Secondary prevention</li> <li>- Tertiary prevention</li> </ul> </li> </ul>   | 1               | 2             | A5, B2            |
| 5     | Methods of control of communicable diseases | <ul style="list-style-type: none"> <li>▪ Main methods of control <ul style="list-style-type: none"> <li>✓ Elimination of Reservoir of Infection</li> <li>✓ Interruption of Transmission</li> <li>✓ Susceptible Host Protection</li> </ul> </li> <li>▪ General methods for control of communicable diseases <ul style="list-style-type: none"> <li>✓ Preventive Measures report</li> </ul> </li> <li>✓ Control of Patient, Contact and Environment</li> <li>✓ Epidemic Measures</li> <li>✓ International Measures</li> <li>▪ Medical assistant function in communicable diseases control</li> </ul> | 1               | 2             | A6, B3, C1, D2    |
| 6     | Measures of risk                            | <ul style="list-style-type: none"> <li>▪ Frequency Measures</li> <li>▪ Morbidity Frequency Measure</li> <li>▪ Mortality Frequency Measures</li> <li>▪ Birth Measures</li> <li>▪ Measures of Association</li> </ul>   | 1               | 2             | B1, B4            |

|  |                                      |   |           |           |  |
|--|--------------------------------------|---|-----------|-----------|--|
| 7  | Midterm exam                         | Midterm exam  | 1         | 2         | A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, C1, D2                     |
| 8  | Epidemiology methods of surveillance | Methods of surveillance in epidemiology   | 1         | 2         | A7, D1   |
| 9  | Screening                            | Screening   | 1         | 2         | A8, B5, D1   |
| 10   | Types of epidemiological studies     | <ul style="list-style-type: none"> <li>▪ Observation epidemiology</li> <li>▪ Experimental epidemiology</li> </ul> | 5         | 10        | A9, B1, C2, D3   |
| 11   | Final exam                           | Final exam  | 1         | 2         | A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B2, B3, B4, C1, C2, D1, D3 |
| <b>Number of Weeks /and Units Per Semester</b> |                                      |   | <b>16</b> | <b>32</b> |  |

| <b>B – Practical Aspect:</b>                   |   |                 |               |                   |
|--|---|-----------------|---------------|-------------------|
| Order  | Task/ Experiments                           | Number of Weeks | contact hours | Learning Outcomes |
| 1  | Tb Center visit                             | 3               | 12            | c1, c2, c3, c4    |
| 2  | Health centers visits                       | 3               | 12            | c1, c2, c3, c4    |
| 3  | Hospital visit<br>CSD, Isolation department | 3               | 12            | c1, c2, c3, c4    |
| 4  | Census and statistical office               | 2               | 8             | c1, c2, c3, c4    |
| <b>Number of Weeks /and Units Per Semester</b> |   | <b>11</b>       | <b>44</b>     |                   |

| V. Teaching strategies of the course   |
|--|
| 1. Lecture - Discussion<br>2. Demonstration<br>3. Brainstorming<br>4. Case discussions / Seminar |

| VI. Assignments |  |                         |          |      |
|-----------------|--|-------------------------|----------|------|
| No              | Assignments                                  | Aligned CILOs (symbols) | Week Due | Mark |
| 1               | Exercise 1: analytical cross-sectional study | A9, B1, C2, D3          | 2-4      | 2.5  |
| 2               | Exercise 2: cohort study                     | A9, B1, C2, D3          | 8-10     | 2.5  |

| VII. Schedule of Assessment Tasks for Students During the Semester |                           |   |      |                                 |  |
|--|---------------------------|---|------|---------------------------------|--|
| No   | Assessments Methods       | Week due                                  | Mark | Proportion of Final Assessments | Aligned Course Learning Outcomes                       |
| 1  | Attendance and activities | 15 <sup>th</sup> week                     | 5    | 5%                              | A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, C4, D1 |
| 2  | Student assignments       | 5 <sup>th</sup> and 12 <sup>th</sup> week | 5    | 5%                              | A2, A3, A4, B1, B2, C1, C2, C3, C4, D1                 |
| 3  | Mid-term exam             | 7 <sup>th</sup> or 8 <sup>th</sup> week   | 20   | 20%                             | A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, C4, D1 |
| 4  | Final-exam                | 16 <sup>th</sup> -17 <sup>th</sup> week   | 70   | 70%                             | A6, A7, A8, B4, B5, C6, D1                             |

| Clinical Part                           |  |   |      |                                 |  |
|---|--|---|------|---------------------------------|--|
| No                                      | Assessments Methods                          | Week due                                  | Mark | Proportion of Final Assessments | Aligned Course Learning Outcomes       |
| 1                                       | Attendance and activities                    | 15 <sup>th</sup> week                     | 5    | 10%                             | C1, C2, C3, C4, C5, C6, C7, C8, C9, D1 |
| 2                                       | Student assignments                          | 5 <sup>th</sup> and 12 <sup>th</sup> week | 5    | 10%                             | C4, C6, C8, D1                         |
| 3                                       | Clinical Evaluation/ Semester Work           | 15 <sup>th</sup> week                     | 25   | 50%                             | C1, C2, C3, C4, C5, D1                 |
| 4                                       | Final Exam (Written, Oral and Clinical Exam) | 16 <sup>th</sup> -17 <sup>th</sup> week   | 15   | 30%                             | C6, C7, C8, C9, D1                     |
| Number of Weeks /and Units Per Semester |  |   | 50   | 100%                            |  |

## VII: Learning Resources:

|   |
|---|
| <b>1. Required Textbook(s) ( maximum two ).</b>   |
| 1. St John's Ambulance (2007). First AID. St John's Ambulance Association.<br>2. Stead, L. G., Stead S. M and Kaufman M. S., (2006). Firstaid for the Emergency Medicine Clerkship. 2 <sup>nd</sup> Ed. McGraw-Hill, New York |
| <b>2. Essential References.</b>   |
| 1. Mahadevan S.V. and Garmel G. (2005). An Introduction to Clinical Emergency Medicine. Cambridge University Press. Cambridge, New York   |
| <b>3. Electronic Materials and Web Sites etc.</b>   |
| 1. www.GOOGLE.com   |

| <b>IX. Course Policies:</b> |  |
|-----------------------------|--|
| <b>1</b>                    | Class Attendance: At least 75 % of the course hours should be attended by the student. Otherwise, he/she will not be allowed to attend the final exam                      |
| <b>2</b>                    | Tardy: any student who is late for more than 15 minutes from starting the lecture will not be allowed to attend the lecture and will be considered absent.                 |
| <b>3</b>                    | Exam Attendance/Punctuality: Any student who is late for more than 30 minutes from starting the exam will not be allowed to attend the exam and will be considered absent. |
| <b>4</b>                    | Assignments & Projects: Assignments and projects will be assessed individually unless the teacher request for group work   |
| <b>5</b>                    | Cheating: Cheating by any means will cause the student failure and he/she must re-study the course   |
| <b>6</b>                    | Plagiarism: Plagiarism by any means will cause the student failure in the course. Other disciplinary procedures will be according to the college rules.                    |

**SYLLABUS**  
**YEAR (2)**  
**SEMESTER (1)**

| <b>I. Course Identification and General Information:</b> |  |                       |            |
|--|--|-----------------------|------------|
| 1  | Course Title:  | Pathophysiology       |            |
| 2  | Course Code & Number:                                  |                       |            |
| 3  | Credit Hours:  | Credit Hours          | Lab. Hours |
|  |  | Theory Hours          |            |
|  |  | Lecture               | Field      |
|  |  | 2                     | --         |
| 4  | Study Level/ Semester at which this Course is offered: | 3\2                   |            |
| 5  | Pre –Requisite (if any):                               | None                  |            |
| 6  | Co –Requisite (if any):                                | None                  |            |
| 7  | Program (s) in which the Course is Offered:            |                       |            |
| 8  | Language of Teaching the Course:                       | English               |            |
| 9  | Study System:  | Semester Based System |            |
| 10   | Mode of Delivery:                                      | Full Time             |            |
| 11   | Location of Teaching the Course:                       |                       |            |
| 12   | Prepared by:   |                       |            |
| 13   | Date of Approval:                                      |                       |            |

| <b>II. Course Description:</b>  |
|---|
| The course is designed to provide emergency medicine students' with knowledge related to mechanism of diseases concerning various body system. It will cover cellular physiology, alterations in cells, tissues injury, hypoperfusion, shock, self-defense mechanisms, variances in immunity, inflammation, stress, genetics and familial diseases. |

| <b>III. Course Intended Learning Outcomes (CILOs) :</b><br>(مخرجات تعلم المقرر)                            | <b>Referenced PILOs</b><br>(مخرجات تعلم البرنامج) |
|--|---|
| <b>H. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to: |   |

|    |  |    |  |
|----|--|----|--|
| a1 | Identify the normal characteristics of the cellular environment and the key homeostatic mechanisms that strive to maintain an optimal fluid and electrolyte balance. | A1 |  |
| a2 | Outline pathophysiologic alterations in water, electrolyte balance and their effects on body functions.  | A3 |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| b1 | Analyze critically normal acid–base balance and alterations in acid–base balance.                          | B2 |  |
| b2 | Explain how changes in immune status and the presence of inflammation can adversely affect body functions. | B3 |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| c1 | Provide the treatment of patients with particular fluid or electrolyte imbalances. | C1 |  |
| c2 | Describe the management of a patient with an acid–base imbalance                   | C2 |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| d1 | Appreciate the utilization of research to identify causes genetic and familial disease factors | D1 |  |
| d2 | Educate the patient about the impact of stress on the body’s response to illness or injury.    | D3 |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| <u>Course Intended Learning Outcomes</u> |  | <u>Teaching Strategies</u>  | <u>Assessment Strategies</u>   |
|--|--|---|--|
| a1                                       | Identify the normal characteristics of the cellular environment and the key homeostatic mechanisms that strive to maintain an optimal fluid and electrolyte balance. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2                                       | Outline pathophysiologic alterations in water, electrolyte balance and their effects on body functions.  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| b1                                | Analyze critically normal acid–base balance and alterations in acid–base balance.                          | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Explain how changes in immune status and the presence of inflammation can adversely affect body functions. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | Provide the treatment of patients with particular fluid or electrolyte imbalances. | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Describe the management of a patient with an acid–base imbalance                   | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| d1                                | Appreciate the utilization of research to identify causes genetic and familial disease factors | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Educate the patient about the impact of stress on the body’s response to illness or injury.    | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**



**A. Theoretical Aspect:**

| No. | Units/Topics List  | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|--|--|-----------------|---------------|--------------------------|
| 1   | <p><b>Cellular Physiology: Basic Cellular Review</b></p> | <ul style="list-style-type: none"> <li>▪ Intracellular and Extracellular Fluid</li> <li>▪ Aging and the Distribution of Body Fluids</li> <li>▪ Water Movement Between Intracellular Fluid and Extracellular Fluid                             <ul style="list-style-type: none"> <li>○ Osmosis</li> <li>○ Diffusion</li> <li>○ Fluid Replacement Therapy</li> <li>○ Mediated Transport Mechanisms</li> </ul> </li> <li>▪ Water Movement Between Plasma and Interstitial Fluid                             <ul style="list-style-type: none"> <li>○ Anatomy of the Capillary Network</li> <li>○ Capillary and Membrane Permeability</li> </ul> </li> <li>▪ Alterations in Water Movement                             <ul style="list-style-type: none"> <li>○ Pathophysiology of Edema</li> <li>○ Clinical Manifestations of Edema</li> </ul> </li> <li>▪ <b>Water Balance, Sodium, and Chloride</b> <ul style="list-style-type: none"> <li>○ Water Balance</li> <li>○ Sodium and Chloride Balance</li> <li>○ Alterations in Sodium, Chloride, and Water Balance</li> <li>○ Dehydration</li> <li>○ Electrolyte Imbalances</li> <li>○ Overhydration</li> </ul> </li> <li>▪ <b>Acid–Base Balance</b> <ul style="list-style-type: none"> <li>○ Buffer Systems</li> <li>○ Acid–Base Imbalance</li> <li>○ Acidosis</li> <li>○ Alkalosis</li> <li>○ Mixed Acid–Base Disturbances</li> </ul> </li> </ul> | 3               | 9             | a1, b1, c1               |

|   |  |   |   |   |        |
|---|--|---|---|---|--------|
| 2 | <b>Alterations in Cells and Tissues Injury and Disease</b> | <ul style="list-style-type: none"> <li>▪ <b>Cellular Adaptation</b></li> <li>▪ <b>Cellular Injury</b> <ul style="list-style-type: none"> <li>○ Hypoxic Injury</li> <li>○ Free Radical Injury</li> <li>○ Chemical Injury</li> <li>○ Infectious Injury</li> <li>○ Immunologic &amp; Inflammatory Injury</li> <li>○ Injurious Genetic Factors</li> <li>○ Injurious Nutritional Imbalances</li> <li>○ Injurious Physical Agents</li> </ul> </li> <li>▪ <b>Manifestations of Cellular Injury</b> <ul style="list-style-type: none"> <li>○ Cellular Manifestations</li> </ul> </li> <li>▪ <b>Cellular Death and Necrosis</b></li> </ul> | 2 | 6 | a1, b1 |
| 3 | <b>Hypoperfusion and Shock</b>                             | <ul style="list-style-type: none"> <li>▪ <b>Pathogenesis</b> <ul style="list-style-type: none"> <li>○ Decreased Cardiac Output</li> <li>○ Compensatory Mechanisms</li> </ul> </li> <li>▪ <b>Types of Shock</b></li> <li>▪ <b>Multiple Organ Dysfunction Syndrome</b> <ul style="list-style-type: none"> <li>○ Pathophysiology</li> </ul> </li> <li>▪ <b>Impairment of Cellular Metabolism</b></li> </ul>  | 2 | 6 | a1,b1  |
| 4 |  | <b>Midterm exam</b>   | 1 | 3 | a1,b1  |
| 5 | <b>Self-Defense Mechanisms</b>                             | <ul style="list-style-type: none"> <li>▪ <b>Inflammatory Response</b> <ul style="list-style-type: none"> <li>○ Stages of the Inflammatory Response</li> <li>○ Mast Cells</li> <li>○ Local and Systemic Response to Acute Inflammation</li> <li>○ Responses to Chronic Inflammation</li> </ul> </li> <li>▪ <b>Immune Response</b> <ul style="list-style-type: none"> <li>○ Induction of the Immune Response</li> <li>○ Blood Group Antigens</li> <li>○ Rh Factor</li> </ul> </li> </ul>  | 2 | 6 | a2,    |

|  |   |  |           |           |        |
|--|---|--|-----------|-----------|--------|
| 6  | <b>Variances in Immunity and Inflammation</b> | <ul style="list-style-type: none"> <li>▪ <b>Hypersensitivity: Allergy, Autoimmunity, and Isoimmunity</b> <ul style="list-style-type: none"> <li>○ Mechanisms of Hypersensitivity</li> </ul> </li> <li>▪ <b>Immunity and Inflammation Deficiencies</b> <ul style="list-style-type: none"> <li>○ Primary Immune Deficiencies</li> <li>○ Secondary Immune Deficiencies</li> </ul> </li> </ul>   | 2         | 6         | a2, b2 |
| 7  | <b>Stress and Disease</b>                     | <ul style="list-style-type: none"> <li>▪ <b>Neuroendocrine Regulation of Stress</b> <ul style="list-style-type: none"> <li>○ Catecholamines</li> <li>○ Cortisol <ul style="list-style-type: none"> <li>✓ Physiologic Effects of Cortisol</li> </ul> </li> </ul> </li> <li>▪ <b>Role of the Immune System</b></li> <li>▪ <b>Interrelationship of Stress, Coping, and Illness</b></li> </ul>   | 1         | 3         | a2, b2 |
| 8  | <b>Genetics and Familial Diseases</b>         | <ul style="list-style-type: none"> <li>▪ <b>Factors Causing Disease</b> <ul style="list-style-type: none"> <li>○ Genetic Factors</li> <li>○ Social &amp; Environmental Factors</li> <li>○ Age and Sex</li> </ul> </li> <li>▪ <b>Analyzing the Risk of Disease</b> <ul style="list-style-type: none"> <li>○ Disease Rates</li> <li>○ Risk Factor Analysis</li> </ul> </li> <li>▪ <b>Combined Effects and Interaction of Risk Factors</b> <ul style="list-style-type: none"> <li>○ Familial Disease Tendency</li> <li>○ Aging and Age-Related Disorders</li> </ul> </li> <li>▪ <b>Common Familial Diseases and Associated Risk Factors</b> <ul style="list-style-type: none"> <li>○ Common Familial Diseases and Associated Social and Environmental Risk Factors</li> </ul> </li> </ul> | 2         | 6         | a1     |
|  |   | <b>Final exam</b>  | <b>1</b>  | <b>2</b>  |        |
| <b>Number of Weeks /and Units Per Semester</b> |   |  | <b>16</b> | <b>32</b> |        |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.          | Assignments  | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|--|----------|-----------|-------------------------|
| 1            | <b>Assignment 1:</b> Alterations in Cells and Tissues Injury and Disease (Cellular Injury)       | W5       | 5         | a1, b1                  |
| 2            | <b>Assignment 2:</b> Self-Defense Mechanisms (Local and Systemic Response to Acute Inflammation) | W11      | 5         | a2, b2                  |
| <b>Total</b> |  |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2                   |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2                           |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

#### 1- Required Textbook(s) ( maximum two ): مثال example

1. Banasik, J., & Copstead, L., (2019). Pathophysiology. 6<sup>th</sup> Ed., Saunders, Missouri
2. Sanders, M., & McKenna k., Tan, D., Pollak A., and Mejia A., (2019). Sanders' Paramedic Textbook 5<sup>th</sup> Ed., USA.

#### 2- Essential References:

1. Kumar V., Abbas A., & Aster J., (2018). Robbins Basic Pathology. Elsevier, 10<sup>th</sup> Ed., Pennsylvania
2. Calvango s., (2013). Emergency Pathophysiology Clinical Applications for Prehospital Care, Teton New Media

#### 3- Electronic Materials and Web Sites etc.:

##### Websites:

- 

### X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |  |
|---|--|
| 1 | <p><b>Class Attendance:</b><br/>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>  |
| 2 | <p><b>Tardiness:</b><br/>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>  |
| 3 | <p><b>Exam Attendance/Punctuality:</b><br/>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>  |
| 4 | <p><b>Assignments &amp; Projects:</b><br/>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.</p>   |
| 5 | <p><b>Cheating:</b><br/>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>  |
| 6 | <p><b>Forgery and Impersonation:</b><br/>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p> |

| I. Course Identification and General Information: |  |                              |            |
|---|--|------------------------------|------------|
| 1   | Course Title:  | Therapeutic Nutrition        |            |
| 2   | Course Code & Number:                                  |                              |            |
| 3   | Credit Hours:  | Credit Hours                 | Lab. Hours |
|   |  | Theory Hours                 |            |
|   |  | Lecture                      | Exercise   |
|   |  | 2                            | -          |
| 4   | Study Level/ Semester at which this Course is offered: | Second Level/ First semester |            |
| 5   | Pre –Requisite (if any):                               |                              |            |
| 6   | Co –Requisite (if any):                                |                              |            |
| 7   | Program (s) in which the Course is Offered:            |                              |            |
| 8   | Language of Teaching the Course:                       | English/Arabic               |            |
| 9   | Study System:  |                              |            |
| 10  | Mode of Delivery:                                      |                              |            |
| 11  | Location of Teaching the Course:                       |                              |            |
| 12  | Prepared by:   |                              |            |
| 13  | Date of Approval:                                      | 2021                         |            |

| II. Course Description:   |
|---|
| This course is designed to help students to develop an understanding of the constituent of the food and daily requirements of the body in health and illness to enable them to assess the nutritional status and develop an ability to educate Clients. |

| III. Course Intended Learning Outcomes (CILOs) :<br>(مخرجات تعلم المقرر)                                     | Referenced PILOs<br>(مخرجات تعلم البرنامج)  |
|--|---|
| I. Knowledge and Understanding: Upon successful completion of the course, students will be able to:          |   |
| a2.1 Identify the role of nutrition in maintaining health  | A2 Discuss principles and concepts of health management, human interactions, and research |
| a2.2 Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates |   |
| a2.3 Describe the dietary sources, functions, and recommended daily allowances (RDA) of protein              |   |
| a2.4 Recognize the daily calorie requirement for different categories of people                              |   |

|      |  |  |  |
|------|--|--|--|
| a2.5 | Describe the types, sources, functions and requirements of electrolytes                                |  |  |
| a2.6 | Describe the role of medical assistant in assessment of nutritional status and in nutrition education. |  |  |
| a2.7 | Describe balanced diet and plan balanced diet for different categories of people                       |  |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|      |  |           |   |
|------|--|-----------|---|
| b5.1 | Describe the daily calorie requirement for different categories of people. | <b>B5</b> | Discuss principles and concepts of health management, human interactions, and research. |
| b5.2 | Analyze the relationship between nutrition & Health.                       |           |   |
| b5.3 | Discuss Basal Metabolic Rate (BMR) determination and factors affecting     |           |   |
| b5.4 | Compare between fat soluble and water soluble vitamins                     |           |   |
| b5.5 | Explain electrolyte imbalances   |           |   |
| b5.6 | Describe the daily calorie requirement for different categories of people  |           |   |
| b5.7 | Differentiate between nutrition; diet; food                                |           |   |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|  |                       |  |  |
|--|-----------------------|--|--|
|  | <b>Not Applicable</b> |  |  |
|  |                       |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|  |                       |  |  |
|--|-----------------------|--|--|
|  | <b>Not Applicable</b> |  |  |
|--|-----------------------|--|--|

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies                                   | Assessment Strategies                    |
|-----------------------------------|---|---|--|
| a2.1                              | Identify the role of nutrition in maintaining health  | Lecture discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| a2.2                              | Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates |   |  |
| a2.3                              | Describe the dietary sources, functions, and recommended daily allowances (RDA) of protein              |   |  |
| a2.4                              | Recognize the daily calorie requirement for different categories of people                              |   |  |
| a2.5                              | Describe the types, sources, functions and requirements of electrolytes                                 |   |  |

|      |  |  |  |
|------|--|--|--|
| a2.6 | Describe the role of medical assistant in assessment of nutritional status and in nutrition education. |  |  |
| a2.7 | Describe balanced diet and plan balanced diet for different categories of people                       |  |  |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies                                   | Assessment Strategies                    |
|-----------------------------------|--|---|--|
| b5.1                              | Describe the daily calorie requirement for different categories of people. | Lecture discussion<br>Demonstration<br>Brain storming | Short answer questions<br>Objective type |
| b5.2                              | Analyze the relationship between nutrition & Health.                       |   |  |
| b5.3                              | Discuss Basal Metabolic Rate (BMR) determination and factors affecting     |   |  |
| b5.4                              | Compare between fat soluble and water soluble vitamins                     |   |  |
| b5.5                              | Explain electrolyte imbalances   |   |  |
| b5.6                              | Describe the daily calorie requirement for different categories of people  |   |  |
| b5.7                              | Differentiate between nutrition; diet; food                                |   |  |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies | Assessment Strategies |
|-----------------------------------|--|---------------------|-----------------------|
| Not Applicable                    |  |                     |                       |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies | Assessment Strategies |
|-----------------------------------|--|---------------------|-----------------------|
| Not Applicable                    |  |                     |                       |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No | Units/Topics List | Sub Topics List | No of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|----|-------------------|-----------------|-------------|---------------|--------------------------|
|----|-------------------|-----------------|-------------|---------------|--------------------------|



|   |   |   |   |   |                                       |
|---|---|---|---|---|---------------------------------------|
| 1 | <b><u>Introduction</u></b><br><b><u>*Relation of nutrition to health:</u></b> | a .Food composition table.<br>b. Daily dietary according to age, weight, height, and sex.<br>c. House hold measurements   | 2 | 4 | a2.1, a2.2, a2.3,<br>b5.1, b5.2, b5.3 |
| 2 | <b><u>*Constituent of food and it's functions:</u></b>                        | -a .Proteins, Fat, carbohydrates, minerals, Vitamins, water<br>b. Metabolism<br>c. Effect of deficiencies.<br>d. Influence on growth and development -growth chart.   | 2 | 4 | a2.2, a2.3, b5.2,<br>b5.3             |
| 3 | <b><u>*Cooking and Food Economic:</u></b>                                     | -a. Different Methods of cooking and their effect on food nutritive value.<br>b. Food prices related to the nutritive value.  | 2 | 4 | a2.2, a2.3, b5.2,<br>b5.3             |
| 4 | <b><u>* Therapeutic diet:-</u></b>  | a .Environmental & psychosocial factors in accepting diet.<br>b. Progressive hospital, diet:<br>-Regular diet , high diet, soft diet and full liquid diet.<br>c. Diabetic diet.<br>d. Cardiovascular diseases' "sodium restricted diet, " cholesterol restricted diet." | 3 | 6 | a2.4, b5.6                            |
| 5 | <b>Mid Term exam</b>  | <b>Mid Term exam</b>  | 1 | 2 | All                                   |
| 6 | <b><u>* Assessment of nutritional status:</u></b>                             | -Clinical exam<br>- Entropometric exam<br>-Lab. & Biochemical Analysis<br>-Dietry assessment<br>-Vital statistics   | 2 | 4 | a2.5, a2.6, a2.7,<br>b5.6, b5.7       |
| 7 | <b><u>*Aditonal feeding:-</u></b>   | -Weaning and feeding<br>-Malnutritional and obesity dietyry in-tervensions.   | 2 | 4 | a2.5, a2.6, a2.7,<br>b5.6, b5.7       |

|   |   |                                       |    |    |                              |
|---|---|---------------------------------------|----|----|------------------------------|
|   |   | -Diet of pregnant and lactating women |    |    |                              |
| 8                                       | <u>* Nutritional survey of actual groups of population.</u> | -Breast feeding.                      | 1  | 2  | a2.5, a2.6, a2.7, b5.6, b5.7 |
| 9                                       | Final Exam  | Final Exam                            | 1  | 2  | All                          |
| Number of Weeks /and Units Per Semester |   |                                       | 16 | 32 |                              |

### B. Case Studies and Practical Aspect:

| No.            | Tasks/ Experiments | No of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|----------------|--------------------|-------------|---------------|---------------------------|
| Not Applicable |                    |             |               |                           |

### C. Tutorial Aspect:

| No.            | Tutorial | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|----------------|----------|-----------------|---------------|---------------------------|
| Not Applicable |          |                 |               |                           |

### V. Teaching Strategies of the Course:

- Lecture, Class Discussions, Activity-based Learning, Group Work, Presentation and Interpretation of Data, Demonstration Strategy, Inductive Method, Brainstorming and Practical Examples, Guided Reading, Guided Writing, Read Along and Read Aloud.

### VI. Assessment Methods of the Course:

- Written Exams, Exercises & Homework, Oral Tests, Written Tests, Quizzes, Writing assignments, Presentations, Interactive Class Discussion, Participation

### VII. Assignments:

| No.            | Assignments | Week Due | Mark | Aligned CILOs (symbols) |
|----------------|-------------|----------|------|-------------------------|
| Not Applicable |             |          |      |                         |
| Total          |             |          |      |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method | Week Due | Mark | Proportion | Aligned Course Learning |
|-----|-------------------|----------|------|------------|-------------------------|
|-----|-------------------|----------|------|------------|-------------------------|

|              |   |        |            | of Final Assessment | Outcomes |
|--------------|---|--------|------------|---------------------|----------|
| 1            | Attendance & Home works                     | Weekly | 10         | 10%                 |          |
| 2            | Quizzes                                     |        | 10         | 10%                 |          |
| 3            | Laboratory attendance & reports (practical) |        |            |                     |          |
| 4            | Written Test (practical)                    |        |            |                     |          |
| 5            | Med-Term Exam (theoretical)                 | W9     | 20         | 20 %                |          |
| 6            | Final Exam (theoretical)                    | W14    | 60         | 40%                 |          |
| <b>Total</b> |   |        | <b>100</b> | <b>100%</b>         |          |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

- (1) Principles of Nutrition 1979. 4th Edition.
- (2) Wilson, Eva D., Fisher, Katherina H., Pitar , A, Garcia ( 1979). Principles of Nutrition Fourth Edition – John Wilay & Sons New York – U.S.A.

### 2- Essential References:

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- An Online Medical Dictionary

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |   |
|---|---|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.     |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.   |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed. |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.        |

|   |  |
|---|--|
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' By law (2007) shall apply.                                       |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |  |                       |              |       |            |
|----|--|-----------------------|--------------|-------|------------|
| 1  | Course Title:  | Pharmacology 1        |              |       |            |
| 2  | Course Code & Number:                                  |                       |              |       |            |
| 3  | Credit Hours:  | Credit Hours          | Theory Hours |       | Lab. Hours |
|    |  |                       | Lecture      | Field |            |
|    |  | 2                     | 2            | --    | --         |
| 4  | Study Level/ Semester at which this Course is offered: | 3\2                   |              |       |            |
| 5  | Pre –Requisite (if any):                               | None                  |              |       |            |
| 6  | Co –Requisite (if any):                                | None                  |              |       |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |       |            |
| 8  | Language of Teaching the Course:                       | English               |              |       |            |
| 9  | Study System:  | Semester Based System |              |       |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |       |            |
| 11 | Location of Teaching the Course:                       |                       |              |       |            |
| 12 | Prepared by:   |                       |              |       |            |
| 13 | Date of Approval:                                      |                       |              |       |            |

## II. Course Description:

Pharmacology is designed to prepare the students integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient. This course will give an overview of pharmacology, including historical trends in pharmacology, general properties of drugs, mechanisms of drug action, drug profiles and special considerations in drug therapy, drugs that affect cardiovascular, nervous, blood and respiratory system.

## III. Course Intended Learning Outcomes (CILOs) : (مخرجات تعلم المقرر)

**A. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| a1 | Recognize the four types of drug names, and the factors that influence drug absorption, distribution, and elimination. | A1 |  |
| a2 | Identify drugs that affect the blood, cardiovascular, respiratory system, and mention                                  | A3 |  |

|  |   |  |  |
|--|---|--|--|
|  | special considerations for administering pharmacologic agents to pregnant patients, pediatric patients, and older patients. |  |  |
|--|---|--|--|

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |           |  |
|----|--|-----------|--|
| b1 | Differentiate between characteristics of routes of drug administration       | <b>B2</b> |  |
| b2 | Distinguish among drug forms, respiratory depressants and cough suppressants | <b>B3</b> |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |  |           |  |
|----|--|-----------|--|
| c1 | Explain variables that can influence drug interactions   | <b>C1</b> |  |
| c2 | Mention drug actions and care considerations when administering drugs for the nervous, cardiovascular, respiratory, endocrine, and gastrointestinal systems. | <b>C2</b> |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| d1 | Communicate with the patient and his family effectively in professional manner using the principles of communication techniques | D1 |  |
| d2 | Discuss the legal and ethical issues that arise in the emergency care setting.  | D3 |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

|    | <u>Course Intended Learning Outcomes</u>  | <u>Teaching Strategies</u>  | <u>Assessment Strategies</u>   |
|----|---|---|--|
| a1 | Recognize the four types of drug names, and the factors that influence drug absorption, distribution, and elimination.  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2 | Identify drugs that affect the blood, cardiovascular, respiratory system, and mention special considerations for administering pharmacologic agents to pregnant patients, pediatric patients, and older patients. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| b1                                | Differentiate between characteristics of routes of drug administration       | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Distinguish among drug forms, respiratory depressants and cough suppressants | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | Explain variables that can influence drug interactions   | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Mention drug actions and care considerations when administering drugs for the nervous, cardiovascular, respiratory, endocrine, and gastrointestinal systems. | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Communicate with the patient and his family effectively in professional manner using the principles of communication techniques | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Discuss the legal and ethical issues that arise in the emergency care setting.  | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List   | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|---|--|-----------------|---------------|--------------------------|
| 1   | <b>Historical Trends in Pharmacology</b>                            | <ul style="list-style-type: none"> <li>▪ History of drug               <ul style="list-style-type: none"> <li>○ Ancient and modern health care</li> </ul> </li> <li>▪ <b>Drug Names</b> <ul style="list-style-type: none"> <li>○ Chemical name</li> <li>○ Generic name</li> <li>○ Trade name</li> <li>○ Official name</li> </ul> </li> <li>▪ Sources of Drug information</li> <li>▪ Drug Standards and Legislation</li> <li>▪ Drug Regulatory Agencies</li> </ul>  | 1               | 2             | a1,                      |
| 2   | <b>General properties of Drugs</b>                                  | <ul style="list-style-type: none"> <li>▪ Pharmacologic Terminology</li> <li>▪ Pharmaceutical Phase</li> <li>▪ Pharmacokinetic Phase               <ul style="list-style-type: none"> <li>○ Drug Absorption</li> <li>○ Routes of Drug Administration</li> <li>○ Excretion</li> <li>○ Biotransformation</li> <li>○ Excretion</li> <li>○ Factors That Influence the Action of Drugs</li> </ul> </li> <li>▪ Pharmacodynamic Phase               <ul style="list-style-type: none"> <li>○ Drug–Receptor Interaction</li> <li>○ Drug-Response Assessment</li> <li>○ Biologic Half-Life</li> <li>○ Therapeutic Index</li> </ul> </li> </ul> | 1               | 2             | a1, b1                   |
| 3   | <b>Mechanisms of drug action and considerations in drug therapy</b> | <b>General Properties of Drugs</b> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Pharmaceutical Phase</li> <li>○ Pharmacokinetic Phase</li> <li>○ Routes of Drug Administration</li> <li>○ Parenteral Route (by injection)</li> <li>○ Pulmonary Route</li> <li>○ Topical Route</li> <li>○ Drug Distribution</li> <li>○ Pharmaco-dynamic Phase</li> </ul>  | 1               | 2             | a1, b1, c1, d1           |



|   |  |  |   |   |            |
|---|--|--|---|---|------------|
|   |  | <p><b>Drug Interactions</b></p> <ul style="list-style-type: none"> <li>○ Variables that Influence Drug Interaction</li> <li>○ Drug-Drug Interactions</li> <li>○ Other Factors that can Influence Drug Interactions</li> </ul> <p><b>Drug Storage</b></p> <ul style="list-style-type: none"> <li>○ Certain Precepts Should Guide the Manner in which Drugs are Secured, Stored, Distributed, and Accounted For</li> <li>○ Factors that Affect Drug Potency</li> <li>○ Applies also to Diluents</li> <li>○ Security of Controlled Medications</li> </ul>   |   |   |            |
| 4 | <p><b>Drugs That Affect the Nervous System</b></p> | <ul style="list-style-type: none"> <li>▪ Autonomic Division of Peripheral Nervous System</li> <li>▪ Neurochemical Transmission</li> <li>▪ Transmission of Nerve Impulses in the Autonomic Nervous System</li> <li>▪ Drugs That Affect the Autonomic Nervous System <ul style="list-style-type: none"> <li>○ Classifications</li> </ul> </li> <li>▪ Narcotic Analgesics and Antagonists</li> <li>▪ Non-narcotic Analgesics</li> <li>▪ Anesthetics</li> <li>▪ Antianxiety and Sedative-Hypnotic Agents and Alcohol <ul style="list-style-type: none"> <li>○ Classifications</li> </ul> </li> <li>▪ Alcohol Intake and Behavioral Effects</li> <li>▪ Anticonvulsants</li> <li>▪ CNS Stimulants <ul style="list-style-type: none"> <li>○ Anorexiant</li> <li>○ Amphetamines</li> </ul> </li> <li>▪ Psychotherapeutic Drugs <ul style="list-style-type: none"> <li>○ CNS and Emotions</li> <li>○ Antipsychotic Agents</li> <li>○ Antidepressants</li> </ul> </li> </ul> | 3 | 6 | a1, c1, d1 |

|   |   |   |   |   |                |
|---|---|---|---|---|----------------|
|   |   | <ul style="list-style-type: none"> <li>▪ Drugs for Specific CNS–Neuromuscular Dysfunction <ul style="list-style-type: none"> <li>○ Parkinson Disease</li> <li>○ Huntington Disease</li> </ul> </li> <li>▪ Drugs With Central Anticholinergic Activity</li> <li>▪ Drugs That Affect Dopamine in the Brain <ul style="list-style-type: none"> <li>○ Monoamine Oxidase Inhibitors</li> </ul> </li> <li>▪ Skeletal Muscle Relaxants <ul style="list-style-type: none"> <li>○ Central-Acting Muscle Relaxants</li> <li>○ Direct-Acting Muscle Relaxants</li> <li>○ Neuromuscular Blockers</li> </ul> </li> </ul>     |   |   |                |
| 5 | Midterm exam                                | Midterm exam  | 1 | 2 | a1, b1, c1, d1 |
| 6 | Drug Profiles                               | <p><b>Drug Profiles and Special Considerations in Drug Therapy</b></p> <ul style="list-style-type: none"> <li>○ The Paramedic should be Familiar with the Drug Profiles of any Drug that He or She Administers</li> <li>○ Components of a Drug Profile</li> <li>○ Special Considerations in Drug Therapy</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Various Forms of Drug Preparations</b></li> <li>▪ <b>Special Considerations in Drug Therapy</b> <ul style="list-style-type: none"> <li>○ Pregnant Patients</li> <li>○ Pediatric Patients</li> <li>○ Older Adult Patients</li> </ul> </li> </ul> | 2 | 4 | a2, b2, c2, d2 |
| 7 | Drugs That Affect the Cardiovascular System | <ul style="list-style-type: none"> <li>▪ Review of Anatomy and Physiology</li> <li>▪ Cardiac Glycosides</li> <li>▪ Antidysrhythmics <ul style="list-style-type: none"> <li>○ Classifications</li> </ul> </li> <li>▪ Antihypertensives <ul style="list-style-type: none"> <li>○ Classifications</li> </ul> </li> </ul>   | 2 | 4 | a2, c2, d2     |
| 8 | Drugs That Affect the Blood                 | <ul style="list-style-type: none"> <li>▪ Anticoagulants</li> <li>▪ Antihemophilic Agents</li> </ul>   | 2 | 4 | a2, c2, d2     |

|  |   |   |           |           |                |
|--|---|---|-----------|-----------|----------------|
|  |   | <ul style="list-style-type: none"> <li>▪ Hemostatic Agents</li> <li>▪ Hemorrhagic Agents</li> <li>▪ Antifibrinolytic Agents</li> <li>▪ Blood and Blood Components</li> <li>▪ Antihyperlipidemic Drugs</li> </ul>  |           |           |                |
| 9  | <b>Drugs That Affect the Respiratory System</b> | <ul style="list-style-type: none"> <li>▪ Review of Anatomy and Physiology</li> <li>▪ <b>Bronchodilators</b> <ul style="list-style-type: none"> <li>○ Sympathomimetic Drugs</li> <li>○ Anticholinergic Bronchodilator</li> <li>○ Xanthine Derivatives</li> <li>○ Other Respiratory Drugs</li> </ul> </li> <li>▪ <b>Mucokinetic Drugs</b></li> <li>▪ <b>Oxygen and Other Respiratory Agents</b> <ul style="list-style-type: none"> <li>○ Direct Respiratory Stimulants</li> <li>○ Reflex Respiratory Stimulants</li> <li>○ Respiratory Depressants</li> <li>○ Cough Suppressants</li> <li>○ Antihistamines</li> <li>○ Serotonin</li> <li>○ Selective Serotonin Reuptake Inhibitors</li> <li>○ Antiserotonins</li> </ul> </li> </ul> | 2         | 4         | a2, b2, c2, d2 |
|  | <b>Final term exam</b>                          | <b>Final term exam</b>  | 1         | 2         | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |   |   | <b>16</b> | <b>32</b> |                |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments

- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.          | Assignments                        | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|------------------------------------|----------|-----------|-------------------------|
| 1            | Assignment 1: common abbreviations | W5       | 5         | a1, b1                  |
| 2            | Assignment 2: drug classification  | W11      | 5         | a2, b2,                 |
| <b>Total</b> |                                    |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2                   |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2                           |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

1. Robert J. Kizior R., and Hodgson K., (2019). Saunders Nursing Drug Handbook. 27<sup>th</sup> Ed. Saunders Nursing Drug Handbook, St. Louis, Missouri
2. Watkins C., (2018). Pharmacology clear & simple: a guide to drug classifications and dosage calculations. 3<sup>rd</sup> Ed. Davis Company,

### 2- Essential References:

1. Burchum J., and Rosenthal L., (2019).Lehne's Pharmacology for Nursing Care. 10<sup>th</sup> Ed., Elsevier Inc. St. Louis, Missouri
2. Bryant B., & Knights K., (2015). Pharmacology For Health Professionals. 4<sup>th</sup> Ed. Elsevier Australia.

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- American Journal of Emergency Medicine
- Annals of Emergency Medicine
- Journal of Emergency Medicine
- Journal of Trauma and Acute Care Surgery
- Prehospital Emergency Care

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Surgery 1             |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 2                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

|  |
|--|
|  |
|--|

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

J. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| a1 | Identify the surgical history and physical examination, Fluid and electrolytes balance and perioperative care |  |  |
| a2 | Recognize the management of simple surgical cases, breast conditions, and bleeding control                    |  |  |

|  |   |  |  |
|--|---|--|--|
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |   |  |  |
| b1   | Integrate the principles of aseptic technique with the actual situations                        |  |  |
| b2   | Differentiate between internal and external bleeding and absorbable and non absorbable suturing |  |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |   |  |  |
| c1   | Perform surgical physical examination   |  |  |
| c2   | Apply infection control measures when used wound suturing                                       |  |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |   |  |  |
| d1   | Communicate effectively with patients and colleagues  |  |  |
| d2   | Apply the principle of professional ethics when providing care to surgical patients             |  |  |

| <b>(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:</b> |   |   |  |
|--|---|---|--|
| <b>Course Intended Learning Outcomes</b>   |   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
| a1   | Identify the surgical history and physical examination, Fluid and electrolytes balance and perioperative care | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2   | Recognize the management of simple surgical cases, breast conditions, and bleeding control                    | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| <b>(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:</b>         |   |   |  |
| <b>Course Intended Learning Outcomes</b>   |   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |

|    |   |  |   |
|----|---|--|---|
| b1 | Integrate the principles of aseptic technique with the actual situations                        | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Differentiate between internal and external bleeding and absorbable and non absorbable suturing | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Perform surgical physical examination                     | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Apply infection control measures when used wound suturing | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Communicate effectively with patients and colleagues                                | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Apply the principle of professional ethics when providing care to surgical patients | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**



| No.  | Units/Topics List                   | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|--|-------------------------------------|--|-----------------|---------------|---------------------------|
| 1  | Introduction to surgery             | <ul style="list-style-type: none"> <li>▪ General surgery principles</li> <li>▪ Tissue repair and replacement</li> <li>▪ Inflammation and infection</li> <li>▪ Disinfection and sterilization</li> <li>▪ Anesthesia</li> <li>▪ Body defense mechanisms</li> <li>▪ Surgical infections.</li> </ul> | 2               | 4             | a1, b1, c1, d1            |
| 2  | Health assessment of surgical cases | <ul style="list-style-type: none"> <li>▪ History</li> <li>▪ Physical exam</li> <li>▪ Documentation of results</li> </ul>   | 2               | 4             | a1, b1, c1, d1            |
| 3  | Fluid and blood transfusion         | <ul style="list-style-type: none"> <li>▪ Fluid and electrolytes balance</li> <li>▪ Blood transfusion</li> </ul>  | 2               | 4             | a1, b1, c1, d1            |
| 4  | Perioperative care                  | <ul style="list-style-type: none"> <li>▪ Pre-operative preparation</li> <li>▪ Intra-operative care</li> <li>▪ Post-operative care</li> <li>▪ Post operative complications <ul style="list-style-type: none"> <li>✓ Hemorrhage</li> <li>✓ Shock</li> <li>✓ Wound infection</li> </ul> </li> </ul> | 2               | 4             | a1, b1, c1, d1            |
| 5  | Midterm exam                        | Midterm exam   | 1               | 2             | a1, b1, c1, d1            |
| 6  | Simple operations                   | <ul style="list-style-type: none"> <li>▪ Wound suturing</li> <li>▪ Circumcision</li> <li>▪ Open simple abscesses</li> <li>▪ Remove foreign bodies</li> </ul>   | 3               | 6             | a2, b2, c2, d2            |
| 7  | Breast conditions                   | <ul style="list-style-type: none"> <li>▪ Breast abscess</li> <li>▪ Breast tumor</li> </ul>   | 1               | 2             | a2, b2, c2, d2            |
| 8  | Bleeding                            | <ul style="list-style-type: none"> <li>▪ Bleeding <ul style="list-style-type: none"> <li>✓ Types</li> <li>✓ Treatment</li> </ul> </li> </ul>   | 2               | 4             | a2, b2, c2, d2            |
| 9  | Final exam                          | Final exam   | 1               | 2             | a2, b2, c2, d2            |
| <b>Number of Weeks /and Units Per Semester</b> |                                     |  |                 |               |                           |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.   | Assignments                             | Week Due | Mark | Aligned CILOs (symbols) |
|-------|---|----------|------|-------------------------|
| 1     | Assignment 1: circumcision              | W5       | 5    | a1, c1                  |
| 2     | Assignment 2: abscess open and drainage | W11      | 5    | a2, b2, c2              |
| Total |   |          | 10   |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.   | Assessment Method         | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-------|---------------------------|----------|------|--------------------------------|----------------------------------|
| 1     | Assignments               | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |
| 2     | Quizzes 1 & 2             | W3, 9    | 10   | 10%                            | a1, a2, b1, b2                   |
| 3     | Mid-Term Theoretical Exam | W7       | 20   | 20%                            | a1, b1, c1, d1                   |
| 4     | Final Theoretical Exam    | W16      | 60   | 60%                            | a2, b2, c2, d2                   |
| Total |                           |          | 100  | 100%                           |                                  |

## IX. Learning Resources:

|   |
|---|
| <ul style="list-style-type: none"> <li>• <i>Written in the following order:</i> Author, Year of publication, <b>Title</b>, Edition, Place of publication, Publisher.</li> </ul> |
| <b>1- Required Textbook(s) ( maximum two ) : مثال example</b>   |
| <b>2- Essential References:</b>   |
| <b>3- Electronic Materials and Web Sites etc.:</b>  |
| <b>Websites:</b>  |
| ▪   |

| <b>X. Course Policies</b> (Based on the Uniform Students' By law) (2007) تترك كما هي |  |
|--|--|
| <b>1</b>   | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| <b>2</b>   | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| <b>3</b>   | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| <b>4</b>   | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| <b>5</b>   | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| <b>6</b>   | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Internal medicine I   |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 2                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

This course is designed to provide student with knowledge and skills on nature of diseases which affect different part of human body with special focus on etiology; signs and symptoms; principles of treatment; complications and plan of control, to be used for the diagnosis and treatment of the cases that fall within scope of their practice and refer the others.

## III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

**K. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Recognize the essential medical concepts related to various diseases   |  |  |
| a2 | Identify the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of gallbladder and respiratory diseases |  |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| b1 | Compare between upper & lower GIT bleeding regarding types, clinical manifestations and management. |  |  |
| b2 | Distinguish between types of hepatitis regarding types, clinical manifestations and management.     |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| c1 | Perform health assessment for patient with liver disease                 |  |  |
| c2 | Provide respiratory therapy for patient with common respiratory diseases |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| d1 | Engage in educational activities related to professional issues  |  |  |
| d2 | Employ effective communication and accurate documentation while providing and/or managing for client needs |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| a1                                | Recognize the essential medical concepts related to various diseases  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2                                | Identify the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

|  |                                      |  |  |
|--|--------------------------------------|--|--|
|  | gallbladder and respiratory diseases |  |  |
|--|--------------------------------------|--|--|

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| b1                                | Compare between upper & lower GIT bleeding regarding types, clinical manifestations and management. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Distinguish between types of hepatitis regarding types, clinical manifestations and management.     | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | Perform health assessment for patient with liver disease                 | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Provide respiratory therapy for patient with common respiratory diseases | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Engage in educational activities related to professional issues | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Employ effective communication and accurate documentation while | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> </ul>                                | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

|  |                       |  |
|--|-----------------------|--|
| providing and/or managing for client needs | ▪ Case study analysis |  |
|--|-----------------------|--|

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List              | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|-----|--------------------------------|--|-----------------|---------------|---------------------------|
| 1   | Introduction                   | <ul style="list-style-type: none"> <li>▪ Common signs and symptoms for medical diseases</li> <li>▪ Classifications of medical diseases</li> </ul>  | 1               | 2             | a1, d1                    |
| 2   | Health assessment              | <ul style="list-style-type: none"> <li>▪ History</li> <li>▪ Physical examination</li> </ul>  | 2               | 4             | a1, c1, d1                |
| 3   | Diseases of digestive system   | <ul style="list-style-type: none"> <li>▪ Anatomy &amp; physiology</li> <li>▪ Assessment &amp; diagnostic tests</li> <li>▪ Peptic ulcer and &amp; esophageal diseases</li> <li>▪ Upper &amp; lower GIT bleeding</li> <li>▪ Mal-absorption syndrome</li> <li>▪ Ulcerative colitis</li> </ul> | 2               | 4             | a1, b1, c1, d1            |
| 4   | Liver diseases                 | <ul style="list-style-type: none"> <li>▪ Hepatitis</li> <li>▪ Liver failure</li> <li>▪ Liver cirrhosis</li> <li>▪ Liver tumors</li> </ul>  | 2               | 4             | a1, c1, d1                |
| 5   |                                | Mid-term exam  | 1               | 2             | a1, b1, c1, d1            |
| 6   | Gallbladder diseases           | <ul style="list-style-type: none"> <li>▪ Cholecystitis</li> <li>▪ Stone of gallbladder</li> <li>▪ Pancreatitis</li> <li>▪ Cancer of pancreas</li> </ul>  | 1               | 2             | a2, d2                    |
| 7   | Diseases of Respiratory system | <ul style="list-style-type: none"> <li>▪ Anatomy &amp; physiology</li> <li>▪ Assessment &amp; diagnostic tests</li> <li>▪ Common respiratory diseases</li> <li>✓ Asthma</li> </ul>   | 5               | 10            | a2, b2, c2, d2            |

|  |  |  |   |   |                |
|--|--|--|---|---|----------------|
|  |  | <ul style="list-style-type: none"> <li>✓ Pneumonia</li> <li>✓ COPD (Chronic bronchitis Bronchiectasis, and acute emphysema)</li> <li>✓ Atelectasis</li> <li>✓ Lung cancer</li> <li>✓ Pleural effusion, pleurisy</li> <li>✓ Pneumothorax</li> </ul> |   |   |                |
| 8  |  | Final exam   | 1 | 2 | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |  |  |   |   |                |

### V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments   | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|---------------|----------|-----------|-------------------------|
| 1            | Assignment 1: | W5       | 5         | a1, c1                  |
| 2            | Assignment 2: | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |               |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method | Week Due | Mark | Proportion | Aligned Course Learning |
|-----|-------------------|----------|------|------------|-------------------------|
|-----|-------------------|----------|------|------------|-------------------------|



|       |                           |       |     | of Final Assessment | Outcomes            |
|-------|---------------------------|-------|-----|---------------------|---------------------|
| 1     | Assignments               | W5,11 | 10  | 10%                 | a1, b1, a2, b2, c2, |
| 2     | Quizzes 1 & 2             | W3, 9 | 10  | 10%                 | a1, a2, b1, b2      |
| 3     | Mid-Term Theoretical Exam | W7    | 20  | 20%                 | a1, b1, c1, d1      |
| 4     | Final Theoretical Exam    | W16   | 60  | 60%                 | a2, b2, c2, d2      |
| Total |                           |       | 100 | 100%                |                     |

## IX. Learning Resources:

- *Written in the following order: Author, Year of publication, Title, Edition, Place of publication, Publisher.*

1- Required Textbook(s) ( maximum two ): مثال example

2- Essential References:

3- Electronic Materials and Web Sites etc.:

## X. Course Policies :Based on the Uniform Students' By law (2007) تترك كما هي

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |   |                       |                     |                 |                   |
|----|---|-----------------------|---------------------|-----------------|-------------------|
| 1  | <b>Course Title:</b>  | Pediatric medicine    |                     |                 |                   |
| 2  | <b>Course Code &amp; Number:</b>                              |                       |                     |                 |                   |
| 3  | <b>Credit Hours</b>   | <b>Theory Hours</b>   | <b>Credit Hours</b> |                 | <b>Lab. Hours</b> |
|    |   |                       | <b>Lecture</b>      | <b>Exercise</b> |                   |
|    |   | 2                     | 2                   | --              | --                |
| 4  | <b>Study Level/ Semester at which this Course is offered:</b> |                       |                     |                 |                   |
| 5  | <b>Pre –Requisite (if any):</b>                               |                       |                     |                 |                   |
| 6  | <b>Co –Requisite (if any):</b>                                |                       |                     |                 |                   |
| 7  | <b>Program (s) in which the Course is Offered:</b>            |                       |                     |                 |                   |
| 8  | <b>Language of Teaching the Course:</b>                       | English               |                     |                 |                   |
| 9  | <b>Study System:</b>  | Semester Based System |                     |                 |                   |
| 10 | <b>Mode of Delivery:</b>                                      | Full Time             |                     |                 |                   |
| 11 | <b>Location of Teaching the Course:</b>                       |                       |                     |                 |                   |
| 12 | <b>Prepared by:</b>   |                       |                     |                 |                   |
| 13 | <b>Date of Approval:</b>                                      |                       |                     |                 |                   |

## II. Course Description:

|  |
|--|
|  |
|--|

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

**L. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| a1 | Describes the etiology, patho-physiology, clinical manifestations, and diagnostic measures of common childhood problems |  |  |
| a2 | Recognize common childhood problem and diseases at different body systems   |  |  |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |  |  |  |
| b1   | Differentiate between various developmental stages of children from infancy to adolescence   |  |  |
| b2   | Formulate care plan based on standards to children with various medical and surgical disorders.  |  |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |  |  |  |
| c1   | Perform health assessment (physical examination and take history) for children's at different age groups.  |  |  |
| c2   | Provide safely and efficiently pediatric procedures as parental & enteral feeding, hygiene, respiratory therapy, nutrition and peri-operative care |  |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |  |  |  |
| d1   | Establish effective channels of communication with children and their families   |  |  |
| d2   | Collaborate with other health team members in providing health care and teaching to children, families and groups                                  |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|----|--|---|--|
| a1 | Describes the etiology, pathophysiology, clinical manifestations, and diagnostic measures of common childhood problems | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2 | Recognize common childhood problem and diseases at different body systems  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

|  | <b>Course Intended Learning Outcomes</b> | <b>Teaching Strategies</b> | <b>Assessment Strategies</b> |
|--|--|----------------------------|------------------------------|
|--|--|----------------------------|------------------------------|

|    |   |  |   |
|----|---|--|---|
| b1 | Differentiate between various developmental stages of children from infancy to adolescence      | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Formulate care plan based on standards to children with various medical and surgical disorders. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | Perform health assessment (physical examination and take history) for children's at different age groups.  | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Provide safely and efficiently pediatric procedures as parenteral & enteral feeding, hygiene, respiratory therapy, nutrition and peri-operative care | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Establish effective channels of communication with children and their families                                    | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Collaborate with other health team members in providing health care and teaching to children, families and groups | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No. | Units/Topics List   | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|-----|---|--|-----------------|---------------|---------------------------|
| 1   | <b>Introduction to child care:</b>  | <ul style="list-style-type: none"> <li>● Treatment of child with different health problems</li> <li>● Immunization and related diseases.</li> </ul>  | 1               | 2             | a1, b1, c1, d1            |
| 2   | Gastrointestinal diseases   | <ul style="list-style-type: none"> <li>▪ Acute diarrhea: Causes, manifestations &amp; management, Dehydration</li> <li>▪ Gastroenteritis,</li> <li>▪ Hepatitis</li> </ul>  | 1               | 2             | a1, b1, c1, d1            |
| 3   | Surgical problems   | <ul style="list-style-type: none"> <li>▪ Congenital anomalies</li> <li>▪ Diaphragmatic hernia , atresia of esophagus</li> <li>▪ Tracheoesophageal fistula</li> <li>▪ Anorectal anomalies</li> <li>▪ Intestinal obstruction.</li> <li>▪ Pre &amp; post operative care</li> <li>▪ Dressing and wound care</li> </ul> | 2               | 4             | a1, b1, c1, d1            |
| 4   | Respiratory infections  | <ul style="list-style-type: none"> <li>▪ Pneumonia</li> <li>▪ Acute bronchitis</li> <li>▪ Asthma</li> <li>▪ Croup, Bronchiolitis,</li> <li>▪ Bronchial Asthma</li> <li>▪ Emphysema</li> <li>▪ Epiglottitis</li> </ul>  | 2               | 4             | a1, b1, c1, d1            |
| 5   | Malnutrition diseases   | <ul style="list-style-type: none"> <li>▪ Marasmus</li> <li>▪ Kwashiorkor</li> <li>▪ Rickets</li> </ul>   | 1               | 2             | a1, b1, c1, d1            |
| 6   |   | <b>Midterm exam</b>  | 1               | 2             | a1, b1, c1, d1            |
| 7   | Renal problems  | <ul style="list-style-type: none"> <li>▪ Urinary tract infection</li> <li>▪ Nephrotic syndrome</li> <li>▪ Glomerulonephritis</li> <li>▪ Renal failure</li> </ul>   | 2               | 4             | a2, b2, c2, d2            |
| 8   | Neurological disorders  | <ul style="list-style-type: none"> <li>▪ Cerebral palsy</li> <li>▪ Mental retardation</li> <li>▪ Hydrocephalus</li> </ul>  | 1               | 2             | a2, b2, c2, d2            |
| 9   | <b>Cardio - vascular problems which requires medical and surgical intervention:</b> | <ul style="list-style-type: none"> <li>● Rheumatic heart disease.</li> <li>● Atrial septal defect</li> <li>● Ventricular septal defect</li> <li>● Tetralogy of fallot.</li> </ul>  | 2               | 4             | a2, b2, c2, d2            |

|  |                         |  |   |   |                |
|--|-------------------------|--|---|---|----------------|
| 10   | Hematology and oncology | <ul style="list-style-type: none"> <li>▪ Anemia</li> <li>▪ Leukemia</li> <li>▪ Thalassemia</li> <li>▪ Hemophilia,</li> <li>▪ Lymphomas.</li> </ul> | 2 | 4 | a2, b2, c2, d2 |
|  |                         | Final exam   | 1 | 2 | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |                         |  |   |   |                |

| <b>B. Case Studies and Practical Aspect:</b>   |                 |                 |               |                                   |
|--|-----------------|-----------------|---------------|-----------------------------------|
| No.  | Sub Topics List | Number of Weeks | Contact Hours | Learning Outcomes (C <u>I</u> Os) |
| 1  |                 |                 |               |                                   |
| 2  |                 |                 |               |                                   |
| 3  |                 |                 |               |                                   |
| 4  |                 |                 |               |                                   |
| 5  |                 |                 |               |                                   |
| 6  |                 |                 |               |                                   |
| 7  |                 |                 |               |                                   |
| 8  |                 |                 |               |                                   |
| 9  |                 |                 |               |                                   |
| 10   |                 |                 |               |                                   |
| 11   |                 |                 |               |                                   |
| 12   |                 |                 |               |                                   |
| <b>Number of Weeks /and Units Per Semester</b> |                 |                 |               |                                   |

| <b>C. Tutorial Aspect:</b> |                 |                 |               |                                   |
|----------------------------|-----------------|-----------------|---------------|-----------------------------------|
| No.                        | Sub Topics List | Number of Weeks | Contact Hours | Learning Outcomes (C <u>I</u> Os) |
| 1                          |                 |                 |               |                                   |
| 2                          |                 |                 |               |                                   |
| 3                          |                 |                 |               |                                   |
| 4                          |                 |                 |               |                                   |
| 5                          |                 |                 |               |                                   |
| 6                          |                 |                 |               |                                   |
| 7                          |                 |                 |               |                                   |
| 8                          |                 |                 |               |                                   |

|  |  |  |  |  |
|--|--|--|--|--|
| 9  |  |  |  |  |
| 10   |  |  |  |  |
| 11   |  |  |  |  |
| 12   |  |  |  |  |
| <b>Number of Weeks /and Units Per Semester</b> |  |  |  |  |

### V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments   | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|---------------|----------|-----------|-------------------------|
| 1            | Assignment 1: | W5       | 5         | a1, c1                  |
| 2            | Assignment 2: | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |               |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method         | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-----|---------------------------|----------|------|--------------------------------|----------------------------------|
| 1   | Assignments               | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |
| 2   | Quizzes 1 & 2             | W3, 9    | 10   | 10%                            | a1, a2, b1, b2                   |
| 3   | Mid-Term Theoretical Exam | W7       | 20   | 20%                            | a1, b1, c1, d1                   |

|       |                        |     |     |      |                |
|-------|------------------------|-----|-----|------|----------------|
| 4     | Final Theoretical Exam | W16 | 60  | 60%  | a2, b2, c2, d2 |
| Total |                        |     | 100 | 100% |                |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

4.

### 2- Essential References:

1.

### 3- Electronic Materials and Web Sites etc.:

Websites:

▪

## X. Course Policies (Based on the Uniform Students' By law) (2007) تترك كما هي

|   |  |
|---|--|
| 1 | <p><b>Class Attendance:</b><br/>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>  |
| 2 | <p><b>Tardiness:</b><br/>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>  |
| 3 | <p><b>Exam Attendance/Punctuality:</b><br/>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>  |
| 4 | <p><b>Assignments &amp; Projects:</b><br/>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.</p>   |
| 5 | <p><b>Cheating:</b><br/>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>  |
| 6 | <p><b>Forgery and Impersonation:</b><br/>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p> |



## I. Course Identification and General Information:

|    |   |                       |                     |                 |                   |
|----|---|-----------------------|---------------------|-----------------|-------------------|
| 1  | <b>Course Title:</b>  | Diagnostic skills     |                     |                 |                   |
| 2  | <b>Course Code &amp; Number:</b>                              |                       |                     |                 |                   |
| 3  | <b>Credit Hours</b>   | <b>Theory Hours</b>   | <b>Credit Hours</b> |                 | <b>Lab. Hours</b> |
|    |   |                       | <b>Lecture</b>      | <b>Exercise</b> |                   |
|    |   | 3                     | 2                   | --              | 2                 |
| 4  | <b>Study Level/ Semester at which this Course is offered:</b> |                       |                     |                 |                   |
| 5  | <b>Pre –Requisite (if any):</b>                               |                       |                     |                 |                   |
| 6  | <b>Co –Requisite (if any):</b>                                |                       |                     |                 |                   |
| 7  | <b>Program (s) in which the Course is Offered:</b>            |                       |                     |                 |                   |
| 8  | <b>Language of Teaching the Course:</b>                       | English               |                     |                 |                   |
| 9  | <b>Study System:</b>  | Semester Based System |                     |                 |                   |
| 10 | <b>Mode of Delivery:</b>                                      | Full Time             |                     |                 |                   |
| 11 | <b>Location of Teaching the Course:</b>                       |                       |                     |                 |                   |
| 12 | <b>Prepared by:</b>   |                       |                     |                 |                   |
| 13 | <b>Date of Approval:</b>                                      |                       |                     |                 |                   |

## II. Course Description:

This course will provide student with basic knowledge and skills that enable student to deal with common diseases through lab and image studies

**III. Course Intended Learning Outcomes (CILOs) :**  
(مخرجات تعلم المقرر)

**Referenced PILOs**  
(مخرجات تعلم البرنامج)

**M. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Identify type of lab investigations, and their normal values |  |  |
|----|--|--|--|

|  |   |  |  |
|--|---|--|--|
| a2   | Discuss the importance of image studies for common diseases and accidents   |  |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |   |  |  |
| b1   | Analyze lab results.  |  |  |
| b2   | Explain the meaning of the results of upper and lower extremities, chest, and abdominal X-Rays                      |  |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |   |  |  |
| c1   | Apply the correct methods of sample collections   |  |  |
| c2   | Perform X-Rays for upper and lower extremities  |  |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |   |  |  |
| d1   | Engage in educational activities related to laboratory sampling collections   |  |  |
| d2   | Employ effective communication and accurate documentation while dealing and/or managing laboratory or image studies |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>                                  | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|----|---|---|--|
| a1 | Identify type of lab investigations, and their normal values              | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2 | Discuss the importance of image studies for common diseases and accidents | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

|  | <b>Course Intended Learning Outcomes</b> | <b>Teaching Strategies</b> | <b>Assessment Strategies</b> |
|--|--|----------------------------|------------------------------|
|--|--|----------------------------|------------------------------|

|    |  |  |   |
|----|--|--|---|
| b1 | Analyze lab results.   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Explain the meaning of the results of upper and lower extremities, chest, and abdominal X-Rays | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Apply the correct methods of sample collections | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Perform X-Rays for upper and lower extremities  | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Engage in educational activities related to laboratory sampling collections   | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Employ effective communication and accurate documentation while dealing and/or managing laboratory or image studies | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No.  | Units/Topics List         | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|--|---------------------------|---|-----------------|---------------|---------------------------|
| 1  | Laboratory investigations | Types of lab investigations<br>Types of lab tests, <ul style="list-style-type: none"> <li>▪ Blood investigations <ul style="list-style-type: none"> <li>✓ Hematology</li> <li>✓ Complete blood counts</li> <li>✓ Biochemistry</li> <li>✓ Renal function tests</li> <li>✓ Liver function tests</li> <li>✓ Blood sugar (fasting - random)</li> </ul> </li> <li>▪ Urine examination</li> <li>▪ Stool examination</li> </ul> Analyze the results of lab tests | 1<br>4          | 1<br>4        | a1, b1, c1, d1            |
| 2  | Midterm Exam              | Midterm Exam  | 1               | 1             | a1, b1, c1, d1            |
| 3  | Image studies             | Image studies <ul style="list-style-type: none"> <li>▪ Chest X-Ray, abdomen X-Ray, Skeleton X-Ray, and upper &amp; lower extremities X-Ray</li> <li>▪ Analyze the results of Chest X-Ray, abdomen X-Ray, Skeleton X-Ray, and upper &amp; lower extremities X-Ray</li> </ul>   | 4<br>3          | 4<br>3        | a2, b2, c2, d2            |
| 4  | Final exam                | Final exam  | 1               | 1             | a2, b2, c2, d2            |
| <b>Number of Weeks /and Units Per Semester</b> |                           |   |                 |               |                           |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam

- Final term exam

## VII. Assignments:

| No.          | Assignments   | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|---|----------|-----------|-------------------------|
| 1            | <b>Assignment 1:</b> Common lab investigations, sample amount, normal values, deviation from normal | W5       | 5         | a1, c1                  |
| 2            | <b>Assignment 2:</b> Different X-Rays for different types of fractures                              | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |   |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2, c2,              |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2, b1, b2                   |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

1. Baron EJ, Peterson LR, and Finegold SM. Bailv and Scott's. Diagnostic Microbiology, Latest ed. St. Louis, MO: Mosby .
2. Mahon CR and Mauselis J Jr. Textbook of Diagnostic Microbiology, Latest ed. Philadelphia, PA: W.B. Saunders Co.
3. Foundation of Microbiology (2003). 2nd ed. Talaro and A. Talaro, published by William Brown Publishers.

### 2- Essential References:

2.

### 3- Electronic Materials and Web Sites etc.:

**Websites:**

▪

**تترك كما هي (2007) Based on the Uniform Students' By law) :X. Course Policies**

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

**SYLLABUS**  
**YEAR (2)**  
**SEMESTER (2)**

| <b>I. Course Identification and General Information:</b> |   |                       |                     |                 |                   |
|--|---|-----------------------|---------------------|-----------------|-------------------|
| 1  | <b>Course Title:</b>  | Health Administration |                     |                 |                   |
| 2  | <b>Course Code &amp; Number:</b>                              |                       |                     |                 |                   |
| 3  | <b>Credit Hours</b>   | <b>Theory Hours</b>   | <b>Credit Hours</b> |                 | <b>Lab. Hours</b> |
|  |   |                       | <b>Lecture</b>      | <b>Exercise</b> |                   |
|  |   | 2                     | 2                   | --              | --                |
| 4  | <b>Study Level/ Semester at which this Course is offered:</b> |                       |                     |                 |                   |
| 5  | <b>Pre –Requisite (if any):</b>                               |                       |                     |                 |                   |
| 6  | <b>Co –Requisite (if any):</b>                                |                       |                     |                 |                   |
| 7  | <b>Program (s) in which the Course is Offered:</b>            |                       |                     |                 |                   |
| 8  | <b>Language of Teaching the Course:</b>                       | English               |                     |                 |                   |
| 9  | <b>Study System:</b>  | Semester Based System |                     |                 |                   |
| 10   | <b>Mode of Delivery:</b>                                      | Full Time             |                     |                 |                   |
| 11   | <b>Location of Teaching the Course:</b>                       |                       |                     |                 |                   |
| 12   | <b>Prepared by:</b>   |                       |                     |                 |                   |
| 13   | <b>Date of Approval:</b>                                      |                       |                     |                 |                   |

| <b>III. Course Intended Learning Outcomes (CILOs) :</b><br>(مخرجات تعلم المقرر)                            |   | <b>Referenced PILOs</b><br>(مخرجات تعلم البرنامج) |  |
|--|---|---|--|
| <b>N. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to: |   |   |  |
| a1   | Explains the principles, functions, elements and process of planning, organization, budget and staffing |   |  |
| a2   | Identify principles of controlling and conflict management  |   |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:         |   |   |  |



|    |   |  |  |
|----|---|--|--|
| b1 | Discuss advantages and disadvantages of planning                    |  |  |
| b2 | Differentiate between records and reports, negligence & malpractice |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| c1 | Apply the role of the manager as a controller, decision maker, supervisor and director |  |  |
| c2 | Practices appropriate leadership styles  |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| d1 | Demonstrates the legal and ethical issues in managerial role |  |  |
| d2 | Utilize the legal and ethical principles in managerial role  |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>  | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|----|---|---|--|
| a1 | Explains the principles, functions, elements and process of planning, organization, budget and staffing | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2 | Identify principles of controlling and conflict management  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>         | <b>Teaching Strategies</b>   | <b>Assessment Strategies</b>  |
|----|--|--|---|
| b1 | Discuss advantages and disadvantages of planning | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

|    |   |  |   |
|----|---|--|---|
| b2 | Differentiate between records and reports, negligence & malpractice | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
|----|---|--|---|

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | Apply the role of the manager as a controller, decision maker, supervisor and director | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Practices appropriate leadership styles  | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| d1                                | Demonstrates the legal and ethical issues in managerial role | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Utilize the legal and ethical principles in managerial role  | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No. | Units/Topics List                           | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|-----|---|---|-----------------|---------------|---------------------------|
| 1   | Introduction to administration & management | <ul style="list-style-type: none"> <li>▪ Definition, concepts and theories of administration and management</li> <li>▪ Functions of administration</li> <li>▪ Principles of administration</li> </ul> | 1               | 1             | a1, b1, c1, d1            |

|   |              |  |   |   |                |
|---|--------------|--|---|---|----------------|
|   |              | <ul style="list-style-type: none"> <li>▪ Role of nurses as a manager</li> </ul>  |   |   |                |
| 2 | Planning     | <ul style="list-style-type: none"> <li>▪ Definition of planning</li> <li>▪ Aims,</li> <li>▪ Principles of planning</li> <li>▪ Advantages and disadvantages of planning</li> <li>▪ Methods of planning</li> <li>▪ Steps of planning</li> <li>▪ Types of planning</li> </ul>   | 1 | 1 | a1, b1, c1, d1 |
| 3 | Organization | <ul style="list-style-type: none"> <li>▪ Definition, aims principles and techniques</li> <li>▪ Preparation of organizational chart of a hospital ward primary health center, sub center</li> <li>▪ Policies of the hospital &amp; departments</li> </ul>   | 1 | 1 | a1, b1, c1, d1 |
| 4 | Budget       | <ul style="list-style-type: none"> <li>▪ Concept of budget</li> <li>▪ Budget: integration role and function</li> <li>▪ Purposes of budgeting</li> <li>▪ Features of budgeting</li> <li>▪ Importance of budgeting</li> <li>▪ Principles of budgeting</li> <li>▪ Classification of budgeting</li> <li>▪ Budgeting process</li> </ul>                                       | 1 | 1 | a1, d1         |
| 5 | Staffing     | <ul style="list-style-type: none"> <li>▪ Meaning of staffing</li> <li>▪ Roles and functions of manager in staffing</li> <li>▪ Job description, job specification, Job analysis, and job satisfaction.</li> <li>▪ Staff development and staff welfare.</li> <li>▪ Leadership styles, Democratic leadership.</li> </ul>  | 1 | 1 | a1, d1         |
| 6 |              | Midterm exam   | 1 | 1 | a1, b1, c1, d1 |
| 7 | Directing    | <ul style="list-style-type: none"> <li>▪ Nature of direction</li> <li>▪ Motivation</li> <li>▪ Leadership <ul style="list-style-type: none"> <li>○ Leadership styles: theories</li> <li>○ Leadership skills</li> <li>○ Leadership activities</li> </ul> </li> <li>▪ Communication: <ul style="list-style-type: none"> <li>○ Level of communication</li> </ul> </li> </ul> | 4 | 4 | a2, b2, d2     |

|  |   |  |   |   |                |
|--|---|--|---|---|----------------|
|  |   | <ul style="list-style-type: none"> <li>○ Types of communication</li> <li>○ Making assignment &amp; factors influence of communication</li> <li>▪ Supervision</li> <li>▪ Time management</li> <li>▪ Conflict management</li> <li>▪ Human relations</li> </ul>   |   |   |                |
| 8  | Decision making and Problem solving         | <ul style="list-style-type: none"> <li>▪ Decision making</li> <li>▪ Problem solving</li> <li>✓ Process and approach, steps and methods of dealing with complaints of patients and other health team members.</li> </ul>  | 1 | 1 | a2, b2, d2     |
| 9  | Controlling                                 | <ul style="list-style-type: none"> <li>▪ Definition, types</li> <li>▪ Principles of controlling</li> <li>▪ Making standard</li> <li>▪ Evaluating quality in health care</li> </ul>   | 1 | 1 | a2, b2, d2     |
| 10   | Recording and reporting                     | <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Records &amp; Reports</li> <li>▪ Responsibility for maintain records and reports</li> <li>▪ Type of records and reports maintained in the ward, importance and use of records and reports.</li> <li>▪ Records and reports maintained in Primary Health Center</li> </ul> | 1 | 1 | a2, d2         |
| 11   | Legal and ethical issues in managerial role | <ul style="list-style-type: none"> <li>▪ Accountability</li> <li>▪ Negligence &amp; Malpractice</li> <li>▪ Risk management</li> <li>▪ Legislation</li> <li>▪ Personnel issues</li> </ul>   | 1 | 1 | a2, b2, d2     |
| 12   |   | Final exam   | 1 | 1 | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |   |  |   |   |                |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities

- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.          | Assignments                            | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|--|----------|-----------|-------------------------|
| 1            | Assignment 1: Concept of budget        | W5       | 5         | a1, c1                  |
| 2            | Assignment 2: Negligence & Malpractice | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |  |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2, c1, c2,          |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2, b1, b2                   |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

1- Required Textbook(s) ( maximum two ): مثال example

5.

|  |
|--|
| <b>2- Essential References:</b>                    |
| 3.   |
| <b>3- Electronic Materials and Web Sites etc.:</b> |
| <b>Websites:</b>                                   |
| ▪  |

| <b>X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)</b> |  |
|---|--|
| <b>1</b>  | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| <b>2</b>  | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| <b>3</b>  | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| <b>4</b>  | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| <b>5</b>  | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| <b>6</b>  | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Forensic Medicine     |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 2                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

The aim of the course is to provide the student with essential knowledge, and attitudes needed to fulfill her/ his obligations towards the patient whether alive or dead, and to develop the role in the recognition, collection and preservation of forensic evidence in the pursuit of societal justice in her/ his community.

## III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

O. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| a1 | Describe how to diagnose death, violent asphyxia, Sexual offences, and the cause of death with wounds   |  |  |
| a2 | Explain the medico-legal aspects of virginity, abortion and common categories of drugs abused and general principles of care of poisoned patient. |  |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| b1 | Differentiate between pathological causes from those caused by assaults, accidents, or suicidal attempts |  |  |
| b2 | Compare between natural and unnatural death, suicidal, accidental and homicidal injuries.                |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| c1 | Demonstrate the diagnosis and management of the most common types of forensic medicine problems |  |  |
| c2 | Apply basic principles of forensic medicine and clinical toxicology                             |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| d1 | Use appropriate interpersonal communication skills.               |  |  |
| d2 | Implement the medical ethics in the different clinical situations |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| <u>Course Intended Learning Outcomes</u> |   | Teaching Strategies   | Assessment Strategies  |
|--|---|---|--|
| a1                                       | Describe how to diagnose death, violent asphyxia, Sexual offences, and the cause of death with wounds   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2                                       | Explain the medico-legal aspects of virginity, abortion and common categories of drugs abused and general principles of care of poisoned patient. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**



| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| b1                                | Differentiate between pathological causes from those caused by assaults, accidents, or suicidal attempts | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Compare between natural and unnatural death, suicidal, accidental and homicidal injuries.                | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Demonstrate the diagnosis and management of the most common types of forensic medicine problems | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Apply basic principles of forensic medicine and clinical toxicology                             | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Use appropriate interpersonal communication skills.               | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Implement the medical ethics in the different clinical situations | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No. | Units/Topics List                   | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|-------------------------------------|--|-----------------|---------------|--------------------------|
| 1   | Bioethics                           | <ul style="list-style-type: none"><li>• Bioethics</li></ul>  | 1               |               | a1,                      |
| 2   | Death and Postmortem changes        | <ul style="list-style-type: none"><li>• Death</li><li>• Signs of death</li><li>• Brain death</li><li>• Postmortem changes</li></ul>  | 1               |               | a1,                      |
| 3   | Wounds and forensic science         | <ul style="list-style-type: none"><li>• Wounds classification</li><li>• Wounds &amp; forensic science</li><li>• Sharp trauma</li><li>• Blunt trauma</li><li>• Fire arm weapon and wounds</li><li>• Complication of wounds</li><li>• Cause of death with wounds</li></ul>   | 2               |               | a1, b1, c1, d1           |
| 4   | Asphyxia                            | <ul style="list-style-type: none"><li>• Asphyxia</li><li>• Violent asphyxia</li><li>• Definition</li><li>• Clinical picture</li></ul>  | 1               |               | a1, b1, c1, d1           |
| 5   | Sexual offences                     | <ul style="list-style-type: none"><li>• Sexual offences</li></ul>  | 1               |               | a1, b1, c1, d1           |
| 6   | Infants death, Pregnancy & Abortion | <ul style="list-style-type: none"><li>• Infants death</li><li>• Medico-legal aspects of Pregnancy &amp; Abortion</li></ul>   | 1               |               | a1, b1, c1, d1           |
| 7   |                                     | Midterm exam   | 1               |               | a1, b1, c1, d1           |
| 8   | Different types of decontamination  | <ul style="list-style-type: none"><li>• Decontamination</li><li>• Types of decontamination</li></ul>   |                 |               | a2, b2, c2, d2           |
| 9   | Toxicology and Poisoning            | <ul style="list-style-type: none"><li>• Toxicology</li><li>• Classification of poisoning, Diagnosis and treatment</li><li>• Corrosives.</li><li>• Metallic irritant poisons</li><li>• Non metallic irritant poisons (pesticides).</li><li>• House hold toxicity</li><li>• Kerosene</li><li>• Phenol</li><li>• CO</li><li>• Animal Poisoning</li><li>• Volatiles</li><li>• Snake bites</li><li>• Scorpion</li></ul> | 3               |               | a2, b2, c2, d2           |

|  |                |  |   |   |                |
|--|----------------|--|---|---|----------------|
| 10   | Drugs of abuse | <ul style="list-style-type: none"> <li>• Drugs of abuse</li> <li>• Analgesics.</li> <li>• Hypnotics</li> <li>• Narcotics</li> <li>• Drug toxicity</li> </ul> |   |   | a2, b2, c2, d2 |
| 11   |                | Final exam   | 1 | 2 | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |                |  |   |   |                |

### V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments                                     | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|---|----------|-----------|-------------------------|
| 1            | Assignment 1: violent asphyxia.                 | W5       | 5         | a1, c1                  |
| 2            | Assignment 2: common categories of drugs abused | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |   |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-----|-------------------|----------|------|--------------------------------|----------------------------------|
| 1   | Assignments       | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |

|       |                           |       |     |      |                |
|-------|---------------------------|-------|-----|------|----------------|
| 2     | Quizzes 1 & 2             | W3, 9 | 10  | 10%  | a1, a2, b1, b2 |
| 3     | Mid-Term Theoretical Exam | W7    | 20  | 20%  | a1, b1, c1, d1 |
| 4     | Final Theoretical Exam    | W16   | 60  | 60%  | a2, b2, c2, d2 |
| Total |                           |       | 100 | 100% |                |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

1- Required Textbook(s) ( maximum two ): مثال example

2- Essential References:

3- Electronic Materials and Web Sites etc.:

Websites:

▪

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |  |
|---|--|
| 1 | <p><b>Class Attendance:</b><br/>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>  |
| 2 | <p><b>Tardiness:</b><br/>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>  |
| 3 | <p><b>Exam Attendance/Punctuality:</b><br/>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>  |
| 4 | <p><b>Assignments &amp; Projects:</b><br/>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.</p>   |
| 5 | <p><b>Cheating:</b><br/>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>  |
| 6 | <p><b>Forgery and Impersonation:</b><br/>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p> |

## I. Course Identification and General Information:

|    |  |                       |              |          |              |
|----|--|-----------------------|--------------|----------|--------------|
| 1  | Course Title:  | Epidemiology          |              |          |              |
| 2  | Course Code & Number:                                  |                       |              |          |              |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Credit hours |
|    |  |                       | Lecture      | Exercise |              |
|    |  | 1                     | -            | 2        | 2            |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |              |
| 5  | Pre –Requisite (if any):                               |                       |              |          |              |
| 6  | Co –Requisite (if any):                                |                       |              |          |              |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |              |
| 8  | Language of Teaching the Course:                       | English               |              |          |              |
| 9  | Study System:  | Semester Based System |              |          |              |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |              |
| 11 | Location of Teaching the Course:                       |                       |              |          |              |
| 12 | Prepared by:   |                       |              |          |              |
| 13 | Date of Approval:                                      |                       |              |          |              |

## II. Course Description:

This course focuses on the pattern of occurrence of communicable and non-communicable disease of significance importance in the community and its effect on national health status. Also the course will be introduced the essential epidemiological terminologies and control and prevention methods to communicable and non-communicable disease.

## III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

**P. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| a1 | Identify the concepts of disease occurrence, chain of infection, levels of prevention and methods of control of communicable diseases |  |  |
| a2 | Recognize methods of surveillance, screening and types of studies in epidemiology   |  |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| b1 | Analyze determinant of health and principles of preventive and control of common health problems |  |  |
| b2 | Compare between descriptive and experimental epidemiological studies and measures of risk        |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| c1 | Implement epidemiological studies based on observation               |  |  |
| c2 | Apply infection control measures to control of communicable diseases |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| d1 | Employ effective communication and accurate documentation while providing methods of control of communicable diseases |  |  |
| d2 | Use an internet and computer while studying observational and experimental studies                                    |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| a1                                | Identify the concepts of disease occurrence, chain of infection, levels of prevention and methods of control of communicable diseases | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2                                | Recognize methods of surveillance, screening and types of studies in epidemiology   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| b1                                | Analyze determinant of health and principles of preventive and control of common health problems | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Compare between descriptive and experimental epidemiological studies and measures of risk        | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | Implement epidemiological studies based on observation               | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Apply infection control measures to control of communicable diseases | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Employ effective communication and accurate documentation while providing methods of control of communicable diseases | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Use an internet and computer while studying observational and experimental studies                                    | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List                           | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|---|---|-----------------|---------------|--------------------------|
| 1   | Introduction to epidemiology                | <ul style="list-style-type: none"> <li>▪ The historical context.</li> <li>▪ Definition of epidemiology</li> <li>▪ Objectives of epidemiology.</li> <li>▪ Uses of epidemiology</li> </ul>  | 1               | 2             | a1, b1, d1               |
| 2   | Concepts of Disease Occurrence              | <ul style="list-style-type: none"> <li>▪ Epidemiologic Triad (Triad)</li> <li>▪ Epidemiologic Concepts</li> </ul>   | 1               | 2             | a1, b1, d1               |
| 3   | Chain of Infection                          | <ul style="list-style-type: none"> <li>▪ Reservoir</li> <li>▪ Portal of exit</li> <li>▪ Modes of transmission</li> <li>▪ Portal of entry</li> <li>▪ Host</li> </ul>   | 1               | 2             | a1, b1, c1, d1           |
| 4   | Levels of prevention                        | <ul style="list-style-type: none"> <li>▪ Definition of prevention</li> <li>▪ Levels of prevention:                             <ul style="list-style-type: none"> <li>- Primary prevention</li> <li>- Secondary prevention</li> <li>- Tertiary prevention</li> </ul> </li> </ul>  | 1               | 2             | a1, b1, c1, d1           |
| 5   | Methods of control of communicable diseases | <ul style="list-style-type: none"> <li>▪ Main methods of control                             <ul style="list-style-type: none"> <li>✓ Elimination of Reservoir of Infection</li> <li>✓ Interruption of Transmission</li> <li>✓ Susceptible Host Protection</li> </ul> </li> <li>▪ General methods for control of communicable diseases                             <ul style="list-style-type: none"> <li>✓ Preventive Measures</li> <li>✓ Control of Patient, Contact and Environment</li> <li>✓ Epidemic Measures</li> <li>✓ International Measures</li> </ul> </li> <li>▪ Nursing function in communicable diseases control</li> </ul> | 1               | 2             | a1, b1, c1, d1           |
| 6   | Measures of risk                            | <ul style="list-style-type: none"> <li>▪ Frequency Measures</li> <li>▪ Morbidity Frequency Measure</li> <li>▪ Mortality Frequency Measures</li> <li>▪ Birth Measures</li> <li>▪ Measures of Association</li> </ul>  | 1               | 2             | a1, b1, d1               |
| 7   |   | Midterm exam  | 1               | 2             | a1, b1, c1, d1           |
| 8   | Epidemiology methods of surveillance        | Methods of surveillance in epidemiology   | 1               | 2             | a2, d2                   |



|  |                                  |   |   |    |            |
|--|----------------------------------|---|---|----|------------|
| 9  | Screening                        | Screening   | 1 | 2  | a2, d2     |
| 10   | Types of epidemiological studies | <ul style="list-style-type: none"> <li>▪ Observation epidemiology</li> <li>▪ Experimental epidemiology</li> </ul> | 5 | 10 | a2, c2, d2 |
| 11   |                                  | <b>Final exam</b>   | 1 | 2  | a2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |                                  |   |   |    |            |

| <b>B. Case Studies and Practical Aspect:</b>   |  |                 |               |                          |
|--|--|-----------------|---------------|--------------------------|
| No.  | Sub Topics List                          | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
| 1  | Tb Center visit                          | 3               | 12            | c1, c2                   |
| 2  | Heal centers visits                      | 3               | 12            | c1, c2                   |
| 3  | Hospital visit CSD, Isolation department | 3               | 12            | c1, c2                   |
| 4  | Census and statistical office            | 2               | 8             | c1, c2                   |
| 5  |  |                 |               |                          |
| 6  |  |                 |               |                          |
| 7  |  |                 |               |                          |
| 8  |  |                 |               |                          |
| 9  |  |                 |               |                          |
| 10   |  |                 |               |                          |
| 11   |  |                 |               |                          |
| 12   |  |                 |               |                          |
| <b>Number of Weeks /and Units Per Semester</b> |  |                 |               |                          |

| <b>V. Teaching Strategies of the Course:</b>  |
|---|
| <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming</li> <li>▪ Role-play and simulation</li> <li>▪ Small group discussion</li> <li>▪ Learning tasks and activities</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> |

| <b>VI. Assessment Methods of the Course:</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Quizzes</li> <li>• Mid-term exam</li> </ul> |

- Final term exam

## VII. Assignments:

| No.   | Assignments                                    | Week Due | Mark | Aligned CILOs (symbols) |
|-------|--|----------|------|-------------------------|
| 1     | Assignment 1: analytical cross-sectional study | W5       | 5    | a1, c1                  |
| 2     | Assignment 2: cohort study                     | W11      | 5    | a2, b2, c2              |
| Total |  |          | 10   |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.   | Assessment Method         | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-------|---------------------------|----------|------|--------------------------------|----------------------------------|
| 1     | Assignments               | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |
| 2     | Quizzes 1 & 2             | W3, 9    | 10   | 10%                            | a1, a2, b1, b2                   |
| 3     | Mid-Term Theoretical Exam | W7       | 20   | 20%                            | a1, b1, c1, d1                   |
| 4     | Final Theoretical Exam    | W16      | 60   | 60%                            | a2, b2, c2, d2                   |
| Total |                           |          | 100  | 100%                           |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

1- Required Textbook(s) ( maximum two ): مثال example

6.

2- Essential References:

4.

3- Electronic Materials and Web Sites etc.:

Websites:

▪

## X. Course Policies

Based on the Uniform Students' By law) (2007) تترك كما هي

1 Class Attendance:

|   |  |
|---|--|
|   | Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |   |                             |                     |                 |                   |
|----|---|-----------------------------|---------------------|-----------------|-------------------|
| 1  | <b>Course Title:</b>  | <b>Internal medicine II</b> |                     |                 |                   |
| 2  | <b>Course Code &amp; Number:</b>                              |                             |                     |                 |                   |
| 3  | <b>Credit Hours</b>   | <b>Theory Hours</b>         | <b>Credit Hours</b> |                 | <b>Lab. Hours</b> |
|    |   |                             | <b>Lecture</b>      | <b>Exercise</b> |                   |
|    |   | 2                           | 2                   | --              | --                |
| 4  | <b>Study Level/ Semester at which this Course is offered:</b> |                             |                     |                 |                   |
| 5  | <b>Pre –Requisite (if any):</b>                               |                             |                     |                 |                   |
| 6  | <b>Co –Requisite (if any):</b>                                |                             |                     |                 |                   |
| 7  | <b>Program (s) in which the Course is Offered:</b>            |                             |                     |                 |                   |
| 8  | <b>Language of Teaching the Course:</b>                       | English                     |                     |                 |                   |
| 9  | <b>Study System:</b>  | Semester Based System       |                     |                 |                   |
| 10 | <b>Mode of Delivery:</b>                                      | Full Time                   |                     |                 |                   |
| 11 | <b>Location of Teaching the Course:</b>                       |                             |                     |                 |                   |
| 12 | <b>Prepared by:</b>   |                             |                     |                 |                   |
| 13 | <b>Date of Approval:</b>                                      |                             |                     |                 |                   |

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

**Q. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Identify the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of cardiovascular system and blood diseases |  |  |
| a2 | Recognize the clinical manifestation, diagnosis and treatment of patient with  |  |  |

|  |   |  |  |
|--|---|--|--|
|  | common neurological, endocrine and urological disorders |  |  |
|--|---|--|--|

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| b1 | Differentiate between angina and myocardial infarction, Hodgkin's and non Hodgkin's diseases |  |  |
| b2 | Compare between type I and type II diabetes, Acute and chronic renal failure                 |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| c1 | Perform preventive, diagnostic, and treatment measures for rheumatic heart disease and hemorrhagic diseases |  |  |
| c2 | Apply care for patient with epilepsy, diabetes and urolithiasis   |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| d1 | Engage in educational activities related to professional issues  |  |  |
| d2 | Employ effective communication and accurate documentation while providing and/or managing for client needs |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

|    | Course Intended Learning Outcomes  | Teaching Strategies   | Assessment Strategies  |
|----|--|---|--|
| a1 | Identify the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of cardiovascular system and blood diseases | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2 | Recognize the clinical manifestation, diagnosis and treatment of patient with common neurological, endocrine and urological disorders                                      | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| b1                                | Differentiate between angina and myocardial infarction, Hodgkin's and non Hodgkin's diseases | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Compare between type I and type II diabetes, Acute and chronic renal failure                 | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Perform preventive, diagnostic, and treatment measures for rheumatic heart disease and hemorrhagic diseases | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Apply care for patient with epilepsy, diabetes and urolithiasis   | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| d1                                | Engage in educational activities related to professional issues  | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Employ effective communication and accurate documentation while providing and/or managing for client needs | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No. | Units/Topics List     | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|-----------------------|--|-----------------|---------------|--------------------------|
| 1   | Cardiovascular system | <ul style="list-style-type: none"><li>▪ Anatomy &amp; physiology</li><li>▪ Assessment &amp; diagnostic tests</li><li>• Rheumatic heart disease</li><li>• Angina and myocardial infarction</li><li>• Congestive heart failure</li><li>• Hypertension</li><li>• Varicosis</li><li>• Cardiac arrest</li><li>• Pacemakers</li><li>• Cardiovascular Medications</li></ul> | 3               | 6             | a1, b1, c1, d1           |
| 2   | Blood diseases        | <ul style="list-style-type: none"><li>▪ Anemia</li><li>▪ Hemorrhagic diseases</li><li>▪ Thrombosis</li><li>▪ Blood transfusion</li><li>▪ Hodgkin's disease</li></ul>   | 3               | 6             | a1, b1, c1, d1           |
| 3   | Midterm exam          | Midterm exam   | 1               | 2             | a1, b1, c1, d1           |
| 4   | Neurological system   | <ul style="list-style-type: none"><li>▪ Anatomy &amp; physiology</li><li>▪ Assessment &amp; diagnostic tests</li><li>• Increased intracranial pressure</li><li>• Head injures</li><li>• Cereberovascular accident (Stroke)</li><li>• Spinal cord injury</li><li>• Epilepsy</li></ul>   | 3               | 6             | a2, c2, d2               |
| 5   | Endocrine disease     | <ul style="list-style-type: none"><li>▪ Diabetes</li><li>▪ Pituitary gland disease</li><li>▪ Thyroid gland diseases</li><li>▪ Parathyroid gland diseases</li><li>▪ Adrenal gland diseases.</li></ul>   | 3               | 6             | a2, b2, c2, d2           |
| 6   | Urological system     | <ul style="list-style-type: none"><li>▪ Anatomy &amp; physiology</li><li>▪ Assessment &amp; diagnostic tests</li><li>▪ Urinary tract infection</li></ul>   | 2               | 4             | a2, b2, c2, d2           |

|  |            |   |   |   |                |
|--|------------|---|---|---|----------------|
|  |            | <ul style="list-style-type: none"> <li>▪ Urolithiasis (stones)</li> <li>▪ BPH</li> <li>▪ Acute renal failure</li> <li>▪ Dialysis for acute Renal failure</li> </ul> |   |   |                |
| 7  | Final exam | Final exam  | 1 | 2 | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |            |   |   |   |                |

### V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments                               | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|---|----------|-----------|-------------------------|
| 1            | Assignment 1: Pacemakers                  | W5       | 5         | a1, c1                  |
| 2            | Assignment 2: peritoneal and hemodialysis | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |   |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-----|-------------------|----------|------|--------------------------------|----------------------------------|
| 1   | Assignments       | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |
| 2   | Quizzes 1 & 2     | W3, 9    | 10   | 10%                            | a1, a2, b1, b2                   |



|       |                           |     |     |      |                |
|-------|---------------------------|-----|-----|------|----------------|
| 3     | Mid-Term Theoretical Exam | W7  | 20  | 20%  | a1, b1, c1, d1 |
| 4     | Final Theoretical Exam    | W16 | 60  | 60%  | a2, b2, c2, d2 |
| Total |                           |     | 100 | 100% |                |

## IX. Learning Resources:

- *Written in the following order: Author, Year of publication, Title, Edition, Place of publication, Publisher.*

### 1- Required Textbook(s) ( maximum two ): مثال example

1.

### 2- Essential References:

1.

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

▪

## X. Course Policies (Based on the Uniform Students' By law) (2007) تترك كما هي

|   |  |
|---|--|
| 1 | <p><b>Class Attendance:</b><br/>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>  |
| 2 | <p><b>Tardiness:</b><br/>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>  |
| 3 | <p><b>Exam Attendance/Punctuality:</b><br/>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>  |
| 4 | <p><b>Assignments &amp; Projects:</b><br/>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.</p>   |
| 5 | <p><b>Cheating:</b><br/>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>  |
| 6 | <p><b>Forgery and Impersonation:</b><br/>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p> |

| <b>I. Course Identification and General Information:</b> |  |                       |            |
|--|--|-----------------------|------------|
| 1  | Course Title:  | Pharmacology 2        |            |
| 2  | Course Code & Number:                                  |                       |            |
| 3  | Credit Hours:  | Credit Hours          | Lab. Hours |
|  |  | Theory Hours          |            |
|  |  | Lecture               | Field      |
|  |  | 2                     | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |            |
| 5  | Pre –Requisite (if any):                               | None                  |            |
| 6  | Co –Requisite (if any):                                | None                  |            |
| 7  | Program (s) in which the Course is Offered:            |                       |            |
| 8  | Language of Teaching the Course:                       | English               |            |
| 9  | Study System:  | Semester Based System |            |
| 10   | Mode of Delivery:                                      | Full Time             |            |
| 11   | Location of Teaching the Course:                       |                       |            |
| 12   | Prepared by:   |                       |            |
| 13   | Date of Approval:                                      |                       |            |

| <b>II. Course Description:</b>   |
|--|
| <p>This course is designed to provide the students with the principles of pharmacology with a special emphasis on the treatment of patients in emergency condition. It will give an overview of pharmacology, including drugs that affect the gastrointestinal system, eye and ear, neoplastic diseases, reproductive, endocrine, immunologic and infectious disease and inflammation, anti-inflammatory &amp; nonsteroidal anti-inflammatory drugs.</p> |

| <b>III. Course Intended Learning Outcomes (CILOs) :</b><br>(مخرجات تعلم المقرر)                            | <b>Referenced PILOs</b><br>(مخرجات تعلم البرنامج) |
|--|---|
| <b>R. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to: |   |

|    |  |    |  |
|----|--|----|--|
| a1 | Identify medications used in emergency care that affect the gastrointestinal, eye and ear, and endocrine, including use, action, side effects, and emergency implications. | A1 |  |
| a2 | Outline drug actions and care considerations for a patient who is given drugs that affect reproductive, infections and immunologic system                                  | A3 |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| b1 | Demonstrate the pharmacologic effects of different drug classes                        | B2 |  |
| b2 | Describe signs and symptoms of drug side effects in patients with different conditions | B3 |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |    |  |
|----|---|----|--|
| c1 | Collaborate with other health care professions to prescribe the suitable treatment for specific illnesses | C1 |  |
| c2 | Apply the knowledge of the basic principles & concepts of pharmacology to clinically relevant situations. | C2 |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |    |  |
|----|--|----|--|
| d1 | Apply the principles of therapeutic communication with patient and families  | D1 |  |
| d2 | Incorporate ethical and legal decisions in the providing of emergency drugs. | D3 |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| <u>Course Intended Learning Outcomes</u> |  | Teaching Strategies   | Assessment Strategies  |
|--|--|---|--|
| a1                                       | Identify medications used in emergency care that affect the gastrointestinal, eye and ear, and endocrine, including use, action, side effects, and emergency implications. | <ol style="list-style-type: none"> <li>Interactive lecture</li> <li>Seminars and student presentations</li> <li>Brain storming, role-play and simulation</li> <li>Small group for discussing</li> </ol> | <ul style="list-style-type: none"> <li>Assignments</li> <li>Quizzes</li> <li>Mid-term Exam</li> <li>Final exam</li> <li>Presentations</li> </ul> |
| a2                                       | Outline drug actions and care considerations for a patient who is given drugs that affect reproductive, infections and immunologic system                                  | <ul style="list-style-type: none"> <li>Interactive lecture</li> <li>Seminars and student presentations</li> <li>Brain storming, role-play and simulation</li> <li>Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>Assignments</li> <li>Quizzes</li> <li>Mid-term Exam</li> <li>Final exam</li> <li>Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| b1                                | Demonstrate the pharmacologic effects of different drug classes                        | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Describe signs and symptoms of drug side effects in patients with different conditions | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Collaborate with other health care professions to prescribe the suitable treatment for specific illnesses | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Apply the knowledge of the basic principles & concepts of pharmacology to clinically relevant situations. | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| d1                                | Apply the principles of therapeutic communication with patient and families  | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Incorporate ethical and legal decisions in the providing of emergency drugs. | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List                             | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|---|---|-----------------|---------------|--------------------------|
| 1   | Drugs that affect the gastrointestinal system | <ul style="list-style-type: none"> <li>▪ <b>Drugs that affect the stomach</b> <ul style="list-style-type: none"> <li>○ Antacids</li> <li>○ Antiflatulents</li> <li>○ Digestants</li> <li>○ Emetics and antiemetics</li> <li>○ Proton pump inhibitors</li> <li>○ Cytoprotective agents</li> <li>○ H<sub>2</sub>-receptor antagonists</li> <li>○ Proton pump inhibitors</li> </ul> </li> <li>▪ <b>Drugs that affect the lower gastrointestinal tract</b> <ul style="list-style-type: none"> <li>○ Laxatives</li> <li>○ Antidiarrheal drugs</li> </ul> </li> </ul> | 2               | 4             | a1, b1, c1, d1           |
| 2   | Drugs that affect the eye and ear             | <ul style="list-style-type: none"> <li>▪ <b>Drugs that affect the eye</b> <ul style="list-style-type: none"> <li>○ Antiglaucoma agents</li> <li>○ Mydriatic and cycloplegic agents</li> <li>○ Anti-infective/anti-inflammatory agents</li> <li>○ Topical anesthetic agents</li> </ul> </li> <li>▪ <b>drugs that affect the ear</b></li> </ul>   | 2               | 4             | a1, b1, c1, d1           |
| 3   | Drugs that affect the endocrine system        | <p><b>Drugs that affect the endocrine system</b></p> <ul style="list-style-type: none"> <li>▪ <b>Drugs that affect the pituitary gland</b></li> <li>▪ <b>Drugs that affect the thyroid and parathyroid glands</b></li> <li>▪ <b>Drugs that affect the adrenal cortex</b></li> <li>▪ <b>Drugs that affect the pancreas</b></li> <li>▪ <b>Hormones of the pancreas</b></li> </ul>   | 2               | 4             | a1, b1, c1, d1           |
| 4   | <b>Midterm exam</b>                           | <b>Midterm exam</b>   | <b>1</b>        | <b>2</b>      | a1, b1, c1, d1           |
| 5   | Drugs that affect the reproductive system     | <ul style="list-style-type: none"> <li>▪ <b>The female reproductive system</b> <ul style="list-style-type: none"> <li>○ Female sex hormones</li> <li>○ Oral contraceptives</li> </ul> </li> </ul>   | 2               | 4             | a2, b2, c2, d2           |

|  |   |  |           |           |                |
|--|---|--|-----------|-----------|----------------|
|  |   | <ul style="list-style-type: none"> <li>○ Ovulatory stimulants and infertility drugs</li> <li>▪ The <b>male reproductive</b> system</li> <li>▪ Drugs that affect sexual behavior <ul style="list-style-type: none"> <li>○ Drugs that impair libido and sexual gratification</li> <li>○ Drugs that enhance libido and sexual gratification</li> </ul> </li> </ul>  |           |           |                |
| 6  | <b>Drugs used in neoplastic diseases</b>                            | <ul style="list-style-type: none"> <li>▪ Antineoplastic agents</li> </ul>  | 1         | 2         | b2, c2, d2     |
| 7  | <b>Drugs used in infectious disease</b>                             | <ul style="list-style-type: none"> <li>▪ <b>Antibiotics</b> <ul style="list-style-type: none"> <li>○ Penicillins</li> <li>○ Cephalosporins</li> <li>○ Macrolide antibiotics</li> <li>○ Tetracyclines</li> <li>○ Fluoroquinolones</li> </ul> </li> <li>▪ <b>Antifungal and antiviral drugs</b> <ul style="list-style-type: none"> <li>○ Antifungal drugs</li> <li>○ Antiviral drugs</li> <li>○ Protease inhibitors</li> </ul> </li> <li>▪ <b>Other antimicrobial drugs and antiparasitic drugs</b></li> </ul> | 3         | 6         | a2, b2, c2, d2 |
| 8  | <b>Anti-inflammatory &amp; nonsteroidal anti-inflammatory drugs</b> | <ul style="list-style-type: none"> <li>▪ <b>Anti-inflammatory &amp; nonsteroidal anti-inflammatory drugs</b> <ul style="list-style-type: none"> <li>○ Inflammation</li> <li>○ Analgesic-antipyretic drugs</li> </ul> </li> <li>▪ Nonsteroidal anti-inflammatory drugs</li> </ul>   | 1         | 2         | b2, c2, d2     |
| 9  | <b>Drugs that affect the immunologic system</b>                     | <ul style="list-style-type: none"> <li>▪ Drugs used to treat the immune system <ul style="list-style-type: none"> <li>○ Immunosuppressants</li> <li>○ Immunomodulating agents</li> <li>○ Serums and vaccines</li> </ul> </li> </ul>  | 1         | 2         | a2, b2, c2, d2 |
| 10   | <b>Final exam</b>   | – Final theoretical written exam   | 1         | 2         | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |   |  | <b>16</b> | <b>32</b> |                |

## V. Teaching Strategies of the Course:

- Interactive lecture

- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.          | Assignments                           | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|---------------------------------------|----------|-----------|-------------------------|
| 1            | Assignment 1: proton pump inhibitors  | W5       | 5         | a1, b1                  |
| 2            | Assignment 2: anti-inflammatory drugs | W11      | 5         | a2, b2,                 |
| <b>Total</b> |                                       |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2                   |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2                           |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

|   |
|---|
| <b>1- Required Textbook(s) ( maximum two ): مثال example</b>  |
| <ol style="list-style-type: none"> <li>1. Robert J. Kizior R., and Hodgson K., (2019). Saunders Nursing Drug Handbook. 27<sup>th</sup> Ed. Saunders Nursing Drug Handbook, St. Louis, Missouri</li> <li>2. Watkins C., (2018). Pharmacology clear &amp; simple : a guide to drug classifications and dosage calculations. 3<sup>rd</sup> Ed. Davis Company</li> </ol> |
| <b>2- Essential References:</b>   |
| <ol style="list-style-type: none"> <li>1. Burchum J., and Rosenthal L., (2019).Lehne’s Pharmacology for Nursing Care. 10<sup>th</sup> Ed., Elsevier Inc. St. Louis, Missouri</li> <li>2. Bryant B., &amp; Knights K., (2015). Pharmacology for health professionals. 4<sup>th</sup> Edition; Elsevier Australia.</li> </ol>   |
| <b>3- Electronic Materials and Web Sites etc.:</b>  |
| <b>Websites:</b> <ul style="list-style-type: none"> <li>▪</li> </ul>  |

| <b>X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)</b> |  |
|---|--|
| <b>1</b>  | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| <b>2</b>  | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| <b>3</b>  | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| <b>4</b>  | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| <b>5</b>  | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student’s exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| <b>6</b>  | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student’s exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |



## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Surgery 2             |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 2                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

|  |
|--|
|  |
|--|

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

S. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Describe the etiology, clinical manifestations, diagnostic measures and management of patients with burns, shock and respiratory disorders |  |  |
|----|--|--|--|

|  |  |  |  |
|--|--|--|--|
| a2   | Recognize the difference in the management of patients with digestive and orthopedic disorders |  |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |  |  |  |
| b1   | Compare between the different methods of wound closure   |  |  |
| b2   | Differentiate between sprain, strain and fracture  |  |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |  |  |  |
| c1   | Provide emergency care to patient with burn injury and chest trauma                            |  |  |
| c2   | Apply care to patient with digestive disorders   |  |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |  |  |  |
| d1   | Communicate effectively with patients and colleagues   |  |  |
| d2   | Apply the principle of professional ethics when providing care to surgical patients            |  |  |

| <b>(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:</b>           |   |  |
|--|---|--|
| <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
| a1<br>Describe the etiology, clinical manifestations, diagnostic measures and management of patients with burns, shock and respiratory disorders | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2<br>Recognize the difference in the management of patients with digestive and orthopedic disorders   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| <b>(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:</b>                   |   |  |
| <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |

|    |  |  |   |
|----|--|--|---|
| b1 | Compare between the different methods of wound closure | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Differentiate between sprain, strain and fracture      | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Provide emergency care to patient with burn injury and chest trauma | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Apply care to patient with digestive disorders                      | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Communicate effectively with patients and colleagues                                | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Apply the principle of professional ethics when providing care to surgical patients | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No.  | Units/Topics List     | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|--|-----------------------|--|-----------------|---------------|---------------------------|
| 1  | Burns                 | <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Types</li> <li>▪ Classification</li> <li>▪ Treatment</li> </ul>   | 2               | 4             | a1, b1, c1, d1            |
| 2  | Shock                 | <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Types</li> <li>▪ Classification</li> <li>▪ Treatment</li> </ul>   | 1               | 2             | a1, b1, c1, d1            |
| 3  | Trauma                | <ul style="list-style-type: none"> <li>▪ Head trauma</li> <li>▪ Abdominal trauma</li> <li>▪ Refer danger cases</li> </ul>  | 2               | 4             | a1, b1, c1, d1            |
| 4  | Respiratory disorders | <ul style="list-style-type: none"> <li>▪ Chest trauma</li> <li>▪ Lung abscess</li> <li>▪ Hemothorax</li> </ul>   | 2               | 4             | a1, b1, c1, d1            |
| 5  | Midterm exam          | Midterm exam   | 1               | 2             | a1, b1, c1, d1            |
| 6  | Digestive disorders   | <ul style="list-style-type: none"> <li>▪ Disease of esophagus &amp; stomach</li> <li>▪ Disease of liver, gallbladder, pancreas and spleen.</li> <li>▪ Appendicitis</li> <li>▪ Peritonitis</li> <li>▪ Hemorrhoid</li> <li>▪ Fissures</li> <li>▪ Hernia</li> </ul> | 4               | 8             | a2, b2, c2, d2            |
| 7  | Orthopedic            | <ul style="list-style-type: none"> <li>▪ Dislocation</li> <li>▪ Sprain</li> <li>▪ Strains</li> <li>▪ Fractures</li> <li>▪ Treatments <ul style="list-style-type: none"> <li>✓ Slings</li> <li>✓ Slab</li> <li>✓ Casts</li> </ul> </li> </ul>                     | 2               | 4             | a2, b2, c2, d2            |
| 8  | Final exam            | Final exam   | 1               | 2             | a2, b2, c2, d2            |
| <b>Number of Weeks /and Units Per Semester</b> |                       |  |                 |               |                           |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.   | Assignments   | Week Due | Mark | Aligned CILOs (symbols) |
|-------|---------------|----------|------|-------------------------|
| 1     | Assignment 1: | W5       | 5    | a1, c1                  |
| 2     | Assignment 2: | W11      | 5    | a2, b2, c2              |
| Total |               |          | 10   |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.   | Assessment Method         | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-------|---------------------------|----------|------|--------------------------------|----------------------------------|
| 1     | Assignments               | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |
| 2     | Quizzes 1 & 2             | W3, 9    | 10   | 10%                            | a1, a2, b1, b2                   |
| 3     | Mid-Term Theoretical Exam | W7       | 20   | 20%                            | a1, b1, c1, d1                   |
| 4     | Final Theoretical Exam    | W16      | 60   | 60%                            | a2, b2, c2, d2                   |
| Total |                           |          | 100  | 100%                           |                                  |

## IX. Learning Resources:

|   |
|---|
| <ul style="list-style-type: none"> <li>• <i>Written in the following order:</i> Author, Year of publication, <b>Title</b>, Edition, Place of publication, Publisher.</li> </ul> |
| <b>1- Required Textbook(s) ( maximum two ) : مثال example</b>   |
| 7.  |
| <b>2- Essential References:</b>   |
| 5.  |
| <b>3- Electronic Materials and Web Sites etc.:</b>  |
| <b>Websites:</b>  |
| ▪   |

| <b>X. Course Policies</b> (Based on the Uniform Students' By law (2007) تترك كما هي) |  |
|--|--|
| <b>1</b>   | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| <b>2</b>   | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| <b>3</b>   | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| <b>4</b>   | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| <b>5</b>   | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| <b>6</b>   | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |
| <b>7</b>   | <b>Other policies:</b><br>The Faculty official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and Faculty Administration.   |

**SYLLABUS**  
**YEAR (3)**  
**SEMESTER (1)**

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Biostatistics         |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 2                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

This course is designed to acquire student with basic principles of statistics and how to deal with different data at various clinical settings and researches

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

T. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Identify Types of variables, classification of data, statistical test and their applications to health |  |  |
|----|--|--|--|



|    |   |  |  |
|----|---|--|--|
| a2 | Recognize types of hospital records, nonparametric tests and methods of data presentation |  |  |
|----|---|--|--|

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| b1 | Differentiate between types of hospital records <b>and</b> alternative and null hypotheses |  |  |
| b2 | Analysis the data and tabulation and interpret the results                                 |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| c1 | Apply methods of graphical presentation  |  |  |
| c2 | Records different types of hospital data |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| d1 | Consider confidentiality during data management & work within legal aspect |  |  |
| d2 | Enhance lifelong, self-directed working                                    |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|----|--|---|--|
| a1 | Identify Types of variables, classification of data, statistical test and their applications to health | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2 | Recognize types of hospital records, nonparametric tests and methods of data presentation              | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

|  | <b>Course Intended Learning Outcomes</b> | <b>Teaching Strategies</b> | <b>Assessment Strategies</b> |
|--|--|----------------------------|------------------------------|
|--|--|----------------------------|------------------------------|

|    |  |  |   |
|----|--|--|---|
| b1 | Differentiate between types of hospital records <b>and</b> alternative and null hypotheses | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Analysis the data and tabulation and interpret the results                                 | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | Apply methods of graphical presentation  | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Records different types of hospital data | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| d1                                | Consider confidentiality during data management & work within legal aspect | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Enhance lifelong, self-directed working                                    | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No.  | Units/Topics List                                 | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|--|---|--|-----------------|---------------|---------------------------|
| 1  | Introduction                                      | <ul style="list-style-type: none"> <li>▪ Definition and application of biostatistics</li> <li>▪ Variables</li> <li>▪ Hypothesis</li> <li>▪ Sampling types of samples and methods.</li> </ul>   | 1               | 1             | a1, b1, c1, d1            |
| 2  | Data  | <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Classification of data</li> <li>• Methods of data presentation</li> <li>• Tabulation of data</li> <li>• Graphic presentation of data</li> <li>• Uses of frequency distribution tables.</li> </ul>      | 3               | 3             | a1, b1, c1, d1            |
| 3  | Statistical test and their applications to health | <ul style="list-style-type: none"> <li>• Mean, SD, mode and Median</li> <li>• Applicable examples on biostatistics</li> <li>• Measurement of correlation and calculation of correlation coefficient.</li> <li>• Research analysis.</li> <li>• Vital statistics.</li> </ul> | 3               | 3             | a1, b1, c1, d1            |
| 4  |   | Midterm exam   | 1               | 1             | a1, b1, c1, d1            |
| 5  | Records   | <ul style="list-style-type: none"> <li>• Types of hospital records.</li> <li>• The importance of statistical ratio.</li> <li>• Statistical data analysis to obtain percentage, rate, test and graphic presentation.</li> </ul>   | 2               | 2             | a2, b2, c2, d2            |
| 6  | Nonparametric tests                               | <ul style="list-style-type: none"> <li>• Association and Causation</li> <li>• Correlation and regression</li> <li>• Analysis of Variance</li> <li>• Multivariate analysis</li> </ul>   | 4               | 4             | a2, b2, c2, d2            |
| 7  |   | Final exam   | 1               | 1             | a2, b2, c2, d2            |
| <b>Number of Weeks /and Units Per Semester</b> |   |  |                 |               |                           |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation

- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.          | Assignments                       | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|-----------------------------------|----------|-----------|-------------------------|
| 1            | Assignment 1: Parametric tests    | W5       | 5         | a1, c1                  |
| 2            | Assignment 2: Nonparametric tests | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |                                   |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2, c2,              |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2, b1, b2                   |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

1- Required Textbook(s) ( maximum two ): مثال example

**2- Essential References:****3- Electronic Materials and Web Sites etc.:****Websites:**

▪

**X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)**

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Research Methodology  |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 2                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

This course is necessary for nurses to be familiar with research principles, needed to conduct research, collect research data, and interpret published studies, because research is essential to improving patient care. This course includes identifying specific problem to be investigated, initiating research, research ethics, writing the literature review, study design, methodology, sampling instruments, research statistics, data management, manuscript preparation, manuscript submission, and research presentation.

## III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

U. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| a1 | Identify research problem, question, literature review, study design for the research to be investigated  |  |  |
| a2 | Recognize the research methodology, data collection instruments, research statistics, data management, manuscript preparation and research presentation |  |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| b1 | Compare quantitative and qualitative research approaches, observational and experimental studies, probability and nonprobability sampling. |  |  |
| b2 | Use critical thinking to examine literature review and research outcomes relevant to emergency practices.                                  |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| c1 | Design an appropriate research question, study aim, study hypothesis, research types and study design, sampling methodology and data collection instruments |  |  |
| c2 | Formulate research projects and manuscript in a structured and predetermined and fascinating style.   |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| d1 | Demonstrate competent communication, presentation skills, group work skills and understanding for their future role in utilizing research findings. |  |  |
| d2 | Sought ethical committee authorization prior to study commencement  |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|----|--|---|--|
| a1 | Identify research problem, question, literature review, study design for the research to be investigated | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2 | Recognize the research methodology, data collection instruments, research statistics, data               | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> </ul>  |

|  |  |   |
|--|--|---|
| management, manuscript preparation and research presentation | <ul style="list-style-type: none"> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
|--|--|---|

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| b1                                | Compare quantitative and qualitative research approaches, observational and experimental studies, probability and nonprobability sampling. | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Use critical thinking to examine literature review and research outcomes relevant to emergency practices.                                  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Design an appropriate research question, study aim, study hypothesis, research types and study design, sampling methodology and data collection instruments | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Formulate research projects and manuscript in a structured and predetermined and fascinating style.   | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Demonstrate competent communication, presentation skills, group work skills and understanding for their future role in utilizing research findings. | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |



|    |  |   |  |
|----|--|---|--|
| d2 | Sought ethical committee authorization prior to study commencement | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
|----|--|---|--|

#### IV. Course Contents:

##### A. Theoretical Aspect:

| No. | Units/Topics List                                     | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|---|--|-----------------|---------------|--------------------------|
| 1   | Identify research problem, funding, and research team | <ul style="list-style-type: none"> <li>▪ <b>Identify specific problem, procedure, or question to be investigated</b> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Justification</li> </ul> </li> <li>▪ <b>Funding</b></li> <li>▪ <b>Initiating the research</b> <ul style="list-style-type: none"> <li>○ Purpose of the study <i>protocol</i></li> <li>○ Protocol structure</li> <li>○ Prepare a Question</li> <li>○ Study hypothesis</li> <li>○ Study aims</li> </ul> </li> <li>▪ <b>Assembling the research team</b> <ul style="list-style-type: none"> <li>✓ Introduction</li> <li>✓ Methods</li> </ul> </li> <li>▪ <b>Research ethics</b> <ul style="list-style-type: none"> <li>○ Scientific value</li> <li>○ Benefits forgone</li> <li>○ Informed consent</li> </ul> </li> </ul> | 2               | 4             | a1, b1, c1, d1           |
| 2   | Selection of types of research                        | <ul style="list-style-type: none"> <li>▪ <b>Selection of types of research</b> <ul style="list-style-type: none"> <li>○ Qualitative</li> <li>○ Quantitative <ul style="list-style-type: none"> <li>✓ Experimental research</li> <li>✓ Nonexperimental research</li> <li>✓ Survey research</li> </ul> </li> <li>○ Retrospective research</li> </ul> </li> <li>▪ longitudinal design</li> </ul>  | 1               | 2             | a1, b1, c1, d1           |
| 3   | The literature review                                 | <ul style="list-style-type: none"> <li>▪ <b>The literature review</b> <ul style="list-style-type: none"> <li>○ Purposes of the Literature Review</li> <li>○ Literature Sources <ul style="list-style-type: none"> <li>✓ Types of Information Sources</li> <li>✓ Primary and Secondary Source</li> <li>✓ Grey Literature</li> </ul> </li> <li>○ Search Strategies <ul style="list-style-type: none"> <li>✓ Develop a Search Strategy</li> </ul> </li> </ul> </li> </ul>   | 2               | 4             | a1, b1, c1, d1           |

|   |                                    |  |          |          |                |
|---|------------------------------------|--|----------|----------|----------------|
|   |                                    | <ul style="list-style-type: none"> <li>✓ Ask a Librarian</li> <li>✓ Finding Tools</li> <li>✓ Selected Databases</li> <li>○ Writing the Literature Review <ul style="list-style-type: none"> <li>✓ Extracting Information from Literature Sources</li> <li>✓ Critiquing the Literature Review in a Research Article</li> </ul> </li> <li>○ Components of a Literature Review</li> </ul>   |          |          |                |
| 4 | <b>Study design</b>                | <ul style="list-style-type: none"> <li>▪ <b>Study design</b> <ul style="list-style-type: none"> <li>○ Observational studies <ul style="list-style-type: none"> <li>✓ Cross-sectional studies</li> <li>✓ Ecological studies</li> <li>✓ Cohort studies</li> <li>✓ Case-control studies</li> <li>✓ Case reports and case series</li> </ul> </li> <li>○ Experimental or interventional studies <ul style="list-style-type: none"> <li>✓ Main types of clinical trials</li> <li>✓ Key features of clinical trials</li> <li>✓ Blinding</li> </ul> </li> </ul> </li> <li>▪ <b>Questionnaire studies</b></li> <li>▪ <b>Typical errors in questionnaire design</b></li> <li>▪ <b>Case control studies</b></li> <li>▪ <b>Case reports</b></li> <li>▪ <b>Interview studies</b></li> <li>▪ <b>Focus group studies</b></li> </ul> | <b>2</b> | <b>4</b> | a1, b1, c1, d1 |
| 5 |                                    | <b>Midterm exam</b>  | <b>1</b> | <b>2</b> | a1, b1, c1, d1 |
| 6 | <b>Methodology</b>                 | <ul style="list-style-type: none"> <li>▪ <b>Concepts of methodology</b> <ul style="list-style-type: none"> <li>○ Validity &amp; repeatability of study methods <ul style="list-style-type: none"> <li>✓ Response rate</li> <li>✓ Study variables</li> <li>✓ Study end points</li> </ul> </li> </ul> </li> <li>▪ <b>Sampling study subjects</b> <ul style="list-style-type: none"> <li>○ Define the Population</li> <li>○ Sampling frame</li> <li>○ Sampling methodology</li> <li>○ Stratified sampling</li> <li>○ Nonprobability sampling</li> </ul> </li> </ul>   | <b>1</b> | <b>2</b> | a2, b2, c2, d2 |
| 7 | <b>Data collection instruments</b> | <ul style="list-style-type: none"> <li>▪ <b>Data collection instruments</b> <ul style="list-style-type: none"> <li>○ Surveys</li> <li>○ Designing a survey</li> <li>○ Before a survey</li> <li>○ During the survey</li> <li>○ After the survey</li> </ul> </li> </ul>  | <b>2</b> | <b>4</b> | a2, b2, c2, d2 |

|    |   |   |          |          |                |
|----|---|---|----------|----------|----------------|
|    |   | <ul style="list-style-type: none"> <li>○ Data collection performs</li> <li>▪ <b>Questionnaire</b></li> <li>▪ <b>Bias and confounding</b> <ul style="list-style-type: none"> <li>○ Study design errors</li> <li>○ Systematic error (bias)</li> <li>○ Confounding</li> <li>○ Common confounders</li> </ul> </li> <li>▪ <b>Interview studies</b></li> </ul>  |          |          |                |
| 8  | <b>Principles of clinical research statistics</b> | <ul style="list-style-type: none"> <li>▪ <b>Principles of clinical research statistics</b> <ul style="list-style-type: none"> <li>○ Sample size</li> <li>○ Study power</li> <li>○ Statistical versus clinical significance</li> <li>○ Gather and Analyze Data <ul style="list-style-type: none"> <li>✓ Descriptive Statistics <ul style="list-style-type: none"> <li>• Qualitative analysis</li> <li>• Quantitative analysis</li> <li>• Inferential Statistics</li> </ul> </li> </ul> </li> </ul> </li> <li>▪ <b>Databases &amp; principles of data management</b> <ul style="list-style-type: none"> <li>○ Defining data to be collected</li> <li>○ Database design</li> <li>○ Data entry</li> <li>○ Data validation</li> </ul> </li> </ul>  | <b>1</b> | <b>2</b> | a2, b2, c2, d2 |
| 9  | <b>Research publication</b>                       | <ul style="list-style-type: none"> <li>▪ <b>Introduction</b></li> <li>▪ <b>Important principles</b> <ul style="list-style-type: none"> <li>○ Duplicate publication</li> </ul> </li> <li>▪ <b>Readability</b></li> <li>▪ <b>Publication types</b></li> <li>▪ <b>Manuscript preparation</b> <ul style="list-style-type: none"> <li>○ Original research manuscripts <ul style="list-style-type: none"> <li>✓ Abstract</li> <li>✓ Introduction</li> <li>✓ Methods</li> <li>✓ Results</li> <li>✓ Discussion</li> <li>✓ Case reports</li> <li>✓ Systematic reviews &amp; meta-analyses</li> <li>✓ Letter to the editor</li> </ul> </li> </ul> </li> <li>▪ <b>Manuscript submission</b> <ul style="list-style-type: none"> <li>○ The cover letter</li> </ul> </li> <li>▪ <b>Feedback from journals</b></li> <li>▪ <b>Post-acceptance issues</b> <ul style="list-style-type: none"> <li>○ Social media</li> </ul> </li> </ul> | <b>1</b> | <b>2</b> | a2, b2, c2, d2 |
| 10 | <b>Research presentation</b>                      | <ul style="list-style-type: none"> <li>▪ <b>Research presentation</b> <ul style="list-style-type: none"> <li>○ Data show presentation (Tables, Charts, Graph, ...)</li> </ul> </li> <li>▪ <b>Proposal Discussion</b></li> </ul>   | <b>2</b> | <b>4</b> | a2, b2, c2, d2 |

|  |  |                   |          |          |                   |
|--|--|-------------------|----------|----------|-------------------|
| 11   |  | <b>Final exam</b> | <b>1</b> | <b>2</b> | a2, b2,<br>c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |  |                   |          |          |                   |

### V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments                              | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|--|----------|-----------|-------------------------|
| 1            | <b>Assignment 1:</b> literature review   | W5       | 5         | a1, c1                  |
| 2            | <b>Assignment 2:</b> report presentation | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |  |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method                | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|----------------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | <b>Assignments</b>               | W5,11    | 10         | 10%                            | a1, b1, a2, b2, c2,              |
| 2            | <b>Quizzes 1 &amp; 2</b>         | W3, 9    | 10         | 10%                            | a1, a2, b1, b2                   |
| 3            | <b>Mid-Term Theoretical Exam</b> | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | <b>Final Theoretical Exam</b>    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                                  |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

### 1- Required Textbook(s) ( maximum two ): مثال example

8.

### 2- Essential References:

6.

### 3- Electronic Materials and Web Sites etc.:

**Websites:**

▪

## X. Course Policies

Based on the Uniform Students' By law (2007) تترك كما هي

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

| I. Course Identification and General Information: |  |                                       |            |
|---|--|---------------------------------------|------------|
| 1   | Course Title:  | Gynecology أمراض نساء وولادة          |            |
| 2   | Course Code & Number:                                  | GO 3314                               |            |
| 3   | Credit Hours:  | Credit Hours                          | Lab. Hours |
|   |  | Theory Hours<br>Lecture               | Exercise   |
|   |  | 2                                     | 0          |
| 4   | Study Level/ Semester at which this Course is offered: | المستوى الثالث - الفصل الدراسي الخامس |            |
| 5   | Pre –Requisite (if any):                               | -                                     |            |
| 6   | Co –Requisite (if any):                                | -                                     |            |
| 7   | Program (s) in which the Course is Offered:            | القبالة والتوليد                      |            |
| 8   | Language of Teaching the Course:                       | عربي – English                        |            |
| 9   | Study System:  | فصلي – سنوي                           |            |
| 10  | Mode of Delivery:                                      | منتظم                                 |            |
| 11  | Location of Teaching the Course:                       | في الحرم الجامعي                      |            |
| 12  | Prepared by:   | اسم معد امعدي توصيف المساق            |            |
| 13  | Date of Approval:                                      | تاريخ اعتماد مجلس الجامعة             |            |

| II. Course Description: وصف المقرر  |
|---|
| تم تصميم المقرر لتوفير المعرفة والمهارات للطالبة في مجال أمراض النساء والتوليد وكيفية التعامل بفعالية مع أي مشكلة في البيئة السريرية. |

| III. Course Intended Learning Outcomes (CILOs) :<br>(مخرجات تعلم المقرر)                                   | Referenced PILOs<br>(مخرجات تعلم البرنامج) |
|--|--|
| <b>V. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to: |  |
| a1 Describe certain uterine , ovaries , cervical & vaginal diseases.                                       | A1   |
| a2 Discuss the sexual transmitted diseases , infertility , & preventive measures.                          |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:         |  |
| b1 Recognize the sexual transmitted diseases & the preventive measures.                                    | B1   |

|  |   |    |  |
|--|---|----|--|
| b2   | Explain the causes of amenorrhea , dysmenorrhea & management.                               | B2 |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |   |    |  |
| c1   | Perform the vaginal & cervical pap smear.   | C1 |  |
| c2   | Apply the role of midwife in caring women during menopause.                                 | C2 |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |   |    |  |
| d1   | Utilize information & technology in practice.   | D1 |  |
| d2   | Apply the principles of professional ethics during all aspects of gynecological management. | D2 |  |

| <b>(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:</b>       |  |  |                                |
|--|--|--|--------------------------------|
| <b>Course Intended Learning Outcomes</b>   |  | <b>Teaching Strategies</b>             | <b>Assessment Strategies</b>   |
| a1   | Describe certain uterine , ovaries , cervical & vaginal diseases.              | Lecture<br>Presentation<br>Discussion  | Short answer<br>Objective type |
| a2   | Discuss the sexual transmitted diseases , infertility , & preventive measures. | Lecture<br>Presentation<br>Discussion  | Short answer<br>Objective type |
| <b>(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:</b>               |  |  |                                |
| <b>Course Intended Learning Outcomes</b>   |  | <b>Teaching Strategies</b>             | <b>Assessment Strategies</b>   |
| b1   | Recognize the sexual transmitted diseases & the preventive measures.           | Lecture<br>Discussion<br>Brainstorming | Short answer<br>Objective type |
| b2   | Explain the causes of amenorrhea , dysmenorrhea & management.                  | Lecture<br>Discussion<br>Brainstorming | Short answer<br>Objective type |
| <b>(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:</b> |  |  |                                |
| <b>Course Intended Learning Outcomes</b>   |  | <b>Teaching Strategies</b>             | <b>Assessment Strategies</b>   |

|    |   |  |   |
|----|---|--|---|
| c1 | Perform the vaginal & cervical pap smear.                   | Practice session<br>Case discussions / Seminar<br>Supervised clinical practice | Assess daily activities<br>Assess each skill with checklist<br>Evaluation of case study<br>Practical record.<br>Clinical exam |
| c2 | Apply the role of midwife in caring women during menopause. | Practice session<br>Case discussions / Seminar<br>Supervised clinical practice | Assess daily activities<br>Assess each skill with checklist<br>Evaluation of case study<br>Practical record.<br>Clinical exam |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies    | Assessment Strategies          |
|-----------------------------------|---|------------------------|--------------------------------|
| d1                                | Utilize information & technology in practice.   | Lecture<br>Visual aids | Short answer<br>Objective type |
| d2                                | Apply the principles of professional ethics during all aspects of gynecological management. | Lecture<br>Visual aids | Short answer<br>Objective type |

**IV. Course Contents: مفردات المقرر**

**A. Theoretical Aspect: الجانب النظري**

| No. | Units/Topics List           | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|-----------------------------|---|-----------------|---------------|--------------------------|
| 1   | Obstetrics and gynecology   | -Physical examination. - Genital fistula.<br>-Uterine prolapsed. -Ovarian cysts.<br>- Breast cancer.<br>-Cervical cancer. - Uterine tumor.<br>- Menopause and management. | 3               | 6             |                          |
| 2   | some disease with pregnancy | -Heart disease with pregnancy.<br>-Anemia with pregnancy.<br>-Gestational diabetes mellitus.<br>-Hyperemesis gravidarum.  | 4               | 8             |                          |



|  |  |   |           |           |  |
|--|--|---|-----------|-----------|--|
|  |  | -Preeclampsia and eclampsia.  |           |           |  |
| 3  |  | <b>Midterm exam</b>   | 1         | 2         |  |
| 4  | Menstrual disorder                             | -Premenstrual syndrome (PMS).<br>-Amenorrhea.<br>Dysmenorrhea. - Menorrhagia. | 2         | 4         |  |
| 5  | Inflammation of the female reproductive system | Endometritis. - Cervicitis. –<br>Vaginitis                                    | 2         | 4         |  |
| 6  | Sexually transmitted diseases                  | -Sexually transmitted diseases:(Gonorrhea. -Syphilis. - AIDS)                 | 1         | 2         |  |
| 7  | Infertility                                    | -Female Infertility<br>-Male Infertility                                      | 1         | 2         |  |
| 8  | Congenital anomaly of reproductive system      | -Uterine anomaly.<br>-Imperforated hymen.                                     | 1         | 2         |  |
|  |  | <b>Final exam</b>   | 1         | 2         |  |
| <b>Number of Weeks /and Units Per Semester</b> |  |   | <b>16</b> | <b>32</b> |  |

### B. Case Studies and Practical Aspect: الجانب العملي

| No. | Tasks/ Experiments                 | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|-----|------------------------------------|-----------------|---------------|---------------------------|
| 1   | .The vaginal & cervical pap smear. |                 |               |                           |
| 2   | .Physical examination              |                 |               |                           |
| 3   |                                    |                 |               |                           |
| 4   |                                    |                 |               |                           |
| 5   |                                    |                 |               |                           |
| 6   |                                    |                 |               |                           |
| 7   |                                    |                 |               |                           |

|  |            |           |           |  |
|--|------------|-----------|-----------|--|
| 8  |            |           |           |  |
| 9  |            |           |           |  |
| 15   | Final exam |           |           |  |
| <b>Number of Weeks /and Units Per Semester</b> |            | <b>13</b> | <b>26</b> |  |

### C. Tutorial Aspect: الجانب التعليمي

| No.  | Tutorial  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|--|---|-----------------|---------------|---------------------------|
| 1  | .Perform vaginal & cervical pap smear   |                 |               |                           |
| 2  | . Assist to make physical examination to identify:<br>.Genital fistula.<br>.Uterine prolapsed.<br>. Breast cancer.<br>.Cervical cancer.<br>. Uterine tumor. |                 |               |                           |
| 3  |   |                 |               |                           |
| 4  |   |                 |               |                           |
| 5  |   |                 |               |                           |
| 6  |   |                 |               |                           |
| 7  |   |                 |               |                           |
| 8  |   |                 |               |                           |
| 9  |   |                 |               |                           |
| 10   |   |                 |               |                           |
| 11   |   |                 |               |                           |
| 12   |   |                 |               |                           |
| <b>Number of Weeks /and Units Per Semester</b> |   | <b>14</b>       | <b>28</b>     |                           |

### V. Teaching Strategies of the Course:

1.Lecture – Discussion

- 2.Demonstration
- 3.Student Presentations
- 4.Role Plays
- 5.Brainstorming
- 6.Case discussions
- 7.Field work

## VI. Assessment Methods of the Course:

- Assay type
- Short answer
- Midterm theoretical exam
- Clinical practice assessment
- Assessment of daily activity & record
- Final theoretical exam

## VII. Assignments:

| No.          | Assignments   | Week Due | Mark | Aligned CILOs (symbols) |
|--------------|---|----------|------|-------------------------|
| 1            | Give a short note about the causes of genital fistula?  |          |      |                         |
| 2            | Mention the indication of vaginal & cervical pap smear? |          |      |                         |
| 3            |   |          |      |                         |
| <b>Total</b> |   |          |      |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-----|-------------------|----------|------|--------------------------------|----------------------------------|
| 1   | الحضور            | 1-14     | 10   | 10%                            |                                  |
| 2   | الواجبات          | 4-12     | 10   | 10%                            |                                  |
| 3   | الاختبار النصفى   | 7-8      | 20   | 20%                            |                                  |

|       |                  |       |     |      |  |
|-------|------------------|-------|-----|------|--|
| 4     | الاختبار النهائي | 14-16 | 60  | 60%  |  |
| Total |                  |       | 100 | 100% |  |

## IX. Learning Resources: مصادر التعلم

- Written in the following order: Author, Year of publication, Title, Edition, Place of publication, Publisher.

1- Required Textbook(s) ( maximum two ): الكتب الدراسية المطلوبة ( 2 كحد أقصى ) مثال example

2- Essential References: المراجع الأساسية

- Whitefield CR and Dewhurt S (2005). Textbook of obstetric and gynecology, 6th ed.
- Gabbe, S, Niebyl, J and Simpson J(2004). Obstetrics: Normal and Problem Pregnancies, 4th ed. Churchill Livingstone.

3- Electronic Materials and Web Sites etc.: المواد الإلكترونية ومواقع الويب إلخ

Websites: An Online Medical Dictionary

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي

### Class Attendance:

- 1 Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.

### Tardiness:

- 2 A student will be considered late if he/she is not in class after 10 minutes of the start time of class.

### Exam Attendance/Punctuality:

- 3 No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.

### Assignments & Projects:

- 4 Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.

### Cheating:

- 5 Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' By law (2007) shall apply.

### Forgery and Impersonation:

- 6 Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Reproductive Health   |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 1                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

This course introduces the students to the basic concepts of reproductive health. It emphasizes safe motherhood and fatherhood, women's health and male adolescent reproductive health, through different stages of their physical, psychological and social life. In this course, topics such as tumors of the reproductive system and sexually transmitted diseases will be addressed. The focus will be on early detection and prevention in addition to the nursing care.

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

W. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Identify the concepts of reproductive health, different reproductive problems, violence against women and national screening program                           |  |  |
| a2 | Demonstrate ability to explain physiological changes during pregnancy, signs and symptoms of major complication during pregnancy, labor and post partum period |  |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| b1 | Distinguish between the signs and symptoms of true and false labor, normal and complicated delivery |  |  |
| b2 | Compare between contraindications of each family planning method                                    |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| c1 | Apply the role of the medical assistance in caring of pregnant women during pregnancy, normal or complicated deliveries |  |  |
| c2 | Provide prenatal care, counseling and educate women about different contraceptive methods                               |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| d1 | Apply the principle of professional <b>ethics</b> when providing care to patients  |  |  |
| d2 | <b>Perform excellent communication with all team work and presents information clearly in an organized and informative manner with efficient time management</b> |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

|    | <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
|----|--|---|--|
| a1 | Identify the concepts of reproductive health, different reproductive problems, violence against women and national screening program | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2 | Demonstrate ability to explain physiological changes during pregnancy, signs and symptoms of major complication during               | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul>                          |

|  |   |  |   |
|--|---|--|---|
|  | pregnancy, labor and post partum period | <ul style="list-style-type: none"> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> </ul> |
|--|---|--|---|

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| b1                                | Distinguish between the signs and symptoms of true and false labor, normal and complicated delivery | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2                                | Compare between contraindications of each family planning method                                    | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Apply the role of the medical assistance in caring of pregnant women during pregnancy, normal or complicated deliveries | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Provide prenatal care, counseling and educate women about different contraceptive methods                               | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| d1                                | Apply the principle of professional ethics when providing care to patients | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Perform excellent communication with all team                              | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> </ul>                                |

|   |   |   |
|---|---|---|
| work and presents information clearly in an organized and informative manner with efficient time management | <ul style="list-style-type: none"> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Learning activities</li> </ul> |
|---|---|---|

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List   | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|---|---|-----------------|---------------|--------------------------|
| 1   | Introduction to reproductive health                       | <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Reproductive Health</li> <li>▪ Aims of reproductive health</li> <li>▪ Elements of reproductive health</li> <li>▪ Concept of reproductive health</li> <li>▪ Safe motherhood               <ul style="list-style-type: none"> <li>○ Physical safety</li> <li>○ Emotional safety</li> </ul> </li> <li>▪ Screening, counseling,</li> </ul> | 3               | 6             | a1, d1                   |
| 2   | Violence against women                                    | <ul style="list-style-type: none"> <li>▪ Historical factors contributing to violence against women</li> </ul>   | 1               | 2             | a1, c1, d1               |
| 3   | National screening program                                | <ul style="list-style-type: none"> <li>▪ Breast cancer &amp; national screening program initiatives, prostate cancer, ovarian cancer, &amp; uterine cancer</li> </ul>   | 2               | 4             | a1, b1, d1               |
| 4   | Midterm   | Midterm Exam  | 1               | 2             | a1, b1, c1, d1           |
| 5   | Special Reproductive Concerns                             | <ul style="list-style-type: none"> <li>▪ Special Reproductive Concerns:</li> <li>▪ Infertility and Genetics:</li> <li>▪ Infertility, Genetic Counseling</li> </ul>  | 1               | 2             | a2, c2, d2               |
| 6   | Women's Health across the Lifespan                        | <ul style="list-style-type: none"> <li>▪ Women's Health across the Lifespan</li> <li>▪ Menstruation</li> <li>▪ Menopause</li> </ul>   | 2               | 4             | a2, c2, d2               |
| 7   | Social issues in reproductive                             | <ul style="list-style-type: none"> <li>▪ Social issues affecting women</li> <li>▪ Living in poverty</li> <li>▪ Social issues affecting women in the workplace</li> </ul>  | 1               | 2             | a2, d2                   |
| 8   | Demographic changes and indicators of reproductive health | <ul style="list-style-type: none"> <li>▪ Indicators of reproductive health</li> <li>▪ Effects of demographic changes on the family &amp; community</li> </ul>   | 2               | 4             | a2, d2                   |
| 9   | Family planning   | <ul style="list-style-type: none"> <li>▪ Islam &amp; family planning</li> </ul>   | 2               | 4             | a2, b2, c2, d2           |



|  |            |   |   |   |                |
|--|------------|---|---|---|----------------|
|  |            | <ul style="list-style-type: none"> <li>▪ Importance of family planning &amp; counseling</li> <li>▪ Methods of delaying pregnancy</li> <li>▪ Record system in reproductive health services in health care setting</li> </ul> |   |   |                |
| 10   | Final exam | Final exam  | 1 | 2 | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |            |   |   |   |                |

### V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments                          | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|--------------------------------------|----------|-----------|-------------------------|
| 1            | Assignment 1: breast cancer          | W5       | 5         | a1, c1                  |
| 2            | Assignment 2: family planning method | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |                                      |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-----|-------------------|----------|------|--------------------------------|----------------------------------|
| 1   | Assignments       | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |

|       |                           |       |     |      |                |
|-------|---------------------------|-------|-----|------|----------------|
| 2     | Quizzes 1 & 2             | W3, 9 | 10  | 10%  | a1, a2, b1, b2 |
| 3     | Mid-Term Theoretical Exam | W7    | 20  | 20%  | a1, b1, c1, d1 |
| 4     | Final Theoretical Exam    | W16   | 60  | 60%  | a2, b2, c2, d2 |
| Total |                           |       | 100 | 100% |                |

## IX. Learning Resources:

- *Written in the following order: Author, Year of publication, Title, Edition, Place of publication, Publisher.*

### 1- Required Textbook(s) ( maximum two ): مثال example

1. Davidson, M, London. M, Ladewig, P. (2014). Olds' Maternal-Newborn Nursing & Women's Health across the Lifespan, 9<sup>th</sup> ED, Prentice Hall

### 2- Essential References:

- 1.

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- 

## X. Course Policies (Based on the Uniform Students' By law) 2007) تترك كما هي

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |

## I. Course Identification and General Information:

|    |  |                               |              |          |            |
|----|--|-------------------------------|--------------|----------|------------|
| 1  | Course Title:  | Dermatology & sexual diseases |              |          |            |
| 2  | Course Code & Number:                                  |                               |              |          |            |
| 3  | Credit Hours   | Theory Hours                  | Credit Hours |          | Lab. Hours |
|    |  |                               | Lecture      | Exercise |            |
|    |  | 2                             | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                               |              |          |            |
| 5  | Pre –Requisite (if any):                               |                               |              |          |            |
| 6  | Co –Requisite (if any):                                |                               |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                               |              |          |            |
| 8  | Language of Teaching the Course:                       | English                       |              |          |            |
| 9  | Study System:  | Semester Based System         |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time                     |              |          |            |
| 11 | Location of Teaching the Course:                       |                               |              |          |            |
| 12 | Prepared by:   |                               |              |          |            |
| 13 | Date of Approval:                                      |                               |              |          |            |

## II. Course Description:

|  |
|--|
|  |
|--|

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

X. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Describes the etiology, pathophysiology, clinical manifestations, and diagnostic measures of patients with dermatology disorders |  |  |
| a2 | Recognize impetigo, alopecia and sexually transmitted diseases   |  |  |

**B. Intellectual Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| b1 | Identify the <b>difference between normal and abnormal assessment data</b> , through the process of <b>critical thinking</b> and analyze the assessment findings in relation to client condition |  |  |
| b2 | <b>Utilize the concepts of infection control principles during caring for patients with syphilis, gonorrhoea and chlamydia</b>   |  |  |

**C. Professional and Practical Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| c1 | <b>Demonstrate medical intervention for certain diseases condition related to skin disorders</b> |  |  |
| c2 | Perform physical examination for patients with impetigo, acne vulgaris and alopecia              |  |  |

**D. Transferable Skills:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| d1 | Use appropriate interpersonal communication skills.  |  |  |
| d2 | Apply the principle of professional <b>ethics</b> when providing care to critically ill patients |  |  |

**(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| a1                                | Describes the etiology, pathophysiology, clinical manifestations, and diagnostic measures of patients with dermatology disorders | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2                                | Recognize impetigo, alopecia and sexually transmitted diseases   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |

**(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes | Teaching Strategies | Assessment Strategies |
|-----------------------------------|---------------------|-----------------------|
|-----------------------------------|---------------------|-----------------------|

|    |  |  |   |
|----|--|--|---|
| b1 | Identify the <b>difference between normal and abnormal assessment data</b> , through the process of <b>critical thinking</b> and analyze the assessment findings in relation to client condition | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | <b>Utilize the concepts of infection control principles during caring for patients with syphilis, gonorrhea and chlamydia</b>  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | <b>Demonstrate medical intervention for certain diseases condition related to skin disorders</b> | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Perform physical examination for patients with impetigo, acne vulgaris and alopecia              | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| d1                                | Use appropriate interpersonal communication skills.  | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Apply the principle of professional <b>ethics</b> when providing care to critically ill patients | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No.  | Units/Topics List                               | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|--|---|--|-----------------|---------------|--------------------------|
| 1  | Anatomy and physiology<br>Dermatologic Allergy. | <ul style="list-style-type: none"> <li>▪ Anatomy and physiology of the skin</li> <li>▪ Definition, Etiology, Pathophysiology, Signs and symptoms, Diagnosis &amp; Treatment</li> </ul> | 2               | 2             | a1, b1, c1, d1           |
| 2  | Contact dermatitis.<br>Eczema &<br>Scabies      | <ul style="list-style-type: none"> <li>▪ Definition, Aetiology, Pathophysiology, Signs and symptoms, Diagnosis &amp; Treatment</li> </ul>  | 3               | 3             | a1, b1, c1, d1           |
| 3  |   | <b>Midterm exam</b>  | 1               | 1             | a1, b1, c1, d1           |
| 4  | Acne Vulgars.<br>Impetigo contagiosa            | <ul style="list-style-type: none"> <li>▪ Definition, Aetiology, Pathophysiology, Signs and symptoms, Diagnosis &amp; Treatment</li> </ul>  | 3               | 3             | a2, b2, c2, d2           |
| 5  | Alopecia.                                       | <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Aetiology</li> <li>▪ Pathophysiology</li> <li>▪ Signs and symptoms</li> <li>▪ Diagnosis</li> <li>▪ Treatment</li> </ul> | 3               | 3             | a2, b2, c2, d2           |
| 6  | Syphilis, Gonorrhoea and Chlamydia              | <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Aetiology</li> <li>▪ Pathophysiology</li> <li>▪ Signs and symptoms</li> <li>▪ Diagnosis</li> <li>▪ Treatment</li> </ul> | 3               | 3             | a2, b2, c2, d2           |
| 7  |   | <b>Final exam</b>  | 1               | 1             | a2, b2, c2, d2           |
| <b>Number of Weeks /and Units Per Semester</b> |   |  |                 |               |                          |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.   | Assignments            | Week Due | Mark | Aligned CILOs (symbols) |
|-------|------------------------|----------|------|-------------------------|
| 1     | Assignment 1: Scabies  | W5       | 5    | a1, c1                  |
| 2     | Assignment 2: Alopecia | W11      | 5    | a2, b2, c2              |
| Total |                        |          | 10   |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.   | Assessment Method         | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-------|---------------------------|----------|------|--------------------------------|----------------------------------|
| 1     | Assignments               | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |
| 2     | Quizzes 1 & 2             | W3, 9    | 10   | 10%                            | a1, a2, b1, b2                   |
| 3     | Mid-Term Theoretical Exam | W7       | 20   | 20%                            | a1, b1, c1, d1                   |
| 4     | Final Theoretical Exam    | W16      | 60   | 60%                            | a2, b2, c2, d2                   |
| Total |                           |          | 100  | 100%                           |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

1- Required Textbook(s) ( maximum two ): مثال example

1.

2- Essential References:

1.

3- Electronic Materials and Web Sites etc.:

Websites:

■

**تترك كما هي (2007) Based on the Uniform Students' By law) :X. Course Policies**

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |



**SYLLABUS**  
**YEAR (3)**  
**SEMESTER (2)**

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Professional Ethics   |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 2                     | 2            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

|  |
|--|
|  |
|--|

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

Y. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Define ethics, bioethics, moral, morality, moral dilemma, professional values and models of relationship |  |  |
| a2 | Describe the concepts, principles and theories of ethics and their relationship to clinical practice     |  |  |

|  |  |  |  |
|--|--|--|--|
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |  |  |  |
| b1   | Compare between Value, Beliefs an Attitude   |  |  |
| b2   | Differentiate between ethics, morality, Bioethics, medical ethics, health care ethics, clinical ethics & Law |  |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |  |  |  |
| c1   | Use appropriate interpersonal skills when handling ethics  |  |  |
| c2   | Apply Nurse-patient relationship in professional manner  |  |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |  |  |  |
| d1   | Conceptualize ethics, morality, Bioethics, medical ethics, health care ethics, clinical ethics& Law          |  |  |
| d2   | Identify ethics of nursing profession, the human rights and legal issues related to Yemen community          |  |  |

| <b>(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:</b> |   |  |
|--|---|--|
| <u>Course Intended Learning Outcomes</u>   | <u>Teaching Strategies</u>  | <u>Assessment Strategies</u>   |
| a1   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| <b>(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:</b>         |   |  |
| <u>Course Intended Learning Outcomes</u>   | <u>Teaching Strategies</u>  | <u>Assessment Strategies</u>   |

|    |  |  |   |
|----|--|--|---|
| b1 | Compare between Value, Beliefs and Attitude  | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Differentiate between ethics, morality, Bioethics, medical ethics, health care ethics, clinical ethics & Law | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Use appropriate interpersonal skills when handling ethics | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Apply Nurse-patient relationship in professional manner   | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|--|---|--|
| d1                                | Conceptualize ethics, morality, Bioethics, medical ethics, health care ethics, clinical ethics & Law | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Identify ethics of nursing profession, the human rights and legal issues related to Yemen community  | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

## IV. Course Contents:

### A. Theoretical Aspect:

| No. | Units/Topics List                 | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CLOs) |
|-----|-----------------------------------|--|-----------------|---------------|--------------------------|
| 1   | Introduction                      | <ul style="list-style-type: none"> <li>▪ The practice of nursing                             <ul style="list-style-type: none"> <li>- History of nursing occupation</li> <li>- Characteristics of nursing occupation</li> <li>- Ethics of nursing occupation</li> <li>- Duties and responsibilities of nursing</li> <li>- Laws of practicing nursing occupation</li> </ul> </li> <li>▪ Main Definitions:                             <ul style="list-style-type: none"> <li>- Ethics, Bioethics, Moral, Morality, and Moral dilemma</li> </ul> </li> </ul> | 2               | 2             | a1, b1, d1               |
| 2   | The caring relationship.          | <ul style="list-style-type: none"> <li>▪ Models of relationship</li> <li>▪ Nurse-patient relationship</li> <li>▪ Doctor-patient relationship</li> </ul>  | 1               | 1             | a1, b1, c1, d1           |
| 3   | Values and value-statement        | <ul style="list-style-type: none"> <li>▪ Professional values:                             <ul style="list-style-type: none"> <li>- Value, Beliefs an Attitude</li> </ul> </li> <li>▪ Professional Values in community health</li> </ul>  | 1               | 1             | a1, b1, d1               |
| 4   | Theories and principles of ethics | <ul style="list-style-type: none"> <li>▪ Theories:                             <ul style="list-style-type: none"> <li>- Utilitarian.</li> <li>- Deontologic.</li> </ul> </li> <li>▪ Principles:                             <ul style="list-style-type: none"> <li>- Autonomy.</li> <li>- Beneficence.</li> <li>- Confidentiality.</li> <li>- Fidelity.</li> <li>- Justice.</li> <li>- Non maleficence.</li> <li>- Paternalism.</li> <li>- Veracity.</li> </ul> </li> </ul>  | 1               | 1             | a1, b1, d1               |
| 5   | Patient Rights                    | <ul style="list-style-type: none"> <li>▪ Human rights</li> <li>▪ Patient rights</li> <li>▪ Childbearing Women</li> <li>▪ Reproductive Rights</li> </ul>  | 1               | 1             | a1, b1, d1               |
| 6   |                                   | Midterm exam   | 1               | 1             | a1, b1, c1, d1           |

|  |                                  |  |   |   |                |
|--|----------------------------------|--|---|---|----------------|
| 7  | Types of ethical problems        | <ul style="list-style-type: none"> <li>▪ Confidentiality.</li> <li>▪ Trust issues.</li> <li>▪ Refusing care</li> <li>▪ End of life issues.</li> <li>▪ Advance Directives</li> <li>▪ Informed Consent</li> </ul>  | 2 | 2 | a2, b2, d2     |
| 8  | Ethical and legal Issues         | <ul style="list-style-type: none"> <li>▪ Legal aspects of maternity and perinatal care</li> <li>▪ Ethical and legal considerations prior to conception <ul style="list-style-type: none"> <li>- Artificial Insemination</li> <li>- In Vitro fertilization and embryo transfer</li> <li>- Surrogate Mothers</li> <li>- Amniocentesis (Screening and the perfect baby)</li> </ul> </li> </ul>  | 2 | 2 | a2, b2, d2     |
| 9  | Ethical and legal considerations | <ul style="list-style-type: none"> <li>▪ Ethical and legal considerations in abortion</li> <li>▪ Ethical and legal considerations for the fetus and sick neonate <ul style="list-style-type: none"> <li>- The Fetus</li> <li>- Fetal Research</li> <li>- Fetal Therapy</li> </ul> </li> <li>▪ The Neonate and effects of invasive procedures</li> <li>▪ Ethical issues in research</li> <li>▪ Ethical issues between nurses and physicians:</li> <li>▪ Disagreements about the proposed medical regimen.</li> <li>▪ Unprofessional, incompetent, unethical or illegal physician practice.</li> </ul> | 3 | 3 | a2, b2, c2, d2 |
| 10   |                                  | Final exam   | 1 | 1 | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |                                  |  |   |   |                |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities

- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.          | Assignments                                     | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|---|----------|-----------|-------------------------|
| 1            | <b>Assignment 1:</b> Ethical and moral dilemma  | W5       | 5         | a1, c1                  |
| 2            | <b>Assignment 2:</b> Ethical issues in research | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |   |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2, c2,              |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2, b1, b2                   |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

1- Required Textbook(s) ( maximum two ): مثال example

2- Essential References:

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

▪

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b><br>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.  |
| 2 | <b>Tardiness:</b><br>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.  |
| 3 | <b>Exam Attendance/Punctuality:</b><br>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.  |
| 4 | <b>Assignments &amp; Projects:</b><br>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.   |
| 5 | <b>Cheating:</b><br>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.  |
| 6 | <b>Forgery and Impersonation:</b><br>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply. |



## I. Course Identification and General Information:

|    |  |                       |              |          |               |
|----|--|-----------------------|--------------|----------|---------------|
| 1  | Course Title:  | Communication Skill   |              |          |               |
| 2  | Course Code & Number:                                  |                       |              |          |               |
| 3  | Credit Hours   | Theory<br>Hours       | Credit Hours |          | Lab.<br>Hours |
|    |  |                       | Lecture      | Exercise |               |
|    |  | 2                     | 2            | --       | --            |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |               |
| 5  | Pre –Requisite (if any):                               |                       |              |          |               |
| 6  | Co –Requisite (if any):                                |                       |              |          |               |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |               |
| 8  | Language of Teaching the Course:                       | English               |              |          |               |
| 9  | Study System:  | Semester Based System |              |          |               |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |               |
| 11 | Location of Teaching the Course:                       |                       |              |          |               |
| 12 | Prepared by:   |                       |              |          |               |
| 13 | Date of Approval:                                      |                       |              |          |               |

## II. Course Description:

|  |
|--|
|  |
|--|

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

**Z. Knowledge and Understanding:** Upon successful completion of the course, students will be able to:

|    |  |  |  |
|----|--|--|--|
| a1 | Identify process, levels, barriers and strategies of communication and techniques of effective communication |  |  |
| a2 | Recognize the characteristics of verbal and nonverbal communication, levels of                               |  |  |

|  |   |  |  |
|--|---|--|--|
|  | communication, barriers to effective communication and communication blokes                         |  |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |   |  |  |
| b1   | Differentiate between therapeutic and non-therapeutic communication                                 |  |  |
| b2   | Integrate ethical principles and concepts with nursing practice as a foundation for decision-making |  |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |   |  |  |
| c1   | Applies techniques of effective communication   |  |  |
| c2   | Communicate with clients with impaired hearing, speech, or cognition                                |  |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |   |  |  |
| d1   | Establish effective inter-personal relations with patients, families & co-workers                   |  |  |
| d2   | Describe the elements of collaborative professional communication                                   |  |  |

| <b>(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:</b> |  |   |  |
|--|--|---|--|
| <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>   | <b>Assessment Strategies</b>  |  |
| a1   | Identify process, levels, barriers and strategies of communication and techniques of effective communication   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2   | Recognize the characteristics of verbal and nonverbal communication, levels of communication, barriers to effective communication and communication blokes | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| <b>(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:</b>         |  |   |  |
| <b>Course Intended Learning Outcomes</b>   | <b>Teaching Strategies</b>   | <b>Assessment Strategies</b>  |  |

|    |   |  |   |
|----|---|--|---|
| b1 | Differentiate between therapeutic and non-therapeutic communication                                 | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Integrate ethical principles and concepts with nursing practice as a foundation for decision-making | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |  | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|--|--|---|
| c1                                | Applies techniques of effective communication                        | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Communicate with clients with impaired hearing, speech, or cognition | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Establish effective inter-personal relations with patients, families & co-workers | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Describe the elements of collaborative professional communication                 | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No. | Units/Topics List                              | Sub Topics List   | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|-----|--|---|-----------------|---------------|---------------------------|
| 1   | Review of Communication Process                | <ul style="list-style-type: none"> <li>▪ Definition;</li> <li>▪ Elements of communication</li> <li>▪ Factors that influence the communication process</li> <li>▪ Barriers of communication</li> </ul>   | 1               | 2             | a1, b1, d1                |
| 2   | Levels of communication.                       | <ul style="list-style-type: none"> <li>▪ Basic levels of communication. <ul style="list-style-type: none"> <li>✓ Interpersonal</li> <li>✓ Intrapersonal Communication</li> <li>✓ Group Communication</li> </ul> </li> <li>▪ Space in communication <ul style="list-style-type: none"> <li>✓ Intimate space</li> <li>✓ Personal space</li> <li>✓ Public space</li> </ul> </li> </ul> | 2               | 2             | a1, b1, c1, d1            |
| 3   | Types of communication                         | <ul style="list-style-type: none"> <li>▪ Types of communication</li> <li>▪ Verbal communication</li> <li>▪ Non-verbal communication</li> <li>▪ Characteristics</li> <li>▪ Listening &amp; hearing</li> </ul>  | 2               | 4             | a1, b1, c1, d1            |
| 4   | Therapeutic and non therapeutic communication. | <ul style="list-style-type: none"> <li>▪ Therapeutic communication <ul style="list-style-type: none"> <li>✓ Elements</li> <li>✓ Principles of therapeutic interaction</li> <li>✓ Barriers</li> <li>✓ Traits of Therapeutic Communication</li> </ul> </li> <li>▪ Non-therapeutic communication</li> </ul>  | 2               | 4             | a1, b1, c1, d1            |
| 5   |  | Midterm exam  | 1               | 2             | a1, b1, c1, d1            |
| 6   | Communication blokes                           | <ul style="list-style-type: none"> <li>▪ Communication blokes</li> </ul>  | 1               | 2             | a2, b2, c2, d2            |
| 7   | Effective Communication                        | <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Importance</li> <li>▪ Principles</li> <li>▪ Basic abilities for effective communication</li> <li>▪ Barriers to effective communication</li> </ul>  | 2               | 4             | a2, b2, c2, d2            |
| 8   | Collaborative professional communication       | Collaborative professional communication  | 1               | 2             | a2, b2, c2, d2            |

|  |   |   |   |   |                |
|--|---|---|---|---|----------------|
| 9  | Communicate with clients with impaired hearing, speech, or cognition. | Communicate with clients with: <ul style="list-style-type: none"> <li>Impaired hearing,</li> <li>Impaired speech,</li> <li>Impaired cognition.</li> </ul> | 2 | 4 | a2, b2, c2, d2 |
| 10   |   | Final exam  | 1 | 2 | a2, b2, c2, d2 |
| <b>Number of Weeks /and Units Per Semester</b> |   |   |   |   |                |

### V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations
- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

### VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

### VII. Assignments:

| No.          | Assignments  | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|--|----------|-----------|-------------------------|
| 1            | <b>Assignment 1:</b> Therapeutic and non-therapeutic communication | W5       | 5         | a1, c1                  |
| 2            | <b>Assignment 2:</b> communication blocks                          | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |  |          | <b>10</b> |                         |

### VIII. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|-----|-------------------|----------|------|--------------------------------|----------------------------------|
| 1   | Assignments       | W5,11    | 10   | 10%                            | a1, b1, a2, b2, c2,              |

|       |                           |       |     |      |                |
|-------|---------------------------|-------|-----|------|----------------|
| 2     | Quizzes 1 & 2             | W3, 9 | 10  | 10%  | a1, a2, b1, b2 |
| 3     | Mid-Term Theoretical Exam | W7    | 20  | 20%  | a1, b1, c1, d1 |
| 4     | Final Theoretical Exam    | W16   | 60  | 60%  | a2, b2, c2, d2 |
| Total |                           |       | 100 | 100% |                |

## IX. Learning Resources:

- *Written in the following order:* Author, Year of publication, **Title**, Edition, Place of publication, Publisher.

1- Required Textbook(s) ( maximum two ): مثال example

2- Essential References:

3- Electronic Materials and Web Sites etc.:

Websites:

▪

## X. Course Policies: (Based on the Uniform Students' By law (2007) تترك كما هي)

|   |  |
|---|--|
| 1 | <p><b>Class Attendance:</b><br/>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>  |
| 2 | <p><b>Tardiness:</b><br/>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>  |
| 3 | <p><b>Exam Attendance/Punctuality:</b><br/>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>  |
| 4 | <p><b>Assignments &amp; Projects:</b><br/>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.</p>   |
| 5 | <p><b>Cheating:</b><br/>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>  |
| 6 | <p><b>Forgery and Impersonation:</b><br/>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p> |

## I. Course Identification and General Information:

|    |  |                       |              |          |            |
|----|--|-----------------------|--------------|----------|------------|
| 1  | Course Title:  | Psychiatric Medicine  |              |          |            |
| 2  | Course Code & Number:                                  |                       |              |          |            |
| 3  | Credit Hours   | Theory Hours          | Credit Hours |          | Lab. Hours |
|    |  |                       | Lecture      | Exercise |            |
|    |  | 1                     | 1            | --       | --         |
| 4  | Study Level/ Semester at which this Course is offered: |                       |              |          |            |
| 5  | Pre –Requisite (if any):                               |                       |              |          |            |
| 6  | Co –Requisite (if any):                                |                       |              |          |            |
| 7  | Program (s) in which the Course is Offered:            |                       |              |          |            |
| 8  | Language of Teaching the Course:                       | English               |              |          |            |
| 9  | Study System:  | Semester Based System |              |          |            |
| 10 | Mode of Delivery:                                      | Full Time             |              |          |            |
| 11 | Location of Teaching the Course:                       |                       |              |          |            |
| 12 | Prepared by:   |                       |              |          |            |
| 13 | Date of Approval:                                      |                       |              |          |            |

## II. Course Description:

|  |
|--|
|  |
|--|

### III. Course Intended Learning Outcomes (CILOs) :

(مخرجات تعلم المقرر)

### Referenced PILOs

(مخرجات تعلم البرنامج)

AA. Knowledge and Understanding: Upon successful completion of the course, students will be able to:

|    |   |  |  |
|----|---|--|--|
| a1 | Describes the etiology, clinical manifestations, and diagnostic measures of patients with various mental health disorders |  |  |
|----|---|--|--|

|  |   |  |  |
|--|---|--|--|
| a2   | Recognize somatoform disorders, organic brain syndrome, hysterical disorder and substance use disorders |  |  |
| <b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:               |   |  |  |
| b1   | Compare between types of personality disorders mood disorder and anxiety disorder                       |  |  |
| b2   | Differentiate between organic brain disorders, somatoform disorders, and hysterical disorder            |  |  |
| <b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to: |   |  |  |
| c1   | Demonstrate therapeutic management of the most common Psychiatric disorders                             |  |  |
| c2   | Provide therapeutic management of the most common psychiatric disorders                                 |  |  |
| <b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:               |   |  |  |
| d1   | Explains legal aspects applied in mental health settings.   |  |  |
| d2   | Use appropriate interpersonal communication skills.   |  |  |

| <b>(A) Alignment of Course Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:</b> |   |   |  |
|--|---|---|--|
| <b>Course Intended Learning Outcomes</b>   |   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |
| a1   | Describes the etiology, clinical manifestations, and diagnostic measures of patients with various mental health disorders | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| a2   | Recognize somatoform disorders, organic brain syndrome, hysterical disorder and substance use disorders                   | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Seminars and student presentations</li> <li>▪ Brain storming, role-play and simulation</li> <li>▪ Small group for discussing</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> <li>▪ Presentations</li> </ul> |
| <b>(B) Alignment of Course Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:</b>         |   |   |  |
| <b>Course Intended Learning Outcomes</b>   |   | <b>Teaching Strategies</b>  | <b>Assessment Strategies</b>   |



|    |  |  |   |
|----|--|--|---|
| b1 | Compare between types of personality disorders mood disorder and anxiety disorder            | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| b2 | Differentiate between organic brain disorders, somatoform disorders, and hysterical disorder | <ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> <li>▪ Role-play &amp; simulation</li> <li>▪ Small group discussions</li> <li>▪ Seminars and student presentations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(C) Alignment of Course Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies  | Assessment Strategies   |
|-----------------------------------|---|--|---|
| c1                                | Demonstrate therapeutic management of the most common Psychiatric disorders | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |
| c2                                | Provide therapeutic management of the most common psychiatric disorders     | <ul style="list-style-type: none"> <li>▪ Active learning,</li> <li>▪ Small group learning.</li> <li>▪ Learning tasks and activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> <li>▪ Mid-term Exam</li> <li>▪ Final exam</li> </ul> |

**(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:**

| Course Intended Learning Outcomes |   | Teaching Strategies   | Assessment Strategies  |
|-----------------------------------|---|---|--|
| d1                                | Explains legal aspects applied in mental health settings. | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |
| d2                                | Use appropriate interpersonal communication skills.       | <ul style="list-style-type: none"> <li>▪ Classroom discussions,</li> <li>▪ Problems solving</li> <li>▪ Case study analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Case Studies</li> <li>▪ Learning activities</li> </ul> |

**IV. Course Contents:**

**A. Theoretical Aspect:**

| No.  | Units/Topics List                               | Sub Topics List  | Number of Weeks | Contact Hours | Learning Outcomes (CILOs) |
|--|---|--|-----------------|---------------|---------------------------|
| 1  | Assessment of psychiatric disorders.            | <ul style="list-style-type: none"> <li>▪ Classification of psychiatric disorders.</li> <li>▪ Causes</li> <li>▪ Examination and diagnosis of mentally ill patients.</li> </ul>  | 1               | 1             | a1, d1                    |
| 2  | Psychotic disorders                             | <ul style="list-style-type: none"> <li>▪ Types, causes and treatment.</li> <li>✓ Schizophrenia.</li> <li>✓ Depressive disorder</li> <li>✓ Manic disorder</li> </ul>  | 1               | 1             | a1, c1, d1                |
| 3  | Schizophrenic disorder                          | <ul style="list-style-type: none"> <li>▪ Causes,</li> <li>▪ Clinical manifestations</li> <li>▪ Diagnosis, &amp; Treatment</li> </ul>   | 2               | 2             | a1, c1, d1                |
| 4  | Mood disorder                                   | <ul style="list-style-type: none"> <li>▪ Classification, Causes</li> <li>▪ Clinical manifestations</li> <li>▪ Diagnosis &amp; Treatment</li> </ul>   | 2               | 2             | a1, b1, c1, d1            |
| 5  | Anxiety disorder                                | <ul style="list-style-type: none"> <li>▪ Classification, Causes</li> <li>▪ Clinical manifestations</li> <li>▪ Diagnosis &amp; Treatment</li> </ul>   | 2               | 2             | a1, b1, c1, d1            |
| 6  |   | Midterm Exam   | 1               | 1             | a1, b1, c1, d1            |
| 7  | Somatoform disorders                            | <ul style="list-style-type: none"> <li>▪ Types, Causes</li> <li>▪ Clinical manifestations</li> <li>▪ Diagnosis &amp; Treatment</li> </ul>  | 2               | 2             | a2, b2, c2, d2            |
| 8  | Organic brain syndrome                          | <ul style="list-style-type: none"> <li>▪ Causes</li> <li>▪ Clinical manifestations</li> <li>▪ Diagnosis &amp; Treatment</li> </ul>   | 2               | 2             | a2, b2, c2, d2            |
| 9  | Hysterical disorder and Substance use disorders | <ul style="list-style-type: none"> <li>▪ Hypochondriacally disorder</li> <li>▪ Psychosomatic disorders</li> </ul>  | 1               | 1             | a2, b2, c2, d2            |
| 10   | Drugs   | <ul style="list-style-type: none"> <li>▪ Antipsychotic drugs</li> <li>▪ Antidepressant drugs</li> <li>▪ Anticonvulsant drugs</li> <li>▪ Anti manic ( lithium) drug</li> <li>▪ Anti adrenergic (beta blocker) drug</li> </ul> | 1               | 1             | a2, c2, d2                |
| 11   |   | Final exam   | 1               | 1             | a2, b2, c2, d2            |
| <b>Number of Weeks /and Units Per Semester</b> |   |  |                 |               |                           |

## V. Teaching Strategies of the Course:

- Interactive lecture
- Seminars and student presentations

- Brain storming
- Role-play and simulation
- Small group discussion
- Learning tasks and activities
- Problems solving
- Case study analysis

## VI. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term exam
- Final term exam

## VII. Assignments:

| No.          | Assignments                          | Week Due | Mark      | Aligned CILOs (symbols) |
|--------------|--------------------------------------|----------|-----------|-------------------------|
| 1            | Assignment 1: Mood disorder          | W5       | 5         | a1, c1                  |
| 2            | Assignment 2: Schizophrenic disorder | W11      | 5         | a2, b2, c2              |
| <b>Total</b> |                                      |          | <b>10</b> |                         |

## VIII. Schedule of Assessment Tasks for Students During the Semester:

| No.          | Assessment Method         | Week Due | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes |
|--------------|---------------------------|----------|------------|--------------------------------|----------------------------------|
| 1            | Assignments               | W5,11    | 10         | 10%                            | a1, b1, a2, b2, c2,              |
| 2            | Quizzes 1 & 2             | W3, 9    | 10         | 10%                            | a1, a2, b1, b2                   |
| 3            | Mid-Term Theoretical Exam | W7       | 20         | 20%                            | a1, b1, c1, d1                   |
| 4            | Final Theoretical Exam    | W16      | 60         | 60%                            | a2, b2, c2, d2                   |
| <b>Total</b> |                           |          | <b>100</b> | <b>100%</b>                    |                                  |

## IX. Learning Resources:

- *Written in the following order: Author, Year of publication, Title, Edition, Place of publication, Publisher.*

1- Required Textbook(s) ( maximum two ): مثال example

1. Kaplan HI and Sadok BJ (2007). Synopsis of psychiatric. Baltimore, MD: Williams and Wilkins
2. Kaplan & Sadock (2008). Concise Textbook of Clinical Psychiatry, LWW

### 2- Essential References:

1. Ghanem: M. (2008): An introduction to psychiatry 3rd ed. That it publishing company.
2. Kaplan – Kaplan & Sadock (2010). Handbook of Clinical Psychiatry, LWW

### 3- Electronic Materials and Web Sites etc.:

#### Websites:

- www.psychiatric medicine.com
- www.psyche.org

## تترك كما هي (2007) Based on the Uniform Students' By law) :X. Course Policies

|   |  |
|---|--|
| 1 | <p><b>Class Attendance:</b><br/>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>  |
| 2 | <p><b>Tardiness:</b><br/>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>  |
| 3 | <p><b>Exam Attendance/Punctuality:</b><br/>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>  |
| 4 | <p><b>Assignments &amp; Projects:</b><br/>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.</p>   |
| 5 | <p><b>Cheating:</b><br/>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>  |
| 6 | <p><b>Forgery and Impersonation:</b><br/>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p> |